



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

GOKHALE INSTITUTE OF POLITICS AND ECONOMICS

**GOKHALE INSTITUTE OF POLITICS AND ECONOMICS 846 SHIVAJINAGAR
BMCC ROAD DECCAN GYMKHANA PO**

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www.gipe.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

September 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Gokhale Institute of Politics and Economics (GIPE), Pune, was established in 1930 under the aegis of the Servants of India Society. It is registered under the Societies Registration Act, 1860, and the Bombay Public Trusts Act, 1950. It attained the status of a Deemed University with effect from May 9, 1993, having a distinct nature of imparting study and research in Economics and allied subjects. Since its inception in 1930, it has earned distinction for its initiatives in qualitative research in diverse areas of economic theory and practice. Institute faculties study on Poverty, Rural Employment Guarantee Schemes and Cooperatives were instrumental in shaping public policies, and economic plans at local, regional and national level.

GIPE's major research efforts are organized through seven research centers. Agro Economic Research Centre (Government of India), Population Research Centre (Government of India), Centre for Social Exclusion and Inclusive Policy (UGC), Centre for Excellence in Entrepreneurship and Development (CEED), Centre for Sustainable Development (CSD), Centre for Sustainable Development (CSD), Centre for Health Policy and Systems and Centre for Behavioural Economics, acts as the pillar for research in the Institute

The Institute hosts four esteemed research chairs funded by Reserve Bank of India, Dr. Planning Commission, Ford Foundation and Kamanlal Bajaj Foundation.

Institute receives research projects from UGC, ICSSR, RBI, ILO, UNICEF, Government of India and Government of Maharashtra. 149 research projects worth Rs. 3785.04 lakh and 45 Consultancy projects worth Rs. 802.97 lakh were completed during the review period.

The institute offers academic programmes in Economics and allied social sciences right from the Under Graduate (UG) degree up to the Doctoral (Ph. D) level. Further, the Institute runs two other Masters programmes in collaboration with Yashwantrao Academy of Development Administration, an Institution of the State Government to conduct training for state civil service officers.

The curriculum follows the Outcome Based Education pattern with Choice Based Credit System and inclusion additional skill-based courses to meet the requirements under the New Education Policy 2020. It also conducts the teaching and research in interdisciplinary and multidisciplinary approaches.

All the Institute faculty members are having Ph.D. and average teaching experience of 20 years. Faculty is having a very strong publication track record with 261 journal articles in the Scopus indexed/ UGC care listed journals with and h index of 14 during the review period.

The Institute is being funded by the Government of Maharashtra for various teaching and non-teaching positions. The present faculty strength of the Institute is 37 who are supported by about 65 non-teaching staff. Dr. D. R. Gadgil Public Library of the Institute acts as the Knowledge Centre.

The Institute had earlier received A+ and A Grades respectively in its first two cycles of NAAC accreditation.

Vision

To conduct research, education and extension on the foremost social and economic problems at national and international levels with the aim of providing viable solutions for decision makers for the betterment of human life.

Mission

Gokhale Institute of Politics and Economics strives to undertake research and provides education in all the fields of economics with the singular purpose of contributing its might to enhance economic betterment and social welfare in the country

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Leadership by professional economists with rich experience of administration, teaching and research.
- Geographical advantage of being in Pune, the educational hub of India
- Young faculty members with strong publication track record and Ph.D. from across the country.
- Project collaboration with the private sector, national/international agencies/ institutions in the field of research and consultancy
- Governance structure in consonance with norms prescribed by the UGC
- Swift decision-making and implementation
- Participative administrative practices
- Strong linkages with the state/central government/private agencies for empirical research, consultancy and independent evaluation
- A rich legacy of pioneering initiatives in diverse areas of applied economic research, notably in public policy
- Competitive ability to undertake applied research with a problem-solving approach
- Well-endowed research library and infrastructural facilities that supplement the well-established research culture at the Institute
- A team of experienced and dedicated teachers and researchers
- Diverse clientele including international agencies such as UNICEF, UNFPA, regulatory bodies such as RBI, apex organizations such as NABARD, NGOs and others.
- Nationally renowned teaching programmes that attract students from across the country through a transparent process of admissions comprising a national entrance test
- A pedagogy that promotes interactive learning and fosters linkages between research and teaching programmes that is outcome based with a high placement ratio.
- Access to a vast pool of professionals to supplement the teaching programmes
- Suitable infrastructural development to accommodate future expansion of research and teaching programmes

Institutional Weakness

- Vacant posts of Professor/Associate Professor on account of various factors beyond institute's control.
- Limited internal resources to support faculty research, publications, international travel etc.
- Inadequate government support for development/maintenance of campuses and buildings.

- Lack of sufficient hostels and faculty/staff residences.
- Freeze on recruitment of non-teaching staff by government of Maharashtra and consequent shortfall of qualified support staff.
- Shortage of space for future expansion.

Institutional Opportunity

- GIPE occupies a unique space in multidisciplinary and applied teaching and research in Economic Sciences. As such it has the opportunity to emerge as a leading institution of social sciences led multidisciplinary education in the lines of London School of Economics and Political Science.
- The Institute's reputation and legacy offer possibilities to collaborate and engage with national and international universities, banks, corporate sectors, governments and other institutions for furthering global advocacy and policy for knowledge dissemination.
- The strong legacy of empirical research under the leadership of renowned faculty members puts the Institute in an advantageous position to conduct socio-economic studies at the grassroots level. For example, during the outbreak of COVID 19 pandemic, the Population Research Centre of the Institute has taken a lead in studying the COVID management by primary healthcare centres and suggest ways to implement directions/guidelines suggested by Central and State Governments.
- As a premier research university of Economics, GIPE has the potential to offer skill development programmes in areas such as Finance, Entrepreneurship, Data Analytics etc., as envisaged in NEP 2020.
- GIPE has the opportunity to tap its distinguished list of alumni who have occupied top level positions in Government and Corporate Sectors, for revenue generation, expansion and placement.
- To have more engagement with the society as being the leading social science research institute in the country.

Institutional Challenge

- Government funding for research and extension work is highly inadequate, which compromises GIPE's ability to undertake inter-disciplinary research needing big funds and matching co-funding of collaborative work.
- This also constraints Institute's ability to build a strong ecosystem for faculty and doctoral research; for example, incentivize high quality research and publications, provide seed grant, create management structures for international bids, create geo-informatics and innovation labs etc.
- Raising funds for a public funded university with thrust on economics and allied subjects is proving to be difficult to meet the standards set in NEP 2020 for large HEIs.
- Space constraints also pose challenges to explore possibilities for creating additional spaces for students and faculty.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

GIPE has skillfully developed and restructured its academic programmes to devise and adopt a contemporary curriculum that blends economic theory with practical tools and skills, and is at par with international standards. The well-defined, systematic and dynamic process of curriculum design and development adopted at

the Institute has enabled to emerge as a renowned center for higher learning and research in Economics. The philosophy of curriculum design and development is based on the primary tenet that the curriculum should provide a balance between the study of theory, data analysis, institutions, policies and regulations and also provide a scope to adopt suitable teaching methodologies. The curriculum is designed in such a way so as to satisfy experiential and experimental learning which is essential for better learning outcomes.

All Masters and Under Graduate programmes and give due importance to the requisite quantitative and empirical techniques necessary to describe, measure and investigate social and economic phenomena. The syllabai familiarizes students with empirical realities, and gets them to appreciate and analyze socio-economic problems. The PhD programme is also applied in nature and students are encouraged to select research topics that have relevance to the socio-economic problems of the present day society.

Teaching-learning and Evaluation

The strength of the Institute has been the flexibility it grants to teachers to adopt innovative teaching approaches/methods/practices in a bid to instil and nurture creativity and scientific temper among the learners. The institute offers a lively teaching-learning experience through a blend of classroom lectures and field visits, interaction with experts and exposure to various specialised fields, role play exercises, online and offline simulations, etc. The students are trained in using extensive online economic databases and resources to enrich the quality of their knowledge. Mandatory use of quantitative techniques in real time on real world data using the various data products as well as case studies makes learning more effective and provides valuable insight into the industry processes and practices. The institute has also adopted the CGPA method as prescribed by the UGC for the purpose of evaluation. Further, as a predominantly research and teaching institute, GIPE offers a platform for exchange of ideas through a series of lectures, seminars and conferences round the year.

Research, Innovations and Extension

Since its inception in 1930, Gokhale Institute of Politics and Economics has been renowned for its pioneering initiatives in qualitative research in diverse areas of economic theory and practice. Its studies on Poverty, Rural Employment Guarantee Schemes and Cooperatives were instrumental in shaping public policies, and in formulating economic plans at local and regional level. The Institute has consciously upheld the ethos of undertaking socially relevant research.

As a pioneering institute of advanced research in Economics, GIPE presently conducts research at four levels: Research projects assigned by the grantors – Ministry of Agriculture, Ministry of Health & Family Welfare, Reserve Bank of India, UGC, ICSSR, and other agencies; Independent Evaluation and Research projects commissioned by various government, non-government, corporate agencies or other premier research institutions; Consultancy research projects undertaken by faculty members; and doctoral research leading to the award of Ph.D. degree.

Recently, the institute added new research centres. Centre for Excellence in Entrepreneurship Development (CEED) was established to facilitate the development of Nano enterprises. Furthermore, Centre for Sustainable Development (CSD) was also established to carry out action-based research on sustainable development and environmental challenges. Dhananjayarao Gadgil Centre for Research and Development was established in

2016 to carry out extension activities and also bring scholarship to the grassroots level. Following the recommendations of NEP 2020, the institute has also established Research and Development Cell (RDC) which facilitates coordination of research activities carried out by different research centres and individual faculties at the Institute.

The faculty of the Institute has undertaken 147 projects for the national and international agencies and 45 consultancy projects that generated a research fund of Rs. 3785.04 lakh and Rs. 802.97 lakh respectively.

Infrastructure and Learning Resources

The Institute operates from a small campus located in the heart of the Pune city; however, it has endeavored to create the requisite academic and residential infrastructure to pave way for expansion of its academic and research programmes. Further, planned extension of LAN/Wi-Fi networks has granted 24x7 access to students to repositories of knowledge. The Institute has followed a conscious policy to extend its IT infrastructure to all teaching and non-teaching staff and students, with focus on skilful usage of technology and IT network in automation of the administrative processes and in communication. Smart classrooms, lecture capturing systems and audio visual studios were also added to facilitate IT mediated teaching learning process in the Institute

The Institute houses one of Asia's oldest and largest libraries in Economics and is truly a repository of vast knowledge. With a digitization programme underway, it is poised to extend its usage through digital collection of rare books and journals.

Student Support and Progression

One of the joys of learning at GIPE is the extremely informal yet effective way in which students, teachers and administrators interact. A favorable student-teacher ratio along with a conducive academic environment provide ample scope for teachers to pay personal attention to the academic needs of the students in general and needs of slow learners and advanced learners in particular. The Institute follows an open access policy and students have free access to the faculty members and the Director to discuss matters related to the curriculum, examinations, evaluation, reading material, exchange programmes, internship, higher education, civil services examinations, etc. The Institute initiated a Mentor-Mentee program under which one teacher is providing mentorship to 12-16 students in terms of Psychological Counselling, Career Counselling, resolution of learning difficulties and any other problems faced by the students. The syllabus is designed in such a way so as to cater to the needs of corporate sector, government and other policy making bodies. As a result, the students that pass out from the institute are well placed and fare fairly good in various competitive and Civil services examinations.

The Institute has also established a Career Counselling & Placement Cell headed by a full-time Placement Consultant who coordinates with student placement coordinators and industry personnel in matters related to internship, pre-placement presentations, pre-placement training, screening tests, group discussions, interviews, post selection mechanism, etc.

Governance, Leadership and Management

The Institute believes in participatory management and members of teaching/non-teaching staff are provided opportunity to serve on various institutional statutory/non-statutory bodies on rotation basis and participate in

decision making. The governance structure of the institute complies with the UGC Regulations for Deemed Universities. In fact, the deficiencies pointed out by the NAAC Peer team in 2016 are plugged by creation of a proper governance structure comprising the Vice Chancellor, Deans, Registrar, Controller of Examination, Finance and Accounts Officer, etc.

The Institute has in place all the statutory authorities such as Board of Studies, Finance Committee, Planning & Monitoring Board, Academic Council, and the Board of Management which is the highest executive body of the Institute. Under the guidance of the Board, the Institute is well poised to plug its deficiencies and chart a new course of expansion of its academic and research programmes.

Institutional Values and Best Practices

The flexibility accorded to the faculty has facilitated innovations in the teaching-learning processes. Initiatives such as role playing exercises, online/offline simulations, application of quantitative techniques in real time on real world data using various database products, etc. have made learning interesting and relevant to the students, and have prepared students to work in challenging environments.

As a predominantly research institution, the Institute has nurtured synthesis of its research and teaching programmes through initiatives such as analysis of research papers by students and presentations thereon, student's participation in faculty seminars, special research seminars for students, etc. Such innovative practices have helped students understand linkages between economic theory and economic analysis of empirical data, and have raised the bar of the overall learning experience and the competencies inculcated among students.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	GOKHALE INSTITUTE OF POLITICS AND ECONOMICS
Address	Gokhale Institute of Politics and Economics 846 Shivajinagar BMCC Road Deccan Gymkhana PO
City	Pune
State	Maharashtra
Pin	411004
Website	www.gipe.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Ajit Ranade	020-25683300	9604847057	-	iqac@gipe.ac.in
IQAC / CIQA coordinator	Prabhash Narayana Rath	020-25683333	8600147057	-	prabhash.rath@gipe.ac.in

Nature of University	
Nature of University	Deemed University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	01-01-1930
Status Prior to Establishment, If applicable	

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	13-02-2019	View Document
12B of UGC	13-02-2019	View Document

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	Gokhale Institute of Politics and Economics 846 Shivajinagar BMCC Road Deccan Gymkhana PO	Urban	7.91	12099.67	M. Sc. (Economics), M. Sc. (Agribusiness Economics), M. Sc. (Financial Economics), M. Sc. (International Business Economics and Finance), M. Sc. (Population Studies and Health Economics), M. Sc. (Public Policy), B.Sc. (Economics), PGDFE		

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	0
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	0
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: No
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Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	10				13				25			
Recruited	2	1	0	3	3	2	0	5	9	10	0	19
Yet to Recruit	7				8				6			
On Contract	2	1	0	3	1	0	0	1	1	1	0	2

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				59
Recruited	28	10	0	38
Yet to Recruit				21
On Contract	8	10	0	18

Technical Staff				
	Male	Female	Others	Total
Sanctioned				1
Recruited	1	0	0	1
Yet to Recruit				0
On Contract	0	0	0	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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	1	0	3	2	0	8	9	0	25
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	1	0	2
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.	2	1	0	1	0	0	0	1	0	5
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	0	0	1
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

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	2	0	0	2
Adjunct Professor	0	0	0	0
Visiting Professor	1	0	0	1

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Economics	RBI Chair in Finance	Reserve Bank of India
2	Economics	Kamalnayan Bajaj Chair in Labour	Kamalnayan Bajaj Foundation
3	Economics	D.R. Gadgil Chair in Planning and Development	Niti Aayog
4	Economics	D R Gadgil Chair in Planning and Development	Planning Commission

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	118	42	5	0	165
	Female	151	61	4	0	216
	Others	0	0	0	0	0
PG	Male	108	156	0	0	264
	Female	93	261	0	0	354
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	9	6	0	0	15
	Female	6	3	0	0	9
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	6	1	0	0	7
	Female	4	5	0	0	9
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	No
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Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	Nil
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	A+	91.9	NAAC Certificate Jan-2004 compressed (1).pdf
Cycle 2	Accreditation	A	3.07	NAAC Certificate 2016-2021.pdf

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Economics	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The four year Under Graduate Programme Curriculum of the Institute is designed itself in such a way that students can have a multidisciplinary learning. The programme offers a wide ranging basket of course that have multidisciplinary/ interdisciplinary content. Further, students are encouraged to take courses from UGC SWAYAM portal that are of multidisciplinary nature. In the Post Graduate programmes of the Institute also a similar approach is undertaken. Adoption of Multidisciplinary in Program design, Curriculum and Institution. No. of Courses – 2 1) Data Analytics 2) Introduction to Population Studies and Health Economics
2. Academic bank of credits (ABC):	Academic Bank of Credit is a repository that stores the credits earned by students digitally for seven years. To implement the academic bank of credits it is required to onboard in the Academic Digital Depository of National Academic Depository (NAD). Gokhale Institute has registered in National Academic Depository for sharing student academic credentials. As part of the NAD initiative Degree Certificates of students are uploaded in NAD Depository.

3. Skill development:	<p>Skill development is integral to our academic approach. Institute has classified the skill into two kinds, viz generic skills, and domain-specific skills. The generic skills include, critical analysis, design thinking, professional communication, cross-cultural communication, and necessary 21st century skills. Value-added courses, interdisciplinary approaches, and students' participation in seminars and workshops, internships, and projects provide opportunities to learn such generic skills. Domain specific skills are given due importance in all PG programmes Multiple programs have courses and modules like PSHE-A-13 Actuarial Methods for Health and Life Insurance, MA-B-05 Public Policy and Administration, IBEF-B-12 Financial Economics on international trade, global financial markets, and corporate finance, which are essential for students aiming to work in multinational corporations or financial institutions. These courses are designed to impart theoretical knowledge and develop practical skills, such as financial analysis, strategic decision-making, and cross-cultural communication, which are crucial in today's globalized economy. MoUs with Industry for industry-institute linkage for apprenticeship/internship/ research/ entrepreneurship/ employment Offering of internship embedded degree programme and Registration on AICTE Internship Portal</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>GIPE's dedication to integrating the Indian Knowledge System (IKS) with modern entrepreneurial practices highlights its commitment to innovation rooted in India's rich cultural and intellectual heritage. As part of this initiative, GIPE has signed a Memorandum of Understanding (MOU) with the Bhandarkar Oriental Research Institute in Pune. This agreement allows GIPE students to enroll in courses on the Indian Knowledge System and earn credits through the Academic Bank of Credit. Since the academic year 2022-23, the Institute's undergraduate syllabus includes elective courses on the Indian Knowledge System within the Economics curriculum.</p>
5. Focus on Outcome based education (OBE):	<p>Learner centric method adopted in the classroom to enhance Outcomes. The curriculum of the B,Sc, Economics programme clearly specifies the Programme and Course Outcome, Students Internship is a part of curriculum to ensure the</p>

	specified Outcome. Semester long projects undertaken by the students ensures proper training towards obtaining the outcome specified in the curriculum.
6. Distance education/online education:	Being a unitary Deemed University, Institute is not entitled for offering courses under the online and distance mode. The Institute however encourages its students to undergo various courses online as per the guidelines of NEP 2020. The institute has mandated MOOCs for two courses in M.Sc. programmes. Besides, one SWAYAM course on Academic Writing is made compulsory for Ph.D. students as part of Research Methodology Coursework. Students are further provided opportunity to earn extra credit from SWAYAM and CourseEra.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, our university has an Electoral Literacy Club (ELC).
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?	The University has appointed Registrar Col Kapil Jodh as the head of the Electoral Literacy Club. Dr. Hemangi More, Training and Placement Officer, serves as a Nodal Officer. Gokhale Institute of Politics and Economics has a Campus Ambassador, Chairman, Vice Chairman, and 15 ELC members. Our ELC is functional and representative in character, ensuring active student involvement and coordination.
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.	Our Electoral Literacy Club (ELC) has undertaken several innovative programmes and initiatives, including: Tree Plantation Drive, New Voter's Registration Campaign, Voter's Day Celebration: Observed by taking the Voters Pledge and organizing a social media awareness campaign, Conducted a rally to raise awareness about the importance of voting. On the occasion of Women's Day, our ELC participated in a large rally organized by the District Election Office, Pune, to promote electoral literacy among women. Our ELC Volunteer Samarpan Ghatge worked with the Booth Level Officer (BLO) at the location allotted (SNDT College, Kothrud, Pune) on 13th May 2024 to understand the election process. He assisted Booth Officers in coordinating with senior

	citizens
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.	“Assessment of Election Expenditure by Municipal Corporations and Zilla Parishads in Maharashtra”, Rajas Parchure and Manasi Phadke, Sponsored by State Election Commission, Maharashtra. Parchure, Rajas and Manasi Phadke (2018), Demographic Patterns of Voter Turnout Pune Municipal Corporation Elections 2017, Economic and Political Weekly, 53(44): 44- 50, November 3.
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.	The Electoral Literacy Club (ELC) and the University have made concerted efforts to ensure that eligible students above 18 years are enrolled as voters. These efforts include: Students and community members were actively encouraged and assisted in registering to vote. A rally was conducted to raise awareness about the importance of voting, emphasizing the significance of each vote in the democratic process. Students participated in a street play and a debate competition organized by NYKS and Pune Zilha Vidhi Seva Pradhikaran on the topic "Importance of Voting," further reinforcing the message of voter participation and responsibility.

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
967	804	589	411	330
File Description		Document		
Institutional Data in prescribed format		View Document		

1.2

Number of final year outgoing students year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
392	277	171	162	148
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

Number of full time teachers in the institution year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
30	28	29	29	27
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

Total number of full time teachers worked/working in the institution (without repeat count) during last five years:

Response: 35

File Description	Document
Institutional data in prescribed format	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
2255.72	909.50	784.64	762.77	579.81

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs), and Course Outcomes(COs) of the Programmes offered by the University

Response:

Economics is a multifaceted discipline, essential for understanding and addressing a wide array of issues at various scales—from local to global. Curriculum has been developed in GIPE keeping in mind that the courses should be able to address the issues which are at the local level and requires the understanding of local socio-economic structure to the global level requiring understanding of global scenario. Courses like International Trade, International Marketing, Public Economics, Indian Economy, Public Health, Urban Economics, Social Exclusion and Inclusive Policy, Agricultural Finance, and Environmental Economics etc are instrumental in shaping policies and strategies that cater to diverse needs. Each of these courses contributes uniquely to resolving problems and fostering development across different levels of society.

Courses are taught related to International Trade and Business across the programs which are pivotal in understanding the dynamics of global markets and how countries engage with each other economically. By studying trade theories, policies, and international agreements, students learn how trade affects local industries, regional economies, and global economic relations. For instance, knowledge gained from International Trade can help local businesses expand their market reach and adapt to international competition. At a national level, it assists policymakers in crafting trade policies that enhance economic growth and international competitiveness. Globally, this course aids in understanding the impact of trade policies on international economic relations and global economic stability. Courses like **International Marketing** Complements International Trade by focusing on how goods and services are marketed across borders. It equips students with the skills to develop strategies that address cultural, economic, and legal differences in international markets. Course like **Public Economics** deals with government policies, taxation, and public expenditure. It provides insights into how fiscal policies impact local and regional economies, including public services and infrastructure. On a national scale, Public Economics is crucial for designing policies that balance budgets, stimulate growth, and ensure equitable distribution of resources. Globally, understanding public economics helps countries learn from each other's policy successes and failures, promoting better governance and economic stability. **Indian Economy** courses offer specialized knowledge about India's economic structure, policies, and development challenges. This course is extremely important for addressing local and regional economic issues within India, such as poverty alleviation and regional development. Nationally, it helps in crafting policies that address India's diverse economic landscape and developmental needs. Course related to **Public Health**, morbidity, mortality explore the relationship between economic policies and health outcomes. This course is crucial for addressing local and regional public health challenges, such as disease outbreaks and health disparities. Nationally, it supports the development of effective healthcare policies and funding strategies. Each of these courses plays a critical

role in addressing a wide range of local, regional, and global needs. By providing students with the tools to analyse and address economic issues at various scales, these courses contribute to more effective policies and strategies, fostering sustainable development and improving quality of life worldwide.

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

1.1.2

The Programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements

Response:

At Gokhale Institute of Politics and Economics, Pune, our academic programs, including MA Economics, M.Sc. Economics, M.Sc. Financial Economics, M.Sc. International Business and Finance, M.Sc. Population Studies and Health Economics, and B.Sc. Economics is meticulously designed to prioritise employability, entrepreneurship, and skill development. This focus ensures that our graduates are well-equipped to meet the demands of the modern job market and contribute meaningfully to the economy.

Curriculum Focus on Employability: The curriculum across these programs is developed with a strong emphasis on employability. For instance, Courses like Business Analytics FE-A-118 and Communication and Presentation Skills B-A-06. These are structured to develop competencies that align with industry needs, such as data analysis, economic modelling, and policy evaluation. This ensures that our students know economic theory and possess the practical skills required to apply it effectively in their careers.

Integration of Entrepreneurship: Entrepreneurship is a key component of our academic offerings. Most of the programs include business strategy, financial planning, and risk management modules, encouraging students to think innovatively and develop entrepreneurial skills. Entrepreneurial focus is further reinforced through case studies, projects, and collaboration with industry professionals who bring real-world perspectives into the classroom.

Skill Development Initiatives: Skill development is integral to our academic approach. Multiple programs have courses and modules like PSHE-A-13 Actuarial Methods for Health and Life Insurance, MA-B-05 Public Policy and Administration, IBEF-B-12 Financial Economics on international trade, global financial markets, and corporate finance, which are essential for students aiming to work in multinational corporations or financial institutions. These courses are designed to impart theoretical knowledge and develop practical skills, such as financial analysis, strategic decision-making, and cross-cultural communication, which are crucial in today's globalised economy.

Course Syllabus Revision and Contemporary Relevance: To ensure our programs remain relevant and

up-to-date, the course syllabi are regularly revised in consultation with industry experts and academic leaders. This process is rigorous across all programs as changes in global economic trends, technological advancements, and public policy necessitate frequent updates to the curriculum. Recent revisions have included introducing courses on data science and econometrics like A-19/ AE-A-23/ FE-A-117 Statistics and Operations Research, etc, reflecting the growing importance of these skills in economic research and analysis. These updates ensure that our students are well-prepared to tackle contemporary challenges and excel in their careers.

In summary, Gokhale Institute of Politics and Economics is deeply committed to ensuring that our programs are not only academically rigorous but also highly relevant to the needs of today's economy. We prepare our students to succeed in their chosen careers and contribute positively to society by focusing on employability, entrepreneurship, skill development, and continuous curriculum enhancement.

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

1.2 Academic Flexibility

1.2.1

Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years

Response: 20.41

1.2.1.1 Number of new courses introduced during the last five years:

Response: 30

1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :

Response: 147

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.3 Curriculum Enrichment

1.3.1

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum

Response:

At Gokhale Institute, Pune, we are deeply committed to embedding cross-cutting issues such as professional ethics, gender equality, human values, environmental sustainability, and other key elements aligned with the SDGs and NEP 2020 into academic programs. This integration is reflected across various programmes in the MA and M Sc - Economics, Agribusiness Economics, Financial Economics, International Business Economics and Finance, Population Science and Health Economics, and BSc Economics programs.

Curriculum Integration: Our curriculum is designed to ensure that students gain domain specific knowledge and develop a strong understanding the broader ethical and social issues.

Alignment with Sustainable Development Goals (SDGs): The alignment with SDGs is a key focus across all our programs. For instance, the entire courses on demographic trends (B Sc- 3.1), Health studies (PSHE-A-11), Social Exclusion and inclusive policy (FE-B-118) etc. emphasizing how these trends intersect with issues of sustainability. These courses prepare students to think critically in achieving sustainable development and how demographic research can align with global sustainability goals.

Integration of NEP 2020 Principles: In line with the NEP 2020, we have integrated elements and separate courses that promote ethics, gender equality, environmental awareness, and sustainability across our curriculum. At the master and undergraduate levels, for example, we offers courses in environmental economics -AE-A-13), (MA-A-13) ensuring that students are not only educated in their chosen fields but are also moulded into responsible citizens who are aware of their societal roles.

Value-Based Education and Ethical Framework: We have implemented various initiatives to ensure that value-based education and an ethical framework are central to our programs. For example, the MSc program includes case studies on corporate ethics and governance, helping students understand the critical role of ethics in business. Additionally, we organize workshops and seminars that focus on professional ethics and human values, providing students with opportunities to deepen their understanding of these essential topics.

Gender and Inclusivity: Our institution is dedicated to fostering gender equality and inclusivity within our academic environment. Gokhale has a separate program the MSc Population Studies, which includes modules that specifically address gender and development issues, exploring how gender intersects with broader social and economic challenges for example Fertility (A-02) and Mortality (A-03). To complement the academic curriculum, we offer gender sensitization **workshops** and other initiatives aimed at creating a more inclusive campus culture.

Environmental and Sustainability Education: Environmental education is a key priority across our programs. In the MSc Agribusiness program, detailed courses are there where students learn about sustainable farming practices and the ecological impact of agriculture, preparing them to contribute to more sustainable agricultural systems. The other programs also includes environmental science courses that cover topics such as climate change and sustainable development, equipping students with the knowledge and skills necessary to address environmental challenges.

In summary, Gokhale Institute of Politics and Economics ensures that cross-cutting issues are seamlessly integrated into the curriculum, preparing students to become well-rounded professionals who are not only experts in their fields but also conscious of their work's ethical, social, and environmental implications.

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

1.3.2

Number of certificate/value added courses/Diploma Programme offered by the institutions and online courses of MOOCs, SWAYAM/e Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years

Response: 24

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View 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 (data template)	View Document
Evidence of course completion, like course completion certificate etc.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.3.3

Percentage of programmes that have components of field projects / research projects / internships during the last five years.

Response: 100

1.3.3.1 Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years

Response: 8

1.3.3.2 Total Number of programmes offered (without repeat count) during the last five years

Response: 8

File Description	Document
Sample Internship completion letter provided by host institutions	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Program and course contents having element of field projects / research projects / internships as approved by BOS	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.4 Feedback System

1.4.1

Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:

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

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Feedback analysis report submitted to appropriate committee/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 and its report to appropriate committee/bodies	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: 87.5

2.1.1.1 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
550	510	320	220	160

2.1.1.2 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
450	390	320	220	160

File Description

Document

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

Admission extract signed by the competent authority (only fresh admissions to be considered)

[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: 58.82

2.1.2.1 Number of actual students admitted against the reserved categories in the first year of the programme year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
118	110	98	53	51

2.1.2.2 Total number of seats earmarked for reserved category as per GOI or State Government rule year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
232	168	141	110	80

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document

2.2 Catering to Student Diversity

2.2.1

The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Response:

Student representation is diverse not just in terms of regional and linguistic aspects but also their level and pace of comprehensibility. It is challenge to satisfy both advanced learners and relatively slow learners on the same platform. Certain practices are adopted by the institute to cater to every student for smooth sailing.

Teachers make extra efforts to satisfy all the students. They discuss with the students and solve their

issues about the learning as per their requirements. The faculty of the institute are always available either online or offline for one-to-one consultation with students on any topic related to their course.

Each faculty member has been allotted the mentorship of thirteen students who consult the concerned faculty members for guidance. The faculty members monitor and track the slow learners' progress. Along with teachers, some advanced learners are encouraged to mentor weak students and help them with explanations and notes. Advanced learners are encouraged to participate in seminars, conferences and workshops to gain knowledge. The library also ensures accessibility to computer facilities and the internet for the online material, extends its timings and provides the atmosphere for conducive learning to both slow and advanced learners.

Some specific activities are as follows.

For B.Sc. Economics students –

- From the entrance examination results, the bottom 30% of students along with the students who have secured close to 40% marks in Mathematics and Statistics are given extra classes in Mathematics and Statistics.

For M.A. Economics students –

- Tutoring / remedial classes– Research scholars of the institute take extra classes for the students who are lagging in any of the subjects to enhance their performance.

It is experienced that, though it is not mandatory, some of the weaker students from various M.Sc. programmes also attend these classes indicating the usefulness of the activity.

- **Bridge course** – This is for newly admitted M.A. students. Those who are weak in the subject are taught Mathematics, Statistics and Microeconomics; 30 hours each by the internal faculty members of the institute. Internal evaluation is carried out and they are provided the certificates.

File Description	Document
Upload Any additional information	View Document

2.2.2

Student - Full time teacher ratio (Data for the latest completed academic year)

Response: 32.23

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	View Document
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	View Document

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 experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Teaching-learning methods adopted by the faculty members at the institute at both undergraduate and postgraduate levels include classic classroom teaching, interactive sessions, project-based learning, computer-assisted learning, and experiential learning. The teaching-learning activities are strengthened and made more effective through illustrations, special lectures and field visits. PowerPoint presentations are an integral part of teaching considering their strength in visually presenting data, charts, maps and useful videos. It also makes teaching interesting, in addition to oral presentation methods.

ICT-enabled teaching includes Wi-Fi-enabled classrooms with LCD, language labs, smart classrooms, etc. The institution adopts modern pedagogy to enhance the teaching-learning process. The institution has built-in essential technology, which supports the faculty members, to deliver their best and convey the essentials of the topics to the students.

The lecture method is the most conventional and commonly adopted method by most of the teachers. This method facilitates the teachers, to interpret, explain and revise the content for better understanding of the subject by the learners.

Interactive method: The faculty members make learning interactive by motivating students to participate in guided discussions among themselves, within the groups, role-plays, subject quizzes, news analysis, discussion and question-answer sessions on current affairs. Guest lectures by eminent experts from industry and academia pan India and even across the world are organized to contribute to and supplement the teaching process and provide a chance for experiential learning.

Experiential learning: Department of N.S.S. and Dr. Dhananjayrao Gadgil Centre for Sustainable Village Development, GIPE, Pune jointly organize field visits for student's experiential learning program. They are encouraged to undertake some data collection, which gives exposure to the students in terms of sampling, designing of data collection tools, formal interaction with the respondents and presenting the data and analysis.

Other examples include -

- A field visit of M.A. Economics students was arranged from 23 March 2022 to 27 March 2022 when these students visited the national-level agriculture exhibition namely KISAN at Moshi, Tal. Haveli, Pune.
- The B.SC. Economics students visit Bombay stock exchange to get the immersive experience of functioning of the stock exchange where they experience the theory and their practical knowledge going hand in hand

File Description	Document
Upload any additional information	View Document

2.3.2**The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues****Response:**

This initiative, where professors mentor students, has been designed to cultivate a nurturing environment that fosters both personal and professional growth of the student.

The mentor-mentee program has become a cornerstone of the academic and professional development of students in the Institute. It was started in 2017. Each faculty member is assigned with 12-15 students under this scheme. All the faculty members guide, support and counsel the students for their academic and psychological needs and difficulties. It is for the students to help choose better career paths. The mentor also helps students in better placements.

The significance of such a program extends beyond mere academic advice; it encapsulates the essence of guidance, support, and real-world insights that shape a mentee's journey. At its core, the mentor-mentee relationship is built on mutual respect and trust. Professors, often with their experience, provide invaluable perspectives that go beyond textbook knowledge. They share practical insights derived from their own experiences, helping students navigate the complexities of their chosen fields. This real-world application of academic concepts allowed mentees to see the relevance of their studies in a broader context, enhancing their understanding of the discipline.

The benefits of a mentor-mentee program are manifold. For mentees, the program offers a unique opportunity to gain personalized guidance tailored to their individual goals and challenges. Mentors, help students set realistic objectives, identify potential career paths, and develop strategies to achieve their aspirations. This personalized attention could be particularly beneficial in helping students refine their academic focus and career ambitions, providing them with a clearer sense of direction. Moreover, mentors played a crucial role in helping students develop essential skills such as communication, problem-solving, and critical thinking. Through regular interactions, mentees learn how to approach

complex issues, articulate their thoughts effectively, and navigate the often unpredictable nature of their academic and professional environments. These skills are not only crucial for academic success but are also highly valued in the professional world.

For mentors, this relationship offered a chance to engage with the next generation of scholars and professionals. It provided an opportunity to stay connected with emerging trends and fresh perspectives brought by students. This interaction could be intellectually stimulating and professionally rewarding for mentors, as it allowed them to contribute to the development of future leaders in their field. The program also fostered a sense of community within the academic environment. By bridging the gap between students and faculty, it promoted a collaborative culture where knowledge and experience are shared freely. This sense of community can enhance the overall educational experience, making it more inclusive and supportive. However, for a mentor-mentee program to be truly effective, both parties approach the relationship with commitment and openness. Facilitating the exchange of knowledge, experience, and support, helped in shaping the future of students, preparing them for success in their chosen fields. This program not only enhanced individual growth but also contributed to the overall advancement of the academic and professional communities.

File Description	Document
Upload any additional information	View Document
List of Active mentors	View Document

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 69

2.4.1.1 Total Number of Sanctioned year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
40	40	40	40	48

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	View Document

2.4.2

Percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt. during the last five years

Response: 74.29

2.4.2.1 Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt Superspecialist during the last five years

Response: 26

File Description	Document
List of faculty having Ph.D./D.M/M.Ch./D.N. Superspeciality/ along with particulars of the degree awarding university, subject and the year of award per academic year.	View Document
Institutional data in the prescribed format (data template)	View Document
Copies of Ph.D./D.M/M.Ch./D.N.B Superspeciality awarded by UGC recognized universities	View Document

2.4.3

Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)

Response: 21.73

2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year

Response: 652

File Description	Document
Institutional data in the prescribed format (data template)	View Document

2.5 Evaluation Process and Reforms

2.5.1

Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years

Response: 31.4

2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the last date of declaration of results year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
21	16	15	63	42

File Description	Document
Institutional data in the prescribed format (data template)	View Document

2.5.2

Percentage of student complaints/grievances about evaluation against total number of students appeared in the examinations during the last five years

Response: 13.94

2.5.2.1 Number of complaints/grievances about evaluation year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
125	01	0	18	30

2.5.2.2 Number of students appeared in the examination conducted by the institution year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
479	276	172	164	157

File Description	Document
List the number of students who have applied for re-valuation/re-totalling program wise and the total certified by the Controller of Examinations year-wise for the assessment period.	View Document
Institutional data in the prescribed format (data template)	View Document

2.5.3

Status of automation of Examination division along with approved Examination Manual/ordinance

Response: A. 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
The screenshot should reflect the HEI name and the name of the module.	View Document
The report on the present status of automation of examination division including screenshots of various modules of the software.	View Document
Institutional data in the prescribed format (data template)	View Document
If the EMS is outsourced, copy of the relevant contract and copies of bills of payment to be provided.	View Document
Copies of the purchase order and bills/AMC of the software.	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (Program and Course outcomes)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Response:

Program outcomes and course outcomes are in line with the Institutes larger vision and mission. All academic program outcomes and course outcomes are clearly stated on the Institute's website under the respective academic program syllabi. Furthermore, the program-specific outcomes are also stated for each of the offered programs.

Course outcomes are developed in line with the Blooms taxonomy guidelines, and they indicate the level of learning to be achieved through the course by the students. The course and resulting program outcomes are shared with the students at the beginning of the program.

The learning outcome-based curriculum helps the students to acquire skills and knowledge from the course. The foundation and specialisation courses that are taught at the institute, equip students with certain attributes like;

Attribute 1: Deep discipline knowledge and intellectual breadth

Graduates have comprehensive knowledge and understanding of their subject area, the ability to engage with different traditions of thought, and the ability to apply their knowledge in practice including in multi-disciplinary or multi-professional contexts.

This is assessed via the assignments and quizzes that are conducted as a part of the internal assessment process.

Attribute 2: Creative and critical thinking, and problem solving

Graduates are effective problem-solvers, able to apply critical, creative and evidence-based thinking to conceive innovative responses to future challenges.

This ability is assessed in the project work and presentations made as a part of the internal assessment process for each course.

Attribute 3: Teamwork and communication skills

Graduates convey ideas and information effectively to a range of audiences for a variety of purposes and contribute in a positive and collaborative manner to achieving common goals.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document

2.6.2

Pass percentage of students (excluding backlog students) (Data to be provided only for the latest completed academic year)

Response: 98.47

2.6.2.1 Total number of final year students who passed the examination conducted by Institution.

Response: 386

File Description	Document
percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	View Document
Institutional data in the prescribed format (data template)	View Document
Certified report from the Controller of Examinations indicating the pass	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 2.74

File Description	Document
Upload any additional information	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

The institution's Research facilities are frequently updated and there are well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

The Gokhale Institute of Politics and Economics (GIPE) was established in Pune in 1930 by The Servants of India Society (SIS) with the aim of advancing scientific research in economics and related fields. In 1993, the Institute was granted Deemed to be University status under Section 3 of the UGC Act, 1954.

GIPE's major research efforts are organized through seven research centers:

1. Agro Economic Research Centre (AERC), funded by the Government of India, Ministry of Agriculture and Farmer's Welfare
2. Population Research Centre (PRC), funded by the Government of India, Ministry of Health and Family Welfare.
3. Centre for Social Exclusion and Inclusive Policy (CSE&IP), funded by University Grants Commission
4. Centre for Excellence in Entrepreneurship and Development (CEED)- Industry Collaboration.
5. Centre for Sustainable Development (CSD)- Industry Collaboration
6. Centre for Health Policy and Systems (CHPS)
7. Centre for Behavioural Economics

These centers support research in economics and related disciplines.

Dr. Dhananjayrao Gadgil Center for Sustainable Village Development extends its outreach through village linkages.

The Institute also hosts four esteemed research chairs:

- RBI Chair Professor of Finance, focusing on Monetary and Financial Economics (funded by the Reserve Bank of India)
- D.R. Gadgil Chair Professor of Planning and Development (sponsored by the Planning Commission of India)
- Ford Foundation Chair Professor of International Economics (funded by the Ford Foundation)
- Kamalnayan Bajaj Chair Professor of Industrial Economics (funded by the Kamalnayan Bajaj Foundation)

In 2022, the Institute established a Research and Development Cell (RDC) as per UGC Guidelines, 2022, to explore novel research paradigms and promote research that addresses global, national, and societal challenges. This Cell Coordinates the research activities at the Institute.

The Institute has a registered Ethics Committee to review the ethical implications of research proposals before they commence. This committee monitors approved research to ensure that it is conducted ethically and that the rights and well-being of participants are protected.

The Institute adheres to a 'Zero Tolerance' policy towards any acts of academic misconduct, including plagiarism. It has adopted a Plagiarism Policy in line with the University Grants Commission guidelines.

The Institute has a well-defined consultancy policy that encourages faculty to undertake consultancy research from various government and private agencies within the country and from international agencies and Universities.

As part of its academic requirements, the Institute has a publication policy that encourages faculty and students to submit their research as working papers and monographs. Additionally, the Institute has a policy to publish monographs authored by faculty and students, which ensures a high standard of scholarly publications. Artha Vijnana (ISSN: 0971-586X), started in March 1959, is a quarterly journal of the Gokhale Institute of Politics and Economics.

GIPE is dedicated to conducting impactful research in economics and allied subjects to benefit society and the nation. Its comprehensive research policy, which is periodically updated in line with University Grants Commission regulations, supports and encourages research among faculty and students.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

3.1.2

The institution provides seed money to its teachers for research (average per year)

Response: 2.25

3.1.2.1 Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
10.75	0.5	0	0	0

File Description	Document
Sanction letters of seed money to the teachers is mandatory	View Document
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	View Document
Institutional data in the prescribed format (data template)	View Document
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.1.3

Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.

Response: 11.43

3.1.3.1 Number of teachers who received national/ international fellowship/financial support from various agencies, for advanced studies / research; year-wise during the last five years

Response: 4

File Description	Document
List of teachers who have received the awards along with the nature of award, the awarding agency etc.	View Document
Institutional data in the prescribed format (data template)	View Document
E-copies of the award letters of the teachers.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.1.4

Percentage of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years

Response: 67.86

3.1.4.1 The Number of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years

Response: 19

3.1.4.2 Number of PhD Scholars enrolled during last five years

Response: 28

File Description	Document
List of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows along with the details of the funding agency is to be provided.	View Document
Institutional data in the prescribed format (data template)	View Document
E copies of fellowship award letters (mandatory)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2 Resource Mobilization for Research

3.2.1

Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 3785.04

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount.	View Document
Institutional data in the prescribed format (data template)	View Document
E-copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2.2

Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years

Response: 3.63

3.2.2.1 Number of research projects funded by government and non-government agencies during the last five years

Response: 127

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc.	View Document
Institutional data in the prescribed format (data template merged with 3.2.1)	View Document
E-copies of the grant award letters for research projects sponsored by government agencies.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3 Innovation Ecosystem

3.3.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the

creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

The Gokhale Institute of Politics and Economics (GIPE), in partnership with the deAsra Foundation, has developed a dynamic innovation ecosystem aimed at fostering entrepreneurship and raising awareness. This initiative is tailored to support Nano-level entrepreneurs by offering essential resources and support to drive innovation, growth, and contribute to India's economic progress. Established in alignment with the New Education Policy's emphasis on Academia-Industry collaboration, this centre is dedicated to advancing academic research and creating an ecosystem conducive to rapid entrepreneurial development.

A key component of GIPE's innovation ecosystem is the Centre for Excellence in Entrepreneurship and Development (CEED). CEED focuses on researching the factors that facilitate or hinder entrepreneurship in India, especially within Nano enterprises. These small, highly localized businesses, which constitute 95% of India's micro-enterprise sector, play a crucial role in the country's economy and employment landscape. Despite their importance, Nano enterprises lack a standardized definition or formal recognition.

CEED is pivotal in advancing incubation activities tailored to Nano entrepreneurs. It offers a platform that provides various support services to streamline the process of starting, managing, and growing a small business. By leveraging technology, expert advice, and efficient processes, the incubation centre helps entrepreneurs overcome business challenges, allowing them to concentrate on innovation and growth.

Through research, training, and advocacy, CEED fosters a collaborative environment by bringing together a diverse community of academics, policymakers, industry professionals, and entrepreneurs. This inclusive network facilitates the exchange of ideas, best practices, and technological advancements, ensuring that Nano entrepreneurs are well-equipped for success. Additionally, both postgraduate and undergraduate students participate in internships at the center, focusing on entrepreneurship. The innovation ecosystem at GIPE has significantly contributed to the formalization of Nano enterprises in Pune.

GIPE's dedication to integrating the Indian Knowledge System (IKS) with modern entrepreneurial practices highlights its commitment to innovation rooted in India's rich cultural and intellectual heritage. As part of this initiative, GIPE has signed a Memorandum of Understanding (MOU) with the Bhandarkar Oriental Research Institute in Pune. This agreement allows GIPE students to enroll in courses on the Indian Knowledge System and earn credits through the Academic Bank of Credit. Since the academic year 2022-23, the Institute's undergraduate syllabus includes elective courses on the Indian Knowledge System within the Economics curriculum.

The Institute's academic integrity policy promotes ethical practices in research and Intellectual Property Rights (IPR). The IPR policy of the Institute aims to protect the value and integrity of the intellectual property created by faculty, staff and students. It encourages faculty to file patents in specialized areas of social science research. Collaborative research in multidisciplinary fields also creates new opportunities for patenting, with IPR jointly owned by the Institute and its research partners. This also fosters to generate knowledge through innovative research, aligning with Vision and Mission of the Institute for the welfare of Indian citizens.

File Description	Document
Upload any additional information	View Document
Link for Additional Informationa	View Document

3.3.2

Total number of awards received for *research/innovations* by institution/teachers/research scholars/students during the last five years

Response: 18

File Description	Document
Institutional data in the prescribed format (data template)	View Document
e- Copies of award letters issued by the awarding agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Research Publications and Awards**3.4.1**

The institution ensures implementation of its stated Code of Ethics for research

The institution has a stated Code of Ethics for research and the implementation of which is

ensured through the following:

1. Inclusion of research ethics in the research methodology course work
2. Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc.,)
3. Plagiarism check through software
4. Research Advisory Committee

Response: A. All of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	View Document
Constitution of the ethics committee and its proceedings as approved by the appropriate body.	View Document
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	View Document
Bills of purchase of licensed plagiarism check software in the name of the HEI.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.2

Total number of Patents awarded during the last five years

Response: 1

File Description	Document
Patents granted / published in the name of the faculty with the institutional affiliation to the university working during the assessment period only to be given.	View Document
Institutional data in the prescribed format (data template)	View Document
e-copies of letter of patent grant	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.3**Number of Ph.Ds awarded per recognized guide during the last five years****Response:** 1.41**3.4.3.1 How many Ph.D s were awarded during last 5 years**

Response: 31

3.4.3.2 Number of teachers recognized as guides during the last five years

Response: 22

File Description	Document
PhD Award letters to PhD students.	View Document
Letter from the university indicating name of the PhD student with title of the doctoral study and the name of the guide.	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.4**Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years****Response:** 7.46**3.4.4.1 Number of research papers published in the Journals as notified on UGC CARE list during the last five years**

Response: 261

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

3.4.5**Number of books and chapters in edited volumes published per teacher during the last five years****Response:** 2.2**3.4.5.1 Total Number of books and chapters in edited volumes published during the last five years**

Response: 77

File Description	Document
List of chapter/book with the links redirecting to the source website	View Document
Institutional data in the prescribed format (data template)	View Document
E-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

3.4.6***E-content is developed by teachers :***

- 1. For e-PG-Pathshala***
- 2. For CEC (Under Graduate)***
- 3. For SWAYAM***

- 4. For other MOOCs platform**
5. Any other Government initiative
6. For institutional LMS

Response: C. Any 3 of the above

File Description	Document
Supporting documents from the sponsoring agency for the e- content developed by the teachers need to be provided.	View Document
Institutional data in the prescribed format (data template)	View Document
Give links to upload document of e-content developed showing the authorship/contribution	View Document
For institution LMS a summary of the e-content developed and the links to the e-content should be provided	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.7

Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science

Response: 7.65

File Description	Document
Bibliometrics of the publications during the last five years	View Document

3.4.8

Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution

Response: 10

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document

3.5 Consultancy

3.5.1

Revenue generated from consultancy and corporate training during the last five years

Response: 802.97

3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).

2022-23	2021-22	2020-21	2019-20	2018-19
17.75	33.54	15.41	89.01	647.26

File Description	Document
Letter from the beneficiary of the consultancy along with details of the consultancy fee.	View Document
Institutional data in the prescribed format (data template)	View Document
CA certified copy of statement of accounts as attested by head of the institution.	View Document
Audited statements of accounts indicating the revenue generated through and corporate training/consultancy.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.6 Extension Activities

3.6.1

Outcomes of extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)

Response:

The Gokhale Institute of Politics and Economics (GIPE) has been deeply engaged in extension activities aimed at promoting sustainable development in neighbouring communities. These efforts are primarily coordinated through the Dr. Dhananjayrao Gadgil Centre for Sustainable Village Development. The impact of these initiatives extends both to the communities served and to the students participating, enriching their education and raising awareness of crucial social issues.

Impact on the Community

GIPE's projects in sustainable village development cover a range of areas, including water conservation, digital education, and sustainable agriculture. By partnering with local communities and educational institutions, the Institute has implemented effective water conservation measures, enhancing water security and raising environmental awareness among villagers.

The Centre has also established digital schools, significantly improving educational quality in rural areas. By integrating digital technologies, these schools have provided rural students with enhanced access to educational resources, improving learning outcomes and fostering digital literacy.

Sensitizing Students to Social Issues

The Dr. Dhananjayrao Gadgil Centre's extension activities have been instrumental in raising students' awareness of various social issues. Through hands-on involvement in community development projects, students have gained insights into the socio-economic challenges faced by rural populations. For instance, during the Youth for Sustainable Village Development camp, students conducted surveys in the village of Karandi, identifying critical issues such as water scarcity, soil degradation, and inadequate primary healthcare. These experiences have heightened students' awareness of rural issues and fostered a sense of responsibility and empathy towards disadvantaged communities.

The Centre's emphasis on experiential learning has further contributed to students' holistic development. Participating in internships, field visits, and community engagement programs has allowed students to develop practical skills in resource mapping, sustainability planning, and project management. Additionally, these activities have enhanced their leadership, teamwork, and problem-solving abilities, equipping them for future challenges in both their professional and personal lives.

Furthermore, the Institute's promotion of voluntarism has led to the formation of Self-Interest Groups (SIGs) in various colleges, nurturing a culture of social responsibility among students. These groups have been crucial in advancing the Institute's initiatives and have earned recognition for their contributions to community development.

Awards and Recognition

The significance of GIPE's work has been acknowledged through various awards and accolades. For example, the Knowledge-College-Village Collaboration program has been praised for its innovative approach to connecting higher education with grassroots development. This program has been recognized for its success in fostering collaboration between educational institutions and rural communities, creating a replicable model for sustainable development in other regions.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

3.6.2

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

Response: 84

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

2022-23	2021-22	2020-21	2019-20	2018-19
52	16	11	04	01

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Geo-tagged Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Detailed list and 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

3.7 Collaboration**3.7.1**

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: 29

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 functiona MoUs/linkage/collaboration activity-wise and year-wise	View Document
Institutional data in the prescribed format (data template)	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 facilities for

a. teaching - learning. viz., classrooms, laboratories,

b. ICT enabled facilities such as smart classes, LMS etc.

c. Facilities for cultural and sports activities , yoga centre, games (indoor and outdoor) gymnasium, auditorium etc.

Describe the adequacy of facilities within a maximum of 500 words

Response:

The Gokhale Institute of Politics and Economics (GIPE) prioritizes high-quality infrastructure to support its educational and research endeavors. This report outlines the key facilities available at GIPE contributing to its academic excellence and student-centric environment.

Classrooms: GIPE boasts fifteen ICT-enabled classrooms with smart boards, audio systems, and projectors to facilitate interactive learning experiences. The institute has two ICT-enabled seminar halls (Old seminar hall and New seminar hall), a computer lab, and Kale Hall also being used as classrooms whenever required. These classrooms promote engaging discussions and collaborative projects among students.

WiFi and Power Backup: A campus-wide 1GBPS WiFi network ensures uninterrupted internet access for academic and research purposes. Additionally, robust power backup systems guarantee continuous operations during power outages, minimizing disruptions in academic activities.

Breakout Areas: Strategically located breakout areas provide students with spaces to relax and engage in informal discussions. These areas foster a sense of community and collaboration among students, complementing formal learning environments.

Auditorium: The Institute's auditorium serves as a central venue for academic events, seminars, and cultural performances. With advanced audio-visual equipment and ample seating capacity, it facilitates various intellectual and artistic activities. The Institute boasts a 350-seat auditorium as well as an open amphitheatre and a common historic space 'Under the Banyan Tree' (UTBT).

Library: GIPE's library offers a comprehensive collection of print and electronic resources across disciplines. The institute boasts the largest Economics library in Asia with more than 3.5 Lakh Books and Publications. The oldest book held in the library was printed in 1680 CE. The Digital Library consists of more than 30 thousand digitized books and publications. It serves as a valuable resource hub for research and study, supporting the academic endeavors of students and faculty.

Hostels: GIPE provides comfortable and secure hostel accommodations for out-of-town students. Furnished with modern amenities, these hostels offer a supportive environment conducive to academic and personal growth.

Reading Rooms: Dedicated reading rooms provide students with quiet spaces for focused study and research. Equipped with ergonomic furniture, these rooms promote concentration and productivity.

Research Facilities: The Institute's research facilities feature advanced technology and resources to support innovative research across various fields. From laboratories to specialized research centers, GIPE fosters a culture of academic exploration and discovery.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.1.2

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

Response: 18.69

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
360.98	162.08	213.92	221.23	31.16

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Audited income and expenditure statement of the institution to be signed by CA 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:

SLIM21 is an Integrated Library Management System (ILMS) developed by Algorithms Consultants Pvt Ltd., Pune, and was automated in the year 2000. The current version in use is 3.7.0.22189. This software supports a comprehensive range of library management functions through various modules such as Acquisition, Cataloguing, Circulation, Serials Control, and OPAC. Additionally, SLIM21 allows for the printing of barcodes and spine labels for both library materials and users.

Key Modules and Functions:

1. **Acquisition Module:** This module streamlines the procurement process for library materials. It includes features for managing annual budgets and funds for different collections. The acquisition module ensures that the procurement process is efficient and aligns with the library's financial resources.
2. **Cataloguing Module:** The cataloguing module allows for the data entry of reading materials following the Classified Cataloguing Code (CCC) used by the GIPE Library. It supports the creation of various collections, including books, video recordings, audio recordings, maps, atlases, serials, journal bound volumes, and reports. The module is compatible with the Colon Classification system and supports the necessary characters for this classification method.
3. **Circulation Module:** This module is designed to manage the enrollment and circulation activities for various library members, including public library members, students, faculty, and non-teaching staff. It defines membership validity, borrowing entitlements, and late fees. The circulation operations, such as issuing, returning, reissuing, and reserving books, are managed through this module. It also includes an email notification system for borrowers regarding the status of their borrowed items, overdue items, and general library announcements like holiday closures.
4. **Serials Module:** This module manages the procurement and administration of serial publications, including journals. It helps in maintaining indexes of articles published in various journals, facilitating easy access to journal content.
5. **OPAC Module:** The OPAC (Online Public Access Catalog) module provides two browsing options: one for library staff through the SLIM software and another for library users through an online site. Users can log in to renew books, suggest new acquisitions, and track their reading history.

Digitization and Digital Library:

GIPE Library also offers digitization facilities, which have led to the development of the Digital Library DSpace@GIPE, accessible at <https://dspace.gipe.ac.in>. Since going live on the internet in 2011, the library has digitized over 30,000 documents, comprising more than 6 million pages. The digital library

attracts over 1,500 users from more than 50 countries on average. In addition to digitized old books, the digital library hosts rare books, committee and commission reports, video, and photographic collections. The Digital Library is supported by a Handle Server Number 10973, provided by CERN Labs, USA, ensuring its robust digital presence.

Overall, SLIM21 and the digital library initiatives have significantly enhanced the efficiency and accessibility of GIPE Library's resources, catering to a diverse and global user base.

File Description	Document
Upload any additional information	View Document
Provide the Paste link for additional information	View Document

4.2.2

Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

Response: 4.84

4.2.2.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
35.68	50.32	52.05	54.85	63.03

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	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 update, available internet bandwidth within a maximum of 500 words

Response:

High-Speed Internet Connectivity: The institute is equipped with a 1 GBPS National Knowledge Network (NKN) leased line, ensuring high-speed internet access for academic and administrative purposes. A 200 MBPS backup line is available to maintain connectivity in the event of any primary network disruptions, ensuring uninterrupted access to resources.

Comprehensive Wi-Fi Network: The Institute features a robust, institute-wide Wi-Fi network, providing seamless internet access across the entire campus. The network is designed to handle a high volume of simultaneous users, ensuring reliable connectivity for all staff and students.

ICT-Enabled Classrooms: All classrooms within the Institute are ICT-enabled, integrating modern teaching tools and technologies to enhance the learning experience. This infrastructure supports multimedia presentations, video conferencing, and other digital teaching methods, fostering an interactive educational environment.

Advanced Network Infrastructure: The Institute employs dual fiber optic cables, ensuring redundancy and reliability in data transmission across the campus. CAT 6 cabling supports high-speed network connections, ensuring efficient data transfer within the local network.

Adequate Computing Resources: The Institute is equipped with sufficient laptops and desktop computers to meet the needs of faculty, staff, and students. A dedicated computer lab is available for academic and research activities.

High-End Security Measures: The Institute's IT infrastructure is protected by a high-end firewall, ensuring the security and integrity of its network. This firewall controls access to the network, preventing unauthorized access and safeguarding against potential cyber threats.

This comprehensive IT infrastructure supports the institute's academic and administrative functions, facilitating a modern and secure learning environment.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.3.2

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

Response: 4.28

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

Response: 226

File Description	Document
Stock register/extracts highlighting the computers issued to respective departments for student's usage	View Document
Purchased Bills/Copies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.3.3

Institution has the following Facilities for e-content development and other resource development

- 1.Audio visual center, mixing equipment, editing facilities and Media Studio**
- 2.Lecture Capturing System(LCS)**
- 3.Central Instrumentation Centre**
- 4.Animal House**
- 5.Museum**
- 6.Business Lab**
- 7.Research/statistical database**
- 8.Moot court**
- 9.Theatre**
- 10.Art Gallery**
- 11.Any other facility to support research**

Response: B. Any 6 of the above

File Description	Document
Videos and geo-tagged photographs of each of the facilities available in the HEI. Details of the structures of each of the facilities available in the HEI.	View Document
Purchase Bill / stock register, entry for lecture capturing system, mixing equipment, software for editing	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of the subscription letter for database is essential for Option Research/Statistical Databases	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

Response: 7.73

4.4.1.1 Expenditure incurred on maintenance of 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
118.45	77.93	76.08	130.67	5.82

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Audited income and expenditure statement of the institution to be signed by CA 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

4.4.2

There are established systems and procedures for maintaining and utilizing physical and academic support facilities – laboratory, library, sports complex, computers, classrooms etc.

Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words

Response:

Buildings: The administrative framework at the Institute meticulously oversees the maintenance of hostel buildings, ensuring a conducive living environment for students. Under the purview of the civil engineer section, regular inspections, repairs, and structural maintenance are conducted to uphold safety and comfort standards. Additionally, coordination with outsourced housekeeping services, overseen by the office superintendent, ensures the maintenance of cleanliness and hygiene within the Institute premises.

Classrooms: The governance framework ensures classrooms are maintained to provide an optimal learning environment. Regular inspections by the civil engineering section address structural concerns promptly. The office superintendent oversees cleanliness and upkeep, coordinating with housekeeping services for routine maintenance. The IT section promptly resolves technical issues to minimize disruptions to academic activities.

IT Infrastructure: The IT section is crucial in maintaining and upgrading the Institute's IT infrastructure. Regular maintenance schedules are followed, and procurement adheres to government policies to acquire necessary hardware and software. The IT section promptly resolves technical glitches to minimize disruptions to academic and administrative processes.

Procurement Management: The Institute adheres to government policies for procurement and the procurement manual is based on GFR-2017, to ensure transparency, fairness, and cost-effectiveness. A dedicated procurement team oversees the acquisition of goods and services through the Government e Marketplace (GeM), E-Tender system, and market survey, emphasizing quality and reliability while optimizing resource utilization.

Enterprise Resource Planning: The implementation of an Enterprise Resource Planning (ERP) system streamlines administrative processes, providing real-time insights and facilitating data-driven decision-making. Regular updates and maintenance, overseen by the IT section, ensure the effectiveness of the ERP system in supporting the institute's governance framework.

Student Mess: Efficient management of the student mess is a priority, overseen by the Hostel Superintendent. Sourcing quality food ingredients, the staff ensures that nutritional standards are maintained. Routine inspections of the kitchen and dining areas are conducted to uphold hygiene standards. Any concerns are promptly addressed to provide a satisfactory dining experience for students.

Hostel maintenance: The hostels at the residential campus of the Institute are looked after by the Hostel Superintendent and the Rectors. The dedicated team assisted by housekeeping staff ensures that the hostels remain clean and sanitary providing a comfortable living environment. Regular cleaning, waste management, and proper maintenance of facilities like bathrooms, water purifiers, laundry services, and living rooms contribute to the overall well-being of the students.

Residential Campus: The maintenance of the residential campus is looked after by the civil engineering department along with the Campus Secretary. This includes regular repair and degradation of staff and faculty quarters, roads, water supply, campus waste management, and maintenance of play areas and breakout areas on the campus. The flora and fauna of the campus are preserved by maintaining the campus trees and gardens. The campus is cleaned periodically by removing the weeds and bushes.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	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: 14.12

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

2022-23	2021-22	2020-21	2019-20	2018-19
148	114	67	63	46

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 (in English).

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

5.1.2

Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years

Response:

Our university has had an incredible year-long impact on our students by offering priceless career counseling and preparation assistance for competitive exams. Students had the chance to delve into various facets of their selected career pathways during these workshops, which professionals led from various fields.

A counseling session was conducted with interview specialist Medha Argade to help students get ready for their JPMC interviews. Subsequently, it was suggested to broaden the counseling session's purview to include every company. The plan called for pre-recorded sessions and question resolution, leading up to mock interviews.

A workshop on business readiness was held for Master of Science students from 25th August to 28th August in the year 2021. In September of the same year, similar events were organized. Medhavinee Argade was contacted to coach the students. A series of mock interviews were conducted as well. In December, a concluding workshop was held to assist students in advancing their corporate careers. An aptitude test was administered to make students familiar with the actual exam environment.

A guest lecture was held on July 5, 2022, by Civilsdaily, a well-known competitive test prep company, to assist students in better understanding the UPSC exam system. Its goal was to dispel some fallacies surrounding the civil service exam.

Dr. Latika Shanbhag gave prospective students a two-day training program on the corporate employment market on September 4, 2022. She assisted students with body language and attitude selection to help them become more effective communicators during interview sessions. She advised them on how to indicate specific soft talents and improve their interview preparation. It was emphasized how important it is to research the firm before the interview. Another workshop on helping students during interviews was conducted in October month of the same year by Dhairya Gangwani.

Three significant trainings were held in 2023 to assist students in advancing in their corporate jobs. Renowned career advisor Niharika Khema led workshops to help pupils. Her areas of interest were interview preparation, LinkedIn optimization, and CV creation. The main topic of that training session was how to be wise when looking for work. Renowned speaker Praneet Kaur Saund held another workshop on improving resumes in May. In the same month, Avtej Singh was called to deliver an online lecture in the realm of Statistics and Data Analytics. The GIPE placement cell committee organized another crucial conference. Yashvee Jain, Kashika Kukreja, and Avishek Ghosh, the three speakers, discuss their experiences in a variety of interviews. The focus was on helping students comprehend the process of the interview better.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

5.1.3

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, self-employment and entrepreneurial**

skills)

4.Awareness of trends in technology

Response: A. All of the above

File Description	Document
Report with photographs on soft skills enhancement programs	View Document
Report with photographs on Life skills (Yoga, physical fitness, health and hygiene) enhancement programs	View Document
Report with photographs on Language & communication skills enhancement programs	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.4

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

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

Response: A. All of the above

File Description	Document
Report of 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
Institutional data in the prescribed format (data template)	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee monitoring the activities and number of grievances	View Document

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students during the last five years

Response: 47.78

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

2022-23	2021-22	2020-21	2019-20	2018-19
162	169	72	75	61

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 in institutional website)	View Document
Institutional data in the prescribed format (data template)	View Document

5.2.2

Percentage of graduated students who have progressed to higher education year-wise during last five years**Response:** 3.6**5.2.2.1 Number of outgoing students progressing to higher education**

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	4	9	6

File Description	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 in institutional website)	View Document
Institutional data in the prescribed format (data template)	View Document

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

(eg: NET/SLET/ Civil Services/State government examinations etc.)

Response: 4.61**5.2.3.1 Number of students qualifying in state/National/International level Examination during last five years (eg. SLET, NET, UPSC etc)**

Response: 53

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 (data template)	View Document

5.3 Student Participation and Activities

5.3.1

Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national/international events (award for a team event should be counted as one) during the last five years

Response: 27

5.3.1.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/ 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
12	04	02	9	0

File Description**Document**

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

5.3.2

Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.

Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words

Response:

The Students Council of the Institute is a body of students representing undergraduate, post graduate, PhD and one year executive programme as well as faculty members. The major objectives of this council are to provide a platform to students to raise and resolve various issues and to organize various activities for overall development of the students. The chairpersons of the council are Dean and Associate Dean of Student Affairs (DSA) and hence the meetings of the council provide a platform to the member students to interact among themselves as well as with the office of Dean Students Affairs and other faculty members/ teachers who are members of the council. The member students are selected unanimously by the class and representation of students belonging to various backgrounds is ensured.

Apart from the student's council, students represent various other committees such as Anti ragging committee, Grievance Redressal Cell for Students, Prevention of Sexual Harassment and the Internal Quality Assurance Cell of the Institute. The office of DSA plays an active role in facilitating smooth campus life for the students enrolled for various programmes. Moreover, the office prepares an annual budget for and supervises all the extracurricular activities of various student committees. The committee members regularly get opportunities to meet and discuss various issues with the DSA office. The Manan, the economics fest, the cultural events, activities of the sports committee, music committee Ibadat, dance committee Adah, theatre committees provide platform for the students to showcase their talent and participate in various inter college/ university at the state as well as national level events and bring laurels to the Institute. Whereas the alumni committee organises various events with esteemed alumni of the institute, placement committee organises various lectures / talks which are beneficial for the students registered in the placement cell. The UTBT (under the banyan tree) committee organises discussion on various contemporary topics. The students also have their newsletters – Equilibria and the 8:10 Bsc Newsletter. Workshops are arranged for the students on gender, sexuality, self-defence, hygiene, cybercrime etc. and safety issues. The NSS cell of the Institute organises a number of events such as blood donation camp, tree plantation drive, cleanliness drive, a weeklong residential NSS camp to introduce the students to various aspects of village life etc. Various festivals are celebrated which give an opportunity to the students belonging to various regions, speaking different languages and belonging to various cultural background to come together and celebrate the festivals as an Indian. Through the activities of the student council and all the committees which are conducted throughout the year, an environment conducive for overall development of the students is created.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

5.3.3

The institution conducts / organizes following activities:

- 1. Sports competitions/events**
- 2. Cultural competitions/events**
- 3. Technical fest/Academic fest**
- 4. Any other events through Active clubs and forums**

Response: A. All four of the above

File Description	Document
Report of the Technical fest/academic fests along with photographs appropriately dated and captioned year- wise.	View Document
Report of the Sports competitions/events along with photographs appropriately dated and captioned year- wise.	View Document
Report of the Cultural competitions/events along with photographs appropriately dated and captioned year- wise.	View Document
Report of the Any other events through active clubs and forums along with photographs appropriately dated and captioned year- wise.	View Document
List of students participated in different events year wise signed by the head of the Institution.	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of circular/brochure indicating such kind of activities	View Document

5.4 Alumni Engagement

5.4.1

Alumni contribution during the last five years to the University through registered Alumni Association

Response: 14.34

5.4.1.1 Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:

2022-23	2021-22	2020-21	2019-20	2018-19
5.612	8.38	0.351	0	0

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	View Document
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer.	View Document

5.4.2

Alumni contributes and engages significantly to the development of institution through academic and other support system

Describe the alumni contributions and engagements within a maximum of 500 words

Response:

Over the last five years, the alumni network of GIPE has steadily increased its financial contributions, reflecting the effectiveness of the Alumni Committee's efforts to re-engage with former students. The contributions made by the alumni demonstrate a growing sense of their responsibility to support the institution's initiatives and enhance the academic environment. All these contributions made by alumni were allocated to various student-centric activities, including seminars, workshops, and alumni talks. These sessions motivated the students and provided them with valuable networking opportunities. The active involvement of alumni in various aspects of the institutions gives a powerful message about the strength and value of the GIPE community. This, in turn, potentially boosts the institution's profile in academic circles.

In 2018, Prof. Madhu Kalimipalli and Mrs. Santosh Parmar Vaid, from the batch of 1988-90, shared their experiences pursuing a PhD abroad. These interactive sessions with Alumni have been crucial in providing students with access to real-world insights from distinguished alumni. In March 2019, Dr. Reetika Khera, Mr. Gautam Bambawale, and Prof. Rakesh Mohan Joshi discussed "India Tomorrow" during the colloquium. They provided students with critical perspectives on India's future in various sectors. The Mentor-Mentee Program has been an important initiative the alumni committee took, but due to COVID-19, mentorship sessions in 2019-2020 were held online, covering various topics such as econometrics, statistics, job market readiness, and career advice in finance. Throughout 2019-2021, mentorship sessions were held online; these sessions were highly appreciated, providing students with direct guidance from professionals like Mr. Vipul Gupta (Consultant, Deloitte), Nitya Chutani, and Mr. Satish Pradhan and attracted 80-100 attendees.

The TEDxGIPE is also one of the important parts of the alumni engagement program, and in 2020, Mr Mukul Bhatia, Mr Anand Gopakumar, Dr Swati Subodh, and Mr Montry Manuel, who delivered talks on diverse topics from environmental issues to personal growth. The 2023 edition saw performances by Dharavi Rocks and insights from speakers like Ishaan Arora, Mr. Abhijit Bangar, and Mr. Chandra Mohan Kumar. The Colloquium Series session, held on 16th March 2019 by Mr. Gautam Bambawale (Indian Diplomat) and Prof. Rakesh Mohan Joshi, discussed topics related to India's future trajectory, global diplomacy, and international economics. This discussion encouraged students to think critically and work on these areas. In response to the challenges posed by the COVID-19 pandemic, the alumni

demonstrated strong social responsibility through initiatives such as the HelpNow Fundraiser. Organised in 2021, this fundraiser supported the provision of essential medical supplies, including PPE kits, masks, and sanitisers, to COVID-19 patients. The initiative successfully raised funds from 56 donors from across the world.

During this time, the alumni committee organised various events connecting current students with alumni, facilitating valuable knowledge exchange. On April 16, 2021, the Alumni Committee hosted an interaction session with Mr. Gyanesh Nanore, a Research Consultant at the Vikas Anvesh Foundation, which 80 students attended. This session provided insights into primary research, project monitoring, and impact assessment, offering students practical knowledge and career guidance.

File Description	Document
Upload any 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:

Gokhale Institute of Politics and Economics (GIPE) in Pune has a well-articulated vision and mission that reflect its commitment to excellence in economics and related fields. Established in 1930, the institute has a longstanding reputation for its contribution to economic research and education.

Vision. To conduct research, education and extension on the foremost social and economic problems at national and international levels to provide viable solutions to decision-makers for the betterment of human life.

The vision of GIPE is to emerge as a globally recognized institution of higher learning in economics and related disciplines. The institute aims to be among the top 200 universities worldwide, emphasizing a blend of academic rigor and practical relevance to societal needs.

Mission. The Gokhale Institute of Politics and Economics will strive to undertake research and provide education in all fields of economics with the singular purpose of contributing its might to enhance economic betterment and social welfare.

The mission of GIPE centers on providing high-quality education, fostering innovative research, and contributing to policy formulation at national and international levels. Specifically, the institute strives to:

1. **Research and Innovation:** A key mission of the institute is to conduct cutting-edge research that addresses pressing socio-economic issues. The research initiatives at GIPE are designed to contribute to the development and implementation of effective public policies. The institute focuses on areas such as agricultural economics, rural development, population studies, public economics, and international trade.
2. **Educational Excellence:** GIPE aims to impart comprehensive education in economics and related fields, ensuring that students acquire both theoretical knowledge and practical skills. This is achieved through a curriculum that integrates advanced economic theories with real-world applications.
3. **Policy Impact:** GIPE is dedicated to influencing Socio-economic policy making through rigorous research and informed debate. The institute has historically contributed to significant policy frameworks in India, including the development of the National Agricultural Insurance Scheme, the Employment Guarantee Scheme in Maharashtra, Determination of Poverty Line, Methodology for Conducting NSSO Studies, Application Of Input-Output Analysis for Planning, etc.

4. Capacity Building: Another vital aspect of GIPE's mission is to build capacity among students and researchers. The range of programmes, from undergraduate to doctoral Level are designed to develop skilled professionals capable of addressing complex economic challenges. GIPE also provides specialized training and executive education programs to enhance the competencies of professionals in the public and private sectors.

5. Community Engagement: GIPE aims to extend its impact beyond academia through community engagement and outreach activities. By collaborating with government agencies, non-governmental organizations, and international bodies, the institute seeks to apply its research findings to real-world problems, thereby benefiting society at large.

File Description	Document
Upload any additional information	View Document
Provide the 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 are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

The Institute Statutory Bodies follow the broad framework of UGC, Government of Maharashtra and Institute guidelines. All the statutory bodies meet regularly.

1. Board of Management. The Board of Management at the Gokhale Institute of Politics and Economics (GIPE) is crucial for guiding the institute's strategic direction, ensuring it adheres to its mission of excellence in economics research and education. The Board includes distinguished economists and academicians who bring a wealth of knowledge and experience to their roles. The Board's role encompasses formulating policies, overseeing administrative functions, and ensuring the institute maintains high academic standards. This governance structure ensures that GIPE remains at the forefront of economic research and education in India.

2. Academic Council. The Academic Council of Gokhale Institute of Politics and Economics (GIPE) is the principal academic authority responsible for maintaining the standards of teaching, research, and examination within the institution. The council plays a crucial role in formulating academic policies and ensuring their effective implementation. It is composed of experienced faculty members, external experts, and other academic stakeholders who collaborate to guide the institution's academic direction. The key activities of the Academic Council are Curriculum Development, Academic Standards, Research Promotion, Quality Assurance, Student Support and Policy Implementation

3. **R&D Cell.** The Research and Development Cell at Gokhale Institute of Politics and Economics (GIPE) is a hub for innovative research across various academic fields like economics, political science, sociology, and public policy. It comprises faculty and researchers dedicated to addressing current societal issues and pushing the boundaries of knowledge through collaborative efforts. With a focus on fostering academic excellence and producing impactful research, the R&D Cell is central to GIPE's academic mission and contributes significantly to the broader scholarly community.

4. **Building Committee.** The Building Committee at Gokhale Institute is tasked with overseeing infrastructure projects to optimize the educational environment. It plans, designs, and executes construction and renovation initiatives in compliance with regulations, and budgetary constraints. The Building Committee has members from CPWD, Consulting Architects and Engineers. The Building Committee plays a crucial role in advancing GIPE's mission of providing a conducive environment for learning and research.

5. **Internal Management Committee.** The Internal Management Committee at Gokhale Institute of Politics and Economics (GIPE) oversees administrative affairs to ensure smooth institutional operations. It includes faculty, administrators, and staff who work together to address various operational issues. The committee develops and enforces policies related to academic programs, student services, HR, and finances. It also ensures compliance with regulations and internal policies, promoting accountability and transparency. Through its collaborative efforts, the committee plays a key role in supporting GIPE's mission of academic excellence and organizational efficiency.

6. **Committees.** The institute has various statutory and functional committees entrusted with specific tasks, they are, Anti Ragging, Grievance, CPSHW, SGRC, Investment, ect. All these committees are responsible for the smooth functioning of their respective domains.

7. **Statutory Regulations.** The institute functions on various UGC Guidelines, the Institute MOA and the Institute By Laws. These documents form the base from which institute draws the standard operating procedures. Special care is taken to ensure that the regulations pertaining to recruitment, remuneration and academic activities are complied with. The Finance, Academic and Administrative heads are responsible officers for the same.

File Description	Document
Upload any additional information	View Document
Strategic Plan and deployment documents on the website	View Document
Provide the link for additional information	View Document

6.2.2

Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:

1. Administration including complaint management

- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examinations**

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
Institutional data in the prescribed format (data template)	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The Institute has been giving promotion to teaching staff under Career Advancement Scheme as stipulated by the University Grants Commission from time to time. All the faculty members due for promotion in different periods of time are asked to submit the Academic Performance Indicator which is placed before the appropriate committee for the purpose of screening every year. Wherever it is required to conduct interviews, the same is done through a duly constituted Selection Committee as per University Grants Commission provisions. The promotion is given on the basis of recommendation of the Screening/Selection Committee. The non-teaching staff are given promotion according to the Assured Career Progression Scheme (ACPS) of Government of Maharashtra and UGC norms for institutional staff. Besides, the Institute has in place quite a few welfare schemes as given below:

- 1. NPS employer's contribution of 14% of Basic and Dearness Allowance is given to all regular employees irrespective of whether the granting agency approves the same or not.**

2. **Provision for interest-free Diwali advance every year to each teaching and non-teaching staff of the Institute according to his/her requirement.**
3. **Partial reimbursement (Up to Rs.3000/-) of Medclaim EMI to all the employees.**
4. **Payment of Gratuity to all the staff of the Institute as per Central Government norms.**
5. **Provision for encashment of earned leave up to three hundred days.**
6. **The performance appraisal system encourages the faculty and staff members, along with the welfare schemes ensures that the productivity of the employees is not affected, and acts as an incentive towards their contribution in the organization.**

File Description	Document
Upload any additional information	View Document
Provide the 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: 43.36

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
20	4	7	9	22

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format (data template)	View Document
E-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 teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

Response: 25.87

6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
0	4	1	24	8

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 (data template)	View Document
E-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

Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources

Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words

Response:

Mobilising funds is a critical component for the sustenance and development of educational institutions. This process involves various sources, each with specific guidelines and procedures. Below is an overview of the mobilisation process for an educational institute under various funding heads.

- 1. State Government Salary Aid.** The government of Maharashtra has approved a set of Teaching and Non-teaching staff fully paid by the Government of Maharashtra. The institute applies for state government salary aid through formal. The institute ensures all necessary documentation, such as recruitment, service books, attendance records. The institute undergoes periodic audits and utilization certificates are mandatory to continue receiving the aid.
- 2. Central Government Salary Aid.** Central government salary aid is channelled through the Ministry of Agriculture for salaries and research of the AERC, through Ministry of Health and Family Welfare for the salary aid of the Population Research centre. Compliance with centrally prescribed norms and regular submission of utilization reports are critical for continued funding.
- 3. Government Grant in Aid.** The Institute receives Government grants in aid for infrastructure, development projects, or academic initiatives and require the institute to prepare and submit detailed project proposals to the government. Proper record-keeping and transparency in fund usage are crucial. The Institute has recently received 4.5 Cr under the scheme to upgrade the IT and Civil infrastructure.
- 4. UGC Salary Aid.** The University Grants Commission (UGC) provides salary aid under CSSIEP

Scheme, primarily for the implementation of the Seventh Pay Commission recommendations. Periodic compliance reports and audits ensure the proper utilization of these funds.

5. Research and Consultancy Projects. Funds for research and consultancy projects are mobilised through grants and contracts with government agencies, private companies, and international bodies. Faculty members submit research proposals to funding agencies such as Govt of Maharashtra, BARTI and others. Upon approval, the institute receives project funds which are managed as per the funding agency's guidelines. Deliverables, progress reports, and financial statements are mandatory to ensure continued support.

6. CSR Donations. Corporate Social Responsibility (CSR) donations are mobilised by approaching corporate entities with proposals that align with their CSR objectives. The institute proposes the social impact and sustainability of the proposed projects. Upon approval, funds are transferred to the Institute and utilised for the specific purposes outlined in the proposal. Regular reporting and acknowledgment of the donor's contributions are essential. Institute draws 20-30% as overheads for each project.

7. Private Donations. Private donations are sought from alumni, philanthropists, and well-wishers through targeted campaigns and fundraising drives. The institution is in the process to cultivate relationships and demonstrate the impact of donations on institutional development and student welfare. Transparent handling of funds and public acknowledgment of donors' contributions help in sustaining long-term support.

8. Foreign Contributions. The institute in the past has received funds from national and international corporations such as Bajaj Trust, Rockefeller Foundation, Ford Foundation, and others. To receive foreign contributions, the institute is in the process of obtaining FCRA registration. Compliance with FCRA guidelines and regular audits ensure the legality and transparency of fund utilisation.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.4.2

Funds / Grants received from government bodies/non government and philanthropists during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V)

Response: 6.89

6.4.2.1 Total Grants received from government and non-government bodies and philanthropists for development and maintenance of infrastructure (not covered under Criteria III and V) year-wise during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0.07	5	0.05	0	1.7743

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the sanction letters received from government/ nongovernment bodies and philanthropists for development and maintenance of infrastructure	View Document
Annual audited statements of accounts highlighting the grants received.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4.3

Institution regularly conducts internal and external financial audits regularly

Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words

Response:

The institute's accounts are subject to regular audits, with annual audits conducted through the periodic visits of auditors' staff on a monthly, quarterly, and yearly basis.

To date, there have been no significant audit objections from any statutory auditing authorities, including External Auditors, CAG auditors, or any government auditors, over the years.

The audit process includes a thorough examination and verification of vouchers, approvals from authorized personnel, compliance with various rules and regulations, and adherence to the policies of the institute. It also involves reviewing the rules and terms specified by various grantors, sanction letters, correspondence with grantors, budget estimates prepared by the institute, actual expenditures incurred, and the submission of certified statements of expenditures and audited grant utilization certificates to the grantors.

All audited receipts, payments, income, expenditures, and balance sheets are duly approved by several committees, including the Finance Committee, Board of Management, Investment Committees, and Internal Committees. Any audit objections are promptly addressed and resolved during the audit process through detailed explanations and justifications provided by the Finance & Accounts Team.

a. The institute employs an external audit mechanism to finalize its accounts. These auditors perform a comprehensive review of the institute's accounts, balance sheet, and income and expenditure statements, subsequently submitting an audit report.

b. For the financial year 2023-2024 (Assessment Year 2024-2025), M/s C V Chitale & Co, Chartered

Accountants, Pune, have served as the external/statutory auditors of the institute.

c. Effective from the financial year 2024-2025 (Assessment Year 2025-2026), based on the recommendations of the Finance Committee dated June 26, 2024, the Board of Management, in its meeting on July 12, 2024, resolved to appoint a new statutory auditor, M.S. Godbole & Associates, Pune.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words

Response:

The Internal Quality Assurance Cell was constituted on 2006. The IQAC strives to ensure that quality is maintained and is improved in all aspects of the functioning of the Institute, namely, academic, research as well as administrative functions.

Gokhale Institute regularly revises its academic programmes so as to adopt a contemporary curriculum which is a balanced combination of socio-economic theory, data analysis, field visits etc. Assessing learning outcomes of students is a continuous process throughout the semester and the understanding of the subject is assessed by the students through several methods, such as tests, assignments, multiple choice questions, open book examinations and presentations. Frequent faculty meetings about the performance of the students also ensures that inter-specialization needs can be addressed to the students, keeping in mind the overarching theme of a graduate programme in economics and social sciences which includes agribusiness specialization, international business

economics, financial economics, to name a few. Revision of curriculum is discussed initially in research staff meetings, which sometimes serve as a proxy for IQAC, and after brain storming on upgradation of syllabus, the same is presented to higher authorities for approval. Various feedback mechanisms are instituted by IQAC to constantly bring about the required changes in the curriculum, like, alumni interactions, industry connects etc.

The IQAC also recorded the need to allocate some of the teaching duties to the full-time Ph.D. scholars which is a beneficial move for both the scholars and the Institute, keeping in view the needs of the large sized class of students with program expansions. Along with, the need for hiring teaching assistants was initiated, who are given responsibilities that enable to leave an impact on the learning outcomes on students of all programmes offered at the Institute.

As far as research is concerned, the faculty are encouraged to undertake research projects and present their findings in seminars. This provides them a platform to discuss their research with peers and thus improve the quality of research in an international arena, and to publish in high quality and high impact journals. Similarly, in case of Ph.D. students, the IQAC has been working with the Ph.D. section to conduct six monthly progress seminars through presentations of the student's research topics. The entire faculty participates in the presentation, which ensures that the student gets suitable feedback which strengthens his/her research. External reviewers are also invited in the recent years, to upscale the research potential further in our Institute.

The IQAC is also in the process of conducting Academic and Administrative Audits (AAA), which ensures frequent updating of academic practices that is followed in the Institute from the feedbacks to be received in the audits.

The IQAC has significantly contributed towards the growth of the Institute in all walks of concern. The improvements between successive audits have ensured that the quality standards have been excellent.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.5.2

Institution has adopted the following for Quality assurance:

- 1. Academic and Administrative Audit (AAA) and follow up action taken**
- 2. Conferences, Seminars, Workshops on quality conducted**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Orientation programme on quality issues for teachers and students**
- 5. Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
- 6. Any other quality audit recognized by state, national or international agencies**

Response: C. Any 3 of the above

File Description	Document
Supporting documents pertaining to NIRF (along with link to the HEI's ranking in the NIRF portal) / NBA / ISO as applicable and valid for the assessment period.	View Document
List of Orientation programmes conducted on quality issues for teachers and students along with geotagged photos and supporting documents	View Document
List of Conferences / Seminars / Workshops on quality conducted along with brochures and geo-tagged photos with caption and date.	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.5.3

Incremental improvements made for the preceding five years with regard to quality (in case of first cycle NAAC A/A)

Post accreditation quality initiatives (second and subsequent cycles of NAAC A/A)

Response:

The last NAAC Peer Review Committee visited the Institute during February 18-20, 2016 and has made several suggestions for the Institute. The suggestions were discussed thoroughly in the Faculty/ IQAC Working Committee meeting dated April 30, 2019. In the meantime, the Institute has complied with most of the suggestions as given below:

- 1. Institution should development administrative structure as per UGC Regulations:** The Institute has developed the administrative structure as per UGC Regulations by creation of post of the Vice Chancellor. Similarly, provision of some other positions like, Deans, Associate Deans and Controller of Examinations was made by designating Professors, Associate Professors on rotation. A post of Assistant Controller of Examinations was also created to assist the Controller of Examinations. Besides, two existing non-teaching staff have been designated as in-charges of Academic and Administrative Sections respectively.

1. Efforts should be initiated for generous funding from MHRD/ UGC to establish as a premier centre of learning in Economics: In spite of the fact that there has been no significant increase in the Government funding for the Institute, the Institute has been marching towards becoming a premier centre of learning in Economics which is evident from the fact that as many as four masters' programmes and one UG programme have been introduced in the Institute. Presently, the Institute is offering largest number of courses on different areas of Economics in the country.

1. Students' enrolment need to be enhanced: There has been a steady increase in the number of students enrolled under different programmes and the students' strength is more than double than that of 2016.

1. Five Years' Integrated Programme leading to PG may be introduced: Though the Institute did not introduce five years' integrated programme, it started B. Sc. (Economics), a three year UG Programme in 2019. Needless to say, from 2022-2023 Academic Year, the Institute introduced four-year B.Sc. (Economics) Programme following the National Higher Education Qualification Framework (NHFQF) as prescribed under National Education Policy 2020.

1. Efforts needed to attract post-doctoral students: The Institute recently has been trying to institute post-doctoral fellowship and the same will be in place in a year's time.

1. Regular Director along with vacant faculty positions need to be filled up: At the instance of IQAC for a full time Director, the Institute has created a full time post of Vice Chancellor in 2021 vide a resolution in the Board of Management dated 21 May 2021. The first Vice Chancellor has assumed office on February 4, 2022. Regarding faculty positions, the Institute regularly approaches to Government to fill Government sanctioned positions, advertise the posts immediately after getting concurrence from the Government. Further, the Institute has been creating faculty positions from its own funds from time to time and there is an increase of 75% in the total number of faculty members from 2016 till date.

1. Feedback from all stakeholders needs to be obtained and analysed: The feedback system is now migrated into ERP software and the same is streamlined. As of today, the feedback of students through ERP has already been taken. The process of obtaining feedback from other stakeholders is going on and will be finalized soon.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	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:

Gender Audit. The Institute has a well defined gender sensitivity program and takes adequate measures to ensure the gender sensitivity in each of its sector. The institute being a Co-Ed setup, well understands the implications between gender sensitivity and gender equity. The institute promotes equity within the complex and, other than the specific aspects, does not discriminate between genders. The audit carried out by the institution followed undermentioned process flow:-

- (a) Identifying the need. The Institute identified the need to carryout a gender audit as per the need projected by the students, faculty and staff.
- (b) Scoping and Planning. The scope was based on the specific requirement of identifying attainable goals towards gender equity and ensure that the institute is in compliance of the statutory laws and provisions.
- (c) **The Institute management approved the conduct of ibid audit**
- (c) Data Collection
- (d) Gender Audit
- (e) Recommendations

Curriculum. The Institute runs an entire Masters Program (MSc Economics) in Population Studies and Health Economics, and also hosts a Population Research Centre, sponsored by the MoHFW. The curriculum of the program places a significant focus on the gender and health issues. The courses containing Gender equity aspects in the curriculum are as under:-

- (a) PSHE-A-03: Mortality and Morbidity
- (b) PSHE-B-06: Social Exclusion and Inclusive Policy
- (c) PSHE-B-10: Population and Health Policies and Programmes
- (d) PSHE-B-08: Behavioural Economics

Various Activities

Facilities Provided for Gender Equity. Gender-specific facilities at the workplace are an essential component of promoting inclusivity and equal opportunity. These facilities recognize the unique needs of employees based on their gender identity, ensuring a safe and comfortable environment for all. They include:-

- (a) Gender-neutral Study rooms, dining areas and recreational facilities.
- (b) Separate washrooms for Women.
- (c) Common restroom for female staff and students.
- (d) Hygiene facilities.
- (e) Separate Hostel facilities.
- (f) Women emotional wellness councillor.

Gender Equity Promotional Plan. The Institute has continuing plan for promotion of Gender Equity as under:-

- (a) **Awareness and Training.** The Institute follows the UGC and other statutory guidelines and also conducts awareness lectures such as POSH awareness self defence.
- (b) **Inclusive Curriculum.** The curriculum includes and highlights distinctive gender issues in the Population and health context.
- (c) **Statutory Committees.** The institute has instituted following gender specific committes:-
 - (i) POSH
 - (ii) Students Grievance Redressal Cell
 - (iii) Internal Complaints Committee
 - (iv) Anti Ragging Committee

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

7.1.2

The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

Response: A. Any 4 or more of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority.	View Document
Institutional data in the prescribed format (data template)	View Document
Geo-tagged photographs of the facilities.	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

Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- e-Waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

Response:

Solid and Liquid Waste Management : Institute has an agreement with one NGO namely SWACHCH for door to door collection of Solid and Liquid waste from Institute and Residential Campuses. Plastic and other saleable items are taken away by the NGO, while the rest is treated on the campus. We have pits for composting wet garbage. Campus has its own Vermicomposting pits at various locations. Most of the waste from the garden is converted into compost and used as a fertilizer

Food Waste Management. For Hostel Mess the Pune Municipal Corporation arranges for transportation of liquid waste and solid waste.

Pad Care. Sanitary napkins & Diaper Recycling: In an initiative to promote menstrual health of women and girl students in the campus Sanitary Napkin Disposal Machine was installed in all washrooms of the campus and girls hostel of the institute.

E-Waste management. The College has taken steps for proper disposal of all kinds of electronic waste, such as batteries, cells, obsolete electronic devices, computers, monitors and printers, UPS etc. E - Waste collected in a central place and intimated to the Inspector of the certified agency, to collect it for proper disposal. It is disposed of by the approved vendors after its collection. Students are given tips during the lectures and are sensitized regarding hazards of e-waste and its safe disposal.

The green waste generated from trees are recycled in the residential campus for producing green manures with the help of an outside agency. Students took an online pledge for cleanliness. 63 students took the pledge on the Government portal and mailed the certificates.

Biomedical Waste Management. Bio-medical waste means any waste, which is generated during the diagnosis, treatment or immunization of human beings or animals or in research activities pertaining thereto or in the production or testing of biologicals, and including categories mentioned in Schedule I, of the BMW rules, 2016. Pertaining to the BMW management rules, the Health Centre maintains color-coded dustbins for the disposal of biomedical waste generated in the premises. For this purpose, the following dustbins are being maintained in the Health Centre:

1. Yellow dustbin with yellow plastic disposable bag: Infectious waste like dressings, cotton swabs, masks, etc.
2. Red dustbin with red plastic disposable bag: Wastes from disposable items like syringes and gloves, etc.
3. Blue dustbin: For broken and discarded glass items like ampoules.
4. White container: For metal sharps like needles (tip destroyed) and blades.
5. Common dustbin: For general waste items produced in the health center like syringe wrappers, packaging material and paper.

The staff is regularly trained and made aware about the biomedical waste management rules and disposal of waste accordingly. The housekeeping staff is also educated about careful handling of the waste bags during transportation. All the biomedical waste from the premises is regularly handed over carefully to the collection agents designated by PMC (Pune Municipal Corporation) specifically for collection of biomedical waste.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geo-tagged photographs of the facilities	View Document
Any other relevant information	View Document

7.1.4

Water conservation facilities available in the Institution:

- 1. Rain water harvesting**
- 2. Borewell /Open well recharge**
- 3. Construction of tanks and bunds**
- 4. Waste water recycling**
- 5. Maintenance of water bodies and distribution system in the campus**

Response: B. Any 3 of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Green audit reports on water conservation by recognised bodies	View Document
Geo-tagged photographs of the facilities.	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

7.1.5**Green campus initiatives include**

Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words

Response:

Restricted entry of automobiles: University does not allow to enter in the campus premises all the vehicles. Only the fraternity of university can enter with their vehicles. In the university campus restricted automobiles can enter and most of them park in the parking area.

Pedestrian Friendly Pathways: Pedestrian- friendly pathways and ramps are created for visually impaired persons.

Ban on use of Plastic :

The Centre for Sustainable Development (CSD) at GIPE promotes waste reduction with a Cutlery Library. Borrow plates and glasses for events through a simple process. Help reduce waste and join GIPE's mission to build a low-waste, sustainable city. Refuse disposable cutlery and embrace reuse for a greener future. The use of plastics is discouraged in the campus.\

Landscaping with trees and plants:

The Institute has well laid gardens and lawns in the office campus and also in the residential campus. Tree census was conducted in the year October 2021 where it was found there are 626 trees present in the campus. The main aim of tree census activity is for effective management of conservation and taking up measures to enrich the vegetation in the project area effectively. The greenery of the campus is not only a visual treat but also attracts several birds, butterflies and dragonflies. Landscaping of the college is worth seeing and reflects aesthetic sense. The institute has a canopy of trees and plants to make the environment pollution free to safeguard the health of all the inmates. The lawns and the trees provide shade and beautiful ambience. Utmost care is taken to develop and maintain green landscaping by trained gardeners and supervisor. The construction, maintenance and beautification committee constituted in the college looks after the development and maintenance of the greenery in the campus. There are a lot of indoor and outdoor plants.

Use of Bicycles /Battery Powered vehicles: Students and staff coming from nearby use bicycles. Staff use Electric vehicles to reduce pollution and the Centre for Sustainable development has installed EV Charging points.

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Institutional data in the prescribed format (data template)	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
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.6

Quality audits on environment and energy are regularly undertaken by the institution

The institutional environment and energy initiatives are confirmed through the following

- 1.Green audit / Environmental audit**
- 2.Energy audit**
- 3.Clean and green campus recognitions/awards**
- 4.Beyond the campus environmental promotion and sustainability 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
Institutional data in the prescribed format (data template)	View Document
Green audit report of all the years 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

7.1.7

The Institution has Differently-abled (Divyangjan) friendly, barrier free environment

Write description covering the various components of barrier free environment in your institution in maximum of 500 words

- **Built environment with Ramps/lifts for easy access to classrooms**
- **Divyangjan friendly washrooms**
- **Signage including tactile path, lights, display boards and signposts**
- **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response:

The institute has conducted a study of its facilities through an agency in 2021. As per the recommendations of the agency, the institute has implemented several measures to ensure barrier free access. These include ramps in the library building and the UGC building, provision of lift facilities in the Library building, toilets for differently abled people, availability of wheelchair, etc. All the newly constructed buildings are built within compliance to the specifications made for differently abled people to ensure barrier free access.

File Description	Document
Upload supporting document	View Document

7.1.8

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and such other diversities (within 500 words).

Response:

GIPE is a national institute and tied up with the international community. The demographics of the Institute comprises staff and students from diverse socioeconomic and cultural backgrounds. However, the environment created in the institute is conducive and inclusive with complete harmony among all. This gets reflected in the various cultural, academic and extracurricular activities conducted. Students also come together and conduct programs solely with a view to share their knowledge, culture and opinion, in a healthy environment. This brings about strength in their character and inculcates a sense of pride and confidence in them. Festivals and important days are celebrated where teachers and students come together and salute the rich culture of the country as well as major personalities who have contributed to nation building. The Institute has always been at the forefront of sensitizing students to the cultural, regional, linguistic, communal, and socio-economic diversities of the state and the nation. The institute is proactively taking efforts in providing an inclusive environment. The Gender Equality Policy focuses on equal access, opportunities, and rights for women and men. Policy for the Differently abled ensures that every single member of the department is aware of the care to be shown to the differently abled people. The extension activities are targeted towards enabling a holistic environment for student development.

Onam, the harvest festival of Kerala, holds a special place in the hearts of Malayalis worldwide. It's more than just a festival; it's an emotion that binds the Malayali community together. This year, the Malayalis at Gokhale Institute of Politics and Economics- UG poured our hearts and souls into bringing the essence of Kerala to Pune. As the day unfolded, the preparations began for the Sadhya, the traditional Onam feast comprising a huge spread of 19 dishes. After Sadhya, the traditional Onam games followed. Balloons filled the air as participants engaged in friendly competition, in the spirit of Onam.

File Description	Document
Any other relevant information	View Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

7.1.9

Sensitization of students and employees of the Institution to the constitutional obligations: values,

rights, duties and responsibilities of citizens

Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.

Response:

GIPE was established during British rule and is a part of the history of India's freedom movement which has always brought about a sense of pride among all stakeholders of the Institute. In the induction program of students, their duties to serve as responsible students is imbibed. Further, several activities are conducted in the Institute which sensitize the students to reinforce the unity of the nation, preserve the composite culture and strive for excellence with integrity. Students are also sensitized on the importance of the Constitution Day and the pride that the constitution has brought to the country.

File Description	Document
Any other relevant information	View Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	View Document

7.1.10

The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

- 1. The institutional Code of Conduct principles are displayed on the website**
- 2. There is a committee to monitor adherence to the institutional Code of Conduct principles**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Response: C. Any 2 of the above

File Description	Document
Report on the student attributes facilitated by the Institution	View Document
Policy document on code of ethics.	View Document
Institutional data in the prescribed format (data template)	View Document
Handbooks, manuals and brochures on human values and professional ethics	View Document
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	View Document
Constitution and proceedings of the monitoring committee.	View Document
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practice I: *Empirical Research as a Cornerstone of Teaching:*

Gokhale Institute of Politics and Economics (GIPE) stands as a distinguished institution in the field of economic studies, primarily due to its commitment to empirical research as a cornerstone of its teaching philosophy. At GIPE, the integration of empirical research into the academic framework ensures that the insights and information obtained from research activities are seamlessly incorporated into the teaching process in the classroom. This dynamic interaction between research and classroom teaching fosters a robust learning environment where theoretical knowledge is continually tested and refined against real-world data and experiences, thereby broadening the learning horizons for the students. A unique aspect of GIPE's approach is the active involvement of students in research projects. By participating in empirical research, students gain hands-on experience and develop critical skills that are essential for their academic and professional growth. Engaging in empirical research allows students to apply theoretical

concepts to practical scenarios, thereby bridging the gap between classroom learning and real-world application.

This experiential learning process equips students with a comprehensive understanding of the complexities of economic phenomena. Collaboration between faculty and students in research projects fosters a mentor-mentee relationship that enhances the educational experience. Students benefit from the guidance and expertise of their professors, while faculty members gain fresh perspectives and insights from their students. This symbiotic relationship contributes to a vibrant academic community characterized by mutual learning and intellectual growth.

Best Practice II: *Extension Of Research Work at the Grassroots Level through the Dr. D. R. Gadgil Center for Sustainable Village Development:*

The Dr. Dhananjayrao Gadgil Centre for Sustainable Village Development is a Centre of outreach activities and extension of research work to the grassroots level. The centre acknowledges that development empowers people and promotes important changes in their lives. However, development cannot take place by itself for it requires educated, skilled and competent people. The centre is geared at Reinventing Higher Education for sustainable Development. The vision of the centre is to excel in village sustainability. It achieves this mission through Knowledge, College, and Village collaboration for the sustainability of both Colleges and Villages. The Center will be the apex guiding center to higher education institutions working in the formal education sector. Universities and colleges are collaborative executive partners of the center. Maharashtra Knowledge Corporation Ltd. (MKCL) is a digital technology partner. Selected Villages in the Maharashtra state are active participatory beneficiaries for their sustainable development.

Knowledge-College-Village Collaboration Project: Dr. D. R. Gadgil Center for Sustainable Village Development is basically planning its projects and programs on the principle of linking globally available knowledge through colleges for sustainable development of villages. Ultimate outcome of the KCV collaboration project will be creation of “KNOWLEDGE VILLAGE”

Cluster Development Approach: It involves Identifying 3 to 5 village clusters for sustainable development of villages. Making resource development plan based on digital micro village survey. Preparing resource sustainability and efficient use of existing resources. (Human and Natural). Linking Govt. developmental schemes with sustainable development of Cluster.

Dr. D. R. Gadgil Center for Sustainable Village Development is planning to adopt around 25 Villages with the help of different colleges affiliated to various Universities in the state of Maharashtra within next five year. Three tier approach is being adopted: 1. University Level- involvement BCUD and of Board of Student Welfare along with NSS. 2. College level- participation of different departments in the college for their Research and extension activities. 3. Selection of Village with consultation of college for sustainable Development of the village.

Through this Centre, the Institute sets an ideal example of bringing scholarship to the grassroots level for the benefit of common people thus achieving its role as an Institute responsive to local needs while continuing to focus on national and international planning and policy forums.

File Description	Document
Any other relevant information	View Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Colossal presence in terms of Research and Teaching in Economics

The Gokhale Institute of Politics and Economics, Pune, was established in 1930 by the Servants of India Society. It is the oldest research and training institute in Economics in the country. It is dedicated to research in the socio-economic dimensions of Indian society and carries forward the legacy of Gopal Krishna Gokhale.

The colossal presence of the Gokhale Institute of Politics and Economics (GIPE) for teaching and research in the discipline of Economics is what differentiates the institute from other entities offering education in Economics in India.

The institute's dedication to making quality training in Economics has had a number of spillover benefits for the society at large. **This is evident from the fact that the Institute has contributed to research which has been instrumental in:**

- Development of Asia's first cooperative sugar factory in India (at Pravaranagar, Loni) and subsequent support to the cooperative sector
- Development of methodology for rural data collection, used by the National Statistical Office (NSO)
- Development of methodology for national income estimation in rural India, in use by the National Statistical Office (NSO)
- Development of methodology for social cost-benefit analysis of large-scale irrigation projects
- Design of the institutional framework for the National Bank for Agriculture and Rural Development (NABARD)
- Formulation of the Employment Guarantee Scheme in Maharashtra, which became a role model for the Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA)
- Formulation of the National Agricultural Insurance Scheme (NAIS)
- Design of weather-based insurance products
- Design of actuarial rating of National Agricultural Insurance Scheme (NAIS)
- Design of inflation-indexed bonds for the Reserve Bank of India (RBI)
- Formulae for pricing of electricity generated through biomass and bagasse
- Evaluation of the comprehensive District Agricultural Plans for various districts in Maharashtra

- Study of the Impact of MGNREGA on wage rates, cost of production, food security, and rural-urban migration.

Furthermore, the Institute has been actively involved in Policy Making at the state level:

- Currently, the institute is a lead knowledge partner for Government of Maharashtra, Maharashtra Institution for Transformation (MITRA).
- In policy making, the institute has prepared the District Strategic Plan (DSP) for 8 districts of Maharashtra.
- The institute has undertaken a study on the Finances of Government of Maharashtra for the 15th Finance Commission, Government of India.
- The recommendations submitted by the institute are incorporated in the final report of the 15th Finance Commission.
- Currently, the institute is doing a study on state finances of Maharashtra for the 16th Finance Commission, Government of Maharashtra.

The institute offers courses in Economics and allied social sciences right from the Under Graduate (UG) degree up to the Doctorate (Ph.D) level. It also offers a number of Executive Courses and Certificate Courses. **The sizable presence of the institute in terms of imparting training in economics in India is evident from the list of programs offered as presented below:**

1. BSc (Economics)

1. Post Graduate

1. M.Sc. (Economics)
2. M.Sc. (Financial Economics)
3. M.Sc. (Agri-Business Economics)
4. MSc Economics (International Business Economics & Finance)
5. MSc Economics (Population Studies and Health Economics)
6. MA (Economics)

1. Ph.D.

1. Ph. D. degree in Economics
2. Ph. D. degree in Population Studies
3. Ph. D. degree in Agricultural Economics
4. Ph. D. degree in Law & Economics
5. Ph. D. degree in Public Policy
6. Ph. D. degree in Sociology
7. Ph. D. degree in Sustainable Development

1. Executive Courses

1. Second Orbit

1. Certificate Courses

a) Post Graduate Certificate Programme on Econometric Application and Data Science (EADS)

1. Post-Graduate Program in Financial Economics (PGPFE)

The institute's contributions to the field of economics are paramount for GIPE has been instrumental in shaping economic policy in India through its research and advisory roles. Its faculty and alumni have played pivotal roles in formulating significant policy documents and economic strategies at both national and state levels.

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

5. CONCLUSION

Additional Information :

None

Concluding Remarks :

Gokhale Institute of Politics and Economics, though originally established as a research institute has, over a period of time, successfully transformed itself as a premier institution for imparting quality training in Economics also. It is evident from the fact that the institute continues to attract best students from all over India who aspire to build a career in economics and allied subject fields. Within a decades time, the institute has grown manifold increasing its student strength from less than 100 to about 1000. This was made possible because of committed and dedicated faculty strength, a flexible leadership and conducive teaching learning environment supported by out quality infrastructure. Institute has adopted the New Education Policy recommed framewrok in its teaching programmes. The Four Year Under Graduate programme and various Post Graduate and Ph.D. Programme attarcts studetns from various strate of the soceity from across India. Given the rich legacy of the Institute in pioneering research, the Institute places itself to be a Research Intensive University as envisaged in the National Education Policy(NEP 2020).

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.3.3	<p>Percentage of programmes that have components of field projects / research projects / internships during the last five years.</p> <p>1.3.3.1. Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years Answer before DVV Verification : 2 Answer after DVV Verification: 8</p> <p>1.3.3.2. Total Number of programmes offered (without repeat count) during the last five years Answer before DVV Verification : 7 Answer after DVV Verification: 8</p> <p>Remark : DVV has made the changes as per IIQA.</p>																																								
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of sanctioned seats year wise during last five years 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>550</td> <td>510</td> <td>320</td> <td>220</td> <td>160</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>550</td> <td>510</td> <td>320</td> <td>220</td> <td>160</td> </tr> </tbody> </table> <p>2.1.1.2. Number of seats filled year wise during last five years (Only first year admissions to be considered) 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>450</td> <td>390</td> <td>342</td> <td>235</td> <td>168</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>450</td> <td>390</td> <td>320</td> <td>220</td> <td>160</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared seats filled years wise.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	550	510	320	220	160	2022-23	2021-22	2020-21	2019-20	2018-19	550	510	320	220	160	2022-23	2021-22	2020-21	2019-20	2018-19	450	390	342	235	168	2022-23	2021-22	2020-21	2019-20	2018-19	450	390	320	220	160
2022-23	2021-22	2020-21	2019-20	2018-19																																					
550	510	320	220	160																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
550	510	320	220	160																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
450	390	342	235	168																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
450	390	320	220	160																																					
4.1.2	<p>Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years</p>																																								

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
369.98	162.08	213.92	221.23	31.16

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
360.98	162.08	213.92	221.23	31.16

Remark : HEI has not relevant supporting documents.

4.4.1 Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years**4.4.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year - wise during the last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
118.45	77.93	76.08	130.67	7.82

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
118.45	77.93	76.08	130.67	5.82

Remark : HEI has not relevant supporting documents.

6.4.2 Funds / Grants received from government bodies/non government and philanthropists during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V)**6.4.2.1. Total Grants received from government and non-government bodies and philanthropists for development and maintenance of infrastructure (not covered under Criteria III and V) year-wise during the last five years (INR in Lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
75	5	50	0	1.7743

Answer After DVV Verification :

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

0.07	5	0.05	0	1.7743
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Remark : DVV has given the value as per converted into lakhs.

2.Extended Profile Deviations

ID	Extended Questions
1.2	<p>Total number of full time teachers worked/working in the institution (without repeat count) during last five years:</p> <p>Answer before DVV Verification : 26</p> <p>Answer after DVV Verification : 35</p>