SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

NAGNATHAPPA HALGE COLLEGE OF ENGINEERING

AT. BRAHMWADI, POST TOKWADI, PARLI VAIJNATH.
431530
www.nhce.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Nagnathappa Halge College of Engineering is established in the vicinitiy of parli vaijnath by the Vaidyanath Sarvangin Vikas Sanstha in 2001 to promot education among students of the rural and economically backward area of the region. The college was founded by the under the visionary leadership of founder president Lokneta Late. Gopinathrao Munde . Currently the institution is established with 4 UG branches in engineering like Computer Science and Engineering , Electronics and Electrical Engineering ,Civil Engineeringg, Mechanical Engineering. The Institute is approved by AICTE new Delhi and affiliated with Dr. Babasaheb Ambedkar Marathwada University, Aurangabad. NHCE is located in the area of 30 acres land with actual built up area of 10,475 sq.m.NHCE   boasts to provide students with excellent academic ambience, good infrastructure, innovative teaching-learning aids, research facilities, incubation support, training opportunities and nurturing entrepreneurship skills

Vision

To become center of excellence in the technical education and occupy a place amongst the most eminent institutions of the nation.

Mission

- To build across the institute a culture of excellence in teaching and learning with needed performance and accountability from all support activities.
- To design the education through a continuous process so that the student qualifying from the institute have the top rating in placement.
- To promote co and extra-curricular activities for overall personality development of the students.
- To develop responsible citizenship through awareness and acceptance to ethical values.
- To build a family of alumni and friends to create a network of allegiance and support for the institute.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Ideal atmosphere of inclusiveness, tolerance and togetherness, enhancing the unity, integrity and co-operation amidst diversity.
- Round the clock CCTV surveillance of the campus premises.
- Eco friendly campus.
- Various institutional practices reflect the policy of decentralisation and participative management prevalent in the Institute.
- A rich history of 22 years.

- Well maintained sports facility with open gym equipments.
- The library, strengthened with LMS, has a rich collection of text books, reference books, e-journals, and a reading hall that can accommodate more than 150 students.
- Complete dedication of the highly qualified faculty to the cause of the institution.

Institutional Weakness

Institutional Weakness

For enhancement of institutional growth and development, the number of permanent teaching staff in the College needs to be increased.

NHCE is primarily an undergraduate college which focuses on teaching and learning activities rather than on research. Therefore, there is a limited scope in enhancing the research rigor on campus.

The College is located in remote and rural area of Maratwada region and the admissions are low which effects the financial conditions of the Institute.

Limited resources in the use of digital technology to enhance teaching- learning on campus.

The College is not funded by the UGC but has limited financial resources to cater to the growing academic needs that support funding requirements to enhance teaching-learning resources for faculty members. Generation of funds is often a serious limitation in expansion and upgradation of campus facilities.

Institutional Opportunity

Institutional Opportunity

NHCE provides ample scope to promote and create a more harmonious and peaceful world through its students who are groomed to be agents of social transformation in keeping with its vision and mission.

Highly qualified, efficient and committed faculty members who are capable of organizing and conducting high quality seminars, workshops, conferences is an added opportunity to provide the scope to create more teaching-learning material and contribute to the various fields of education.

With the recent employment trends that require a more highly skilled workforce, NHCE can initiate professional and job-oriented courses that meet the current needs of the society.

Senior and retired faculty members are equipped with knowledge and skills to train and conduct internal training programmes to the younger generation of students and faculty into the high quality of teaching and learning skills that stem from the timeless values and ethos of NHCE.

Given the emerging educational needs and the constant change in the structures of work and employability, NHCE has a large repertoire of its alumnae who can enhance learning experiences on campus adding relevance to the current programmes offered. This effort will strengthen the social capital of the college with the alumnae.

Over the years NHCE 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 wider between the industry and the academic fraternity should be able to strengthen innovation and entrepreneurship activities in more tangible

Institutional Challenge

Institution is located in a remote rural side of backward Maratwada region. Hence NHCE caters to a large number of students who hail from the marginalized sections of society, many of whom are first generation learners. The challenge of meeting their day-to-day educational and personal needs is an urgent and immediate need.

The initiation of any new academic programme requires a long and complicated procedure for getting permissions from multiple authorities which often delays the programme.

The demand ratio for most courses remains consistently high, which leads to mismatch between the intake and the institutional capacity.

The commercialization of education and change in the societal values presents a challenge to the service motto of the Institution.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular Aspects

NHCE is a constituent college of Babasaheb Ambedkar Maratwada University, and as such follows a pre-determined syllabus. However, the college innovates within these established academic structures, committed to providing holistic development all student body.

Academic processes in NHCE are streamlined, with timetables, workloads and other administrative tasks prepped well in advance of teaching sessions.

The intellectual teaching body of NHCE is supported by relevant ICT. The college enjoys technologically enabled and inclusive infrastructure including a well-equipped library, which makes it possible for the students to participate in a modern teaching-learning process.

Our teachers regularly update their disciplinary knowledge through active involvement in faculty development programmes, curriculum reviews, evaluation.

Experiential learning through internships projects and field trips is specifically facilitated.

Complementing these pursuits is the strong tutorial and mentor-ward system. Smaller groups of students are

created, so that academic and other discussions are individualized. At NHCE, education is dialogic, and it is the feedback system that gives it this transparency and accountability. Feedback is taken and the data is compiled, analysed and shared with each Department and concerned individuals for prompt action. Channels for communication with different stakeholders are kept warm by responding to diverse needs. The IQAC conducts annual internal audits and all Departments are encouraged to undertake self-assessment to critically reflect on their practices. This approach supports the amalgamation of the interests of the stakeholders as well as the Institution.

Teaching-learning and Evaluation

Teaching-learning and Evaluation

NHCE focuses on holistic intellectual, social, emotional and aesthetic development of the students. We try to work conscientiously to reflect upon and enhance our pedagogic methods.

Right from admission, the college follows a well-administered and transparent procedure. A Grievance Committee looks into admission related problems of the students.

With the intention to develop critical and innovative thinking, student centered pedagogies are evolved at the department level. Some prefer case study approach, while others prefer brainstorming duly supported by ICT and e-resources.

Remedial courses and elaborate tutorial sessions are aimed at supporting learners in small groups so that teachers can provide individual support. Special attention is given to students with special needs and also from economically weaker sections.

The evaluation procedure is done by effective implementation of the internal assessment. Students are assessed on a continuous basis through innovative and reformed techniques such as group discussions, assignments, analytical tests, practical's and projects. Accordingly, remedial classes and other techniques are used to support learners with different abilities and pace. Students with advanced needs are encouraged to research and given more challenging tasks.

Students are given multiple opportunities to succeed. Through internal assessment students are encouraged and guided to improve their responses with more than one attempt at times. An online system helps students to view their marks at the end of each semester.

The robust evaluation process is not the only parameter to assess the integrity of the teaching-learning process.

Research, Innovations and Extension

Research, Innovations and Extension

 NHCE is periodically conducting Seminars to encourage the students and staff to involve in Research activities. With the results two international and 7 national level 3 to 4 technical papers are being published by our staff.'

The research environment is so profound that two of our faculty members achieved Ph.D one in Library Science and another in Mathematics and another faculty member in Computer Science is nearing to get her Ph.D shortly. Also in the recent years three to four of our faculty members qualified M.Tech and the process is continuous.

Internships and field trips are encouraged to strengthen experiential learning.

Infrastructure and Learning Resources

Infrastructure and Learning Resources

Set against the backdrop of extensive green cover, NHCE has aesthetically designed building designed by reputed Architect, which is architecturally striking and responsive to environmental concerns. A deliberate attempt has been made to preserve the natural habitat as much as possible..

The teaching block has well-appointed and spacious ICT enabled classrooms, tutorial and department rooms. The Civil , Computer Science, Electrical and Electronics, and Mechanical Engineering departments are arranged in different blocks. All the required labs have been arranged in the respective departmental blocks. The Library is very spacious,and is located very much near entrance to facilitate easy approach to students and staff. The Library is wi-fi enabled with relevant hardware and software, and a rich repertoire of learning resources.

Computer departments have labs that are well-designed and adequately equipped with learning resources.

The college makes great efforts to provide the latest technology to students, keeping them up to date with the world.

The college also takes pride in its comprehensive sports and fitness infrastructure. The outdoor sports facilities include a cricket pitch, Volly ball, shuttle badminton etc.A good gymnasium with the latest exercise machines, round off the state-of-the- art facilities in the college are arranged.

Additionally, a Canteen Committee makes monthly visits to the Canteen, keeping regular checks on the infrastructure, and conducting hygiene checks in the kitchen and related areas to ensure a qualitatively satisfactory food experience for our students.

NHCE ensures regular maintenance and upkeep of all facilities through trained and efficient staff and a system of periodic checks.

Student Support and Progression

Student Support and Progression

NHCE has created a fabric of social inclusion and empowerment, through student-centric financial incentives and welfare measures.

NHCE has active students' grievance redressed mechanisms that help them seek redressal for complaints,

including those about sexual harassment and ragging. For the students' emotional well-being, NHCE also offers formal in-house counselling

As the number of students seeking admission to undergraduate education has increased over the last five years, there have also been a significant number of students graduating from NHCE and pursuing higher education in India and abroad. Institutional provisions facilitate vertical movement of students to higher levels and gainful employment.

The Placement cell facilitates the students' professional growth and success as many leading Corporates like TCS,SBI,Ultra tech, Emphasis,Birla A, SBI Card, Samsung India,Axis Bank etc, and non-corporates like schools and 'Teach for India' recruit a substantial number of students from the college.

NHCE also facilitates students' representation and engagement in various administrative, and co- curricular activities through a formal student council body that is elected annually by active participation of all students.

The institution has various co-curricular, cultural and sports activities to ensure the holistic development of the students.

Governance, Leadership and Management

Governance, Leadership and Management

NHCE has a transparent and multi layered governance system. The Governing Body of the college meets on a regular basis to discuss issues related to the overall development of the institution. Similarly, Staff Council meetings are held periodically for the effective planning and implementation of teaching, learning and administrative programmes. Student Council meetings are also held at regular intervals to address student related issues.

As per Governmental rules, the college has implemented welfare schemes, and a range of development-oriented programmes for the teaching and non-teaching staff.

NHCE governance is marked by transparency, inclusivity and accountability. Feedback from various stakeholders like students, teachers, employers is invited. It is then analysed, and appropriate action is taken and shared with the Governing Body.

Staff Council and IQAC monitor the quality of the teaching-learning process, while the management facilitates smooth functioning of teaching and support systems.

An Internal Audit Report is given by IQAC to each department. Each department is also given a tool for self-reflection (Self-Assessment Proforma) to take suitable action collectively. They give all departments and concerned staff of the college feedback to critically reflect on their practices and plan

 Besides this, external academic audit is also conducted regularly. Teachers are encouraged to carry out a self-appraisal every year so as to gain insight into the effectiveness of their teaching style and its impact on students.

The College follows performance appraisal procedures as per the norms of Government of India. Accordingly, each employee is expected to fill an Annual Performance Appraisal Report (APAR) and submit it to the

concerned authority. The grievances are further heard by the College Grievance Cell under the chairpersonship of the Principal.

The college conducts internal and external financial audits on a regular basis.

Institutional Values and Best Practices

Institutional Values and Best Practices

In keeping with the Sustainable Development Goals of the United Nations (SDGs 2030), NHCE has initiated several sustainable practices on campus.

The Colleges' best practice "The Gift of Green: Towards Building a Sustainable and Clean Campus" aims to build an environmentally sustainable campus that is plastic free, produces minimal waste, conserves energy, protects biodiversity and practices self-sustainability in areas of power, water and cleanliness through notable projects on campus:

For making manure for growing Plants and tress and Water Conservation Facilities on campus such as Vermi Composting and Rainwater Harvesting are arranged.

Projects on Degradable and non-degradable wastes through, are undertaken by civil Engineering Department.

Greening of the campus the college by planting and nurturing around 100 trees.

NHCE values inclusionary practices at multiple levels. We celebrate cultural, regional, linguistic, socio-economic diversities through various student societies.

NHCE educates students about their Fundamental Rights and Duties through various programmes organised by Departments/Societies.

NHCE fosters a Code of Professional Ethics and Conduct for students, teaching and non-teaching staff and the governing body to promote the core values of the college.

Our best practice "Campus Placements/Internships: empowers our students through employability, making them socially, politically and economically active citizens.

NHCE offers formal inWith mentor-mentee program every year and guidance services for its students through professionally trained counsellors regularly on its campus.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	NAGNATHAPPA HALGE COLLEGE OF ENGINEERING
Address	AT. BRAHMWADI, POST TOKWADI, PARLI VAIJNATH.
City	Parli vaijnath
State	Maharashtra
Pin	431530
Website	www.nhce.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	M. Bhaskara Rao	02446-295134	9730621684	02446-295134	nhce1@hotmail.com
IQAC / CIQA coordinator	Amar Ramlingappa Katkar	2446-295134	8788084643	2446-295134	amar.parli2016@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	

State	University name	Document
Maharashtra	Dr. Babasaheb Ambedkar Marathwada 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	08-07-2022	12	The AICTE approval is valid for the whole academic year

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	AT. BRAHMWADI, POST TOKWADI, PARLI VAIJNATH.	Rural	30	10475

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,Computer Science And Engineering	48	plus two	English	120	118
UG	BE,Electrical And Electronics Engineering	48	plus two	English	120	97
UG	BE,Civil Engineering	48	plus two	English	360	316
UG	BE,Mechanical Engineering	48	plus two	English	240	211

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				4				9				24
Recruited	0	0	0	0	1	0	0	1	3	1	0	4
Yet to Recruit				4				8				20
Sanctioned by the Management/Society or Other Authorized Bodies				1				1				28
Recruited	1	0	0	1	1	0	0	1	23	5	0	28
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				28
Recruited	25	3	0	28
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				8
Recruited	8	0	0	8
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	1	0	0	0	1	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	1	0	0	18	4	0	23
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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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	0	0	0

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	649	0	0	0	649
	Female	94	0	0	0	94
	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	52	40	67	98
	Female	10	13	23	23
	Others	0	0	0	0
ST	Male	2	1	6	9
	Female	1	1	2	1
	Others	0	0	0	0
OBC	Male	156	156	222	269
	Female	31	30	46	61
	Others	0	0	0	0
General	Male	156	160	231	269
	Female	27	27	25	29
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		435	428	622	759

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The Vision of National Education Policy, to provide high quality education to develop human resources in our nation as global citizens, is well taken by our Institute. A discussion among the faculty members has been initiated on the key principles of NEP such as diversity for all curriculum and pedagogy with technological innovations in teaching and learning, encouraging logical decision making and innovation, critical thinking and creativity. The Institute is affiliated to Dr. Babasaheb Ambedkar Marathwada University, Aurangabad where in Academic programmes are redesigned to include Multidisciplinary /Interdisciplinary courses as electives and institute started offering these electives

	to students. In order to provide the holistic academic growth among students, Inter-disciplinary curriculum has been proposed which gives freedom to the student to choose their preferred options from the range of program offered by the institution. All the courses offered by institute are Choice Based Credit System (CBCS). Few of (them also include value based and environment-based subjects like professional Ethics, Environmental studies, principles of Management, project management etc. All programmes are designed in such a way that students get maximum flexibility to choose elective courses offered by other Departments and MOOC through SWAYAM. It can be said that the Institute is proactively working towards implementation of the suggestions given in the NEP Guidelines.
2. Academic bank of credits (ABC):	Our institution preparedness in implementation of Academic Bank of Credits conforms to the guidelines of the affiliated university i.e., Dr. Babasaheb Ambedkar Marathwada University being state university is an official member of the National Academic Depository which is a government endeavour to offer an online repository for all academic awards under the Digital India Programme. From 2022 onwards, Dr. B.A.M.U. is in the process of uploading students' mark sheets and degree certificates through the nad.digitallocker.gov.in platform through its affiliated colleges. The National Academic Bank of Credits (ABC) portal has now been integrated into the NAD portal https://nad.digitallocker.gov.in platform and is currently live from academic year 2021 onwards. Dr. B.A.M.U. , Aurangabad follows a choice-based credit system (CBCS) for all its programmes and related to the ABC in the Academic Council. Dr. B.A.M.U. formally registered in the ABC portal being approved by the higher academic bodies. For this purpose, Institute is in the process of creating centralised database of the college students. Through this database, where in the academic credits earned by the student from various courses will be digitally stored so that the credit earned by student previously could be forwarded when the student enters the program again. For monitoring ABC, proper technical support system has been created.
3. Skill development:	The institute has an established skill development cell which actively participates to strengthen technical,

	vocational, soft skills of the students. The institute has an established training cell which actively participates to strengthen the current trends required in industry, Campus Recruitment Training . The Institution is already conducted the skill courses as designed by PMKVY.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	In order to promote /integrate the local language, art and culture, it is the regular practice at institute that all Student activities conducted in adopted villages are compulsory executed in local Marathi language. The library section of the Institute contains collection of books which promotes Indian Knowledge System. Frequently Institute conducts organizes workshops with other stakeholders to promote Indian Knowledge System. Every Year "Traditional Day" is organized to promote Indian culture values.
5. Focus on Outcome based education (OBE):	The institution, being affiliated with Dr.B.A.M.U., Aurangabad follows the guidelines as and when directed where in variety of approaches in teaching Learning process like lectures, seminars, tutorials/workshop/practical and project-based learning field work, technology enabled learning internship and apprenticeship and research work is already suggested and Institute is implementing it wherever possible. All the programmes are offered as outcomes-based education (OBE) which are designed keeping in mind the regional and global requirements. Course outcome of every subject well defined in the curriculum itself by Dr. B.A.M.U., Aurangabad. The Institute has implemented outcome-based education with clearly stated Programme Outcomes, Programme Specific Outcomes and course outcomes . All courses are designed with outcomes centred on cognitive abilities namely Remembering, Understanding, Applying, Analysing, Evaluating and Creating. Apart from the domain-specific skills, learning outcomes at all levels ensure social responsiveness and ethics, as well as entrepreneurial skills so that student contribute proactively to economic, environmental and social well-being of the nation. The Course Objectives (COs) are also aligned to the PO-PSO philosophy.
6. Distance education/online education:	he institution is already prepared, especially during COVID-19 pandemic situations and teaching learning process through different online modes likewise app, Google Class rooms, WhatsApp etc. the whole

college campus is Wi-Fi enabled with LCD Projectors installed in classroom and hence no hindrance /obstacle in online education. Post-pandemic, the online learning experience has been adopted by the faculty and students to full advantage of flexible blended mode of teaching learning. From 2019 onwards departments are exclusively using Google Classroom for sharing learning contents with students for most of the subjects / courses. The faculty members also prepared themselves by getting trained for using various MOOCs and other online platform for online teaching learning through FDP, STTP and workshops during lockdown period. During Covid -19 pandemic various programs, meetings, seminars for students were also organized by institute via online platform conducting conferences and meetings. The students and faculties are encouraged to undergo MOOCS courses every year.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	YES. ELECTRORAL LITERACY CLUB HAS BEEN SET UP IN COLLEGE IN THE YEAR 2019.
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?	STUDENTS' CO-ORDINATOR AND CO-ORDINATING FACULTY MEMBERS ARE APPOINTED BY THE COLLEGE AND ELC MEMBERS ARE FUNCTION. PROF. ARVIND KENDRE AND PROF. CHATE A.B. ARE APPOINTED AS ELC CO-ORDINATORS.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	1. AWARENESS CAMP REGARDING VOTER REGISTRATION IS CONDUCTED BY THE ELC CLUB YEARWISE. STUDENTS ABOVE 18 YEARS TAKE PARTICIPATION IN VOTER REGISTRATION DRIVE.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research	1. VOTER AWARENESS CAMP 2. CELEBRATION OF INDIAN CONSTITUTION

projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	DAY 3. SEMINAR ON " INDIA THE LARGEST DEMOCRATIC COUNTRY"
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	ALMOST ALL ABOVE 18 YEARS STUDENTS ARE REGISTERED AS VOTERS IN THE ELECTROL ROLL AS AWARENESS AND IMPORTANCE OF VOTING IS KNOWN TO STUDENTS. COLLEGE HAS INSTITUTIONALIZED MECHANISM TO REGISER ALL ELIBIBLE STUDENTS AS VOTERS.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
759	622	444	435	574

File Description	Document
Institutional data in the prescribed format	View Document

2 Teachers

2.1

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

Response: 39

File Description	Document
Institutional data in the prescribed format	View Document

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
32	33	39	36	36

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
97.65	80.57	66.27	77.44	55.19

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 college regards effective delivery of curriculum as the most vital curricular aspect. The college follows the curriculums prescribed by the University through its Boards of Studies. The college follows the Academic calendar issued by University. The Heads of Departments conducts the meetings to distribute workload, allot subjects, and plan the activities of the department and to review the completed syllabus. The Principal monitors the effective implementation of the Academic Calendar through formal meetings with Heads of Departments and with the faculty. The college constitutes the Time table committee. The Time table is prepared by respective departments. The time tables are displayed on the Notice Board and also uploaded on the college website. The syllabus link of the university syllabus year wise also provided to the students. Teaching plan is prepared by every faculty member at the beginning of the academic year. They record the conduct of teaching and practical in the diary. There is optimum utilization of well-equipped laboratories for curriculum delivery of practical. The students maintain the practical journals and results are certified by the faculty.

The faculty uses charts, maps, models and specimens along with chalk and board. Methods like seminar, group discussion, quiz, case study for effective delivery of curriculum. Study materials, notes and question banks are provided in the class and through mails. Educational filed visits, industrial visits, tours are organized. Group projects are assigned to teach them team spirit, sharing and develop presentation, research skills. Social sites such as YOUTUBE, Whatsapp etc. are used for effective teaching. Guest lectures, expert lectures are arranged. Internet, Computer, LCD Projects and other Audio-Visual aids are utilized on regular basis. Internet, Computer,LCD Projectors and other Audio-visual aids are utilized on regular basis. Each Department maintains a Departmental Library to facilitate the reading habits among the students. The college regularly submits the academic audit report to Dr. B.A.M.U., Aurangabad .

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

1.2 Academic Flexibility

1.2.1

Number of Add on /Certificate/Value added programs offered during the last five years

Response:

File Description	Document
Institutional data in the prescribed format	View Document

1.2.2

Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years

Response:

1.2.2.1 **Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
124	30	44	225	137

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 into the Curriculum

Response:

The institute follows curriculum of the Dr. Babasaheb Ambedkar Marathwada University, Aurangabad. Although cross cutting issues like Gender, Environmental Sustainability, Human Values and Professional Ethics are covered in the curriculum,

the institute also has provision of various activities which contributes to sensitizing students towards crosscutting issues. The current curriculum has various courses which address Gender, Environment and Sustainability, Human Values and Professional Ethics, Industrial Management, Business English, Basic Human Rights, Entrepreneurship Development, Renewable Energy. Nagnathappa Halge College of Engineering is a co-educational institute that takes utmost care in motivating and encouragig both boys and girls to participate in various curricular/extracurricular activities. The instialtute has an Internal Complaints Committee(ICC) to implement the directives in general to deal with complaints/cases of

sexual harassment. Institute also have Online Grievance Redressal Portal where students can launch their complaints. This institute also organizes the following program regularly:

International Women's Day

Engineer's Day

Teacher's Day

Seminar on Environment and Sustainability

In order to make students aware about the environment and sustainability, the affiliating university curriculum contains courses through which students are made awareness about enviornmental issues, urge for conservation of natural resources and sustainable lifestyle/development are inculcated in all our students through the course of environmental studies in their first year. In order to inculate the human values, the courses like Environmental Science, Communications Skills, Professinal Ethics ,Industrial Management are in the curriculum. The institute also organizes Pre-Placement training activities and mock HR sessions so that students are well-groomed and professional ethics are inculcated.

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:

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

Response: 192

File Description	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 (Yes or No)

Response:

File Description	Document
Upload supporting document	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response:

2.1.1.1 **Number of students admitted year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
665	622	426	433	583

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

2021-22	2020-21	2019-20	2018-19	2017-18
840	840	840	840	960

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

2.1.2

Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)

Response:

2.1.2.1 *Number of actual students admitted from the reserved categories year - wise during the last five years*

2021-22	2020-21	2019-20	2018-19	2017-18
399	365	241	263	326

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

2021-22	2020-21	2019-20	2018-19	2017-18
356	356	356	356	432

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

2.2 Student Teacher Ratio

2.2.1

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

Response:

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 using ICT tools

Response:

For enhancing learning experiences the faculty members adopt many ways. For example, lecture method, interactive method, project and field work method, computer assisted method, experiment method etc. Teaching and learning activities are made effective by these practices. Some student centric methods are given below:

1. **Project methods:** The project work simulate student's' intereset on the subject and provide student an opportunities of freedom of thoughts and free exchange of different views. As per the requirement of syllabus, the project work is done.

2. **Interactive methods:** The faculty members make learning interactive with students by motivating student participation in group discussion, role-play, subject quiz, news analysis, educational games, discussion and questions and answers on current technology, etc.

3. I**CT Enabled Teaching:** ICT enabled teaching includes Wi-Fi enabled class rooms with LCD, Language Lab, Smart Class rooms, etc. The institution adopts modern methods to enhance teaching-learning process.

4. **Experiential Learning**: Experimental /Laboratory methods is used in subjects to acquiant the students with the facts through direct experience individually.

5. **Student Seminars**: The Students seminars are organized where in the papers are presented by the students on contemporary topics to enrich their learning experience.

6. **Group learning method** is adopted through whatsapp group. Student share their notes and study material through this methods. Whatsapp group are made by the faculties in the department . They share the information to each other.

7. **Black-board presentation**: This is the traditional metod of teaching.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response:

2.4.1.1 **Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:**

2021-22	2020-21	2019-20	2018-19	2017-18
45	43	43	46	48

File Description	Document
Upload supporting document	[View Document](#)

2.4.2

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	1	1	1

File Description	Document
Institutional data in the prescribed format	[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:

Mechanism for Internal Assessment:
The internal assessment is continuous in nature and based on the viva-voce, internal test, assignments and attendance of theory and practical which is implemented as follows:

1. Practical and Termwork Assesment: A student's practical internal evaluation is maintained in a continuous assessment book. Student's performace is evaluated based on criteria timely submission. Performance, Understanding, Lab quiz and Presentation for each practical separately comprising of 10 marks.

2. Seminar and Project Assessment: Each faculty is assigned students for seminars and groups for the project.Topics are finalized by faculty comittee .student's interest. to the particular topics is also considered. Evaluation is based on components viz. basic knowledge, objective,understanding, presentation and performance.

Final Project evaluation is Summative assessment which is done by internal guide and external examiner appointed by Dr. B.A.M.U., Aurangabad through viva-voce and presentation of concept through a model, prototype, and software app. The departmental committee conducts intenal evaluation which is based on components viz., implementation, analysis, testing , result and presentation.

Transparency is maintained in internal evaluation. After the assesment of papers, internal marks are communicated and evaluated answer papers are distributed to the students. If student is not satisfied regarding queries regarding internal marks, he or she can approach to subject teacher, Head of the Department or approach Grievance Redressal Committe.

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 and attainment of POs and COs are evaluated

Response:

In strict compliance with the objectives of Outcome Based Education (OBE), the Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) are framed by the department offering the concerned program after rigorous consultation with all faculty and the stakeholders. After attainment of consensus, the same are widely propagated and publicized through various means such as display and/or communication specified hereunder.

Website
Curriculum /regulations books
Class rooms
Department Notice Boards
Laboratories
Student Induction Programs
Meetings/ Interactions with employers
Parent meet
Faculty meetings
Alumni meetings
Professional Body meetings
Library
While addressing the students, the HODs create awareness on POs, PSOs and COs. The faculty members, class teachers, mentors, course coordinators, program/ISO coordinators also inform the students and create awareness and emphasize the need to attain the outcomes.

Program specific outcomes (PSOs) are the specific skill requirements and accomplishments to be fulfilled by the students at micro level and by the end of the program. The programme co-ordinators prepare the PSOs, usually two to four in number, in consultation with course coordinators. The BOS, including Head of the Department and subject experts, of the individual departments will discuss the same and approve it after endorsement by the Principal.

Program Outcomes (POs) are broad statements that describe the professional accomplishments which the program aims at, and these are to be attained by the students by the time they complete the program. POs incorporate many areas of inter-related knowledge, skills and personality traits that are to be acquired by the students during their graduation.

Course outcomes (COs) are direct statements that describe the essential and enduring disciplinary knowledge, abilities that students should possess and the depth of learning that is expected upon completion of a course. They are clearly specified and communicated. The Course Outcomes are prepared by the course coordinator in consultation with concerned faculty members teaching the same course. The Module coordinator will verify it. Finally, they are discussed in the concerned department's BOS meeting course-wise and approved.

The POs/PSOs of the programme are published through electronic media at individual Department site located on the college website http://www.nhce.in/. The COs of the courses are also published through electronic media at the Department site located on the college website: http://www.nhce.in/. In all the

interactions with the students, awareness on POs, PSOs and COs is consciously promoted.

2.6.2

Pass percentage of Students during last five years

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
126	117	107	69	53

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

2021-22	2020-21	2019-20	2018-19	2017-18
179	142	153	163	146

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all students on roll	[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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
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 and has initiatives for creation and transfer of knowledge

Response:

The institution provides a conductive environment for promotion of Innovation. All required facilities are provided and guidance is extended to the students. Students are encouraged to actively involve in the application of Technology for societal needs. Awareness meets, workshops, seminars and guest lectures on Entrepreneurships are organized. Students are provided opportunities to directly interact with outstanding entrepreneurs excelling in their field. The sole objective of the Incubation Centre is to facilitate students to convert their ideas into Technological Innovations. Workshops on emerging trends in Technology are held. Students are awarded certificates for best innovation.

Students are encouraged to gain hands on experience and better Industrial Exposure. Ideas and innovations flow steadily with the start up a beginning was done to nurture our students and transform, innovations in to a vital force for economic growth. Start-up were initiated by the students for the latest innovations. College conducts coding contest .

Financial support is extended to the students for exhibiting their models at the Idea Generation Contests, Competitions held by other organizations. Students are provided with an opportunity to acquire skills for

commercialization of their product. The Local Entrepreneurs are invited to address the students and inspire them.

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:

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**

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	1	1	1

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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	0	0	0	0

File Description	Document
Institutional data in the prescribed format	[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:

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**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

3.4 Extension Activities

3.4.1

Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

The student volunteers visit neighboring localities and conduct various activities regularly. Extension activities in the neighborhood community in terms of impactand sensitizing students to social issues and holistic development during the lastseven years. Nagnathappa Halge College of Engineering organizes and participates in various extension activities with a dual objective of not only sensitizing the students about various social issues but also contribute to thecommunity and strengthen community participation. The Student units take part in various initiatives like

1. Swaccha Bharat

2. Beti Bachao Beti Padhao

3. Blood Donation Camps

4. Digital Literacy Program for Nearby Villages

5. Awareness Camps about the "Need of Technical Education"

6. Awareness Camps about "The Impact of Pollution on Human life"

. The activities listed above areindicators of the manner in which multiple issues of social, political and economicsignificance are discussed and dealt with in order to create sensitivity andunderstanding among students and contribute to the balanced development of their personality, so that committed and ethically informed citizenship is created.

3.4.2

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

Response:

Employees of the Institution received "CORONA WARRIORS" Award from Vishwa Manavdhikar Parishad (World Human Right Council) dated 22 october 2020. The Institution also recived appreciation certificates from Belamba Grampanchat for its contribution regarding social work in the village

3.4.3

Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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:

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution

Response:

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

Nagnathappa Halge College of Engineering has constantly endeavoured to provide quality education and ensure all round development of the students. Set in the backdrop of an extensive green cover, the college has an aesthetic landscape which is architecturally striking. The institution has a well maintained, user friendly and resilient infrastructure conducive to teaching, learning and comprehensive development of students.

The Institution Campus is well located on the Parli-Beed state highway. The building complex is well arranged in 30 Actres of land ,amidst of mango garden.

The Teaching Block has spacious classrooms, tutorial rooms, department

Rooms. The classrooms are equipped with projectors so that ICT can be used for strengthening academic discourse.

There are three computer labs available for the students. These labs have adequate computer equipment, internet connectivity and projectors to support practical sessions.The campus is Wi-Fi enabled for the benefit of students and faculty.

The well-stocked College Library is accommodated in total area of 437 square meters. It is fully ventilated and lighted, Wi-Fi enabled and has a seating capacity of 50 users. The library has a property counter, librarian's room, circulation (Issue/Return) counter, Online Public Access Catalogue, Processing Section, and Stacks. It has a Text-Book Section, Periodical Section and computer access. Reading room for faculty and students is made available. The Library is well equipped with SOUL software It consists of e-journals through DELNET, INFLIBNET and NDLI, Reference Section, Book Bank, a seminar room, a research & audio-visual room and a counselling-cell.

The Administrative accommodation of the Institute consists of the Principal's Office, the Accounts Office, the General Office, Stores, etc., which are fully ICT enabled.

The Multi-Purpose Hall with an Auditorium, is established in Goodway. Academic events like

conferences, seminars, talks etc. and student activities are hosted in the auditorium

The Institute is accommodated with all the required Laboratories for Effectively running Civil Engineering, Computer Science and Engineering, Electrical and Electronics Engineering, Mechanical Engineering and Humanities Departments.

Civil Engineering Department consist of labs such as Strength of materials in which latest equipment is available such as Computerized Universal testing equipment of 40 tonnes, Compression testing machine of 100 tonnes capacity, Torsion testing, Impact testing, Tile Abrasion testing etc.,

The Concrete testing Lab consists of major equipment like Compaction factor test, Sieve analysis, Los Angeles Abrasion Test etc.,

Surveying Lab is well equipped with Total Station, Auto levels, Theodolites etc.,,The Electrical and Electronics Department has various Labs such as Communication ,EDC ,Microprocessor, Computer Labs etc.,The Mechanical Engineering Department consists of various Labs such as Thermodynamics,Applied Mechanics,Thory of Machines,workshop etc.,The Workshop is well equipped with welding,fitting, Carpentry and Blachsmithy sections. Equipment such as Lath machines, shaping, Grinding, Drilling ,Milling machines etc.,

4.1.2

Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)

Response:

4.1.2.1 **Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
5.25	.8	0	14.2	3.3

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

4.2 Library as a Learning Resource

4.2.1

Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library

Response:

The Library is an important knowledge resource of the Institute. It has well developed book collection in engineering disciplines. It has floor area of 4707 sq.ft. Library has reprographic, scanning and printing facilities extended for users. The digital library has 10 computers with internet facility of 10 Mbps. It enables remote access to DELNET, Library has a membership in National Digital Library of India (NDLI) which is sponsored and mentored by Ministry of Education, Government of India, through its National Mission on Education through Information and Communication Technology (NMEICT). for user benefit. The Library has e-books through DELNET and NDLI Central Library.

 Library is automated using Integrated Library Management System (ILMS)

The Library is automated using Software for University Libraries (SOUL). The software is an integrated library management software designed and developed by the INFLIBNET Centre. Library used this software to enhance the efficiency of its library services to the users. All the documents received by the library are catalogued in SOUL using the catalogue module of the software. Moreover, the library create/edit/delete/search user records renew membership and also establish relationship between the user and resources by creating transaction records through circulation module of the software.Since the Library is automated, the holdings of the Library could be searched using OPAC. The library is member of the DELNET since last 12 years. It is being extensively used for ILL and searching the database of other member libraries.The Library has the internet facility through which the e-resources could be accessed. The Library is a member of the NDLI.The Central Library is also a member of DELNET which gives access to E- Books and 5000 full text Ejournals both National and International. The library is also a member of NDLI which has a collection of more than 6 lakh e- books which the students and staff are utilizing.Back volumes of journals, Project Reports, Question Banks, Syllabus sets.The journals that are being subscribed are stored as back volumes. Library also maintains Project reports submitted by the students as part of their course curriculum.Library Facilities & Services Reprography and Scanners facility All the new books and journals are kept in the new arrival racks. Display boards of library data and services

Library Orientation Programs:

Whenever a new batch of students join the college, a counseling program is carried out in which details about the Library collection, services, timing and doubts of students if any are cleared.

4.3 IT Infrastructure

4.3.1

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

Response:

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Hardware Infrastructure

Institute has 120 Desktops/Workstations and they are available for students and staff.

The college uses Acer and HP workstations.

Computer Labs have adequate number of desktops maintaining student to computer ratio of 10:1 most of the times.

In addition there are 12 HP/canon laser printers in the Institute.

The college uses 5 LCD projectors (SONY), 1 in the computer Lab, and 1 in each department.

This infrastructure is complemented by computer networking devices, scanners and interactive teaching board etc.

The College has employed a full time IT consultant for maintenance and support of the ICT infrastructure.

In general, computing and internet facilities are available to all teachers and students on the campus.

The institution provides access to desktop systems to faculty and students which allows them to use computer aid for academic projects, practical sessions and for learning.

To make the learning process more effective various innovative methods are used by the teachers. This includes giving group assignments and having power point presentations, where students can discuss and explore their knowledge together. Learning combined with visual presentations or working on certain software is much more enjoyable and comprehensive for the students.

Software Infrastructure

The College has four high configuration servers to allow fast transmission of data to the various computers. These servers are: Windows Based Active Directory, NP antivirus, Library SOUL software.

All the computers are supported by a 100mpbs LAN and a 2500-user capacity Wi-fi system.

The desktops are running on windows 7, windows 7 pro, windows 10 and windows 10 pro operating systems. Most of the desktops have office 2010 pro installed and a few are running on office

365 and office 2016 pro. Laptops are functioning on open office.

Office automation packages like Open Office, MS Office and Antivirus are purchased by the college and updated regularly.

The college provides all standard Econometrics, Statistical, computational and scientific typesetting packages such as Python, R, SPSS, Stata, MATLAB, Wolfram Mathematica, Tally ERP9, Taxman for education, Visual Studio 2010, Miktex, Java, Maxima and Pascal. These are either open access software or available through Dr BAM University. Stata 13 license was purchased by the college, this was upgraded to version 14 later.

A back up is taken for all the systems every three months, windows and anti-virus are updated on a regular basis. LAN and Network connections are also monitored by the IT consultant.

4.3.2

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

Response:

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

Response: 120

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response:

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)**

2021-22	2020-21	2019-20	2018-19	2017-18
50.7	36	40.36	35.87	51

File Description	Document
Institutional data in the prescribed format	[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 Government and Non-Government agencies during last five years

Response:

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government and Non-Government agencies year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
700	538	379	367	425

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

5.1.2

Capacity building and skills enhancement initiatives taken by the institution include the following

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

Response:

File Description	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:

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**

2021-22	2020-21	2019-20	2018-19	2017-18
25	25	13	50	40

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

5.1.4

The Institution has a transparent mechanism for timely 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:

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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	36	20	34	47

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

2021-22	2020-21	2019-20	2018-19	2017-18
195	129	99	130	189

File Description	Document
Institutional data in the prescribed format	View Document

5.2.2

Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response:

5.2.2.1 *Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years*

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

5.2.2.2 **Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	0	0

File Description	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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	1	1

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:

An alumni association is an organization of graduates or, more broadly, of former students (alumni).. These associations often organize social events, publish newsletters or magazines, and raise funds for the organization. Many provide a variety of benefits and services that help alumni maintain connections to their educational institution and fellow graduates. Some associations also support the institution's athletic programs and other extracurricular activities.

Alumni associations can play an important role in fundraising for educational institutions. They can also serve as a networking platform for alumni to connect with each other and with current students. Additionally, they can help promote the institution's reputation by highlighting the achievements of its graduates.

Overall, alumni associations are an important part of many educational institutions' communities and serve as a valuable resource for both alumni and their alma mater.

In our Institution we registered the alumini association with the Charity commissioner,Disi.Beed in the current year ,that is in the year 2023-24.

The following are the Directors:

1.Dileep Santram Karad

2.Uttam Shahurao Munde

3.Syed Sadaat Khaled

4.Kedarinath Bhagwan Gitte

5.Ashwini Baburao Chate

6.Takhween Begum Shakeel Qureshi

7.Dnyaneshwar Dattatraya Andhale

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance

Response:

Vision:

To become center of excellence in the technical education and occupy a place amongest the most eminent institutions of the nation.

Mission:

- To build across the institute a culture of excellence in teaching and learning with needed performance and accountability from all support activities.
- To design the education through a continuous process so that the student qualifying from the institute have the top rating in placement.
- To promote co and extra-curricular activities for overall personality development of the students.
- To develop responsible citizenship through awareness and acceptance to ethical values.
- To build a family of alumni and friends to create a network of allegiance and support for the institute.

Quality Policy:

- Introduction of new courses dealing with emerging area
- Recruiting highly qualified, experienced faculty for enabling to impart education of high quality.
- Provide necessary support for upskilling for teaching and non-teaching staff.
- Provide infrastructure of high quality and academic ambience to campuses.
- Taking all out effort to maintain, enhance quality of education and marching towards academic excellence.
-
- Accomplishments:
-
- Right from the foundation, the parent institute and the college, keeping the track of various social, political, economic, environmental and educational challenges, keenly looked into strengthening the knowledge imparting system with appropriate training and skill enhancement.
- The endeavours put in by all stackholders yielded promising fruits in the form of outstanding achievements of students and teachers in the university exams, placements, passing competitive exams, sports & games, cultural activities and extension activities.
- Concession in fees to the economically backword students.

- Contributed in the development of nearby villages for social cause in all possible ways.
- Grievance Redressal Cell for students, Women Empowerment Cell, Internal Complaints Committee, Anti-ragging Cell.
- Workshop on revised syllabus, invites eminent scholars from different fields.
- Special Attention and Discussion among all stackholders regarding " New Education Policy".
- Organization of sports, cultural and other co-curricular and extra-curricular activities.
- Central Library is enriched with all required books, journals and periodicals for ready reference.
- IQAC ensures maintenance and promotion of quality culture on the campus.
- Feedback is sought from stackholders that provide college an opportunity to work for quality improvement.
- Adoption of village with association of stackholders under Unnat Bharat Abhiyan .

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Being an affiliated college, the Institution has to follow the rules and regulations decided by Dr. Babasaheb Ambedkar Marathwada University, Aurangabad. The Institution has to follow the rules and regulations decided by the University to which is is affiliated. At the same time, the institution is bound to follow the rules fo the State Government , UGC and AICTE, New Delhi. The Institution was established by the vaidyanath Sarvangin Vikas Sanstha. The Management of the Institution consists of a President, a Vice President, trustees, secretary and treasurer. At institutional level, the principal is the final authority who reports to the President, Secretary and other members of the management. Being the head of the institution the principal is responsible for the academic and administrative activities of the Institution. In the absense of the Principal, senior faculty is given charge

A number of committees are formed for academic, administrative, co-curricular, sports and extension activities. In all these committees, there is a chairperson and a vice-chairperson.
Some other important administrative committees are Admission Committee, Time Table Committee, Examination Committee etc.
The principal looks after all the financial transactions of all these committees. The chairpersons of all the committees are free to work their own way but as for the budget allocation, they have to seek the permission of the principal.
The Institution has to follow the rules and regulations regarding appointment and service set by the University, the State Government and the UGC. The recruitment and promotion of academic and administrative staff are done as per the norms decided by the University, State Government and the UGC. No permanent academic or administrative staff is recruited since a long time due to the government policy.

6.2.2

Implementation of e-governance in areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

Response:

6.3 Faculty Empowerment Strategies

6.3.1

The institution has effective welfare measures and Performance Appraisal System for teaching and non-teaching staff

Response:

At NHCE, the Appraisal system is based on several parameters evaluated via the Appraisal process combining the API (Academic Performance Index) points and the Self Appraisal points.
Separate formats are followed for the Teaching and Non teaching staff.
Teaching staff Appraisal System:
For the Teaching staff, the Appraisal process follows a step by step approach and is based on the evaluation of Self Appraisal form and the API form along with the attached proofs as submitted by the faculty. All the criteria mentions in the form are considered for the appraisal process. The concerned Head of department evaluates the forms further and accordingly the final evaluation is
done by the Principal. A department wise list is prepared further for the final evaluation to be done by the Principal and the top management.
The criteria for the Teaching staff appraisal are as follows:
1. Co-curricular, extension, and professional development related activities
2. Student Feedback & HOD feedback
3. Co- curricular, Extension & Professional development related activities
4. Research and academic contribution at department/ college level
5. Other responsibility of Department/college level
6. Research funding received and Book/ monograph publication
7. Training programs/ workshops/ seminars attended /organized
8. Project guidance and Consultancy work
9. Awards/ Honours/ Recognition received
10. Examination work etc.
Non Teaching/ Support staff Appraisal System:
The Self Appraisal form and the API form is submitted by the Non teaching/support staff with the required proofs. The evaluation of performance for nonteaching/supporting staff is based on punctuality, hardworking nature, skills acquired, attitude and behaviour, other responsibility at college level etc. The evaluation is done by the respective Head of Department.
and the Registrar. The final evaluation is done by the Principal and the college management authorities.
The criteria for the Non Teaching/ Support staff appraisal are as follows:

1. Work competency and regularity
2. Self Improvement skills
3. Behaviour with students, staff and other related professional skill sets
4. Department responsibilities.

6.3.2

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

Response:

6.3.2.1 **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**

2021-22	2020-21	2019-20	2018-19	2017-18
32	33	39	36	36

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

6.3.3

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	1	0	0

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

2021-22	2020-21	2019-20	2018-19	2017-18
33	31	31	31	31

File Description	Document
Institutional data in the prescribed format	[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:

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Institution conducts internal and external financial audits on a regular basis.

Mechanism for Internal Audit and External Audit is as follows.

Internal Audit:

-Internal audit is a continuous process which ensues after each and every financial

transaction, whereby the college itself carries out the initial stage of the internal audit.

-In the initial stage, the officer in-charge scrutinizes and verifies the financial data. This is

again scrutinized by the Administrative Officer and the Principal for clarity, authenticity,

transparency and financial accuracy.

-Income/Expenditure is closely monitored by the Principal and the Accounts Officer. The Institution is liberal, yet follows the strategy of restraint as for as the expenditure is concerned.

 -Proper procedure for purchases is adopted.

External Audit:

-The external audit takes place annually after the completion of every financial year. The Chartered Accountant, who works as an auditor is appointed by the College. The program goes on for 8 to 15 days during the month of May.

-The bills and vouchers of the revenue expenditure are checked. The vouchers and proper

record with the concerned Department of the capital expenditure is also checked and verified.

-The audit objections/compliance, if any, is handled by the Accounts Department.

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:

The IQAC at Nagnathaapa Halge College of Engineering was constituted on 8 november 2021. Since then, it has been performing the following task on regular basic:

1. Improvement in quality teaching and research by regular inputs to all concerned based on feedback from students.

2. Providing inputs for best practices in administration for efficient resource utilization and better services to students and staff.

3. Providing inputs for Academic and Administrative Audit and analysis of results for improvement in areas found weak.

6.5.2

Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**

2. **Collaborative quality initiatives with other institution(s)/ membership of international networks**
3. **Participation in NIRF**
4. **any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc**

Response:

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years

Response:

Various curricular and co-curricular activities regarding gender equity and sensitization are conducted throughout the year in the institute. Women's Day is celelbrated on 8th march every year.

Specific facilities for women in the campus are as follows:

1. Specious, clean and pleasant Girls Common Room

2. Women Grievance Committee

3. Internal Complaint Comittee

4. Anti-Ragging cell in campus

Institution celebrates/organizes natinal and international commemorative days, events and festivals. National festivals play an important role in planning seed of Nationalism and Patriotism among the people of India. Our institution celebrates these events with great enthusiasm to commemorate the ideology of nationalism and to pay tribute to our great National Leaders. The faculty, staff and students of the institution all come together under one umbrella to celebrate these occasions and spread the message of Unity, Peace, Love and Happiness throughout.

Republic Day: The institution celebrates Republic Day on 26 th January every year, commemorating the adoption of Indian constitution and spreading the message the India is the largest democratic country in the world. Independance Day is celebrated every year on 15 th of August and flag hoisting is organized .The institution encourages students to remember our national leaders and their sacrifices. The institute also celebrates Dr. Babasaheb Ambedkar Birth Aniversary, Chatrapati Shivaji Maharaj Birth Aniversary, Mahatma Gandhi Birth Aniversary, Teachers Day .

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:

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:

7.1.4

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

Response:

In our college we undertaking various initiativesin the form of celebration of days of Eminent personalitities, National Festivals and other such activities to provide for an inclusing enviornment by brining students and teachers

with diverse background on single platform for creatig inclusive environment. These functions help in developing tolerance harmony towards culture, region and linguistics and also communal social economies and other diversities.

Two important national festivals,Republic Day and Independent Day are celebrated every year in our college campus. All teaching, non teaching staff and students participate for the cause of nations. The institute also Teachers day, International

Woman Day, Mahatma Gandhi Birth Aniversary, Dr. Babasaheb Ambedkar Birth Aniversary, The University foundation Day, Marathwada MuktiSangram Day, Maharashtra Day. Every year "Traditional Day" is organized to promote the concept of Unity in Diversity.

.

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:

Title:

Teaching Learning Process

Objectives:

To teach students to care about each other and improve the teaching-learning process.

Institute thinks that every student's learning needs should be assessed at the beginning level so that specific learning goals can be set. To reach this goal, strategies and plans of action are made.

Each student can learn at his own pace, which helps raise the pass rate.

The Context:

Students from rural areas are upset by the change in society and have trouble adjustingand have trouble speaking the technical language.

The Practice:

Teachers first present and talk about the topic, and then they ask students what they think about it. During the first two weeks of theory classes, teachers can tell which students are fast or slow learners. Slow learners get extra help in classes that also cover the curriculum well for the rest of the class. After they finish their practise, they get extra help and review what they learned in class.

At first, only advanced students are given hard tasks, and they are told to go to the library to read journals and papers. These students are encouraged to take part in events outside of school, such as competitions in Technical Quiz, Debate, Robotics, and Paper Presentation. Homework and tests in class help teachers figure out how well students are doing overall and how much they learn. Regular checks are made on attendance.

Students give opinions on how the teaching and learning process is going. Feedback is looked at often, and each teacher is encouraged to do the best they can.

Title : Mentoring System Objectives:
To improve the academic performance of the student

To establish a trusting relationship with accountability and responsibility

Counselling seeks to pinpoint individual problems including low self-esteem, challenges with interpersonal relationships, cultural differences, alcohol and drug use, depression, or suicidal thoughts.

The Context:

The mentor assigned to each group of approximately 20 students endeavours to comprehend their academic and personal issues and identifies those who require additional academic coaching or personal counselling.

The Practice:

Regular therapy, starting at the entry level, aids in our students' adjustment to cultural shifts and warns them of potential dangers when navigating urban peer pressure. To support all- around holistic growth, the mentor urges students to investigate campus extracurricular programmes.

Sessions take place during the scheduled practical times. Attendance is closely checked, and mentors who are worried about it discuss the causes with parents so they may take the appropriate action. Student seminars on personality development, time management, soft skills, and communication skills, as well as sessions on engineering career alternatives, placement chances, career development, and professional practises, are regularly held by the college.

Sports and extracurricular activities are encouraged for all students.

Evidence of Success:

Students from semi-rural and rural areas are taught how to do well in talks with top companies and industries on campus. Our mentors have helped us go from being sad to being determined to face obstacles in school and in life. Students have been encouraged to work hard, deal with problems, and do great things.

Problems Encountered and Resources Required:

The effectiveness of all counselling and mentoring initiatives is constrained by the limited time available for one-on-one interactions with students outside of the classroom.

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:

We believe that college life is not all about only academics, but it is the holastic development of the student. It is also about learning to interact

with other people for the social, environmental and the for the cause of nation's development. NHCE has committed itself to the task of inculcating social values and responsibilities in its students. In line with our vision of working towards socio-economic development of the nation, the NHCE has taken utmost care to give back to the society. As the Nagnathappa Halge College of Engineering was founded by the stakeholders who are actively involved in the social work and overall well being the society, the faculty and students also take the motivation from our founder president Late. Lokneta Gopinathrao Munde to serve the common, poor person of the society in all possible aspects. The one-week long intense induction program gives the student an insight into the institute's values and vision. Along with sanstha's stakeholder, the student groups in the institute plans activities like tree plantation, "Swaccha Bharat Abhiyan", "Beti Bachao Beti Padhao Abhiyan", "Digital Literacy", " Innovation Engineering Techniques in Agricuture .The one-week long intense induction program gives the student an insight into institute'vs values and vision. Every year a session on "Universal Social Values" (UHV) is arranged. Students are taken on field visists to related industries and encouraged to participte in competitions dealing with environmental issues. As a special thrust, societal development is also instilled on a large scale into the students through the student units along with all other stakeholders of the institute. Student unit undertakes a range of events like "Swaccha Bharat Abhiyan", "Tree plantation", "Donation Drives", "Waste Management Techniques","Gender Equity","Field Visits" and many more. "Tree planation Drive" Successfully implemented in the campus.

5. CONCLUSION

Additional Information :

Additional Information

The Institution has been started in 2001, by Honorable Gopinathrao Munde with a noble cause of serving the remote and rural area people providing their children with engineering education. With all the constraints such as lack proper admissions and economic instability it is growing in a reasonable pace.

Concluding Remarks :

To conclude with, as for as possible the information required is submitted. A reasonable attempt is made to provide actual and relevant particulars of the establishment.

18-08-2023 06:58:28

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Add on /Certificate/Value added programs offered during the last five years** Answer before DVV Verification : Answer After DVV Verification :4 Remark : DVV input considering that courses repeated to be counted once and excluding courses less than 30 hrs
2.1.1	**Enrolment percentage** 2.1.1.1. **Number of students admitted year wise during last five years** Answer before DVV Verification: {{TABLE1}} Answer After DVV Verification : {{TABLE2}} 2.1.1.2. **Number of sanctioned seats year wise during last five years** Answer before DVV Verification: {{TABLE3}} Answer After DVV Verification : {{TABLE4}}
2.4.1	**Percentage of full-time teachers against sanctioned posts during the last five years** 2.4.1.1. **Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:** Answer before DVV Verification: {{TABLE5}} Answer After DVV Verification : {{TABLE6}}

2.1.1.1 Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
759	622	444	435	574

2.1.1.1 Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
665	622	426	433	583

2.1.1.2 Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
960	960	960	960	960

2.1.1.2 Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
840	840	840	840	960

2.4.1.1 Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
39	39	39	39	39

2.4.1.1 Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18

| 45 | 43 | 43 | 46 | 48 |

Remark : Revised values as per attached supporting documents during clarification

2.6.2	**Pass percentage of Students during last five years**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
175	120	89	105	160

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
126	117	107	69	53

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
195	129	99	130	189

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
179	142	153	163	146

Remark : Values have been updated as per HEI clarification response

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3	0	0	0	0

3.4.3	**Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years**
	3.4.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2	3	2	4	3

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

Remark : The metric pertains to "extension and outreach programs", conducted outside the HEI campus physically and for the benefit of community / society at large . HEI has not provided detailed reports of programs which had to include Circulars /Brochures/ office orders with office reference number, Attendance sheets, Photographs, etc. for all activities /programs in all Academic Years. Values have been updated accordingly

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
33.63	26.12	3.63	4.43	3.32

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
5.25	.8	0	14.2	3.3

Remark : Revised values as per attached supporting data by HEI

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
95	62	44	58	54

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
50.7	36	40.36	35.87	51

5.1.2	*Capacity building and skills enhancement initiatives taken by the institution include the following* *1. Soft skills* *2. Language and communication skills* *3. Life skills (Yoga, physical fitness, health and hygiene)* *4. ICT/computing skills* Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. 2 of the above

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
67	56	26	101	80

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
25	25	13	50	40

Remark : Requested documents been not provided by HEI

6.2.2	**Implementation of e-governance in areas of operation** 1. **Administration** 2. **Finance and Accounts** 3. **Student Admission and Support** 4. **Examination** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : Revised values as per attached data

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3	7	2	1	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	1	0	0

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18

| 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**

    Answer before DVV Verification : A. 4 or All of the above
    Answer After DVV Verification: D.1 of the above
    Remark : Requested documents been not attached by HEI during clarification |
|---|---|
| 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**

    Answer before DVV Verification : A. All of the above
    Answer After DVV Verification: E. None of the above |

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Expenditure excluding salary component year wise during the last five years (INR in lakhs)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
95	63	44	59	55

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
97.65	80.57	66.27	77.44	55.19