



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

NIMRA COLLEGE OF ENGINEERING AND TECHNOLOGY

NIMRA NAGAR, JUPUDI, IBRAHIMPATNAM

521456

www.nimracet.in

SSR SUBMITTED DATE: 29-12-2023

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

December 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Nimra College of Engineering & Technology is a Co-educational Engineering Institute located in Ibrahimpatnam, Vijayawada, India. It was founded in 1997 and is approved by the AICTE and affiliated with JNT University Kakinada. It is located at Jupudi village, Ibrahimpatnam mandal on NH-65, Vijayawada-Hyderabad National Highway.

The institute offers Six undergraduate programs in engineering are B.Tech., Computer Science & Engineering (CSE), CSE (Data Science), CSE (AI& ML), Electronics & Communication Engineering (ECE), Electrical & Electronics Engineering (EEE), Mechanical Engineering (ME) and Four postgraduate program in M.Tech.CSE, M.Tech.,VLSI-SD, Master of Computer Application(MCA) and Master of Business Administration (MBA).

The institute has a strong focus on quality education and accessibility. Its curriculum and teaching approach embody core values centered around strategic planning, documentation, record keeping, e-management, and innovative teaching practices.

Nimra College of Engineering & Technology (NCET) has well-equipped labs, computer centers, a central library with over 50,000 volumes and 100s of national and international journals. Free access to 1000's of international professional journals through high-speed digital library. It also equipped with smart classrooms, conference halls, and seminar halls.

The institute also offers a variety of auxiliary programs in soft skills, communication skills, competitive exams, and interview-facing.

Nimra College of Engineering and Technology has a clear Vision and Mission Statement that fulfills the demands of all stakeholders. The Management and the College are devoted to providing quality, value-based education and to producing exceptional professionals by instilling human values, ethics, and compassion via quality education.

Vision

To be one of the best teaching institutions across the State of Andhra Pradesh and make education affordable and reachable to the poorest of poor.

Mission

To eradicate the evilness of donation and capitations from Primary Educational Level to Higher Educational Level and merit is followed to spread education among masses, particularly the poorest of the poor in the Welfare State.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Strategic location and goodwill among the community, and recognized brand value
2. Experienced and well-qualified teaching faculty
3. Teamwork with supportive and participative management
4. Integrated stake-holders management
5. Wi-Fi enabled campus with high-speed internet
6. Continuous upgrading of infrastructure and support services
7. Environment-friendly campus with pleasant ambience
8. Inclusive quality policy
9. Well-developed sports facilities
10. Self-performance appraisals and participation of stakeholders in various communities
11. Promoting leadership skills
12. Establishment of IQAC to monitor and implement the quality aspects in teaching, learning, and evaluation
13. Visionary management
14. Strategical and perspective plans for the development of the college
15. Community and outreach extension activities
16. Prompt grievance redressal mechanism
17. Outcome-based education
18. Meeting social responsibilities through outreach programs

Institutional Weakness

1. Most students are from the vernacular medium, face language barriers, and strive to meet the standards in technical education
2. Lower quality of students entering at the entry level
3. Declining enrollment in core branches
4. Timely payment of fees by students is a major concern, and delay in fees reimbursement from the government hampers the development of the institution

Institutional Opportunity

1. Benefiting from the location advantage of being close to industries, national and international organizations, and MNCs
2. National Education Policy 2020 has opened up new avenues of growth and development
3. Growing demand for quality education from stakeholders
4. Networking and harnessing of alumni spread all over the globe
5. Development of incubation centers and startups
6. Visionary management with guidance and support

Institutional Challenge

1. Coping up with the continuously changing demands of industrial needs
2. Keeping up with the demands of National Educational Policy 2020

3. Imparting soft skills to first-generation learners
4. Enhancing on-campus and off-campus placements
5. Need for high-quality interdisciplinary research in all departments
6. Improvement of research facilities and labs in synchrony with new and emerging areas
7. Improvement of the center for entrepreneurship and innovation
8. Induction of the latest technology in teaching, learning, evaluation, administration, and accounts

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Nimra College of Engineering and Technology has a distinct greater aim of providing technical and managerial education to all students, regardless of financial means. Teachers have an important role in providing a conducive learning atmosphere and engaging in activities that encourage both knowledge acquisition and the development of practical skills, as well as moral values. The All India Council for Technical Education (AICTE) and Jawaharlal Nehru Technological University, Kakinada both authorized the college. We strictly adhere to our university's academic timetable. Various committees, comprising the heads of all departments, oversee academic activities and meet the needs of students.

The institution stresses global teaching-learning trends, employability, innovation, and skill-oriented programs, while also focusing on and encouraging students for overall development that will enable them tackle real-world challenges.

From 2018 to 2023, 33 Certification Programs for students in various branches were held. In comparison to the total number of students, more than 50% enrolled in Certificate / Value added courses and finished online courses. Regular committee meetings ensure curriculum coverage, internal exams, attendance tracking, and student outcomes programs. The college uses a credit system that allows students to choose elective courses and extracurricular activities. 250 students participated in project work/field work/internships in 2022-23, which exposed them to the outside world. The university receives and shares input from parents, instructors, and students. In order to address students' physical, mental, emotional, and spiritual well-being, the college also hosts yoga classes and yearly cultural and athletic events. These initiatives are part of its holistic development philosophy. The organisation proactively closes gaps in response to input from stakeholders.

Teaching-learning and Evaluation

Merit plays a major role in the Nimra College of Engineering & Technology admissions process. The Andhra Pradesh government reimburses tuition fees to all eligible students. Entrance tests such as the PGECET, ECET, ICET, and EAPCET are used to admit students from a variety of backgrounds.

The college still has 22.47% of its students enrolled, with 13.52% being in reserved categories. The institute values the teaching-learning process and emphasises instructors' ability to create an environment that inspires students in all aspects of their lives.

With a student-to-full-time-teacher ratio of 7.36, the student-faculty ratio is within guidelines. Students are classed as slow learners or advanced learners after acceptance based on their academic achievement and learning capacities. Tutorial sessions, additional lessons, and remediation classes help slow learners. Advanced

students are encouraged to publish research articles in peer-reviewed journals, present scientific posters and papers, and prepare for competitive exams such as the GATE, SWAYAM -NPTEL, GRE, and TOEFL.

By employing student-centered methods to improve student involvement and lifelong learning capacities, the institute emphasises excellence and a commitment to high-quality education.

Teachers are frequently encouraged to attend conferences, seminars, symposia, and orientation/refresher courses in order to improve their teaching talents and stimulate innovation. During the assessment period, 12.62% of full-time teachers held a Ph.D., NET, SET, or SLET. The university has specified programme objectives (POs), program-specific outcomes (PSOs), and course outcomes (COs) that are based on the expected graduation (B.Tech) and post-graduate (M.Tech., MBA) traits and skill sets that students are expected to gain. The examination process is carried out utilising a methodical approach and evaluations, with a pass percentage of 83% during the preceding five years.

Senior faculty members work with the college's Internal Quality Assurance Cell (IQAC) to monitor all curricular, co-curricular, and extracurricular activities to ensure that teachers and students have the resources they require for effective teaching and learning.

Research, Innovations and Extension

The institute places a high value on both research and education. Among the organisations that assist research and innovation are the Research Committee, the Intellectual Property Rights (IPR) Cell, and the Training and Placement Cell. The research committee investigates any problems about research prizes, supply, and oversight. By managing research projects, R&D stimulates research efforts.

The institute has a strong ecosystem for promoting innovation in the Teaching & Learning process, which aids in the rapid transfer of knowledge through the use of multiple active learning approaches, model-based learning, and other strategies. In support of this, 44 seminars and workshops on research methodologies, intellectual property rights, and entrepreneurship have been offered over the last five years. In the recent five years, academics have produced research papers in journals on the UGC care list. All departments were actively involved in the operations of the various institution wings, which carry out extension and outreach activities all year long in accordance with planned plans.

Professors, members of the NSS Unit, and volunteers are made aware of the college's institutional social responsibility. They were encouraged to participate in community health awareness, environmental safety, and social service projects such as blood donation, Swachh Bharat, Plantation, medical camp, road safety, Anti-AIDS & Tobacco, and charity in order to sensitise each student individually about social and environmental issues through extension activities. All activities carried out with the intention of promoting health and environmental sustainability in the surrounding areas, particularly in adoptive and local communities. Through various NSS programmes, the institute has engaged the community in 50 extension and outreach events during the last five years. The institute now has 122 active memorandums of understanding (MOUs) with businesses and academic institutions, which assist students' research projects in a variety of organisations and institutions.

Infrastructure and Learning Resources

Seminar halls, classrooms, libraries, labs, Counselling Rooms/Tutorial Rooms, Training and Placement Cell,

and Transport Department are all nicely maintained and in accordance with the governing organisations AICTE and JNTUK. The campus is linked to a LAN and an internet connection. The laboratories are outfitted with cutting-edge equipment and instrumentation.

Computers, machine equipment, and other tools help students improve their practical expertise. Projectors and Wi-Fi are available in the classrooms. During the assessment period, infrastructure accounts for more than 5% of total spending (excluding salaries). Nimra College of Engineering and Technology features a library that plays an important role in offering resources that help instructors and students learn more. The digital library is outfitted with computers that are linked to the internet and may be used to access the institution's e-journal subscriptions. Nimra College of Engineering and Technology has a membership with e-resources such as DELNET, NPTEL, SWAYAM by JNTUK, and an e-book library.

Furthermore, the digital library is outfitted with a browsing centre that offers ten computers and unrestricted access to a variety of academic online resources. We strongly advise all students to utilise the digital library service in order to gain some understanding of internet browsing. Teachers and students at our college are encouraged to use the NPTEL platform in order to gain knowledge for the skill orientation courses. Every IT feature, including WiFi, is updated on a regular basis. For security purposes, CC cameras are monitoring the entire college. In computer laboratories, there is a fair distribution of computers for students to use. There has been a 2.37 computer to student ratio.

There were currently 270 computers accessible for use by students. Over the past five years, academic support facilities as well as physical academic facilities have been maintained with 87% of expenditures going towards this purpose (not including salaries).

Student Support and Progression

Nimra College of Engineering and Technology is very concerned about its students' overall growth and advancement. The annual JNTUK-mandated Induction Programme is designed to acquaint first-year students with the university and its environs. It consists of several modules covering topics such as awareness of university regulations, attendance, credits, rules and regulations on campus, best practices, anti-drug, anti-ragging, Grievance Redressal Committee, health, yoga, career opportunities, and certification programmes.

On campus, there are services like tutorials, makeup courses, life skills, soft skills, ICT programmes, government and non-government scholarship advice, fundamental foundational skill programmes for slow learners, and advanced skill-based certification programmes for fast learners. Over the past five years, scholarships and free ships offered by governmental and non-governmental organisations have helped 64.34% of students. In order to improve students' employability and job opportunities, the institute gives information on competitive exams as well as career counselling, training in soft skills, and entrepreneurial abilities through notable resource persons. Over the last five years, 61.21% of students have profited from the institution's career counselling and preparation for competitive exams.

The Sports and Cultural Activities Committee, the Anti-Ragging Committee, and the Institutional Grievance Cell were all under strict observation and provided prompt resolution of student grievances.

Over the last five years, 70.24% of students were placed in and advanced to higher education. In the previous five years, 2.72% of students passed examinations at the state, national, and international levels.

Awards were given out to over 64 pupils in athletic and cultural activities. Over the previous five years, the institution's students took part in over 200 sports and cultural events hosted by both the institution and external institutions. Through the Alumni Association, alumni play a critical role in educating the industry about the most recent trends in the field and how more training programmes can be tailored to match its demands.

Governance, Leadership and Management

With the assistance of its mentors, classroom teachers, and HODs, NCET is dedicated to implementing engineering education to enable students achieve greatness in their respective fields. In addition to providing education, Nimra College of Engineering and Technology aspires to develop its students into intellectual leaders by giving them the chance to advance their knowledge to the level of research. In order to address this, the school hosts faculty and student-only conferences, seminars, and guest lectures. All courses include industry engagement as a core component. Students are assigned to industries for project work, internships, and visits in order to gain knowledge of the abilities that are in demand in the industry.

The departments have developed their goals and objectives in line with the establishments. The university has a participative management approach and decentralises decision-making; stakeholders have been instrumental in advancing administrative and academic endeavours. The committees that were authorised by the principal made decisions about the organisation and execution of institutional events. Under the close supervision of the Principal, academic norms, rules, and regulations are formed for the many programmes the institute offers.

The Institute has arranged for 63.61% of the teaching and non-teaching personnel to attend conferences, seminars, management development programmes, administrative training programmes, FDPs, and various professional memberships throughout the past five years. More than 85% of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years.

Financial audits must adhere to strict guidelines and maintain openness in their financial management. Regular internal and external audits are carried out to ensure that resources are mobilised and used to their best potential. The principle and department head assess staff members based on how well they perform and how committedly they fulfil their duties. The institute has been recognised with awards such as an ISO certificate. In order to find deficiencies and suggest different actions to be taken to enhance academic and administrative quality, IQAC performs audits on a regular basis. The organisation utilises a strategy plan and a viewpoint for improvement to meet the predetermined goals. Top management supplies the administrative, financial, and leadership support required to implement the policies.

Institutional Values and Best Practices

The purpose of Nimra College of Engineering and Technology (NCET) celebrations is to provide cultural, moral, healthcare, and development skills to female staff members and students. In its continued endeavour to enlighten stakeholders, the institution had made a point of addressing social, environmental, and gender concerns. These include conserving energy, gathering rainfall, handling biohazardous waste, planting trees, laying down lawns, and so forth. Along with internal examination patterns and teaching, learning, and evaluation procedures, the institute had also made advancements in governance, leadership, and management. NCET provides trash cans with labels.

- waste and solid waste disposal were gathered. NCET used LED lighting and sustainable energy sources to reduce energy use.

Given the likelihood of a summertime water scarcity, NCET has paved over the area to allow rainwater to seep into the soil and raise the groundwater table. The college campus strives to be a plastic-free zone while maintaining a healthy atmosphere. Gender equality is favoured by NCET in both extracurricular and curriculum activities.

The students do small-scale research projects and have the chance to work with advanced tools and machinery.

To help students improve employability skills, the institution uses two best practices: "Conduct of Industry-Relevant Training Programs (Offline and Online)" and "Enhancing Student Success through Mentorship (Class Advisor)".

NCET promotes students' development of organisational abilities, understanding of the real needs of society, and problem-solving techniques. The goal of Conduct of Industry-Relevant Training Programs (Offline and Online) best practice is to conduct skill development training in specific industry-relevant areas and to build the capability. The objective of Enhancing Student Success through Mentorship (Class Advisor) is to provide the academic guidance, career development, personal support, professional networking, goal setting and feedback for the students.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	NIMRA COLLEGE OF ENGINEERING AND TECHNOLOGY
Address	Nimra Nagar, Jupudi, Ibrahimpatnam
City	Vijayawada
State	Andhra Pradesh
Pin	521456
Website	www.nimracet.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Akbar Khan	0866-2882010	9885381777	0866-2881852	principal_nimra@yahoo.co.in
IQAC / CIQA coordinator	Syed Sadat Ali Alis Abdul Gani	0866-2882910	9290461671	-	Syed.sadat.ali71@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Andhra Pradesh	Jawaharlal Nehru Technological University,Kakinada	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	10-06-2023	12	

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	Nimra Nagar, Jupudi, Ibrahimpatnam	Rural	7.5	24456

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Co	Duration in Months	Entry Qualificatio	Medium of Instruction	Sanctioned Strength	No.of Students

	Course		Entrance	Medium		Admitted
UG	BTech,Electrical And Electronics Engineering	48	Intermediate	English	30	0
UG	BTech,Mechanical Engineering	48	Intermediate	English	30	0
UG	BTech,Electronics And Communication Engineering	48	Intermediate	English	60	2
UG	BTech,Computer Science And Engineering	48	Intermediate	English	30	17
UG	BTech,Computer Science And Engineering	48	Intermediate	English	30	19
UG	BTech,Computer Science And Engineering	48	Intermediate	English	90	62
PG	Mtech,Electronics And Communication Engineering	24	B.Tech	English	18	0
PG	Mtech,Computer Science And Engineering	24	B.Tech	English	18	3
PG	MCA,Computer Science And Engineering	24	Degree	English	60	60
PG	MBA,Business Management	24	Degree	English	120	82

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	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	15				3				75			
Recruited	12	3	0	15	0	0	0	0	0	0	0	0
Yet to Recruit	0				3				75			

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						18
Recruited	5		13		0	18
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				6
Recruited	6	0	0	6
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	10	3	0	0	0	0	0	0	0	13
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	50	29	0	1	2	0	35	27	0	144
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	0	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	204	25	0	0	229
	Female	81	0	0	0	81
	Others	0	0	0	0	0
PG	Male	202	0	0	0	202
	Female	147	0	0	0	147
	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	14	30	10	13
	Female	5	11	7	6
	Others	0	0	0	0
ST	Male	11	8	4	6
	Female	2	2	1	2
	Others	0	0	0	0
OBC	Male	84	177	158	219
	Female	51	88	64	98
	Others	0	0	0	0
General	Male	46	110	78	105
	Female	30	63	25	36
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		243	489	347	485

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>The Vision of National Education Policy (NEP), to provide high quality education to develop human resources in our nation as global citizens, is well taken by NCET. A discussion among the faculty members were 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. In view of the NEP, NCET has initiated new interdisciplinary clubs integrating different specializations. Academic programmes are redesigned time to time by affiliating university JNTUK to include Multidisciplinary /Interdisciplinary courses as electives. All programmes are designed in such a way that students get maximum flexibility to choose elective courses offered in other specializations. It is clearly understood that the affiliating University is proactively working towards implementation of the suggestions given in the NEP. The motto of the National Educational Policy (NEP-2020) for higher education is to transform institutions into massive interdisciplinary universities, colleges, and higher education institutions into Knowledge Hubs. The purpose of NCET, according to NEP standards, is to be accredited by the National Assessment Accreditation Board (NAAC) with a satisfactory grade and to strive for excellence in Engineering education. In addition, the college's curriculum can contain multidisciplinary programmes. Our Institution, as part of its commitment to holistic and multidisciplinary education, all the faculty are taking courses on Universal Human values and Professional ethics. The institution also conducts yoga sessions for all students on campus. Further, our students participate in community outreach programs in neighborhood villages. Leadership and effective governance and Leadership for Higher Education Institution: NCET is a self- finance private HEI affiliated to JNTUK, Kakinada and it aims to become an independent self- governing Institution pursuing innovation and excellence through accreditations and recognitions. NCET has a strategic Institutional development plan which is in alignment with the vision of NEP.</p>
2. Academic bank of credits (ABC):	Academic bank credits are a key component of the NEP-2020 that academic institutions must

	<p>implement. Integrating Higher Educational Institutions in a globalised space is critical and urgent as we move forward. We have been implementing online courses through National schemes like SWAYAM, NPTEL, Coursera, etc., for our students and considering for credits earned against elective courses as per the regulations.</p>
<p>3. Skill development:</p>	<p>The extension of add-on programs along with curriculum is critical for hastening skill development. NCET conducts skill development courses, personality development, interview skills with the support of APSSDC (Andhra Pradesh State Skill Development Corporation), Mahindra Pride, etc., as well as in life-skills. NCET would walk on with an aim to ensure young students' empowerment and cater to the industrial needs. NCET has a specific plan to follow: To develop workplace-related skills and attitudes through internship through AICTE, Affiliating University internships portals and on-the-job training To focus on inclusion of good practices and innovations in teaching-learning To collaborate with industries for imparting practical skills and hands-on experience and design industry- relevant courses To introduce new learning methods with ICT Tools and digital tools, like Massive Open Online Courses (MOOC). Developing and implementing a holistic assessment and evaluation system. To measure the achievements of learning outcomes by outcome-based education system for 360-degree assessment and evaluation of students. NCET believes in giving equal dignity for people pursuing add-on courses and contribute in developing the workforce of a country.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The promotion of Indian arts and culture is beneficial not only to the country but also to individuals. Undergraduate engineering program is a professional Program. The institution, on the other hand, commemorates significant dates and hosts activities in regional languages to instill a sense of regional pride. Republic Day and Independence Day are examples of celebrations where students are addressed in their native languages. Engineers Day and Teacher's Day are two of the most important days of the year. Women's Day is a prominent day that is commemorated with cultural events. Sankranti Traditional Day - Rangoli competition, Vinayaka Chavithi, are the noted festivals that promote the</p>

	<p>national integrity and awareness of Indian National and Regional languages, as well as the culture associated with them. In NCET, all religious festivals and observations are given equal importance. National commemorative days, such as Constitution Day, Yoga Day and National Youth day are also observed.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Nimra College of Engineering & Technology (NCET) has adopted outcome-based education in accordance with the standards of the National Board of Accreditation, with clearly stated Programme 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 Outcomes (COs) are also aligned to the PO philosophy. All course syllabus has been designed by affiliating JNTUK university with due consideration to macro-economic and social needs at large so as to apply the spirit of NEP. NCET implemented OBE for its B.Tech Programs. Students are assessed as per OBE attainment model. Community participation and service, environmental education, and value-based education are all part of curriculum that includes credit-based courses and projects. Professional Ethics, Human Values, community service projects are value-based education courses that are introduced in the program. Environmental Sciences is a course that looks at all areas of environmental sustainability. Thus, NCET has various community outreach initiatives such as National Service Scheme (NSS) which caters extension activity to community.</p>
<p>6. Distance education/online education:</p>	<p>Due to Covid -19 pandemic, educational institutions in the country have increasingly involved in using the digital platforms for engaging classes, conducting conferences and meetings. Online education has broken the geographical barriers creating interaction of experts and students from far off places. Opening up of the economy including that of educational institutions has paved the way of adopting hybrid mode of education combining online and offline resources. This can be considered as the new normal,</p>

which is envisaged in New Education Policy as well. Due to the experience gained during lockdown period of Covid-19, access to online resources by educators and students will not be a constraint anymore. Students are encouraged to do MOOC courses at NCET. NCET has successfully imparted all its course content delivery in online mode during the Covid-19 pandemic with tools such as Zoom, and Google Meet, WebEx app etc. Teaching faculty are encouraged to do NITTT modules to improve the quality of education.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, The Electoral Literacy Club is set up in Nimra College of Engineering & Technology with the primary objective of sensitizing the student community about democratic rights which includes casting votes in elections. Electoral Literacy Club (ELC) has been set up in most colleges across India. The Election Commission of India (ECI) has been actively promoting the establishment of ELCs in educational institutions to raise awareness among young and future voters about their electoral rights and responsibilities. ELCs are student-run clubs that organize a variety of activities and events to educate and engage students about the electoral process. These activities may include: ? Voter registration drives ? Mock elections ? Debates and discussions on electoral issues ? Workshops on how to vote using electronic voting machines (EVMs) ? Outreach programs to educate rural and marginalized communities about their electoral rights ELCs also play an important role in promoting active citizenship and civic engagement among students. They encourage students to think critically about electoral issues and to participate in the democratic process.</p>
<p>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?</p>	<p>Sl. No - Name - Designation - Functional Role 01. - Dr. Shaik Shaheen Taj - Professor - ELC Coordinator 02. - Ms. Bhagya Lakshmi - Asst. Professor - ELC Coordinator 03. - Mr. Uday Kiran - III B.Tech.. CSE - Student Representative 04. - Ms. J. Lasya Priya - III B.Tech., AI & ML - Student Representative</p>
<p>3. What innovative programmes and initiatives</p>	<p>ELCs have undertaken a variety of innovative</p>

<p>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.</p>	<p>programs and initiatives to promote electoral literacy and civic engagement, including: Voter registration drives, mock elections, debates and discussions on electoral issues, and workshops on how to vote using EVMs. Outreach programs to educate rural and marginalized communities about their electoral rights. Encouraging students to voluntarily contribute to electoral processes, such as voter registration drives, assisting the district election administration in the conduct of polls, and conducting voter awareness campaigns. Promoting ethical voting and enhancing participation of the underprivileged sections of society in the electoral process.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Yes, Colleges in India have taken socially relevant projects and initiatives in electoral related issues, such surveys, awareness drives, content creation, and publications to advance democratic values and participation in electoral processes.</p>
<p>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.</p>	<p>Around 20-25% of eligible voters in the age group of 18-24 years are not enrolled in the electoral roll. ELCs and colleges are making concerted efforts to register eligible students as voters, including organizing voter registration drives, raising awareness, facilitating online registration, and collaborating with the district election administration. Some colleges have also made it mandatory for students to register to vote before graduating or integrated voter registration into their student on boarding process.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
640	455	303	370	341
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

Response: 128

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
87	89	72	72	84

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
40.87	26.33	19.59	16.33	10.31
File Description		Document		
Upload Supporting Document		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

A systematic and transparent approach ensures the excellence of curriculum delivery:

College Academic Committee:

1. Adhering strictly to the University's Academic calendar is a standard practice.
2. Department heads lead meetings to distribute workloads, assign subjects, plan departmental activities, and review syllabi.
3. The Principal oversees calendar execution through formal and informal discussions with department heads and faculty.

Time Table Committee:

1. The college forms a Time Table Committee, and respective departments construct the schedules.
2. Timetables are published on the College website and Notice Board.
3. Students access the university's syllabus link and Teaching Schedule and Journal.
4. Faculty members devise teaching plans annually, documenting lectures and practical activities.
5. IQAC involves HODs in periodic evaluations of curriculum delivery.
6. Faculty maintain records, offer additional classes, and adjust schedules when necessary.

Laboratories:

1. Utilization of well-equipped labs for practical lessons is maximized.
2. HODs and faculty validate students' practical record results.

Teaching Aids:

1. Faculty employ diverse tools like charts, models, and seminars for effective curriculum delivery.
2. Educational materials such as study guides, notes, and question banks are distributed personally and through digital means.
3. Group assignments foster cooperative learning, teamwork, and presentation skills.
4. Social media platforms and technological aids like LMS, WhatsApp, and YouTube support instruction.
5. Guest lectures, expert guidance, and alumni involvement enrich teaching methods.

Teacher Support:

1. Continuous learning is encouraged through FDPs and Refresher courses.
2. Personnel are urged to attend University-organized workshops for successful CBCS implementation.

Feedback:

1. Inputs from staff, students, alumni, and parents are collected and analyzed to enhance performance.
2. Addressing differences, repairs, and improvements are made based on feedback.
3. Formative assessments identify knowledge gaps among students.
4. Co-curricular activities cater to advanced learners while remedial coaching aids slow learners post each semester.
5. Faculty recommendations from feedback workshops guide curriculum refinement.
6. Student performance in internal tests, discussions, presentations, and university exams gauges syllabus objective achievements.

1.2 Academic Flexibility**1.2.1**

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

Response: 33

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional data in the prescribed format	View Document

1.2.2

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

Response: 50.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
274	277	79	214	214

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The institute follows the curriculum prescribed by the University and integrates various socially relevant cross-cutting issues such as ethics, human values, environment etc. into the UG and PG programs to raise awareness among the students. Courses Ethics, Human Values, Human Resources and Organizational Behavior and Community Outreach (HVCO) through NSS and Community Services, Environmental Studies are included in the curriculum of all programs.

Human values and professional ethics:

As an open subject/elective, all students are offered a one-credit human values course "Professional Ethics and Human Values", which must be taken at least once during their studies. For the purposes of social development activities, for example, working in non-governmental organizations, organizing blood donation camps, health check-up camps, hygiene and health seminars, environmental awareness camps, seminars on social, public health, gender issues, etc. All activities are monitored by teachers responsible for each institution/campus. The university also invites all students to register as NSS volunteers, as this is an integral part of students' involvement in social activities during the study program. It aims to develop socially responsible values, ethics and characteristics. Students organize street performances, awareness campaigns, debates, etc. The classes on human values were organized by the students from the beginning.

Human values and professional ethics are covered in the course "Constitution of India, in II Semester of Engineering Programme. The main objective of the course is to ensure that students know the Constitution, basic duties and rights of citizens, professional ethics and responsibilities of engineers. The course also raises awareness about cyber crimes and cyber laws. First-year UG students will be subject to a Student Induction Program (SIP) that addresses cross-cutting issues such as human values and professional ethics. 2019 and 2020 regulations, the course "Work Ethics and Value System" for MBA students provides insights into work ethics and knowledge of corporate-governance.

Environment and Sustainability:

Environmental and sustainability topics are addressed through the Environmental Studies course offered to engineering students in the fifth semester. Through this course, students are introduced to ecological and environmental issues related to land, air and water and develop an awareness of sustainable

development. All UG programs have 3-4 credit courses. In order to increase students' awareness of environmental and sustainability issues, a number of activities such as seminars, practical sessions, guest lectures, company visits and field trips were organized for students of all courses. Environment, Earth and Water Days are celebrated every year, in which students actively participate. Seminars on various aspects of environmental sustainability are periodically organized.

Gender equality:

Providing quality education to develop global leaders, NCET strongly believes in gender equality it is necessary to ensure sustainable development of the country. The Institute has initiated promising measures to raise awareness among stakeholders and promote gender equality through training programs and joint programmes. Promoting student gender equality, the institute supports flexible seating arrangements in classrooms, equal representation of both genders in student leadership positions.

Apart from the above, the Institute organizes various awareness programs and activities on cross-cutting issues with the support of external organizations and experts. The NSS activities, Swachh Bharath Abhiyan, blood donation and health awareness camps conducted by Lion club & Red Cross Unit play vital role in promoting inclusive environment towards regional and socioeconomic diversities among students making a Positive difference and shaping them into wholesome professionals.

1.3.2

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

Response: 39.06

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

Response: 250

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

1.4 Feedback System

1.4.1

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

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 22.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
116	99	36	32	44

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
315	354	262	262	262

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 13.52

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

2022-23	2021-22	2020-21	2019-20	2018-19
61	52	22	27	37

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

2022-23	2021-22	2020-21	2019-20	2018-19
332	354	262	262	262

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document

2.2 Student Teacher Ratio**2.2.1**

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

Response: 7.36

2.3 Teaching- Learning Process**2.3.1**

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

Response:

The institution emphasizes student-centered approaches to enhance learning experiences, supplementing traditional teaching methods with innovative and interactive techniques. Faculty members are encouraged to employ varied teaching methodologies such as illustrations, special lectures, case studies, and field visits, fostering both individual and group experiential learning.

Under the group experiential learning system, students are assigned to faculty mentors who guide them through academic endeavors. This approach includes activities like role plays, teamwork, debates, seminars, quizzes, and case studies, all aimed at aligning with student-centric teaching methods. Specifically, project work serves as a vital component, structured into mini and major projects across all programs. Additionally, internships or field projects within industries provide real-world exposure to students, contributing to their learning journey.

To offer students a practical understanding, the institution encourages participation in national and international competitions, while faculty identify and propose academically relevant field visits and surveys. Departments organize industrial visits to familiarize students with industrial work culture, complemented by guest lectures from eminent industry experts and academics worldwide, enriching the teaching process with experiential learning.

Participative learning methods, including role plays and teamwork, are emphasized across various departments. NSS activities, Red Cross initiatives, village adoption, tree plantation drives, Swachh Bharat, and health awareness camps promote the art of team living for social welfare among students.

Debates are incorporated into several subjects to encourage diverse opinions and thought processes, fostering argumentative learning. Practical workshops guided by teachers are conducted to facilitate individual and group work. The curriculum integrates problem-solving methodologies like case studies to develop logical thinking and practical problem-solving skills, particularly in management and technical courses. Questions in examinations emphasize analysis and reasoning, promoting critical thinking among students.

Facilitating a culture of self-learning and discussion, the university offers free internet access in the library and campus-wide Wi-Fi facilities. Discussions in subjects like soft skills, managerial communications, and business adoption encourage students to expand their thinking and actively participate in exchanging opinions and suggestions.

Quizzes, a regular feature in both undergraduate and postgraduate programs, serve as effective evaluation tools. Each department conducts research activities guided by senior faculty, nurturing students' research aptitude and exposing them to emerging areas of study. These approaches collectively contribute to a dynamic and engaging learning environment, emphasizing practical applications and critical thinking for students' holistic development.

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
87	89	72	72	84

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

2.4.2

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

Response: 12.62

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	14	8	8	7

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The Institutional-level Reforms in Continuous Internal Evaluation (CIE) System align with JNTUK standards. This system involves two stages: **Formative Assessment and Summative Assessment**, as directed by the University.

Formative Assessment involves various evaluation methods:

- Teachers are directed by the IQAC to employ classroom tests for student evaluation.
- Question-Answer sessions are conducted to gauge students' learning levels and comprehension of concepts.
- Student Seminars are organized to assess presentation skills and active participation.
- Syllabus-based quizzes are administered to gauge critical thinking, concept connectivity, and group interaction.
- Assignments are given for each unit as part of the assessment process.

The Summative Assessment comprises continuous evaluation in both theory and practical subjects, following JNTUK regulations. For theory subjects, two internal mid-term exams are held, in accordance with Bloom's Taxonomy by the subject faculty along with the scheme of valuation and a solution key. with the better performance carrying 80% weightage and the other 20% in the total 30 marks allotted. This includes a descriptive examination (15 marks), an online objective quiz (10 marks), assignments (5 marks), and university exams (70 marks).

In practical subjects, continuous evaluation during the semester contributes sectional and end-examination marks. For R13, R16, and R20 regulations, 25 sectional marks consist of 15 for day-to-day lab work and 10 for internal lab exams. R19 regulations allocate 15 sectional and 35 end-examination marks, with 15 for daily lab work and 10 for internal practical exams.

Project assessment involves a structured approach:

- A Project Review Committee (PRC) is formed within departments comprising the Head, Project In-charge, and two senior faculty members to approve projects.
- Students form groups, research literature on a chosen topic, and submit the proposed title and action plan to the PRC for approval.
- Upon PRC approval, each group is assigned a faculty Guide to commence the project work.

The Institution strictly adheres to University norms for conducting both internal and external examinations, ensuring compliance with prescribed evaluation criteria.

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Learning outcomes delineate the quantifiable skills, competencies, knowledge, or principles that students should demonstrate upon completing a course. They center around students' achievements rather than the instructor's teachings, outlining what learners will accomplish.

The college has meticulously defined program outcomes, program-specific outcomes, and course outcomes across all its programs. This task involves active engagement from faculty, industry experts,

and alumni in shaping the program outcomes and program-specific outcomes. These outcomes are formulated based on the anticipated attributes of graduates, encompassing essential skill sets and values crucial for fostering responsible citizenship.

Types of Learning Outcomes:

1. **Intellectual Skills:** These outcomes focus on the learner's understanding of concepts, rules, or procedures.
2. **Cognitive Strategies:** This category involves learners employing personal strategies to think, organize, learn, and behave.
3. **Verbal Information:** It pertains to the acquisition and demonstration of verbal knowledge.
4. **Motor Skills:** These outcomes concern the development and display of physical skills.
5. **Attitude:** It encompasses outcomes associated with changes in attitudes or values.

Benefits of Learning Outcomes:

For Instructors:

1. Providing a structured basis for course design decisions, content sequencing, and instructional strategies.
2. Clearly communicating to students the requirements for progress in the course.
3. Explaining intentions to teaching teams, guests, and colleagues.
4. Establishing a transparent framework for assessing student learning comprehensively.
5. Rendering values and beliefs concrete and assessable within the learning outcomes.
6. Explicitly integrating inclusion and belonging into course design.

For Students:

1. Clearly defining the spectrum of expected learning outcomes.
2. Guiding learners toward areas requiring development for course progression.
3. Facilitating self-monitoring of progress and reflection on effective study strategies.
4. Encouraging students to seek support or refine their learning strategies.

Developing Learning Outcomes:

1. Utilize active verbs in the future tense for learning outcomes.
2. Frame outcomes in terms of the program rather than specific course titles.
3. Ensure an adequate number of learning outcomes aligning with the curriculum.
4. Keep outcomes concise and singular, focusing on learning products.
5. Concentrate on learning outcomes, not the learning process.

Constructing Learning Outcomes:

1. Reference educational objective taxonomies to create a comprehensive list of outcomes.
2. Taxonomies categorize learning into cognitive, affective, and behavioral domains, serving as useful frameworks for outcome development.

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Programme Outcomes (POs) and Course Outcomes(COs) of the institution deliberates the quality of education provided by the college.

The evaluation of Program Outcomes (POs) and Course Outcomes (COs) within an educational institution is pivotal in assessing the quality of education provided. Both POs and COs serve as benchmarks to gauge the effectiveness of the educational curriculum in nurturing students' skills, knowledge, and competencies for various facets of life.

Programme Outcomes of the institution aim at nurturing skill and capacity among students for employment, research, problem solving, social responsibility, ethics, protection of environment and empowerment through education. Course Outcomes measure what the student should be able to do at the end of the course. It is an effective ability, including attributes, skills and knowledge to successfully carry out the identified activity. Most important aspect of CO should be observable and measurable. The following aspects are considered in the attainment and evaluation of POs and COs.

CO and PO attainment is evaluated by Direct Assessment and Indirect assessment

DIRECT ASSESSMENT METHOD

COs are assessed through the continuous internal mid examinations, assignments and semester end examinations. The COs are mapped against each question and CO analysis is carried out by faculty for each course and documented also. The average result of 70% University examinations and 30% internal examinations results are considered for the evaluation of COs. Attainment is calculated on a 3-point scale of 1 to 3 (High 3, Medium 2 and Low 1).

- **Seminars:** The students are required to present a seminar on the course of study. The objective of the seminar presentation is assessing students' interaction with peers and teachers on assigned topics. The content, preparation, presentation, and communication skills are assessed.
- **Viva-voce:** The subject teacher regularly interacts with the student during the practical classes to evaluate the extent of knowledge and ability for critical thinking.
- **Project work:** The final semester students take up group research project under the guidance of the faculty member. The ability of the students to plan and then execute the plan by designing and conducting experiments, analyse & interpret data and deliver the outcomes within a time frame are assessed with PRC committee.
- **Attendance and Practical Record:** Weightage is given for student attendance and well maintenance of lab records.

INDIRECT ASSESSMENT METHOD

Besides the University examinations the indirect assessment tools such as surveys and feedback by

students, graduating students, alumni, employers and placement record are also carried out such as

- **Programme-Exit Survey:** This survey taken from the final year students at the completion of their programme, stands as the comprehensive feedback for the PO assessment
- **Alumni Survey:** This survey is conducted annually with the Alumni to obtain the inputs and suggestions on PO attainment in the real time societal environment
- **Employer Survey:** This survey is taken from the employer to measure the PO attainments.

2.6.3

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

Response: 83

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

2022-23	2021-22	2020-21	2019-20	2018-19
109	63	94	104	40

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

2022-23	2021-22	2020-21	2019-20	2018-19
169	67	104	111	43

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

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 as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Nimra College of Engineering and Technology (NCET), a self-finance institution, was established by Nimra Educational Society in the year 1997. The College is situated on the main NH 65 (Vijayawada-Hyderabad Highway), just 17 KM away from the traditional city - Vijayawada in Andhra Pradesh. NCET is affiliated to Jawarharlal Nehru Technological University, Kakinada, and approved by All India Council for Technical Education (AICTE), New Delhi.

NCET is recognized and known as the best college for engineering education in Costal Andhra. The College provides its students with modern educational facilities while retaining traditional values, as well as using its strong industrial contacts to mould young, talented individuals who can compete in the global arena.

In an intensely competitive environment, the college has adopted a dynamic, global, high-quality, creative and communicative approach in education. The college aims at imparting high quality excellent education in Engineering and Technology to all categories of students.

Today, NCET offers Full-time education and training in 06 branches of engineering at Under Graduate (UG) level, and 04 courses at Post Graduate (PG) level with a yearly intake of 360 and 276 respectively.

The college buildings are architecturally designed with more than 2,00,000 sq. ft. plinth area as per AICTE norms. At NCET we provide quality technical education to both urban and rural students from Andhra Pradesh as well as from other states in INDIA.

Well equipped laboratories with state-of-the art equipments and computers, spacious classrooms and conference halls, well stocked library, good facilities for sports & games, and a hygienic canteen are some of the features of the college.

ENTREPRENEURSHIP DEVELOPMENT CELL: The Entrepreneurship Development Cell was started on 21 October, 2021 with the object of promoting specialized knowledge in the field of entrepreneurship development. In view of the worldwide shortage of jobs leading to unemployment problems and a lack of proper utilization of human resources, the cell strives to identify talented youth for entrepreneurial work.

INTERNAL QUALITY ASSURANCE CELL (IQAC): In order to enhance the Quality of teaching by embracing innovative methods, and improve student's ability and faculty to participate in various research-related works, it has been decided to constitute an IQAC that would act as a change agent to ensure the quality of institution under the leadership of the principal. The IQAC was established on 12th April, 2022. As per the recommendations of the NAAC, the IQAC has been constituted. The main goal of IQAC is to develop a system for deliberate, accordant and incentive action to improve the quality academic of performance.

RESEARCH & DEVELOPMENT CELL (R&D): The R&D was established on 18th April, 2022 to focus on scientific and industrial research in various disciplines. The cell provides technical requirements and equipment in the campus to bridge the gap between industry and academia.

Further, Institutes Innovation Council (IIC) established at our college which had undertaken various activities prescribed by Innovation Cell, Ministry of Education, Govt. Of India to promote Innovation and start-up in campus.

The above-mentioned cells are working with prominent persons efficiently to develop the institution. All these cells create an ecosystem of research and innovation and assist in the creation and transfer of knowledge to provide greater opportunities for faculty and students to make valuable contributions to society.

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: 44

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

last five years

2022-23	2021-22	2020-21	2019-20	2018-19
09	10	08	08	09

File Description**Document**

Institutional data in the prescribed format

[View Document](#)**3.3 Research Publications and Awards****3.3.1**

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

Response: 0.25

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	9	3	1	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: 0.07

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

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

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

3.4 Extension Activities

3.4.1

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

Response:

The NSS, a Government of India initiative under the Ministry of Youth Affairs & Sports, was established on September 24, 1969, by Dr. Vijayendra Kasturi Ranga Varadaraja Rao, the Union Education Minister. NCET's NSS unit, operational since 2005, offers students opportunities to engage in diverse community service activities. This involvement aims to instill a sense of social responsibility among students, following the motto "Not Me but You." These initiatives seek to raise awareness of social issues while promoting holistic student development.

The NSS unit's outreach endeavors provided exposure to neighboring villages through various programs, fostering social consciousness and ethical values among students and faculty members. These activities were frequently integrated into the curriculum to aid, serve, and learn from nearby communities, addressing local challenges in agriculture, the environment, and societal concerns.

The specific extension and outreach program/activities carried out by NCET's NSS unit include:

1. **Tree Plantation Campaign:** Focused on restoring native forests around the college and in the adopted village, Jupudi, to create a healthier environment, combat global warming, and restore ecological balance.
2. **Swachh Bharat Campaign:** Aimed at promoting cleanliness in the adopted village through waste management and sanitation practices to achieve a garbage-free environment.
3. **Blood Donation Camp:** Conducted on-campus to address blood scarcity and save lives by encouraging blood donation.
4. **Unity Day Awareness Rally:** A group effort to promote unity and patriotism, paying tribute to Sardar Vallabhbhai Patel, the Indian freedom fighter.
5. **AIDS Day Awareness Rally:** Organized to raise awareness about HIV/AIDS, encouraging support for affected individuals and prevention measures.
6. **Rain Water Harvesting Pit Campaign:** Aimed at addressing water scarcity by promoting rainwater harvesting as a sustainable solution.
7. **Anti-Tobacco Awareness Drive:** Intended to propagate a tobacco-free society, discouraging smoking and preventing younger generations from taking up the habit.
8. **Say NO to Plastic Bags Campaign:** Raised awareness about the harmful effects of plastic pollution and advocated for reducing reliance on plastic products.

9. **Drug Abuse and Illicit Trafficking Awareness Rally/Drive:** Highlighted the negative impacts of drug abuse and advocated against illicit drug usage.
10. **Free Medical Camp:** Provided various medical services to underprivileged communities, focusing on health check-ups, education, and basic treatment.
11. **Anti-Corruption Awareness Drive:** Aims to create a corruption-free society by raising awareness and promoting transparency and accountability.
12. **Charity Day Campaign:** A humanitarian effort to support needy sections of the local community through donations.
13. **Anti-Child Marriage Awareness Drive:** Raised awareness against child marriage, emphasizing the importance of education and girls' empowerment.
14. **Road Safety and Safe Bike Ride Awareness Drive:** Promoted adherence to traffic rules for road safety.
15. **Pulse Polio Drive:** Raised awareness about the importance of vaccination in preventing infectious diseases.
16. **Tuberculosis (TB) Awareness Drive/Rally:** Educated the public about TB and its prevention and treatment methods.
17. **Azadi Ka Amrit Mahotsav (AKAM) Campaign:** Promoted patriotism and awareness about India's freedom fighters.
18. **Suicide Prevention Drive:** Raised awareness about suicide prevention and aimed to eliminate social stigmas related to suicide.

These activities, integrated into the educational curriculum, have greatly contributed to the holistic development of students, fostering a sense of social responsibility and awareness of pertinent societal issues within the NCET community.

File Description	Document
Provide Link for Additional information	View Document

3.4.2

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

Response:

Nimra College of Engineering and Technology (NCET) has actively engaged in various extension activities over the past five years, from June 2018 to May 2023. These activities aim to impart academic knowledge, instill values, and develop skills among students and staff. NCET is committed to delivering quality education while embracing modern advancements without compromising human values and environmental safety. The institution's objective is centered on fostering intellectual, professional, social, and cultural growth to tackle national and international challenges with excellence.

The NSS unit at NCET plays a pivotal role in educating students about the National Service Scheme (NSS) and encouraging their participation in community service and awareness programs. This emphasis on holistic personality development underscores the primary goal of the NSS unit instilling social

responsibility among students by conducting various extension activities. These initiatives are designed to enhance students' overall personalities, encompassing personal and social advancements, leadership skills, community communication, national integration, social service, ecological understanding, and environmental significance.

The extension activities organized by the NSS unit focus on educating students about social and environmental issues. These efforts include social outreach events, health and wellness awareness programs, campaigns against drug and tobacco consumption, initiatives promoting hygiene and cleanliness, advocacy for reducing plastic usage, management of water and solid waste, fostering unity and patriotism, charitable endeavors, and promoting environmental sustainability through plantation drives. These initiatives have successfully achieved their objectives, benefiting society and contributing to students' holistic development.

NCET's NSS unit has also adopted the nearby village of Jupudi, collaborating with local authorities and committees for educational, health, and sanitation interventions. Moreover, students and faculty actively engage in social development awareness activities in collaboration with various departments, demonstrating significant commitment and concern.

As a testament to its commendable efforts in social outreach and community development, Nimra College of Engineering and Technology has received Letters of Appreciation, Awards, and Recognitions from various Government and Private Recognized bodies. Notable entities that have acknowledged NCET's efforts include Mandal Praja Parishad, Ibrahimpatnam; Jupudi Gram Panchayat; Village Health Center, Jupudi; Andhra Hospitals, Gollapudi/Bhavanipuram; United Way Mumbai, Vijayawada; and various other organizations committed to social welfare and community health.

This recognition serves as a validation of NCET's commitment to societal welfare and holistic education, affirming its impact on the community and the environment through these extension activities.

File Description	Document
Provide Link for Additional information	View Document

3.4.3

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

Response: 50

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	11	7	12	7

File Description	Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document

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: 122

File Description	Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Established in 1997 and affiliated with Jawaharlal Nehru Technological University, Kakinada, Nimra College of Engineering & Technology offers a diverse range of programs, encompassing six undergraduate and four postgraduate courses. The institution upholds AICTE norms by providing a spectrum of facilities and resources to enhance the academic experience.

Classroom Infrastructure: The college boasts 30 classrooms and 14 tutorial rooms, each measuring around 100 and 80 square meters, respectively, with the capacity to accommodate approximately seventy students. Equipped with ceiling-mounted LCD projectors and screens, these e-classrooms facilitate interactive learning using ICT tools.

Laboratories: Comprehensive laboratories for both undergraduate and postgraduate programs enable students to comprehend theoretical fundamentals through practical experimentation.

Seminar Facilities: The institution features spacious seminar halls capable of seating 120 and 400 students, well-equipped with projectors and audio systems, serving as venues for various academic and extracurricular events.

Training and Placement Cell: The Training and Placement Cell actively engages in student placement activities, offering training modules, CRT programs, and soft skill sessions.

Transportation: Nimra College provides transportation facilities covering towns and villages within a 50 km radius of Vijayawada for both day scholars and faculty members.

Library: The Central Library sprawls over 4245 square meters, accommodating up to 150 students. It houses an extensive collection of digital resources, reference books, textbooks, journals, and magazines across various disciplines, catering to faculty and student knowledge enhancement.

Sports and Cultural Amenities: The college offers ample sporting facilities for indoor and outdoor games, with spacious grounds for cricket, badminton, volleyball, tennis, and more. Additionally, indoor games like chess and carroms are available. Cultural activities take place in the auditorium and seminar halls.

Cafeteria and Wi-Fi: A cafeteria serving diverse food items and beverages is accessible to students on campus. Furthermore, Wi-Fi facilities are provided to staff and students for enriched learning experiences.

Stationery and Xerox: Convenient stationery and Xerox centers are available for students' needs.

4.1.2

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

Response: 5.08

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0.22	0.14	2.91	0.42	2.07

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

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

The central library at Nimra College of Engineering & Technology stands as an essential hub for fostering the intellectual growth of both faculty members and students. Spanning an area of 800 square meters and accommodating up to 150 individuals, this library operates throughout the working week, from 8:30 AM to 5:00 PM, and is overseen by a Professor-in-charge and a dedicated Librarian.

Employing state-of-the-art technology, the library has embraced complete automation through the Integrated Library Management System (ILMS), leveraging the open-source KOHA Software (ECAP) and BEES (2022) introduced in 2022. Within its walls lie a treasure trove of knowledge, comprising an impressive collection of 47,818 volumes, encompassing 8,756 distinct titles that span a multitude of disciplines, including engineering, management, sciences, humanities, and more. Its extensive repertoire extends beyond traditional books to grant access to an array of national and international online journals, periodicals, news articles, UG and PG student project reports, as well as archives of previous year's test questions and preparatory materials for competitive exams. Additionally, the library extends support to patrons by providing a dedicated photocopying facility for reference materials, easing access to pertinent resources.

Notably, the digital library stands as a beacon of technological advancement within the institution. Hosting a remarkable assortment of roughly 200 CDs, e-books, and various e-resources, the digital repository includes prominent databases like DELNET and SWAYAM. Moreover, it boasts a sophisticated 20-system internet browsing center, offering unbridled access to an extensive range of academic materials to cater to the diverse needs of its users. This digital enclave serves as a testament to the institution's commitment to providing cutting-edge resources and fostering an environment conducive to learning and research.

In summary, the library at Nimra College of Engineering & Technology serves as a comprehensive repository of knowledge and information, seamlessly blending traditional printed resources with modern digital platforms to cater to the scholarly pursuits of its academic community.

4.3 IT Infrastructure

4.3.1

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

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

Response:

Nimra College of Engineering & Technology consistently updates its IT infrastructure to meet the latest technological demands. The institution maintains a reasonable ratio of computers in its laboratories, equipped with ICT and Wi-Fi facilities for student use. Both classrooms and staff rooms are furnished with LAN/Wi-Fi connectivity to enrich the teaching-learning experience. Wi-Fi accessibility is extended across all areas of the campus, including buildings, hostels, seminar halls, auditoriums, and common spaces. Additionally, the college provides internet browsing centers catering to faculty and students across various disciplines. Emphasizing the integration of Information and Communication Technology (ICT) across all levels of engagement with the college's stakeholders is a key priority for Nimra College of Engineering & Technology.

Administration and financial operations are entirely computerized, enabling prompt reporting and

effective resource allocation. The library utilizes a Library Management Software to oversee book and journal tracking, facilitating digital library functions. The Department of Training & Placement takes proactive measures, commencing student training from the first year, offering community service, industrial training, and internships across diverse industries. The department also organizes skill development programs and coaching sessions for competitive exams, providing model paper-solving sessions to prepare students thoroughly for their exams. Moreover, the college has automated the student attendance system, enabling real-time tracking and storage of attendance data. This significantly aids in the management of voluminous data and streamlines processes in areas such as Planning and Development, Administration, Finance and Accounts, Student Admission, and the examination department.

In terms of hardware resources, the institution boasts a diverse range of systems, including desktops with various configurations, a limited number of laptops, and multiple servers. The internet service is provided through AIRTEL at 100 Mbps, facilitating fast and reliable connectivity. The college has also integrated an IP Surveillance system, comprising numerous IP cameras and DVRs for security purposes. Other IT infrastructure components include Wi-Fi routers, UPS, stabilizers, switches, LCD Epson projectors for ICT-based teaching, printers, Xerox Machines, biometric devices, and various accessories supporting the IT setup separately in Examination Cell, Library and computer labs.

4.3.2

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

Response: 2.37

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

Response: 270

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 86.55

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

2022-23	2021-22	2020-21	2019-20	2018-19
35.28	25.54	16.54	12.68	8.13

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 64.34

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

2022-23	2021-22	2020-21	2019-20	2018-19
231	220	238	327	341

File Description

Document

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

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

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

Response: A. All of the above

File Description

Document

Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)

[View Document](#)

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: 61.21

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

2022-23	2021-22	2020-21	2019-20	2018-19
154	204	284	353	296

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.4

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

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

Response: A. All of the above

File Description**Document**

Proof for Implementation of guidelines of statutory/regulatory bodies

[View Document](#)

5.2 Student Progression**5.2.1**

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

Response: 70.24

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

2022-23	2021-22	2020-21	2019-20	2018-19
113	46	79	87	22

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

2022-23	2021-22	2020-21	2019-20	2018-19
169	67	104	111	43

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
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

Response: 2.72

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

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

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

5.3 Student Participation and Activities

5.3.1

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

Response: 64

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

2022-23	2021-22	2020-21	2019-20	2018-19
18	16	11	13	06

File Description	Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document

5.3.2

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

Response: 33.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
35	33	30	35	34

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

5.4 Alumni Engagement

5.4.1

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

Response:

The Nimra College of Engineering & Technology hosts an annual ALUMNI Meet, drawing former students from Nimra College of Engineering & Technology together to celebrate and exchange experiences. This gathering, facilitated by the principal and staff, sees an average attendance of over seventy alumni each year, offering a platform for them to share insights with juniors.

Nimra College of Engineering & Technology produces knowledgeable engineers working across government agencies and a diverse spectrum including adept software and hardware engineers, entrepreneurs, artists, authors, and managers. The Alumni Meet becomes the nexus where this diverse array of individuals converge. The institution aims to maintain continuous communication with its alumni, enabling them to stay connected with former classmates, seniors, juniors, and current students, thus assisting them in achieving their goals. Former students from Nimra College of Engineering & Technology serve as role models, employed by reputable companies, contributing significantly to the institution's legacy.

Alumni regularly receive invitations to gatherings, where students actively engage them in lectures, projects, placement activities, and motivational programs. Graduates of Nimra College hold influential positions in various industries and well-known companies, further strengthening their bond with the institution. The Alumni Association serves as a conduit for sustaining relationships between friends and alumni through events, communications, and services, fostering an enduring connection with the alma mater.

In reciprocation, the college advances by modernizing its teaching methodologies, curriculum, and research initiatives. It supports recent graduates by offering job prospects and career guidance. The alumni actively engage in the institute's social responsibility initiatives, amplifying the significance of events such as the Alumni Meet, demonstrating the institution's appreciation for their involvement.

The association encompasses a broad spectrum of members, from aspiring young engineers to CEOs and CTOs, aspiring to connect for mutual growth. The primary objective of this social network, rooted in private alumni networks, is to facilitate connections among students and alumni, providing various forms of support such as service recommendations, career advice, and job referrals. Key networking events

include the Alumni Reunion, Annual General Body Meeting, welcoming new graduates to the Alumni Association, and post-gathering events, fostering ongoing connections.

The comprehensive Mentoring Program aims to benefit alumni employees aspiring to venture into entrepreneurship or young entrepreneurs seeking to enhance their skills. This initiative is designed to cater specifically to this demographic, nurturing and enhancing their entrepreneurial prowess.

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Nimra College of Engineering and Technology remains dedicated to fulfilling the demands of its stakeholders through a clear Vision and Mission Statement. Also providing quality, value-based education and to producing exceptional professionals by instilling human values, ethics, and compassion via quality education.

Institute Vision:

To be one of the best teaching institutions across the State of Andhra Pradesh and make education affordable and reachable to the poorest of poor

Mission:

To eradicate the evilness of donation and capitations from Primary Educational Level to Higher Educational Level and merit is followed to spread education among masses, particularly the poorest of the poor in the Welfare State.

Participatory Management:

The institute's management advocates for participatory decision-making, encouraging all staff and students to engage in the decision-making process. The Management remains committed to providing Quality Education by furnishing the essential physical, human, and financial resources, along with maintaining a pleasant campus environment. Continuous improvements to infrastructure including buildings, equipment, furniture, and other facilities are part of the ongoing efforts by the Management.

Faculty Involvement in Decision-Making:

Faculty members play a vital role in the academic process and are integral to the institution's development and implementation of plans and policies. They are supported by the Principal in addressing daily challenges and needs. Decisions requiring higher involvement and guidance are handled by the management.

Decentralization:

Nimra College operates within a decentralized governing system, leveraging the benefits of participatory management across multiple levels. The Secretary and Correspondent play pivotal roles in the effective

administration of the college. The Principal conducts meetings with Heads of Departments (HoDs), collects input, and adopts final decisions.

HoDs hold responsibilities including organizing seminars and workshops, workload distribution, assigning lab responsibilities to professors, and more. They gather student feedback each semester to evaluate faculty performance and encourage self-assessment for continual academic enhancement. Regular sessions led by the Principal aid in analyzing results and providing remedial guidance when necessary.

Faculty members are motivated to improve their leadership skills through involvement in academic, co-curricular, and extracurricular activities. Encouragement for research, publication of articles, and examinations is provided. Additionally, class representatives chosen based on academic excellence actively engage in various activities. Various committees such as the Anti-Ragging Cell, NSS Cell, Internal Complaint Committee, and Transport Committee facilitate decentralization and participatory management within the institution.

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Strategic Plan Overview:

Nimra College of Engineering & Technology strives to nurture students into socially responsible intellectual leaders within an evolving technology-driven global landscape. The strategic plan focuses on empowering students to navigate obstacles successfully for a prosperous future. Emphasizing educational quality and aligned with the institution's Vision and Mission, the plan harnesses fundamental assets like robust infrastructure, experienced faculty, exceptional students, and a dedicated management team to tackle burgeoning challenges.

Key Objectives:

1. Establish a student counseling center for holistic education, enhancing global employability, and fostering social responsiveness.
2. Enhance infrastructure to accommodate increased enrollment, facilitate research and technological advancements, and provide modern amenities like updated libraries, internet access, hostels, and sports facilities.
3. Encourage faculty pursuit of Ph.D. degrees and minor research projects.
4. Introduce innovative courses tailored to local needs and aligned with the National Education Policy (NEP).
5. Cultivate a campus environment conducive to high-quality living and learning, ensuring

retention, fostering cultural competence, and nurturing future global leaders.

Actions Undertaken:

- 1.Implementation of innovative teaching and learning methodologies.
- 2.Library automation for improved services.
- 3.Provision of high-speed internet, gender-inclusive hostels, and sports and gym facilities.
- 4.Encouragement for faculty to apply for guide ships and Ph.D. programs.

Governing Body:

Comprising members from the Society, the Principal, senior academic faculty, and a University representative, the Governing Body serves as the ultimate authority.

Functions of the Governing Body:

- Oversight of academic performance.
- Regular review of important directives and policy decisions from regulatory bodies.
- Steering the institution toward predetermined objectives.
- Development, modification, and approval of institutional policies.
- Approval of annual budget.
- Authorization for admissions, new courses, and closures.

Key Members:

- Chairman/Correspondent, supporting the Principal in academic and administrative affairs, keeping abreast of educational trends.
- Secretary & Correspondent, overseeing academic and institutional growth initiatives, empowered to initiate actions.
- Principal, the primary academic administrator and liaison between management, faculty, and students.
- Vice-Principal, assuming responsibilities in the Principal's absence.
- Heads of Departments (HoDs), responsible for departmental operations aligned with college policies.
- Departmental in-charges, directing relevant departmental matters in line with college policies.

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Employee Welfare: Employee welfare stands as a pivotal aspect at Nimra College of Engineering & Technology, nurturing trust among staff and fostering prolonged retention due to enhanced comfort, dedication, and commitment to the institution.

Both teaching faculty and non-teaching staff benefit from comprehensive welfare initiatives encompassing statutory measures in line with government standards, as well as additional monetary and non-monetary provisions for personal and professional growth, acknowledging the institution's non-profit status.

The welfare measures for both categories of staff encompass:

Statutory Welfare Measures:

- Access to EPF for teaching and non-teaching personnel.
- Authorized medical and maternity leave and benefits for relevant staff.

Monetary or Non-monetary Initiatives:

- Leaves for maternity and marriage without pay deductions.
- Financial assistance for medical, wedding expenses, housing, sourced through accumulated funds or special allocations.
- Moral and emotional support during personal, financial, or professional crises.
- Research assistance (M.Phil. or Ph.D.) via time allowances, library access, and infrastructure usage.
- Interest-free hand loans for staff, repayable flexibly.
- Flexible scheduling benefits for breastfeeding mothers among the teaching staff.
- Reinstatement for staff returning from study leaves.
- Emergency cash advances for faculty.
- Faculty eligible for a 50% fee reduction if approved by the organization.
- Coverage of registration fees and travel expenses for faculty development programs and workshops.
- Provision of a canteen for students, teaching, and non-teaching staff.

Performance Appraisal System: The faculty's performance appraisal system is meticulously managed following UGC standards through a multi-stage process:

Step 1: Self-appraisal based on UGC criteria, evaluating various aspects such as teaching methodologies, research publications, attendance at workshops/seminars, and more. This self-evaluation form is completed annually by each faculty member.

Step 2: Feedback collection from students across subjects/labs and teachers, alongside peer evaluations conducted by HoDs and the Principal.

Step 3: Recommendations made to the Department Head based on these evaluations.

The final decision stemming from the management's assessment of these reports is communicated through one-on-one discussions and departmental meetings.

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: 63.61

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

2022-23	2021-22	2020-21	2019-20	2018-19
53	47	51	47	59

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshops and towards membership fee for professional bodies	View Document

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative

training programs during the last five years

Response: 87.07

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

2022-23	2021-22	2020-21	2019-20	2018-19
87	89	72	72	84

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

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

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document

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:

Financial Audits:

Internal audit procedures are fundamental to maintaining financial discipline and transparency. The institution conducts regular internal audits, overseen by an in-house audit professional. These audits encompass revenue, payroll, and day-to-day transaction reviews, ensuring systems' seamless functionality. Internal auditors act as consultants, providing assurance on risk management, governance, and internal control systems critical for organizational sustainability and profitability.

External audits, performed annually by Certified Statutory Auditors, scrutinize the institution's accounts, delving into internal controls, accounting standards, financial analysis, and statement preparation. These audits reinforce proper control administration and operational fortification. In instances of significant financial issues, auditors communicate findings through an "audit management letter" to the institute, detailing necessary rectifications. External auditors play a vital role in instilling confidence in financial management and information, and the final audited accounts undergo review and approval by the Board of Management/General Body.

Resource Mobilization and Utilization: The institution places great emphasis on ensuring efficient resource utilization alongside effective resource mobilization. Its systematic approach ensures optimal utilization of existing resources, a pivotal strategy for organizational growth overseen by the Principal and various college committees.

i. **Fund Mobilization:** While student fees and income from consultancy/university services serve as primary financial resources, the institution actively seeks additional funds to meet its diverse needs. Donations received from individuals, institutions, and alumni contribute to establishing merit scholarships and awards, fostering strong alumni relationships.

ii. **Optimal Resource Utilization:** The institution engages in meticulous financial planning, crafting comprehensive budgets encompassing academic and administrative departments. These budgets encompass revenue predictions, expenses, and capital outlays, incorporating co-curricular and extracurricular activities. After Principal review, the consolidated budget is submitted to Management for approval. Self-sufficiency is maintained primarily through student tuition fees and various miscellaneous sources. Management extends financial assistance during inadequate periods, even utilizing Society funding during building extensions or renovations. Quarterly financial analysis ensures alignment between budgets and actual spending, ensuring efficient resource utilization

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:

Nimra College of Engineering & Technology initiated the Internal Quality Assurance Cell (IQAC) in May 2017, a step toward continual enhancement of the institution's overall quality across various domains. This cell, replacing the previous Department Advisory Committee (DAC), was established with several

Objectives:

1. Ensuring continual development across all institution activities.

- 2.Ensuring quality and reliability for stakeholders.
- 3.Formulating a comprehensive action plan for enhancing academic and administrative performance.
- 4.Implementing diverse methodologies for quality improvement and fostering best practices.

Functions of the IQAC encompass:

- Soliciting input from stakeholders to improve quality efforts.
- Enhancing awareness of diverse quality metrics.
- Monitoring and documenting various initiatives contributing to quality enhancement.
- Conducting workshops and seminars focused on quality improvement for faculty and students.
- Implementing progressive teaching methods aligned with evolving student and industry demands.

Key Processes and Strategies Implemented:

- 1.**Institutionalization of Online Certification Courses:** IQAC introduced certification courses in 2020-21, facilitating domain and trans disciplinary expertise through online courses via platforms like NPTEL, COURSERA, CISCO, among others. This initiative aimed to boost self-learning capabilities and innovation, with faculty also participating in these courses as mentors and for personal certification.
- 2.**Infrastructure Enhancements:** Over the past five years, the college acquired 270 fully-equipped computer systems. Internet bandwidth was upgraded to 100 Mbps through BSNL Fiber Net connections and 100 Mbps via Leased Net connections throughout the campus, ensuring a campus-wide 100 Mbps connectivity. The institution also upgraded infrastructure including computers, library resources, classrooms, and laboratories to meet growing demands.
- 3.**Performance-Based Appraisal System (PBAS) and Student Feedback:** Faculty maintain course files, reviewed by department coordinators, focusing on lesson plans, teaching methodologies, assignments, and assessment approaches aligned with course and program objectives. This evaluation includes semester-end result analysis and course-end surveys to gauge student achievement and feedback on faculty performance, covering various aspects of teaching effectiveness.
- 4.**Academic Audit through DAC and IQAC:** Internal and external audits are conducted regularly, where each department's Course Coordinator collects academic data for review. Coordinators create timetables for internal audits, ensuring comprehensive evaluation of teaching plans, faculty approaches, assessment, counseling, and student feedback.

These quality management processes and evaluations are overseen by the Principal, ensuring a systematic approach to continual quality enhancement throughout the institution.

6.5.2

Quality assurance initiatives of the institution include:

- 1.**Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.**Academic and Administrative Audit (AAA) and follow-up action taken**

- 3. Collaborative quality initiatives with other institution(s)**
- 4. Participation in NIRF and other recognized rankings**
- 5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years. Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Over the past five years, the institution has embarked on initiatives promoting gender equity and sensitivity, addressing the crucial challenge of achieving gender equality within society. The institute consistently conducts programs dedicated to promoting gender equity, fostering an environment that inherently values gender sensitivity in both its cultural ethos and the surrounding community. This commitment is demonstrated through various facilities and measures aimed at ensuring gender equality and security on campus.

The institution displays gender sensitivity by providing specific facilities tailored towards ensuring safety and security for all students, especially women:

Safety and Security Measures:

The Student Grievances Redressal Cell addresses both academic and non-academic issues, ensuring a platform for students to report concerns like victimization, bullying, or disharmony with peers or teachers.

Implementation of a sophisticated E-Surveillance system equipped with high-resolution cameras across the campus ensures constant monitoring, bolstering safety measures and tracking individuals' activities.

Hostel Facilities:

Separate hostels for male and female students are maintained, with stringent safety protocols overseen by vigilant wardens. Regular visits by parents on weekends contribute to a secure environment.

Mandatory ID card usage for students and staff ensures restricted access to outsiders, maintaining campus security.

Counseling Initiatives:

Continuous efforts are made to address contemporary issues through seminars, workshops, and

awareness programs. Topics include gender sensitization, safety concerns, peer group issues, and counseling sessions conducted by expert guest lecturers and faculty members.

Moreover, the institution has established an Internal Compliance Committee focusing on gender sensitization and women empowerment. This committee organizes programs like "Rights of Women in Domestic Laws" and "Self-defense training" in collaboration with local law enforcement. Cybersecurity awareness programs are also conducted periodically, specifically aimed at safeguarding female employees and students.

The institution strongly emphasizes the holistic development of young women by prioritizing their healthcare, physical well-being, and overall skill development. Through these concerted efforts, the institution is dedicated to fostering an environment that values gender equity, sensitivity, and the empowerment of its students.

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document

7.1.3

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

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

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document

7.1.4

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

Response:

Institution provides an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socio-economic and other diversities. Different sports and cultural activities organized inside the college promote harmony towards each other. Commemorative days like Women's day, Yoga day, Engineers' day are celebrated in the college. This establishes positive interaction among people of different racial and cultural backgrounds.

Institute has code of ethics for students and a separate code of ethics for teachers and other employees which have to be followed by each one of them irrespective of their cultural, regional, linguistic, communal socio-economic and other diversities.

Equal opportunities are provided to the students to participate in various activities conducted irrespective of their caste, creed, religion and region. The institution has an NSS wing to inculcate a sense of unity, discipline and harmony. The activities undertaken by NSS unit in our institution mitigate the socio-economic diversities and progress them towards leading a tolerant and harmonious living.

NCET celebrates national and international commemorative days and events to treasure the moments and instill a sense of meaning and significance in the lives of students and staff. The days are a reminder to cherish the achievements of our founding fathers. Some of the days celebrated in the institute are:

National Youth Day: 12 January National Youth Day (NYD) Department of MBA takes the initiation and organizes various activities like, debate, elocution, essay writing and other programs where the students from various departments actively participate.

Republic Day: This day honors' the date on which the Constitution of India came into effect from 26th January 1950. The programme consists of patriotic songs sung by students and speeches eulogizing the great sacrifices made by our freedom fighters followed by the guest of honors' message.

Independence Day: 15 August is celebrating as the Independence Day. It has great importance as it marks the remembrance of our freedom fighters to make the nation free from the slavery of British.

Teachers Day: 05 September Teacher's Day is celebrated to acknowledge the challenges, hardships, and the special role that teachers play in our lives.

Engineer's Day: 15 September Engineer's Day is celebrated to feel proud of the engineers of our country and to celebrate their achievements in each and every field of science and technology.

International Women's Day: On March 8th of every year celebrations are organized for girl students and female faculty. One famous woman intellectual will address the gathering emphasizing on different women related issues.

International Day of Yoga is celebrated every year on 21st June, Yoga guru from the nearby community will practice yoga with students and faculty and this is not on that day but it is a regular practice in our Institution.

7.2 Best Practices

7.2.1

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

Response:

Best Practice – I

Practice Title: Conduct of Industry-Relevant Training Programs (Offline and Online)

Objectives:

1. Conduct skill development training in specific industry-relevant areas.
2. Build capabilities and facilities for training skilled manpower.
3. Establish partnerships with industries for student skill development.
4. Promote Innovation and Entrepreneurship among stakeholders.
5. Provide skilled manpower in high-end technology sectors.
6. Align with the institution's Vision, Mission, and NEP 2020.

Context: The institution promotes innovation and technical skill enhancement, evident from students achieving placements.

The Practice: The college conducts various training programs:

- Short-term hands-on programs for B.Tech students by faculty and industry trainers.
- Technical programs in dedicated training centers provided by industries.
- Internship programs at APSCHE-approved companies/Industries VXL IT Solutions, Salesforce, Spy Pro. Excler, etc.

Success Indicators:

- Hundreds of students underwent training in industry-relevant areas.

- Trainees secured employment in various industries.
- Aligned with India's Skilling initiatives, enhancing technical teaching.
- Met objectives of generating industry-ready manpower for the nation.

Challenges and Resource Needs:

- Difficulty organizing programs during academic sessions.
- Financial constraints due to nominal fees.
- Compliance with regulatory bodies' rules and regulations (AICTE, affiliating University, Government).
- Faculty time constraints amidst heavy academic workloads.
- Continuous effort required to keep pace with evolving technologies.

Best Practice – II

Practice Title: Enhancing Student Success through Mentorship (Class Advisor)

Objectives:

1. **Academic Guidance:** To assist students in navigating the engineering curriculum, providing support in selecting courses, and offering guidance on study strategies to enhance academic performance.
2. **Career Development:** To facilitate career exploration within the engineering field, offering advice on internships, job opportunities, and graduate school options.
3. **Personal Support:** To provide a supportive environment for students, addressing personal challenges, stress management, and fostering a healthy work-life balance.
4. **Professional Networking:** To establish connections between students and industry professionals, creating opportunities for networking and industry exposure.
5. **Goal Setting and Feedback:** To aid students in setting achievable goals, providing constructive feedback, and assisting in their professional and personal growth.

Context: We have student population with varied academic backgrounds and career aspirations. Mentorship programs aim to support these students throughout their academic journey, providing guidance and resources to help them succeed in their studies and future careers.

The Practice: In our college for each class of every branch, we pair students with experienced faculty members who serve as mentors. Mentors offer guidance in academic matters, career development, and personal support through regular meetings, workshops, seminars, and networking events. The program encourages open communication, goal setting, and collaboration between mentors and mentees. It may include structured activities such as resume building, mock interviews, and shadowing experiences to enhance students' skills and exposure to the engineering field.

Success Indicators:

1. **Improved Academic Performance:** Higher GPA, reduced dropout rates, and increased student retention.
2. **Career Advancement:** Increased internship placements, job placements, and graduate school acceptances.

3. **Satisfaction Surveys:** Positive feedback from students regarding mentorship experiences and program effectiveness.
4. **Networking and Connections:** Increased participation in industry-related events, networking opportunities, and industry connections for students.
5. **Goal Attainment:** Evidence of students achieving set academic and career goals with mentor support.

Challenges and Resource Needs:

1. **Resource Allocation:** Adequate funding and staffing to support the mentorship program effectively.
2. **Matching Mentors and Mentees:** Ensuring compatibility and sufficient mentors to accommodate the number of students seeking mentorship.
3. **Maintaining Engagement:** Encouraging consistent participation from both mentors and mentees.
4. **Training and Development:** Providing mentor training to ensure mentors are equipped with the necessary skills to support students effectively.
5. **Evaluation and Improvement:** Regular assessment and feedback mechanisms to continuously improve the program's effectiveness and address any shortcomings.

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:

To eradicate the evilness of donation and capitations from Primary Educational Level to Higher Educational Level and merit is followed to spread education among masses, particularly the poorest of the poor in the Welfare State. This was the mission set by our founder Janab Dr. Mohammad Vizarath Rasool Khan in 1984 and with this spirit of sincerity, believing in high standards of academic, professional, and societal performance.

In line with its vision, to be one of the best teaching institutions across the State of Andhra Pradesh and make education affordable and reachable to the poorest of poor

The institution aspires to gain global recognition and take a leading role in preparing the next generation to be both socially conscious and professionally adept, equipped to confront future challenges. To achieve this, the college has devised comprehensive short and long-term strategic plans, placing considerable emphasis on implementing diverse quality measures. These measures include enhancing infrastructure, elevating faculty expertise, introducing need-based programs, securing quality certifications, fostering collaborations with other institutions, and positioning itself as a center of excellence comparable to esteemed counterparts. Central to our ethos is the commitment to consistently provide accessible, high-quality higher education to all individuals.

Efforts have been directed towards instilling professionalism and a sense of social responsibility among students. To adapt to the evolving landscape of higher education within the context of globalization, the institution has significantly expanded its infrastructure and facilities over the years.

Our motto revolves around engaging all stakeholders and leveraging the infrastructure to cultivate technically proficient and employable human resources, translating our vision into reality. To support this mission, the college is dedicated to providing academic support through mentorship to all students. Additionally, it seeks to enhance teaching quality by organizing Faculty Development Programs and integrating new technology like LCD projectors and smart boards into classroom teaching. Platforms such as seminars and symposiums are provided for students to express their perspectives, aligning with our objective of nurturing skilled human resources ready to contribute to the nation.

The college actively utilizes its website, hoardings, and posters across key locations to disseminate information about its Vision, Mission, and Goals. Introducing participative management at strategic, functional, and operational levels further distinguishes our Vision statement. This decentralized approach involves not only teaching staff but also non-teaching personnel, fostering a more dynamic and distinctive environment. Crucially, the Principal, governing body, and members of the IQAC are engaged in formulating policies and procedures related to admission, examinations, and discipline. Faculty members serve as mentors, imparting knowledge and instilling trust among students.

Students are exposed to value-added courses alongside the curriculum, receiving training to excel in interviews. Soft skills and placement training programs are integrated from the second year to prepare students for job placements. Regularly arranged interviews and support provided to students enable them to secure offers from reputable companies.

5. CONCLUSION

Additional Information :

Nimra College of Engineering & Technology (NCET) is offering Six undergraduate programs in diverse Engineering streams. It offers B.Tech. in Computer Science and Engineering, CSE (AI & ML), CSE (Data Science), Electronics and Communications Engineering, Electrical and Electronics Engineering and Mechanical Engineering. It is also offering Four post graduate program i.e., M.Tech., CSE, M.Tech., (VLSI-SD), MCA & MBA. It features state-of-the-art facilities and highly experienced and knowledgeable pool of staff members.

Nimra College of Engineering & Technology (NCET) has well-equipped labs, computer centers, a central library with over 50,000 volumes and 100s of national and international journals, smart classrooms, conference halls, and seminar halls.

The college also offers free auxiliary programs in soft skills, communication skills, competitive exams, and interview-facing. It has alliances with the industry for student internships and placements.

In addition to the prescribed course curricula, NCET offers

- additional inputs to make students ready for the future.
- imparts life skills and soft skills, and
- motivates students and faculty to participate in various extracurricular events, community programs, and health awareness programs.

The teaching-learning processes at NCET are integrated with innovative practices and are learner-centric, which ensures excellent learning outcomes and provides the best opportunities to students.

The college has adequate infrastructure, including ICT-equipped classrooms, multimedia facilities, and laboratories. The student support systems include a mentoring system, career guidance, and placement services.

NCET strives to provide the best services to all its stakeholders through its human resource development, research, and extension activities.

Concluding Remarks :

The institution is committed to providing high-quality and value-added education to its students. It is aspirational to attain autonomous status in the near future, and has established a well-defined road-map to achieve this goal. The institution has also made significant contributions to the holistic development of its students through the Internal Quality Assurance Cell (IQAC) and the Training and Placement Cell. In 2018, the institution established the Internal Quality Assurance Cell (IQAC), which has made substantial contributions in sustaining and enhancing the overall quality of institutional functioning.

The Self-Study Report (SSR) prepared in accordance with the NAAC format has provided the institution with an opportunity to comprehensively assess and understand various aspects of quality education. The report has been prepared with utmost diligence and based on the institution's knowledge and understanding, with the hope of meeting the expectations of the NAAC committee during the accreditation process.

I extend my heartfelt congratulations to all the members of the NAAC Steering Committee, IQAC at NCET, and every staff member who directly or indirectly contributed to the preparation of this SSR.