SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

GENBA SOPANRAO MOZE COLLEGE OF ENGINEERING, BALEWADI, PUNE

SURVEY NO. 25/1/3, BALEWADI, NEAR BALEWADI STADIUM
411045

www.gsmozecoe.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Genba Sopanrao moze College of Engineering , Balewadi is run by Moze Trust established in the year 1972 . The institution has ascended the success ladder with grace and profundity, fittingly reflecting its dedication to provide educational opportunities to all facets of society. 29 institutions are housed In the Moze Trust. Every day, over 5000 students get care and guidance to help them become the most beloved citizens of the country and highly sought-after individuals in the field of knowledge

To qualify the meaning of life becomes possible through deep rooted knowledge and act of selfless service for the betterment of the nation considering various aspects of the society. In line with the aforementioned thought process and adhering to its Vision and Mission, the G. S. Moze College of Engineering. since its commencement in 1999 under the leadership of Hon. Shri Rambhau Moze, Ex-MLA and educationalist, has made significant strides towards excellence by ensuring holistic development of its students.

To empower students, our highly qualified and driven faculty members provide a wealth of expertise from reputable institutions. Prominent specialists from prestigious universities, Institutions, and business are also invited to lead seminars and give knowledge sessions. Online learning platforms like SWAYAM, NPTEL, Spoken Tutorial and others component of the study culture at GSMCOE

We teach students to develop their soft skills, communication abilities, group leadership, teamwork, and work ethics in order to maximize their employability. We want students to get involved in start-ups, entrepreneurship, and creative product creation. Co-curricular and extracurricular activities are consistently prioritized to guarantee students' overall growth

Apart from the committed teachers and staff, the great facilities, clean surroundings, well-stocked labs, and driven students have all contributed to these accomplishments. We provide our students comfortable hostel accommodations. GSMCOE has always made an effort to turn out competent engineers with exceptional technical and professional skills. We anticipate strong ties and collaboration with all parties involved.G. S. Moze College of Engineering is dedicated to our students growth via technological excellence, and we work hard to continuously enhance the resources we provide them with to keep them ahead of social demands

Vision

"EMPOWERMENT THROUGH TECHNOLOGICAL EXCELLENCE"

Mission

Mission

• Imparting Value Base Education

• Integrating Engineering and Industry

• Enhancing Employability and Entrepreneurship

• Developing Research Culture

• Creating Global Competency

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strength

- Best location near Bombay-Bangalore National Highway to attract society
- Highly talented and committed professors that are constantly eager to expand their expertise in a variety of cutting-edge topics.
- Excellent environment with facilities
- Co-curricular and extracurricular activities should be included for students' overall development.
- Multidisciplinary and advanced learning resources are available through MOOCs, NPTEL, Swayam, Spoken tutorials, ISRO-IIRS outreach programs and Virtual Lab collaboration with COEP Pune, as nodal centre.

Institutional Weakness

Institutional Weakness

- Less National and International collaboration
- Less funding for research projects from government funding organizations
  restricted actions in consulting
- Creation of global partnerships and holding of international symposiums and conferences
- Insufficient alumni response

Institutional Opportunity

Institutional Opportunity

- To increase students' access to higher education, better careers, and entrepreneurial possibilities.
- To create centers of excellence through business and higher education institutions, with an emphasis on new technologies

- To introduce job-oriented skills development, self-employed certificate courses and other emerging technologies

- Scope for interdisciplinary and sponsored projects
- Best connectivity to access more interaction with outside world
- Establishing research facilities to address industrial and societal issues

Institutional Challenge

Institutional Challenge

- To become self-sufficient and offer high-quality, economically viable education.
- To boost the start up phase of entrepreneurship
- To create laboratories that are sponsored and supported by industry
- To maintain balance in admission between various programs based on societal trends
- To retain Faculty due to opportunities in IT sector.
- To prepare students for higher studies through GATE and other competitive examinations
- To improve the quality of research publications and consultancy

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Institute's vision, mission, and goals for ongoing development are clearly stated. The institute offers Seven engineering undergraduate degrees , Two PG programs are carries out a range of academic activities in accordance with the SPPU Pune Curriculum. By actively participating in workshops for curriculum design and implementation, faculty members significantly contribute to the creation of curricula.

The website has the academic calendar available. The academic audit report and internal evaluation procedure are also posted to the NAAC portal as extra documents.

The institute offers a variety of Add-on certificate programs in different departments. Data from Add-on courses during the past five years is published to the site. The number of 4215 students who took Add-on courses in total over the previous five years. 73 % of students are enrolled in the Add-on certificate program. For reference, the sample certificate is attached. Percentage of students undertaking project work/field work/ internships is 99% of total students. The sponsored project letter & some internship certificate of students are uploaded as supporting document on portal.

To accomplish social development excellence through audit courses on professional ethics, the environment, and sustainability as required by the curriculum. Although since SPP University prepares the curriculum, there is not much room for it to include these kinds of topics. Therefore, we carry out a lot of extracurricular, add-on, and beyond-curricular activities to include these topics in the teaching and learning process. Various extension programs are conducted both within nearby areas to raise students' awareness of social concerns, moral principles, service-oriented learning, responsible citizenship, and holistic development.

Institute ensures that appropriate feedback is received from various stakeholders such as alumni, teacher, parent and student. The feedback regarding curriculum and other aspects of institute are reviewed and appropriate actions are taken which leads for further development. The institute website has the report on the actions made in response to the input. Additionally, the action taken report is posted to the site as a supporting document.

Each and every department has an example feedback report readily available.

Teaching-learning and Evaluation

The institute is committed to helping students develop acceptable values that are both necessary and desirable and that relate to the social, cultural, economic, and environmental realities. The admissions process complies with standards and is transparent, with well-managed procedures. The admissions procedure at the institute is in accordance with the AICTE, SPPU, DTE, and Maharashtra government rules. At the moment, the college hires highly skilled professors with doctorates or who are actively engaged in research

The academic calendar of the affiliated university is taken into consideration while designing the institutional calendar, which is done before classes start. The organization encourages faculty to use ICT resources like smart boards and Google Classroom in conjunction with innovative teaching and learning methodologies. The modern teaching pedagogies such as interactive, collaborative, experiential, problem-based learning methods are implemented to enrich the learning experiences of the students. Internships, Industrial visits, training on latest software tools, Project competitions and Model exhibitions, are regular features to strengthen core competency. Real time, interdisciplinary and sponsored projects are encouraged. The ICT-enabled tools and techniques blended with conventional methods are adopted by faculty members to enhance the efficiency and self-directed learning.

GSMCOE emphasizes the use of student-centred teaching-learning approaches along with clearly defined OBE approaches that are in line with the examination reform strategy of the AICTE. The COs, POs, and PSOs are clearly defined and shown on the Institute website as well as in the departments and other prominent areas of the Institute. The degree of attainment of learning outcomes is assessed and documented. Final year students pass with an average of 88.30 %

In accordance with NAAC criteria, GSMCOE developed the Internal Quality Assurance Cell (IQAC)for the 2016–17 academic year. All academic activities are overseen by IQAC, which also supports faculty participation and the organization of FDP, conferences, seminars, etc.

Research, Innovations and Extension

An environment suitable for research has been provided by the institute. The Dean Research and Development (R&D) position has been designated to oversee the institute's innovation and research initiatives. There are facilities available to support the R&D efforts. The institute employs 23 doctorate-holding academic members in total. Faculty at GSMCOE have authored 415 publications, granted 4 patents and published 11 patents. The institution runs a number of IPR initiatives.

Institute encourages students to do multidisciplinary projects. Teachers have finished NPTEL and other MOOCs in emerging fields. The institute hosts expert sessions, workshops, and seminars to help teachers and students advance their knowledge and abilities. During last five years, 85+ research papers have been indexed in Scopus, UGC Care and Web of Science, books/ book chapters and conference proceedings

By planning many extension programs both inside the Institute and in nearby areas, GSMCOE aims to attain excellence in social development by bringing students' attention to social concerns, moral principles, service orientations, good citizenship, and holistic development. Various departments plan a number of events for the

community's residents and students. The major goals are to raise students' awareness of social concerns and use community service to aid in the development of their personalities.

Students take part in events like blood donation drives, AIDS Awareness, Tree Plantation, college cleanups, etc. Through these exercises, students learn about societal issues, develop their communication and collaboration abilities, and grow into more compassionate human beings. The institute routinely conducts programs for student development, internships, and other activities through Memorandums of Understanding (MoUs) it has with industry.

Infrastructure and Learning Resources

The institute is equipped with enough infrastructures to manage extracurricular activities, curriculum, and administrative tasks efficiently. The institute's campus is 5 acres in total. The college is housed in an four-story structure with A, B, and E wings. Its total built-up area is 16928.41 square meters, which includes areas for administration, teaching, and amenities in compliance with regulations. The institute now boasts an outstanding array of aesthetically pleasing, systematically planned classrooms and laboratories that seamlessly blend clever design and space articulation. There are several amenities available, including a large library, workshop, drawing room, exam control room, T&P office, common areas, faculty rooms, and 'Divyangjan' facilities. The infrastructure resource is used as efficiently as possible to support the teaching-learning process and to provide a welcoming atmosphere for extracurricular and co-curricular activities.

Every classroom at the institute has Wi-Fi installed. On campus, a 300 Mbps leased line offers a fast internet connection to 647 high-end computers and the computing infrastructure of the institution is regularly updated. The student-to-computer ratio for the 2022–2023 academic year was 3.1:1. The labs and software are updated by the institute in accordance with the demands of the program. The library includes a wide selection of books, periodicals, and journals in addition to a reading area that can accommodate around 100 students in seats. The reading room is open around-the-clock. The library has printed books and periodicals in addition to digital collections, newspapers, online journals, and institutional membership that is regularly updated based on student needs and curricular standards. The following electronic resources are available to us: digital journals, Digital books Shodhganga, e-Shodh Sindhu, NDL, DELNET .The institution provides funding each year for maintenance and enhancement of classrooms, laboratory equipment, and other infrastructure

Student Support and Progression

Students from backgrounds with lower incomes are advised and helped to apply for scholarships from a variety of public and private institutions. The central, state, and other national governments provide financial aid to the qualified students. The Institute has scholarship section which facilitates all the scholarships offered by both the State and Central Government. The student section of institute circulates various notices regarding scholarships and other schemes to students through mails and what's up groups, notice boards and mentors. It is encouraged for students to take part in field trips, educational tours, hackathons, exhibits, and a variety of extracurricular, curricular, sports, and cultural events.

The institute hosts seminars, workshops, and expert sessions among other activities to guarantee the students' quality and ongoing growth. This promotes skill development and capacity improvement. Internal Complaint Committee, Grievance Redressal Committee, Anti Ragging Committee and Committee for SC/ST are established in the institute. These committees have frequent meetings and awareness campaigns in addition to

carrying out the recommendations in accordance with the regulatory bodies. The faculty mentoring system is in operation at the respective departments. In this system, a group of 15-20 students is allocated to faculty who acts as teacher guardian and conducts mentor meeting with allocated students. The Institute has a centralized Training and Placement cell. It has a structured mechanism to make the students employable and help them to choose the career of their interest

Governance, Leadership and Management

Institute organizes co-curricular and extracurricular activities to foster the varied talents of the students. TECHNOBASH- annual national level technical event, UMANG- annual cultural event and MOZE CHASHK- annual sports event are conducted. Objectives of all these events is to provide an opportunity to the youth to exhibit their skills and talents in the field of technical, cultural, fine arts, etc. on a common platform. Apart from these, the Institute has various clubs such , SRUSHTI club and in which students take active part to develop their leadership quality, communication and technical skills.

The registered alumni association ensures alumni participation in the ongoing academic activities including guest lecture, personality development programmes and placements. The alumni actively participates in governance .

Governance, Leadership and Management

The vision and mission of Institute are essential for fostering a feeling of direction, consistency, and concentration inside an organization. In order to fulfil the demands of society, it offers high-quality education through innovative concepts, cutting-edge technology, and entrepreneurial skills. Proper governance and decentralization to accomplish goals demonstrate effective leadership. The Institute is positioned among the nation's top-ranked institutions thanks to a centralized governing structure that includes the Governing Body (GB), College Development Committee (CDC), Internal Quality Assurance Cell (IQAC), other institute-level committees. The Institutional Strategic Plan has been effectively deployed through delegation of powers, conducive learning, pleasant work culture for its quality improvement and holistic development. The Institute delegates its power through Principal, who is further assisted by Deans, HoDs, Academic Coordinator, College Examination Officer (CEO) in decision making process.

The managerial and administrative bodies of the Institute strive to establish effective and efficient mechanism/procedures for overall growth of the students and the institute by following all the norms and regulations of various governing/affiliating/recognition bodies like AICTE, DTE (Government of Maharashtra), UGC, University, Fees Regulation Authority (Government of Maharashtra), and many more. Continuous efforts are taken to ensure the infrastructural, human resource, technical and support facilities are made available as per the requirements and guidelines. The institute follows service rules of Government of Maharashtra and the University for faculty and staff. The recruitments of faculty are done by following the AICTE, UGC and University guidelines and rules.

Effective welfare measures for teaching staff are implemented through medical leave, duty leave, maternity leaves to female staff for six months, study leave for PhD, support to attend FDP such as Orientation programs and, short term courses, encouragement and support for pursuing higher studies (Ph D) for the career development and progression of the teaching as well as non-teaching staff, etc.

Finally, the Institute has IQAC for continuous improvement and academic excellence. It functions towards

quality enhancement by providing quality education to students in achieving overall Mission and Vision of the Institute. The IQAC continuously reviews and takes steps to improve the quality of the teaching-learning process.

Institutional Values and Best Practices

The Institute regularly organizes a variety of events that create awareness of important topics and new developments, such as sustainability, gender equality and environmental conscience. Through a number of initiatives, including the outright ban on sexual harassment, the inclusion of women in leadership roles. The institution works to promote gender parity, In order to preserve gender parity, amenities such distinct communal areas, hostel accommodations, security measures, counselling, and medical services are offered. In order to encourage social responsibility, nationalism, and national integration, the Institution also observes a number of national and international remembrance days and festivals.

A large number of trees have been planted in college campus for making the campus environment friendly. Printed Documents are avoided many times, if necessary, use of soft copies is promoted as a small effort towards Green Consciousness. The Institute has conducted ISO audit for Environment, Harit sena. It has a provision of the waste management that includes solid waste management, E-waste management hazardous chemicals waste management, use of solar energy and LED lamps etc. The Institute tries to save each unit of energy. Institute is promoting as plastic free campus

Institutional eco-friendly initiatives verified via audits, clean campus efforts, and external environmental promotion, and events. The Institution takes several measures to ensure an inclusive environment by admitting students from diverse backgrounds, spreading awareness about constitutional obligations and fundamental rights, celebrating cultural and linguistic diversity, promoting communal harmony, and conducting social and environmental initiatives.

The institute organizes pre-placement training programs including aptitude skills, technical skills, motivational lectures and mock interviews to enhance student's employability. Activities such as research, patents, and guest lecturers promote intellectual development, while social clubs and community service activities build social skills. Physical development is encouraged through sports events and yoga sessions.

Important best practices followed by the Institute are MOOC Online Certification Courses and Skill Development Program. Learning through online forums such as SWAYAM, NPTEL, Spoken Tutorial, IIRS / ISRO, VLABS etc. are the integral part of GSMCOE study culture. Faculties started YouTube channels for their courses

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GENBA SOPANRAO MOZE COLLEGE OF ENGINEERING, BALEWADI, PUNE
Address	Survey No. 25/1/3, Balewadi, Near Balewadi Stadium
City	PUNE
State	Maharashtra
Pin	411045
Website	www.gsmozecoe.org

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Jambi Ratna Raja Kumar	020-29513395	7385973055	020-2951339 5	ratnaraj.jambi@gm ail.com
Professor	Ushadevi Sambhaji Patil	020-29510019	9819468956	020-2951001 9	patilushadevi.civil @gmail.com

Status of the Institution	
Institution Status	Private and 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
AICTE	[View Document](#)	02-06-2023	12	
AICTE	[View Document](#)	02-06-2023	12	

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	Survey No. 25/1/3, Balewadi, Near Balewadi Stadium	Urban	5	16928.41

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
UG	BE,Mechanical Engineering,	48	HSC	English	30	18
UG	BE,Civil Engineering,	48	HSC	English	60	13
UG	BE,Computer Engineering,	48	HSC	English	150	150
UG	BE,Electronics And Telecommunication Engineering,	48	HSC	English	30	22
UG	BE,Information Technology,	48	HSC	English	90	84
UG	BE,Artificial Intiligence And Data Science,	48	HSC	English	90	79
UG	BE,Artificial Intiligance And Machine Learning,	48	HSC	English	30	30
PG	MBA,M B A,	24	GRADUATION	English	120	106
PG	MCA,M C A,	24	GRADUATION	English	60	60

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	9				17				82			
Recruited	3	6	0	9	4	13	0	17	24	58	0	82
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				28
Recruited	20	4	0	24
Yet to Recruit				4
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				20
Recruited	13	4	0	17
Yet to Recruit				3
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	0	0	0	0	0	0
Ph.D.	2	3	0	1	4	0	6	0	0	16
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	1	2	0	3	10	0	17	59	0	92
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
	1	2	0	3

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
UG	Male	274	2	0	0	276
	Female	127	0	0	0	127
	Others	0	0	0	0	0
PG	Male	106	0	0	0	106
	Female	66	0	0	0	66
	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	76	58	34	42
	Female	24	23	9	13
	Others	0	0	0	0
ST	Male	15	8	2	5
	Female	2	3	2	0
	Others	0	0	0	0
OBC	Male	117	88	49	72
	Female	49	41	18	27
	Others	0	0	0	0
General	Male	266	262	92	122
	Female	115	94	39	70
	Others	0	0	0	0
Others	Male	65	59	35	59
	Female	22	18	8	41
	Others	0	0	0	0
Total		751	654	288	451

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The institution offers a dedicated and supportive learning environment that is ideal for teaching, learning and research. Students in their last year of study have the option to select Open Elective topics, which offer a chance to study interdisciplinary and trans disciplinary knowledge. In the second year, students participate in project-based learning; in the third and final years, they work on mini-projects and main projects, some of which address challenges of a holistic, society-based nature.Additionally, students are encouraged to work on interdisciplinary and multidisciplinary projects. To achieve this, students establish teams and compete in a variety of technical competitions. In addition to science and engineering, audit courses are included in the curriculum to encourage soft skills like communication and management. Our faculty have taken initiatives in various multidisciplinary and collaborative research work, publications in national, international journals and conferences.
2. Academic bank of credits (ABC):	In accordance with the National Education Policy 2020, the Academic Bank of Credits (ABC) is intended to support students' academic mobility by giving them the flexibility to study at any Higher Education institution in the nation and providing a suitable "credit transfer" mechanism from one program to another, ultimately leading to the attainment of a degree, diploma, PG-diploma, etc. It offers several advantages, including the ability for educational institutions to submit and preserve the integrity of the credits, preserves the security and validity of student credits, Simple credit transfer via the internet, quicker acknowledgment of credit In compliance with the directives issued by the Indian Ministry of Education, AICTE, and SPPU, our institution has taken the necessary action and registered for the program. More than 1999 Students have registered for Academic Bank of Credits.
3. Skill development:	Realizing the importance of learning beyond classrooms, the institute encourages students to indulge in various skill development activities the institution has numerous functional Memorandum of Understanding (MoUs) with various companies,professional bodies, and organizations to develop the skills required to fill the gaps between the industry and academia. Further, various hands-on

	training sessions are organized in collaboration with industries to equip students in different current technologies. The institution promotes the student and the faculty to learn a new skill sets which are increasingly accessible through digital technologies. There are also various students' professional body chapters in the institute which provide platform to develop technical hard skills and soft skills through various co-curricular and extra-curricular activities The activities include technical project competitions, skill development training programs and courses, technical quizzes, poster presentations, research paper presentations, idea competitions, competitions, programming competitions (C, C++, Java, and Python), etc. Subject experts , academicians and alumni from different industries/institutes are invited to conduct training/skill development programs for students to address students on emerging technologies . In addition, the students are motivated to participate in various competitions and activities organized by reputed institutes. Regular seminars and workshops are conducted to provide in-house training for the personality development.For students holistic development a large focus is given on communication, soft skills, aptitude, career guidance and motivational speeches etc. to develop an attitude to take on the world with confidence which helps them to perform better in interviews.Industrial visits are organized to expose the students to the real industry environment. These visits help the students to relate academic learning with the practicals works. We also arrange a large number of training programs like job description explanation sessions,resume writing, mock test series,apart from this, the students and faculties are encouraged to register for MOOC courses like NPTEL, courses. Department also contributes to the skill development of students by motivating the students to undertake industry internships. The institute has an IIT, Bombay spoken tutorial center for skill development courses. We also have a Nodal center for ISRO outreach Program and COEP Virtual lab nodal center. 400 students and faculty benefited by ISRO courses.More than 1149 students were trained on various skill sets and more than 55 training/skill development programs were arranged in the last 5 years.
4. Appropriate integration of Indian Knowledge	The institution aims to meet the requirements of

system (teaching in Indian Language, culture, using online course):	students from all social classes by appropriately applying the Indian knowledge system. The institution's many programs include groups that actively plan various cultural events. Every year, an annual social event called "UMANG" is also planned to promote language proficiency and artistic expression, ultimately enhancing Indian culture and values. Religious traditions observe several festivals and days under the National Service Scheme.
5. Focus on Outcome based education (OBE):	The institute's academic policies are designed with an emphasis on outcome-based education (OBE). The institution has clearly defined course outcomes for each course as well as program outcomes for certain departments. Aims are created to enhance the accomplishment of program outcomes and targets are set. Internal audits are carried out in compliance with examination reform standards and to integrate outcome-based education into the curriculum. course outcomes, which are mapped using POs, are taken into consideration while preparing internal semester question papers and assignments. After identifying the PO achievement gap, more measures are made to close it. In order to reach higher goals, a variety of activities are carried out, including social service camps, internships, industrial visits, and skill development training.
6. Distance education/online education:	The online education is motivated at the institute level. For effective implementation of online education, the learning management systems like google class room are used by faculties. Faculty uses it to provide course material like virtual labs, eBooks, PPTs, video lectures, question bank, quizzes, tests etc. The tools in the Google classroom facilitate online assessment of students. Our faculty have YouTube Channels and they have uploaded their Video lectures on those channels. Online sessions for lecture delivery and skill development are conducted. Students are motivated to complete the MOOC courses and programs offered by online platforms like NPTEL, SPOKEN TUTORIAL, ISRO IIRS outreach programs and virtual labs etc

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	YES The Institute is promoting electoral literacy activities every year . GSMCOE is organizing awareness activities for registering new voters with the help of Pune municipal Corporation. Students voter registration is conducted at institute level.
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?	Yes, Students and faculty coordinator are assigned these responsibilities.
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.	The students of GSMCOE participate in electoral processes, participation in voter registration of students and communities, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting.Drawing competition is conducted with help of Pimpri Chinchwad Municipal Corporation
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.	YES
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.	Yes, the Institute organizes awareness programs and voters' registration drives.

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
2066	1845	1617	1167	1131

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: 133

File Description	Document
Upload Supporting Document	[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
105	106	95	112	87

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
805.18	730.38	790.82	383.94	376.41

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:

GSMCOE ensures effective curriculum delivery through a well-planned and documented process. The implementation of the curriculum is carried out as per the syllabus provided by the University (SPPU).

The institution prioritizes effective curriculum planning and delivery through a structured and documented process. This includes the development of an academic calendar and the implementation of continuous internal assessment. By establishing clear learning objectives and designing a flexible curriculum framework, the institution ensures alignment with educational goals and student needs. Continuous internal assessment methods the institution emphasizes transparency in assessment criteria, enabling students to understand expectations and facilitating ongoing improvement.

Academic planning Academic Calendar:

The institute prepares an academic calendar at the beginning of each semester. Curricular, co-curricular, and extra-curricular activities have been scheduled by the department. Subject choice and load distribution are done by the HOD, as per the university syllabus considering the faculty's competency and expertise.

The faculty meeting is scheduled twice in a month to review of syllabus coverage and verify that the syllabus is running according to the teaching plan as per the department's academic calendar.

The COs, POs, and PSOs are disseminated to the students at the beginning of the academics. The curriculum delivery is enriched by the use of classrooms with ICT facilities. Faculty members prepare Google Classroom for allotted courses to provide study material and lab manuals. The exam co-coordinator prepares the timetable for internal evaluation as per the institute and academic calendar. As per the SPPU syllabus dept conducts seminars, guest lectures, and technical and non-technical activities for the student's enrichment. As per the academic calendar project and seminar coordinators prepare presentation schedules.

The continuous evaluation is carried out by conducting unit tests, open book tests and weekly journal assessments.

The methodologies used to support weak students by taking remedial classes. To encourage bright Students, faculty takes their ideas and views to allocate the new task. As per SPPU, subjects like PBL, Mini Projects, and Final Projects in which students can form a group of 3 to 5 students & work together without gender discrimination. As per the guidelines of AICTE, the institute organizes a well-planned,

two-week Induction program for first-year students. The Induction program covers Human Values, Physical Health and Related activities, Proficiency, Activities, Creative Practices, etc. The induction programs conducted at the beginning of the First Year also highlight the commitment of the Institute to these causes.

Faculty and student interaction has been done through the Guardian Faculty mentorship program. It covers any issues of the students and resolves them by the mentors. Content beyond the syllabus has been covered by adding extra lectures. To check the quality of the course file, it is audited by the appointed team of experts from the institute.

The co-curricular activities have been covered through institutes such as Social outreach programs, and extracurricular activities like Cultural events (Umang), Technical events (Techno bash), and sports events.

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: 34

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](#)

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: 55.37

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
1727	1125	794	488	199

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:

Professional Ethics:

Genba Sopanrao Moze College of Engg , Balewadi, Pune ensures to achieve professional ethics institute gives equal importance to professional ethics alon with acedamics by conducting various seminars from Industry experts regarding professional ethics. Institute conducted skill development, soft skill training program, Resume Writing, Interview Techniques and Communication Skills for student. Savitribai Phule Pune university also have Audit course such as Developing soft skills and personality, regarding Professional ethics which are included in Institutional curriculum. Also encourage students for internship, Institute also arrange Industrial visits for students for their personal growth

Gender:

Genba Sopanrao Moze College of Engg having Co-educational environment and ensures about to give equal opportunities for both (boys and girls). All students and faculties participate in all activities and give equal opportunities to take responsibilities equally. All students and faculties participate in all sports activities, technical events, and cultural event equally. Everyone have equal rights to give inputs to every activity. All students work together in their projects, PBL share their ideas among themselves without any gender discrimination Institute also arranged Campaign For Heath& Hygiene of Women. Women's

day celebration also done in the institute

Human Values

Institute always try to fulfil human values by conducting different activities like orphanage visit, old age home visit, and computer literacy to orphanage children. Institute properly arrange Induction program for first year student in that special seminars are conducted on human values. Human values related courses like human behaviour, Humanity and social science also included in Audit course of Savitribai phule pune university syllabus. Institute also conduct Blood donation camp. Yoga day celebration, Savitribai phule jayanti, Mahatma Gandhi Jayanti, Shiv jayanti, Voter ID drive and Election Awareness Programs activities to encourage the human values also conducted.

Environment and Sustainability

Genba Sopanrao Moze College of Engg ensures to achieve the social development by Conducting varies Audit course which includes in Savitribai Phule Pune University. Audit course such as Sustainable Energy system, Water management,Green environment, Ecology and enviornment such audit course are included in the Institutional curriculum. Apart from this Institute does the tree plantation activity, E waste collection drive activity and also conducted different seminars regarding to awareness about environment. Institute conducted guest lecture such as Air pollution and its various aspects. The Institute has Environmental Audit ISO Certification.

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

1.3.2

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

Response: 94.68

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

Response: 1956

File Description	Document
Upload supporting document	[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: 43.37

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
425	288	128	100	126

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

2022-23	2021-22	2020-21	2019-20	2018-19
660	450	450	450	450

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 29.83

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
144	77	37	30	36

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
270	169	161	243	243

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: 19.68

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:

- The institution follows Savitribai Phule Pune University's guidelines and utilizes transparent, time-sensitive, and efficient methods to enrich the teaching-learning experience and support student advancement.
- The institute always taking initiative that every teacher has access to Wi-Fi-enabled ICT tools to enhance the teaching learning process and facilitate effective teaching. The institute has adequate facilities and resources for providing interactive, engaging, flexible and user-friendly learning environments for the learners. Our institute Classrooms are equipped with LCD projectors, internet/Wi-Fi connectivity and Smart classrooms are also available for the delivery of digital/multimedia contents.
- Faculty members are making use of ICT tools to supplement conventional classroom instruction, integrating video clips, online materials, and PowerPoint presentations. Faculty members leverage Google Classroom to provide additional resources, including materials that go beyond the syllabus, to facilitate students' progress in their respective subjects.
- Students are given access to Google Classroom, links for PowerPoint presentations, class materials, assignments, and other resources, taking advantage of the institute's Wi-Fi-enabled premises.
- For Third year students Internship activity is carried out to enhance their knowledge to handle on spot practical difficulties with best solution on the problems faced as well to handle problems which are always for betterment of community.
- For PG courses Summer internship projects are conduct and data analysis is carried out by using different techniques to enhance practical ability amongst students.
- Students of our institutes are encouraged to attend and participate in seminars/workshops/Student development programs, Institute events like Techno bash The institute has taken initiative to encourage students in participation for Smart India Hackathon and BAJA competitions. These activities always help develop personality as well presence of mind to tackle their problem-solving skills.
- Students are motivated by the faculties to attend different programs such as 'Swyam', MOOC .Site visits and Industrial visits are conducted for the students to bridge the gap between old techniques used and new techniques implemented.
- Experiential learning: This method is used in subjects by using actual performing practical's or with the help of virtual to acquaint the students with the facts & laws through direct experience individually.Problem Based Learning (PBL) for First Year engineering and Second Year Engineering Students, Mini projects/Seminars for Third year students for few branches
- Student Seminars: Students are exposed to recent techniques in different areas of engineering and finance by arranging seminars and posters presentations to enhance their personality. Flipped classrooms: Teachers are adopting this technique
- Teacher guardian scheme is implemented in every department to solve students issues as per the batch of the students so that all students issues should be answered.

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: 100

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
105	106	95	112	87

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[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: 6.73

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	8	5	6	5

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](#)

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:

The internal audit schedule is present and accessible to students in order to guarantee transparency. Google forms and quizzes are administered online during the semester. For offline after every unit, the subject teacher assigns assignments to the students along with due dates. Timing will dictate evaluation. Submission and the clarity of the responses. Students can see their grades presented. In order to maintain transparency in internal assessment, the system which is adopted by the faculties to assess the student is communicated to the students well in advance. The system includes well-set formats for question paper setting, conducts of examination are well conveyed to students by sharing Institute academic calendars to the students.

Unit Tests are conducted. Unit tests, orals, practical and re-tests are part of continuous assessment. Project diaries are maintained by project groups for internal assessment and evaluation of mini and major projects. Faculty members quickly fixed the problem after the student reported it. Teachers give students coaching to help them do better on college examinations and discuss problems and answers.

Students in SE and TE are expected to prepare original and pertinent topics for seminars. Students are expected to do the internship. The student presents on it. Students in their final year work in groups of three to four to prepare a project.

The performance of the students in Internal Assessment is used for Faculties to identify slow and advanced learners in their respective subjects. Slow Learners are encouraged to improve their performance in the future by counselling.The practical evaluation is based on the student's performance during the practical/experiment carried out in prescribed manner of standard procedures/codes/algorithms/principles etc. which helps to map understanding level students after completion of prescribed list of the experiments by the Savitribai Phule Pune University. The evaluation is carried out for 10 marks.

The institute has an examination cell consisting of departmental examination coordinators, HoDs, College Examination Officer (CEO) and Principal are integral part of examination cell. This cell helps to solve university examination related grievances. The students are advised to raise the grievances to the examination cell. The mechanism to handle examination-related grievances is fully transparent and the process made time-bound. The grievances are handled as per the norms and procedure mentioned by Savitribai Phule Pune University.

All the examinations are conducted as per the affiliated university means Savitribai Phule Pune University. During examination if any quarry is communicated by Savitribai Phule Pune University to CEO is immediately communicated to appropriate students.

Faculties evaluate students as per mentioned in the syllabus through assignments, experiments conducted in the laboratories. The evaluated matter is given back to students for corrections and with corrected matter the students are advised to appear for the oral/practical examination. If any students is not satisfied

with the grievances handled by concern faculty member that is further solved by a committee of HOD and Principal of institution. Student's grievances after photocopy / revaluation is checked by faculty.

File Description	Document
Upload 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:

RSPONSE: YES

WEB SITE LINK: https://www.gsmozecoe.org/pdfs/copo/2.6.1%20CO,%20PO%20and%20PSO%20of%20UG%20programs-3.pdf

WEB SITE LINK: https://www.gsmozecoe.org/pdfs/copo/2.6.1%20CO,PO%20and%20PSO%20of%20PG%20programs-4.pdf

The Institute boasts clearly outlined learning objectives and graduate characteristics, seamlessly incorporated into its syllabi's assessment structure, as outlined by Savitribai Phule Pune University. These objectives are readily accessible through the institution's website and other informational materials. The institution's vision and mission prioritize the promotion of value-based education, facilitated by a dedicated faculty committed to preparing students for the demands of globalization, fostering a culture of continuous motivation.

The College has established an effective communication framework for conveying the learning objectives of its programs and courses. This framework includes several components: physical copies of syllabi and course/program outcomes are easily accessible in the relevant departments for both teachers and students to consult. Additionally, instructors discuss these objectives with students during their initial lectures and before commencing each unit. Furthermore, the college website hosts copies of the curriculum and program/course outcomes for broader accessibility.

All programs of the institute have clearly stated learning outcomes in terms of course outcomes (CO's) and Program Outcomes (PO's) and Program Specific Outcomes (PSO's). All the above stated attributes for all Programs offered by the University/institution are stated and displayed on website and is also communicated to all teachers and students.

Course Outcomes are provided by the affiliated system to which the institute is a part of means Savitribai Phule Pune University through respective subject syllabus. Program outcomes are the zest of what students should know and be able to do at the end of the program when the student is going to face the

practical world. Course Outcomes are the clear picture of what a student should be able to do at the end of the course and are measurable in terms of knowledge, skills and abilities.

Course Outcomes and Program Outcomes are published on institute website . Students are made aware of CO's and PO's during orientation/induction programs of first year under graduate as well as post graduate courses, course presentations, course exit surveys, and in Teaching and Practical plans.

HOD's create awareness on POs, PSOs and CO's amongst faculty members in the departmental meeting and informed them to literate the students in very first lecture of their course commencement. Then the faculty members, class teachers and mentors inform the students and create awareness about the need to attain the outcomes.

COs are measured using internal and external assessment. The internal assessment is carried out at the department level through the internal assessment criteria's such as Class Tests, Mock Orals, Assignments, Tutorials, etc.

The Course Outcome, Program Outcomes and Program Specific Outcomes are displayed on the web site and in the department on the notice board. With newly joined faculty members the CO-PO mapping and attainment importance is discussed by HOD in person

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:

All programs of the institute have clearly stated learning outcomes in terms of course outcomes (CO's) and Program Outcomes (PO's) and Program Specific Outcomes (PSO's). All the above stated attributes for all Programs offered by the University/institution are stated and displayed on website and is also communicated to all teachers and students.

Course Outcomes are provided by the affiliated system to which the institute is a part of means Savitribai Phule Pune University through respective subject syllabus. Program outcomes are the zest of what students should know and be able to do at the end of the program when the student is going to face the practical world. Course Outcomes are the clear picture of what a student should be able to do at the end of the course and are measurable in terms of knowledge, skills and abilities.

COs are measured using internal and external assessment. The internal assessment is carried out at the

department level through the internal assessment criteria's such as Class Tests, Mock Orals, Assignments, Tutorials, etc. The questions given in the internal tests are mapped to the framed COs which is already mapped with the POs. The same kind of process happens for all internal assessments. The assessment of the project, seminar are carried out on the basis same. External evaluation is carried out at university level by the process adopted by university. PO Attainment is divided into two parts: Direct Assessment and Indirect Assessment.

Direct assessment:

The process of course outcome assessment by direct method is based on the internal examinations and End- semester university examinations.

Course teacher is setting a target and defines the attainment levels for course outcomes for their respective course. The defined attainment levels are approved by the respective department.

The direct method evaluates the student knowledge and skills from their performance in the In-semester university examination, End semester university examinations and Unit test conducted by the department etc. Direct internal assessment which is in the form of internal unit test which is given weightage as 30% and Direct external assessment which is in the form of in-semester exam and End semester exam which is having weightage of 70%

Indirect Methods:

The indirect tools to assess POs include student exit surveys, Alumni survey, Employer surveys and Industrial visit survey of students to reflect their learning. This indirect method is the assessment of the passed out student means the graduate student's experience which he is now facing in the practices.

The program specific outcomes are communicated to the students along with PO's and CO's. The PSO's are designed by the concerned departments with their respective vision, mission, and scope of the program.

These statements define outcomes of a program and indicate how the knowledge and skills learnt in this course have direct implication for the betterment of society and its sustainability. All programs of the institute have clearly stated learning outcomes in terms of course outcomes and Program Outcomes

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

2.6.3

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

Response: 88.27

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
419	460	425	343	279

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
581	491	426	348	336

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](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.58

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: 0.3

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
0.30	0	0	0	0

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:

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

The institution has created an ecosystem for innovation and has platforms for creation and transfer of knowledge. This is comprehensively covered by Research and Development Cell, Intellectual Property Rights (IPR) Cell, Innovation Cell, professional society memberships.

Institute has Research and development cell which motivates and supports faculties and students to carry out research. GSMCOE is continuously taking efforts to increase research outcomes of faculty and students. Institute provides support projects, hackathons, and R&D learning initiatives. Institute has developed a very good research culture in the campus.

R & D Cell: Institute has established research and development cell which guides and supports faculties and students to carry out research.Faculties of the various department publish technical papers in journals and conferences. Many faculties have published books of engineering subjects and research methodology.

Institute supports faculties to pursue Ph.D. attend conference for paper presentation and faculty development program. Fourteen faculty members obtained PhD during the last five years.Totally 22 faculties completed PhD and 03 faculties are guiding research scholars. 17 faculties have registered for PhD. Many faculties are selected as a Reviewer for reputed journals.Faculties have published 273+ journal papers and 53+ conference papers/book chapters/books.

IPR Cell: Faculties are filling patents and some patents got granted. Even they are guiding their students to file the patents and copyrights.Total 15 patents, 07 published, 04 patents are grantedand 01 copyright published. Information Technology branch students have invented Eco bricks made by plastic and published patent. Civil Engineering students also published patent.

Institution Innovation Council (IIC): The institution has a MHRD recognized IIC through which various activities on IPR, entrepreneurship and innovation are conducted throughout the year.Institute conducts number of programs on IPR through IPR cell, many activities were conducted through innovation cell. Student from Electronics and Telecommunication department has built multipurpose drone.Student from Computer department has developed software for the SPPU Result analysis of 2015 and 2019 pattern for all branches.

Group of students under the guidance of faculties have published one patent and granted. One student has registered for copy right and have published under intellectual property right, India (IPR).

Institute encourages students to do multidisciplinary projects. In the institute Entrepreneurship development cell is also established. Every year technical events are organized to showcase and supportstudents' innovative ideas.

Nodal Center: Institute has been recognized as nodal center for Indian Institutes of Remote Sensing (IIRS) under Indian Space Research Organization (ISRO). More than 400 faculties and students have completed certification courses which are focusing on applications of multidisciplinary technologies in remote sensing.

Institute has been designated as nodal center for virtual labs by COEP Technological University, Pune.

Institute has organized international conference on"Recent Emerging Trends in Technology & Management ICRETETM – 2024" and more than 130 research papers were presented through hybrid mode.

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: 156

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
61	37	20	18	20

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: 3.12

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
202	51	38	38	86

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: 0.98

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
25	5	10	14	76

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:

Over the past five years (2018-2023), GSMCOE Balewadi actively engaged students in various social, environmental, and community development initiatives. Collaborating with organizations and industries, they championed clean and green causes while exemplifying acts of patriotism, compassion, and solidarity through functional groups like the Youth Red Cross, United Group of Happy Friends, Armed Force Medical College Groups, and NSS. Their activities, including Swachh Bharat Abhiyan, Covid-19 Vaccination Camps, Cyber Security Awareness Programs, Road-Safety Awareness Efforts, Voters Day Awareness Camps, and Digital and Health Literacy Camps, fostered a strong sense of social responsibility among students and the teaching community.

The institution follows a structured approach to involve students in social activities that promote civic engagement. They receive an annual activity calendar from Savitribai Phule University (SPPU) and organize additional events as time permits, ensuring no disruption to academic schedules. Collaborating with the community and industry, their prime objective centers around sustainable livelihood development, disseminating current trends, fostering innovation and equipping students to actively participate in nation-building activities.

1. **Civic Engagement and Empowerment**: As an outcome to the defined objectives of our institute initiatives undertaken were National Voters Day raising voting awareness, Speech, Drawing, Meme Competitions of Faculty and Students to observe national voters day in association with Pune Municipal Corporation (PMC). Additionally, their Diwali Celebration reached Indian soldiers stationed at the India-China border, instilling a sense of national pride. The Blood Donation Camp with Armed Force Medical College supported spirit of soldiers during emergencies and on national front.

2. **Environmental and Educational Consciousness**: The institute championed tree planting to reduce air pollution, coordinating with Gharudkar Abhiyan. On World Environment Day, students created awareness through Environmental Studies - QR Coding for Plants, Green Activity at Baner Hill's. The institute also focused on digital literacy, safety awareness, and road safety measures. As a part of Digital Literacy Awareness, a group of 20 women were benefitted in Mahalunge village, Safety Literacy through LPG Awareness for staffs, Departmental Road Safety Drives to raise awareness about road safety measures and accidents.

3. **Swachh Bharat and Health Initiatives**: Conforming to the institution's vision, the administration motivated the Swachh Bharat Abhiyan in Mhalunge village. Cleanliness drives and health hygiene camps in government schools aimed to reduce health risks associated with poor sanitation. The institute conducted health check-ups, women's health webinars on women's day, blood donation drives, and water quality testing through onsite work with Gram Panchayat. Covid-19 Vaccination Drive and Blood Donation Camps and Checkups on birthday of GSMCOE's founder president to impart the social values behind the noble cause of blood donation and focused initiatives towards health monitoring and management.

4. **Humanitarianism and Healing touch to society**: Community Donations and orphanage visits were conducted for the purpose of uplifting humanity and cultivating helping nature among students and Clothes Donation for Sangli & Kolhapur Flood victims, Departmental Orphanage and Old Age Home Visit, Social Activities to uplift the community mindset towards HIV positive affected children were philanthropical initiatives.

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:

GSMCOE, Balewadi creates socially responsible students and emerge as a national exemplar of academic excellence, dedicated to advancing knowledge and upholding the highest ethical standards and values for the betterment of society.

To achieve this goal, the college has implemented a robust practice: nurturing teachers and students to actively engage in community service. The institution encourages both faculty and students to participate in social extension and outreach activities at various levels—college-wide, department-specific, and individual initiatives.

The following awards that justify our criteria:

1. College Awards: Under Asia Education Summit & Award 2019 hosted by India Today television as media partner, received for the outstanding services and contribution to the education sector as Best Innovative Edu-Leader of the Year, Pune, Maharashtra. Awarded Bharat Samman Nidhi Puraskar 2023-2024 on behalf of Delhi Vidhan Sabha, for unwavering commitment to nation and society significantly bolstering nation's progress.
2. Certificate of Participation for Covid-19: For selfless and endless contribution to the society by supporting and helping people Covid-19 pandemic and vaccination organizing drive at our campus for the year 2019-2020.
3. Blood Donation Camp Certificate: The blood donation camp organized every year at college campus for years (2018-2019, 2019-2020, 2021-2022, 2022-2023) and awarded for the same. Award for the noble cause by Pune Blood Centre, Hadapsar and Akshay Blood center, the certificate of appreciation bestowed upon GSMCOE, Balewadi where blood donors serve as a tangible recognition of their altruistic act that symbolizes their commitment to saving lives by contributing a vital resource—blood. The camp organized every year at college campus (2018-2019, 2019-2020, 2021-2022, 2022-2023) and awarded for the same.
4. Best NGO/Social Unit Award: The college NGO unit is very active which helps to inculcate the spirit of social service among students. Following the motto 'helping hands for atleast one smile', the unit in association with Unity Group of Happy Friends, Rotary Club-Pune, SOCH, Real Life Real People, conducted many social extension activities. Under the banner of NGO unit, specific efforts taken were- Digital Literacy to village community at Mahalunge village.

Award for Plastic and E-waste Handling for eco-friendly lifestyle (PEHEL2022)

5. Certificate of Participation: While celebrating National Voters Day, to observe the National Voters Awareness and competitions for both faculty and students are awarded by 210 Kothrud Vidhansabha Matadar Sangh, Kothrud, Pune. King of the Ring 2022 awarded as a prestigious professional wrestling award to GSMCOE student. National Shooting Championship Competition Winner 2022 for rifle shooting with 65th ranking.

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: 73

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
15	15	8	15	20

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: 19

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:

4.1.1-Physical Facilities

The institute is strategically located near the bustling Baner-Balewadi industrial belt, offering convenient access to industry resources and opportunities, and also adjacent to the Balewadi stadium. Spanning across a sprawling 10 acres, the campus boasts a modern infrastructure comprising a three-floor building with A, B, and E wings, covering total built-up area of 16928.41 square meters, precisely designed to meet regulatory standards.

The institute has enhanced its infrastructure by integrating smart design and effective use of space, creating classrooms and laboratories that are not only ergonomic but also visually appealing. It boasts a generous library, workshop, drawing hall, exam control room, dedicated areas for training and placement, as well as faculty rooms. The workshop at GSMCOE is equipped with various facilities such as milling, fitting, carpentry, welding, CNC, Centre Lathe, Bench Grinder Machine, and a Plastic Injection Molding Machine to provide hands-on practical skills to students.

The institute ensures a well-rounded educational journey by providing ample space for both academic and recreational activities. Alongside academic pursuits, the campus encourages participation in co-curricular and extra-curricular endeavors, allowing students to discover and develop their passions and skills. Promoting innovation and curiosity, the institute supports research initiatives among its students and faculty, fostering a dynamic learning environment.

Moreover, the campus is equipped with facilities for cultural events, a gymnasium for physical fitness activities, and designated spaces for yoga sessions, promoting overall well-being and personal development among its members. Through a harmonious blend of modern infrastructure and a nurturing environment, the institute endeavors to uphold the highest standards of education and overall growth.

The institute provides modern ICT-enabled classrooms, seminar halls, smart classrooms, and drawing halls in compliance with standards. These classrooms are equipped with essential teaching aids such as whiteboards, LCD projectors, high-speed internet access, LAN connectivity, Wi-Fi coverage across the campus, power backup from generators, facilities of solar panels, and CCTV surveillance cameras. Additionally, tutorial rooms are available for conducting tutorial sessions.

The institute offers a range of cultural activities including singing, dancing, drama, art gallery exhibitions, and rangoli. Necessary instruments are provided for practice sessions. Additionally, there is a seminar hall with a seating capacity of over 300 people where students can practice and showcase their talents in various cultural activities. The institute emphasizes the holistic development of students by encouraging their participation in both co-curricular and extra-curricular activities.

GSMCOE has a total of 647 computers, 45 printers, and 10 multi-functional printers. Additionally, the institute encourages students to participate in cultural and sports activities to enhance their leadership, decision-making, and teamwork skills, fostering intellectual growth.

For sports, GSMCOE provides well-equipped facilities including an indoor sports room and a gymnasium for activities like carom, chess, and badminton. Students receive financial support to participate in both intra and inter-university tournaments, with annual sports competitions held at the institute. The institute also boasts an open ground of 5 acres for outdoor sports like cricket, football, and volleyball, Necessary equipment for these games is provided, promoting an active and healthy lifestyle among students.

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: 9.45

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
131	72.87	6.00	65.41	16.48

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:

Information about the Library:

Genba Sopanrao Moze College of Engineering (GSMCOE) Central Library established in the year 1999. The library plays a vital role in Collection Development and Dissemination of Scientific and Technical Information to meet the present and future needs of students and faculties. The Collection of the Library is 38494 Books and 90 National and International Print Journals. The library is well equipped with a varied collection of textbooks, reference books, data books, e-books and e-journals, Standards, periodicals, bound journals, Newspapers, etc. Books are classified according to the Dewey Decimal Classification Scheme (DDC) & open access allows users direct access to the library collection. The area of the Central Library is 600 m2 including a separate reading hall. Timing of the Library is 8:30 to 5. During Examination: 8:30 to 10 PM.

Adequate Subscriptions to e-resources and Journals are made:

The College has a well-established Digital Library having 454 e-journals from Science Direct Database (ELSEVIER), IEEE Database Subscription, and also 2082 e-books from the Springer Link database. Library provided remote access to e-content (e-journals and e-books) through 647 PCs in college campus IPs (all these e-resources are accessible through College Network) which are very efficiently working to save the time of library users. The library is a member of prominent organizations like e-Shodhsindhu, INFLIBNET Centre, and Gandhinagar. DELNET (Development of Library Network, Delhi), NDL (National Digital Library, Delhi), IIT, Kanpur. CSI, Chennai, Indian Society for Technical Education (ISTE), New Delhi. All faculties and students have membership of the National Digital Library (NDL) to utilize open access e-content to 700000 e-books and e-journal articles, NPTEL Video Lectures, Shodhganga Thesis Database, Gate Question papers, etc.

The library is automated using an Integrated Library Management System (ILMS):

Genba Sopanrao Moze College of Engineering Library is fully automated using AUTOLIB NG Version Integrated Library Management System (ILMS) Library purchased software in 2006 from Akash Infotech, Pune. Autolib Software is an Integrated, Multi-User, Multitasking, User-friendly Software. All the Books are bar-coded and generated through Autolib Software. At present use of the AUTOLIB NG Integrated Library Management System (ILMS) for library-keeping operations such as administrative work, acquisition, cataloging, circulation, serial control, OPAC, Reports, etc. Library automation supports library staff which contributes to easy access to the system.

The Library is optimally used by the Faculty and Students:

The Library is optimally used by the Faculty and Students for various purposes like Reading, Teaching, and Learning. A Library is a place where books and other e-resources are stored and makes it easier to get remote access to them. Every day approximately 125-130 students visit the library and sit in the reading hall to study as well and nearly 15 to 20 faculties are visiting the library every day.

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:

Genba Sopanrao Moze College of Engineering ensures continuous upgradation of IT infrastructure. The Institute regularly updates its labs, Internet resources, and services to meet the demands of the academic Education institutes require a cost-efficient comprehensive solution that offers all the advanced facilities and features in a single platform with a single point of contact for technical support. Provides 24/7 internet facility provided by Gazon Communications India Ltd. and updated periodically at the end of every quarter of the year. The internet connection in the Institute (Lease Line) is 300 Mbps. The institute has a 24X7 Wifi facility on the college campus for the students and faculty members to avail internet inconvenience at any place in the college.

To strengthen the IT infrastructure Institute has well well-equipped central server room having 3 base servers having IBM 3200 Processor and 2 RAM of 2 GB and 649 systems avilable for students. The

institute has trained staff that continuously make efforts to upgrade all IT facilities. The institute has a three-tier architecture for network distribution. And uses tree topology for network distribution. Sonicwall firewall is used having features of TLS/SSL decryption and inspection, application intelligence and control, secure SD-WAN, real-time visualization, and WLAN management, Sonic Wall provides flexible, fast, and cost-effective security to keep the threats out and institute thriving. Quick Heal antivirus is used for network security having features like Antivirus, Antispyware, and Antimalware, which work together to give the best antivirus protection and it is also renewed every year. The institute also focuses on website domain upgradation and it is renewed yearly

Computer and Peripherals

- The institutebest-qualityThe
- Institute continuously purchases new computers as per requirement and maintains student to computer ratio of 3 :1
- The institutea of projectors,s,the teaching-learning experienceteaching-learningmethods
- A total of 42 switches consist of 29 D-Link DGS1024C 24 port Giga switches, 8 port D link 4 switches, 24 port Cisco, 6 switches, 8 ports TP link 3 switches.
- 16 wifi routers and 1 D-link router are available on campus
- Wifi capabilities of internet throughout the campus
- Total 16 Wi-Fi access Points with password protection
- 45 Printers, 5 Multifunctional Printerand 2 Xerox Machines
- The institutehasa well-equipped UPS Room having 2 UPS having specification Vertiv ITA 2 30KVA (3P-3P) capacity.
- Biometric based one Device for central monitoring of staff attendance
- CCTV with 57 cameras having 6 TB capacities for recording and can take 15 days backup.

Software's

The institute continuously makes an effort to upgrade software that is beneficial for students institute uses software like, Tally Prime, MATLAB, CATIA, Auto CAD, Hypermesh, etc

System software like Windows 10, and Windows 11, and open source software like Linux, Ubuntu, Python, and Java, in Computer Lab

Institute Always makes an effort for continuous gradation of software as per the academic requirement

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: 3.19

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

Response: 647

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: 3.06

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
61.595	11.790	4.370	0.816	15.745

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: 86.79

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
1742	1604	1395	1036	1015

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 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: 67.74

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
1539	1408	1252	532	570

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: 75.13

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
392	351	280	186	238

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
419	460	425	343	279

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: 10.27

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
13	15	14	2	5

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](#)

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: 20

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
5	8	1	1	5

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[View 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: 3.8

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
6	3	02	01	7

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:

We at GSMCOE Balewadi have a well Established Alumni Network .The goal of our Alumni Association is to create a network that will serve and empower graduates of GSMCOE. Alumni Association is registered on 21/8/2017 .

Objectives of the association are:

1. To maintain database of past students of GSMCOE

 2. To arrange Annual Meeting every year

3. To arrange technical seminars and lectures of alumni to use their expertise and skills for betterment of institute students and development of the institute.

4. Arrange and support placement activities for the students of the college.

5. Encourage the students of the college members of the Association for research development work in various fields of engineering.

 6. Mentor the students of the college for higher education, development of character and professional ethics.

7. Provide scholarships to deserving students and ex-students of the college for the purpose of education and sport

8. Encourage and guide students of the college to become entrepreneurs.

9. Promote the industry institute interaction to bridge the gap between industry requirements and education offered enhance students employability.

10. Work for environment conservation, anti pollution activities, street plays, demos, presentations, role play and all possible ways of social awareness.

11. Arrange blood donation, eye checkup and health awareness camps. Alumni Association is administered by an Alumni Committee. The alumni association is very active in promoting interactions among alumni, staff and management. Besides helping the alumni in all possible ways, it also lends its support to the college to achieve its vision, mission and goals. Training programs for students for the prefinal and final year students. Training programs are being organized for improving communication skills, performance in group discussion and interviews. Experts from industry and corporate bodies are conducting these programs.

 Meetings/activities organized by Alumni Association:

We have a close connect with our alumni and to bridge between the career life and college life till now

we had conducted online meetings (department wise) as well as few offline meetings (institute level) with alumni of all the departments for the benefits of the students, staff, faculties, department and Institute, and this interaction will continue in future too. We have received valuable inputs/suggestions through alumni in all these years to undertake the challenges of competitive professional world.

Few of the recognized alumni activities are conduction of guest lectures, expert talks, career guidance, seminars and project competition for students, over to this internship facility and sponsorship for student's projects in concerned fields. Connecting students with advanced technologies, benefitting them for skill development and industrial visits were the major concern of the alumni activities Alumni Association has conducted the meetings for the All academic year.

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

"Empowerment Through Technological Excellence"

Mission

- Imparting Value Based Education
- Integrating Engineering & Industry
- Enhancing Employability and Entrepreneurship
- Developing Research Culture
- Creating Global Competency

Institute's vision and mission is Empowerment through technological excellence, Imparting Value Based Education, Integrating Engineering and Industry, Enhancing Employability and Entrepreneurship Developing Research Culture, Creating Global Competency. In line with the vision of the Institution, the 'leadership' is committed towards continual improvement, sustained development, and nurture a culture of quality.

Institutional practices

The institutional governance and leadership play a pivotal role in shaping the trajectory of an institution, ensuring alignment with its vision and mission. This alignment is evident in various institutional practices that serve as pillars of its foundation. The institution actively engages in the implementation of the National Education Policy (NEP), demonstrating a commitment to staying abreast of evolving educational paradigms and contributing to national educational goals.

Furthermore, the institution emphasizes empowerment through technological excellence, equipping students with cutting-edge skills to thrive in a rapidly advancing world. The dedication to imparting value-based education reflects the institution's commitment to nurturing well-rounded individuals with a strong ethical foundation. Integration of engineering and industry practices bridges the gap between academia and real-world applications, preparing students for seamless transitions into professional environments.

In order to effectively oversee its major activities i.e. academic, co-curricular, extracurricular, entrepreneurial, IQAC, T&P, finance, admission, media cell the Institute has established a

comprehensive central system. Senior faculty members with doctorates oversee each activity and are referred to as the Dean or Head. Senior faculty members oversee each department in the institute. Through their departmental coordinators, each department is represented in central activities. The non-teaching personnel provides support to these key committees. As a result, many staff members and nearly all of the academics participate in the institute's main initiatives. Students organize and manage a variety of activities. Among these are technobash, sports and cultural events. The institute consistently advocates for a participative and decentralized management culture. It has ongoing training.

Sustained institutional growth hinges on a well-structured framework, with decentralization facilitated through the Internal Quality Assurance Cell (IQAC). The Governing Body, Management, Principal, Vice Principal, and Members collectively form the steering committee, orchestrating strategic decisions. The Teaching Staff, Non-Teaching Staff, and Supporting Staff play integral roles in the daily operations. Inclusivity is maintained through active involvement of the Student's Union and Student Representatives, ensuring a comprehensive representation of student voices. Alumni engagement serves as a bridge between past and present, fostering a sense of continuity. All these stakeholders contribute to a dynamic ecosystem, emphasizing holistic growth and responsiveness to evolving educational landscapes.

The institute consistently advocates for a participative and decentralized management culture.
Involving all relevant parties in the decision-making process, including parents, teachers and students, is a regular practice in many administrative bodies. For the purpose of making decisions, the team includes the principal, the IQAC Committee, deans, heads of departments, coordinators at the institute and department level, teaching, non-teaching, and support personnel, student representatives, other stakeholders, and alumni in various administrative organizations.

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:

The proposed Institute's managerial and administrative bodies adhere to all rules and regulations set forth by various governing, affiliated, and recognition bodies, such as the AICTE, DTE (Government of Maharashtra), UGC, University, Fees Regulation Authority (Government of Maharashtra), and many more, in an effort to establish effective and efficient mechanisms/procedures for the overall growth of the students and the institute.

Constant efforts are made to guarantee that the technical, human resource, infrastructure, and support facilities are made available in accordance with the rules and needs. The university's and Maharashtra government's service regulations are adhered to by the faculty of the institute. Faculty recruitment is carried out in accordance with AICTE, UGC, and university policies. While creating short- and long-term goals, every facet of the development and prosperity of students, staff and employees is taken into account.The institute has an efficient multi-layered governance structurewhich includes BOG, IQAC, and Purchase Committee.Academic and other committees has always proved to be supportive.Daily administration is seen by the Principal, administrative Officers and Heads of Departments**.** Additional details about various activities is given below.

Women/Student/Faculty Grievance

To raise awareness about rights among women, students, faculty, and staff members.

Financial Planning and Management

Department-wise budgeting is a strategic approach to allocating financial resources within an organization based on the needs, priorities, and objectives of each department.

Effective purchasing through a purchase committee involves a systematic approach to procurement that ensures transparency, accountability, and value for money.

Admission of Students

It's commendable that the institute has followed the admission process for students in accordance with the rules and regulations set forth by SPPU (Savitribai Phule Pune University), DTE (Directorate of Technical Education), and the Government of Maharashtra State. Adhering to these guidelines ensures transparency, fairness, and equity in the admission process.

Filling Direct Second Year (DSE) seats based on the final year diploma score and in accordance with the norms and directives provided by SPPU (Savitribai Phule Pune University), DTE (Directorate of Technical Education), and the Government of Maharashtra State is a standard procedure for many technical institutes in Maharashtra. This process ensures that students who have successfully completed their diploma programs have the opportunity to pursue further education in engineering or related fields without starting from the first year.

Human Resource Management

Institute encouraging faculty members to organize and participate in various Faculty Development Programs (FDPs), conferences, workshops, and similar professional development opportunities is crucial for fostering a culture of continuous learning, innovation, and collaboration within the institute.

The institution has defined set of Human Resource (HR) policies. Itcomprised of faculty attendance and leave record and grievance handling mechanism and is ready to handle any emergency situation.

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 most important resources of our Institute are its teachers, next to its students. To achieve and maintain a good name, the institution must use all the resources of the faculty. This is achieved by aligning the goals of the institute with the teachers. For the institute to achieve this, the first step is to send teachers clear instructions about what their work is and how it will be measured. An annual

evaluation process that is fair, transparent, objective, unbiased and easy to understand can be helpful. Its aim is to reward performers and encourage others to improve their performances.

The organization is aware of the importance of the teacher performance evaluation process. However, such a process is unlikely to be seamless, and with that in mind, the organization has created a committee to regularly review the process and approve changes if it believes improvements are needed.

A performance review assesses the employee's recent successes and failures, personal strengths and challenges, and potential for promotion or advancement. Therefore, training and advice is provided when necessary. GSMCOE follows NEP-2020 in teacher evaluation.

Our ecosystem values ??transparency and collaboration, as well as data organization. The employee's API score and interaction with relevant professionals are very important job descriptions. Non-teaching staff are screened exclusively on the basis of the job description matrix. The system is designed to support the career development and advancement of employees.

Teachers' performance, academic skills, teaching experience, feedback they receive from students and colleagues, research and education, research planning and consultancy, participation in seminars/conferences/seminars/seminars, number of publications/products/patents and communication skills. Design of new teaching and learning programs, teaching, laboratory testing, evaluation, development of materials (books and textbooks), curriculum testing, organization of teaching/student training, etc. are evaluated in terms of

Teachers and staff are regularly inspected. Employees' performance determines their pay and benefits. The incremental system consists of a constant and a power component, both of which are connected as support functions. Both teachers and non-teaching staff will be notified of changes in staff performance evaluations. Regularly review faculty and staff to keep abreast of changes in institute standards and norms and plan for future growth opportunities. For example, teachers are required to submit a self-evaluation report to a committee set up by another principal at the end of each academic year. An evaluation was conducted in which relative scores were assigned to test results, research results, and student ideas, and a final score was calculated. Departmental HODs allow teachers to view assessment data. Based on these findings, teachers are provided with counseling and training for further professional development. A faculty support program was created to support faculty participation in study, mentoring, and research. Teachers should conduct research in their spare time leading to publications, patents and inventions. Below is the teacher evaluation form (for teaching 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: 1.39

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	0	0	0	0

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: 46.3

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
54	56	58	55	46

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
15	15	15	16	15

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	[View 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:

The institute regularly conducts audits of the Institution with proper procedure and management permission. The institute has a department for accounting and Finance. The institute is fully equipped with a computerized software package to keep track of the accounts. Various expense heads such as fees collected, staff salaries, purchase, repair maintenance, etc. are checked. The annual financial audit is carried out internally by the principal and the controller, while the queries raised by auditors are satisfied by the concerned staff. The institute has a policy that ensures the efficient use of finances or educational, administrative and developmental purposes. Before the end of the financial year. Taking into account completely different requirements fulfillment of the strategic goals of the facility. Internal financial audits are conducted by our dedicated internal audit team, which operates independently within the organization. These audits encompass a range of areas including financial statements, internal controls, compliance with regulatory requirements, and risk management processes. The internal audit team follows a systematic approach, beginning with planning and scoping exercises to identify key risk areas and audit objectives. They then execute audit procedures, which may involve testing transactions, reviewing documentation, and conducting interviews with relevant personnel. Throughout the process, the team maintains open communication with management and other stakeholders to ensure alignment with organizational goals and priorities. These audits are conducted on a monthly basis by the internal

audit department to review financial transactions, compliance with policies and procedures, and adherence to budgetary allocations. The focus is on identifying any irregularities or discrepancies in financial records and processes.

Financial management and resource mobilization are critical aspects of institutional operations, ensuring transparency, accountability, and effective utilization of resources. Regular internal and external financial audits are essential components of this process, serving to validate financial practices, identify areas for improvement, and ensure compliance with regulations and standards. Here, I'll outline various internal and external financial audits typically conducted throughout the year, along with mechanisms for settling audit objections. These audits assess the efficiency and effectiveness of operational processes within the institution. They focus on areas such as procurement, inventory management, and expenditure control to identify inefficiencies or potential risks. These audits assess the efficiency and effectiveness of operational processes within the institution. They focus on areas such as procurement, inventory management, and expenditure control to identify inefficiencies or potential risks. Regulatory audits are conducted by government agencies or regulatory bodies to ensure compliance with specific industry regulations or standards. These audits focus on areas relevant to the institution's operations, such as financial reporting or consumer protection. Regulatory audits are conducted by government agencies or regulatory bodies to ensure compliance with specific industry regulations or standards. These audits focus on areas relevant to the institution's operations, such as financial reporting or consumer protection.

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 takes efforts to guide the teachers to focus on outcome based education (OBE) by conducting the CO-PO attainment session, which covered Course Outcome(CO) formation, assessment and CO, PO attainment quality of internal semester question papers, assignments and evaluation and Blooms taxonomy.

IQAC Constituted Academic Monitoring Committee/ Program Committee with subject teachers as well as student representatives. Regular meetings conducted for regular monitoring of teaching-learning activities. IQAC conducts periodic reviews of all institutional activities to assess their alignment with quality standards and objectives. Through these reviews, IQAC identifies areas for improvement and

implements measures to enhance the overall quality of education and operations.

The IQAC of the Institute is involved in framing the quality policies for student activities & progression, infrastructure & learning resources, innovation, institution values and best practices.

Strategic Plan and Development:

IQAC employs methodologies to ensure adherence to quality standards, it involve conducting regular evaluations of administrative processes, identifying areas for improvement, and implementing best practices to enhance efficiency and effectiveness.

Response:

1. Preparation of Academic calendar, plan, unit test papers, prelim papers and question bank.

The teaching plan, lecture schedule, and course outcomes enshrined in course files are audited by a committee consisting of senior academicians of the Institute. They identified shortcomings if any, for the session delivery and suggested remedial actions to faculty. The committee submitted a report of the audit to Dean Academics and the Principal of the Institute.

2. Developing infrastructure and using modern method of teaching and learning.

The learning outcomes are attained through continuous internal assessment. The elements of continuous internal evaluation (CIE) like unit tests, midterm tests, prelim tests, continuous assessment for practical assignments, etc. were conducted effectively. IQAC ensured the utilization of suitable online platforms like Google Classroom, G-Meet, etc. for curriculum delivery and assessment. The appropriate infrastructure at both ends is ensured by ding emails for making the necessary provision before the commencement of the AY.

3. Collecting feedback from students and alumni.

Various feedback has taken to cater to different preferences and needs. We take online surveys, group discussion. Collect feedback at strategic points throughout the academic year, such as at insem and semester ending session. Our institute encourages active participation by promoting the feedback process through various channels such as though email, poster and class announcement.

4. Conduction of Unit test and preliminary examinations.

Conducting unit tests and preliminary examinations is an integral part, these assessments serve several purposes, including measuring student learning progress, identifying areas of strengths and weaknesses, and preparing students for larger assessments such as final exams or standardized tests. Unit tests are typically conducted at regular intervals throughout the academic term after the completion of a specific unit or topic.

5. Suggestion for the faculty to improve teaching learning depending on the feedback.

By incorporating these suggestions into their teaching practice, faculty members can effectively respond to student feedback and create a more engaging, supportive, and effective learning environment for

students.

File Description	Document
Upload Additional information	[View 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: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	[View Document](#)
NIRF report, AAA report and details on follow up actions	[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:

The institution aptly guides students through their transformative journey from mere "human beings" to compassionate individuals, sensitizing them to crucial issues such as gender equality, social cohesion, and tolerance. Presently, India boasts the distinction of being the world's youngest nation, with 70 percent of its population aged between 18 and 35 years. This demographic advantage must be leveraged for the advancement of the nation.

1. **Safety and Social Security:** The institution places the highest importance on the safety and security of both students and staff, implementing a comprehensive surveillance system to ensure a safe environment for all, particularly female students, to pursue their educational goals. Numerous initiatives promoting gender equality and sensitivity programs have been implemented to enhance the safety of female students. To maintain vigilant oversight, the institution has installed closed-circuit cameras at strategic locations throughout the campus.
2. **Counselling:** The institution has set up a Counselling Cell comprising 80% of them being women. Students are assured of one-on-one counselling sessions with complete confidentiality maintained. Counselling not only allows teachers to understand students' attitudes, weaknesses, and challenges but also equips them with tools and insights to address depression and distress. In addition to personal counselling, the Counselling Cell conducts Personality Development classes for all students.
3. **Common Room:** A Common Room with an attached Washroom serves as the essential facility for meeting the personal needs of female students. Accordingly, the institution has furnished a roomy Common Room for female students, equipped with ample seating arrangements. Newspapers and magazines are provided for the girls in this space. In addition to the girls' common room, separate washrooms are available for male students and staff members.
4. **Any other relevant information:** Departmental HOD's, class teacher and respective GFM's take utmost care of the student. If any unusual behaviours is observed, necessary action are taken immediately to make student feel better.
5. **Days celebrations:** Days celebration has always been very exciting segment of college life for all the students. The Institute celebrate the common days like International Yoga day, International Women's day, International wetland day, Sports day, Traditional days, Cultural days, Yuva day (Swami Vivekananda din) during the academic year. Principal Sir, HOD's, teaching staff and non-teaching staff along with the students always stays the part of this celebration. This celebration gives students memorable moments which they cherish for the lifetime.

So programmes conducted under the Gender Equality days, not only ladies but also Gent's are also

enthusiastically take participation in this, It shows how strongly we should support each other for best future.

OUTCOME:

- Gender equality makes our communities safer and healthier.
- Gender equality is a human right.
- It's essential for economic prosperity. Societies that value women and men as equal are safer and healthier.

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:

Genba Sopanrao Moze College of Engineering, located in Balewadi, Pune, upholds the principle of "unity in diversity" by fostering an inclusive environment where students from diverse cultural, linguistic, and socio-economic backgrounds thrive without discrimination. The institution actively promotes equality among all cultures and traditions, evident in its student body comprising individuals from various castes, religions, and regions.

Embracing the rich tapestry of diversity, the college celebrates national festivals and commemorates the birth anniversaries of eminent Indian personalities like Mahatma Gandhi, Dr. Bhimrao Ambedkar with great enthusiasm. Students from different faiths, languages, and cultures are encouraged to participate in campus events, fostering a sense of belonging and camaraderie.

The institution prioritizes accessibility, with facilities for differently-abled individuals, and conducts regular gender sensitization programs and counselling sessions to nurture an inclusive environment. Admission policies prioritize inclusivity, offering fee concessions to students from economically disadvantaged backgrounds.

Faculty and staff recruitment consider the linguistic diversity of students, and internal student issues are handled sensitively, taking into account their socio-cultural background. Sports and cultural activities are organized to promote harmony among students of different backgrounds, fostering positive interactions.

Common rooms and open spaces are provided for religious and co-cultural practices, and students are encouraged to voice their grievances and seek support. A fear-free environment is maintained both inside and outside the classroom, with senior faculty and staff readily addressing any concerns. Overall, G.S. Moze College of Engineering is committed to creating a campus life characterized by harmony and happiness, embracing the ethos of "unity in diversity."

Educating students and employees of an institution about their constitutional obligations, encompassing values, rights, duties, and responsibilities as citizens, is vital for nurturing a cohesive and law-abiding community. This endeavor entails imparting knowledge about the fundamental principles embedded in the constitution and empowering individuals to uphold these principles in their everyday interactions.

Shivaji Jayanti Celebration Celebrated annually on 19th February at GSMCOE in honor of Chhatrapati Shivaji Maharaj. Students play instruments, raise flags, and dress as Shivaji Maharaj.

Mahatma Gandhi Birth Anniversary Marked tree plantation drive at GSMCOE. Faculties and mentors' presence encouraged students to follow Gandhi's principles.

Independence Day Celebration Annual event at GSMCOE filled with patriotic activities. Includes flag hoisting, cultural performances, and a reminder of freedom fighters' sacrifices at GSMCOE we also celebrate Republic Day, Teachers Day also GSMCOE focuses on social activities like, visiting orphanage under this GSMCOE visited "APNA GHAR ASHRAM" old age home visit named "SNEHANKUR".

Enhancing awareness among students and employees regarding their constitutional responsibilities is integral to bolstering democratic values. As part of this endeavor, all students undergo a course on Environmental Studies during their first year, providing them with knowledge on environmental laws. Furthermore, the institution regularly organizes programs aimed at educating women about their rights, alongside seminars and workshops on significant national occasions, covering a range of citizen rights, duties, and responsibilities. Periodic seminars, including those addressing topics like Gender Equity, are also conducted to foster a deeper understanding among participants.

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:

1. Digital Library / Google classroom implementation

Objective:

- Online Learning Resources have been designed to motivate students to stay on top of the daily updates of the classroom curriculum, thereby freeing up classroom time for interactive learning and promoting rational thought. Individual instructors upload their course materials and assignment questions to the Google classroom.

The Context:

- The institute uses website-driven learning resources to encourage students to update on a daily basis. For each subject, the relevant instructor course materials, presentations, question bank, and assignment questions will be updated in the Google classroom.
- Students can visit a Google classroom anytime, anywhere to collect and use course materials. As an innovative measure, the faculty maintains a forum to prepare students for better understanding through workshops. The instructor will offer several topics based on the basic concepts and curriculum.

The Practice:

- Materials are uploaded to the Google classroom for students to use conveniently.
- Notes and tasks taken in the lesson will be updated on the portal, after which the corresponding tasks will be completed. Students periodically solve this problem, and students will discuss the same during class hours.
- Faculty members routinely posted hypothesis-based mathematical transformations and methods for solving them in a discussion forum, inviting students to discussion and tracking student perceptions. Students mainly discussed the application of mathematical transformations and the basics of signals and systems.

Evidence of success:

- Considering the case of digital signal processing in the practice of using web-based resources for teaching, which includes many analytical concepts and problems, best practice has been very successful. Student feedback has been accepted to ensure the success of this best practice. The students felt that the convenience of collecting course materials anytime anywhere was more pronounced.

Challenging Issues:

- Internet connectivity
- Differing device capability and instructions

2. Faculty Presentations on the preparation and conduction of the course

Objective:

- The presentation would start with an overview of the course objectives, emphasizing their importance in guiding the teaching and learning process.
- This section may include a discussion on how course objectives are formulated and aligned with broader educational goals.
- Develop boundary-crossing skills, such as inter-disciplinary thinking, synthesizing knowledge of different disciplines and to cope with complexity
- Ensure the knowledge sharing among the faculty members of various disciplines
- Foster in-depth learning of the concepts and understanding of varied topics.

The Context:

- The presentation would conclude with an evaluation of the effectiveness of the course in meeting its objectives.
- This might include data on student performance, feedback from students and other stakeholders, and reflections on areas for improvement.
- This event is to provide an opportunity for the faculty members of all departments to share their knowledge with the peer group members.
- The schedule is prepared in advance for the faculty members to share the knowledge on inter-disciplinary fields and the faculty members participate in this program.

The Practice:

- The schedule is prepared and given to the faculty members to prepare and present the acquired information to the target audience (students).
- A record of the program is maintained

Evidence of success:

- Outcome of this practice enables the faculty members to find out shortcomings in their delivery, notes, and expectations etc. They can rectify those before actually delivering the lecture.

Challenging Issues:

- Resources are the main challenges for participation in the competition.
- Faculty might address any challenges they encountered during the preparation and conduction of the course objectives and how they overcame them. This could involve issues related to resource constraints, student engagement, technology issues, etc.
- For success of such practices require attitude and willingness on the part of the facilitator without which it is difficult to motivate students which is the target audience of the Institute.
- Degree of motivation required in the minds of the students can result in success of such practice

3. Student Development Training and Add On programs

Objective:

The Program that aims to enhance the employability of it's engineering under graduates and post-graduates (MCA & MBA) of Genba Sopanrao Moze College of Engineering Pune. Students have actively participated in the design and implementation of add-on programs (IIT Bombay) across different engineering streams, MBA and MCA. The educational objectives and expected outcomes of such add-on programs include exposing students to industry culture and practices, inculcating in them a flair for problem definition and building problem-solving.

- To expose students to industry culture and practices
- To inculcate in students a flair for problem definition and build problem-solving Capability
- To provide hands-on training to students in currently used industry tools and Techniques capability, and providing hands-on training to students in currently used industry tools.

The Context:

- Despite best efforts at developing a curriculum for bringing out professional engineers and Management Students, a targeted and well-established approach towards bridging the gap between the talent pool and the demands of core engineering and Management sectors still needs to be clearly defined. Attempts are being made in pockets to understand the industry need and address the same through add-on Programs (IIT Bombay) at the Undergraduate level.
- However, the effectiveness of such programs critically depends upon a thorough understanding of the industry's needs and skill.

The Practice:

- To bridge skill gaps and make students industry-ready, administering add-on programs requires careful consideration of the engineering, MCA, MBA curriculum already being delivered. This is done by identifying gaps in the content, defining industry sector requirements, and identifying potential skill development/training programs to augment student capability.
- The college has put in place several add-on programs in collaboration with industry to bridge skill gaps. The course content for these programs is detailed based on discussions with the concerned industry, and the individual delivery modules and their contents are finalized. By introducing these add-on programs, students can be better equipped to take on challenges and thrive in their future careers.

Evidence of success:

- College students can get proper access to it from their home and nearby place as well, as Google classroom is available for cell apps.

Challenging Issues:

- Resources are the number one challenges
- Differing device capability and instruction
- Internet connectivity

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

This Summary provides a comprehensive overview of the initiatives and practices at the Genba Sopanrao Moze College of Engineering that contribute to student empowerment and success. It covers various aspects, including faculty availability during exam periods, the utilization of Google Classroom, the availability of university question papers, international collaborations and MOUs, faculty publications, arrangements of seminars/webinars for MPSC, industrial visits, campus infrastructure, and sports events for students, and industrial visits for students. Also students are allowed for internship during their academics. Genba Sopanrao Moze College of engineering also focuses on enhancing the academics of their students by arranging guest lectures on specific area so that students should get explored to the current trends technologies. These initiatives collectively aim to enhance the learning experience, academic success, and holistic development of students.

The college offers several facilities to assist students in resolving their queries and doubts before their exams. Faculty members are available in their respective departments to provide their guidance and support is tailored to meet each student's specific needs. The faculty members are always ready to support students and help them achieve their academic goals. The college offers scheduled revision exams to assist students in preparing for their exams. These exams are designed to help students identify their strengths and weaknesses, as well as to provide them with an opportunity to practice applying their knowledge. The exams are conducted in a controlled environment, and students are provided with feedback on their performance. This helps them to identify areas where they need to focus their efforts to improve their performance. Overall, revision exams are an important tool for students to prepare for their exams and achieve their academic goals. Additionally, practice exams help students to become more familiar with the exam format and reduce anxiety and stress on the day of the actual exam. All in all, revision exams are an indispensable tool for any student looking to achieve success in their academic pursuits. The college also provides the library with organized sections and departments that offer various services to aid research and independent learning. The library is an important part of the institution's infrastructure that supports the academic pursuits of students and faculty.

It offers a wide variety of resources, including books, journals, periodicals, and multimedia materials, carefully selected to meet the needs of the college community. The library is organized into sections and departments, making it easy for users to locate the materials they need. It provides a conducive environment for study and research, with dedicated study areas and quiet spaces for individual and group learning. The library also offers various services, such as reference assistance, inter library loan, and

document delivery, to support the research and learning needs of the college community. Overall, the college library is a valuable resource that enhances the academic experience of students and faculty alike.

The college has mandated all faculty members to create a Google Classroom for their respective subjects. This classroom will help in providing study materials, notes, and assignments to the students, making document sharing between teachers and students more efficient. Teachers can provide study materials for their subjects, and students can easily access them. Assignments can also be given to the students through this platform. Google Drive is fully integrated with other Google apps, such as Gmail and Calendar, to ensure seamless integration and accessibility. Google Classroom offers a range of tools that help teachers monitor and enhance student development. These tools allow teachers to track and evaluate the progress of students and provide a personalized learning experience that caters to their unique strengths and weaknesses.

The college has established several international Memorandums of Understanding (MOUs) and maintains strong relationships with collaborating industries. This provides students with opportunities for internships, industrial trips, and more. An MOU is the first step in negotiations, providing the chance and motivation for talks. The document outlines the duties and expectations of the parties involved, and it holds great significance in high-stakes business dealings and international treaties.

The college has a traditional practice of inviting interdepartmental faculties to review the seminars/projects. Faculty publications of journals or papers are an important aspect of academic research. They allow professors to share their findings and contribute to the larger body of knowledge in their field. It also helps to establish their credentials and reputation as experts in their area of study. In addition, faculty publications play a critical role in maintaining the quality and rigor of academic research, as they undergo a peer-review process to ensure accuracy and reliability. Overall, faculty publications are a key element of the academic world and are highly valued by universities and research institutions.

Arranging MPSC seminars and webinars for engineering students can help them explore career opportunities in the public sector, acquire essential skills and knowledge, and gain a deeper understanding of governance and administration.

A green campus not only enhances the physical environment of the institution but also promotes student engagement, health, and learning outcomes while demonstrating a commitment to sustainability and responsible citizenship. Industrial visits play a vital role in the holistic development of engineering students by providing them with practical exposure, industry insights, networking opportunities, and inspiration for their future careers.

Our Institute organizes sport event named MOZE-CHASHAK. The event featured a series of competitive matches, exhilarating games, and thrilling races, keeping spectators on the edge of their seats throughout. Students demonstrated remarkable athleticism, agility, and determination, embodying the spirit of healthy competition and fair play.

In addition to the athletic competitions, the sports event offered a variety of recreational activities and fun-filled games, ensuring that everyone had the opportunity to participate and enjoy the festivities. Spectators cheered enthusiastically from the sidelines, creating an electrifying atmosphere of support and encouragement for their fellow classmates and teammates.

In summary, our college demonstrates a holistic approach to student empowerment through various initiatives, including faculty support, technological platforms, academic resources, industry collaborations, campus infrastructure, sports events, and financial accessibility, all aimed at nurturing well-rounded, successful engineering professionals.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

Genba Sopanrao Moze College of Engineering, Pune, is situated in the prime area of Balewadi established in 1999, offers BE, MCA, and MBA degrees affiliated with SPPU. The institute has well qualified and experienced faculty as per AICTE norms, of which more than 23 are Ph.D. holders and 3 are research guides. A conducive learning ecosystem is created through effective curricular implementation, transaction and delivery by adopting innovative, blended pedagogic methods. Student centric methods emphasizing experiential and participative learning are integrated in the courses with internships and project work. These efforts resulted in excellent results for the university. The Institution's Innovation Council (IIC) fosters creativity and Research thinking among students. Promotion of Research and Innovation activities facilitated quality publications and patents. The vibrant placement cell supports the topper students with necessary skill set for industry readiness. This has led to accelerated growth in placement opportunities with higher package in reputed companies. Student Club activities are impactful for holistic development of the students. The IQAC with all stakeholders is involved in effective policy and decision making, augmenting institutional quality growth. Gender empowerment strategies, environmental sustainability methods, inclusiveness, emphasis to code of conduct, created harmony among stakeholders. All these practices along with strategic planning/implementation, best practices, distinctiveness and quality assurance mechanisms, have resulted in National awards and recognitions.

1. Accredited by NAAC with B+ grade (2.70 CGPA-2018).
2. ISRO-IIRS Nodal Center
3. Accredited by ISO : 9001:2015
4. Accredited by ISO: 14001:2015
5. Accredited by ISO: 21008:2018
6. LENEVO Center of Excellence
7. Virtual lab nodal center of COEP PUNE.

Concluding Remarks :

With the vision of achieving academic excellence, GSMCOE explores all state-of-the art methodologies to impart academic knowledge to students as per the directions of National Education Policy. MOOC's have been utilized to the fullest extent .Virtual labs, industry resources, innovation, and research have been well integrated with academics to provide an enriched academic experience to students with quality assurance. Evaluation tools like examinations and assignments have been utilized to judge student's performance as per Bloom's taxonomy. Strong students are nurtured to achieve higher goals, whereas weak students are supported by multiple educational resources and mentoring.

A dedicated cell for co-curricular activities is formed to prepare students in emerging technologies to various competitions. Professional societies lead by students who conduct co-curricular activities to develop skills and knowledge of students. Extracurricular activities have been given prime importance as it develop life skills to students.

Institute has highly qualified faculty who are driving the research. Though the Institute lacks in huge research funding through government organizations,

GSMCOE has excellent physical and computing infrastructure. The library is rich with books, journals, e-resources, book banks and open access facilities which contribute to study culture among students. In house trainings, expert sessions, utilization of MOOC, and strong training and placement department. Most of the students are from rural backgrounds, so students are given best possible financial supports through government and private scholarships.

Campus itself is a big icon for cleanliness and greenery and green energy. These are Institutional values which are inducted in students learning in this campus. Professional ethics are taught to students through use of licensed Softwares, plagiarism software etc. Human values are taught to students through various expert sessions. With the green ecosystem, academic zeal, quality training and placement support, co-curricular activities enriching learning experience and amazing extracurricular activities.

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 :34 Remark : excluding c, c++, java such courses part of the main program is excluded .
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: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>1906</td><td>1786</td><td>1197</td><td>536</td><td>262</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>1727</td><td>1125</td><td>794</td><td>488</td><td>199</td></tr></table> Remark : below 50% of certificates have been provided input is edited according to it considering 50% of students only.
2.1.1	**Enrolment percentage** 2.1.1.1. **Number of seats filled year wise during last five years (Only first year admissions to be considered)** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>530</td><td>330</td><td>155</td><td>109</td><td>126</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>425</td><td>288</td><td>128</td><td>100</td><td>126</td></tr></table> 2.1.1.2. **Number of sanctioned seats year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
660	450	450	450	450

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
660	450	450	450	450

Remark : admitted seats can not be exceed than sanction one input is edited according to it .

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
265	164	88	70	48

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
144	77	37	30	36

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
270	169	161	243	243

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
270	169	161	243	243

Remark : admitted seats can not be exceed than sanction one input is edited according to it .

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
0.25	0.05	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.30	0	0	0	0

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.*

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
29	22	10	17	22

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	15	8	15	20

Remark : Input is edited from clarification documents .

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 : 26
Answer After DVV Verification :19

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
739.18	712.75	777.93	382.54	357.97

Answer After DVV Verification :

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

| 131 | 72.87 | 6.00 | 65.41 | 16.48 |

Remark : Input is edited from clarification documents .

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*

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1742	1604	1395	1036	1015

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1742	1604	1395	1036	1015

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
1623	1440	1359	612	698

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1539	1408	1252	532	570

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
394	351	280	186	238

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
392	351	280	186	238

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
419	460	425	343	279

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
419	460	425	343	279

Remark : Input is edited from data template.

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** 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* Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
5	9	1	1	15 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
5	8	1	1	5	
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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)** 5.3.2.1. **Number of sports and cultural programs in which students of the Institution participated year wise during last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
41	24	05	06	35 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19	

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6	3	02	01	7

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**

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	3	1	3	4

Answer After DVV Verification :

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

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
1999	1885	1600	1167	1126

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2066	1845	1617	1167	1131

2.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 196 Answer after DVV Verification : 133