



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

ISBM COLLEGE OF ENGINEERING, PUNE.

S. NO. 44/1/2, NANDE VILLAGE, NEAR SUSGAON, PASHAN-SUS ROAD,
TALUKA MULSHI, PUNE, 412115

412115

<https://www.isbmcoe.org>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

1. The Peoples Empowerment Group's "ISBM College of Engineering, Pune" started in the year of 2010, it is approved by AICTE, New Delhi, Directorate of Technical Education (DTE), State Government of Maharashtra and affiliated to one of the premier, well known university of India, that is Savitribai Phule Pune University, Pune. ISBM COE educational campus at Nande, in a beautiful and natural atmosphere is truly captivating.
2. **The ISBM College of Engineering offers UG engineering degree courses in Computer Engineering, Artificial Intelligence and Data Science, Artificial Intelligence and Machine Learning, Electronics and Telecommunication Engineering and Mechanical Engineering. ISBM College of Engineering follows curriculum prescribed by SPPU with CBCS. The College promotes the research and innovation culture among the students and faculty members which is reflected by growth in publications in reputed journals, article publication and several patents.**
3. ISBM COE has grown rapidly in last few years. It has strong alumni base spread all over the country as well as in different parts of the world. At ISBM COE, we maintain a high standard of education and continuously strive to create a learning environment in order to promote a great career. For Holistic development of students institute has various active academics and administrative cell's/committees such as IQAC, CDC, T&P Cell, Coding Cell, IIC, NSS, DAB, NEP, IPR, Cultural Cell, Sports Cell etc.
4. ISBM COE focuses on all the area of academics and administrative support for overall development of students, provides facility and opportunity for the students to grow professionally. ISBM COE has very supportive management and technically sound, active Teaching and Non-Teaching staff which is key factor for institute's success.

Vision

To Empower Efficient and Innovative Technocrats to fit into Global Competency

Mission

- Ensuring State Of The Art Outcome Based Engineering Educational Scenario.
- Fostering A Strong Industry-Institute Partnership Which Leads To A Life Long Career.
- Linking Students with Societal Challenges By Means Of Exposure To Techno-Societal Arena.
- Imparting Leadership Qualities To Aspirants Through Multi Dimensional Capacity Building And Soft Skills Enhancement.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Visionary and Supportive Management.
2. Strong team of well qualified faculty members.
3. Green, pollution free and well-maintained campus.
4. Amicable environment for teaching-learning process.
5. Strong Institute Industry interaction.
6. Active participation of students in co-curricular and extracurricular activities.
7. Active NSS team.

Institutional Weakness

1. Funded Projects and Consultancy opportunities need to be explore more.
2. To improve more placements in core MNCs.
3. At the entry level most of the students are average in communication.

Institutional Opportunity

1. Availability of various Industries, National/ International bodies located around institute like Hinjewadi IT hub for collaboration.
2. Industries are located near to the Institute gives opportunity to explore corporate culture to the students through Internship, Sponsor Projects.
3. Strengthen the Innovation and Incubation Cell with an aim to spread start-up culture.
4. Pool of well qualified faculty members are available to write articles and proposals for various govt. or non-govt. organizational funds.
5. Ability to serve for the development of society.

Institutional Challenge

1. Changing the mind set of aspirant from "rote learning" to "thoughtful learning".
2. Adoption of emerging technologies and improving the communication skill to rural socio-economic students.
3. To encourage students for participation in various competitive examination for higher education and government jobs.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

ISBM College of Engineering, Pune is affiliated to Savitribai Phule Pune University (SPPU), and follows the curriculum as per university guidelines. Before the starting of each semester SPPU declares academic calendar for smooth conduction of academic activities. As an affiliated Institute, ISBM COE is aligned with University's Academic calendar and prepares Institute's as well as department's academic calendar containing co-curricular and extra-curricular activities. The SPPU curriculum provides choice based credit system to the

students so that students can opt subjects as per their interest. The faculty members are actively participating during the period of designing the curriculum/question papers/conducting practical exams wherever appointed by the Board of Studies (BoS)/Subject Chairman of the concern university. The curriculum contains the teaching methods, evaluation, and other aspects which are adopted by the Institute effectively.

The Institute follows SPPU curriculum and examination pattern. To cater interdisciplinary demands, university offers various electives from different domains of interest. University provides various audit courses that helps the student for awareness of different issues which make impact on human lives and enhance their skill sets to improve their employability. Institute promotes outcome based learning where students can focus on participative learning, experiential learning, project based learning, internship, mini projects and industry orientated projects. The student-centric approach in education that emphasizes active participation and engagement from students in the teaching-learning process.

Apart from academics, there are various add-on courses, training programs, workshops, seminars, expert sessions, industrial visits etc. organized for technical and professional skill development of students as per current demand of industry. The students are guided, and encouraged to participate the various MOOC courses like NPTEL/Udemy/Coursera etc. to acquire the knowledge. Institute encourages and motivates students to participate in technical as well as extra curriculum activities under National Service Scheme (NSS) such as One Week Residential Camp, Blood Donation Camp, Gram Swacchata Abhiyaan, Road Safety Week, Nirbhaya Kanya Abhiyaan etc. for holistic development and social awareness of the students. The Institute involves various stakeholders like students, parent's, employer's, teachers and external peers in the process of academic and overall advancements through various feedback mechanism.

Teaching-learning and Evaluation

ISBM College of Engineering, Pune has a privilege to cater the students from diverse socio-economic backgrounds. The institute provides quality education at a reasonable fee structure along with numerous benefits of scholarships from the Maharashtra Government / Central Government. Therefore, students with diverse backgrounds from both rural and urban areas are attracted to acquire higher technical education.

The Institute recognizes that every student has different learning abilities due to their diverse backgrounds. Therefore, the institute continuously assesses students' learning levels through various means, such as unit tests, viva, and assignments. Accordingly prepare the list of slow and advanced learners.

The academic module for various programs in the institute, gives a holistic learning experience to the students. Innovative teaching-learning strategies are implemented for the students to encourage and contribute in various learning activities. Some of the innovative techniques adopted by the faculty members towards student-centric learning are group/collaborative classroom activities, quizzes, and project-based learning.

Faculty members are encouraged to organize and participate in various refresher programs to upgrade their knowledge and skills. It helps them to act like motivator and enable them to guide the students both within and outside the classroom. Teachers make use of ICT enabled tools including online resources for effective teaching and learning processes along with the conventional method as both are complimentary to each other and having their own strengths and weaknesses.

The institute maintain well qualified and experienced teaching and non-teaching staff as per norms of AICTE. The institute has separate Exam control room which is governed by College Exam Officer (CEO). CEO handles

various exam related issues such as filling of Examination form, marks entry for mid semester/end semester, result preparation, result declaration, result correction, result analysis, student grievances related to exam process and paper evaluation.

Students and faculty are made aware about Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) through various mode of communication. Their attainment is measured by tests, assignments, and other channels like University exam and student placements. Student's satisfaction survey is conducted by taking the feedback from the students to understand their need and suggestions for improvement.

Research, Innovations and Extension

The Institute understands that a lot has to be done in the area of Research and Extension Services. However, enough has been done in the area of extension activities in past five years for the village development, society and the holistic development of the students. There are 60 teaching staff, including 2 Professors, 10 Associate Professors, and 48 Assistant Professors. Out of these, 14 hold PhD degrees, while the others are pursuing their PhD. The institute has adequate infrastructure for carrying out research activities. All departments have procured relevant software and high end computers to run such software for carrying out their research.

An Innovation Cell has been constituted and provision has made to all faculty members along with students to carry out research work. In past five years, seminars were conducted on Intellectual Property Rights (IPR), patent writing, research article writing, case study etc. The 50 book chapters have been presented at international, national, and state-level seminars/conferences, and 133 research articles have been published in reputed national and international journals. All the faculty members have presented 50 research articles in International, National and State level Seminars / Conferences and 161 research papers are published in reputed Journals. All the faculty members and students are motivated to conduct research and publish high-quality articles. The college has a policy of barring 40% of research and project related expenses.

The National Service Scheme (NSS) unit is fully functional in accordance with Savitribai Phule Pune University to impart a sense of social responsibility among students and involve them in constructive services. Around 10% of students are being nurtured as NSS volunteers who contribute to the development of rural areas. NSS unit has adopted villages and school for helping them through surveys, education and health awareness programs. The college has established several MoUs with industries, training, and research institutions to broaden the vision of students and give them wide exposure. Field trips, internships, on-the-job training, case studies, and projects with industries are promoted as integral part of academic activities.

Infrastructure and Learning Resources

One of the most important factors in evaluating an educational institution's overall excellence is the presence of sufficient physical facilities and infrastructure. Apart from educational experience, a well-equipped campus benefits students for their overall development. Favourable learning atmosphere is shaped in large part by classrooms, labs, ICT facilities, cultural activity spaces, gymnasiums, yoga centres, and other necessary facilities.

The institute satisfies the necessary physical and infrastructural requirements, as per the amenities required by the AICTE, DTE, and Affiliated University (SPPU Pune). The institute spans 29459.45 square meters and features a state-of-the-art building infrastructure, a well-stocked library, well equipped laboratories, classrooms

and seminar halls with ICT facilities, an amphitheatre, a gymnasium, yoga room, spacious mess, cafeteria, drinking water purifiers, a central store room, girl's common rooms, faculty cabins, and an administrative office. Institute also equipped with department-specific office spaces, an NSS office room, guest rooms, training and placement offices, exam section, HOD cabins, a central conference room, accessible restrooms, indoor and outdoor sports facilities, wireless internet access, parking facilities etc.

The primary locations for academic exchanges are classrooms. The institute contains well-planned classrooms with digital smart boards/projectors with screens, wireless and LAN access, well-furnished seating area are included.

ISBM COE have well designed laboratories for conducting the practical courses that strengthen the theoretical concept gain during class room teaching which is essential for the undergraduate engineering students.

The computer laboratories have highly configured systems (324 No.) that comprised of pre-installed software with necessary proprietary. All the computers are internet-connected devices that are protected and maintained with firewalls. The laboratories apart from computer have required equipment's as per university curriculum. Mechanical workshop with all equipment's and instruments gives practical experience to students.

ICT resources are essential for learning process in modern education system. The institute has a strong IT infrastructure that availed for both teachers and students for their research, project work, and access to online educational resources. This infrastructure includes computer labs, high-speed internet connectivity, firewalls, computer servers, online study material servers (DMS), NPTEL servers, Wi-Fi devices, required switches, routers, LCD projectors, printers, scanners, ERP software, photo copy machines etc.

Student Support and Progression

ISBM College of Engineering is continuously engaged through its diverse mechanism of student support and progression, facilitating their personal and professional growth. The institute provides amicable and unbiased learning environment to multidimensional student community from various socio-economic backgrounds, which is guided the principle of "Right to Equality". The institute maintains peace and harmony among the students by implementing policies as per AICTE / UGC guidelines on grievance redressal, anti-ragging, sexual harassment and counselling. Highly qualified and experienced faculties of this institute assist students in their capacity building, enrichment of subject matter and acquisition of technical knowledge. The modern equipped ICT-based learning is encouraged here inspite of conventional classroom to make teaching method more effective. Students are involved in collaborative learning from where they can upgrade their problem solving ability and communication skills. To expunge the learning barrier, adequate care has been taken for slow learner like remedial class, regular assessment, one-to-one teacher student interaction etc. Institute has implemented idiosyncratic concept of Class Teacher (CT) and Guardian Faculty Member (GFM) for supporting the students to solve the issues related to their professional and academic progression. Numbers of aspiring students get benefited by guidance for competitive examinations, career counselling and vocational training. As a result of this initiative, students succeed in various national and international competitive exams for higher studies. Apart from academic and social inclusion, numbers of financial incentive and other welfare measures have been internalized as part of institutional process.

ISBM COE being a Hindi linguistic minority institute ensures the benefits of scholarship, free ships provided by state and central government. Institute encourages students in overall development through various sports and cultural activity and hence numbers of students have won many awards and medals in sports and cultural

events at national/international level. Institute is involved in skill development and career guidance (in terms of both jobs and entrepreneurship) through industry participation by various MOUs with very good track record of placements of outgoing students. In conclusion, ISBM COE has laid the foundation for better future of the students.

Governance, Leadership and Management

ISBM College of Engineering is a self-financing/ self-sustaining Hindi linguistic minority educational institute affiliated to Savitribai Phule Pune University (SPPU), approved by AICTE & DTE and, recognized by Govt. of Maharashtra. The administrative head of this institute is President of Peoples Empowerment Group (PEG). President of PEG appoints Principal who is the guardian of ISBMCOE, sets internal policies and programs through collaborative decision making and participative management with various institute committees, Dean, HODs in accordance with the guidelines provided by different governmental statutory and regularity bodies. At institute level, Governing Body is the supreme decision making body which ensure administrative support from various proactive committees like Internal Complaint Committee, Grievance Redressal Committee, SC/ST Committee, Women Grievance Committee and, Anti-Ragging Committee to provide ideal teaching-learning ecosystem. Admin office also ensures all types of financial benefits and schemes to the students provided by both central and state government. Institutes follows Performance Based Appraisal System (PBAS) proforma laid down by UGC and AICTE for evaluating the teaching faculties wherein parameters like depth in subject, punctuality, ability to coordinate with administration, physical ability, communication skills, obedience, technical ability and, integrity while evaluating them. Institute has undertaken number of welfare benefits for the employees to maintain positive working atmosphere at the institute. To prepare the faculty members for innovative teaching practice in-line with NEP 2020, institute conducts FDPs periodically and encourages applied research in collaboration with industry and reputed research organization. Institute ensures transparent financial strategies for mobilization and optimal utilization of resources which is deployed for infrastructural growth of the institute. It follows SPPU syllabus and academic calendar in which several technical activities like project exhibition, expert lectures, industrial visits etc. are included beyond the classroom teaching. Academic Monitoring Committee and DAB regularly monitors the teaching curriculum and also regulates the day to day activities of faculty members. IQAC dedicates enormous effort for developing overall infrastructure, quality of education and harmony in campus life. In conclusion, ISBMCOE is making its milestone for success by nurturing individual's intellect, academic excellence, personal growth, and social responsibility throughout its journey.

Institutional Values and Best Practices

ISBM College of Engineering provides quality education with its unique campus atmosphere and ethical code of conduct to help students in their academic, social and cognitive growth. Institute ensures the principles of gender equity guided by core values of human rights. At present, institute has approximately 25% female students and they are provided safe and healthy learning atmosphere. Institute strongly prohibits any kind of discrimination based on religion, caste, socioeconomic status and gender equality. These things are monitored with several institute monitoring committees like Anti-Ragging Committee, Grievance Redressal Committee, Internal complaint Committee, SC/ST Committee etc. as per the norms of the regulatory bodies. To empower the women students, social initiatives like Nirbhaya Kanya Abhiyan and Self-Defense Program have been undertaken by the institute. Institute promotes cultural, regional and linguistic diversity of the country through various program and maintain social harmony at campus life. Campus security is monitored through 24x7 CCTV camera surveillance and checking of ID cards.

ISBM COE campus is well known for its well-maintained and lush green environment. Natural resources at the campus is protected with various initiative like restricted entry of vehicle, use of solar power, ban of plastic, use of battery-powered vehicles etc. Institute has rain water harvesting and proper strategy in handling degradable and non-degradable waste. Beyond the academic pursuit, institute has been certified for green audit and energy audit. The electrical lift facility helps in easy and accessible movement of divyangjan students. Institute always nurtures young aspiring mind to bring out new talent in various fields through academics, sports, cultural activity etc. Institute provides gym, indoor and outdoor game facilities for physical and mental growth.

To inculcate a sense of social duty and responsibility, institute organizes various NSS activities such as tree plantation, blood donation camp, road safety awareness, cleanliness drive etc. Institute has distinctive policy in institute-industry interaction through expert lecture, internship and industrial visits. With an utmost priority, this institute is encouraging in applied research, creative thinking and entrepreneurship activity. In conclusion, ISBM COE has aided in the development of the nation with the participation of all internal and external stakeholders.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ISBM College of Engineering, Pune.
Address	S. No. 44/1/2, Nande Village, Near Susgaon, Pashan-Sus Road, Taluka Mulshi, Pune, 412115
City	Pune
State	Maharashtra
Pin	412115
Website	https://www.isbmcoe.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	P. K. Srivastava	020-35012036	9168895040	020-35012036	isbm.engg@isbm.ac.in
IQAC / CIQA coordinator	M. P. Yadav	020-35012046	9370913704	020-35012036	mp.yadav@isbm.ac.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes minoroty certificate.pdf
If Yes, Specify minority status	
Religious	
Linguistic	hindi
Any Other	

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	10-06-2023	12	EOA granted by AICTE
AICTE	View Document	10-06-2023	12	EOA granted by AICTE

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	S. No. 44/1/2, Nande Village, Near Susgaon, Pashan-Sus Road, Taluka Mulshi, Pune, 412115	Rural	12.72	29459.45

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Co course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BE,Computer Engineering,	48	HSC Science or equivalent with non zero at MHTCET/ JEE mains or Diploma in Engineering or equivalent vocational training with level 4.	English	150	118
UG	BE,Mechanical Engineering,	48	HSC Science or equivalent with non zero at MHTCET/ JEE mains or Diploma in Engineering or equivalent vocational training with level 4.	English	60	9
UG	BE,Electronics And Telecommunication	48	HSC Science or equivalent with non zero at MHTCET/	English	30	18

	Engineering,		JEE mains or Diploma in Engineering or equivalent vocational training with level 4.			
UG	BE,Artificial Intelligence And Machine Learning,	48	HSC Science or equivalent with non zero at MHTCET/ JEE mains or Diploma in Engineering or equivalent vocational training with level 4.	English	60	42
UG	BE,Artificial Intelligence And Data Science,	48	HSC Science or equivalent with non zero at MHTCET/ JEE mains or Diploma in Engineering or equivalent vocational training with level 4.	English	60	46

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	4				10				44			
Recruited	1	0	0	1	1	0	0	1	22	22	0	44
Yet to Recruit	3				9				0			
Sanctioned by the Management/Society or Other Authorized Bodies	1				9				5			
Recruited	1	0	0	1	6	3	0	9	2	3	0	5
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				24
Recruited	17	7	0	24
Yet to Recruit				0
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				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				12
Recruited	8	4	0	12
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	7	3	0	2	0	0	14
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	23	24	0	47
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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		Total
	4		0		4

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	703	33	0	0	736
	Female	218	11	0	0	229
	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	44	45	38	19
	Female	12	12	8	4
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	78	79	79	47
	Female	27	12	8	3
	Others	0	0	0	0
General	Male	531	479	434	268
	Female	135	101	67	52
	Others	0	0	0	0
Others	Male	63	59	54	28
	Female	14	11	9	5
	Others	0	0	0	0
Total		904	798	697	426

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	ISBM College of Engineering is committed to motivate and encourage multidisciplinary and interdisciplinary approach. As per the Ministry of Education and Maharashtra state govt. directives
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NEP will be implemented from academic year 2024-25 in affiliated institution. Currently, institute focuses on directives given by SPPU (Affiliated University) for Multidisciplinary/interdisciplinary education such that honors courses, project-based learning, Internships/Mini Projects, audit courses, electives etc. In SPPU curriculum, internship, projects, project-based learning, audit courses are mandatory whereas honors courses and electives provide better exposure to multidisciplinary and interdisciplinary approach. Institute encourage students for interdisciplinary/Industry-Sponsored projects through project exhibition and expert guidance from both academia and industry at institute level. Choices of the audit courses and projects at department level are in-line with the multidisciplinary approach for holistic development of students through academic curriculum. Through various departmental cells, student chapters/special interest groups or clubs, interdisciplinary industry sponsored projects are carried out involving a blend of students from different disciplines. During industry training, internship student's work on real-time industry project with inter disciplinary approach. Along with at institute level ISBM college of Engineering organizes different Add-on courses, certification courses, workshops, seminars and expert lectures in collaboration with industry, training institute or industrial experts and internal expert staff to provide multidisciplinary education to the students. This institute is aiming at broadening the skill set of the students which could enhance the innovation and creativity. In overall, every effort is devoted by the institute to promote multidisciplinary/interdisciplinary approach through curricular, co-curricular and extra-curricular activities.

2. Academic bank of credits (ABC):

ISBM College of Engineering, Pune is affiliated to Savitribai Phule Pune University. All the students are instructed to create an ABC ID at government website <http://abc.gov.in>. Institute has motivated students to create their own ABC ID and all necessary supports were given to them. The institute appeals the students to create Digi-locker account and then register and linked to their individual ABC account. After registration of ABC account, the student has to upload his/her ABC ID on affiliating

	<p>university portal (SPPU) through his/her student profile system of the university. The institute uploads marks/credits of the student through online internal marks entry system of SPPU through teacher's BCUD portal. The earned credits are then fetched to students ABC account. Currently all students have created ABC IDs and it is linked to affiliated university portal through student profile.</p>
<p>3. Skill development:</p>	<p>Skill development is an important and integral part of technical education. It is necessary to work on skill development of students for improving employability, technical knowledge, professional development and industry-relevant skills to make the students ready for employment and entrepreneurship. As an engineering institute, technical skills of the students are developed during four years of academics as per syllabus prescribed by affiliated university. Further it is required to work on upgrading technical as well as professional skill based on emerging technology and corporate requirement. The current thrust areas of the institute includes soft skill development, analytical skill development, programming skill development and few relevant software application trainings. Value-based education is provided to inculcate positivity among the students. As ISBM College of Engineering is an affiliated institute with SPPU, which provide an opportunity to choose interdisciplinary honor courses. Apart from this, this institute works on skill development of students through provision of well-designed additional self-learning materials including NPTEL/UDEMY/COURSERA courses on advanced topics. Institute provides value-added courses in accordance with the university curriculum. To encourage student exposure to industry, institute motivates students to undertake mini-projects, internships in industry, and industry-sponsored projects, participation in technical events held at the national and international levels. Awareness programs on start-ups/Entrepreneurship are organized by the Institutions Innovation Council or Entrepreneur Development Cell at the institute level to motivate and enhance students' creativity.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Indian Knowledge System will be implemented at institute from academic year 2024-25 in accordance with the guidelines and approval from affiliated</p>

	<p>university. Majority of the student are from Maharashtra state and for better understanding, on students demand certain critical topics taught in regional language along with English. To preserve Indian culture, tradition and to understand beauty of Indian Culture, Institute celebrates Dipawali, Holi, Krishna Janmashtami, Chatrapati Shivaji Maharaj Jayanti, Navratri, Savitribai Phule Jayanti etc. Institute also celebrate of International yoga day to emphasize the importance of Indian Ancient Traditional knowledge.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>ISBM College of Engineering is an affiliated institute under SPPU, as per the SPPU credit system is implemented to achieve outcome based education (OBE). OBE emphasizes what students are expected to learn and be able to do by the end of their course. These includes learning outcome, focus on assessment, student centric learning and continuous improvement. To achieve the same, each department have Departmental Advisory board (DAB) and at institute level Internal Quality Assurance Cell (IQAC). University has well defined Program Outcomes (PO), Program Specific Outcomes (PSO), and Course Outcomes (CO) as per syllabus structure. All the courses outcome are mapped with the program outcomes, and program specific objectives. Initial CO attainment was done on the basis of unit test, practical submission, assignments, attendance etc. Final CO attainment was based on the student performance on the basis of Insem and End Sem Examination. For CO attainment 80% weightage is given for external assessment and 20% weightage is given for internal assessment. Programme attainment has been decided by CO's course articulation matrix (CO+PO+PSO Mapping). If the COs and POs are not satisfied to the target level, the course teacher is advised to improve the same by conducting various activities. Thus, the Institute follows a well-defined OBE system.</p>
<p>6. Distance education/online education:</p>	<p>ISBM College of Engineering is affiliated to SPPU and offers full time / regular courses. To fill the curriculum gap and to enhance the students' knowledge institute encourages certification courses such as SWAYAM/NPTEL/UDEMY/COURSERA/MOOCs. During the pandemic (Covid19) period, institute organized the online classes using digital platform</p>

such as ZOOM App, Google meet, MIS ERP software etc. Learning materials are stored / shared through MIS ERP software and Google classroom to access the students from anywhere during lockdown period. Along with that college also encourage students to participate in online certification and value added courses which will either organised by ISBM or any other Institutions. All the classrooms are equipped with ICT tools such as LCD projector, sound system, and smart board with high speed internet connectivity. This enables to use PPTs, videos, simulations, programming during the teaching.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	YES
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
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.	1. Voter awareness campaign was conducted under the NSS at Sus Gaon and Nande Gaon by ELC and other students of college. ELC create awareness and motivate students and youth for voter registration. 2. At institute level, ELC organizes poster presentation competition to create content to show importance of vote and for motivating students and peoples to vote. 3. ELC celebrate National Voters Day at institute level and organizes events for students to create awareness and advancing democratic values.
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.	1. ISBM college of Engineering's Electoral Literacy Club (ELC) organized awareness drive and campaigns to nearby villages like Sus Gaon, Nande Gaon. 2. At institute level, ELC organizes poster presentation competition to create content to show importance of voting and to motivate peoples for voting. 3. ELC cell celebrate National Voters Day at institute level and organizes events for students to create awareness and advancing democratic values. 4. ELC also conduct and promote event organized by

	Central Government or AICTE at national level like "Mera Desh Meri Mati", Har ghar Tiranga etc. to make students aware about national values.
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.	ISBM college of Engineering's ELC organized "voter awareness campaign" at institute for all students above 18 years and who are yet to be enrolled as voters. The campaign aims to motivate students for voter enrolment and to aware students about process, requirement to register as voter.

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
904	798	697	426	466

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: 99

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
54	57	54	48	59

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
202.03	193.08	167.77	58.15	103.99

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:

ISBM College of Engineering, Pune, effectively plans and implementation of teaching learning process and curriculum provided by Savitribai Phule Pune University (SPPU). Before commencement of academics IQAC committee holds meeting and provide guideline for activities to be performed for overall student development and outcome based activities like certification course, sponsored project, internship, curricular and extra curriculum events etc. and also discuss about university and institute academic calendar so as each department is ready for smooth teaching and learning process before commencement. Department head takes subject choice as per expertise of faculty and allocate subjects to departmental faculty, then timetable in charge Prepare Time-Table, Conduction of Lectures and practical's are planned before commencement of teaching for semester as per syllabus structure provided by SPPU. All teachers prepare the course files of their allotted subjects includes Vision and mission of institute and department, Academic Calendar, time table, Teaching plan, lesson plan, teaching materials like PPT, Lecture Notes, etc. Dean Academics and Head of the department monitor the effective curriculum delivery. Department wise Project coordinator is assigned to final year students who assign project guides to all student groups as per area of specialization of faculty members likewise different portfolio is assigned to faculty members for overall smooth and effective curriculum delivery.

To ensure preparedness, the institute has implemented a parallel mechanism, maintaining complete transparency in all internal evaluations. Term work (TW) assessments are based on students' performance during practical sessions, and project work assessments occur twice a semester, with project exhibitions arranged for the Bachelor of Engineering (BE) program. Continuous assessment is carried out through various evaluation methods, such as written tests, internal examinations, seminar presentations, assignments, and mini-projects.

The mechanism adopted for internal assessment emphasizes transparency, incorporating various techniques as elaborated below:

- Assessment policies are planned by the **Internal Quality Assurance Cell (IQAC)** and communicated to students in advance.
- Assessment of activities like seminars, mini-projects, and projects, along with third-party reviews (As per SPPU guidelines), enhances transparency in the process.
- Declaration of assessment results, along with specific remarks provided to students, justifies the assessment and highlights transparency.

The robustness of the mechanism is reflected in consistently in teaching learning process. The following factors contribute to its strength:

- Specification and declaration of the expected level of outcomes to assessors, aiding them in setting question papers, and assignments accordingly.
- Declaration of the assessment method, including assessment schemes and complete solutions for assignments, provided to students after assessment.
- **The declared university guidelines help assessors evaluate students within the expected domain, ensuring consistent outcomes regardless of the assessor.**

To facilitate improvement, the frequency of assessment is determined based on the principles outlined below:

- Unit-wise Test/ assignments: Tentatively every two/three weeks.
- Practical assessments: Weekly.
- Seminars and projects: Weekly (minor) or monthly (major).
- In Sem tests: Once per semester students
- Internal/ External Oral Examination: Once per semester
- University Theory Examination: Once per semester
- **Assessment of Internships and in-plant training: Once per year, as per SPPU guidelines**

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: 15

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

Other Upload Files

1	View Document
---	-------------------------------

1.2.2

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

Response: 53.3

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
564	380	280	250	280

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:**1. Professional Ethics:**

ISBM College of Engineering understand importance of professional ethics in the field of engineering, As Engineering is professional education, students need to learn, understand and adapt industrial environments, and etiquettes to be succeed in the field of engineering. ISBM COE organises various activities related to Professional ethics like personality development and training program by T&P Cell, workshop on IPR, Patent filing, Mock interviews etc.

2. Gender Issues:

ISBM College of engineering follows admission rules of DTE for reservation of male and female students. The institute has established a Women's Grievance Cell for the students and employees to resolve any case on gender issues, make them aware of the social and legal implication of gender discrimination. The cell is committed to create and maintain an environment, free of gender violence and gender discrimination, Women's Grievance Cell includes students, teachers and non-teaching staff to work together. Awareness among students, teachers and non-teaching staff is created through various activities like seminars/workshop/counselling. Institute organizes health check-up camps for lady Faculty members and girl students.

3. Environment and Sustainability (E&S):

ISBM College of engineering takes conscious effort and contribution towards environment awareness and Green infrastructure. Institute encourages students and faculty to adopt Go Green methods viz. maintaining, submitting and presenting records electronically instead of printouts. Sustainability is achieved by reducing as well as recycling of E-waste, Institute adopt energy efficient and effective technologies as per the recommendation of external energy auditor. The curriculum supports all the mentioned techniques. Final year students are encouraged to take projects which address environmental issues. To maintain ecosystem, green and healthy environment, it is necessary to understand impact of human behaviour on environment. SPPU syllabus structure contains courses based on Professional Ethics, Gender, Human Values, Environment and Sustainability implemented as per guideline of SPPU.

4. Human Values:

The institute takes additional efforts through NSS for making students sensitive towards Human values. NSS organizes Blood Donation Camps and Teaching rural children, Tree Plantation, Road Safety campaign, Nirbhaya Kanya Abhiyan etc.

Following is the list of some of courses offered to students as per SPPU syllabus which focus on crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum.

Sr. No.	Class	Course Name	Course Code	1	2	3	4
1	SE Mechanical	Entrepreneurship Development	202046	?			

	Engineering (2019 Course)	Technical / Research Writing	202053	?			
2	TE Mechanical Engineering (2019Course)	Entrepreneur ship and IP Strategy	302048	?			
		International Business	302056	?			
3	BE Mechanical (2019 pat)	Yoga Practices	402054A			?	
		Stress Management	402054B			?	
4	Department of Engineering Science	Environment al Studies I	101007				?
		Environment al Studies II	101014				?
		Physical Education- Exercise and Field Activities	107015	?			
		Environment al Studies I	101007				?
5	Internships	Mechanical, E&TC, Computer, AIDS, AIML	All Program	?		?	?
6	Mini Projects	Mechanical, E&TC, Computer, AIDS, AIML	All Program	?		?	?
7	Project Based Learning (PBL)	Mechanical, E&TC, Computer, AIDS, AIML	All Program	?		?	?

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: 51.11

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

Response: 462

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: C. Feedback collected and analysed

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
Provide Links for any other relevant document to support the claim (if any)	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: 57.36

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
229	182	159	69	105

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
316	254	254	221	252

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: 50.81

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
115	77	71	29	23

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
151	121	121	106	121

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
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Student Teacher Ratio

2.2.1

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

Response: 16.74

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:

To enhance the learning experience, the institute has embraced various teaching methodologies, including the model-making, problem-solving, participative learning, and experiential learning.

We provide students with soft copies of notes, question papers, question banks, assignments, multiple-choice questions, video links, and timetables. Additionally, we offer NPTEL courses to help students acquire skills and certifications. We actively encourage student participation in internships, field trips, service learning, student teaching, and collaborative learning. Through our NSS camps and activities, students engage in initiatives such as teaching underprivileged children, tree planting, road safety workshops, recycling promotion, clothing donations, food bank contributions, and online coding training.

To bridge the gap between academia, industry, and centers of excellence, the institution organizes regular industrial visits.

Participative Learning and Experiential Learning:

- Technical workshops, such as those on the design of DRONES in collaboration with IIT Bombay, are arranged.
- Students are encouraged to attend workshops in **other institutes**.
- In-house certificate courses in AI, ML, Data Science, IoT, and Automation are offered to keep students updated on recent technologies.
- Final year students receive guidance and encouragement to secure internships and sponsored industrial projects. We organize project competitions and technical events like **Lathe War, PCB Design, and Android workshops to foster experiential learning**.
- We also encourage students to participate in Intra College and Inter-College/national-level competitions such as GO-CART, HACKATHON, FORZA, CRESENDO, MINERVA, ORION, and KURUKSHETRA.
- The institute collaborates with various industries through MOUs, including partnerships with MASS Technologies, DS Robotics and Automation, PRIMA Industries etc.

Problem Solving:

We employ problem-solving methods of teaching and learning, allowing students to grasp new concepts through hands-on experiences.

- Case Studies: Assignments involve real or hypothetical scenarios that require analysis and decision-making, fostering critical thinking and problem-solving skills.
- Brainstorming Sessions: Students generate a multitude of ideas related to problems through open discussions.
- Project-Based Learning: As per the university curriculum, we assign projects that require students to identify, analyse, and solve real-world problems.
- Interactive Workshops: Our institute conducts workshops that feature hands-on activities and problem-solving exercises.

ICT Enabled Tools:

We have modernized classrooms and laboratories with ICT tools such as projectors, audio systems, and

Wi-Fi connectivity. Faculty members, in their preparation of teaching and lecture plans, incorporate various ICT resources like NPTEL/UDEMY/COURSERA, PowerPoint presentations, ebooks, YouTube video links, and research paper references. Consequently, during lectures, instructors utilize a wide array of IT-enabled learning tools, including PPT presentations, video clips, audio systems, and online sources, providing students with opportunities for advanced knowledge and practical learning.

Students can leverage these ICT-enabled facilities for presentations, seminars, project-based learning, and other technical and non-technical activities.

A specialized computer laboratory with internet connectivity is provided to facilitate independent learning, and Wi-Fi access is available throughout the campus, with stringent security measures in place and controlled by the system administrator.

For online teaching and sharing course-related information, tools such as Google Meet, Zoom, and Google applications are utilized. These platforms serve as means to distribute notes, assignments, tests, question banks, reference materials, quizzes, lab manuals, and lecture videos.

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: 89.18

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
62	58	58	59	68

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

2.4.2

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

Response: 13.6

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
8	7	7	8	7

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 awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

To ensure preparedness, the institute has implemented a parallel mechanism, maintaining complete transparency in all internal evaluations. Term work (TW) assessments are based on students' performance during practical sessions, and project work assessments occur twice a semester, with project exhibitions arranged for the Bachelor of Engineering (BE) program. The assessment process includes continuous assessment (CA) and an end-semester examination. Continuous assessment is carried out through various evaluation methods, such as written tests, internal examinations, seminar presentations, short quizzes, assignments, and mini-projects.

The mechanism adopted for internal assessment emphasizes transparency, incorporating various techniques as elaborated below:

- Assessment policies are planned by the **Internal Quality Assurance Cell (IQAC)** and communicated to students in advance.
- Assessment of activities like seminars, mini-projects, and projects, along with third-party reviews, enhances transparency in the process.
- Declaration of assessment results, along with specific remarks provided to students, justifies the assessment and highlights transparency.

The robustness of the mechanism is reflected in consistently in teaching learning process. The following factors contribute to its strength:

- Specification and declaration of the expected level of outcomes to assessors, aiding them in setting question papers, and assignments accordingly.
- Declaration of the assessment method, including assessment schemes and complete solutions for assignments, provided to students after assessment.
- **The declared university guidelines help assessors evaluate students within the expected domain, ensuring consistent outcomes regardless of the assessor.**
- Practical assessments are based on results obtained by experts conducting experiments under specified conditions. In some cases, the focus is on outcomes, such as solving real-life problems.

To facilitate improvement, the frequency of assessment is determined based on the principles outlined below:

- Unit-wise assignments: Tentatively every two/three weeks.
- Practical assessments: Weekly.
- Seminars and projects: Weekly (minor) or monthly (major).
- In Sem tests: Once per semester students
- Internal/ External Oral Examination: Once per semester
- University Theory Examination: Once per semester
- Preliminary tests: Once per semester.
- Assessment of Internships and in-plant training: Once per year, particularly for the Training and Placement Office (TPO). TE/BE

Grievances Redressal System:

In accordance with the guidelines set forth by Savitri Bai Phule Pune University (SPPU), Pune, the Institute has established a transparent mechanism for the evaluation and redressal of students' grievances. The College Examination Officer (CEO) is designated to address examination and evaluation-related

issues, and students can seek grievance redressal through the CEO. The Institute has adopted a fair and transparent evaluation process aligned with SPPU's guidelines, ensuring transparency, and fairness, and providing a platform for students to voice their concerns and seek resolution.

In all cases of grievances, the institute examination committee plays a vital role in assisting students in resolving their issues:

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Institute has stated Program Outcomes (POs, Program Specific Outcomes (PSOs) and Course Outcomes (CO)s for all the programs.

It is displayed on website and communicated to teachers and students. At the beginning of the semester during the induction program students are made aware of Institute/Departments Vision Mission, PO, PSO, PEO. In the beginning of the academics in the first lecture of every subjects students are made aware of Course objectives and Course outcome. In the syllabus Course objectives and Course outcome are very well defined in the syllabus prescribed by SPPU, Pune which makes both faculty and students aware during syllabus review.

The mechanism of the communication of stated POs, PSOs and COs is as mentioned below.

The display of Program outcomes, program specific outcomes and course outcomes are displayed at following locations through the banners / display boards / charts for the knowledge of faculty and students.

1. Departmental Entrance
2. Prominent places in the department such as Head of the department's office, Laboratories, Corridors, Departmental Notice Boards
3. College Website
4. Departmental Wall Magazine
5. Laboratory manuals
6. Course file of faculty
7. GFM (Mentor File)

- 8. Department Advisory Board Meeting (DAB)
- 9. Parents- Teacher Meeting
- 10. Faculty Email Sign
- 11. Lab Notice Board
- 12. Departmental Library Notice Board
- 13. SPPU Syllabus.
- 14. Alumni Meet

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The Institute has a well-defined policy document for Course Outcome (CO), Program Outcomes (PO), and Program Specific Outcomes (PSOs) attainment.

Process for CO Attainment: Course Outcome Attainment is computed for all the theory, practical, seminar, and project courses. CO attainment is divided into internal and external assessments and carried out using various tools.

External Assessment has 80% weightage which includes University in-semester, end-semester examination, oral/practical examination, and term work assessment.

Internal Assessment has a 20% weightage which includes continuous assessment for practical courses, theory courses, seminars, and project work.

1. For theory courses, the assessment tools considered are unit tests, MCQ tests, assignments, tutorials, and programming Skill Tests.

2. For practical/ oral/teamwork courses, internal assessment tools considered are lab performance, mock practical/oral, mock seminar, and project work presentation. The attainment levels are considered taking

average performance levels in the university examination. Attainment level is measured based on internal assessment and external assessment (university examination).

External Assessment:

Attainment levels are considered as below for external and internal assessment. For Example:

Attainment Level 1: 60% of students scored more than the set attainment level in the final examination.

Attainment Level 2: 70% of students scored more than the set attainment level in the final examination.

Attainment Level 3: 80% of students scored more than the set attainment level in the final examination.

Attainment is measured in terms of the actual percentage of students getting a set percentage of marks. If targets are achieved then all the course outcomes are attained for that year. Higher targets are set for the following years as a part of continuous improvement. If targets are not achieved then an action is planned to attain the target in subsequent years.

Internal assessment:

Attainment Level 1: 60% of students scored more than the set attainment level in the final examination.

Attainment Level 2: 70% of students scored more than the set attainment level in the final examination.

Attainment Level 3: 80% of students scored more than the set attainment level in the final examination.

Process for PO and PSO Attainment: PO and PSO Attainment has 100% weightage which is determined by taking average of all courses addressing that PO and PSO.

CO-PO Attainment Policy(2.6.2)

1. Course Outcome Statements need to mention base on Course/Subject.
2. Partial Attainment need to be done (Based on Unit test , practical submission , assignments, attendance, and student's performance (theory + Practical))
3. Final attainment need to be done. (Based on Insem and End Sen Exam)
4. 80% weightage is given for external attainment and 20% Weightage is given for internal attainment.
5. Compute Direct Course Outcome Assessment based on Internal and external Assessment.
6. Identify level based on external assessment and internal Assessment.
7. Decide Final course attainment by mapping CO's
8. Find Course Articulation matrix.(CO +PO+PSO Mapping.)
9. Identify PO attainment based on final Course Attainment

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: 89.05

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
136	180	139	87	60

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
172	191	141	89	83

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

2.7 Student Satisfaction Survey

2.7.1**Online student satisfaction survey regarding teaching learning process****Response:** 3.52

File Description	Document
Upload database of all students on roll as per data template	View Document

Entrepreneurship Innovation and Startup Cell: The Entrepreneurship Innovation and Startup Cell (EISC) was established to foster an entrepreneurial culture within academics and to nurture techno-entrepreneurship, thereby generating employment and wealth among students. EISC raises awareness about the importance and need for entrepreneurship, regularly organizing various idea contests and Entrepreneurship Development workshops for students.

Institution's Innovation Council: ISBM College of Engineering has established Institution's Innovation Council (C202426905) in April 2024 as per the norms of the Innovation Cell, Ministry of Education, Govt of India. Faculty and student participation in various innovation-related activities, such as ideation, concept development, Design Thinking, project management during the incubation period, etc., is the main responsibility of the function.

NPTEL Local Chapter: ISB&M School of Technology hosts the NPTEL Local Chapter, where students and faculty upgrade their skills by completing courses on the latest technologies.

Skill Development Centre: Domain-specific training and campus recruitment training are offered by the Skill Development Centre. The entire skill set needed to handle a recruitment campaign from any organization is taught to former pupils. In the latter, students receive training in subject-specific areas unique to different companies.

Indian Knowledge System: The college integrates the Indian Knowledge System into all areas of learning and activities. Students learn about India's rich cultural heritage through curriculum content and by observing nationally significant days, festivals, and events.

2. Initiatives for Creation and Transfer of Knowledge

1. Provide a forum where academics and students may come up with creative research ideas and figure out how to make their ideas become products, projects, or patents. Faculty members rarely file and publish patents.
2. The college encourages faculty and students to publish research papers and book chapters in reputed journals such as Web of Science, SCI, and Scopus-indexed journals. A significant number of faculty members have published their work in journals, books, book chapters, and conferences.
3. Special focus is given to student startups and entrepreneurship development, resulting in startup being registered.
4. Knowledge transfer is facilitated through events such as idea contests, project exhibitions, hackathons, and workshops on research, IPR, and entrepreneurship.

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: 23

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
5	7	4	3	4

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: 0.53

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
17	15	6	8	6

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: 0.28

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
8	8	6	3	3

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:

To encourage institute-community connection and raise students awareness of community concerns, the institute hosts a number of extension activities. Our college's students actively engage in social service projects that advance their general development. Our college's students actively engage in community service projects that contribute to their overall growth such as Cow Dung Collector Machine and different agriculture based projects. Through Extension Activities, we hope to help our volunteers grow in their capacity for leadership, social responsibility, and experiential learning. In previous years, students and faculty staff have made contributions to a variety of causes, including mass literacy, environmental conservation, road safety management, health education, disaster relief, feeding the homeless, and fostering social and communal harmony. Our institute organize a blood donation camp in every year and also collaborate with the government hospital to fulfill the demand of the need. The following is a summary of several initiatives that have promoted patriotism, national service, and students, along with their corresponding impacts.

Students of our institute go through the local villages to involve themselves in the field work to know the basic problems of the villagers and their society. Principal Initiatives: Environment Preservation, Blood Donation, Fit India, Preparedness for Disasters, Tree Planting, Individual Hygiene and Health, Mental health, harmony and integration at the national level, Renewable energy generation in daily life skills, the initiatives of water testing, clean drinking water facilities, drainage-free villages (soak pits), voter registration, digital literacy, the Gram Swacchata Abhiyan, the Tabaco-free campaign, the distribution of masks and sanitizers, grocery kits, organic farming, eradication of superstition, and heritage conservation.

IMPACT ON NEIGHBOURHOOD COMMUNITY

Environmental Program	Creating Pollution free society
Water conservation	Awareness of future responsibility
Blood Donation Camp	Saving lives of our Society
Health Check Up Camp	Assessment of health parameters
Women empowerment	Self-dependability
Road Safety and Traffic Awareness	Traffic and safety awareness
Tree Plantation	Climate change and Environment
Adult Literacy program	Enriching the lives
Fit India	Fitness
Gram Swacchata Abhiyan	Awareness of Cleanness of society and maintain the hygiene.
Important Days Celebrations	Dr. Ambedkar Jayanti, Independence Day, Teachers Day, Engineer's Day, Republic Day etc.

HOLISTIC DEVELOPMENT OF STUDENTS

Students who participate in neighborhood outreach extension activities, they have a positive impact on it. They also gain a relationship with other students, develop leadership qualities, become social entrepreneurs, self-confidence, improve their long-term memory, and also understand the real-life problem occurring the world. Additionally, it assisted in developing students' latent personalities and

raising social consciousness. It also instilled knowledge about issues such as road safety, water conservation, women's empowerment, cybercrimes, ethics, and their roles in society.

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:

Immense pride is taken by the institution in its continuous dedication to community engagement and extension activities, and this commitment has been recognized and celebrated by various government and non-government recognized bodies. The institution's unwavering commitment to making a positive impact beyond its campus boundaries is testified by these accolades and awards.

Over the years, governmental agencies and organizations working towards the betterment of society have acknowledged and appreciated the institution's extension activities. These accolades recognize the institution's exceptional contributions and emphasize its role as a catalyst for positive change

The institution has been honored for its outstanding contributions in areas such as rural development, healthcare outreach, environmental conservation, and community education among the notable recognitions received. The institute was honored for organizing annual blood donation camps, tree plantation and road safety awareness. Our students were appreciated for various extension activities, including participation in national integration camps, adventure camps, and state and national Republic Day parades. The NSS volunteers were celebrated for their participation in programs organized by SPPU, such as personality development, gender equality, the contribution of transgender individuals in democracy, youth leadership, tree plantation, clean city initiatives, and promoting tobacco-free youth. The institute received recognition for its enormous contribution to social activities via residential camps and NSS programmes. During the COVID-19 pandemic, students were also highly recognized for their engagement in numerous online activities. These honours serve as a testament to the institution's commitment and encourage academics, staff, and students to keep up the good work in the community.

The Savitribai Phule Pune University Pune has acknowledged the best engineering institute (Professional College in Minority Category) as well as NSS faculty coordinator Prof. S. N. Longani received area coordinator position for his active and effective contribution in social activity through NSS. The Ministry of Education Innovation Cell has recognized faculty members as Innovation Ambassadors. The President and head of the institute has won numerous distinguished honors, including best teacher, best academician etc. for his outstanding contributions to the field of education. The Solar Energy Society of India also commends the institute for its green energy literacy.

In conclusion, the institution's critical role as a socially responsible organization is highlighted by the accolades and recognitions it has received for its extension operations from government and non-government recognized agencies. These accolades act as a source of encouragement and validation for the organization, encouraging it to carry out its significant social service work and reaffirming its commitment to improving the lives of the communities it works with.

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: 17

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
4	4	3	3	3

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: 23

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:

The availability of adequate infrastructure and physical facilities is a crucial factor in determining the overall quality of an educational institution. A well-equipped campus not only enhances the learning experience but also contributes to the holistic development of students. In this regard, classrooms, laboratories, ICT facilities, cultural activities spaces, gymnasiums, and yoga centres and other required facilities play pivotal roles in shaping a conducive environment for education.

ISBM College of Engineering is situated in the Nande village and near to Lupin Company, Pune. The institute exceeded the facilities stipulated by AICTE, DTE and Affiliated University (SPPU Pune) and full fills all the required infrastructural and physical facilities. The carpet area of institute is 16136 SQ. MT with modern building infrastructure, well equipped library, laboratories with state of art facilities and well equipped, classrooms and seminar with ICT facilities, Amphitheatre for cultural activities, Gymnasium and Yoga Room, Mess and Cafeteria, Water Filters and Purifiers for drinking water, Central Store Room, Girls Common Rooms, Faculty Rooms, Administrative Office, Office spaces in various departments, Room for NSS Office, Guest Room, Office for Training and Placement, Separate Control Room for Exam Section, Cabins to HODs, Central Conference Room, Guest Room, Restrooms, Restrooms for physically disabled people, space for indoor and outdoor sports activity, wireless internet facility, adequate parking space for vehicle parking etc.

Classrooms and Seminar Hall are the fundamental spaces where academic interactions take place. Institute has well designed, Spacious and well-ventilated 18 classrooms and 4 Seminar Hall. Class rooms and seminar hall are equipped with Projector, Screen, sound system, WiFi LAN and wireless facilities.

Laboratories are indispensable for scientific and practical education. The Institution has 38 well equipped laboratories that provide students with hands-on experience, reinforcing theoretical knowledge gained in classrooms. The computer laboratories includes highly configured computer systems with required open course and other required software's installed in them. Computer systems in laboratories are connected to internet and managed and secured using firewall and antivirus software's. Modern and high end equipment's in other laboratories include Universal Testing Machine, Petrol and Diesel Engine, Compression Testing Machine, Balancing Apparatus, Direct Shear Test Apparatus etc. Laboratories are being designed and set so student can perform Interdisciplinary Projects. as per AICTE and UGC requirement Separate space is available for the workshop.

ICT facilities are integral to the learning process. The Institution has a well equipped IT infrastructure, including computer labs and high-speed internet connectivity, Firewall, Computer Servers, NPTEL, Wi-Fi Devices, Routers, LCD Projectors, Printers, Scanners, ERP software, Photo Copy Machines etc. is essential available for students and faculty for their research, project work, and accessing online educational resources.

Spaces dedicated to cultural activities and Sport activities are available to explore students about their dream and passion, such as Auditorium having capacity of around 1000 seating capacity, Cultural Cell , Open Theatre (Amphitheatre), Basketball ground, Volleyball Ground etc. available. Along with this for Physical well-being is equally crucial for students, and facilities for gymnasiums and yoga center available in the institute which contribute for promoting a healthy lifestyle.

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: 22.52

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
15.08	19.31	33.32	38.19	57.4

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:

The institute has user friendly & fully automated "Auto Lib" Software installed since 2012 towards Integrated Library Management System (ILMS). "Auto Lib" software provides powerful information management solutions to enable and to distribute content seamlessly. It is an integrated software package encompassing all aspects of library management. It helps library to give fastest library services to the user by using barcode. Using this software, users can generate I-CARDS, print barcodes on any laser printer, spine labels and data on book cards. It takes care of the following activities:

- 1.Circulation i.e. Issue, Returns, Renewal, Recall, overdue report.
- 2.Book Accession, e-register and Online Public Access Catalogue.
- 3.Search the database using important fields such as accession number, call number, author, title, edition, year, publisher, subject, keywords, availability etc.
- 4.Efficient handling of large records.
- 5.Online Stock Verification support: Online stock verification of library resources using Barcode Scanner, Data Capturing Unit and generate report of books.
- 6.Sorting / printing large number of reports and can export into Excel file formats for analysis.
- 7.Interface to barcode scanners / printers / smart card.
- 8.User ID and password for various menus.
- 9.Database security, backup and recovery.
- 10.Customizable search.

we have 61 e-books access of Engineering field and e-Journal subscribed having around 19500 full text title made available to students. College provides online access to a number of refered journals to promote research culture.

Library Website: The library has separate webpage which upgrades the information regarding recent trends, newly purchased books & journals etc.

Total number of computers for public access in library: 10 machines

Total numbers of printers for public access – One networked printer with reprographic and scanning facility is available in library for public access.

Internet band width speed – 500 Mbps have been allocated to library.

News papers: Marathi, Hindi and English News papers are available on Daily basis.

The following operations are automated:

1. Issue and Return Transaction of Library resources.
2. Stock verification of the resources in the library.
3. Preparation Identity card for student, Staff and Faculty members.

Location: First floor of main building.

Total Area including digital library: 424 sq.m.

Total Seating Capacity: 150 Students.

Working Hours: Library remains open from 9:00 am to 11:00 pm on all working days.

Number of titles: 3077

Number of Volumes: 12809

National Journals: 44

Name of ILMS Software: AUTOLIB.

Name of Agency: Akash InfoTech.

Nature of Automation: Partially. Version: OPAC.

Year of purchase: December 2012 and every year it is renewed.

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:

The computer laboratories are the mainstay of an Engineering educational institution's IT infrastructure. Total number of computers available for students use is more than 250. One special lab is available with internet wi-fi facility which is available for use to students till 11pm daily, there is 50 computers available at the Central Computing Facility Center. All the seminar halls and classrooms have been installed with LCD projectors. Biometric scanner based attendance capturing system is upgraded for faculty members. Computer systems are configured with an i3 and i5 processor, 4GB, 8GB RAM), as well as HDDs (500GB–1TB). The computer systems configurations have been upgraded. Each computer lab is equipped with a continuous UPS backup.

A cutting-edge network with internet access is accessible at Central Computing. The local area network (LAN), which the institute built up using necessary equipment such switches, routers, servers, LAN cables, network racks, etc., connects each computer system to the others. High-end server and firewall (K7 Security:K7M 8500) are used to set up and configure the local area network (LAN), and firmware is updated annually. The server room is air-conditioned and has a continuous UPS backup for internet access on campus.

The DHCP protocol is used to set up the LAN. The firewall is configured with the necessary rules and internet security measures. The institute offers internet access, and during the previous five years, the bandwidth was increased from 50 to 1000 MBPS. Additionally, the computers are protected by Windows defender Antivirus, which is updated as needed. There is Wi-Fi facility, providing email facility and 50GB storage on Google drive for students and staff in campus premises.

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: 3.65

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

Response: 248

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: 8.88

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
32.2	4.53	6.20	1.43	20.0

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: 73.66

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
655	595	564	295	315

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

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

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

Response: B. 3 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: 82.44

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
797	684	681	305	246

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: B. 3 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: 34.22

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
54	45	48	30	29

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
136	180	139	87	60

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: 4.04

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
4	5	1	5	1

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

5.3 Student Participation and Activities

5.3.1

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

Response: 9

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
4	2	1	0	2

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](#)

Provide Links for any other relevant document to support the claim (if any)

[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: 6.6

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
5	6	3	5	14

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 have Alumni Association with registration number 'MAHARASHTRA/82/2018/PUNE'. It acts as a bridge between the former students, current students, management and faculty members. The alumni association is constituted by former students, faculty members and management.

"The association aims to foster a dynamic relationship between alumni and the institute by promoting engagement, establishing regional chapters, supporting institute development, facilitating student placements, encouraging research and development, mentoring for higher education and character development, providing scholarships, guiding towards entrepreneurship, supporting professional avenues, fostering industry-institute interaction, aiding regional entrepreneurship training, promoting sports and extracurricular activities, enhancing computer and internet literacy, offering medical support to staff, organizing debates on social issues, contributing to environmental conservation and anti-pollution efforts, assisting victims of natural calamities, promoting anti-drug and anti-ragging activities, publishing for public interest, and organizing health awareness camps, blood donation drives."

Alumni Association and its members are actively involved in enhancing various aspects of our institute's ecosystem. Some of them are funded to institute for enhancing upcoming learning techniques.

A initiative taken by the institute to adapt to the covid pandemic situation and engaging with alumni through online meets. Conducting alumni meets online not only ensured safety during uncertain times but also provided a platform for global participation, allowing alumni from various parts of the world to connect and share their experiences.

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:

ISBM College of Engineering is run by Peoples Empowerment Group (PEG), started its journey in the year of 2010 under the leadership of Dr. Pramod Kumar with a visionary goal and holistic objectives of serving the nation through quality education.

Institute Vision

To empower efficient and innovative technocrats for fitting into global competency.

Institute Mission

- 1.Ensuring state of the art outcome based engineering educational scenario.
- 2.Fostering a strong industry-institute partnership which leads to a long life career.
- 3.Imparting leadership qualities to aspirants through multidimensional capacity building and soft skills enhancement.
- 4.Linking the students with societal challenges by means of exposure to the techno-societal arena.

Institute has proper strategic plans with its benevolence governance and leadership policies to ensue excellent teaching-learning process, infrastructural growth, innovation and, effective collaboration with outside network. Institute provides unique education system which is not confined to traditional classroom but extends to efficient amalgamation of dream, thrust, knowledge and, innovation. The governance structure includes Governing Body, College Development Committee, Internal Quality Assurance Cell, Departmental Advisory Board, Academic Monitoring Committee wherein all the stakeholders are engaged to fulfill the vision and mission of the institute. Various cell/committee coordinators help in decision making process and policies are formulated under the leadership of Principal who receives support from Dean Academics and Head of the Departments (HODs). To provide amicable learning atmosphere and better community life, institute formed various proactive committees like Internal Complaint Committee, Grievance Redressal Committee, SC/ST Committee, Women Grievance Committee and, Anti-Ragging Committee with proper plan of action. These committees continuously monitor the internal environment by changing the guidelines as per current scenario and strongly prohibit reprehensible phenomenon like sexual harassment, discrimination based on caste and gender, mental torture, physical abuse etc. through their zero tolerance policy.

Institute has set goals for sustained growth of academic, social and, professional life of students.

Individual faculty member always take care of slow learners. Institute periodically conducts parent-teacher meeting and student council meeting for overall progress of student community. This institute has distinctive policy in appointing class teacher and guardian faculty member to resolve the issues of individual students related to their social and academic life. Training and Placement Cell in collaboration with industries equips the students with profound skills and creative thinking which enhances the job opportunity and also unveils the way of startup and incubation activity. ISBMCOE campus environment is compatible for physical/ mental growth and it also helps to flourish extracurricular activities such as sports, arts, cultural activity and, community service (NSS activity).

Our focus of education is flexible, multidisciplinary and, inclusive which is guided by the principles of NEP 2020. Moreover, we made integrated approach of futuristic teaching and technology to ensure every student equipped with skill and knowledge. Institute implemented NEP 2020 in association with affiliating university SPPU in which experiential learning is prioritized as a true essence of learning. ISBMCOE is recognized for making smooth bridge between academia and industry which not only accelerates the career growth of our student but also makes them a potential candidate for the future.

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:

ISBM College of Engineering obeys the guidelines received from regulatory bodies like AICTE, DTE, Govt. of Maharashtra and, affiliating university SPPU where strategic development plans are formulated after receiving the recommendations from all the internal and external stake holders of the institute. The major aspect of institute's perspective plan is synergistic teaching for the holistic development of students by nurturing individual's intellect, academic excellence and, professional growth.

Following initiatives were deployed as institutional process;

- (i) Students' feedback and implementation of outcome based education (OBE).
- (ii) Use of ICT-based futuristic teaching and provision of smart classroom.
- (iii) Up gradation of faculties by conducting FDPs periodically.

- (iv) Participation of industries through MOUs, industrial visits, expert lectures and, internships.
- (v) Establishment of startup and incubation cell.
- (vi) Development of skill and professional communication among the students.
- (vii) Nourishment of creative of thinking through project-based learning.
- (viii) Commencement of new UG courses in BBA and BCA in the A.Y. 2024-2025.

The institute adopted transparency in decentralized process, collaborative decision making and, participative management with the guidance of various governmental statutory and regularity bodies. At institute level, Governing Body is the supreme decision making body who takes suggestion from different institute committees/ councils. The members/ coordinators of such committees are nominated by principal and these are constituted with faculty members, non-teaching staffs, industry representatives, parents and, students. Institute also defines the role and responsibilities of these committees where collaborative effort of the elected members plays a crucial role in the administrative set up. Thus it maintains peace, harmony, social integrity, cultural diversity, human ethics and, code of conduct inside the campus. Students are provide administrative and financial support from admin office, exam section and, scholarship section. Institute administration also ensures all the facilities provided by both central and state government to the students. Internal Quality Assurance Cell (IQAC) continuously regulates overall quality of education and standard of campus life. Based on the situation, it proposes modified academic regularity protocols which are implemented after getting approval from Academic monitoring committee (AMC) and Departmental Advisory Board (DAB). If any discrepancy or cause of clash arises, Governing Body solves this issue by amicable coordination with Student Council. Training and Placement Cell secures the better future of students by providing skill development training and placement after the completion of course.

Institute follows the eligibility criteria and service rules for the appointment of both teaching and non-teaching staff as prescribed by AICTE, UGC, Govt. of Maharashtra and, SPPU. Appointment is made through proper interview panel consist of Board of Governors, Principal, Dean Academics, HOD and, subject matter expert from affiliating university and industry. Progresses of the faculties are monitored through Academic Performance Index at the end of each semester. Every employees of ISBMCOE is made informed about the service rules, promotion and recruitment if any changes are made by the regulatory bodies.

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:

ISBM College of Engineering offers performance rating system through its transparent appraisal policies and provides welfare benefits on the basis of employees' performance. Institute provides idiosyncratic working atmosphere which is comprised of freedom, flexibility and, positivity. Institute adopted unified online management system "KEKA HR Portal" (<https://app.keka.com/Account/Login?ReturnUrl=%2F>) wherein performance based appraisal (PBA), leave, monthly payment, taxation and, other administrative/ financial services are provided to all types of employees of this institute. Institute follows PBAS proforma laid down by UGC and AICTE for evaluating the teaching faculties which encourages to bloom innovative teaching practices. The duly filled self-assessed PBAS form is evaluated by Principal and Governing Body. It also encourages faculties in research work, patent filing, development of e-contents, bridge course and, knowledge dissemination. Institute measures the performance of non-teaching staff through its well-defined policies as per prescribed rules. Institute observes the parameters like punctuality, ability to coordinate with administration, physical ability, communication skills, obedience, technical ability and, integrity while evaluating the staff members. After careful evaluation and unbiased judgment, employees are promoted or increments are offered.

Following welfare measures have been undertaken by the institute for the employees;

- (i) Medical insurance with hospitalization expenses up to 2 lakhs.
- (ii) Employees' Provident Fund is deposited along with same contribution from the institute.
- (iii) Gratuity benefits to the employees in their recognition of service to the institute.
- (iv) Special leave is provided to the employees (it also includes the leave for research work and marriage).
- (v) Emergency leave for serious medical issues of employees or their family members.
- (vi) Conduction of FDPs for up gradation of skills and teaching ability of the faculties.
- (vii) Reimbursement of 40% expenses in attending workshops/ conferences or any procurement of research related materials.
- (viii) Separate computers with free Wi-Fi are provided to the HODs and institute committee coordinators for better networking and smooth operation of administrative process.
- (ix) "Doctors on Call" facility at the campus is available 24 × 7 to take care of the health of employees in case emergency situation arises.
- (x) Institutes organizes financial awareness program for the employees over the course of time.
- (xi) Subsidized canteen facility for the employees is available at this institute.

As a whole, ISBMCOE is engaged in making positive working environment to foster the amicable teaching-learning ecosystem. Institute encourages the faculties for external collaboration with industries and other research organizations to escalate the applied research culture. As a result of these initiatives, faculty members get a wider platform for their professional career development. This institute has become a feeding ground of several technology-based startups (currently Black Orange Talent Pvt. Ltd. is functioning at the campus) which foster the research activity through smooth collaboration between academia and industry.

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: 6.25

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
2	0	0	12	3

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 / workshops 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: 9.78

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
16	8	6	1	4

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
19	15	15	15	22

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:

ISBM College of Engineering has well-defined financial strategies for mobilization and optimal utilization of resources and funds to ensure the overall growth of the institute. It is utilized for smooth functioning of academic and administrative process which ultimately contributes to institute's vision and mission.

Institute collects the adequate funds from the following sources;

- (i) Tuition fees from BE (UG) students.
- (ii) Student scholarship funds by state government.
- (iii) Industry sponsored programs.
- (iv) Contribution from alumni.

ISBMCOE is a self-financing/ self-sustaining Hindi linguistic minority educational institute. Majority of the funding is coming from tuition and development fees paid by the students in accordance with rules defined by Shikshan Shulka Samiti and Fee Regulating Authority, constituted by Govt. of Maharashtra. Fees are collected by Peoples Empower group (PEG), the parent body of ISBMCOE and utilizes this amount for employees' salary, lab development, classroom management, purchasing of library books, purchasing of software, e-journal subscriptions, faculty development programs, maintaining of campus life and, other essential needs (if any). Students' expenditure including cultural program, sports event, NSS camp and, hostel facility are managed by utilizing this fund. Funding received from TEQIP is utilized for technical education projects and students' capacity building. Institute conducts various sessions with the financial aid received from the industry. The institute also manages amount through loans to fulfill the capital expenditures of the institutions and the interest from fixed deposits. At present, institute is focusing in raising the funds from alumni which will be utilized for students' welfare and skill development programs.

Institute's plan for effective use of available financial resources;

(i) Yearly planning under different budget heads at Institute level conveys a well defined mechanism to monitor effective and efficient use of available financial resources.

(ii) Budget for the department is prepared by concerned HODs, in consultation with the departmental laboratory in-charge and other faculty members.

(iii)The Principal and HODs discuss the requirements and decide the priorities while allotting funds for various purposes, optimizing the usage of available financial resources.

(iv) The central purchase committee finalizes the work orders on the basis of minimum rates quoted and better service terms along with higher quality of products/services in accordance with the comparative statement of quotations called from minimum three vendors. This committee makes sure that the proper equipment is purchased at optimum rate that meets the necessary specifications.

PEG has given complete support to the principal for meaningful planning and implementation of strategic financial mobility. All such expenditures are dedicated with an aim to provide quality education. The financial budget is always carefully reviewed by Governing Body and approved after necessary changes. If required, institute makes provision for raising additional funds.

As per the standard audit protocol, institute conducts financial audits in every year to maintain the transparency in expenditure process. Governing Body ensures the proper utilization of sanctioned amount. It also makes sure that payment must be done through cheque /NEFT /RTGS. The actual spent amount is checked periodically and verified with budget excess and budget deficit.

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:

ISBM College of Engineering has well-defined financial strategies for mobilization and optimal utilization of resources and funds to ensure the overall growth of the institute. It is utilized for smooth functioning of academic and administrative process which ultimately contributes to institute's vision and mission.

Institute collects the adequate funds from the following sources;

- (i) Tuition fees from BE (UG) students.
- (ii) Industry sponsored programs.
- (iii) Funding from TEQIP.
- (iv) Contribution from alumni.

ISBMCOE is a self-financing/ self-sustaining Hindi linguistic minority educational institute. Majority of the funding is coming from tuition and development fees paid by the students in accordance with rules defined by Shikshan Shulka Samiti and Fee Regulating Authority, constituted by Govt. of Maharashtra. Fees are collected by Peoples Empower group (PEG), the parent body of ISBMCOE and utilizes this amount for employees' salary, lab development, classroom management, purchasing of library books, purchasing of software, e-journal subscriptions, faculty development programs, maintaining of campus life and, other essential needs (if any). Students' expenditure including cultural program, sports event, NSS camp and, hostel facility are managed by utilizing this fund. Funding received from TEQIP is utilized for technical education projects and students' capacity building. Institute conducts various sessions with the financial aid received from the industry. The institute also manages amount through loans to fulfill the capital expenditures of the institutions and the interest from fixed deposits. At present, institute is focusing in raising the funds from alumni which will be utilized for students' welfare and skill development programs.

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- (iii) The Principal and HODs discuss the requirements and decide the priorities while allotting funds for

various purposes, optimizing the usage of available financial resources.

(iv) The central purchase committee finalizes the work orders on the basis of minimum rates quoted and better service terms along with higher quality of products/services in accordance with the comparative statement of quotations called from minimum three vendors. This committee makes sure that the proper equipment is purchased at optimum rate that meets the necessary specifications.

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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: B. Any 3 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
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to Minute of IQAC meetings, hosted on HEI website	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:

ISBM College of Engineering Pune has undertaken several measures in promoting gender equity in education system, guided by core values of fundamental human rights. The college administration strongly believes in “Freedom of Thought and Expression” to foster the unbiased education from the prospect of religion, caste, economic background and sexual orientation. Gender equality is nurtured at the college campus via awareness campaign, seminar, poster display, teacher-student interaction, open discussion and other activities. Students are encouraged to learn self-defense, essentials of human rights and gender sensitization at every sphere of social and profession life. The institute provides safe campus life by utilizing 24×7 CCTV camera surveillance throughout the campus and other adequate security measures like checking of ID cards to employees and students, monitoring of every visitors at the campus, time to time regulation of incoming and outgoing students across the premises. Campus environment is extremely benign which helps to flourish academic, emotional, social and cognitive growth of every student.

For this purpose following strategies were implemented by the institute during last five years;

- (i) In accordance with regulatory bodies, this institute constituted Anti-Ragging Committee, Grievance Redressal Committee, Internal Complaint Committee, SC/ST Student Welfare Committee to prevent any kind of discrimination in education.
- (ii) This institute has dedicated Women Grievance Committee to provide safe and harassment-free education environment for women students and women staff of this institute.
- (iii) Separate common rooms for boys and girls are provided to foster a sense of community, relaxation and female-related affairs. This space also helps to engage students in unwind and socialized bonding beyond the academic pursuit.
- (iv) Women students and staffs are provided separated washroom and sanitary napkin facility is available there.
- (v) Women students are provided separated and modern equipped security-enabled hostel with women security officer to provide them safe and comfortable residence.
- (vi) For counseling, this institute offers a supportive mechanism with a majority of female mentor team where gender related issue is solved (if arises) through amicable way.

Apart from these initiatives, this institute adheres diverse protocol to ensure the principle of gender equity. Institute continuously investigates the internal environment and updates the policies and guidelines as per the needs. Classroom teaching is also made gender neutral where women students are encouraged to participate in interactive teaching as a part of holistic development. Gender audit by institute monitoring committee reveals the increasing female students admission increased up to 20% - 25% since past five years. To empower women, startup and incubation cell encourage them in entrepreneur activity by enhancing critical thinking and real-time problem solution ability through innovative ideas. The proactive training & placement cell is continuously engaged to provide them skill development training in collaboration with industry personnel. As a part of ongoing effort, this institute achieves success in women participation at sports and cultural activity which stands at 42% and 38%, respectively. Furthermore, ISBMCOE is also committed to collaborative efforts with external organizations in the field of gender equity and sets a unique epitome as an ideal educational institution.

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:

ISBM College of Engineering consists of diverse student community across the India. The NSS, sports and cultural committees of this institute conduct various events/sessions to provide inclusive environment for students and staff members. The dynamic and energetic members of cultural cell organize numerous cultural programs throughout the year for celebrating rich cultural diversity of India. Traditional day at college campus is celebrated each year to promote the true values of our tradition and heritage. This program creates a confluence of regional and linguistic diversity among the students who came from the different parts of the country. The most cheerful annual cultural program “Orion” is organized to bring out fresh young talent in different fields like singing, dancing, debate drama etc. Other cultural program at ISBMCOE campus like “Crescendo” and “FORZA” also play crucial role in collating cultural, regional and linguistic harmony.

Annual flag hosting ceremony followed by motivational speech on Independence Day and Republic Day

are conducted to commemorate the sacrifice of freedom fighters for the nation and spread the patriotic feelings among the students and employees of the institute. The institute celebrates “Shiv Jayanti” to inspire upcoming generation about insightful works and dedication of Chhatrapati Shivaji Maharaj for the building of nation. The Institute also celebrate “Gandhi Jayanti” to spread the visionary goal and unweaving commitment to the nation of Mahatma Gandhi.

Various technical events like “Hackathon”, Project Exhibition and international conference “ICMETET” are organized at institute level to spread scientific temper among the students which fosters the practical skills in real-time application. Alumni meet is also an important initiative of this institute for exchanging of ideology and institutional values between alumni and current students. This also promotes the career growth and future collaboration in startup and incubation activities. Sports cell organizes various sports events annually known as “Kurukshetra” to bring students at the same ground irrespective of caste, religion and socioeconomic barrier.

Institute has visionary goal for awakening the students for their duties and responsibilities as a citizen of the country. Students and staffs of this institute are always encouraged about their fundamental duties in-line with the constitution of India. Enormous emphasis is given on NSS activities like Tree Plantation Drive, Blood Donation Camp, Road Safety Awareness, Swacha Bharat Abhiyaan, International Yoga Day etc. to inculcate a sense of duty and responsibility among students and employees, contributing to the building of a healthy society. To empower the women students and encourage them in technical education, institute takes part in social initiatives like “Nirbhaya Kanya Abhiyan”, “Beti Bachao, Beti Padhao” and other women welfare programs. Students and employees of this institute use to interact with the adjacent village people to educate them and an initiative is taken to familiar them with modern technology.

ISBMCOE is always committed to serve the nation and prepares the students not only as a learner but also a potential candidate of future who can contribute to the betterment of society.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice I

Title of the Practice: NSS Activity

Objectives:

- (i) To enable the students to develop a sense of duty and responsibility for the society.
- (ii) To acquire leadership quality, team work and democratic feelings among the students.
- (iii) To engage them in people's integrity and social harmony.
- (iv) To boost physical and mental strength.
- (v) To develop empathy and social awareness for constructing a healthy society.

Context:

- (i) Outside the academic curriculum, the students are encouraged to do team works in various social issues. This will give them realization of social and civic responsibilities.
- (ii) The managerial skill of the students will be increased, how to handle problems, what is need of society, importance of education etc. This will also develop leadership quality with the growth of multidimensional personality which is extremely beneficial for building the nation.
- (iii) They will get exposures to new vocational possibility.
- (iv) They will gain self-confidence and improved communication skills with mobilizing community.
- (v) Through these activities, institute will receive accolade and recognition at state and national level.

Practice:

ISBM College of Engineering is highly committed to serving the nation. This institute actively participates in the events organized at university level for NSS related activity as well as conduct various activity like NSS Camp, Blood Donation Camp, Nirbhay Kanya Abhiyan, Swacha Bharat Abhiyaan, Road Safety Program etc. at institute level. Apart from these, institute is involved in interaction with adjacent villages to execute various welfare programs in association with NGOs to improve the quality of life.

Evidences of success:

The institute used to conduct one week NSS camp at different nearby villages like Andgaon, Chande etc. every year and villagers were benefited by our welfare programs. Huge number of students and employees donated blood for their own free will at blood donation camp conducted by this institute. Enormous positive responses were achieved from institute employees and, neighbors at Swacchata Abhiyan organized on 2nd October to make campus clean and green. As per circular of AICTE, National Yoga Day, Tree Plantation activity etc. were successfully conducted under NSS activity. Nirbhaya Kanya Abhiyan helped to grow self-confidence and commitment to society for women students. As a result of this initiative, participation of women students at various technical and social events is increased at noticeable rate. Motivational session on women empowerment and women's day celebration encouraged the women student to come forward. Institute also conducted "Har Ghar Tiranga" campaign to celebrate

the “Azadi Ka Amrit Mahotsav” at 75 years of independence which helped to spread patriotic feelings and duties of citizen for the nation. In addition, this institute achieved lots of success in free health checkup camp organized in association with Symbiosis Hospital for students, employees and common people. Through these practice, institute successfully incorporated the concept of “Samriddh Bharat, Vikshit Bharat” within the students’ mentality.

Problems encountered and resources required:

Being an under graduate institute, organizing of such event was challenging due to lack of maturity level of students. Sometimes, critical situation arises due to non-cooperation from local opposition as they are not ready to adhere the changes. It also makes the decision making process lengthy. ISB&M management supported financially to organize events and also provide required resources like transportation, infrastructure, manpower and required tools.

Best Practice II

Title of the Practice: Institute-Industry Interaction

Objectives:

- (i) To make students aware about need and benefits of industry/industrial culture for financial growth of country.
- (ii) To minimize gap between academics and industry.
- (iii) To enhance technical skill and entrepreneurship activity among the students.
- (iv) To motivate and encourage student in applied research for solving real-time problems.
- (v) To create awareness about current trends of technology in industry.

Context:

- (i) The students will be guided for solving multidisciplinary problems by industry experts.
- (ii) It will help to transfer of knowledge into technological application.
- (iii) It will generate employment and other career opportunities for outgoing students.
- (iv) This will encourage the student-centric activity and creative thinking to discover new way of solution.
- (v) Through these activities, institute will receive accolade and recognition at state and national level.

Practice:

ISBM College of Engineering organizes various activities like expert session, guest lecture, certification courses, seminar, webinar etc. in association with industries. Experts from industries are invited for

guiding students through various activities which become helpful to improve student's skills, employability and, awareness about emerging trend in technology etc. It also aims to ignite creative thinking and nurture technical instincts within student's mind. The institute conducts several industrial visits at departmental level throughout the year. ISBM college of Engineering also engages industry participation through MOUs with different industries.

Evidences of success:

Before the commencement of first year engineering classes, Orientation Program is organized each year at institute auditorium as provided in DTE curriculum. Eminent personalities from education field, industries, government sector are invited to enlighten and guide students for their upcoming journey in engineering. Outside the syllabus provided by SPPU, various bridging courses are conducted to reduce the gap between academia and industry. Students are motivated towards industrial application of technology as a result of several industry visits throughout the year. The MOU with several industries assists final year students through internship and sponsored projects. It also becomes helpful in placement drive. Because of such activity, huge numbers of students of ISBMCOE are placed in reputed industry across the country.

Problems encountered and resources required:

For organizing such event or program, contacting and getting an appointment with the eminent personalities, industrialist is a big problem. Scheduling and Managing the whole program is also a difficult task. Fixing of this event in busy academic schedule is a also problematic job. Sometime, students face difficulty in in-depth study of industrial process due to their privacy and security protocols. Respective faculty coordinator and T&P cell along with dedicated student team organize, schedule and manage such events and makes these successful under the guidance of higher authority and management.

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:

Holistic Development of students for improving Employability

skill and Entrepreneurial Qualities

The institution has distinguished itself through a commitment to fostering Skill, innovation and entrepreneurship within its academic landscape. By prioritizing this area, the institution has created a dynamic ecosystem that empowers students to transform skill, ideas into tangible ventures. Skill development programs, entrepreneurship development programs, incubation centre activity, and mentorship initiatives provide a platform for aspirants.

Notably, the institution has achieved remarkable success in producing graduates who go on to create impact through Technical and professional skills, establish impactful startups and contribute significantly to the Industry and Entrepreneurial landscape. The emphasis on real-world problem-solving, Industry exposure, and Interdisciplinary collaboration sets the institution apart.

Moreover, strategic partnerships with industry leaders and a focus on emerging technologies amplify the effect of its distinctiveness approach. The institution's commitment to nurturing a culture of, innovation not only aligns with contemporary needs but also positions its graduates as key player in various sectors. This distinctive emphasis on entrepreneurship not only elevates the institution's profile but also equips students with the skills and mindset crucial for success in today's rapidly evolving professional landscape.

Institute encourage technical and social skills that are nurtured through various activities. Exposure to Professional, technical and social issues and working on probable solutions can make a good and potential candidate for the society. Students are encourages to cultivate innovative solution using technology for improving the standard of life. This could leads to the nation one step ahead in terms of “Atmanirbhar Bharat”.

In this regard, institute is engaged in collective efforts for fostering the following areas;

- (i) ISBM established a startup namely Black Orange Talent which boost the required professional skill set and give opportunity to students to learn and grow.
- (ii) Black Orange Talent provide intensive training to student related to Professional behaviour, basic technical application and coding which helps students to build confidence, make aware about basic personal skills required in industry, understand needs and requirements to implement new ideas, motivate them to start own startup etc.
- (iii) Students are encouraged in interdisciplinary research. Various e-journals are accessible at institute library and they can acquire some ideas about emerging trends of research.
- (iv) Faculties are involved in collaboration with various research institutes to avail their modern research facilities. Sometimes, students are sent to such institutes for soft skill trainings.
- (v) Emphasis is given in industry participation through MOUs, industrial training and, internship.
- (vi) Industrial visits are conducted in various sessions at departmental level throughout the year.
- (vii) Both academic and industrial experts are invited by T&P cell at the campus for providing skill development training in different domains.

(viii) Startup and incubation cell keeps students informed about various MSME schemes from Govt. of India which could be helpful to start their own enterprises.

(ix) T&P cell made a large and extended network with alumni members and this could be extremely beneficial for outgoing students in their career advancement.

Moreover, ISBMCOE is committed to impactful learning through comprehensive set of efforts. Institute provides enormous supports to the students for their technological, social and behavioural growth. This institute nurtures the young talent and innovative ideas that could bring change in the society. This institute is consistently maintaining its excellence in outcome-based education through synergistic education approach. The success of this institute lies in the achievement of students who have exhibited remarkable progress in academics, culture, sports and other social activities. Ideal amalgamation academia and industry threads its steadfast contribution towards the holistic development.

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

5. CONCLUSION

Additional Information :

ISBM College of Engineering Pune committed to provide world-class education to change the lives and careers of Indian youths. ISBM COE maintains the spirit of responsibility, Passion and demonstrate professional competency. Institute promotes a cultural liberty, research, innovations and freedom of thoughts towards the technology. ISBM College of Engineering fosters creativity and imagination to stimulate the professional superiority and proficiency. Institute believe in the process of reshaping the attitude of students and giving them opportunity to explore and rediscover themselves. Our college strongly believe in that “System, discipline and dedication makes great Institute”.

Our motto is to enrich knowledge, research attitude and innovation skills of graduates to make them global level technocrats in real sense. The training and skill required to be a successful entrepreneur are inculcated among the students by IIC / entrepreneurship Cell to fulfil the ‘Make in India, Atmanirbhar Bharat, and Skill India’ vision of the nation. Our students will become well-educated leaders and global citizens, excelling to address the forthcoming challenges of the country.

COE – College of Engineering.

SPPU - Savitribai Phule Pune University

NSS- National Service Scheme

R&D – Research and Development

IQAC – Internal Quality Assurance Cell

ICT – Internet and Communication Technology

PBL – Project Based Learning

CBCS – Choice based credit system

AMC- Academic Monitoring Committee

GFM-Guardian Faculty Member

HOD- Head of Department

CEO- College Examination Officer

GB- Governing Body

MoU – Memorandum of Understanding

Concluding Remarks :

Peoples Empowerment Group's ISBM College of Engineering Pune is one of the prominent educational institute in India. Institute is affiliated with Savitribai Phule Pune University and follows curriculum prescribed by university. Apart from the academics, various co-curricular and extracurricular activities such as certification courses, value-added programs, training programs, workshops, expert lectures and industrial trips are organized to improve and enhance student's technical and personal skills.

The institute has stable leadership and administration are progressive in-line with its vision and mission. The institute is governed by the Governing Body (GB), College Development Committee (CDC), Internal Quality Assurance Cell (IQAC) and Department Advisory Board (DAB). These committees are comprised of internal and external stakeholders of the institute.

Institute has adequate facilities for academic, extracurricular, and administrative activities. The library is automated with AutoLib (OPAC) software, enriched with books, print journals, e-books, e-journals, magazines and e-resources.

The institute has various committees such as Grievance Redressal committee, Internal Complaint committee, Anti-Ragging committee and SC-ST Cells for redressal of the concerned issues. Institute's training and placement cell organizes On/Off campus drives, they conducts aptitude test, soft skill trainings and internships for the students.

ISBM COE organizes various extension activities to aware the social and ethical values such as gender equity, Tree Plantation, Gram Swachata Abhiyan, NSS Camp, Blood Donation Camp, Environmental Consciousness, Energy Sustainability etc.

ISBM COE is an institute that provides value, quality and outcome based education to make students globally competent. Accreditation helps us to improve the different quality parameters and work on to achieve excellence with continuous improvement. Our institute is located in lush green environment and having trained teaching & non-teaching staff members to disseminate technology amongst students.

To summarize, ISBM College of Engineering provides quality engineering education which is consistent with its vision and mission.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>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)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :15</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV Input is recommended.</p>																				
1.2.2	<p><i>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</i></p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>774</td> <td>419</td> <td>332</td> <td>282</td> <td>321</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>564</td> <td>380</td> <td>280</td> <td>250</td> <td>280</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	774	419	332	282	321	2022-23	2021-22	2020-21	2019-20	2018-19	564	380	280	250	280
2022-23	2021-22	2020-21	2019-20	2018-19																	
774	419	332	282	321																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
564	380	280	250	280																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 522</p> <p>Answer after DVV Verification: 462</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV Input is recommended.</p>																				
1.4.1	<p><i>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</i></p>																				

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

Answer After DVV Verification: C. Feedback collected and analysed

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
66	60	60	60	60

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
62	58	58	59	68

Remark : As per the revised data and clarification received from HEI, based on that DVV Input is recommended.

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
1.302	0.563	0.5	0.45	1.65

Answer After DVV Verification :

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

Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
29	25	17	10	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	7	4	3	4

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
51	39	22	17	31

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
17	15	6	8	6

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	15	10	8	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	8	6	3	3

Remark : As per the revised data and clarification received from HEI, based on that DVV input is

recommended.

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
8	8	9	6	7

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

Answer before DVV Verification :

Answer After DVV Verification :23

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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
127.65	71.65	83.37	138.01	176.79

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15.08	19.31	33.32	38.19	57.4

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

4.4.1	<p><i>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)</i></p> <p>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)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 430 1046 564"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>266.46</td> <td>134.63</td> <td>111.74</td> <td>152.29</td> <td>194.14</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 645 1046 779"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>32.2</td> <td>4.53</td> <td>6.20</td> <td>1.43</td> <td>20.0</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	266.46	134.63	111.74	152.29	194.14	2022-23	2021-22	2020-21	2019-20	2018-19	32.2	4.53	6.20	1.43	20.0
2022-23	2021-22	2020-21	2019-20	2018-19																	
266.46	134.63	111.74	152.29	194.14																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
32.2	4.53	6.20	1.43	20.0																	
5.1.2	<p><i>Following capacity development and skills enhancement activities are organised for improving students' capability</i></p> <ol style="list-style-type: none"> <i>1. Soft skills</i> <i>2. Language and communication skills</i> <i>3. Life skills (Yoga, physical fitness, health and hygiene)</i> <i>4. ICT/computing skills</i> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>																				
5.1.4	<p><i>The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</i></p> <ol style="list-style-type: none"> <i>1. Implementation of guidelines of statutory/regulatory bodies</i> <i>2. Organisation wide awareness and undertakings on policies with zero tolerance</i> <i>3. Mechanisms for submission of online/offline students' grievances</i> <i>4. Timely redressal of the grievances through appropriate committees</i> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>																				
5.2.1	<p><i>Percentage of placement of outgoing students and students progressing to higher education during the last five years</i></p>																				

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
68	54	51	36	39

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
54	45	48	30	29

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
136	180	139	87	60

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
136	180	139	87	60

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	2	5	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	5	1	5	1

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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
40	14	7	1	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	1	0	2

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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
398	170	54	92	357

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	6	3	5	14

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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
19	11	2	17	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	0	12	3

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
87	61	60	48	32

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16	8	6	1	4

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 161 Answer after DVV Verification : 99</p>

1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 271 986 383"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>72</td> <td>67</td> <td>56</td> <td>48</td> <td>61</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 465 986 577"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>54</td> <td>57</td> <td>54</td> <td>48</td> <td>59</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	72	67	56	48	61	2022-23	2021-22	2020-21	2019-20	2018-19	54	57	54	48	59
2022-23	2021-22	2020-21	2019-20	2018-19																	
72	67	56	48	61																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
54	57	54	48	59																	
2.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 734 986 846"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>399.6</td> <td>212.7</td> <td>199.5</td> <td>295.9</td> <td>377</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 929 986 1041"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>202.03</td> <td>193.08</td> <td>167.77</td> <td>58.15</td> <td>103.99</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	399.6	212.7	199.5	295.9	377	2022-23	2021-22	2020-21	2019-20	2018-19	202.03	193.08	167.77	58.15	103.99
2022-23	2021-22	2020-21	2019-20	2018-19																	
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