SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

VASANTDADA SUGAR INSTITUTE

MANJARI-BUDRUK, TALUKA-HAVELI, DIST.-PUNE
412307
www.vsisugar.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

December 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Vasantdada Sugar Institute (VSI) formerly known as Deccan Sugar Institute, is an autonomous body which is a 'Registered Society' registered under the *Societies Registration Act, 1860* and under the *Bombay Public Trust Act, 1950*. Several sugarcane farmers from Maharashtra joined hands to establish the Institute in 1975 under the dynamic leadership of late Vasantdada Patil. Their vision led to the development of this organization that symbolized a unique partnership between the Sugar Industry, the scientific community and the sugarcane growers to meet their ever-increasing scientific and technical needs.

The objective of VSI is to achieve an all- encompassing progress of the Indian Sugar Industry through Research & Development, Consultancy and HRD in sugarcane agriculture, sugar processing and by-products. No stone has been left unturned in ensuring that the expression world class is apt to the impressive set-up at VSI at its four locations viz. Manjari, Naigaon, Lonarwadi and Amboli. The main campus at Manjari near Pune, houses well developed R & D farms along with state-of-the-art research laboratories and classrooms. VSI takes pride in a highly qualified and experienced staff comprising of scientists, engineers and technologists. Cutting edge R & D, expertise in quick delivery, skill to mould opinions and its role as a catalyst are qualities inherent in VSI. The Institute stays ahead and keeps abreast of the latest developments in science and technology, remains relevant to the evolving needs of the sugar industry and also stays focused on the needs of sugarcane growers. VSI is probably the only organisation in the world to have such a formidable infrastructure exclusively for sugarcane and sugar research in the cooperative sector.

A multitude of short-term, customised and regular academic programs are designed by the institute to upgrade and enhance the skills of personnel from the sugar industry. VSI is not only recognized by the Government of India as a scientific and industrial research organization, but also as a centre for carrying out research for doctoral studies from various Universities. The Institute's expertise has also been acknowledged internationally with on-site training and consultancy assignments from sugar producing countries across the world.

Vision

VSI endeavours to achieve all encompassing progress of the sugar sector by improving productivity on farms and overall efficiency in mills through research & development, consultancy and human resource development (teaching/training).

Mission

VSI's mission is to bring about improvement in the socio-economic status of sugarcane grower farmers and an all-encompassing progress of the Indian Sugar Industry through

1. R&D by providing to them new and cutting edge technologies by undertaking or helping to carry on research and other scientific work in connection with the trade or industry related to sugarcane/ sugarbeet or other sugar bearing plants, sugar by-products and allied industries in India.
2. Human resource development and capacity building through teaching and training for technical

manpower for the above industries and other industries.

3. Extension and consultancy services for improving all aspects of industry. This also includes technical support and advisory to various Government organisations.

4. To foster social responsibility and national integration through empowering farmers and students.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Good connect with industry
- Experience of multi-faculty education, diverse programmes
- Catering to students of diverse socio-economic group
- Research-based learning environment
- Conducive learning environment based on research/ industrial experience of faculty
- National and international collaborations
- Proven leadership in research and administration
- Proven record of high percentage of student placements
- Well-equipped laboratories and well-stocked library
- ICT-enabled infrastructure
- Socially responsible institution balancing local and global requirements

Institutional Weakness

- Academic rigidity under affiliating system
- Located in semi- urban area with limited public transport
- Academic focus competes with R&D and consultancy activities of the staff
- Only two post graduate courses under University affiliation.
- Limited number of outside state and foreign students.
- Limited participation in faculty development programs

Institutional Opportunity

- Effective implementation recently introduced NEP
- To strive for academic autonomy of the Institute
- To explore optimally the linkages and collaborations
- To explore possibilities of Student and faculty exchange at National and International level
- To further enhance inter- and multi-disciplinary research
- Scope for starting new interdisciplinary courses
- Opportunity of professional consultancy services
- To engage and explore well-placed alumni for placement opportunities in other countries/industrial sectors

Institutional Challenge

- Mandate is focused on sugar and allied industry
- Delivery of quality services and maintenance of teaching standards in view of increasing demands from industry
- Procedural hurdles in making appointments of staff

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Institute follows a CBCS curriculum designed and prescribed by affiliating university Savitribai Phule Pune University (SPPU). Institute has well established curriculum policy. Currently the institution offers **two PG and two Ph. D. programs.**

During the assessment period, the department of Alcohol Technology and Biofuels has **designed, drafted the curriculum and successfully implemented t**he two short term and one add on courses focusing on entrepreneurship for students. Also the Department of Environment Science has **designed, drafted the curriculum and successfully implemented the three short term courses** focusing on entrepreneurship for students. About **250 students benefited** from these courses. This has insured academic flexibility across the programs. One teacher, Dr. Deepali Nimbalkar is Member BOS (Environmental Sciences), SPPU and participated in the curriculum designing process of the university.

Institute has published an **exclusive booklet on cross cutting issues like gender, professional ethics and Environment and Sustainability integrated in the syllabus**. About sixty courses integrates cross cutting issues in the curriculum.

As a part of the curriculum, students participate in projects, field surveys, workshops and internships. For this purpose, Institution has developed collaborations with industries. **Forty-six percent students benefited by Internship- Inplant training and Research Projects** which support learning skills and enhances employability among the students.

Institution has organized Teacher Training Programs/workshops on Innovative Teaching Pedagogies to strengthen the curriculum delivery mechanism. IQAC and Principal **monitors the curriculum planning and delivery** through well documentation process, as: academic calendars of the departments, teacher's teaching plans and its execution, journals, assignments result analysis, Academic and Administrative records in files.

Offline feedback on curriculum, ambience (infrastructure) and the T & L performance of the institution is collected, analyzed, and Action Taken Reports (ATR) displayed on institute website. Microsoft excel software being utilized for feedback analysis.

Teaching-learning and Evaluation

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Research, Innovations and Extension

Vasantdada Sugar Institute provides enriching research environment through innovative approach. Following initiatives are taken at management and institute level through financial, technological and infrastructural support for development of student and faculties through transfer of knowledge/technology.

- Institute conducted technical committee meeting to evaluate all ongoing projects & to propose new projects.
- All outcome from the research related to either publication, IPR or any product development has been devised and published in our Institute web site.
- Institute also emphasizes and practices research linked teaching methods & pedagogies.
- There are **3 research guides** recognized by the Savitribai Phule Pune University. There are 2 subjects i.e. Biotechnology and Environmental Sciences under which students undertake their Ph.D programmes. Five students have been already awarded for their Ph. D. thesis work and 10 Ph.D students have enrolled their Ph.D and working as the scholar.
- The Institute been granted different research projects from agencies such as **DBT, RGSTC, Govt. of Madhya Pradesh, Maharashtra Pollution Control Board Mumbai,** etc. with a total research fund of **Rs. 743.57 Lakh.**
- Faculties & students published **37 peer reviewed journal articles, 46 publications in books, book chapter and conference proceedings. Institute also published/filed 8 patents.**
- Institute has signed **8 MoUs** to work on different research field linked to biofuels, biochemicals and other value added products.

- Institute have organized 21 workshop/seminar/conferences. Institute has undertaken 22 extension activities in the neighborhood.
- Institute has developed well-equipped laboratories having different sophisticated instruments like **GC, HPLC, CHNS, FT-NIR, ICP=OES Spectrophotometer, Ion Chromatography, NBS fermenters,** Refrigerated centrifuge, etc. Institute have developed **pilot winery facility and pilot facility for potash recovery from boiler ash** which helps students to work at pilot scale research work.
- Department of Alcohol Technology & Biofuels and Department of Environmental Sciences has received accreditation from **National Accreditation Board for Testing and Calibration Laboratories (NABL) under ISO 17025: 2017**
- Institute has **specific software like AERMOD, ALOHA, QGIS** which helps faculty and students for their research work.

Infrastructure and Learning Resources

Vasantdada Sugar Institute, Manjari has developed state of art physical facilities to support teaching – learning process in the institution.

The institute comprises of following physical facilities

- **57.39 hectares of Campus area** having Academic Blocks with ICT enabled classrooms, laboratories, student hostel and Sports ground.
- **8 ICT-enabled class rooms (100%)** and two **Central Instrumentation Facility** in **research block** and **pilot winery and Nano brewery** unit for M.Sc. Wine, Brewing & Alcohol Technology students.
- **Institute** also facilitates **Auditoriums, open Amphitheatre** and **Seminar Halls**
- **Library accommodating 80 persons** simultaneously in **04 Cubicles, 01 Reading table, 03 round tables,** in an area of **465 Sq. Mtrs. Library** has upgraded with **iSLIM and DMS software's** for smooth functioning of library management.
- At present library stocked with **16271 books, journals, proceedings** and **research articles.**

Laboratories:

- **02 Computer Labs**
- **02 Research Lab**
- **Sensory analysis laboratory**

Computing equipment and facilities:

- **Three Servers and 48 computers** with a **Student-Computer ratio 1:2** (average 1 computer for two students)
- **Licensed Software packages**: **Microsoft Windows suites, Tally, Google earth, AUTOCAD etc.**
- **Firewall Security for Networks**
- **Fully WiFi-enabled** with leased line connections of **Hathway (100 MBPS), BSNL (40 MBPS)** and **Reliance Infocomm (40 MBPS).**

Sports and Games Facilities

- Open Stadium with running & cricket area, Football, Basketball and Volleyball Court, well equipped multipurpose and a Fitness Centre.

Other Facilities

- **Agriculture farm:** 40 acre land to encourage agricultural practice & to conduct field activities connected to course content.
- **Two Boys' Hostels** and **one Girls' Hostel**
- **Transportation:** Plenty of conveyance facilities like bus, auto, train are available at nearest distance. The Institute has two buses and a car for additional purposes.
- **S**eparate wings are working as **Administrative Office, library and laboratory, research block** and **Controller of Examinations**
- **Staff quarters** located near institute with **proper connectivity** and **other facilities.**

Expenditure during assessment period, excluding salary: Rs 131.12 lakhs for **infrastructure augmentation & Rs 72.89 lakhs** for **maintenance of physical facilities and academic support facilities.**

Student Support and Progression

Vasantadada Sugar Institute places high importance on the development and welfare of its students as they are ambassadors of the Institute in the world. It has a well-defined mechanism for **Student Support and Progression**. Several Cells/Committees, comprising teachers and student representatives monitored by the principal, are effectively functioning to ensure the **academic, economic, social/spiritual welfare and development of students.**

23.01% of Students have benefited from Scholarships and Freeships offered by the **Government** during the assessment period

To facilitate **Capacity Development and Skill Enhancement, 7 programmes** based on **Soft skills, Language and communication skills, Life Skills, and Technology** were organized.

Around 54.4% of Students benefited by **Career Counselling and guidance for Competitive Examinations** offered by the institution

Placement Cell actively promotes the development of the personality and career prospects of the students. **81.5% outgoing students have been placed** in reputed firms, industries and Government organizations. Some of them are also entrepreneurs.

5 (13.51%) Students qualified National level Competitive Exams like UGC NET/JRF, SET exams.

Effective Grievance Redressal Mechanism is in place to ensure timely redressal of student grievances including sexual and ragging instances. No cases of ragging/sexual harassment reportedduring the period

The college has beautiful premises and well-developed facilities with modern technology, such as a library, ladies room, seminar hall, amphitheatre, computers and broadband internet facility, sports accessories, gymnasium, spacious playground, vehicle parking, canteen etc. And the solar energy plant fulfills the electricity needs of the premises.

The institution has an **Alumni Association** which helps to develop student's skills through the interaction with alumni. Alumni also help in student placements and inplant training

Governance, Leadership and Management

VSI is an autonomous organization governed by its Governing Council and affiliated to Savitribai Phule Pune

University for 2 MSc programs and 2 PhD programs.

The governance is aligned with the vision and mission of the Institute. VSI has a decentralized and participatory organizational structure.

Statutory bodies of the Institute like the Governing Council, Technical Committee etc. are regularly reconstituted in accordance with regulations.

The College has articulated well-defined policies covering Governance, Quality, Research, Code of Conduct, Environment, Gender, etc. The policies are revised to the needs of the time.

Well-structured organogram is instrumental in the smooth realization of the institutions' Vision and Mission to all stakeholders.

Implementation of e-governance in areas of administration, Finance and Accounts, Student Admission and Support, Examination, enhance good governance through transparency, participation and accountability.

VSI looks into the Welfare Measures of staffs through Statutory Welfare Schemes,

Financial Assistance, Physical and Health Assistance, Awards and Acknowledgements, Career.Enrichment Measures and Career Advancement.

Faculty are provided with financial support to attend conferences, workshops and other professional development programs.

Financial Accounts of the institute are subjected to internal, External audits including CAG audit regularly.

VSI has conducted administrative and professional development programmes during the assessment period for the teaching and non-teaching staff.

Institutional Values and Best Practices

Institute is approachable and proactive to the emerging challenges and pressing issues of gender equity, sensitization in curricular and co-curricular activities, facilities for women on campus, disabled friendly, environmental consciousness, green campus and sustainability, inclusiveness, and professional ethics

- **Gender equity**

- **Human rights, Cyber security** are some topics covered in the syllabus.
- Use of **classroom discussions** as a pedagogical tool to understand and engage with gender aspects.
- Access of women to required services in routine institute hours on the campus is ensured and **inclusive infrastructure** has been created.
- Institutional infrastructure provides **girls rest rooms and washrooms** with adequate water facility and **sanitary napkin vending machine.**
- Campus is well protected by compound walls and security guards, **CCTVs** (**thirty plus)** with large display screens to keep a tab on unwanted activities.
- **Anti-Ragging Committee, Equal opportunity cell and Anti sexual harassment** cell are functional

- **Women farmers** across the states are empowered by conducting **trainings every year** based on sugarcane cultivation.
- Institute has **45.83% of girl students**.
- **Women's day celebration, Women empowerment activities, Women mentoring** are practiced by the staff and students.

- **Institute initiatives for green campus, conservation, and disabled friendly environment**

- Institute have adopted of green environmental practices like use of **solar energy, avoid/minimise single use plastic, rain water harvest, proper solid waste management, Vermicomposting** etc.
- The institute campus is observed as **carbon neutral.**
- **Ramps and lift** facilities available.

- **Institutional efforts/initiatives in providing an inclusive environment and sensitization of students and employees to the constitutional obligations:**

- **Demographic diversity** as the student's hail from different socio- economic background and come from diverse regions having their own language preferences.
- Teachers have been given freedom to teach **bilingually**.
- A course on 'Human Rights' and **Introduction to Constitution** has been a compulsory credit for all Masters Courses.
- **Birth anniversaries**, **Independence Day, Republic Day, National Technology Day etc.** are celebrated..

- **Institute best practices**

- Training for farmers (Oos Sheti Dnyanyag & Dnyanlaxmi)
- Hands on experience on wine making and brewing.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	VASANTDADA SUGAR INSTITUTE
Address	MANJARI-BUDRUK, TALUKA-HAVELI, DIST.-PUNE
City	PUNE
State	Maharashtra
Pin	412307
Website	www.vsisugar.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Dattatraya Baban Ghule	020-26902171	9822450838	020-2690224 4	registrar@vsisugar. com
IQAC / CIQA coordinator	Deepali Shivajirao Nimbalkar	020-26902343	9422514085	020-2690224 4	ds.nimbalkar@vsis ugar.org.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	MANJARI-BUDRUK, TALUKA-HAVELI, DIST.-PUNE	Urban	139	17094

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
PG	MSc,Environmental Science,ENVIRONMENTAL SCIENCE	24	B.SC.	English	24	24
PG	MSc,Alcohol Technology And Biofuels ,WINE TECHNOLOGY	24	B.SC.	English	24	24
Doctoral (Ph.D)	PhD or DPhil ,Environmental Science,ENVIRONMENTAL SCIENCE	36	M.SC.	English	18	3
Doctoral (Ph.D)	PhD or DPhil ,Agriculture, BIOTECHNOLOGY	36	M.SC.	English	4	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	2				2				12			
Recruited	1	0	0	1	0	1	0	1	7	0	0	7
Yet to Recruit	1				1				5			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				11
Recruited	8	3	0	11
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	1	0	0	0	0	1
Ph.D.	1	0	0	0	1	0	4	0	0	6
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	0	0	3
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	4	3	0	7

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG	Male	34	3	0	0	37
	Female	10	0	0	0	10
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	3	0	1	1
	Female	0	1	0	1
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	1	1	0	0
	Others	0	0	0	0
OBC	Male	7	5	7	9
	Female	5	6	4	6
	Others	0	0	0	0
General	Male	16	15	20	16
	Female	9	14	8	15
	Others	0	0	0	0
Others	Male	5	2	5	0
	Female	2	4	3	0
	Others	0	0	0	0
Total		48	48	48	48

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	According to NEP, higher education significantly contributes towards sustainable livelihoods and economic development of the nation. It needs to be multidisciplinary/interdisciplinary to promote the holistic development of students. In this regard, Vasantdada Sugar Institute is well equipped to implement the NEP in its curriculum. The two MSc courses conducted by the Institute i.e. MSc (Environmental Sciences) and MSc (Wine, Brewing & Alcohol Technology) are itself multidiciplinary/interdisciplinary in nature. The Institute offers an excellent teaching learning environment which is complemented by the other activities such as training to industry personnel, research and industrial consultancy. Short term training programs are conducted once a year and are compulsory for all students. The students also benefit from application based research projects, industrial exposure and collaborative projects. In addition to teaching and research, community engagement and service, contribution to various fields of practice, faculty development also promote all round development of students. The institution is looking forward to offer a multidisciplinary flexible curriculum that enables multiple entry and exits. The provision for the same would be implemented according to the directives of the University/state government.
2. Academic bank of credits (ABC):	Our affiliating university i.e. Savitribai Phule Pune University is registered under Academic Bank of Credits. We encourage the students to register and get their ABC ids through the ABC portal.
3. Skill development:	Vasantdada Sugar Institute has always focused on skill development as an essential part of its curriculum. In addition to the skill development courses which are part of the affiliating University syllabus, the focus has been on imparting skills necessary for preparing the students for better employment/entrepreurship through conducting short term courses which are compulsory for all students. These include subjects like laboratory management, ETP operation and maintenance, fruit wine making etc. The students are also trained in soft skills like effective communication, scientific writing. All programs are organized in such a way that students get opportunities for experiential learning and skill

	development through internships, fieldworks, industrial visits, projects works and hands-on learning methods.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Indian knowledge system offers traditional knowledge in environment and sustainability. These traditional practices and their benefits are included in teaching of different courses to our students. In addition, many of our students come from rural parts of Maharashtra state and also from other states. These students may not necessarily be proficient in English language. Hence all the teachers have been given the freedom to deliver subject content in English, marathi and hindi as per necessity. The Institute will also encourage registration of teachers/ students through SWAYAM and NPTEL portal for courses related to Indian Knowledge System through online mode.
5. Focus on Outcome based education (OBE):	OBE is a student-centric model that emphasizes what is learnt rather than what is taught, which is the focus of traditional education. The courses were created using the OBE paradigm and include programme outcomes (PO), programme specific outcomes (PSO), and course outcomes (CO). Teachers have been given training on OBE. It enables the assessment of the students at cognitive levels of Blooms taxonomy. In 2019 OBE was integrated into the curriculum.
6. Distance education/online education:	The Institute could manage to deal with the challenges of online teaching during the Covid pandemic due to the presence of online infrastructure like computer and internet facilities, video recording, WiFi etc. The staff made good use of online platforms such as Webex, google meet, zoom, Microsoft teams, Whatsapp, facebook etc. Several workshops have also been conducted in online mode. The Institute now plans to offer short term courses focused on employability through online mode. The boardroom, auditorium and two conference rooms are well equipped with facilities to conduct such online courses. In addition, staff can also deliver lectures through their offices in online mode.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been	No. It will be established.

set up in the College?	
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	NA
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	NA
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	NA
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Students are encouraged by the teachers to enroll as voters.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
48	48	48	48	46

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 16

File Description	Document
Upload Supporting Document	[View Document](#)
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.2

Number of teaching staff / full time teachers year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
15	14	12	12	11

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
52.94	68.57	40.95	0	0

File Description	Document
Upload Supporting Document	[View Document]()

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

Planning:

Vasantdada Sugar Institute, Pune, is an Institution affiliated to and follows the curricula prescribed by the Savitribai Phule Pune University for two MSc programs viz. MSc (Environmental Sciences) and MSc (Wine, Brewing and Alcohol Technology). The Institute ensures effective curriculum delivery through a well-planned and documented process.. Every academic year, Principal conducts the meeting on planning of curriculum delivery and continuous internal evaluation. IQAC plays an important role in monitoring effective implementation of currciclum through reviews of T& L process . Departmental activity inputs help to prepare the Academic and Activity Calendar of the institute The faculty members are briefed on the academic activities of the institute on the first meeting of the commencement of every academic year. Meetings are held in each department to discuss about the course distribution for the academic sessions every year. Based on the expertise of individual teacher, the syllabus is allotted to them by the Head of the Department. Every department prepares teaching plan, allotting term-wise topics to be taught.

Syllabus of each subject for the academic session is provided to the students. Faculty members prepare semester-wise teaching plan for theory and practical at the beginning of every academic year/semester.

Principal prepares a general time-table which considers the optimum use of the infrastructure for effective implementation of academic plans and HOD of concerned departments prepare departmental timetable. Teachers conduct classes according to the timetable.

Delivery:

Departmental meetings are held periodically to review the syllabus completed. For the effective transmission and delivery of curricula, departments integrate classroom teaching with various ICT tools, laboratory practicals, In-plant training, fileld visits, research projects, students seminars, tutorials, question papers solving, etc. For the effective curriculum delivery teachers also use participative, problem solving, cooperative and student-centric learning methods.

Classroom teaching is supplemented with seminars, workshops, special lectures, group discussions, paper presentation by the students, projects, group assignments, term-papers and industrial visits for effective delivery of curriculum, which are done in a planned manner. Faculties effectively and creatively use PPTs, models, charts, and various software for delivering the subject knowledge. The institute organizes guest lectures, expert lectures of eminent academicians, for the effective curriculum delivery.

Institute library is digitalised. Library uses digital library management software, Document Management System (DSM) for content management.

Documentation:

Attendance records are maintained by the Principals office. Records are maintained by each department. These include the details of lectures conducted and review of syllabus completed. Teaching plan is a proper guide to execute curriculum in tune with the Academic Calendar and regular review helps to execute its implementation.

For continuous development, teachers regularly update their knowledge through active involvement in Research and Faculty Development Programmes.

Some teachers are members of various bodies of the University contributing to curriculum reviews, assessment and evaluation.. These include Dr. Deepali Nimbalkar- Member BoS, SPPU & Coordinator MSc Env Sc Examinations Paper setting & CAP, She has also contributed to syllabus. Dr. Amol Deshmane, Dr Eknath Alhat, Dr. Vivek Patil & Dr. Hemalata Hingane who are paper setters and examiners,

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 7

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Evidence of course completion, like course completion certificate etc. Apart from the above:	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Other Upload Files	
1	[View Document](#)

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 94.96

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
96	0	0	94	36

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

Response:

Institute integrates crosscutting issues relevant to professional ethics, gender, human values, environment and sustainability into the curriculum. Actually, the university decides the syllabus and institute has to follow it. But even with these limitations institute does its best for above issues. Some of the steps taken are below:

Gender

Gender equality is promoted in teaching and issues of gender in environmental awareness/ sustainability are discussed during teaching. The Institute also encourages participation of women staff and students in industrial training. The Grievance Redresal Cell, Equal Opportunities Committee, Anti Sexual Harassment committee and Anti Ragging committee take care that gender bias does not occur in any educational or research activities. Faculty of the Institute also participate in external programs with NGO's for womens empowerment and mentoring. The Institute also celebrates womens day.

Various activities like quiz and poster competitions, invited talks are organized to create awareness about nature, biodiversity, environment and sustainability.

Celebration of various days like National Technology Day, World Environment Day, World Soil Day, National seed day etc.

Human Values and Professional Ethics:

The institute takes efforts for integration of ethical and human values through extra-curricular activities also. National festivals like Independence Day and Republic Day serve as a platform to enliven patriotic and moral values. Different social activities have been initiated by the institute like Health and Hygiene awareness programs, Medical check-up camps, Blood donation camps, etc.

Environment and Sustainability

The Institute conducts MSc program in Environmental Sciences and as such these issues are integrated in the syllabus and also in the core values of the Institute. MSc program in Wine, Brewing and Alcohol Technology also has a course on waste treatment. The Institute has issued a circular for ban on single use plastic. It is also a carbon neutral campus with all energy generated from solar rooftop system.

In addition the Institute celebrates World Environment Day, Wildlife week, National Technology Day, World Soil Day, National seed day etc. Various activities like quiz and poster competitions, invited talks are organized to create awareness about nature, biodiversity, environment and sustainability.

File Description	Document
Upload Additional information	[View Document](#)

1.3.2

Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response: 93.75

1.3.2.1 **Number of students undertaking project work/field work / internships**

Response: 45

File Description	Document
Upload supporting document	[View Document](#)
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 99.17

2.1.1.1 **Number of seats filled year wise during last five years (Only first year admissions to be considered)**

2022-23	2021-22	2020-21	2019-20	2018-19
48	48	48	48	46

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
48	48	48	48	48

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 60.77

2.1.2.1 **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

2022-23	2021-22	2020-21	2019-20	2018-19
20	17	15	12	15

2.1.2.2 Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
26	26	26	26	26

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	[View Document](#)

2.2 Student Teacher Ratio

2.2.1

Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 3.2

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Participative, innovative teaching methods supported by technology are used to achieve the goal of experiential learning.

- The institute encourages, emphasizes and practices industrial experience as well as research-based teaching to give students an experiential learning.
- Environmental Sciences students get hands on experience of baseline data collection for environmental impact assessment studies and they also get excellent exposure for environment audit work
- Facilities such as pilot winery, nano brewery and instrumentation facility with high-end equipment such as GC-MS, GC, HPLC,ICP-OES, CHNSO analyser, AAS, FTIR, KF instrument, Spectrophotometer, flame photometer, microscopes, fermentors, cold storage rooms are developed to give hands-on experience and conduct quality research

- Laboratories are having accreditation from national level authorities (NABL); it benefits the students in learning and understanding quality control aspects of analytical work

- In addition, guidance provided to students on problem-solving skills to develop analytical abilities

- Students are involved in organising and coordinating activities to develop leadership skills, team spirit and critical thinking skills.

- Group discussions, organising events and seminars give conceptual clarity and help students in developing presentation skills, programme organising and management skills, and vocabulary enhancement.

- Learning through practical experience/field visits helpd in confidence building

- Survey based assignments, Field-visits and Study tours motivate students to take up independent research projects.

- Students are encouraged to participate in the National/International Conferences, Internships, Summer/Winter Schools and training programmes in Academic/Research institutes as well as NGOs to know current research areas and get opportunity to interact with eminent scientists.

- Students are encouraged to participate in various programmes e.g. celebration of World Environment Day, technology day, wildlife week, etc

- Student visit Science and technology Exhibition. The Institute also provides opportunity to explore new ideas through projects, model building and poster making. Students work in groups, do literature surveys, operate instruments and learn new technology from various laboratories and show their talent by doing experiments beyond the curriculum.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 68.82

2.4.1.1 **Number of sanctioned posts year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
21	21	21	15	15

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 60.94

2.4.2.1 **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
10	9	7	7	6

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awareded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

A transparent, time-bound and efficient examination and evaluation mechanism is practiced by the Examination and Evaluation Department. SPP University has appointed the Principal as a College Examination Officer (CEO) for smooth conduct of examinations.The Institute has constituted separate Internal Examination Committee under the guidance of the Principal.

Academic calendar is prepared at the beginning of each semester and is published on the website of the Institute. It is also displayed on the notice boards of Registrar section and respective Departments. The schedule of internal assessment of theory courses, laboratory courses, seminars and projects are displayed through notices to the students well in advance. For internal assessment, the question papers are set by faculty of respective subjects in accordance to the guidelines of the SPPU. Question papers are submitted to the Principal through respective head of department. Transparency and uniformity in the internal assessment is maintained. Internal evaluators are instructed to submit the evaluation reports within a stipulated time. The evaluated answer sheets are shown to the students in class. Student queries, if any, are resolved satisfactorily by the concerned evaluator.

The Institute adopted Choice Based Credit System (CBCS) from the academic year 2013 for all Post-Graduate Programs. As per the guidelines of SPP university, internal and external evaluation has 30:70 weightage in CBCS 2019 pattern. Continuous Internal Evaluation (CIE) is practiced in all programs. CIE includes group discussions, seminars, assignments and periodical written tests. Result Analysis is done for each subject by HoD..Online platforms like Google Classroom, and Microsoft teams are used for conducting CIE. Paper-wise examination schedules are circulated through notices and/or social media platforms. Marks are disclosed to the students. This provides a transparent way for students to reflect on their strengths and areas of improvements. Discrepancies, if any, are reported by the students and are resolved in a hierarchical manner by the concerned teachers and administrative authorities. Due

considerations are given and there is a provision of re-examination for genuine cases of absentee.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

Program Outcomes (POs) represent the knowledge, skills and attitudes, the students are expected to have at the end of their respective program.

Course Outcomes (COs) give the resultant knowledge and skills the students acquire during any given course. It defines the cognitive processes a course provides.

Programme outcomes (POs), For all academic programmes are clearly mentioned by the Institute under the purview of NAAC guidelines. The POs/COs are aligned to the learning objectives. POs and COs are designed to ensure complete and comprehensive learning about the programs and courses and to provide the set graduate attributes by the institute. While designing COs, knowledge domains i.e., cognitive domain, affective domain and psychomotor skills are considered.

For each Programme, PO and CO are designed through the following steps:

1. Heads of department with the help of teachers prepare the draft of the POs, which are in line with Graduate Attributes and Vision, Mission of the Institute, and department.
2. Views of alumni, employers are taken into consideration.
3. Heads of department and faculty analyze and express their opinion on the revised POs.

POs are designed to ensure complete and comprehensive learning about the program and courses as these are critical for overall development and employability enhancement of the students.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The Institute offers only two postgraduate and Doctoral degree programs (two subjects) of Savitribai Phule Pune University under the Faculty of Science. For these programs and courses, the institute follows the curriculum designed by the affiliating university.

The postgraduate programs have 80 credits each. Assessment includes A) In-semester Continuous Internal Evaluation and B) End-Semester University Evaluation, with 30:70 weightage for internal: external evaluation for theory and practical courses.

Each course has a defined set of Course Outcomes and corresponding evaluation criteria. The course outcomes are mapped to the program outcomes which are used to provide the quantitative measurement of how well the program outcomes are achieved. The POs and COs are evaluated by the Institution by direct method. College has made it mandatory for each department to submit the COs attainment at the end of the semester. While defining exam question papers, corresponding CO and its weightage is mapped. This helps us to calculate the performance of a student in terms of CO.

Procedure for Assessing the CO attainment:

CO attainment is assessed through direct methods.

Direct Attainment: The Institute consider the following criteria in the direct attainment.

1. Internal tests are conducted based on COs.
2. Class performance activities consisting of CIE/Formative assessment Like assignments/ tutorials/ experiments/presentation /any other activity related to COs are conducted.
3. A common format of programmed excel sheet is used for finding the average attainment of COs.
4. In general, three target levels are set

Low, Moderate and High attainment for direct and indirect methods

1 (Low) 41-60%

2 (Moderate) 61-80%

3 (High) 81-100%

The level of attainment of each Course Outcome is computed using a Microsoft Excel.

A detailed summary of attainment of each Course Outcome is recorded. The attainment submitted to the Head of Department, and the reasons for non-attainment are analyzed and an action plan is devised as per requirement. For each course, the level of attainment of each CO is compared with the predefined targets, and if not attained, the course coordinator takes necessary steps for improvement. If the target criterion level is not reached, the faculty suggest for improvement to attain the same. To measure PO via direct method, a CO/PO matrix is utilized.

The Institute mainly emphasize on Outcome-Based Education (OBE) which is an educational theory and bases each part of an educational system around goals (outcomes). The exam Committee (EC) formulates guidelines concerning direct and indirect assessment tools to evaluate attainment of COs by collaborating with concerned teachers.

File Description	Document
Provide Link for Additional information	[View Document](#)

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 97.09

2.6.3.1 **Number of final year students who passed the university examination year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
43	41	43	41	32

2.6.3.2 **Number of final year students who appeared for the university examination year-wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
46	41	45	41	33

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	[View Document](#)
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

2.7 Student Satisfaction Survey

2.7.1
Online student satisfaction survey regarding teaching learning process
Response: 3.91

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

Response: 533.15

3.1.1.1 **Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
15.33	194.78	170.58	40.28	112.18

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness   about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

Institute has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Vasantdada Sugar Institute provides enriching ecosystem for inculcating research and innovative approach amongst the students and staff. Following initiatives are taken at management and institute level through financial, technological and infrastructural support for development of student and faculties through transfer of knowledge/technology.

- Institute has research committee having distinguished persons from different areas including academic and industrial point of view. In every year, Institute conducted technical committee meeting to evaluate all ongoing projects & to propose new projects for their dissemination in consideration to social impact.

- All outcome from the research related to either publication, IPR or any product development has been devised and published in our Institute web site.
- Institute also emphasizes and practices research linked teaching methods & pedagogies.
- Students are sent to different industries/companies for their research projects/internship which helps them to get job. There are 3 research guides recognized to the Savitribai Phule Pune University. There are 2 subjects i.e. Biotechnology and Environmental Sciences under which students undertake their Ph.D programmes. Five students have been already awarded for their Ph. D. thesis work and 10 Ph.D students have enrolled their Ph.D and working as the scholar.
- Institute brought different research projects from Government and private agencies such as DBT, RGSTC, Govt. of Madhya Pradesh, Maharashtra Pollution Control Board Mumbai, etc. with a total research fund of Rs. 743.57 Lakh in the reporting period.
- Institute also encourage faculties & students and provide institute fund to initiate research activities through new projects. Students are encouraged to participate in the seminar/conferences & write research articles. Faculties & students published 37 peer reviewed journal articles, 46 publications in books, book chapter and conference proceedings.
- Institute published/filed 8 patents with the help of faculties, students and research scholars.
- Institute has signed 8 MoUs with different private and Govt. organization within the said 5 years duration to work on different research field linked to biofuels, biochemicals and other value added products and for research, training and exchange with academic, research institutes and industries at national and international level.
- Institute organizes different workshop/seminar/conferences in each year for development of student and staff & to acquire knowledge on new technologies/processes. During these 5 years of duration, Institute have organized 21 workshop/seminar/conferences.
- Institute has developed well-equipped laboratories having different sophisticated instruments like GC, HPLC, CHNS, FT-NIR, Spectrophotometer, Ion Chromatography, NBS fermenters, Refrigerated centrifuge, etc. Institute have developed pilot winery facility and pilot facility for potash recovery from boiler ash which helps students to work at pilot scale research work.
- Department of Alcohol Technology & Biofuels and Department of Environmental Sciences has received accreditation from National Accreditation Board for Testing and Calibration Laboratories (NABL), Department of Science and Technology, Govt. of India.
- Institute has central library facility which creates knowledge & research support through reference book, research journals, conference proceedings, annual report, etc.
- Institute has specific software like AERMOD, ALOHA, QGIS which helps faculties and students for their research work.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 21

3.2.2.1 **Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
03	07	03	04	04

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 2.81

3.3.1.1 **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
14	07	12	04	08

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document](#)
Link to re-directing to journal source-cite website in case of digital journals	[View Document](#)
Links to the papers published in journals listed in UGC CARE list or	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.3.2

Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 2.5

3.3.2.1 **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
10	07	07	08	08

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

2022-2023

- **Health camp/arogya shivir**

- All staff & students benefitted by free check-up & physical examination.

- **Cheetah is Back**

- This activity helped students to aware on the depleting habitat of Cheetah.

- **Soil testing**

- This activity helped students & their maximum farmer parents to aware on improvement techniques in farming.

- **Cleanliness drive**

- This activity helped students to learn the values of cleanliness & aim of Swachh Bharat Mission.

2021-2022

- **Valorising Waste from Sugar & Allied Industries**

- This activity helped students to acquaint about waste valorisation to different valuable products.

-

- This activity helped students to learn hands on Mahua liquor production.

- **Overview of Distilleries and Alcoholic Beverage Industry**

- This activity helped students to acquaint about importance of alcoholic beverages.

- **Environmental Clearance, Compliances, Violations and Uploading of EC on Parivesh Portal**

- This activity helped students to aware on environmental issues & importance of Ethanol Blended Petrol (EBP) programme and economy of the state.

2020-2021

- **She Is: 75 Indian women in STEAM**

- Message distributed towards the women advancement for sustainable development goals in India & step towards women empowerment.

2019-2020

- **Industrial Waste Water Treatment & Water Management Solutions for Sugar and Distillery Industry**

- This activity helped students to understand the latest technological developments in the field of industrial water management solutions.

2018-2019

- **Wild life week**

This activity helped students to aware about the importance of non-fossil fuels as an alternative to conventional fossil fuels and impact of all fuels on the environment.

- **Valorizing waste (vWa) from Sugarcane industries via innovations in pretreatment, bio-production and process intensification**

- This activity helped students to acquaint about waste valorisation to different valuable products.

- **Art of Brewing**

- Students aware about brewing technology and developments.

- **Field visit to Eco-restoration site Developed by Ecological Society at Panshet, Pune**

- Students aware on different eco-restoration site.

- **Report of Lecture on United States of America work Experience Programme in Wine**

- Students aware about the opportunities to acquire training in USA in wine sector.

- **One day Awareness workshop on "Recent Developments in Environment and Safety in the Sugar and Allied Industry"**

- Students aware about the significance of environment and safety in sugar and allied industry.

- **29th Institutional Bio-Safety Committee (IBSC)**

- Students aware about the issues related to bio-safety.

- **Advanced technologies for improving crop productivity and increasing water use efficiency in sugarcane**

- Students aware on advanced technologies for crop productivity and efficient use of water.

- **Integrated approach to enhance economic yield of sugarcane and its bye-products**

- Students aware about ecofriendly practices for sugarcane production.

- **Multi-Ratooning in Sugarcane and in situ Trash Management**

- Students aware about trash management in sugarcane cultivation.

- **Workshop on Sugarcane Crop Management under Water Stress Condition**

- Students aware about crop management under water stress condition.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

3.4.2. Awards and recognitions received for extension activities from government/government recognized bodies

- Sahyadri hospital, Pune given appreciation letter to Vasantdada Sugar Institute for organizing health camp in 2022.
- Sahyadri hospital, Pune given appreciation letter to Vasantdada Sugar Institute for organizing health camp in 2023.
- Dept. of Social Service Superintendent, BJGMC & Sassoon Gen, Hospital, Pune given appreciation letter to Vasantdada Sugar Institute for organizing blood donation in 2022.
- Dept. of Social Service Superintendent, BJGMC & Sassoon Gen, Hospital, Pune given appreciation letter to Vasantdada Sugar Institute for organizing blood donation in 2023.
- Dr. Deepali Nimbalkar was a jury member for selection of 75 women in fields of Science Technology, Engineering, Arts & Mathematics to commemorate India's 75th year of Independence as a part of the book "She is: STEAM". The office of the Principal Scientific Adviser to Government of India made their announcement of final selection. She was also covered in the first edition of the book She is: Stories of women advancing the sustainable development goals in India. This is part of her contribution to women empowerment.

- Appreciation letter received from Managing Director of Karmayogi Sudhakarpant Paricharak Pandurang Sahakari Sakhar Karkhana Ltd., Shreepur

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 22

3.4.3.1 **Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	0	1	11

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.5 Collaboration

3.5.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 12

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	[View Document](#)
List of year wise activities and exchange should be provided	[View Document](#)
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- **ICT – enabled facilities such as smart class, LMS etc.**

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

Institute has started **M.Sc. Environmental Sciences and M.Sc. Wine, Brewing & Alcohol Technology (WBAT)** in 2008 and 2011 respectively in a peaceful **57.39 hectare** campus at Manjari, Pune creating an ideal environment for learning. The campus is equipped with state-of-the-art infrastructural facilities with modern amenities and advanced equipment. It includes Classrooms, Laboratories, Seminar Hall, an Auditorium, **Research Laboratories, Central Instrumentation Facility (CIF),** Skills Training Centre, Library, Reading Halls, Gymkhana, Play Ground, Hostel, Canteen, Parking facility, Academic section, Department of Alcohol Technology & biofuels and Environmental Sciences, Library, Guest House, Girl's and Boy's **Hostel**.

Classrooms:

Institute has well-ventilated **08 ICT enabled classrooms LED projector** green board/white boards. Classrooms with boards, furniture and LAN facilities. Principal's Office, Accounts and General Office constitute Administrative Unit of Institute. Multi-Purpose Seminar Hall serves as the venue for both academic events like conferences, seminars, presentations and student activities. Examination cell is equipped with **computers, internet, printer, scanner, Xerox machines, Inverters** etc. Classrooms are equipped with Platforms, Podiums. Writing chairs for sitting students comfortably. The classrooms are well illuminated with natural and electrical light system. Regular maintenance and cleaning of the classrooms as well as the passage area is done so as to maintain the **cleanliness and hygiene** in the campus with the help of Housekeeping private services.

Laboratories:

There are 03 laboratories for PG batches with optimum equipment facilities. The Institute has established a **Central Instrumentation Facility** for enabling research Equipment like **GC, GC-MS, HPLC, IC, FT-NIR,** and other equipments such as Incubator, pH meter, Karl Fischer, Densitometer etc. are made available.

Computer:

Computers on the Institute campus is available for staff & students. Two servers have been installed for the smooth functioning of the office administration and library software Upgrading the hardware and

software is carried out as per requirement.

Others:

- **Water Filters and coolers** are installed in the premises at convenient spots.
- Institute campus has lined up with **avenue, hedge trees** and fruit plants.
- Separate toilets for ladies and gents are provided on each floor of the Building.
- **Fire extinguisher** is provided in all labs, office, library, seminar hall and Examination cell.
- **Solar plant** is installed on the Main Building terrace, Parking shed, R&D Lab.
- Rest room for girls and Ramp for the disabled students have been provided.
- **34 CCTV** cameras have been installed in the premises of the Institute to safeguard the stakeholders.

Sports:

- Well-equipped **Fitness centre** (Gymnasium), Space for indoor games like Chess, Carroms and Table Tennis caterers to the need of staff and students.
- A Multi-purpose **playground** with facility for playing different games, namely Volleyball, Handball, Throw-ball, Cricket and Ball Badminton etc. has been provided.
- Open terrace area (Yoga centre) in the hostel is utilized for to celebrate Yoga day.

Cultural :

A well-equipped Multipurpose hall with a sound system for cultural activities. **Audio visual hall is air conditioned** with a permanent platform having capacity of 260 individuals and separate **open air Amphi** theatre for performance is also present.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 80.7

4.1.2.1 **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
6.01	26.88	6.17	60.55	31.49

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

VSI Library established along with the VSI to support the achieving organization goals and fulfill the information needs of the users. Library is located in main building on the first floor with a total carpet area is of **465 Sq. Mtrs.** It has a separate staff and students reading room facility. Library is utilized by scientists, faculties, students and industry specialist for Academic, Administrative and Research work. Library allows open access system for its users.

The library has upgraded **iSLIM** Web-based library management system which provides **iOPAC**. The library functioning is partial automated. This Integrated Library Management System (ILMS) is used to manage all library collation including books, journals, magazines, back volumes of journals, etc. Barcode system is used in the library to issue and return the books. All functions like Issuing, return, renewal, reports generation, stock verification, OPAC etc. are used. With the added features of iSLIM readers can easily access the library **iOPAC** by LAN and search the library collection by title, author, publisher and subject keywords.

Library also facilitates digital library management software, **Document Management System (DMS)** for content management. An institutional Repository (IR) is created using this software and access to this repository is available by LAN. In the IR institute publications, proceedings, syllabus, question papers, notes, important documents of the organization uploaded by library in **DMS** database. This repository is rapidly growing.

At present the library is stocked with **16271** books, including back volumes of journals, technical and research reports, IS Standards, Ph.D. Thesis, Patents, Proceedings, directories, abstracts, market reports,

international research papers, CD/DVDs and many more in printed and non-printed format. Library subscribes **11** newspapers daily and **36** national and international journals annually in printed and electronic format. The library has also taken membership of **IASLIC** on annual bases for library updates.

Library having repository of Wine, Brewing & Alcohol Technology and Environmental Science books along with allied subjects like Sugar Technology & Engineering, Agriculture Science, Chemical Technology, Sugarcane by products, Alcohol Technology, Management, Law, Economics, Statistics, Computers, Encyclopaedias are available.

Library Services:

- Reading and lending service
- Assistance in the use of the library catalogue and locating documents
- Reference and information services
- Current Awareness Services (CAS)
- Selective Dissemination of Information (SDI)
- Online database search & bibliographic services
- Reprographic services
- Maintenance of News Paper Clippings
- Maintenance of vertical files containing pamphlets, content page of journals, research articles, reports, and question papers.
- Exhibition and special displays.
- Printing, Scanning and E-mail service
- Online Public Access Catalogue Service (OPAC)

Membership Subscription

1. ISSCT Congress Proceedings
2. Australian Society of Sugar Cane Technologists Ltd. (ASSCT) Papers
3. STAI Proceedings
4. IHS Markit Agribusiness UK Ltd.

Open Sources E-Resources

1. National Digital Library of India (NDL)
2. E-PG-Pathshala
3. UGC- Consortium for Academic and Research Ethics (UGC-CARE)
4. MDPI-Open Access Journals
5. ICAR-E-Journal Portal
6. Research Gate

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

Institute is committed to provide secure, sophisticated Information Technology Infrastructure in terms of Hardware, Software and Internet facilities for teaching, learning, research & administration. Institute continuously reviewed and upgraded the facilities including **software, hardware's, internet/Wi-Fi connectivity, backup**, and allied IT facilities to ensure better learning experiences in line with the vision-mission statement.

Hardware:

Recently we are using the latest Computer System which comprises **i3 (11th gen.) processor and SSD**. Maximum support of internal and secondary memory was also provided with the system. Institute has **three Servers and 200 Computers and 30+ laptops** are being managed and secured by competent personnel.

Software:

Some of the computers possess windows 10 above operating system with proper licence. Computer Systems are rich in terms of software and internet facilities. **Microsoft Office 2007 to 2023, Adobe reader, Notepad ++, Zoom, Browser, Media Player, Archiver, Visual Studios dot net, google earth, Autocad, Photoshop, MS Outlook, oracle,** crystal report are installed. The Institute ERP, covers Account, Purchase and Office Administration. License and Agreement for Windows OS License upgrades, Zoom, Antivirus Kaspersky.

Internet and Wi-Fi:

Institute has **3 internet bundled connectivity broadband facility from BSNL and other service providers** (Jio lease line & hathway line). Using proper star topology we have set the Local Area Network (LAN) inside the institute building. All the computers in the campus are connected to each other using LAN cable cat 6 and RJ 45 connectors. Apart from **Wi-Fi zone** at Main Building (Administrative & Account) and students hostel, restricted departmental wifi zone is also available. Global Naming & IP Addressing conventions are used. Institute has **Biometric access** control for the teaching and non-teaching staff. All of the departments and sections are connected with an **intercom facility.** College has **three dedicated servers** for the smooth functioning of the office, library, and computer science laboratories. Two HP ML 350 windows server 2019, 3 TB capacity, 16 GB RAM and Dell optiplex 5080, Intel core i7, 16 GB RAM, 1.5 TB HDD. Institute has its own local domain address 'vsidom.local' and all faculties have been allotted with email addresses under college domain. Data is

stored and made available through a viewable port to the Director General and Principal Office. During COVID-19 pandemic education system took a paradigm shift from offline to online, college reviewed the IT facilities, upgraded as per the need of time, and not only adopted an online education system but also made it learner friendly. During 2020-21, all educational activities including teaching-learning and evaluation were carried out online using various softwares and platforms like **Google meet and Zoom.**

Surveillance and Security:

34 CCTV cameras have been installed in the premises to safeguard stakeholders.

E-Waste management:

Agreement is signed with Nizam Enterprises, Pune for e-waste.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.3.2

Student – Computer ratio (Data for the latest completed academic year)

Response: 1.09

4.3.2.1 **Number of computers available for students usage during the latest completed academic year:**

Response: 44

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 44.87

4.4.1.1 **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
16.99	14.65	8.45	20.96	11.85

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 44.96

5.1.1.1 **Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
31	30	25	21	0

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

1. *Soft skills*
2. *Language and communication skills*
3. *Life skills (Yoga, physical fitness, health and hygiene)*
4. *ICT/computing skills*

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 76.89

5.1.3.1 **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
48	42	47	0	46

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

1. **Implementation of guidelines of statutory/regulatory bodies**
2. **Organisation wide awareness and undertakings on policies with zero tolerance**
3. **Mechanisms for submission of online/offline students' grievances**
4. **Timely redressal of the grievances through appropriate committees**

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 81.5

5.2.1.1 **Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
42	33	34	32	22

5.2.1.2 **Number of outgoing students year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
43	41	43	41	32

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	**View Document**
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	**View Document**
Institutional data in the prescribed format	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

5.2.2

Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 13.51

5.2.2.1 **Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	2	1	0	2

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	**View Document**
Institutional data in the prescribed format	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years

Response: 0

5.3.1.1 *Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years*

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	[View Document](#)

5.3.2

Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 1.2

5.3.2.1 **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	0	2	1

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1

There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

The alumni of Vasantdada Sugar Institute, Pune

The primary goal of the Association is to bridge the gap between the institute and its alumni. The alumni data collection started since 2017 through hosting google form at institute website. Till date around 260 alumni registered through google form. They have taken on the responsibility of maintaining a comprehensive record of alumni along with their necessary details, keeping them informed about the current changes and accomplishments of the institute. Alumni contribute in various non-financial ways, They actively engage with the current students on campus, conducting viva, mock personal interviews, and discussions on business and entrepreneurship opportunities. During these interactions, alumni emphasize the importance of current market trends and provide guidance on career opportunities in different fields. They also share their personal experiences with the students. Alumni visit the campus regularly to support the current batch of students in planning and organizing events, offering guidance for the functioning of various student activities. Some alumni actively participate in social service activities, combining them with creative endeavors for children in slum areas. These activities serve as motivation and create enthusiasm among the children, raising awareness about the importance of education for underprivileged children. All these activities take place during weekends. Whenever these alumni visit the campus, they inspire students to follow their path for the betterment of society. Alumni also extend their support for campus placements, as well as summer and winter internships for students.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

Vision: VSI endeavours to achieve all encompassing progress of the sugar sector by improving productivity on farms and overall efficiency in mills through research & development, consultancy and human resource development (teaching/training).

Mission: VSI's mission is to bring about improvement in the socio-economic status of sugarcane grower farmers and an all-encompassing progress of the Indian Sugar Industry through

1. R&D by providing to them new and cutting edge technologies by undertaking or helping to carry on research and other scientific work in connection with the trade or industry related to sugarcane/ sugarbeet or other sugar bearing plants, sugar by-products and allied industries in India.
2. Human resource development and capacity building through teaching and training of technical manpower for the above industries and other industries.
3. Extension and consultancy services for improving all aspects of industry. This also includes technical support and advisory to various Government organisations.
4. To foster social responsibility and national integration through empowering farmers and students.

The Institute performs, under one umbrella, all scientific technical and educational functions relevant to the sugar and allied industry. The Institute strives for an all round progress of the sugar industry and to achieve this objective, it operates through three main channels viz., Academic, Extension and Research & Development. The main focus of the institute governance is to cope with the quantitative as well as quantitative growth in terms of infrastructure, academics and administration. The institute stays ahead and keeps abreast of the latest development in the field of Science and Technology, remains relevant to the evolving needs of the sugar industry and also stays focused to the needs of sugarcane growers. VSI has in its work force, personnel who have a redoubtable experience of the Sugar Industry and academic. The management follows a hierarchical structure of the authorities at administrative level and academic level. The work is delegated from top management to bottom management. The task implementation is done in distribution of work manner efficiently. The approval systems are implemented in the bottom up manner in the academic and administrative governance.

The Institute has well-established participative management with decentralized teaching, learning, evaluation and administration activities with proper distribution of work among all functionaries.

The Principal (Registrar) and IQAC coordinator are responsible for the academic and administrative leadership. IQAC includes members from the industries, faculty, and students, and members from the

Management.

The Registrar conduct meetings with the HoDs. The HoDs are encouraged to hold meetings periodically. The faculty members coordinate co-curricular with the assistance of the student representatives in consultation with the Registrar.

Participative Management involves three levels.

At the Director General (higher authority), works related to administration is delegated to various departments and offices. He takes the decisions related to all the activities in the institute in consultation with the Registrar and Heads of different departments. IQAC is an Academic Monitoring Committee headed by the Registrar (Principal) and IQAC coordinator. The Registrar and the Administrative Manager take stock of all administrative actions.

IQAC also ensures best performance in all academic and administrative activities with continuous improvement and monitoring system.

At the Department level, the head assigns, and delegates work according to the expertise of the colleagues.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

Yes. The College has devised a strategic plan to prepare for the implementation of the National Education Policy (NEP). The institute has a perspective plan for its development.

The staff gives suggestions to academic committees in the meeting and the suggestions are noted by the Principal. The HODs and Principal finalize the perspective plan. Then the plan is discussed in the academic meeting, where the representatives of non-teaching and teaching staff and management give their suggestions. The plans are further discussed in Governing Body Meetings. After discussions and modifications the plan is approved.

In line with the implementation of NEP, all the Departments of the College have prepared action plans

which suggest the introduction of skill-based courses, inter-disciplinary courses, training programmes for capacity building and increasing the employability of the students.

The college has constituted various statutory bodies as per the guidelines laid down by the respective authorities. The functioning of these institutional bodies is on the basis of the vision and mission of the college based on the respective policies for smooth functioning.

The various committees are as follows :

1. Board of Trustees
2. Governing council
3. Governing council (Invitee)
4. Selection committee
5. Investment committee
6. Technical committee
7. Building & Purchase committee
8. Admission committee
9. IQAC
10. Anti-raging committee
11. Anti-sexual harassment committee

The institution has laid down the policies and procedures of each and every activity conducted in the institution.

Rules for Appointments and Services: The Institute has clear standards and procedures in place for hiring and promoting employees. The service norms and regulations of the university/state government and UGC apply to the appointment of teaching personnel. Excellent and efficient teaching-learning processes have been produced as a result of prompt hiring and promotion of qualified faculty.

The institute has also prepared the SOPs of activities conducted at the institution level. The committees follow the policies laid down by the institution so that the efficient and effective functioning of the institution is maintained and assured.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

1. Administration

2.**Finance and Accounts**
3.**Student Admission and Support**
4.**Examination**

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

The employees work is assessed for every financial year i.e 1st April to 31st March every year. As per VSI service (Amendment) Rule No. 37.

In every financial year employees have to fill assessment form regarding his performance in past financial year. The assessment report along with the respective HOD's remark are submitted to the Personnel section for verification. The report is then sent for the final remarks of the Director General. The increment and appraisal order is released after the final remarks.

The Institute has very well planned welfare measures for the teaching and non-teaching staff. The welfare measures cover the aspects of **overall development of the staff members**. Overall **personality development, financial measures, health related measures** are the major concerns. Along with the **proficient skill development, VSI focuses on financial safety, well-being and security of its staff**

Staff welfare Schemes for Teaching includes

• Festival Advance

• **Felicitation of staff members on their achievements**

- Participation of staff members in conferences and seminars

- **Health check up**

- **Financial assistance**: The college management takes adequate steps for the welfare of teaching and non teaching staff of the college.

- Credit Co-operative Society: The credit Co-operative society provides financial assistance to all the members of the staff. The loans are provided for purchase or repairs of house, marriage, medical reasons, education purpose and other at a very reasonable rate of interest.

- **Staff Welfare Fund**: The Staff Welfare Fund is constituted to provide for urgent financial help to the members of the staff. This fund enables the members to get immediate financial help in case of emergency without requiring completion of much formality.

- College encourages teaching and nonteaching staff to improve their educational qualification. If required their regular timetable is rescheduled within the department.

- **Group Insurance Scheme** – Insurance cover is available to all the members under this scheme.

- Emergency medical aid is provided.

- Health awareness camps are held for the benefit of the staff.

- Stress management camp, Yoga, Spirituality workshops are organized with the help of expert agencies.

- Canteen facility, Gymnasium, sports facilities are available in the campus for staff

- Inter institutional sports activities for staff members are organized every year.

- The college management organizes academic visits and study tours for the benefit of the staff.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.3.2

Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 35.94

6.3.2.1 **Number of teachers provided with financial support to attend conferences/workshops and**

towards membership fee of professional bodies year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
7	6	0	5	5

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	[View Document](#)
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 25.21

6.3.3.1 **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
9	8	0	8	5

6.3.3.2 **Number of non-teaching staff year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
11	11	11	11	11

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Copy of the certificates of the program attended by teachers.	[View Document](#)
Annual reports highlighting the programmes undertaken by the teachers	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

A) Internal auditor is appointed by the management of the institute to check all receipt and payment of the institute. Presently internal auditors does the pre audit of all financial transitions.

B) The Statutory Auditor is appointed in the Annual general meeting of the institute. Presently M/s G S Thorat and Company, Chartered Accountant is statutory auditor of the institute. He audits all accounting voucher, Purchase register, Assets Register, dead stock register & Library records and accession register.

Moreover, Every year institute is audited by Comptroller and Auditor General of India (CAG).

Vasantdada Sugar Institute, Manjari (Bk.) is affiliated to Savitribai Phule Pune University and conducts two M.Sc. programs in Environmental Sciences and Wine Brewing & Alcohol Technology. Revenue is generated through tuition fees and other fees from students. Besides these two courses and other courses conducted by the institute, investment income, consultancy and analysis fees, agricultural income, Government of Maharashtra's Grants and contribution from member sugar factories are the major source of income for Institute.

The financial resources generated will be utilized as per the directives, instructions, guidelines, rules and regulations of Government of Maharashtra, Savitribai Phule Pune University, Management of VSI & IQAC. The resources will be utilized especially for: New Infrastructure Development and Infrastructure

Maintenance and other activities like Salary for staff members, Conducting Extension Activities, Conducting research activities, Conducting Seminars, Workshops, Conferences, and intercollegiate events, Financial support to attend conferences, workshop. Seminar, travel grants and to attend FDP, Orientation, Refresher, Short term Course etc.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

IQAC was established at Vasantdada Sugar Institute on June 29, 2023 with the objective of maintaining quality in all educational and research activities. It plays an instrumental role in enhancing the quality of the academic and co-curricular endeavors of the College. IQAC achieves this through following practices, viz., 1. Discussion on implementation and monitoring of research projects, effective curriculum implementation, Co-curricular and extra curricular activities, use of ICT-related pedagogical methodologies, functioning of various academic committees and administrative details. It makes recommendations to the Institute to do self-evaluation and to set higher goals to meet new challenges. 2. IQAC took reveiw of Teaching Learning activites and discussed it in IQAC meetings. 3. Collecting Feedback from Stakeholders like Students, Parents, Teachers and Alumni to facilitate teaching-learning reforms. This helps in obtaining an unbiased and honest opinion about the institutional performance especially in academics. Student feedback of teachers is conducted regularly. A careful analysis of the feedback received is done and communicated to the teachers to enable them to enhance their teaching skills and their relationship with the students.

It has played a major role in preparation of the NAAC application and preparation of NAAC SSR. Based on the information received due to implementation of the above practices, IQAC hopes to develop a system for conscious, consistent and catalytic action to bring about reforms in teachinglearning process, structure, methodologies and learning outcomes.

File Description	Document
Provide Link for Additional information	[View Document](#)

6.5.2

Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**
4. **Participation in NIRF and other recognized rankings**
5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: B. Any 3 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	[View Document](#)
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

- **Human rights, Cyber security** are some topics covered in the syllabus.
- Use of **classroom discussions** as a pedagogical tool to understand and engage with gender aspects.
- Access of women to required services in routine institute hours on the campus is ensured and **inclusive infrastructure** has been created.
- Institutional infrastructure provides **girls rest rooms and washrooms** with adequate water facility and **sanitary napkin vending machine** keeping hygiene as an essential concern.
- A **retiring room and first aid box** are available along with institute vehicle to reach the primary health care centre in Manjari Bk. which is located one kilometre from the institute.
- Security aspect is another part of infrastructure which can provide a safe place to explore, engage and attain knowledge and use full potential. Campus is well protected by compound walls and security guards. Each corridor, passage and laboratory have **CCTVs (more than thirty plus)** and there are large display screens to keep a tab on unwanted activities.
- **Identity cards** are compulsory for staff and students.
- **Complaint box** is provided
- **Anti-Ragging Committee, Equal opportunity cell and Anti sexual harassment** cell are functional, working mechanism and composition is hosted on institute website and in academic premises for student awareness.
- **Women farmers** across the states are empowered by conducting **trainings every year** based on sugarcane cultivation.
- Institute have **45.83% of girl students**.
- **Women's day celebration, Women empowerment activities, Women mentoring** are practiced by the staff and students.
- **Encouragement and placement of women staff** at administrative positions such as Head of the Department, IQAC Coordinators.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.1.2

The Institution has facilities and initiatives for

1. **Alternate sources of energy and energy conservation measures**
2. **Management of the various types of degradable and nondegradable waste**
3. **Water conservation**
4. **Green campus initiatives**
5. **Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

1. **Green audit / Environment audit**
2. **Energy audit**
3. **Clean and green campus initiatives**
4. **Beyond the campus environmental promotion activities**

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency	[View Document](#)
Green audit/environmental audit report from recognized bodies	[View Document](#)
Certificates of the awards received from recognized agency (if any).	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

As an educational institution we have **demographic diversity** as the student's hail from different socio-economic background and come from diverse regions having their own language preferences.

Teachers given freedom to teach **bilingual language**.

From the viewpoint of academics, a course has been included in the syllabi to ensure that students are exposed to values encouraged by the Constitution. '**Human Rights**' has been a compulsory credit for all Masters Courses.

Introduction to Constitution is one of the courses included in the curriculum.

Motivations lectures from experts based on human values are organized

Birth anniversaries of Chhatrapati Shivaji Maharaj, Ganesh Chaturthi is celebrated.

Birth anniversary of founder President of VSI, Late Padmabhushan Dr. Vasantdada Patil is celebrated.

Independence and Republic Day are celebrated. The program is followed by speeches form eminent persons.

National Technology Day, National seed day and World Soil Day are celebrated.

Institute foundation day is celebrated.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.2 Best Practices

7.2.1

Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual

Response:

BEST PRACTICE – 1

Title of the Practice:

Training for farmers (Oos Sheti Dnyanyag & Dnyanlaxmi)

Objectives of the Practice:

- To cover every aspect of the recent developments in sugarcane cultivation
- To train the farmers for cultivation of sugarcane with complete process
- To make farmers to aware about technology development in sugarcane cultivation
- To make farmers to aware about management of sugarcane cultivation

Context

In order to create awareness about every aspect of sugarcane cultivation in farmers, there is necessity to train them theoretically and practically through demonstrations. Such training will help them to increase their sugarcane production by overcoming their various problems and further, it will help to increase their income. The students admitting to the institute are mainly coming from rural background and their parent's profession is mainly farming. Thus, such activities are helping in boosting the rural economy.

Practice:

In the remembrance of Founder President of VSI, Late Padmabhushan Dr. Vasantdada Patil, Oos Sheti Dnyanlaxmi and Oos Sheti Dnyanyag a 5 days residential training programmes is organized every year in different batches for women and men sugarcane growers of Maharashtra State.

This Training programme is conducted in the form of theory lectures and practical field demonstrations on various topics comprising modern and scientific sugarcane cultivation technologies covering the

topics like sugarcane varieties & varietal planning, three-tier seed nursery programme & its implementation, tissue culture, modern planting techniques, weed management, soil fertility & fertilizer management, irrigation water management, use of bio-fertilizers, growth stages of sugarcane crop, farm mechanization, sugarcane economics, ratoon management, integrated disease & pest management etc.

Evidence of Success:

2018-19

The 1st phase of the year 2018, training programme was conductedinto four batches during June to July 2018. In this, 1st batch of Oos Sheti Dnyanlaxmi program was conducted on 25th - 30th June 2018 and inaugurated by women farmers of the participants and Agriculture Heads of sections from VSI. Total 176 participants from 11 Sugar Mills were present.

2019-20

The training programme of 1st batch was conducted by Agriculture Scientists and Technical Staff of VSI into during 18-22 June 2019 and total 111 participants from five sugar mills were present. 2nd batch of Oos Sheti Dnyanlaxmi program was conducted from 25th - 30th June 2019 and total 231 participants from five Sugar Mills were present.

2021-22

In two batches during December 21 - 24 & 28 – 31, 2021 and remaining batches were conducted during January to March 2022. In Oos Sheti Dnyanyag and Dnyanlaxmi training programs total 558 (11 sugarcane farmers were participated individually and rest of the farmers were deputed by 22 sugar mills) sugarcane farmers were participated from different parts of Maharashtra.

2022-23

In five batches (5th July -6th August 2022), total 968 (women = 173 and men = 795) candidates have participated.

The representative trainee farmers expressed satisfaction about the training. Farmers were able to apply the gained knowledge in cultivation of sugarcane and improve the production efficiency. Further, many farmers were able to increase their income.

Problems encountered and resources required

- Number of participants does not the match the expected numbers.
- Less interest from the farmers towards registration.

Notes (Optional)

BEST PRACTICE – 2

Title of the Practice:

Hands on experience on wine making and brewing.

Objectives of the Practice:

- To train the students in order to gain hands on experience on wine and beer making.
- To teach different wine styles and to formulate brewing recipes.
- To make students aware about process troubleshooting.
- To make students aware about technological development in wine beer maing process.

Context

The wine and brewing business is a billion-dollar business in the world. Many new entrepreneurs have entered this business and established themselves. The Indian wine market is worth over $150 million and is increasing at a CAGR of more than 20%. Grape's wine is popular in India. Furthermore, the market is rapidly expanding. Hence, gaining the practical knowledge on wine making will be significant for students to expose to industrial processes. Brewing industry consisting of several dominant multinational companies and many thousands of other producers known as microbreweries or regional breweries or craft breweries depending on size, region, and marketing preference. Surplus and perishable fruits can be utilized as raw material for such industries to give value addition to farmers.

Practice:

Institute has state of art pilot winery and nano-brewery for conducting hands on experience on wine making and brewing for students. The hands-on experience on wine making is done through the stepwise wine making processes such as harvesting, grape processing, juice adjustment, fermentation, post fermentation activities. Process optimization of Brewing practices is also done with different aroma profiles and its further characterization is done. This hands-on experience is conducted for 15-20 days.

Evidence of Success:

Students were placed in wine industries across the country and few were placed in foreign countries.

Students were able to get the entrepreneur skills and few students have established their own micro-brewery startups.

Such startups are helping in Make in India initiatives and boosting rural economy as many students are

hailing from rural background.

Also, few students have started own consultancy to micro-brewery.

Problems encountered and resources required

There were few problems were encountered during process must adjustment, fermentation problems such as contamination, physical parameters fluctuations. Students were able to overcome such problems by the practical experience.

Notes (Optional)

File Description	Document
Any other relevant information	[View Document](#)
Best practices as hosted on the Institutional website	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Vasantdada Sugar Institute (VSI) formerly known as Deccan Sugar Institute, is a very unique organisation. Established in the year 1975 by the sugarcane grower members of cooperative sugar factories in the State of Maharashtra, it is the only organization of its kind in the world. The Institute performs, under one umbrella, all scientific technical and educational functions relevant to the sugar and allied industry. The Institute strives for an all-round progress of the sugarcane farmer along with the sugar industry and to achieve this objective, it operates through three main channels viz., Academic, Extension and Research & Development. In its almost five decades of existence, VSI has played a stellar role in socio-economic development of rural Maharashtra and upliftment sugar cane farmers as well as technical personnel in the sugar industry through its excellent services in the above areas. It is a good example of application-based research with many labs to land transfers. This has resulted in spreading of the work across India. The Institute's expertise has also been acknowledged internationally with on-site training and consultancy assignments from sugar producing countries across the world.

VSI is recognized as a Scientific and Industrial Research Organization (SIRO) by the Department of Science and Technology of the Central Government. It is also recognised as a Centre of Research for undertaking studies leading to Ph.D. degrees University of Pune and Shivaji University, Kolhapur. It was an ISO9001:2016 organisation till August 2022 and application for further accreditation is in process. The Institute also has four laboratories accredited by NABL under ISO17025:2017 including the

laboratories of the Department of Environmental Sciences and Department of Alcohol Technology & Biofuels. The laboratories are also equipped with sophisticated instruments for analytical support in research and consultancy. The Institute is also accredited by the Quality Council of India- National Accreditation Board for Education & Training as an EIA Consultant Organisation which is necessary for consultants preparing Environmental Impact Assessment reports. The Ministry of Environment Forests & Climate Change accepts EIA reports prepared by accredited consultants only. In addition, the Institute is recognised as an Environmental Auditor by the Maharashtra Pollution Control Board. The laboratory of the Department of Alcohol Technology & Biofuels is approved by State Excise Department, Government of Maharashtra for analysis of molasses, spirits, liquors, denaturants. The Institute is also designated as a third-party inspection of Grossly Polluting Industries (GPI's) in the Ganga and Yamuna basin by the Central Pollution Control Board for the past three years.

The faculty of the Institute are involved in research as well as industrial consultancy in addition to teaching. This makes their knowledge of the subject very practical and up to date. This experience also helps in improving the quality of teaching and the students are benefitted. In addition, the excellent infrastructure facilities and live projects offer opportunities for hands on training for the students. Employers also prefer such students over others.

File Description	Document
Any other relevant information	View Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

VSI is recognised as a Scientific and Industrial Research Organsiation (SIRO) by the Department of Science and Technology of the Central Government. It was an ISO 9001:2016 organisation till August 2022 and application for further accreditation is in process. The Institute also has four laboratories accredited by NABL under ISO17025:2017 including the laboratories of the Department of Environmental Sciences and Department of Alcohol Technology & Biofuels. The laboratories are also equipped with sophisticated instruments for analytical support in research and consultancy. The Institute is also accredited by the Quality Council of India-National Accreditation Board for Education & Training as an EIA Consultant Organisation which is necessary for consultants preparing Environmental Impact Assessment reports. In addition, the Institute is recognised as an Environmental Auditor by the Maharashtra Pollution Control Board. The laboratory of the Department of Alcohol Technology & Biofuels is approved by State Excise Department, Government of Maharashtra for analysis of molasses, spirits, liquors, denaturants. The Institute is also designated as a third party inspection agency of Grossly Polluting Industries (GPI's) in the Ganga and Yamuna basin by the Central Pollution Control Board for the past three years.

The assessment of the Institute is carried out periodaically by the assesment/accrediation bodies mentioned above. In addition, the Institute conducts Green Audit, Energy Audit and Environmental Audit annually through external agencies to maitain the quality of the activties of the Institute.

Concluding Remarks :

Vasantdada Sugar Institute offers two MSc programs and two PhD programs. The enrollment for these courses is more than 99% with excellent pass percentage and placement.The faculty of the Institute are involved in research as well as industrial consultancy in addition to teaching. This makes their knowledge of the subject very practical and up to date. This experience also helps in improving the quality of teaching and the students are benefitted. In addition, the excellent infrastructure facilities and live projects offer opportunities for hands on training for the students. Employers also prefer such students over others.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : Answer After DVV Verification :7 Remark : DVV has made required changes as per supportings.
1.2.2	*Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years* 1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
96	0	0	94	84

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
96	0	0	94	36

Remark : DVV has made changes as per the report shared by HEI |
| 2.1.2 | *Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years*

2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**
Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
23	19	20	17	16

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
20	17	15	12	15

2.1.2.2. **Number of seats earmarked for reserved category as per GOI/ State Govt rule year** |

wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
26	26	26	26	26

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
26	26	26	26	26

Remark : DVV has made required changes as per supportings.

3.1.1	*Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)*

3.1.1.1. **Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	282.62	201.43	0	259.52

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15.33	194.78	170.58	40.28	112.18

Remark : DVV has made required changes as per supportings.

3.3.1	**Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**

3.3.1.1. **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	05	07	04	06

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	07	12	04	08

Remark : DVV has made required changes as per supportings.

3.3.2	**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**
	3.3.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	12	07	03	13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	07	07	08	08

Remark : DVV has made required changes as per supportings. Only books with ISBN number have been considered

3.5.1	*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years*.

Answer before DVV Verification :
Answer After DVV Verification :12
Remark : DVV has made changes as per the report shared by HEI

4.1.2	*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years*
	4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6.01535	26.88396	6.17960	60.55751	31.49240

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6.01	26.88	6.17	60.55	31.49

Remark : DVV has made required changes as per supportings. Rounding off to 2 decimals

5.1.3	**Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years**
	5.1.3.1. Number of students benefitted by guidance for competitive examinations and career

counselling offered by the institution year wise during last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
82	42	47	0	82

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
48	42	47	0	46

Remark : DVV has made necessary changes.

6.3.3	*Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years*

6.3.3.1. **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
13	12	0	12	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	8	0	8	5

6.3.3.2. **Number of non-teaching staff year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	6	6	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	11	11	11	11

Remark : DVV has made required changes as per supportings. FDP programs less than 5 days ahve not been considered. Number of non teaching staff is 11 as per SSR

2.Extended Profile Deviations

ID	Extended Questions

1.1	**Number of students year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
96	96	96	94	83

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
48	48	48	48	46

2.1	**Expenditure excluding salary component year wise during the last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
52.94	68.57	40.95	125.99	84.35

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
52.94	68.57	40.95	0	0

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