



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

**KVN NAIK S P SANSTHA'S LOKNETE GOPINATHJI
MUNDE INSTITUTE OF ENGINEERING EDUCATION
AND RESEARCH, NASHIK**

**KRANTIVEER VASANTRAO NAIK MARG,CANADA CORNER,NASHIK- 422002,
NASHIK, NASHIK, MAHARASHTRA, 422002
422002**

<https://www.logmieer.com/index.html>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Loknete Gopinathji Munde Institute of Engineering Education & Research (LoGMIEER), Nashik was established in the year 2011 by Krantiveer Vasantao Narayanrao Naik Shikshan Prasarak Sanstha (KVNNSPS), Nashik constituted by the renowned philanthropists in the area to provide quality technical education to the rural and urban students with socio-economical class.

The institute is centrally located just a km from Central Bus Station (CBS), opposite the Dongare Vastigruha ground which is in the heart of the city and is the landmark of Nashik city since 1920.

Considering the needs of all socioeconomic classes of the region and the sustainable development of various communities the Sanstha take the initiative for overall educational upliftment of the society.

The institute is approved by the All India Council for Technical Education (AICTE), New Delhi, and is affiliated with Savitribai Phule Pune University (SPPU), Pune. The Institute started with five undergraduate programs viz. Civil Engineering, Computer Engineering, Electrical Engineering, Electronics & Telecommunication Engineering, and Mechanical Engineering with each intake of 60 students.

The institute has developed in itself focusing on social needs in a very short period. It has well-equipped laboratories as per the current syllabus of the University of Pune. It is furnished with modern furniture and teaching learning mechanisms. The spacious & well-ventilated classrooms, laboratory halls, wide corridors, mega-size modern passenger lifts, and seminar halls for each department are some of the main features of the infrastructure of the institute.

A Training and Placement Cell contributes to making the students all set for industry employability.

With strong industry interactions, the institute provides internship & job opportunities to the students.

An active National Service Scheme (NSS) organizes programs sensitizing its students to societal needs.

Vision

Provide Academic and Technical Excellence to all Classes of the Society for Socio-Economic Development of the Region.

Mission

Provide infrastructure with all modern facilities with a stress-free and productive academic environment for teaching and learning, strategic extension, field action, and advocacy through training and capacity building for students & faculty.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Institute has total area of 4.99 Acres against the required area of 2.5 acres with a well developed play ground.
2. LoGMIEER is situated in the heart of Nashik city, and is very well connected with all areas of Nashik by city bus.
3. Institute has well qualified and highly dedicated Teaching and Non- Teaching Staff.
4. Institute has a well-equipped infrastructure with a spacious built-up area.
5. Most of the classrooms are equipped with LCD projectors
6. The outcome-based teaching method focused on employment and entrepreneurship.
7. Institute has a separate training and placement cell and has an excellent rapport with the corporate world for technical and managerial support. Functional MOUs are being signed under which various trainings, placements, internships, workshops are conducted in continuity.
8. Management with a vision for imparting quality education and student welfare for the under privileged and socio economic class of society.
9. Institute has formed an UHV cell for Faculty and Student.
10. Certification courses and value added courses are conducted for skill based learning.
11. Our Campus is Plastic free and we promote green campus.
12. Institute has own playground and well equipped gym.
13. Student centric functioning with mentoring, counseling and Effective academic monitoring
14. We encourage students for multidisciplinary and field projects
15. We are running CAP(Centralized Assessment of papers for SPPU Pune,
16. Facilitation center for First year and Direct second year admission process (appointed by DTE)
17. We have computer center with sufficient facilities to conduct exams of variour centralized and state level competitive online examinations.
18. ISTE Students chapter as well as for faculty members.

Institutional Weakness

1. Students, being from rural areas, are striving to meet national and global standards in technical education and facing language barriers(English Language).
2. Institute has to upgrade its teaching community for more funded projects, quality research and development, patents and consultancy.
3. Moderate placement packages and low placement in core companies.
4. Inadequate number of skilled supporting staff
5. Poor enrolment for engineering UG programs IN LAST THREE YEARS.
6. Need to improve library utilization and to upgrade library resources.
7. Deepening of industry-academia partnerships in applied research needs to be encouraged.
8. Less activities of student/faculty professional bodies as well as student chapters.
9. Need to establish and develop Incubation center

Institutional Opportunity

1. Institute is regularly organizing various development programs for the benefit of teachers and students

through seminars, workshops, conferences, symposiums and student meets.

2. Upbringing of faculty and student in new age technology using national and international online FDPs and certification courses . Faculty and students are encouraged for MOOC, Swayam course
3. Ever increasing demand for technical education at UG level of Engineering & Technology.
4. Many opportunities for tie-ups with both established and start-up companies in India and abroad for enhancing learning outcomes.
5. Scope for interdisciplinary and sponsored projects.(smart cities).
6. To generate revenue through consultancy
7. Improve quality of research by applying research proposal to reputed institute.
8. In NEP more diversified subjects and skill based courses may be included in the curriculum.

Institutional Challenge

1. Institute has competition from other technical Institutions and Private Universities.
2. To get meritorious student from the region.
3. To map curriculum with fast changing technology and skillset as per NEP (less flexibility as university syllabus is fixed for five years)
4. To produce more qualified and industry-ready technocrats. And being prepared for NEP
5. To shift student mindset from exam oriented approach to learning/skill enhancement approach
6. To become a fully residential campus.
7. To implement a rule of conversation in English on campus successfully.

To obtain NBA accreditation for getting more funds for research activities/projects for achieving patents.To upgrade the institution to meet requirements for Autonomous status.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Vision and Mission statements of the Institute are clearly indicating the objectives of National Education Policy demanding Centres of higher education to perform multiple roles through technical knowledge.

Institute follows the curriculum and academic calendar designed by SavitribaiPhule Pune University for teaching learning scheme.

Faculty members contribute at many levels as Subject Chairman, Members in syllabus setting and paper setting committees at University level

Extracurricular activities are planned and implemented in accordance with the Institute Vision, Mission, POs/PSOs of various programs.

Faculty members design the course delivery plan in detail by identifying effective teaching and learning mechanism ,and prepare supplementary content to cover the gaps based on preset COs and POs.

Add-on/certificate courses/value added programs are conducted to bridge gaps and develop the employability skills of students to make them competitive and industry ready.

Academic Coordinator monitors effective implementation of Academic Calendar.

Continuous Internal Assessments are conducted through mock theory tests, orals/viva during the practical assessment and record is maintain in individual CIS sheet.

The Institute ensures achievement of the stated objectives of curriculum through critical analysis of examination results, achievements in placements, cultural and extension activities.

Numerous courses in the programme cover cross-cutting issues like Professional ethics, Gender equality, Human Values, Environment and Sustainability. Certain students are engaged in field work, mini projects, while all First and Second Year students in Project-based learning, all third year students in internships, and all final year students' on projects.

Value-added courses, competitive examination coaching, and soft-skill development programmers are often held to ensure the students' general growth and improve employability skills.

The institution receives feedback from various stakeholders regarding the curriculum, facilities, teaching-learning procedures, and activities.

An action plan is prepared based on the suggestions, and an action-taken report is communicated to the IQAC.

The institution has implemented a 360-degree feedback system to enhance teaching-learning and support facilities.

Teaching-learning and Evaluation

The Loknete Gopinathji Munde Institute of Engineering Education and Research (LOGMIEER) is committed to delivering quality education through effective teaching-learning processes, with a focus on students' holistic development.

1. **Admissions Process and Student Support:** The institute follows centralized admission processes as per guidelines from the Directorate of Technical Education (DTE), ensuring inclusivity and serving students from diverse backgrounds. Efforts are made to support students with varying abilities, providing a conducive learning environment for all.
2. **Qualified Faculty and Teaching Methods:** LOGMIEER boasts well-qualified and experienced faculty members, adhering to AICTE guidelines. These faculty members utilize both conventional teaching methods and ICT tools to facilitate student-centered learning. They continuously update their teaching techniques through workshops, training programs, and certification courses.
3. **Experiential Learning and Industry Exposure:** The institute emphasizes experiential learning through regular industrial and field visits, internships, and sponsored projects. These initiatives provide students with practical exposure and opportunities to apply theoretical knowledge in real-world scenarios, fostering problem-solving abilities and professional values.
4. **Pedagogical Support for Diverse Learners:** LOGMIEER employs a structured pedagogical approach to cater to students with varying learning backgrounds and abilities. Advanced learners are encouraged to pursue

higher studies and research, while slow learners receive additional support such as remedial sessions, counseling, and group studies.

5. **Dynamic Evaluation Processes:** Evaluation processes are regularly updated to ensure relevance and effectiveness. Well-defined rubrics are used for internal assessment, ensuring transparency and efficiency. Grievances related to exams are addressed in accordance with university and institute policies.

6. **Continuous Improvement and Feedback Mechanisms:** The institute conducts course end surveys, exit surveys, alumni surveys, and employer surveys to gather feedback on teaching quality and program outcomes. Gap analysis is performed, and corrective measures are implemented to address any identified areas for improvement.

7. **Assessment of COs and POs:** Each course is meticulously planned and delivered to achieve stated objectives and outcomes. CO-PO attainment is calculated using various assessment tools, with the attainment level of all COs which is based on student performance in both internal and external examinations.

8. **Focus on Co-curricular Activities and PSOs:** All departments have defined Program Specific Outcomes (PSOs) and offer a range of co-curricular activities to complement academic learning. These activities contribute to the overall development of students and reinforce the attainment of COs and POs.

9. The dedication to continuous improvement and the implementation of effective teaching-learning and evaluation practices at LOGMIEER have led to significant achievements, including excellent university results and the successful attainment of COs and POs

Research, Innovations and Extension

The institute has culture and ecosystem to foster research, innovation and extension activities. The institute provides laboratory and library resources to carry out research and innovation activities effectively. Institute has established Entrepreneurship Development and Start-up Cell in collaboration with Centre for innovation, incubation and linkages (CIIL) SPPU, Pune for creating awareness about entrepreneurship/start up. It supports feasible ideas of students through collaboration with CIIL, SPPU, Pune. Under this Cell IPR related workshops and seminars had been arranged for students and faculties. Entrepreneurship Development cell organizes activities to promote spirit of entrepreneurship among students. It encourages faculty to apply for research projects, incubation, Patents, Copyrights and Design Innovation Centres.

Institute grants the study leave to the faculty for research work and higher studies. Faculty members have published research papers in the UGC Care indexed journals/conferences. To promote innovative project, project competition is organised in "LOGMIEER Techfest". Several innovative projects on the emerging areas (robotics, automation, Artificial Intelligence, electric vehicles, data science, data mining etc) are successfully completed by the students.

The gap between industry and academia is bridged through 46 MoUs/Industry Collaborations for sponsored projects, internship, field visits, on-job training etc.

Students are encouraged to undertake industry sponsored projects to address industrial technical problems. Institute supports faculties to attend Conferences/STTP/Seminar/Workshop in India or abroad, for which policies have been made to give study/paid leaves and reimbursement of expenses.

The institute has carried out numerous extension activities in the neighbourhood community for awareness of social issue and overall holistic development of students. It has established various clubs such as nature and social, cultural, techno, sports and NSS for execution of extension activities. Every year NSS and Women's Grievance Cell had organized social activities.

Infrastructure and Learning Resources

Loknete Gopinathji Munde Institute of Engineering Education & Research, Nashik started its operation in 2011 at Canada Corner in Nashik Municipal corporation area. The institute has a total campus area of 4.99 Acres. The institute has 5 floor building housing instructional, administrative and amenities area and are as per regulatory norms. It provides an adequate infrastructure facility which not only meets the norms of AICTE but also satisfy the functional requirements of all the stakeholders. Institute has spacious and naturally ventilated classrooms and laboratories having an impressive aesthetic appearance.

The institute has provided facilities for gymnasium, outdoor and indoor games within the campus. The institute has facility of Yoga Centre and the institute also conducts lectures on yoga and stress management. The cultural as well as technical events are celebrated every year. The institute focuses on overall development of the students by facilitating them to participate in co-curricular and extra-curricular activities.

Maintenance of infrastructure and laboratory equipments are carried out periodically to remain in good working condition.

The library has good collection of text books, reference books, reputed journals, e-journals and e-books. The NPTEL video lecture facility is available for students and staff in the institute. Students benefited from Book Bank Scheme promoted by library.

Computer laboratories are provided with sufficient number of computers and internet facility. There are LCD projectors, Wi-Fi facility in classrooms and seminar halls. The institute has facility of 300 mbps speed internet leased line for efficient web browsing and downloading. The facilities like printing, scanning, lecture recording, stand-alone generator and centralized server are available in the institute.

The institute has ample infrastructure facility which is ensured to be utilized in the best possible way to uphold the teaching-learning process in addition to conducive environment for co-curricular activities and extra-curricular activities.

Student Support and Progression

LoGMIEER provides necessary support, facility and environment to enable the students to achieve designed outcomes like, Placement/Entrepreneur/Higher studies. Professional development of student is one of the pillar of LoGMIEER. Government and non government scholarships are availed by students with Institute's active support. In last five years, 90.83% students from different categories and sections have availed the benefits of scholarships under various schemes of the Government and institute scholarship. Institute has core/soft/communication/life/computing skills enhancement and capacity building initiatives. The Institute has dedicated placement, higher study and Innovation cells. Students gain guidance and opportunities for

placements, entrepreneurship and higher studies. Guidance for competitive exam and career counselling is also offered by institution. Institute has separate training and placement cell which guide students for placements. It also arrange different expert session for carrier counselling and preparation competitive examination. Well-structured programme for pre-placement training is effectively implemented in LoGMIEER. Year-wise activities are planned from first year to final year to make students competent for better career opportunities. These activities like Mock interviews and Group discussion. Infrastructure has been provided for sports and cultural activities. Students actively participate in various competitions at different levels and win prizes. The Institute has a well-defined mechanism for redressal of grievances of students through various committees formed as directed by regulating authorities. Alumni association of the institute is registered with charity commissioner Nashik and it organizes alumni meet every year. Alumni contribute in delivering expert talk, formulation and evaluation of projects and seminars and help in organizing industrial visits, value-added courses, and placement.

Governance, Leadership and Management

LoGMIEER has well-defined vision and mission and is visible in various institutional practices that address the needs of all its stakeholders. The Management of the institute believes in participatory decision-making process and encourages all the staff and students to participate in the decision-making process of the institute. The teaching staff is involved in the decision-making bodies such as Governing Body, IQAC, Academic Committee, Anti Ragging Committee, Disciplinary Committee, Grievance Redressal committee etc. The committees meet at regular intervals to take decisions accordingly. Heads of the departments are given free hand to administrate their academic activities in coordination with the Principal and Dean Academics. Institute adopted e-governance system with Administration, Finance and Accounts, Student Admission and Support and Examination modules for transparency. Institute has made all the efforts to empower its faculty members by organizing/attending number of Seminars/FDPs inside and outside the campus. In-house programmes will be organized by inviting eminent persons from reputed institutes and industry. LoGMIEER promotes its staff members for higher education and R & D activities. College has well-formulated welfare policies in place to ensure the well-being of the employees, which in turn will enrich the quality of life of employees in terms of personal and professional growth. Institute has a mechanism for both internal as well as external audit by certified statutory auditors to audit at regular intervals as part of financial management and compliance. To ensure the quality education, the college has constituted an Internal Quality Assurance Cell (IQAC) with HoDs and faculty members of the institution as members. IQAC of the college reviews periodically the teaching and learning process and ensures that all the theory classes, laboratory work, internships, field projects and other teaching and learning processes are meticulously followed as per academic calendar in coordination with HoDs. Institute organizes orientation and induction programmes for the staff and students annually as per recommendations from IQAC.

Institutional Values and Best Practices

The Institute has always taken initiatives to serve society and promote development. Various activities are organized to promote gender equality, awareness about environmental concerns. Institute adopts environmental friendly practices and implements appropriate measures. Institute promotes inclusion of Divyangjan (people with disabilities), human values and morals at the workplace. Professional Competence of students is yet another pillar of the Institute. Institute is following Best Practices like “**Industry Academic Exposure & Collaboration**” and “**Social & Medicaid responsibilities for Future betterment**”. The objective is to make industry-ready, socially committed students with research and innovation aptitude. Institute provides necessary

support, facility and environment to enable the students to achieve designed outcomes like, Placement/Entrepreneurship/Higher studies and others like research and innovation. Well-structured program for pre-placement training is effectively implemented in Institute. The Institute has dedicated placement cell. Training in aptitude, GD, communication skills, etc. has supported to students to get placement opportunities including International studies. Students gain guidance and opportunities for competitive examinations, entrepreneurship and higher studies. Many students have got admitted to higher studies as well as students have become entrepreneurs. To inculcate the creativity and innovative spirit in the students, Institute encourages students to undertake Project Based Learning, which helps them in developing their industry-specific skills and real-world experience. The thrust area of Institute, besides strong academics, to serve to the underprivileged.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	KVN NAIK S P SANSTHA'S LOKNETE GOPINATHJI MUNDE INSTITUTE OF ENGINEERING EDUCATION AND RESEARCH, NASHIK
Address	KRANTIVEER VASANTRAO NAIK MARG,CANADA CORNER,NASHIK- 422002, NASHIK, NASHIK, Maharashtra, 422002
City	Nashik
State	Maharashtra
Pin	422002
Website	https://www.logmieer.com/index.html

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Kailas V. Chandratre	0253-2991951	9028926811	0253-2991951	kvnnai@gmail.com
IQAC / CIQA coordinator	Nikhil V. Kapade	0253-6641302	8888320362	0253-6641300	n4kapade@yahoo.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document

Details of UGC recognition

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

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	24-05-2023	12	Academic Approval
AICTE	View Document	24-05-2023	12	Academic Approval
AICTE	View Document	24-05-2023	12	Academic Approval
AICTE	View Document	24-05-2023	12	Academic Approval
AICTE	View Document	24-05-2023	12	Academic Approval

Recognitions

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	KRANTIVEER VASANTRAO NAIK MARG,CANADA CORNER,NASHIK- 422002, NASHIK, NASHIK, Maharashtra, 422002	Urban	4.99	17163

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BE,Civil Engineering,	48	Higher Secondary Certificate	English	60	11
UG	BE,Computer Engineering,	48	Higher Secondary Certificate	English	60	54
UG	BE,Electrical Engineering,	48	Higher Secondary Certificate	English	60	37
UG	BE,Electronics And Telecommunication Engineering,	48	Higher Secondary Certificate	English	30	0
UG	BE,Mechanical Engineering,	48	Higher Secondary Certificate	English	60	12
UG	BE,Artificial Intelligence & Machine Learning Engineering,	48	Higher Secondary Certificate	English	60	25

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	6				12				41			
Recruited	1	0	0	1	1	0	0	1	21	9	0	30
Yet to Recruit	5				11				11			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				15
Recruited	12	3	0	15
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				10
Recruited	7	3	0	10
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	2	0	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	20	9	0	29
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	9	19	0	28
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	106	2	0	0	108
	Female	52	0	0	0	52
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	6	3	0	6
	Female	2	2	1	4
	Others	0	0	0	0
ST	Male	11	5	5	5
	Female	1	2	3	0
	Others	0	0	0	0
OBC	Male	15	26	30	53
	Female	8	9	16	26
	Others	0	0	0	0
General	Male	9	14	25	25
	Female	1	3	10	12
	Others	0	0	0	0
Others	Male	8	22	26	21
	Female	12	2	15	11
	Others	0	0	0	0
Total		73	88	131	163

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	At Loknete Gopinathji Munde Institute of Engineering Education and Research (LoGMIEER), multidisciplinary and interdisciplinary approaches are deeply integrated into both the curriculum and the
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research culture. 1. Curricular Integration: The curriculum, especially in the first year, provides a strong foundation in multiple disciplines such as Physics, Chemistry, and Mathematics, ensuring students gain a fundamental understanding of various engineering fields. Additionally, common courses across different engineering disciplines further promote interdisciplinary learning. 2. Uniform Courses: Certain courses, like Strength of Materials and Fluid Mechanics for Civil and Mechanical Engineering, and Data Structures and Digital Electronics for Computer Engineering and ENTC Engineering, are uniform across related disciplines. This encourages students to collaborate and apply concepts across different fields. 3. Honors Courses: Specialized honors courses, such as Internet of Things, Artificial Intelligence & Machine Learning, and Data Science, are offered to students across relevant disciplines, providing them with advanced knowledge and skills in emerging interdisciplinary areas. 4. Project-Based Learning (PBL): LoGMIEER pioneers Project/Problem-Based Learning (PBL), encouraging students to identify real-world problems that require interdisciplinary solutions. This approach promotes critical thinking, collaboration, and application of knowledge across disciplines. 5. Sponsored Projects and Research: Final-year students are encouraged to undertake sponsored projects that address real-life problems, often requiring a multidisciplinary approach. The institute provides funding for select projects, fostering interdisciplinary research and innovation among students. 6. Industrial Internships: Students undergo industrial internships in their third year, where they receive hands-on, multidisciplinary training. This experience exposes them to real-world challenges and encourages them to apply knowledge from various disciplines. 7. Extracurricular Activities and Social Initiatives: Through events like birth and death anniversary celebrations of freedom fighters, NSS activities, and social work initiatives, students are exposed to broader societal issues and values. These activities promote empathy, social responsibility, and a holistic understanding of human values across disciplines. 8. Future Plans under NEP: LoGMIEER aims to align with the objectives of the National Education Policy (NEP), which emphasizes multidisciplinary curricula to enable multiple entry and exit points for students.

	<p>This approach will further enhance the institution's efforts to promote interdisciplinary learning and research. LoGMIEER's is committed to multidisciplinary education and research, coupled with innovative pedagogical approaches and extracurricular activities, nurtures well-rounded graduates equipped to address complex challenges with interdisciplinary solutions. LoGMIEER is affiliated with Savitribai Phule Pune University (SPPU), is committed to enhancing the educational experience for its students through various initiatives and future plans: In coming days students will be provided with different baskets consisting large number of elective and audit courses.</p>
2. Academic bank of credits (ABC):	<p>The Academic Bank of Credits (ABC) is a concept proposed by the National Education Policy (NEP) in India. It is envisioned as a digital repository that stores academic credits earned by students for the courses they complete during their academic journey. Here's an overview of the Academic Bank of Credits:</p> <ol style="list-style-type: none"> 1. Digital Repository: The ABC serves as a digital repository where academic credits earned by students are stored in a centralized database. These credits are earned for successfully completing courses, projects, internships, or other learning experiences. 2. Transferable Credits: One of the key features of the ABC is the transferability of credits between institutions. Students can accumulate credits from multiple institutions and transfer them seamlessly when switching between programs or institutions. This promotes flexibility and mobility in the education system. 3. Multiple Entry and Exit Points: The ABC facilitates the implementation of multiple entry and exit points in the education system. Students can enter and exit programs at different stages of their academic journey, earning certificates, diplomas, or degrees based on the number of credits accumulated. Lifelong Learning: The ABC encourages lifelong learning by enabling individuals to earn and accumulate credits over their lifetime. Whether through formal education, online courses, workshops, or other learning experiences, individuals can continue to add to their credit bank and enhance their skills and knowledge. 5. Recognition of Prior Learning: The ABC recognizes prior learning and allows individuals to earn credits for knowledge and skills acquired through work

	<p>experience, military service, or other non-formal education avenues. This promotes inclusivity and acknowledges diverse learning pathways. 6. Transparency and Accountability: By digitizing the credit accumulation process, the ABC enhances transparency and accountability in the education system. Students can easily track their progress, and institutions can monitor credit transfer and accumulation in real-time. Overall, the Academic Bank of Credits is a transformative concept aimed at modernizing the education system in India. By promoting flexibility, mobility, and lifelong learning, the ABC has the potential to make education more accessible, inclusive, and relevant to the needs of learners in the 21st century.</p>
3. Skill development:	<p>At LoGMIEER the development of knowledge, skills, attitude, and behavior in students and faculty members is a top priority, aligning with the graduate attributes defined by the All India Council for Technical Education (AICTE). Here are some key initiatives and features that highlight the institution's focus on skills development: 1. Early Adoption of Initiatives: LOGMIEER has a history of implementing initiatives such as internships, industrial training, and Project-Based Learning (PBL) long before they were formally included in the curriculum by the University. This proactive approach ensures that students receive practical exposure and hands-on experience early on in their academic journey. 2. Faculty Development Programs: Faculty members are encouraged to enhance their skills through industrial training, Short-Term Training Programs (STTPs), Faculty Development Programs (FDPs), and certification courses like NPTEL. The institute reimburses registration fees for successful faculty members, fostering a culture of continuous learning and professional development among the teaching staff. 3. Student Certification Courses: Students are also encouraged to pursue online or offline certification courses to supplement their academic learning. The institute supports students by reimbursing registration fees for these courses, empowering them to enhance their knowledge and skills beyond the classroom. 4. Industrial Internships: LOGMIEER ensures that 100% of its students undergo industrial internships, providing them with valuable hands-on experience</p>

	<p>that enhances their technical skills, interpersonal skills, and professionalism. These internships play a crucial role in bridging the gap between theoretical knowledge and practical application. 5. Enterprise Resource Planning (ERP) System: The institute utilizes an efficient ERP system for academic and administrative processes such as teaching-learning, monitoring, evaluation, and feedback. This digital platform streamlines operations and promotes paperless, sustainable, and environment-friendly practices. 6. ICT Tools and Infrastructure: LOGMIEER provides faculty and students with access to various ICT tools such as smart boards, projectors, computational systems, and audio-visual aids in classrooms and laboratories. Additionally, students benefit from virtual labs ensuring inclusivity and accessibility for all learners. 7. Mechanical Workshop: The institute boasts a well-equipped mechanical workshop area with conventional and modern machinery, along with skilled trainers. Various sections within the workshop offer training in carpentry, tin smithy, machine shop, welding, fitting, CNC, etc. This infrastructure enables LOGMIEER to offer a variety of vocational courses and hands-on training experiences to students from the first year onwards.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Every day, academic sessions in LoGMIEER begin with National Anthem and ends with Pasaydan. NSS Cell celebrates Independence Day and Republic Day on large scales. LoGMIEER organizes and celebrates birth and death anniversaries of all the Freedom Fighters and Social Workers. During the Mentor-mentee meetings, faculties discuss many academic as well as non academic things with students. The annual social event titled Vasant Bahaar has a special section for Music. It showcases, Instrument Playing talents of students and staff, also showcases Rangoli and Painting talents of the students. . Though the medium of communication is English and students have to appear for SPPU examinations in English language itself, faculty use vernacular language (Marathi) or Hindi at times to make a singularly difficult concept simple to understand. Regional languages are deliberately used while mentoring the students' group in Mentor-mentee meetings or while addressing academic/personal queries raised by students. This ensures a cozy and at-home</p>

	<p>atmosphere and enables a more heart-to-heart talk. In the online regular/extra/add-on/weak-learners lectures, there are limitations on use of video due to band-width limitations at students' end. Thus, many communication modes otherwise available in offline mode, like facial expressions and gestures are disabled and that makes it difficult for the students to understand the tough concepts when discussed entirely in English. Hence, Instructors engaging the lectures in online mode disseminate the information in vernacular language (Marathi or Hindi). Few lectures were recorded for those students who were not able to attend online clad during COVID</p>
5. Focus on Outcome based education (OBE):	<p>LoGMIEER believes in student centric Four-Pillar philosophy, which includes Academic excellence, Professional Competency, Research and innovations and Social Commitment. LOGMIEER Four-Pillar philosophy is aligned with AICTE's Outcome Based Education (OBE) attributes, viz. Knowledge, Skill, Behavior and Attitude. Students are trained from the very First Year up to Final Year keeping in mind the probable walk of career they would choose, viz. Employment Higher Studies and Entrepreneurship. Academic excellence has always been a strong focus of LoGMIEER. Students of LOGMIEER undergo Project/Problem Based Learning from their very First Year. Students are encouraged to procure sponsored projects based on real life industrial and social problems. Plagiarism check and publications on the project are mandatory for the students. Students are carefully groomed in soft-skills like communication, aptitude, interviews, GD, etc. As a result of the rigorous training given, the placement of LOGMIEER has been found gradually increasing. The Incubation and Entrepreneurship Cell organizes talks of experts for the students to understand challenges, legal formalities and resources for startup consultation for the budding entrepreneurs. The focus of LOGMIEER is on producing Engineering Professionals with high moral and ethical values. SPPU syllabus, PBL, Internships, Projects, Plagiarism-checking, publishing research articles make the students aware of the professional ethics and obligations. Audit courses on social and ethical aspects are discussed. LoGMIEER is striving hard for implementation of OBE through CO-PO-PSO mapping and attainment.</p>

6. Distance education/online education:

Distance education or online education refers to a mode of learning where students and instructors are separated by physical distance, and instruction is delivered through digital technologies and online platforms. This mode of education offers flexibility and accessibility to learners who may not be able to attend traditional, on-campus classes due to various constraints such as geographical location, work commitments, or personal circumstances. Here are some key features and benefits of distance education or online education:

1. **Flexibility:** One of the primary advantages of distance education is its flexibility. Students can access course materials, lectures, and assignments at their own pace and convenience, allowing them to balance their studies with work, family responsibilities, or other commitments.
2. **Accessibility:** Distance education makes education accessible to a wider range of learners, including those who live in remote or underserved areas, individuals with disabilities, or working professionals who cannot attend traditional classes due to time constraints.
3. **Convenience:** Online education eliminates the need for commuting to campus, saving students time and money on transportation. Learners can study from anywhere with an internet connection, whether it's from home, a café, or while traveling.
4. **Diverse Learning Resources:** Distance education platforms often provide a variety of multimedia resources such as videos, interactive simulations, online discussions, and virtual labs, enriching the learning experience and catering to different learning styles.
5. **Interactive Learning:** Many online courses incorporate interactive elements such as live video lectures, virtual classrooms, discussion forums, and group projects, facilitating engagement and collaboration among students and instructors.
6. **Self-Paced Learning:** Distance education allows students to progress through course materials at their own pace, enabling them to review concepts as needed and spend more time on challenging topics.
7. **Global Reach:** Online education transcends geographical boundaries, allowing students to enroll in courses offered by institutions from around the world. This global reach provides learners with access to diverse perspectives and expertise.
8. **Cost-Effectiveness:** Distance education can be more cost-effective than traditional on-campus education, as it eliminates expenses associated with commuting, housing, and

	<p>campus facilities. Additionally, online courses may be priced competitively, and learners can save on textbooks by accessing digital resources. 9. Continuous Learning Opportunities: Online education facilitates lifelong learning by offering a wide range of courses, certifications, and professional development opportunities that individuals can pursue at any stage of their careers. Overall, distance education or online education has revolutionized the way learning is delivered and accessed, making quality education more inclusive, flexible, and accessible to learners worldwide. As technology continues to advance, the potential for innovation and expansion in distance education will only continue to grow.</p>
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Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	YES
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	YES
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	LoGMIEER- Electoral Literacy Club Programs are as follows: a) LoGMIEER students are voluntarily contributing in electoral processes-participation in voter registration process for the self and for the communities where they come from b) LoGMIEER students are voluntarily campaigning also for voter awareness c) LoGMIEER students are Also promoting for Ethical Voting d) LoGMIEER students are Also trying for enhancing participation of the under privileged sections of the society
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	YES The initiatives taken by the LoGMIEER- Electoral Literacy Club is in electoral related issues especially surveys as a research projects for the same. We have conducted Aadhar card enrolment and updation and followed by new voter registration drive,
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by	LoGMIEER- Electoral Literacy Club continuation in character for Electoral Literacy mission. We have

ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	conducted Aadhar card enrolment and updation and followed by new voter registration drive,
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Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
990	1082	1072	851	847
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

Response: 64

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

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

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
120.98	118.22	80.76	1438.10	195.02
File Description		Document		
Upload Supporting Document		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The Institute is affiliated to Savitribai Phule Pune University, Pune (SPPU). The institute implements the curriculum prescribed by SPPU. The institute offers 6 Undergraduate (UG) programs. For effective implementation of the curriculum, the following process is developed and deployed.

Plan and process for effective implementation of curriculum:

- At the beginning of each academic year, the affiliating University gives guidelines about the dates viz. Commencement of the semester, In Semester and End Semester Examinations, Online Examinations, Oral - Practical Examinations schedule, Holidays etc.
- At the outset, the Principal of the college conducts meetings with the various department heads & deans to develop strategies for effective implementation of the curriculum. Teachers are encouraged to impart the curriculum through current teaching methods such as presentations, assignments, discussions, workshops, seminars and industrial visits besides the regular/traditional chalk and talk methods.
- Dean Academics under the guidance of Principal prepare the academic calendar of the institute. Every program in turn prepares its own academic calendar.
- Course allotment is done as per area of specialization of faculties by department heads. It is carried out well advance for proper academic preparations.
- Objective driven teaching plans are prepared as well as the same is also made available on institute website.
- Faculty maintain course file which contain following information: Mission and Vision of Institute and Department, Academic calendar, Individual time table, Syllabus, Teaching plan, lecture notes, experimental write-ups, assignments / tutorials, Power point presentation, question banks and university question papers.

- The institute has an ERP facility to maintain the data of staff and students systematically.
- Academic monitoring committee monitor the effective implementation of planned curriculum and find the gap in teaching learning process.
- The academic performance of students is continuously monitored by class tests, assignments and oral evaluations along with result analysis of In semester examinations. The appropriate remedial measures are initiated for the students having poor performance in these evaluations.
- A mid-term review of students enables the institute to identify the gray areas in the teaching learning process. Corrective measures, such as counselling / mentoring of individual faculties are initiated by the department head.
- Mini Projects, expert talks, industrial visits/field visits are organized.
- Through mentoring faculties addresses the students grievances related to teaching-learning as well as personal issues.
- After conclusion of teaching final assessment of the term-work is done and marks are submitted to the university. The end semester exams are conducted by the university.
- The institute seek feedback from various stakeholders regarding curriculum, employability and skill development.

The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE). The SPPU pune university has revised syllabus (2019 pattern) with some addition to curriculum. In revised curriculum, university has adopted continuous evaluation method. Students' performance has been assessed by eligible faculty of institute. All departments conduct unit tests and analyse students' performance. Term work evaluation criterion based on regularity, sincerity, performance during practical sessions, timely completion of journal and assignments. This method has evolved over time by giving due weightage to all parameters.

File Description	Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 35

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

1.2.2

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

Response: 14.52

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

2022-23	2021-22	2020-21	2019-20	2018-19
387	218	20	25	53

File Description	Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

The management believes that engineering education can make a crucial contribution to the improving quality of life of citizens, and economic prosperity of nations. Engineering has an important role to play

tackling challenges from social security and healthcare to sustainable energy, water, and environmental issues.

The present curriculum of the affiliated SPPU itself does include many of these aspects which address professional ethics, gender equality, human values, Environmental engineering, Soft Skills etc.

Here are some steps that are taken to ensure integration of these issues into the curriculum:

Defining Learning Outcome and Mapping with curriculum is done for regular. Faculty members are engaged in the process of integrating crosscutting issues into the curriculum. This is achieved through training, workshops, and seminars. Faculty members are encouraged to collaborate and share best practices.

Case studies through problem based learning, Expert talks, Visits, help students learn about professional ethics, gender, human values, environment, and sustainability in a real-world context. They provide an opportunity for students to analyze and solve problems that are relevant to their field of study.

Various activities are organized throughout the year as part of the curriculum that leads to a strong valuebased holistic development of students.

There are various committees which take care of the students such as:

(i) Women grievance cell: It is formed only by female faculty members consisting of one coordinator and two members and also one student representative from each department. We are proud to state that in our college the incidents of sexual harassment of women students are nil due to the discipline in the campus. Yet this cell interacts with women students at regular intervals to identify any sort of issues existing. The women cell is capable of dealing the cases very confidently with its team.

(ii) Anti- Ragging Committee: As per the guidelines of UGC, AICTE and the University, an Anti-Ragging Committee has been constituted to handle the issues pertaining to ragging. The names of the committee members along with their mobile numbers are displayed at different places in the institution. Any student can lodge a complaint without disclosing his/her identity in case of any in convenient incident.

(iii) Universal Human Values(UHV) Cell : Efforts are taken to make students sensitive toward societal issues by organizing activities such as Blood donation Camps, Coaching of rural women, Visits to old age homes, orphanages and activities such as clothes & food donations, the celebration of festivals such as RakshaBandhan with them.

The UHV Cell is formally constituted with immediate effect for implementing UHV related activities, from last 3 years we are conducting **UHV- SIP** for students.

Faculty members are also motivated/deputed to attend training programme of **Universal human values**. Activities are organized on national and international days such as World Health Day, International Women's day, Teachers day, Engineers day, Republic day, Independence day, Yoga day, etc.

File Description	Document
Upload Additional information	View Document

1.3.2

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

Response: 94.85

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

Response: 939

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1

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

Response: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

File Description	Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 34.75

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

2022-23	2021-22	2020-21	2019-20	2018-19
147	121	82	71	69

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
270	270	300	270	300

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

2.1.2

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

Response: 38.87

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

2022-23	2021-22	2020-21	2019-20	2018-19
74	57	43	51	51

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

2022-23	2021-22	2020-21	2019-20	2018-19
139	139	154	139	139

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 15.97

2.3 Teaching- Learning Process

2.3.1

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

Response:

By engaging students in hands-on experiences and real-world applications of concepts, experiential learning fosters deeper understanding and retention. It allows students to actively participate in their learning process, making it more meaningful and memorable. Through group discussions, debates, and interactive activities, students not only learn from their peers but also develop a deeper understanding of the subject matter. Emphasizing problem-solving encourages students to think analytically and creatively. By presenting authentic challenges and guiding students through the problem-solving process, faculty member equip them with essential skills for addressing real-world issues. Overall, combining student-centric approaches with ICT-enabled tools creates a dynamic learning environment that empowers students to actively engage with course materials, collaborate with their peers, and develop essential skills for success in the modern world. We have implemented several innovative teaching practices beyond the traditional chalk and talk method to enhance the effectiveness of teaching. The institute has installed inline projectors in most of the classroom, seminar hall, and department to facilitate the delivery of current and academically relevant practical knowledge. This technology encourages student engagement and minimizes distractions, fostering a conducive learning environment. Students are given opportunities to deliver presentations on various topics in the classroom. This practice promotes active participation, interaction with faculty and peers, and enhances students' communication and presentation skills. Faculty members incorporate NPTEL videos into their teaching. Students are encouraged to utilize computer facilities to access these videos, enabling them to gather in-depth information on specific topics. The institute provides all necessary equipment, apparatus, and machines prescribed by the university for practical work. Through hands-on experiments and practical sessions, students gain knowledge, confidence, and valuable experience in applying theoretical concepts. ICT-enabled classrooms encourage students to take initiative, share ideas, and actively participate in discussions. This interactive environment facilitates better understanding and retention of course content. Exclusive tutorial rooms and a language laboratory are provided to students for preparing assignments, studying, and enhancing their vocabulary relevant to engineering studies, respectively. These facilities offer a conducive environment for focused learning without distractions. The central library is well-equipped with a wide range of books with adequate number of titles and, volumes including those related to GATE and other competitive examinations, enabling students to update their knowledge. Additionally, access to e-resources enriches students' subject knowledge and supports their academic endeavors. The institute organizes industrial visits to expose students to real-world applications and operations of various gadgets, machines, and equipment. These visits provide valuable insights into industrial practices and enhance students' understanding of theoretical concepts. Internships and in-plant trainings offer numerous benefits to students, such as Practical experience, Professional development, Networking and Career exploration. These innovative teaching practices and facilities contribute to creating a holistic learning experience for students, fostering their intellectual growth, practical skills development, and overall academic success.

Experiential Learning:- Industrial visits, Field visits, Seminar, Project Based Learning, Projects, Softwares, You tube videos,Blogs

Participative Learning:- Group discussions, Presentation, Technical Events, Student Committee, NPTEL Courses, Flipped Classroom

Problem-Solving methods:- Case studies, Projects, Puzzles, Quizzes, Crossword

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

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

File Description

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)

Document

[View Document](#)

2.4.2

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

Response: 7.74

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	6	5	4	4

File Description

List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.

Document

[View Document](#)

Institution data in the prescribed format

[View Document](#)

Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities

[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The mechanism of internal assessment is designed to be transparent and robust, ensuring fairness and accuracy in evaluating students' progress. The criteria for internal assessment are clearly communicated to students at the beginning of each course. This includes the weightage of various assessment components, such as assignments, quizzes, projects, presentations, and class participation. Internal assessments are conducted regularly throughout the semester to provide continuous feedback on students' performance. This frequent assessment helps in tracking students' progress, identifying areas of improvement, and addressing any challenges they may face. There are guidelines in place to ensure consistency and standardization in the assessment process across different courses and faculty members. This helps maintain fairness and reliability in evaluating students' performance. After each assessment, constructive feedback is provided to students to help them understand their strengths and areas for improvement.. The internal assessment process is periodically reviewed and evaluated to identify any areas for improvement. By maintaining transparency, incorporating a variety of assessment methods, and ensuring consistency and feedback, the internal assessment mechanism at the institute is robust and contributes to the overall academic development of students.

The grievance redressal system is designed to address any concerns or complaints raised by students, faculty, or staff members in a fair and efficient manner. The institute ensures that the grievance redressal system is easily accessible to all stakeholders. Students, faculty, and staff members. They are provided with information on how to submit grievances, including contact details of designated grievance redressal officers. The institute has appointed specific grievance redressal officers who are responsible for handling and resolving grievances. These officers are faculty members, administrators, and/or other designated personnel with the authority to address issues raised by stakeholders. Grievances can be submitted through various channels, such as in-person meetings, written complaints, email, or online submission forms. The institute ensures the confidentiality and privacy of individuals submitting grievances. Personal information and details of the grievance are kept confidential to protect the privacy of the individuals involved. Upon receiving a grievance, the designated grievance redressal officer initiates an investigation into the matter. This involves gathering relevant information, interviewing parties involved, and conducting a thorough review of the situation. Throughout the grievance redressal process, clear and timely communication is maintained with the individuals involved. Updates on the status of the grievance and any actions taken are provided to ensure transparency and accountability. If the individual submitting the grievance is not satisfied with the initial resolution, they may have the option to appeal the decision. The institute periodically reviews and evaluates the grievance redressal system to identify areas for improvement. Feedback from stakeholders is gathered to assess the effectiveness of the system and make necessary adjustments to enhance its efficiency and fairness. By implementing a robust grievance redressal system, the institute demonstrates its commitment to addressing concerns and maintaining a supportive and conducive environment for all members of the academic community

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Student performance and learning outcomes are closely intertwined aspects of education. This refers to how well students demonstrate their knowledge, skills, and understanding of the material being taught. Student performance can be assessed through various methods such as Theory exams, Practical exams, Viva, quizzes, assignments, projects, presentations, and class participation. It provides the teachers with valuable insights into how effectively students are learning and mastering the subject. Learning outcomes are specific statements that describe what students should know, understand, or be able to do as a result of completing a learning experience, such as a course or program. Learning outcomes are typically aligned with course objectives and are measurable and observable. They focus on the knowledge, skills, attitudes, and competencies that students are expected to acquire or develop. Faculty member design assessments and evaluation methods to measure student performance against the intended learning outcomes. If students are performing well on assessments, it indicates that they are meeting the learning outcomes. Conversely, if students are struggling or not performing as expected, it may indicate that adjustments need to be made to improve the alignment between teaching methods, assessments, and learning outcomes. The curriculum documentation serves as a guide for faculty members to ensure alignment between course outcomes, program outcomes, and program-specific outcomes. By clearly defining course objectives and outcomes, faculty member provide students with a roadmap for their learning journey. Course outcomes begin with an action verb and describe something observable and measurable. This practice allows the students to monitor the fulfillment of outcomes as per the stated objectives before start of subject syllabus This clarity helps students understand what is expected from them and motivates them to engage actively in the learning process. Additionally, communicating program outcomes and program-specific objectives to stakeholders ensures transparency and accountability in the educational process. Mapping course outcomes to program outcomes and program-specific objectives allows to find the correlation amongs CO-PO-and PSO. It helps to identify areas where adjustments may be needed to better align with the overall goals of the program and meet the needs of students and stakeholders. Overall, the practice of setting and communicating course objectives, Course outcomes, program outcomes, and program-specific outcomes fosters a supportive learning environment where students are empowered to take ownership of their learning and achieve success. Student performance serves as evidence of whether learning outcomes have been met.. In summary, faculty member can evaluate the effectiveness of their teaching methods and make informed decisions to support student learning and achievement of learning outcomes

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The attainment of Program Outcomes (POs) and Course Outcomes (COs) is a critical aspect of ensuring the quality and effectiveness of educational programs. Evaluating POs and COs provides valuable insights into the extent to which students have achieved the intended learning outcomes and whether the educational objectives of the program are being met. Here's how this evaluation process is typically conducted, supported by evidence:

1. Establishment of POs and COs: The first step in evaluating POs and COs is to establish clear and measurable learning outcomes for the program and individual courses. There are 12 Program outcomes defined by AICTE for Engineering (also known as graduate attributes). Along with these POs, every program has defined their Program Specific Outcomes (PSOs). These outcomes are typically defined based on industry requirements, accreditation standards, and the educational objectives of the institution.
2. Mapping of Curriculum: Once POs, PSOs and COs are established, the curriculum is mapped to ensure alignment with these learning outcomes. This involves identifying which courses and learning activities contribute to the attainment of specific POs and PSOs.
3. Assessment Methods and Tools: Various assessment methods and tools are used to evaluate the attainment of POs and COs. These include written examinations, practical assessments, viva project work, presentations, etc. For example, a student is required to complete a project in their final year that demonstrates their ability to apply engineering principles to solve real-world problems, thereby contributing to the attainment of specific POs, PSOs and COs.
4. Rubrics and Criteria: Clear rubrics and assessment criteria are developed to evaluate student performance against POs, PSOs and COs. These rubrics typically outline the expectations for achievement at different levels (e.g., Excellent, Very good, Satisfactory etc.) and provide guidance for assessors.
5. Data Collection and Analysis: Data on student performance are collected and analyzed to assess the attainment of POs, PSOs and COs. This may involve reviewing examination results, project reports, and other assessment artifacts. For example, faculty members analyze the performance of students in a particular course to determine whether they have achieved the specified COs.

Feedback and Continuous Improvement: The results of the assessment are used to provide feedback to students and faculty members and to identify areas for improvement in the curriculum and teaching methods. For example, if the data analysis reveals that students are consistently struggling to achieve a particular CO, curriculum revisions or additional instructional support such as expert talk, seminar, workshops are arranged to address this gap. Overall, the evaluation of POs, PSOs and COs is a systematic and evidence-based process that ensures the continuous improvement of educational programs and the achievement of desired learning outcomes. By collecting and analyzing data on student performance, institutions can make informed decisions to enhance the quality and effectiveness of their programs.

2.6.3

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

Response: 84.07

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

2022-23	2021-22	2020-21	2019-20	2018-19
150	283	374	256	156

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

2022-23	2021-22	2020-21	2019-20	2018-19
242	342	382	266	218

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.6

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The institute has constituted a research coordinator for promotion and monitoring of research, innovation and development activities. This committee ensures smooth functioning and effective management of research & innovation activities at the institute and it facilitates the process of proposal submissions for availing the funding from different agencies. It encourages faculty to apply for research projects, incubation, and Design Innovation Centres. Institute grants the study leave to the faculty for research work and higher studies. It also reimburses conference registration fees, publication fees paid by the faculty. The institute also provides laboratory and library resources to carry out research and innovation activities effectively. Encouragement and support for the establishment of collaborations & linkages with industries and research institutes are provided to the faculty. Faculty members have published research papers in the UGC Care indexed journals/conferences. To promote innovative project, project competition is organised in Techfest. Several innovative projects on the emerging areas (robotics, automation, Artificial Intelligence, electric vehicles, data science, data mining etc) are successfully completed by the students. Institute provides awareness, guidance and support to the faculty members and students regarding IPR. Institute has established ED and Start-up Cell in collaboration with Centre

for innovation, incubation and linkages (CIIL) SPPU, Pune for creating awareness about entrepreneurship/start up. It supports feasible ideas of students through collaboration with CIIL, SPPU, Pune. Under this Cell IPR related workshops and seminars had been arranged for students and faculties. Entrepreneurship Development cell organizes activities to promote spirit of entrepreneurship among students.

File Description	Document
Upload Additional information	View Document

3.2.2

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

Response: 29

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

2022-23	2021-22	2020-21	2019-20	2018-19
04	04	11	04	06

File Description	Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

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

Response: 0.55

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	4	6	4	15

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2

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

Response: 0.36

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

2022-23	2021-22	2020-21	2019-20	2018-19
01	03	02	02	15

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities

3.4.1

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

Response:

The institute has carried out numerous extension activities in the neighbourhood community for awareness of social issue and overall holistic development of students. It has established various clubs such as nature and social, cultural, techno, sports and NSS for execution of extension activities.

KVNNaik Sanstha's Loknete Gopinathji Munde Institute of Engineering Education and Research is known for its social responsibility through various activities. The institute maintains the tradition of parenting in its organizational activities to draw student's attention to social issues. Every year institute organize camps through NSS. NSS of institute have set up a blood donation and eye check-up camps on campus to help students understand the importance of health and donating blood every year. During pandemic situation student actively participated in National Unity Day online program. Social online activity like epledge on Mazi vasundhara where student and faculty shown active participation. Faculties and students had actively participated in road safety awareness online program conducted by Honda Nashik. The institute holds a yoga day on June 21st every year to educate members about the health. Online programs like Awareness against COVID-19, "My family and My responsibility", "disaster management" are conducted successfully.

NSS Students actively participate in activities such as planting trees as per SPPU guideline. Every year Women's Grievance Cell had organized gender awareness program for students.

Cyber security campaigning and awareness programs are conducted by the students in the neighbourhood community. In Energy Swaraj movement by Energy Swaraj Foundation more than 500 students along with faculty had participated and get awarded with certification.

Therefore, institutions that are socially responsible, foster a sense of social responsibility in their students by organizing events to disseminate knowledge in the community.

File Description	Document
Provide Link for Additional information	View Document

3.4.2

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

Response:

The institute has conducted several extension activities to address social issues and these activities are appreciated by the different government/government recognised bodies. A summary of awards and recognitions received for extension activities from government/government recognised bodies is as follows.

Institute has received certificate of appreciation for 'Energy Literate', program by Energy Swaraj Foundation.

File Description	Document
Upload Additional information	View Document

3.4.3

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

Response: 42

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	8	9	10	10

File Description	Document
Institutional data in the prescribed format	View Document

3.5 Collaboration

3.5.1

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

Response: 15

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Infrastructure and Physical Facilities

K.V.N.Naik Shikshan Prasarak Sanstha's Loknete Gopinathji Munde Institute of Engineering Education & Research, Nashik started its operation in 2011 at Canada Corner in Nashik Municipal corporation area. The institute is just 1 km from Central Bus Stand, Nashik and is centrally located in prime commercial area of Nashik. The institute has a total campus area of 4.99 Acres. The institute has 5 floor building housing instructional, administrative and amenities area and are as per regulatory norms.

Institute has spacious and naturally ventilated classrooms and laboratories having an impressive aesthetic appearance. The institute has spacious library, workshop, drawing hall, exam control room, training and placement and faculty rooms. The institute also has facility of boys' hostel and canteen facility in the college campus. The institute has ample infrastructure facility which is ensured to be utilized in the best possible way to uphold the teaching-learning process in addition to conducive environment for co-curricular activities and extra-curricular activities.

Classrooms and ICT Facilities

The institute has ICT enabled classrooms, seminar halls and drawing hall as per norms. For effective Teaching-Learning Process, Class rooms are well equipped with Black board, LCD projector, along with LAN, high-speed internet; Wi-Fi enabled campus, power backup facility and CCTV cameras. Couple of classrooms are facilitated with smart boards. Also Tutorial rooms are available for conducting the tutorials.

Laboratories Facilities

The Institute laboratories are developed to meet the curriculum and norms of AICTE. Laboratories are well equipped with the latest equipment, software to impart hands-on experience to the students. For Better learning of students Charts, models are placed in laboratories. For safety, necessary instructions

and safety rules are displayed in Laboratories.

Facilities for Cultural activities

The Institute has facility to conduct cultural activities like singing, dancing, drama and rangoli. The cultural as well as technical events are celebrated in seminar hall or playground. Institute also has facility of musical corner and various musical instruments are available to students & staff for practice.

Every year, annual social gathering named 'Vasant Bahaar' is organised by institute for cultural activities like singing, dancing, drama, etc. The institute focuses on overall development of the students by facilitating them to participate in co-curricular and extra-curricular activities.

Facilities for Sports, Games

The institute has provided facilities for outdoor and indoor games within the campus. There are facilities for indoor games like table tennis, carrom, chess, badminton and also has playground for the outdoor games like volleyball, kho-kho, kabaddi, netball, korfbal football.

Our institute provides all necessary equipments and financial assistance for participating in intercollege, interzonal and interuniversity competitions for all the sports activities like cricket, judo, wrestling, cycling, swimming, badminton, etc .

Gymnasium & Yoga Facilities

The gymnasium has a variety of exercise equipments such as 4 station multipurpose gym, squat stand, treadmill, dumbbells, weights, plates, benches, twistors, abdominal bench, chin-up bars, incline and decline bench presses, etc.

The institute has facility of Yoga Centre and the institute also conducts lectures on yoga and stress management. The Yoga day is celebrated every year.

File Description	Document
Upload Additional information	View Document

4.1.2

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

Response: 6.1

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
22.34	15.19	8.54	40.33	32.72

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document

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:

Library at LoGMIEER is a premier learning resource that facilitates transference of information to fulfil the needs of learners. Library has a basic collection of necessary resources and is continuously updated in view of changing scenarios. Library plays a leadership role in today's distributed information environment, creation, organization, dissemination in building affiliations with students and faculty members. Each Department has its own library and central library provides counsel regarding the library processes.

LoGMIEER library spreads over 453.23 sq.m area with Wi-Fi enabled Reading Hall of 150 capacity. Library is partially automated by the VM Edulife Campus ERP system which is developed by VM Edulife Pvt. Ltd. The ERP system is an integrated multi-user system that supports all in-house operations of the library. ERP consists of modules on circulation, Admin, Reports, Masters, serial control and Web OPAC. Circulation module is the backbone of this system for daily transaction of library resources. Barcode reader is used for fast & effective issue/return of books. Administration is useful for adding new members, defining Library policies, settings of fine charges and many more.

All types of reports, viz. Daily, monthly, students, staff issue/return, Department-wise collection of books, year-wise purchasing data, Accession number-wise, fines etc are generated by the system. Spine labels, barcodes for books and for library cards are created easily. This history of users is helpful in administration.

OPAC provides various search options of books by Title, Author, Publisher, Keywords, Accession number. It provides online information about the library collection, availability, status of the books etc.

Research databases like DELNET helps students for their research writing. Reading material on MPSC, UPSC, GATE, helps students in competitive examinations preparations. NPTEL videos and lectures, Shodh Sindu, Shoudh Ganga etc. Previous years question papers, BE Project reports and syllabus are also available

The library has a good collection of Text & Reference books, National and International journals and Newspapers. The library has 14236 volumes and 3150 titles of books as per the requirement of the curriculum. The library has Subscriber every year 58 National and International print journals.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

It is the policy of LoGMIEER to keep its faculty and students updated on recent development in ICT. The campus is Wi-Fi enabled with 300 Mbps bandwidth, has 465 desktops and Firewall for network security. Updating and maintenance of all systems is carried out regularly. Open source and license software like Creo, MATLAB, Ansys, etc. are available for students With the changing teaching-learning/administration needs and evolving technology, IT services are constantly upgraded as discussed below;

Desktop Systems

Institute has 465 Desktops, 10 laptops (425 Desktops for students). Brands used are Dell, Lenovo, HP. Configurations are; Desktops Intel i5- 5th Generation, Intel Core i3 , 8 GB RAM, 256 GB SSD, Intel

Graphics, USB Keyboard and Mouse. Smart-boards, ICT facilities are provided in classrooms with system, projector and internet connectivity. The Institute has 10 LCD projectors & Kyan all in one projector. In Computer Labs 2:1 ratio of systems is maintained. There are 12 Canon/HP/Epson single printers, 1 multi-function printers, 05 scanners, and 1 colour printer.

Security

Institute has a network of 465 computers with 300 Mbps Internet connectivity and Wi-Fi facility to fulfil the academic and research needs. Centralized Firewall is used for network monitoring, management and security. We regularly upgrade or move to the latest version.

ERP

Learning Management System (LMS) is used for learning processes. The Institute has deployed educational Enterprise Resource Planning (ERP) software, vmedulife, which manages the entire administration, campus operations, and academic management in an efficient way. vmedulife software has 35+ modules and it facilitates computerized processes for student admission, teachers-parents communication, examinations, financial and administrative operations, attendance and academic monitoring etc.

Internet Bandwidth

Institute has 300 Mbps internet bandwidth and is fully Wi-Fi enabled. Regular maintenance of Wi-Fi is done.

Intercom System

Intercom facility is provided within institute. Institute has EPABX which is a private telephone network used by LoGMIEER authorities for various types of communication, either between the employees or with outside clients.

Updating IT infrastructure:

LoGMIEER upgrades IT infrastructure by:-

Regularly upgrading the software and desktop system for fast execution of processes. Maintaining once in month check by Lab in-charge and Lab assistant. There is a 30-40 minutes reliable backup service for each lab, which is pivotal for conducting any IT-based business. As mentioned above, the Institute regularly upgrades and maintains ICT facilities to enhance and strengthen the infrastructure

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 2.33

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

Response: 425

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 2.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
4.37	1.28	2.77	4.58	26.23

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 90.83

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

2022-23	2021-22	2020-21	2019-20	2018-19
977	1037	919	746	719

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

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

1. Soft skills

2. Language and communication skills

3. Life skills (Yoga, physical fitness, health and hygiene)

4. ICT/computing skills

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document

5.1.3

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

Response: 4.21

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	49	155

File Description	Document
Institutional data in the prescribed format	View Document

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 6.32

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	20	26	08	04

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

2022-23	2021-22	2020-21	2019-20	2018-19
150	283	374	256	156

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

5.2.2

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

Response: 0.09

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

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

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/ cultural activities at University /

state/ national / international level (award for a team event should be counted as one) during the last five years

Response: 0

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

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

5.3.2

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

Response: 6.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
09	07	00	08	09

File Description

Document

Institutional data in the prescribed format

[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

The institute has an Alumni Association registered to Charity Commissioner, Nashik (Certificate No.486579/ Registration No.-Maha/797/ Na) on 07/12/2017. The main aim of Alumni Association is to bring all Alumnus (pass outs) together to foster a strong bond among graduates, supporting the alma mater, and contributing to the professional and personal development of its members and current students of the institute.

for the development of the institute through their valuable suggestions & contribution. The Alumni Association helps to maintain the strong bond between the Alumni, Institution & the students.

The registered Alumni Association is as follows:

Sr.No	Name	Designation	Contact No.
1	Er. Santosh Nandiram Wagh	President	9665096816
2	Er. Sidhharth Sanjay Kumar Mehta	Vice President	8806218806
3	Er. Amit Dilip Kawle	Secretary	9595364725
4	Er. Dhanajay Raghunath Gavande	Joint- Secretary	7709183237
5	Er. Abhijeet Kedu Gaikwad	Member	9657378141
6	Er. Sagar Vasant Ghuge	Member	7507768927
7	Er. Nikhil Kailas Waychale	Member	9423502783

The alumnus helps through

1. Support in student placements.
2. Helping students to get sponsored projects which offers industrial exposure to the students.
3. Alumni help by contributing Rs.500 as a life time membership fees to the alumni association.
4. Alumni members share their knowledge & experience by conducting expert talks.
5. An alumni member gives their valuable suggestions on career guidance which helps existing students to understand their interests & career opportunities.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The Governance of the K V N Naik S P S' LoGMIEER is a reflection of successful leadership in tune with the vision and mission of the institution as it includes all the stakeholders. The institution strongly believes in transparency, quality, participative leadership and delegation of power at various levels. K V N Naik S P S' LoGMIEER believes the culture of participative management in all academic and non-academic activities. To ensure the participative management and decentralization of governance institute follows committee system for implementation of all its decisions.

File Description	Document
Upload Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The institute has Governing Body which is responsible for Policy making and implementation through the Principal, Deans, HoD, T&P Officer, Registrar. The various cells namely College Development Committee, Women's Grievance Cell, Staff Grievance Cell, Student Grievance Cell, Right to Information Cell, Reservation Cell, Research and Innovation Cell, Entrepreneurship Development Cell, IQAC, Academic Monitoring Committee, Examination Advisory Committee, Technical Advisory Board and College Advisory Committee as per the University/ Government guidelines are also included in the organizational structure of the institution. A committee comprising of faculty members and administrative staff is involved in the planning, implementation and execution.

Service rules for the Institute:

The institute follows the rules as laid down by AICTE, SPPU and Government of Maharashtra (GoM).

Institute runs for 42 hours per week (except for National holidays). Following are the rules for leave during academic year.

- Service Books are maintained for full time approved faculties.
- Every staff is provided with a leave book where all the record of leave is maintained along with permission from Head of Department and Principal.
- Various types of leaves are given to staff as per norms.
- On Duty leaves are sanctioned to faculties to attend conferences/seminars/workshops/ training programme and to present their research work.
- Staff is expected to provide certificates and/or necessary documents after resuming their duty.

Promotional Policies:

- **For Students** - The institute promotes learning friendly atmosphere, provides 'Earn and Learn' scheme to financially weak students.
- **For Faculties** - For higher education, the study leaves granted to faculties.

Recruitment:

The institute follows rules and regulation for recruitment as per guidelines of University. After induction into service, the permanent approval of SPPU is obtained for regular faculty.

Grievance Redressal Mechanism:

- To matters affecting their personal dealings or relationship with other staff members of the institute or students.
- If other remedies within the faculty, staff, department or other similar area have been exhausted, the member of the staff may raise the matter with the Head of department or similar authority.
- If the staff member is dissatisfied with the result of approach as mentioned above or if the grievance directly concerns the HoD of the department, the staff member may directly approach the Principal for the redressal of his/her grievance.
- The Principal takes necessary action in concern with grievance committee.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document

6.2.2

Institution implements e-governance in its operations

1.Administration

2.Finance and Accounts

3.Student Admission and Support

4.Examination

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document

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 is discrete about the appraisal system of its teaching and non-teaching staff. Appraisal of staff is conducted at end of every academic year.
- Various aspects of the staff are considered while evaluating their performance in the preceding academic year viz. education, work experience, research work, and publication and teaching performance.
- Each faculty is made to fill up the self-assessment appraisal report where the concerned staff can provide details of all the work done in the preceding academic year with respect to the above mentioned aspects.
- Head of every department verifies the self-assessment report of their departmental staff and encloses a confidential report for further evaluation with the Principal and Management.
- While evaluating the self-assessment report the necessary documents of the staff are verified.
- Teaching quality is taken into account with reference to the feedback form from the students as well as result analysis of the subject taught during the preceding academic year.
- Extra-curricular participations of the staff in institute activities are also considered.
- An increment in the salary for the staff is given in terms of their pay scale as well as in terms of their contribution in co-curricular, extra- curricular and other activities.

The institute has effective welfare measures for teaching and non-teaching staff. These measures are as under:

- Provident fund for teaching and non-teaching staff.
- Gratuity for the employees as per Government norms.
- Group general insurance of each employee up to Rs. 1,00,000/-
- Proposed tuition fee concession to ward for the employee of same institute.
- Sponsorship for STTP, FDP, workshops, publication of research work and professional body

membership.

- Higher educational study leave. Promotion as per experience, qualification and research work.

File Description	Document
Upload 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: 2.58

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
00	03	00	02	03

File Description	Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	View Document

6.3.3

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

Response: 16.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
25	15	12	16	02

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

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

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Institute regularly conducts internal and external financial audits. It has a full-time Accounts Officer since inception to ensure maintenance of annual accounts and audits.

1. Internal Audit: Internal Audit is conducted by an Internal Auditor
2. External Audit is conducted by Chartered Accountant.
3. The audit covering all financial and accounting activities of the Institute. This includes scrutiny of the following: (a) all receipts from fee, grants, contributions, interest earned and returns on investments; (b) all payments to staff, vendors, contractors, students and other service providers.
4. Chartered Accountant of the Institute conducts regular accounts audit and certifies its Annual Financial Statements. All Utilization Certificates to various grant giving agencies are also countersigned by the CA. All Financial Statements up to 2022-23 have been certified by the CA.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Internal Quality Assurance Cell (IQAC) was constituted in 2015. LogMIEER has a defined Quality Policy approved by IQAC with effective participation from all the stakeholders. IQAC meets twice in a year to review the Academic and Administration systems and their progress. It was decided to apply for NAAC/NBA accreditation on being eligible as per the inputs provided by IQAC.

Quality Policy: Develop our Institute as premier Institute of technical education and research as per the needs and expectations of all stake-holders. Comply with all applicable requirements and expectations. Continual improvement in infrastructure and quality management system.

We shall strive to maintain conducive learning environment and student's overall development with high moral and ethical values.

An Academic Monitoring and Control Committee (AMC) have been formed with Coordinators from all departments. AMC conducts academic review meeting before commencement of semester in the presence of Principal and members of AMC and other portfolio in-charges. AMC conducts three academic reviews in a semester to ensure smooth conduction of Teaching Learning process. Once in a year, External Academic Audit is conducted by academicians from other Institutes and the audit report is discussed in IQAC. for semester I and II, internal audits and Management Review Meetings (MRM) are conducted and at the end of academic year.

Various aspects of maintenance and utilization are taken care of by concerned sections and committees. It is ensured that the facilities are created, maintained and updated to facilitate effective teaching-learning process in a conducive academic ambience and for overall development of students.

Continuous improvement is achieved through periodic audits satisfying statutory requirements. The recommendations and guidelines provided by the College Development Committee (CDC), Governing Body (GB) and Department Advisory Board (DAB) are implemented effectively in coordination with the IQAC. Various initiatives taken under IQAC are as follows;

- 1.Roles and Responsibilities of departmental portfolios
- 2.Academic Monitoring Control (AMC)

- 3.Academic Review Meetings (ARMs)
- 4.Academic and Administrative Audit
- 5.NAAC/NBA process initiation
- 6.Strengthening of Industry Institute Interaction.

6.5.2

Quality assurance initiatives of the institution include:

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

Response: C. Any 2 of the above

File Description	Document
NIRF report, AAA report and details on follow up actions	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Our Institute Loknete Gopinathji Munde Institute of Engineering Education and Research, Nashik is functioning the time to take care for the safety and security of female students and staff. The institute has a separate girl's common room with the required facilities like Sanitary napkin wending machine, paper bags of small size for wastage and incinerator machine. The women/girls have a separate sick/retiring/common room. Women/Girls can use bed if they are not well. Doctor's help is available for needy during working hours. The campus is equipped with a surveillance system with CCTV cameras installed in various places such as classrooms, laboratories, passages, administrative offices, workshop etc. Security personnel are deployed at various locations and at the entrance of the campus. Institute established the Women's Grievance cell (WGC) to address the concerns of girl students and faculty. Complaints from girl student or female staff received by WGC resolves the problems seriously and if necessary, prompt action is initiated. A fulltime counselor is also appointed for counseling of female students if necessary. Women's Grievance cell organizes gender sensitive programs for counseling of girl students. Women's Grievance cell and Nirbhaya Kanya Abhiyan conducts various Programs for Gender sensitization. The institute has also organized programs for creating awareness about cyber-crimes. Motivational talks by eminent speakers, Health checkup camps, speech on health and diet, hands-on training on self-defense are conducted for girl students and staff. Professional Counselor counsels over depression/ anxiety/ distress/ disabilities/ disorders/ phobia/ panic, etc. The police protection is availed by the institute during the University examination, annual social gathering and as per the situation. Anti-ragging committee and Anti-ragging squad committee is also available to protect and take care of girl students.

Women faculties are leading as HOD and coordinators in portfolios/activities. Over and above the leaves that come under Institute Policy (Casual/Vacation/Earned/ Medical/Maternity/On-duty) faculty and staff members are given special leaves under particular situations. Additional medical leaves for prolonged treatments, special sabbatical/study leaves for improving qualification, special relieving-hours for lady faculty members with infants at home are given.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: C. Any 2 of the above

File Description	Document
Certificates of the awards received from recognized agency (if any).	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4

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

Response:

Loknete Gopinathji Munde Institute of Engineering Education and Research, Nashik believes and liable to make unity in culture and tradition, as the students belonging to different caste, religion, regions who are studying without any discrimination but with harmony. Students and Staff from different cultural/ regional/ religious/ linguistic/ socioeconomic backgrounds work together as a team in a cohesive working environment. Institute has Uniform for all students and faculties. There has not been a single incidence of any kind of disparity/ discrimination among staff and students. With great Celebration of national festivals, birth anniversaries and commemorates of great Indian personalities such as Mahatma Gandhi, Pandit Jawaharlal Nehru, Dr. B. R. Ambedkar, Sarvepalli Radhakrishnan, Sir Vishveshaya, Mahatma Jyotiba Phule, Savitribai Phule, Jijamata Jayanti etc. Students celebrate these festivals to help them to nurture the social and religious harmony. On the occasion of Ganesh festival, Shivaji Maharaj Jayanti, all students gather together to celebrate the event. To represent our Indian culture, on the eve of Annual Social gathering, students perform the fashion show to represent different states, religions and cultures. Through these activities, students get acquainted with different culture of our nation and help to develop the tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities. Every year, Institute organizes Yoga Day on 21st June. Every year, Engineers day and Women's day program is celebrated with enthusiasm by male and students as well as faculties. Earn & Learn Scheme is effectively implemented for economically weaker students. The campus is entirely Ragging-free. Anti-ragging Committee proactively monitors student behavior on academic campus and hostels. Tobacco chewing, smoking, consumption of alcohol and drugs is totally banned on campus.

File Description	Document
Provide Link for Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practices 1

1. Title of the Practice

“Industry Academic Exposure & Collaboration”

2. Objectives of the Practice

- To update about current research being introduced in industry. All students are made aware of current research.
- To make students aware about existing industrial issues, so it may help them to select the topic of project.
- To make students get adjusted to industrial atmosphere.
- To research the topics related to industrial existing issues may help them to get employment which can be beneficial to their future career prospects.
- To encourage the students and staff are to learn new self wares and skill very essential in the industry.

3. The Context

- The institute is affiliated to Savitribai Phule Pune University (SPPU) and follows its curriculum and academic structure.
- The Industrial Academic exposure and collaboration with industries is proved as a best practice because the students and staff get chances to meet Industrial people. There is the scope of future development for which expert lectures, seminars or workshops are conducted by the institute.
- Students who are technically inclined with professional ethics should obtain maximum benefit by getting them knowledge and skills updated. They need to be encouraged to focus on need of future industrial practices.
- Students should be stimulated to think about the innovations and implementation of their ideas by publishing research papers or selecting the useful projects.
- Above all, Students and staff should be exposed to the global research scenario. They can gain quality knowledge beneficial for them. This helps to collaborate with the national and international work environment.

4. The Practice

Higher Education demands many novel things: The institute grooms consciously the students for industry expectations. These are workshops, seminars and expert lectures to sharpen their know-how. These activities enable the students understand their subjects very effectively and thoroughly. Also they are enabled to comprehend application oriented subjects better.

The collaboration of industry-academia stimulates additional investment. This brings together improvement in the quality of education and additional effect of excellence in modernization. The higher and technical education is complete with industry and academic collaboration. Both are two sides of coin of engineering education. The students' projects from the industry are jointly guided by the faculty and members from the industry. The faculty member plan and undertake timely visits to the industries. They are not only arranging industrial visits but also are trained in the industry. The professionals from the industry contribute as experts, evaluate the process to get valuable suggestions from improvement process of institute. Industry experts spare their time and visit the institute to conduct sessions and interactions with students and staff.

Best Practice 2

1. Title of the Practice

“Social & Medicaid responsibilities for Future betterment”

2. Objectives of the Practice

Every human being is an island to himself. They live and serve for themselves, but never do anything for others. As the society is the need to advance itself moral and economically, the members of the society, especially the younger generation has a good number of social and medical duties to discharge.

The college wants and encourages the students to work with the society and make people aware about their responsibilities to the society and nation.

One should enlightens the society about the importance of safety, health and welfare of it. This spirit ensures safe and healthy living, spreading wellness and welfare among all. Finally, this attitude ensures in a society free from the evils of ignorance, ills and poverty.

- To take efforts to maintain healthy and clean environment. The people are to be apprised about the paramount importance of a cleaned and healthy environment free from all pollutions, especially air and water.
- To take initiatives and perform activities by students so that the members in the society learn from them.
- To practice ethical and social responsibilities as It is everyone's founder duty to realize their duties and act accordingly.
- To realize the local realities that must be witnessed by the students so that they consciously feel for the society the unhealthy conditions in slums in the metropolitan cities. Students think and improve what they have to do to develop the most very essential sustainable environment for the future.
- To suggest pursuing books, periodicals and newspapers which expose environmental hazards and catastrophes. Some can script drama on environment and act them in the streets in the slums.

3. The Context

The students in the Higher Education institute are majors and adulterants and understand various crippling issues in the society. Many interior activities of this institute should cover socially and medically responsible activities to better the society in failure. Students can dramatize the social beliefs, superstition and unreasonable attitudes which cause sufferings to the children, women and old people. Many unhealthy habits- alcoholism, drug addiction, gambling drain their money and healthy leading to poverty and illness. They have to be taught that “Service to nation is service to God”

Students from the weaker section of the society are more ignorant than the others. Their poverty shatters them, so they do not realize their duties to society. They have to be in touch with social advists who live for the society only. The great social workers' biography and social activities are lesson to the students in higher education. They live in their “ivory” Towers. The institution must prepare their students to volunteer for social service.

The institution of higher learning a spare life and money and make the youth to work together, give back something to the community and society. So that all members in the society learn their social responsibilities.

This is possible through institutional contribution.

File Description	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:

Loknete Gopinathji Munde Institute of Engineering Education & Research was established in 2011 in Nashik, Maharashtra. It is acclaimed to have pioneered formal education in engineering institution from the KVNNSPS in Nashik.

URNS TEAR INTO SMILES.

KVNNSPS symbolizes humanitarian welfare without that the country cannot democratically progress.

The institution is established to cater to the welfare of the downtrodden and the underprivileged scattered everywhere. They lead a hand to mouth existence and education is a far cry for them! They do not have any privileges that the haves enjoy- no food, no clothing and no shelter of primary, high school and college education. The welfare activities of the institution are to uplift them socially so that they are on par with privileged classes.

The institution welcomes the ST, SC, OBC, NT and economically backward and economical weaker children and offers them the best and enviable education which helps them to become professional in Engineering establishments and job seekers in other fields. These welfare steps taken by the institution to help wipe tears and join the main stream of the society

The institution has many welfare methods and they are reproduced below:

1. Amartya Siksha Yojana:

This policy enables the poorest of the poor to pursue Engineering Education because the downtrodden and the underprivileged get a golden chance to fulfil their dreams of professional education. The students are exempted from the payment of donations or Capitations fee!

- The duration of the policy will be limited to the duration of the covered course.
- The students to be covered under the policy must be in the age from 4 to 25 years.

The ultimate benefit under the scheme goes in the form of payment of future covered expenses to the insured student/living parents/guardian, the institution whoever actually becomes the claimant for bearing covered expenses. Amartya Siksha Yojana is a best policy for students.

Steps to contribution towards the society:

Fee is collected in instalments in respect of semester classes.

1. The Principal is the competent authority to change the due date of fee collection.
2. The institution strives hard to encourage and inspire the society and educationally backward classes. This rare humanitarian gesture gives hopes to all the downtrodden students. The institution follows the instructions of its state Government so that the Scheduled Tribe, Schedule cast, Nomadic Tribe, Other Backward Class students can get admission into Adivasi Vikas Bhavan and Samaj Kalyan Vibhag Hostels. Students from creamy layers are charged affordable fees by providing them admission with Boys Hostel of KVNNSPS and PRASAD HOSTEL. They should apply for fee instalment in the prescribed form which is available from the college office or individual department. It is compulsory that they should apply for hostel admission and Govt. of India scholarship. The institution takes initiative to help the students to know about their benefits for many do not know them.
3. Students can avail of education loan from PNB with which KVNNSPS is tied up. The PNB branch at Sharanpur road is very much near to the college campus. The bank assists the students to complete the documentation process.
4. Indiabull Scholarship, blue cross scholarship for diploma, Din dayal Upadhyay scholarship, Punjabrao Deshmukh Scholarship, Swaadhar Scholarship are the various scholarships that students can avail.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

1. “Duritanche Timir Javo”(i.e. Let the darkness go away from the lives of underprivileged people) is the motto of our KVN Naik Shikshan Prasarak Sanstha. Therefore institute level scholarships are given to the deserving students
2. LoGMIEER seeks to uphold the dignity and worth of every individual who is part of the institution particularly its young student community It has a ‘zero-tolerance policy’ towards sexual harassment.
3. An active Internal Quality Assurance Cell (IQAC) plays a central role in the monitoring, augmentation and sustenance of the overall quality of the institution.
4. We are striving hard to create a role model of education that is based on fostering a culture of eco-friendly practices and making the campus environmentally sustainable.
5. It is a campus that is plastic free, produces minimal waste, conserves energy, protects biodiversity and practices self-sustainability in areas of education in healthy atmosphere, utilizing renewable energy source, water and cleanliness.
6. Over the years LoGMIEER has developed its own credibility and established strong bonds with industrial partners through its Placement Cell and internships of various departments. The scope to expand these linkages between the industry and the academic fraternity should be able to strengthen innovation and entrepreneurship activities in more tangible outcomes.
7. There is a strong feedback mechanism to ensure continuous improvement in teaching learning, infrastructure, administrative facilities etc.
8. The college also takes pride in its comprehensive sports and fitness infrastructure. The outdoor sports facilities include a football court, cricket pitch in the play ground. Indoor arrangements include a badminton court and table tennis,. A fully equipped gymnasium with a full time physical director and the latest exercise machines, round off the state-of-the art facilities in the college.

We are running “Earn and Learn scheme” for poor and deserving students, under the aegis of Savitribai Phule Pune University, Pune.

Concluding Remarks :

1. **Motto:** "Karmat Karmasu Kaushalyam" emphasizes the importance of performing one's task with excellence in continuity for the welfare of all beings, it means doing every task and work skillfully with excellence is the best “Karma”. This motto reflects the institute's commitment to instilling a sense of responsibility and altruism in its students and faculty members, encouraging them to contribute positively to society.
2. **Mission:** The mission of the institute is to provide infrastructure with modern facilities and create a stress-free and productive academic environment for teaching and learning. Additionally, the mission includes strategic extension, field action, and advocacy through training and capacity building for both students and faculty. This mission statement underscores the institute's dedication to holistic education and the overall development of its stakeholders.

Vision: The vision of the institute is to provide academic and technical excellence to all classes of society for the socio-economic development of the region. This vision statement highlights the institute's aspirations to promote inclusivity, accessibility, and socio-economic progress through education and skill development

1. **Progress:** The statement indicates that the institute is aligned with its mission and vision and is steadily working towards achieving its goals. It suggests that the institute is making gradual progress in fulfilling its commitments to providing quality education, fostering a conducive learning environment, and contributing to the socio-economic development of the region.

Overall, these statements reflect the core values, aspirations, and objectives of the educational institute, guiding its efforts towards academic excellence, social responsibility, and holistic development.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.2	<p><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>226</td><td>201</td><td>53</td><td>30</td><td>143</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>387</td><td>218</td><td>20</td><td>25</td><td>53</td></tr></table> <p>Remark : Input changed as per data in supporting document</p>	2022-23	2021-22	2020-21	2019-20	2018-19	226	201	53	30	143	2022-23	2021-22	2020-21	2019-20	2018-19	387	218	20	25	53
2022-23	2021-22	2020-21	2019-20	2018-19																	
226	201	53	30	143																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
387	218	20	25	53																	
1.4.1	<p><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website</p> <p>Answer After DVV Verification: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies</p>																				
2.1.2	<p><i>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</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>119</td><td>88</td><td>66</td><td>61</td><td>54</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>74</td><td>57</td><td>43</td><td>51</td><td>51</td></tr></table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year</p>	2022-23	2021-22	2020-21	2019-20	2018-19	119	88	66	61	54	2022-23	2021-22	2020-21	2019-20	2018-19	74	57	43	51	51
2022-23	2021-22	2020-21	2019-20	2018-19																	
119	88	66	61	54																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
74	57	43	51	51																	

wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
135	135	150	135	150

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
139	139	154	139	139

Remark : Input changed as per proofs given.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	6	5	4	4

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
19	16	22	09	32

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
04	04	11	04	06

Remark : Input changed as per the data given in supporting document.
workshops/seminars/conferences including programs conducted on Research Methodology,

	Intellectual Property Rights (IPR) and entrepreneurship are considered.																				
3.3.2	<p>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</p> <p>3.3.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>3</td><td>4</td><td>3</td><td>2</td><td>16</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>01</td><td>03</td><td>02</td><td>02</td><td>15</td></tr></table> <p>Remark : Input changed as per proofs given in supporting document</p>	2022-23	2021-22	2020-21	2019-20	2018-19	3	4	3	2	16	2022-23	2021-22	2020-21	2019-20	2018-19	01	03	02	02	15
2022-23	2021-22	2020-21	2019-20	2018-19																	
3	4	3	2	16																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
01	03	02	02	15																	
3.5.1	<p><i>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.</i></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :15</p> <p>Remark : Input changed as per the proofs given in supporting document.</p>																				
4.3.2	<p>Student – Computer ratio (Data for the latest completed academic year)</p> <p>4.3.2.1. Number of computers available for students usage during the latest completed academic year:</p> <p>Answer before DVV Verification : 465</p> <p>Answer after DVV Verification: 425</p> <p>Remark : Input changed as per the data given in supporting document.</p>																				
5.1.4	<p><i>The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</i></p> <p>1. Implementation of guidelines of statutory/regulatory bodies</p> <p>2. Organisation wide awareness and undertakings on policies with zero tolerance</p> <p>3. Mechanisms for submission of online/offline students’ grievances</p> <p>4. Timely redressal of the grievances through appropriate committees</p> <p>Answer before DVV Verification : A. All of the above</p> <p>Answer After DVV Verification: A. All of the above</p>																				
5.2.1	<p>Percentage of placement of outgoing students and students progressing to higher education</p>																				

during the last five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
70	93	114	69	48

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
19	20	26	08	04

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
150	283	374	256	156

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
150	283	374	256	156

Remark : Input changed as per the proofs given in supporting document

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

5.3.2.1. Number of sports and cultural programs in which students of the Institution

participated year wise during last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
20	6	0	23	15

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
09	07	00	08	09

Remark : Input changed as per data given in template.

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

6.3.2.1. Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
07	10	4	9	20

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	03	00	02	03

Remark : Input changed as financial assistance ≥ 2000 for each teacher is counted in this metric

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
31	06	24	18	32

Answer After DVV Verification :

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

25	15	12	16	02
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6.3.3.2. Number of non-teaching staff year wise during the last five years

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : Input changed as Multiple participation of the faculty in the same academic year is considered as one. Less than 5 days FDPs are not considered. Input changed as per IIQA(non teaching staff)

6.5.2

Quality assurance initiatives of the institution include:

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

Answer before DVV Verification : C. Any 2 of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : Input changed as per the supporting documents.

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations