



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

ATME COLLEGE OF ENGINEERING

ATME COLLEGE OF ENGINEERING, 13TH KM, MYSORE-KANAKAPURA-
BANGALORE ROAD, MYSORE-570028

570028

www.atme.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

ATME college of engineering is founded by a group of **like-minded technocrats** in 2010. Founders are managing various kinds of enterprises like infra companies, manufacturing units, and IT services. Founders are aware of the **need of the industry** and trying to cater to such needs by developing **industry-ready engineers** through ATME College of Engineers.

ATME has created a **futuristic infrastructure** with **3 lakh sq ft** of built-up area, **state of the art labs, a cluster of seminar halls & Auditorium with all modern gadgets**, Library, Central computing facility, etc. All this has been done within a span of 8 years and can proudly be said that our infra is at par with any institution with a standing of 20-25 year.

It's not only the infra but also the kind of **faculty profile** ATME has engaged, **Teaching-Learning Process** adopted, student support system put in place, Co-curricular & extracurricular activities being conducted and Placement achieved within this shortest span of time is significant.

ATME has been fostering Industry-Institute interaction on a regular basis. ATMECE has entered to **MOUs with many industries for Internships**, Placement, Skill enhancement, Research & Development etc., Reputed companies like CISCO, Texas Instruments, Frenus Technologies have set up their labs and Training centers in the college campus.

Research is one more area where ATME is doing extremely good. ATMECE has **6 Research Center** with about 28 Ph.D. qualified faculty members. About 43 Research scholars carrying out research work in the college. Lots of Publication & Consultancy projects are also being undertaken by faculty members.

ATME has created an ecosystem where education is just not limited to academics, it extends beyond the classrooms & labs to industry interactions, cultural, social and sports events for the **all-round development of the students**.

Vision

Development of academically excellent, culturally vibrant, socially responsible and globally competent human resources.

Mission

- To keep pace with advancements in knowledge and make the students competitive and capable at the global level
- To create an environment for the students to acquire the right physical, intellectual, emotional and moral foundations and shine as torchbearers of tomorrow's society
- To strive to attain ever-higher benchmarks of educational excellence

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Proactive, Committed and Visionary Management
2. Cutting edge Infrastructure.
3. Well qualified & dedicated Faculty members with good retention.
4. Outstanding Social Outreach Program.
5. Effective implementation of ERP

Institutional Weakness

1. Moderate quality of intake students.
2. Mediocre Placement & Entrepreneurship.
3. Limited industry-institute interaction.
4. Limited Research & Consultancy activities.
5. Under Utilization of Resources.

Institutional Opportunity

1. Branding of Institute
2. Progressing towards Curriculum Autonomy.
3. Enhanced industry collaboration in Research, Consultancy, Training, etc.
4. Enhanced Teaching-Learning experience through innovation.

Institutional Challenge

1. Financial Management with current Fee structure.
2. Ever changing policies pertaining to Higher Education by multiple monitoring authorities.
3. Lack of Understanding of HR policies, Roles-Responsibilities & Accountability.
4. The possibility of declining quality and number of students admitted due to an increase in Private Universities and other Institutes.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

ATMECE is affiliated with Visvesvaraya Technological University, Belagavi, approved by AICTE strictly acclimatize the curriculum and syllabi prescribed by the affiliated university.

Effective curriculum delivery is ensured through the process as listed below:

1. The course files maintained by teachers include course module, academic calendar, lesson plan, work done dairy, assignment, course materials/ references, VTU question bank, CO attainment & report.

2. Faculty members update their knowledge and skills by attending refresher Courses, Workshops, FDPs & Skill development training conducted at campus and reputed institutes.
3. Better Institute- Industry interaction programs.
4. Invited guest lecturers from Industry experts & academicians.
5. Domain-Specific training for better placement
6. Aptitude Verbal Reasoning training provided by In-house faculty members.
7. Industry Visit to explore practical approach.
8. Monitoring course delivery and syllabus completion are carried out through formal and informal feedback.
9. The Head of the Department does a periodical review of the portions covered by the faculty members and also the student's attendance.
10. Feedback obtained from students, teachers, parents, alumni, and employers is considered for PO/PSO attainment.
11. CBCS introduced in 5 UG programs from the 2015-16 academic year.
12. Institute support students to enrich knowledge through course certifications.
13. Students are motivated to participate in Co-curricular & extracurricular activities.
14. Institute creates awareness among students through various green campus initiatives.
15. Trained faculties will conduct UHV classes for first-year students in the Student induction Program in addition to a yoga session, so on.
16. College host annual cultural fest to provide a platform for students to actively participate and exhibit their talents and create social awareness.
17. Faculty members mentor students in project work, Internships, Seminars, and field visit to enhance their domain knowledge.
18. Students are motivated for doing project work and insisted they present papers in various conferences and publish the papers in journals.
19. Faculties provide additional resources for students to gain experiential learning through case studies and interactive simulations tools like the virtual lab.
20. Institute collects feedback from various stakeholders on the curriculum. IQAC analyzes the feedback report and suggests corrective measures for overall improvement.

Teaching-learning and Evaluation

The admission process of ATME College of Engineering to various programmes is done based on the guidelines of the Karnataka Examination Authority (KEA) from time to time. The learning levels of students are assessed by adopting various parameters including Information Communication Technology (ICT) tools of Student Response System (SRS) and classified into slow learners and advanced learners. Remedial classes, extra counseling, etc., are carried as initiatives for slow learners to do well in their academics. Similarly, advanced learners are motivated to take part in technical project competitions, publish papers, etc. The student: teacher ratio in the college stands at 15: 1. The academic activities of the college are according to the academic calendar which is in line with the university calendar. Feedback from students is taken at the beginning and end of the semester orally from Heads of the Department and Online respectively. This feedback mechanism is used as one of the tools in Faculty Appraisal to further improve teaching methodology. Internal Assessment is done periodically through internal tests, assignments, seminars, and project work in a fair & transparent manner. The students are informed about the portions well in advance; each internal assessment is conducted for specified marks. The Course Instructors evaluate the test books within one week from the date of conduct of the test. The scheme of evaluation of the CIE questions is shared with students while distributing the blue books and also discussed to clarify doubts if any. Class teachers/mentors monitor the progress of students and maintain constant interaction with the students. The institution is practicing outcome-based education by defining appropriate POs, PSOs, and COs for all programmes based on the Competency and Performance Indicator (PI) analysis tool available in the AICTE Exam Reforms document and is communicated to faculty and students through website & syllabus books. The student performance is measured through the attainment level of learning outcomes in every programme and appropriate improvement measures are incorporated in content delivery, assessment, and evaluation for the accomplishment of better skills and competencies.

Research, Innovations and Extension

The Institution has received a substantial amount of grants from various Government and non-Government funding agencies, such as the Department of Science & Technology, Karnataka State Council for Science and Technology, Karnataka Science and Technology Academy, etc, for various projects towards Rural development, development in Technology, etc. Staff and students of ATMECE are actively involved in these projects and bring about innovations in these projects.

The institution organizes International Conference annually to provide an opportunity for researchers across the globe to publish their research work and present their innovative ideas in various domains. Several Workshops/Seminars are conducted to create awareness about new technological concepts among staff and students.

The Institution has developed a strong innovative ecosystem by forming a research wing to promote research activities and Institution Innovation Council (IIC) to encourage students to involve in innovation and entrepreneurship-related activities. The faculties and students are encouraged to carry out research work in various fields, publish articles in various peer-reviewed journals and conferences. To encourage research and publications, the Management of ATMECE motivates the researchers and authors by providing incentives for various accomplishments such as completion of Ph.D., publication of articles in reputed Journals and National/International conferences, and obtaining grants for research projects. To build interactions with successful entrepreneurs, periodic workshops/seminars and events are conducted under IIC, with the involvement of industries to encourage and induce entrepreneurship in young minds.

Every year ATMECE celebrates its annual fest ATMEYA, with various themes to fulfill societal needs. The Institution NSS team has contributed remarkably to society by carrying various activities like voluntary blood donation camps and health check-ups. Camping programs are conducted, by the NSS team, in the nearby villages to help in the development of the village environment by carrying out various activities such as cleaning of the surrounding places, creating awareness on rainwater harvesting, insurance policies for farmers, etc.

The institution has signed considerable MoU's with various industries and collaborating agencies to develop Industry-Institute relationships and significant activities are carried out which help the students to develop their skill set required for Industrial standards.

Infrastructure and Learning Resources

The Management has developed adequate infrastructure and learning resources in the campus to achieve its objective of excellent education. The campus is beautified by gardening and landscaping. The campus has nearly 40 classrooms each with an average area of 88.26 sq. mtr., well-equipped laboratories, state-of-the-art Incubation Centre, well-stacked library, spacious playground, gymnasium Music Centre and Indoor games hall.

The College has a Hi-Tech Auditorium with a seating capacity of 400, a Solar power grid with 95KVA, buses for transportation, Rainwater harvesting, the Canara Bank ATM counter, a Cafeteria, and Power backup with Diesel generator and UPS. Each department has an exclusive staff room with a good internet facility. The classrooms are equipped with LCD projectors to facilitate Modern teaching methods. A total of 16,561 books with different Titles and Volumes. Our library also has tie-up with VTU e-consortium and an institutional repository of NPTEL Video Lectures, University Examination Question papers, project reports, manuals, ATME DSPACE and is a member of NDL, etc. catering to different needs of the students and staff.

The institution has a strong IT infrastructure and updates regularly in terms of software and hardware as per needs. The institution has a network of 693 computers with 100 Mbps in addition to alternative Internet connectivity of 10 Mbps through Wi-Fi by using 18 access points to fulfill the academic as well as research needs. CCTV cameras, fire extinguishers are provided. Dead-stock registers are maintained. House-keeping staff is deployed. There is enough parking area. The campus is barrier-free with ramps, wheelchairs, and a lift. There are adequate computers connected in LAN. Buildings are equipped with RO water filters. The institution has a well-defined structure for maintaining and utilizing physical, academic, and support facilities of the campus, the institute has an active maintenance and security department. Refurbishment work of the facilities is undertaken periodically for hassle-free academic activities. There is continuous disbursement for infrastructure augmentation to give the best facilities for the stakeholders.

Student Support and Progression

ATME College of Engineering provides "ATMECE Vidyaasare" Scholarship facilities in recognition of their outstanding achievements in meritorious academics for the deserving students with financial assistance to support the education of students. Institute has come up with a unique idea of encouraging the Lateral Entry Students by providing scholarships if the students clear all the subjects in 2nd year in the very first attempt. Institute also promotes the welfare of the students by providing financial support for the students whose financial condition is weak. Scholarship to SC/OBC students and scholarships to the lower-income students, minority students are being provided by the state government.

Various capacity building and skill enhancement programs organized by the institute are Business English Skills Training, Personality Enhancement Training, Aptitude Enhancement Training, Pre-placement Training, communication skills training, etc. Institute has an entrepreneurship development cell to enhance the basic skills sets among students.

The ATMECE has been committed itself to provide a congenial and conducive atmosphere in which students, teachers, and non-teaching staff can work together in an environment that is free of violence, discrimination, sexual harassment, exploitation, ragging, and intimidation. Various committees for this purpose include Grievance Redressal Committee, Anti-Ragging Committee, Internal Complaint Committee.

Placement services are offered in the institute where outgoing students are offered campus recruitments. A few of the top recruiters are Infosys, IBM, HP, Amazon, Accenture, TCS, Cranes, Skill Tech, etc. Students have cleared national-level competitive examinations and progressed towards higher education or employment.

The Sports and Cultural committee focuses on extracurricular activities to showcase their talents in musicians, dancers, actors, etc. Students have participated and won medals in various University level sports tournaments like cricket, softball, etc. The students are part of community development, social and extension activities like Swachh Bharath Abhiyan, blood donations, etc.

Alumni associations exist to support the institution's goals and to strengthen the ties between alumni, the student community, and the institution. Alumni's are invited as a resource person for various talks/seminars to share their knowledge, to make available the expertise and experience of the alumni for the development of research and educational activities of the college.

Governance, Leadership and Management

ATMECE is the institution founded to realize the visions of the "Academy for Technical & Management Excellence Trust", a registered charitable trust founded by a group of like-minded technocrats, academicians, administrators, and policymakers in 2010. ATMECE envisions in "Development of academically excellent, culturally vibrant, socially responsible and globally competent human resources" which is in line with the vision of its parent body, ATME trust.

The Board of Trustees and the Governing Council (GC) are the key governing bodies of the institute. GC frames the policies, vision, and mission statements of the Institute participate and guides in developing strategic plans. A well-established administrative setup comprising of various Committees, Policies, Roles & Responsibilities of various positions have been formulated to oversee a smooth administration of the institute for realizing the vision.

ATMECE devices its plans through a well-documented Strategic Growth Plan and sets priorities to focus energy and resources, strengthen operations, ensure that all stakeholders are working towards realizing its Vision & Mission.

Since the staff of the college are the key stakeholders for the realization of the vision of the institute, ATMECE has created a favorable working environment by implementing various welfare measures like PF, ESI, Gratuity, etc., for both teaching and non-teaching staff. A comprehensive 360-degree appraisal process has been implemented for both teaching and non-teaching staff which evaluates the performance of the employee along with additional qualities like talents, values, ethical standards, contribution towards the growth of the

organization, orientation towards research, etc.

The majority of the financial needs of ATMECE are met by the investment of the management, and a part is met by tuition fees of students. The staff of ATMECE indulges themselves in acquiring Sponsored Projects, Research grants, and Consultancy opportunities of Government and Private organizations to meet the physical and infrastructural resource requirements.

IQAC of ATMECE was instrumental in implementing the OBE in the institute. IQAC is an integral part of as part of all developmental decisions of the college including infrastructural and academic development. IQAC meets on regular basis to review consistent improvement in the performance of the institution and resolves various benchmarks quality.

Institutional Values and Best Practices

ATMECE understands very well the “Universal practices and obligations”. The institution has its Policy for promoting Gender equity. Adequate facilities including safety are provided for everyone. Environmental Consciousness and Sustainability are very well addressed in the Institution and have covered all the areas under this. Energy conservation is efficient through many initiatives taken like the solar plant, wheeling to the grid power-saving systems. Waste management systems are in place and the Institution has its Green policy. The institution has won National Green Award for its efforts in this area. The Institution conducts Energy, Environment, and Green audit regularly. The Institution has a disabled-friendly, barrier-free environment. Lift and ramps are provided at the appropriate place for easy access to classrooms, toilets, and the library. The institution provides an inclusive environment wherein all are given equal opportunities to exhibit their abilities and talents irrespective of their social, regional linguistic economical background. Human Values and Professional Ethics are given prominence and programs are conducted on important National and International days to sensitize students and employees on the constitutional obligations: values, rights, duties, and responsibilities of citizens. The institution has its own Code of Conduct and Ethics policy.

The institution’s best practices and Distinctiveness are in line with the Institute’s vision. We have projected the Student Response System (SRS), an ICT tool to enhance the quality of teaching and understanding in the classroom as one of the best practices. The Academic-Information Management System(A-IMS), an ERP solution system to manage all its administrative, academic, student support, and HR management activities. The Institute's distinctiveness presented is a 360-degree appraisal system. ATMECE believes in giving ample opportunity and encouragement to its faculty members to perform at the highest level. The faculty member's all efforts and performances in various areas of their work are given appropriate weightage in assessing the performance and needed assistance is also provided to keep their performance at the highest level.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|---|
| Name | ATME COLLEGE OF ENGINEERING |
| Address | ATME COLLEGE OF ENGINEERING, 13th KM, MYSORE-KANAKAPURA-BANGALORE ROAD, MYSORE-570028 |
| City | MYSORE |
| State | Karnataka |
| Pin | 570028 |
| Website | www.atme.in |

| Contacts for Communication | | | | | |
|----------------------------|--------------|----------------------------|------------|------------------|--------------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | Basavaraj L. | 0821-2954081 | 9448285641 | - | principal@atme.edu.in |
| IQAC / CIQA coordinator | Mahesh P K | 0821-2954011 | 8884968896 | 0821-259332 8 | dr.maheshpk_ec@ atme.edu.in |

| 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 | |
|--------------------------------------|------------|
| Date of establishment of the college | 10-10-2010 |

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

| State | University name | Document |
|-----------|---------------------------------------|-------------------------------|
| Karnataka | Visvesvaraya Technological University | View Document |

Details of UGC recognition

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

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

| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
|--------------------------------|---|--------------------------------|--------------------|---------|
| AICTE | View Document | 02-07-2021 | 12 | |

Details of autonomy

| | |
|--|----|
| Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges? | No |
|--|----|

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 | ATME COLLEGE OF ENGINEERING, 13th KM, MYSORE-KANAKAPURA-BANGALORE ROAD, MYSORE-570028 | Urban | 10.28 | 20336.65 |

2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|---|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BE,Electronics And Communication Engineering | 48 | PUC | English | 120 | 105 |
| UG | BE,Electrical And Electronics Engineering | 48 | PUC | English | 60 | 22 |
| UG | BE,Civil Engineering | 48 | PUC | English | 60 | 20 |
| UG | BE,Mechanical Engineering | 48 | PUC | English | 60 | 9 |
| UG | BE,Computer Science And Engineering | 48 | PUC | English | 120 | 115 |
| UG | BE,Data Science | 48 | PUC | English | 60 | 54 |
| UG | BE,Artificial Intelligence And Machine Learning | 48 | PUC | English | 60 | 59 |
| | | | | | | |

| | | | | | | |
|-----------------|---|----|--------|---------|----|----|
| UG | BE,Computer Science And Design | 48 | PUC | English | 60 | 39 |
| Doctoral (Ph.D) | PhD or DPhil, Electronics And Communication Engineering | 48 | M.Tech | English | 5 | 3 |
| Doctoral (Ph.D) | PhD or DPhil, Electrical And Electronics Engineering | 48 | M.Tech | English | 1 | 0 |
| Doctoral (Ph.D) | PhD or DPhil, Mechanical Engineering | 48 | M.Tech | English | 1 | 0 |
| Doctoral (Ph.D) | PhD or DPhil, Computer Science And Engineering | 48 | M.Tech | English | 4 | 4 |
| Doctoral (Ph.D) | PhD or DPhil, Physics | 48 | M.Sc. | English | 1 | 1 |
| Doctoral (Ph.D) | PhD or DPhil, Chemistry | 48 | M.Sc. | English | 1 | 0 |

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 | 12 | | | | 14 | | | | 82 | | | |
| Recruited | 11 | 1 | 0 | 12 | 12 | 2 | 0 | 14 | 42 | 40 | 0 | 82 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 12 | | | | 14 | | | | 82 | | | |
| Recruited | 11 | 1 | 0 | 12 | 12 | 2 | 0 | 14 | 42 | 40 | 0 | 82 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 83 |
| Recruited | 53 | 30 | 0 | 83 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 83 |
| Recruited | 53 | 30 | 0 | 83 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 41 |
| Recruited | 33 | 0 | 0 | 33 |
| Yet to Recruit | | | | 8 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 33 |
| Recruited | 33 | 0 | 0 | 33 |
| 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. | 11 | 1 | 0 | 7 | 2 | 0 | 7 | 0 | 0 | 28 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 5 | 0 | 0 | 35 | 40 | 0 | 80 |
| 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 | 227 | 1 | 0 | 0 | 228 |
| | Female | 195 | 0 | 0 | 0 | 195 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Doctoral (Ph.D) | Male | 6 | 0 | 0 | 0 | 6 |
| | Female | 2 | 0 | 0 | 0 | 2 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Certificate / Awareness | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| Provide the Following Details of Students admitted to the College During the last four Academic Years | | | | | |
|--|--------|---------------|---------------|---------------|---------------|
| Programme | | Year 1 | Year 2 | Year 3 | Year 4 |
| SC | Male | 14 | 21 | 23 | 20 |
| | Female | 13 | 15 | 25 | 18 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 4 | 7 | 10 | 5 |
| | Female | 3 | 8 | 7 | 12 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 100 | 145 | 136 | 121 |
| | Female | 64 | 73 | 78 | 92 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 34 | 21 | 11 | 60 |
| | Female | 22 | 23 | 6 | 21 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 1 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 254 | 313 | 296 | 350 |

Institutional preparedness for NEP

| | |
|---|---|
| 1. Multidisciplinary/interdisciplinary: | ATME College of Engineering is already practicing Multidisciplinary/Interdisciplinary culture by giving “open elective” courses under CBCS (Choice Based Credit System) as per the affiliating University norms. More emphasis will be given for effective implementation in future, as the NEP-20 is being implemented from AY 2021-22 as per the directions of VTU. |
| 2. Academic bank of credits (ABC): | Academic bank of Credits facility will be created as per the directions of competent authorities like VTU, GOK, AICTE, etc. as and when the notification is issued. |
| | |

| | |
|--|---|
| 3. Skill development: | Various skill set training is being conducted from the first year to final year students at different stages namely soft-skill, aptitude and reasoning skills, technical training, etc. so as to enhance employability. |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | From the academic year 2021-22, the affiliating university is permitting to run a B.E. Course in local (Kannada) language in a few colleges, and hence in the future, we are also having a plan to opt for the course to encourage the local candidates who have English barrier. To uphold the Indian Culture, various programmes are being conducted in both offline and online mode. |
| 5. Focus on Outcome based education (OBE): | From the inception of the institution, we have been implementing OBE and our institute is awarded NBA for four programmes based on OBE Assessment. |
| 6. Distance education/online education: | Since our institute is not yet accredited by NAAC with A+ or above grade, the college at present is not eligible to take “distance education” courses as per AICTE. As we are applying for NAAC during the current academic year, the same is being planned for the future. |

Extended Profile

1 Program

1.1

Number of courses offered by the Institution across all programs during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|--------------------------------------|---------|-------------------------------|---------|---------|
| 326 | 319 | 319 | 311 | 311 |
| File Description | | Document | | |
| Institutional data prescribed format | | View Document | | |

1.2

Number of programs offered year-wise for last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 5 | 5 | 7 | 7 | 7 |

2 Students

2.1

Number of students year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---------|-------------------------------|---------|---------|
| 1638 | 1760 | 1720 | 1755 | 1900 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

2.2

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 108 | 108 | 111 | 111 | 111 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

2.3

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 374 | 487 | 407 | 417 | 386 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

3 Teachers

3.1

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 109 | 108 | 118 | 127 | 126 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

3.2

Number of sanctioned posts year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 109 | 109 | 118 | 127 | 126 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 36

4.2

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 212.87 | 350.03 | 170.29 | 335.27 | 366.35 |

4.3

Number of Computers

Response: 693

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

Response:

Being an affiliated college, ATMECE follows the curriculum prescribed by the Visvesvaraya Technological University (VTU).

Before the commencement of Semester, HOD conducts a **Delivery Planning** meeting wherein detailed discussion is held on each course, the number of contact hours, difficulty level, credit allotted and teaching method to be deployed. The Course outcomes(COs and learning level(LL) is verified and the scope for improvement will be discussed. Based on the specialization and preference given by faculty, courses are allocated, and workload is distributed and the same is recorded in MOM.

ATMECE adopted the OBE, Gap analysis is done by drawing Program Articulation Matrix (PAM) by PAC and **beyond syllabus activities** to bridge the gap as suggested by DAB.

Based on the VTU Calendar of Events (CoE), the college draws CoE incorporating curricular & extra-curricular events. Each Department prepares CoE in line with the college calendar and timetable as per the decision made in a meeting held before the commencement of the semester.

Lesson planning is prepared by each faculty indicating the date of delivery, assessment, mode of teaching for each topic of course. The faculty will update the work diary for adherence. HOD conducts a fortnightly meeting with faculties and monitors non-adherences.

Faculty prepares **Learning resources** like notes, PPT, E-contents, etc.

Based on the nature of the course, both traditional and innovative **delivery methods** are emphasized by the faculty members. Some of the methods are:

1. Chalk & Talk along with Charts/models/logbooks
2. Use of ICT tools.
3. Participatory learning methods like a laboratory, technical quiz, seminar, etc.
4. Educational field visits, industrial visits, tours, mini-projects, etc.
5. Expert lectures on concurrent topics.
6. Technical workshop/webinar by Alumni.

Department conducts hand on laboratory sessions. ATMECE is recognized as a nodal center for virtual labs by NITK, Surathkal with the vision to enrich experiential learning through virtual lab conduction.

ATMECE believes that faculty members are the backbone of any academic institute and take utmost care in recruiting as per Institute Staff Recruitment Policy. All newly recruited faculties undergo a mandatory

orientation session to understand the process, procedures, and facilities of the Institute. **Faculties** are encouraged to participate in refresher courses, FDPS/STTPS/workshops, etc to update their knowledge both in Pedagogy and Domain-specific areas.

ATMECE has adopted an **LMS** called A-IMS which records the entire life cycle of a student starting from Admission to Alumni. All the academic-related processes like learning resources, attendance, class timetable, lesson planning, etc., are hosted on A-IMS for the benefit of stakeholders.

ATMECE has evolved a process for identifying **Slow & Advanced Learners**.

The uniqueness of ATMECE is content delivery through a flipped class where students are provided with e-resources/reference links/e-books etc., to supplement their preparation before the delivery of the session. This is documented through A-IMS/MS-Teams/E-mail for enhanced learning.

All the planning, delivery & monitoring is done by IQAC through HODs. Regular **feedback** from students about each faculty is collected periodically on A-IMS. The feedback so obtained is used for corrective measures to be taken to improve the effectiveness of delivery.

| File Description | Document |
|---------------------------------|-------------------------------|
| Upload Additional information | View Document |
| Link for Additional information | View Document |

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

ATMECE believes that time is the most crucial resource in accomplishing organizational objectives and goals.

ATMECE follows the Academic calendar published by the VTU, which broadly indicates starting & ending of term days and Tentative dates for theory & practical examination.

The IQAC prepares the **Institute Academic Calendar** in line with the academic calendar published by VTU before the commencement of the current semester. Institute Calendar spells out the dates of Induction Programme, Graduation-day, Institute level Co-curricular and Extra-curricular events, CIE Test, Celebration of national and international commemorative days, events and festivals, College fest, Sports Days, etc.

The Heads of Department will seek necessary event information from faculty members to incorporate in academic calendar for overall development of students and the same will be submitted to principal in the HODs meeting for approval.

Based on the Institute calendar of events, each department prepares **Department Calendar** indicating the Parent Teachers Meeting, Student Mentor allocation, student mentoring sessions, CIE Test, Attendance

Status updating, Lab Test, co-curricular and extracurricular activities, etc.

In addition, the department conducts Program Assessment Committee (PAC) & Department Advisory board (DAB) Meetings to review the attainment of course outcomes and identify the curricular gaps for overall development by suggesting content beyond activities.

At the beginning of the academic session itself, students are appraised about all the 3 Academic calendars and are **published** on the institute's website and displayed on the notice boards. All the academic staff must strictly adhere to the academic calendar.

Any changes in the academic calendar due to unforeseen developments are communicated to the students from time to time. Based on CoE, all the faculty members prepare **lesson plans**, indicating the date on which a particular unit/module will be delivered and ensure unit/module wise completion as per CIE dates mentioned in academic calendar. Faculty will update actual date of delivery in work diary for **adherence**.

HoD conducts fortnightly meetings with faculties and monitors any deviation/non-adherence. For any deviation, alternate arrangements such as engaging additional classes, etc are done which are also mentioned in the work diary. The faculties also announce the syllabus for CIE Test-I, II, and III along with Assignment portions.

CIE Tests and Assignment are also conducted strictly as per the CoE and as per the syllabus mentioned in the lesson plan for each test & Assignments

ATMECE has adopted a well-defined **Examination Policy** which covers both CIE Tests and SEE. Internals are conducted, evaluated and also the display of marks and attendance is done as per the calendar of events. CIE test schedule for the practical course is prepared by the concerned faculty and batch-wise details are specified in laboratory schedule. The project work/seminar/internship is evaluated by conducting periodic reviews at different phases.

The process involved in **conduction of activity** is approval from head of the institution, brochure, invitation letter to resource person, document the event, and collecting feedback from students/participants on event outcome. The guest lecture, workshop, and industry visit for students are executed as per the academic calendar.

| File Description | Document |
|---------------------------------|-------------------------------|
| Upload Additional information | View Document |
| Link for Additional information | View Document |

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs

3.Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4.Assessment /evaluation process of the affiliating University

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| Details of participation of teachers in various bodies/activities provided as a response to the metric | View Document |
| Any additional information | View Document |
| Link for Additional information | View Document |

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 100

1.2.1.1 Number of Programmes in which CBCS / Elective course system implemented.

Response: 5

| File Description | Document |
|--|-------------------------------|
| Minutes of relevant Academic Council/ BOS meetings | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |
| Link for Additional information | View Document |

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

Response: 45

1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 3 | 8 | 9 | 14 | 11 |

| File Description | Document |
|---|-------------------------------|
| List of Add on /Certificate programs | View Document |
| Brochure or any other document relating to Add on /Certificate programs | View Document |
| Any additional information | View Document |
| Link for Additional information | View Document |

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 82.37

1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1329 | 1448 | 1165 | 1527 | 1780 |

| File Description | Document |
|---|-------------------------------|
| Details of the students enrolled in Subjects related to certificate/Add-on programs | View Document |
| Any additional information | View Document |

1.3 Curriculum Enrichment

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

Response:

The curriculum offered by the university addresses cross-cutting issues like Constitution and Professional Ethics, Environment studies, Human Values in the curriculum. The Institute believes in maintaining a healthy and pro learning environment for staff & students.

With an objective to maintain a harmonious and healthy environment, ATMECE has implemented a **Code of Conduct & Ethics Policy**. University has introduced a course on **Constitution of India, Professional Ethics and Human Values** for students in the curriculum for enriching their knowledge related to ethics and human values as a moral obligation. Each Department conducts **content beyond syllabus activities** and a few of them focus on “**Professional Ethics**”.

Before the commencement of the university examination, the Principal addresses the staff about the Code of conduct that needs to be followed. **Gender Equity and Sensitization** includes economic participation and decision-making and the state of valuing different behaviors, aspirations, and needs, equally regardless of gender. ATMECE conducts activities to create awareness about gender equity. Any grievance will be addressed by the **Grievance & redressal cell**. following grievance redressal policy.

ATMECE conducts a three weeks **Student Induction Program (SIP)** for first-year undergraduate students as per guidelines of AICTE & VTU. The SIP activities include lectures and talks on **universal human values (UHV)**, yoga sessions, creative arts, educational visits to heritage places like Chamundi Hills, Mysore Palace, etc., and skill enhancement programs like debate, drawing, dancing, and singing. At ATMECE, the staff who conduct classes on UHV for the first-year students are all trained by AICTE.

Human beings play an important role in the creation of a clean environment. ATMECE inculcates awareness about the environment & sustainability among staff & students by conducting various programs and activities.

ATMECE has implemented **Green Campus policy** to achieve resource conservation, waste reduction, and sustainability. **“Environmental Studies”** course is included in the curriculum for students to understand ecological balance for sustainable development, mitigation measures and environmental policies regulations, etc., Courses related to environment and sustainability are part of the curriculum.

Mahatma Gandhi National Council of Rural Education (MGNCRE), Department of Higher Education, Ministry of Education, Government of India have highly appreciated the institute for the activities related to **Social Entrepreneurship, Swachhta Abhiyan, and Rural Engagement**.

ATMECE has been identified as one among the **Swachh Institutes** of the Country during 2019-20. As a result, students are voluntarily involved in planting the saplings and maintaining a plastic-free campus. During SIP, to have an understanding of the functionality of the Sewage Treatment Plant (STP), students are taken to STP, Mysuru. Students shall submit reports on Industrial visits.

The uniqueness of ATMECE is **ATMEYA**, a cultural festival that promotes the vision of ATMECE and exhibits students’ talents and capabilities. During ATMEYA, students have exhibited social concern with different themes like “Save the wild-live and let live”, “lead the blind”, “arise awake adopt orphans” and “Amar Jawan” in the years 2020, 2019,2018.2017 respectively. The curriculum and activities conducted in ATMECE impart human values, a societal concern, and care for the environment among staff & students.

| File Description | Document |
|---|-------------------------------|
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. | View Document |
| Any additional information | View Document |

1.3.2 Average percentage of courses that include experiential learning through project work/field

work/internship during last five years**Response:** 94.77**1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 306 | 303 | 303 | 298 | 293 |

| File Description | Document |
|---|-------------------------------|
| Programme / Curriculum/ Syllabus of the courses | View Document |
| MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship | View Document |
| Any additional information | View Document |

1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year**Response:** 52.87**1.3.3.1 Number of students undertaking project work/field work / internships**

Response: 866

| File Description | Document |
|---|-------------------------------|
| List of programmes and number of students undertaking project work/field work/ /internships | View Document |
| Any additional information | View Document |

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Any additional information (Upload) | View Document |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) | View Document |
| URL for stakeholder feedback report | View Document |

1.4.2 Feedback process of the Institution may be classified as follows: Options:

- 1. Feedback collected, analysed and action taken and feedback available on website**
- 2. Feedback collected, analysed and action has been taken**
- 3. Feedback collected and analysed**
- 4. Feedback collected**
- 5. Feedback not collected**

Response: A. Feedback collected, analysed and action taken and feedback available on website

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |
| URL for feedback report | View Document |

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 66.79

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 254 | 313 | 296 | 350 | 390 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 480 | 480 | 480 | 480 | 480 |

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 100

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 108 | 108 | 111 | 111 | 111 |

File Description

Document

Average percentage of seats filled against seats reserved

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

The institution will assess the Advanced & Slow learners under 3 factors every year and are as follows:

1. Identification
2. Initiatives taken
3. Impact observed

The learning levels of the students are identified based on their previous performance in PUC/UG Level, Classroom intervention through ICT tools such as **Student Response System (SRS)**, Performance of 1st internals, Submission of assignments, and practical records. The classification is shown in the table below:

| SL. No. | Parameters | Weightage | Levels | Classifiers |
|---------|---|-----------|--|---|
| 1 | Based on Results (CGPA) | 50% | - | University Results (PUC/UG Level) |
| 2 | Classroom intervention: SRS (I Cloud) /Google Form Quiz/MS Teams Quiz | 30% | 10= Average marks $\geq 90\%$ | SRS Response by the student: Average of all courses (Minimum 2 responses) |
| | | | 9 = Average marks $\geq 80\%$ and $< 90\%$ | |
| | | | 8= Average marks $\geq 70\%$ and $< 80\%$ | |
| | | | 7= Average marks $\geq 60\%$ and $< 70\%$ | |
| | | | 6= Average marks $\geq 50\%$ and $< 60\%$ | |
| | | | 5= Average marks $< 50\%$ | |
| 3 | Based on performance of 1st Internals | 10% | 10= Average marks $\geq 90\%$ | Internal Total Marks |
| | | | 9 = Average marks $\geq 80\%$ and $< 90\%$ | |
| | | | 8= Average marks $\geq 70\%$ and $< 80\%$ | |
| | | | 7= Average marks $\geq 60\%$ and $< 70\%$ | |
| | | | 6= Average marks $\geq 50\%$ and $< 60\%$ | |
| | | | 5= Average marks $< 50\%$ | |

| | | | | |
|---|---|-----|--|--|
| 4 | Submission of Assignments and practical records | 10% | 5 to 8= Not in time submission 8 to 9= Regular but only minor missing to in time. 10= Regular in time submission | Class teachers (discussing with subject handling faculties and Lab in-charges) |
|---|---|-----|--|--|

The overall grading is scaled to a factor of 10. **Based on the overall performance**, the learning levels are allotted as follows:

| Levels | Identified as |
|----------|------------------|
| ≥ 8 | Advanced Learner |
| 5 to 8 | Average Learner |
| < 5 | Slow Learner |

Advanced Learners receive exposure to new ideas and methodology and are encouraged to participate in various activities. A few of the initiatives are listed:

1. **Stimulate** students to attend conferences, workshops, publish papers, and participate in project competitions and extra-curricular activities.
2. **Encourage** students to prepare for appearing in Competitive exams.
3. The **Achievements** of bright students is published in College/Department newsletters and magazines.
4. **Encourage** students to attend awareness/ training programs conducted at E-Cell to become an entrepreneur and also to take **Self-Learning** activity through MOOC platforms like Coursera, SWAYAM, Udemy, etc.
5. **Merit recognition** for the Class Toppers through certificate of appreciation and cash prize during the Induction program.
6. **The scholarship** is offered through Vidyaasare Scheme to the first 50 meritorious students every year who are offered fee concession depending upon their performances.

Slow Learners are assisted with the following activities to do well in their academics:

1. The allotted mentors track Student Performance and offer **remedial** measures regularly.
2. **Corrective** suggestions are offered through Parents Teachers meetings for slow learners.
3. Additional **Tutorial Sessions** are offered through extra classes.

At the end of every academic year, the impact of Advanced & Slow learners is verified. A few of them are listed below:

1. **Impact** Graph of Student Academic Performance through initiatives
2. **Best Project** awards received
3. Students opted for **Higher Studies**
4. **MOOC** certifications.

| File Description | Document |
|--------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Past link for additional Information | View Document |

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

Response: 15.03

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

The institution ensures that **student-centric** methods are effectively used in regular academic practices to make students **self-reliant and self-motivated**.

Innovative Teaching Learning process followed in the College/Department includes the following:

1. **Flipped classrooms** such as Emails to students by respective course teachers regarding course delivery one day prior through A-IMS.
2. **Elucidation** using PowerPoint presentations, animated videos, case studies on real-time examples.
3. The **Virtual/Online** sessions are being conducted in M S Teams platforms; the recorded session is available on stream for quick access to students.
4. **Learning Resources** are available on various platforms such as MS teams, A-IMS & Websites.
5. **Assessment** is carried out through the Student Response system and frequent conduction of topic-related quizzes in each course using MS Teams form quiz/Google form quiz.
6. Each **lab/workshop** is maintained as per AICTE & VTU norms concerning carpet area, lighting, ventilation & furniture.
7. **Laboratories are well equipped** with an adequate number of experimental set-ups, computers & peripherals. A qualified lab instructor is allotted for all the batches of labs for its smooth functioning.
8. **Experiment demonstrations** are conducted using physical as well as **Virtual Labs**.
9. Students **document** the experiment/program with **objectives and outcomes** in their record book. They are required to analyze and comment on the results of each experiment.
10. **Lab Conduction Report (LCR)** is maintained in all the Labs for assessment.
11. Probable **Viva questions** for all the experiments are prepared and attached in the Lab Manual.
12. Offering **additional courses** through **MOU with industry/institutes**.
13. **Hands-on workshops** are conducted by professional trainers on the latest technologies.
14. Students are **encouraged and invigorated** to participate in state and national technical

competitions like Paper presentations, poster presentations, technical project competitions, Applying towards **funded agencies like KSCST, IICDC.**

15. **Aptitude Verbal & Reasoning Training**, practice tests as part of the preparation, and progress towards placements are offered.

16. **To augment the skillset**, Faculty and students are continuously engaged in various online courses such as **NPTEL, Course era, and other MOOC platforms.**

Faculty members take more effort into making the learning activity more interactive by adopting the below-mentioned student-centric methods.

Experiential Learning:

The institution imparts the following experiential learning practices to enhance the creativity and cognitive level of the students:

1. Laboratory Sessions to correlate **theoretical and practical learning**
2. Internship to understand **corporate** learning environment
3. **Self-directed learning** through MOOC Platforms
4. **Ratiocination** through Group activity, Hackathon events to enhance logical thinking skills
5. **Contrive and develop** thorough project work

Participatory Learning:

1. Technical Fest competitions offer **peer-to-peer** learning.
2. **Discussion** through Technical Seminar Presentation.
3. **Industrial Visit** to get **insight** into the working structure of industries.
4. **Co-curricular & Extra-Curricular** activities/contests to **imbibe self-confidence** among students.
5. **Promote Social** activity through NSS/Red cross.

Problem-solving methods:

1. Enhance **Analytical skills** through Technical Seminar on concurrent topics.
2. Practical lab Sessions to get **Hands-on experience.**
3. Tutorial Sessions for **predicament** courses.
4. **Assignments** through group activity.
5. **Peer–Peer learning.**
6. **Decode** solution through Technical Quiz.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Link for additional information | View Document |

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

ATME College of Engineering has implemented **Learning Management System (LMS)** software called **Academic Information Management System (A-IMS)** for tracking of the student's information starting from admission to alumni. The Academic related process like learning resources, attendance, class timetable, lesson plan, etc., are available on A-IMS. The institution uses the latest **Information Communication Technology (ICT)** tools to enrich the conventional learning process and to make learning more interesting and student-friendly. The Institute uses the following ICT Tools for Teaching and Learning process:

| ICT Resources | |
|---|--|
| Delivery | Assessment |
| Microsoft Teams (MS Teams), PPT, Google Classroom, YouTube, Zoom, Virtual Labs, WACOM Writing Pad | Student Response System (SRS), M S Teams Form Quiz, Google Form Quiz |

The institution encourages all faculty members to effectively use the ICT resources along with providing full freedom to select whichever ICT teaching tools they wish to use for the delivery of the course.

1. The **institution** has **693 computers with WIFI/LAN facility**, 8 Student Response System (SRS), Teaching aids like Digital pen tablets and interactive smart boards are available for the Teaching and Learning Process.
2. All the classrooms, Laboratories, and seminar halls are enabled with an **ICT facility**.
3. The institution periodically organizes training programs for faculty members on innovative teaching methods to enrich their skills concerning the utilization of **ICT tools in the teaching-learning process**.
4. To **enrich** the learning experience through **virtual classrooms**, The institution has purchased the ICT tool **MS Teams (Licensed)** in Academic Year 2019-20 for conducting online sessions.
5. The institution has successfully conducted both **delivery** and online **Internal Assessments (I.A)** using the M S Teams platform.
6. To **augment** competence and **enhance** skills, Various webinars, workshops, FDP's, motivational talks, etc., to students and faculty is conducted through online mode using MS Teams.
7. To **contrivance utilization of software tools** Students are encouraged to prepare presentations, assignments, project and field reports using MS Word, MS Powerpoint, MS Excel, and other ICT tools. Online modes like Email, Google Groups, and Google Classroom are used to collect assignments, conduct tests and practical examinations as well as for sharing notes, practice questions, and other e-resources.
8. Teachers use social media platforms like WhatsApp and Telegram to connect with the students individually and collectively beyond the classroom for giving extra information and support to students towards **sharing ideas, thoughts, and information**.
9. Students were encouraged to utilize the following additional ICT resources as additional learning:
 - **Education Satellite (EDUSAT)** offered by university e-Learning centre: Weekly one-hour slot is provided in the Time Table for the students to watch the Live videos delivered by the subject experts identified by the University.
 - **Digital Library:** All the recorded videos of the EDUSAT, e-books, e-journals, etc, are available to access.

- **Study Materials:** Module wise Notes, PPT, etc., are available in the institute website, MS Teams and Academic Information Management System (A-IMS).

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | View Document |

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 19.05

2.3.3.1 Number of mentors

Response: 86

| File Description | Document |
|---|-------------------------------|
| Upload year wise, number of students enrolled and full time teachers on roll. | View Document |
| mentor/mentee ratio | View Document |
| Circulars pertaining to assigning mentors to mentees | View Document |

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 99.82

| File Description | Document |
|---|-------------------------------|
| Year wise full time teachers and sanctioned posts for 5years(Data Template) | View Document |
| List of the faculty members authenticated by the Head of HEI | View Document |

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

Response: 16.31

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 28 | 20 | 17 | 15 | 14 |

| File Description | Document |
|--|-------------------------------|
| List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template) | View Document |
| Any additional information | View Document |

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 5.97

2.4.3.1 Total experience of full-time teachers

Response: 650.9

| File Description | Document |
|---|-------------------------------|
| List of Teachers including their PAN, designation, dept and experience details(Data Template) | View Document |
| Any additional information | View Document |

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

The examination committee of the institution will track for any reforms at the university level and makes appropriate changes in the **internal evaluation system** for UG programs. All the changes are informed to the students through circulars with transparency.

At the beginning of every semester, institute will prepare its **academic calendar**, which is in line with the **university academic calendar**. The Internal Assessment dates for theory and lab are planned well in advance and displayed in the academic calendar and it **strictly adheres** to that unless any circumstances or unavoidable situations appear on those planned dates. Written-test, practical tests, quizzes, Assignments,

Projects, Seminars are the modes of conducting Internal Assessments. The institute will conduct three written tests for students and the same will be informed to students before the IA dates through circular which will be generally happening on 6th, 10th & 14th week respectively. **Continuous Internal Evaluation (CIE)** consists of 40 marks, out of this 30 marks awarded from the average of three tests and 10 marks awarded based on the performance in the assignment/module tests/seminars/mini-projects, etc,

Question Paper Format and Compliance:

1. For each **CIE Test**, a Minimum of 02 sets of question papers shall be set for each course by respective course teacher(s). **Syllabus** to be covered for 03 tests will be planned before commencement of the semester.
2. While setting question paper the course teacher should take care to cover up all **COs and RBT levels** up to level 3 at least. Normally the question paper is required to set such that 60% of total marks are to be covered by the RBT level 1 and 2, the remaining marks to be from RBT level 3, if possible, from level 4 also.
3. The **Vertical Heads/Question Paper Reviewers** will check the quality of question papers concerning COs mapping and RBT levels assigned.
4. HOD will select 01 sets and hand them over to the **EMS coordinator** for printing. The Department EMS coordinator has to submit the selected question paper with the scheme in a sealed cover to the **Controller of Examination (COE)** before three days of the commencement of the Internals Assessment. The EMS coordinator will further assist the **exam cell** in taking care of several copies to be printed and the distribution to the allotted rooms.

IA Monitoring and Evaluation:

1. Faculty members are trained periodically on **equity and transparency** to be adopted concerning **IA conduction and evaluation** process.
2. **A seating plan** is followed for internal assessment tests and it is displayed on the notice board.
3. **Internal Assessment Vigilance squad** visits all rooms to monitor the test process and **avoid malpractice**.
4. Course coordinator, shall discuss the **scheme of evaluation** with the students after the IA completion in the class and clarify doubts if any.
5. Course coordinator evaluates the test books within one week from the last day of the test and it will be made available for students **to gauge their performances** in the test and the results are updated in **A-IMS portal** for students.

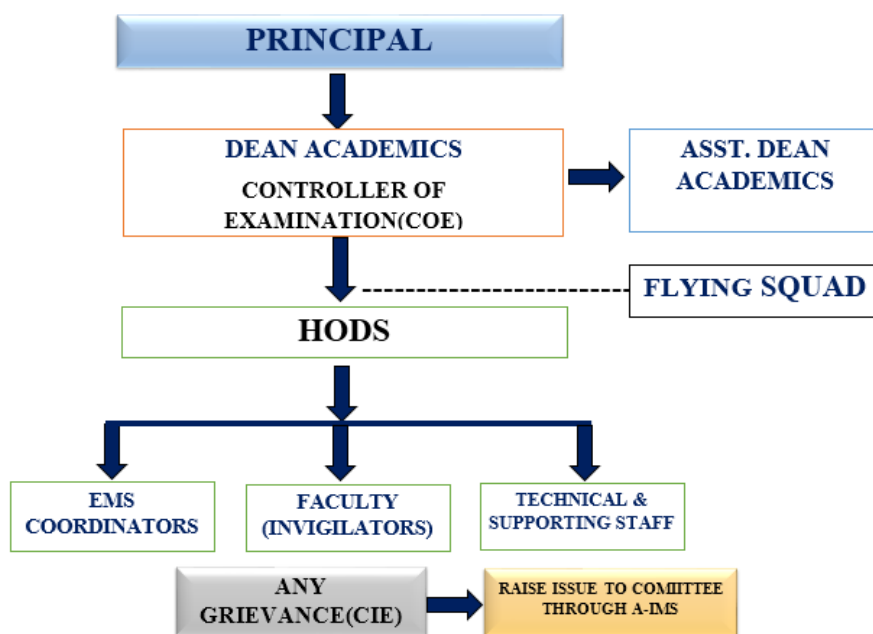


Figure: CIE Process

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for additional information | View Document |

2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient

Response:

All the grievances related to **IA and SEE (University) examinations** are addressed in a transparent, time-bound, and efficient manner as explained below:

1. Internal Examinations (IA):

Initially, before the commencement of the IA, a circular will be sent to all the students regarding, internal schedule, rules, and regulations of the IA. If the students are having any clarifications/grievances in that circular he/they can approach the respective **Department EMS coordinator** regarding the same. The concerned EMS coordinator will resolve the issue within a reasonable time to find a suitable solution in consultation with the Examination Committee.

To make sure the **transparency and clarity** in the process of assessment of students, the procedure is set to redress the grievances of the students related to examination as follows:

- 1.If any discrepancy in the marks awarded, the student can bring it to the notice of the concerned

- course teacher. The **course teacher** is expected to address the issues politely as convincingly as possible based on the **scheme of evaluation**.
2. If the student is not convinced, the issue may be taken to the HOD level. The **concerned HOD** should call the concerned course teacher for clarification to resolve the issue at his level only. If not resolved fruitfully, then HOD can constitute a committee comprising two subject experts to get it valued the blue book(s). Based on the outcome of the committee, the HOD should **address the grievances**.
 3. Even with all these exercises, the student is not convinced, then it should be referred to the **Dean-Academics** where the issue will be resolved mostly by taking inputs from the course teacher, subject experts committee, and HOD. With the appropriate inquiry, justice will be guaranteed.
 4. If the student is not satisfied with the outcome of the **Dean-Academics**, then he/she can approach the college level grievance Redressal cell.

1. External (SEE) Examinations:

The grievances related to the SEE examination are brought to the notice of the university and the college will ensure that the grievances of the students are dealt with. A dedicated **Examination Management System (EMS) Team** is available in the institution to resolve all the examination related issues like,

1. Queries related to Exam timetable schedule
2. Queries related to Examination fees payment and Receipt verification
3. Queries of Revaluation fees payment and Receipt verification
4. Queries Regarding Examination results and Mark sheet
5. Queries related to missing USN during the examination

The University has detailed rules and regulations related to examinations. The important point concerning redressal of grievance is addressed below:

Any malpractices during the examination hall shall be booked under VTU guidelines. Students who get booked shall appear before a malpractice case consideration committee constituted by VTU. The aggrieved student is given an opportunity to present his case before the committee and the decision of the committee is final and binding and is conveyed to the student within the schedule.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for additional information | View Document |

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

Outcome Based Education (OBE) is a **student-centric teaching and learning approach** in which the course delivery, assessments are planned to achieve stated objectives and outcomes. **Course Outcomes (COs)** are statements that describe significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course.

The course coordinators of the respective courses will prepare the course module at every beginning of the semester which consists of the syllabus, **COs statements, mapping of COs with Program Outcomes (POs), and Program Specific Outcomes (PSOs)**. The Institution has conducted training programs for all the faculty members on how to map COs with POs and PSOs using **Competency and Performance Indicator (PI) available in AICTE Exam Reforms document** from eminent Resource Persons and also **National Board of Accreditation (NBA)** coordinators are deputed to various workshops/Faculty Development Programs (FDPs) to enhance their knowledge on mapping of COs with POs & PSOs. All the faculty members in the first class of their respective semester courses brief the COs statements and their significance to the students broadly.

To create awareness about POs and COs, it has been **published and disseminated** among the **stakeholders**. The extent of student awareness about the POs and COs and their actual performance reflecting these would be the real indicators of success or outcome of the program. In this regard, our Institution has taken certain measures to educate and to create awareness about the program outcomes and course outcomes among the faculty members and students.

Program Outcomes (POs) and Course Outcomes (COs) are published and disseminated as follows:

Published:

1. Departmental Magazine/Newsletter
2. Department Website
3. Faculty and Students hand-out
4. Lab Manuals/Notes
5. Various Department activities such as Alumni meet/Workshop/FDPs/Seminar/Technical Talks

Disseminated:

1. HOD Chamber
2. Staff Rooms
3. Class Rooms
4. Departmental Notice Board
5. Departmental Laboratories
6. Department Corridors
7. Seminar Hall
8. A-IMS Portal

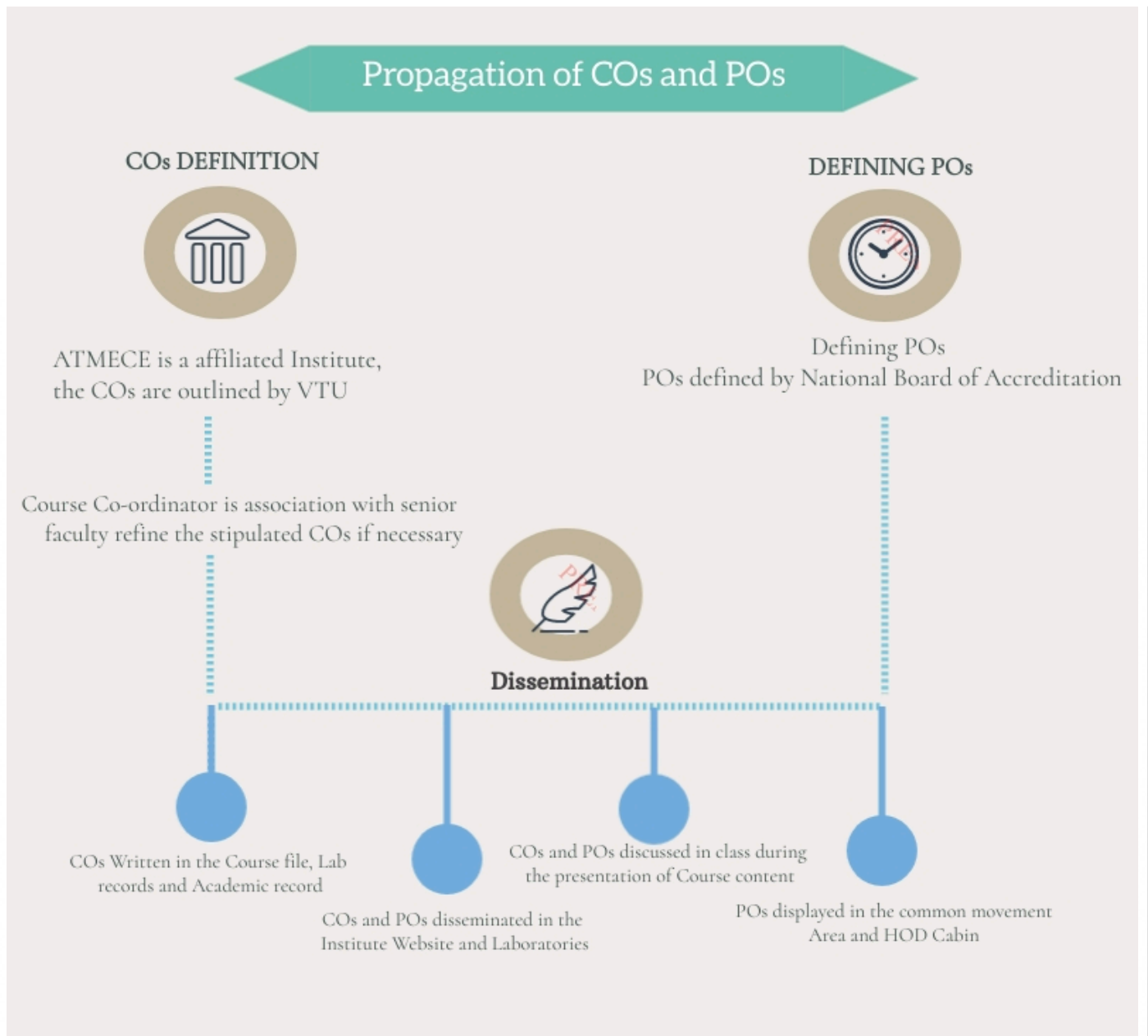


Figure: Dissemination of Course Outcomes and Programme Outcomes

| File Description | Document |
|---|-------------------------------|
| Upload COs for all Programmes (exemplars from Glossary) | View Document |
| Upload any additional information | View Document |
| Past link for Additional information | View Document |

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

The attainment process of Course Outcomes (COs), Program Outcomes (POs), and Program Specific Outcomes (PSOs) begins with defining appropriate COs for all the courses starting from the first year to the course end year. **The university will release the course curriculum** along with **COs statements** for all the courses as per the academic requirement. The faculty will retain the COs statements defined by the university or re-define with appropriate reason and correlate with the POs using the **Competency and Performance Indicator (PI)** analysis tool available in the **AICTE Exam Reforms** document. At the beginning of every academic year, the institution will identify the **curricular gaps** with standard procedure. The curricular gaps are fulfilled by organizing various co-curricular and extra-curricular activities. The **Program Assessment Committee (PAC)** will assess the level of attainment of COs, POs & PSOs with the target levels. If any deviations concerning target levels, the same will be forwarded to the **Department Advisory Board (DAB)** to take necessary action to fill the gap for the next subsequent years. The Institution follows a structured Guidelines handbook for **Outcome Evaluation**.

COs Attainment:

The COs attainment is assessed to measure the progress of each COs. The process of COs attainment includes **Continuous Internal Evaluation (CIE) and Semester End Examination**.

Overall CO attainment is calculated by considering the weightage of 30% to CIE and 70% weightage to Semester End Examination.

POs & PSOs Attainment:

All the COs attained values are evaluated with the Direct Assessment tool (Internal & External Examinations) and Indirect Assessment tool (Employer Survey, Alumni Survey & Program Exit Survey).

Following are the steps followed to obtain the POs-PSOs attainment.

Step 1: The course coordinator should enter the COs-POs-PSOs mapping in the Course articulation matrix assessment tool.

Step 2: COs attainment values are multiplied with the CAM and reduced percentage in the subsequent table and based on the target level set the percentage is converted to the level points 1 to 3.

Step 3: POs attainment through University Examination results is also considered and reduced to level points 1 to 3.

Step 4: PO and PSO attainment through direct assessment is thus calculated by putting the weightage 70% to attainment through University Exams and 30% to attainment through IA.

Step 5: Indirect Assessment of PO and PSO is calculated by considering the surveys such as Alumni Survey, Program Exit Survey, Course Feedback Survey, and Employer Survey.

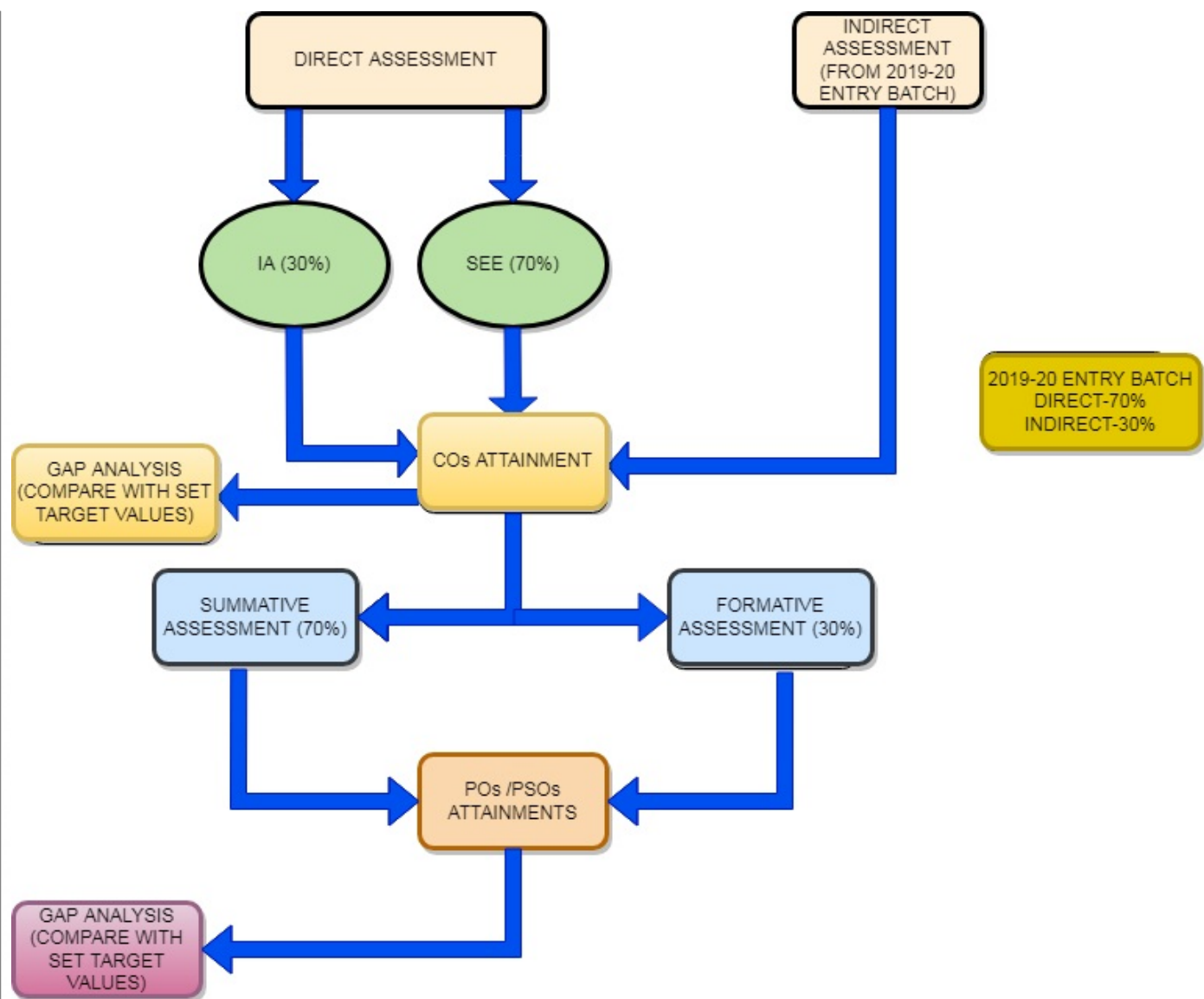


Figure: COs/POs/PSOs Attainment Process

| | |
|---------------------------------------|-------------------------------|
| File Description | Document |
| Upload any additional information | View Document |
| Paste link for Additional information | View Document |

2.6.3 Average pass percentage of Students during last five years

Response: 95.5

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 374 | 487 | 407 | 417 | 386 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 387 | 494 | 420 | 440 | 426 |

| File Description | Document |
|--|-------------------------------|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | View Document |
| Upload any additional information | View Document |
| Paste link for the annual report | View Document |

2.7 Student Satisfaction Survey**2.7.1 Online student satisfaction survey regarding teaching learning process****Response: 3.87**

| File Description | Document |
|--|-------------------------------|
| Upload database of all currently enrolled students (Data Template) | View Document |
| Upload any additional information | 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, Chairs in the institution during the last five years (INR in Lakhs)

Response: 226.05

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 223.05 | 0.895 | 1.375 | 0.47 | 0.26 |

| File Description | Document |
|--|-------------------------------|
| List of endowments / projects with details of grants | View Document |
| e-copies of the grant award letters for sponsored research projects / endowments | View Document |
| Any additional information | View Document |

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 11.93

3.1.2.1 Number of teachers recognized as research guides

Response: 13

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 76

3.1.3.1 Number of departments having Research projects funded by government and non-government agencies during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 5 | 4 | 5 | 4 | 1 |

3.1.3.2 Number of departments offering academic programmes

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 5 | 5 | 5 | 5 | 5 |

| File Description | Document |
|---|-------------------------------|
| Supporting document from Funding Agency | View Document |
| List of research projects and funding details | View Document |
| Any additional information | View Document |
| Paste link to funding agency website | View Document |

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

Research is an essential pillar for any technical institution to create an innovation ecosystem. ATMECE has a dedicated **Research wing to nurture and promote various research activities** such as publication of research articles, presentation of innovative ideas in National/International conferences, publication of book chapters, the evolution of innovative projects, etc. and a significant number of events have been organized to achieve the objectives.

The Institution has **Research Centres** set up to motivate both internal faculties and external researchers to carry out their research work. Research supervisors of various Research Centres of the institution constantly provide guidance and encouragement for both internal and external researchers to accomplish their doctoral degrees.

ATMECE has an **IPR cell** through which faculty & students are guided and encouraged to apply for patents. A significant number of **articles are published** by the faculty and students in various **peer-reviewed journals** and **conferences** which are indexed in Scopus, UGC care, Web of Science, ISI indexing, Google scholar, etc.

The institution organizes international conferences annually with the title '**International Conference on**

Recent Trends in Science and Technology-ICRTST with an intent to bring about innovative ideas of Academicians, Industry professionals, Researchers, Scholars, and Students, of various streams, in Science and Technology. The papers presented by the participants are provided more exposure by publishing the same in several peer-reviewed journals which are indexed in Scopus, UGC care, and Google scholar.

The Management has an **Incentive Policy for Research & Publications** with an intent to motivate and encourage research activities among faculties and to actively associate faculties in industry interaction seminars and National/ International Conferences. The incentives in the form of financial aid are provided to researchers for various accomplishments such as completion of Ph.D., publication of articles in reputed Journals, publication in National/International conferences, publication of textbooks, and obtaining grants for research projects.

The Institution has received a significant amount of **Grants from various Government funding bodies**. Department of Science & Technology (DST) has sanctioned a remarkable amount of ₹ 2.04 crore & ₹ 17.90 Lakhs for the projects which are intended for Rural development. Grants have been sanctioned for innovative final year projects of students by KSCST and VTU. ATAL (AICTE) has sanctioned funds for conducting FDP and also the institution has received MODROBS funds for the up-gradation of Laboratories.

ATMECE has collaborated with **Institution Innovation Council (IIC)** to encourage students to involve in innovation and entrepreneurship-related activities. To build interactions with successful entrepreneurs, periodic workshops/seminars are conducted under IIC to encourage students towards entrepreneurship. Events such as Hackathons, idea competition, mini-challenges, etc. are conducted with the involvement of industries to induce entrepreneurship in young minds. The institution has secured a 3-star ranking by MoE-Institution cell for various activities carried out under Institution Innovation Council.

The institution has signed **MoU's with various industries and collaborating agencies** to develop an Industry-Institute relationship. Significant activities such as internship, student exchange, awareness programs on emerging technologies, career guidance, and placements are carried out which help students to develop their skill-set required for industry standards.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

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

Response: 138

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 60 | 10 | 24 | 22 | 22 |

| File Description | Document |
|--|-------------------------------|
| Report of the event | View Document |
| List of workshops/seminars during last 5 years | View Document |
| Any additional information | View Document |

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 2.08

3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years

Response: 27

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

Response: 13

| File Description | Document |
|--|-------------------------------|
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc | View Document |
| Any additional information | View Document |
| URL to the research page on HEI website | View Document |

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 2.51

3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 62 | 59 | 44 | 86 | 44 |

| File Description | Document |
|--|-------------------------------|
| List of research papers by title, author, department, name and year of publication | View Document |

3.3.3 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: 1.78

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 76 | 59 | 26 | 21 | 27 |

| File Description | Document |
|---|-------------------------------|
| List books and chapters edited volumes/ books published | View Document |
| Any additional information | View Document |

3.4 Extension Activities

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

Response:

The Institute's Vision, "**Development of academically excellent, culturally vibrant, socially responsible and globally competent human resources**", has led pavement for holistic development of students by motivating and engaging them in various societal activities. Every year ATMECE celebrates its **annual fest ATMEYA**, with various **themes** to meet societal needs as enlisted below:

1. ATMEYA-2K17 was dedicated to supporting the families of Soldiers with the theme "**Amar Jawan**". Thereby, two Martyr's families are identified, honored, and provided with financial support of ₹30,000 each.
2. ATMEYA-2K18 was organized with the theme "**Lead the Blind**" to support Divyaang. Thereby, two charitable trusts are identified and provided with financial support of ₹30,000 each for procuring educational aids for Visually impaired.
3. ATMEYA-2K19 was organized with the theme "**Arise awake adopt Orphans**" to support the Orphans. Thereby, two charitable trusts are identified and supported with financial aid of ₹1,00,000.

4. ATMEYA-2K20 was organized to create awareness on **conservation of wildlife** with the theme **‘Live and Let Live’**. Thereby, the Institute adopted animals of Mysore-Zoo under Animal Adoption Scheme by contributing ₹75,500.

The **National Service Scheme(NSS)** cell of the Institution is consistently indulged in motivating the students to actively involved in **service-oriented activities** for the development of society. Every year during annual fest, the Institute NSS wing organizes **Marathon** event to create awareness about the service-oriented activities conducted by the Institution. The Institution has been **recognized by Indian Red Cross Society** for its outstanding efforts towards organizing **Voluntary Blood Donation Camp** consistently every year where the Staff and students involve actively and as an extended initiative, health and eye checkup is conducted.

As a part of **Swachh Bharath Abhiyan**, Students have carried out community services in the neighboring villages and conducted awareness programs for the nearby village students highlighting plastic reduction and water conservation.

These initiations have exposed students to problems faced by farmers and common people as a result of which students develop innovative projects to reduce or ease the hurdles faced in society. Most of these projects are recognized by KSCST.

The management and staff of the Institution have **extended help to the victims** of the **COVID-19** pandemic by contributing ₹12,16,085 and victims of natural calamities in **flood-hit areas** of Kodagu and North Karnataka districts by donating ₹1,57,730 to the Chief Minister’s Relief Fund of Karnataka.

To **raise and shape the young minds** of our Nation, the Management has taken the prominent initiative by **adopting Government high school, Harohalli** situated in the neighborhood community. The Institution has provided facilities such as reconstruction of classrooms to enhance learning environment, setting up of library by procuring books, Planting saplings to promote a green environment, drinking water facility and construction of separate toilets for girls and boys.

To empower the **Digital India concept**, Institution conducted **Free computer awareness program** on basic computer applications for students of Government high school, Harohalli.

The government of India has recognized ATMECE as **Social Entrepreneurship, Swachhta & Rural Engagement Cell (SES-REC) Institution** which has led pavement to inculcate **eternal practices** of Social Responsibility in staff and students.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 9**3.4.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1 | 3 | 2 | 1 | 2 |

| File Description | Document |
|--|-------------------------------|
| Number of awards for extension activities in last 5 year | View Document |
| e-copy of the award letters | View Document |
| Any additional information | View Document |

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**Response: 28****3.4.3.1 Number of extension and outreached Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 8 | 7 | 3 | 3 | 7 |

| File Description | Document |
|--|-------------------------------|
| Reports of the event organized | View Document |
| Number of extension and outreach Programmes conducted with industry, community etc for the last five years | View Document |
| Any additional information | View Document |

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years**Response: 24.68**

3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 529 | 363 | 485 | 257 | 525 |

| File Description | Document |
|---|-------------------------------|
| Report of the event | View Document |
| Average percentage of students participating in extension activities with Govt or NGO etc | View Document |
| Any additional information | View Document |

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 135

3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 33 | 45 | 47 | 7 | 3 |

| File Description | Document |
|---|-------------------------------|
| e-copies of related Document | View Document |
| Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship | View Document |
| Any additional information | View Document |

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 54

3.5.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 16 | 11 | 10 | 12 | 5 |

| File Description | Document |
|---|-------------------------------|
| e-Copies of the MoUs with institution/ industry/corporate houses | View Document |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years | View Document |
| Any additional information | View Document |

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The campus is spread over a land of 10.00 acres 28 Guntas with 3 Lakh Sq. ft of built-up area. The institution has excellent **infrastructural facilities** with spacious classrooms, state of art laboratories, workshops with heavy machinery, a library, central computing facility, cluster of seminar halls, auditorium with all modern gadgets, Staff rooms, and administrative block. The adequacy of a facility for the teaching-learning process is on par with affiliating University-VTU, Belagavi, and AICTE, New Delhi.

All **Classrooms** have an ICT facility with LCD projectors, WIFI connections, Microsoft Teams for virtual classes, Interactive Smartboards to enhance the student's learning experience and to bring out the learning outcomes. **The laboratories** are well equipped with computers, required software, hardware, machinery with testing facilities, instruments, and furniture along with virtual labs facilitated by NITK surathkal to provide good hands-on experience to students in all the areas of their curriculum. **Language lab** has been set up for the enhancement of students' capabilities to learn foreign languages. Incubation Centre, Training & Placement Cell is active for student career facilitation.

The institution has **IT Computing facilities**, with 654 computers, 44 printers, 16 scanners, 41 LCD projectors, 8 system and 90 application software, 8 Student Response system, and 8 Digital pen tablets. Internet Bandwidth of 100 Mbps with 20 secured Wi-Fi connectivity is available.

Library -A learning center spread over 700 Sq. Mtrs in two levels. The Ground floor is a lending section and the first floor is a reference section with a capacity of 200 students to reference books in a serene atmosphere along with a reprographic facility. To access e-resources, 24 Multimedia PCs with an Internet facility and 1,383 digital materials of CDs and DVDs are made available.

Adequate infrastructure facilities to Authorities like principals, Deans, HOD's, faculty, and staff are provided. To carry administrative tasks Board Room, Administration office, Reception Counter, Examination Office, and Store Room are provided.

Each department has a **Seminar Hall** equipped with an LCD facility with a seating capacity of 150 plus No's to facilitate in-house and Inter-collegiate activities. A Hi-tech **Auditorium** with 400 plus seating capacity is available for students. **The facilities available for teaching-learning in ATMECE can be summarized as follows**

| Sl.No. | Nomenclature | Area as per AICTE(in Sq. Mtr) | Actual Area Available (in Sq. mtr.) | No. Available |
|--------|-----------------------------|-------------------------------|-------------------------------------|---------------|
| 1 | Class Rooms + Tutorial Room | 66 | 72 - 104 | 37 |
| 2 | Laboratories | 66 | 69.45 – 209 | 49 |
| | | | | |

| | | | | |
|---|---------------------------|-----|-------------|---|
| 3 | Seminar Halls | 132 | 132 – 223.4 | 4 |
| 4 | Basic Workshop | 200 | 169.32 | 1 |
| 5 | Drawing Hall | 132 | 199.15 | 1 |
| 6 | Library with Reading Room | 400 | 700 | 1 |
| 7 | Language Lab | 66 | 87.32 | 1 |
| 8 | Computer Centre | 150 | 150 | 1 |

Other/Additional Infrastructure Facility

The institution has a **Barrier-free campus** and dedicated space for Fitness practice, Music, Cafeteria, Sports, ATM, E-cell, Institute Innovation Cell (IIC), Health center, Vehicle Parking, 95KW Solar Roof Top Set up, 100KVA Diesel Generator for backup, RO Plant for portable drinking water and Toilet blocks at each floor with sewage disposal system.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

4.1.2 The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

Response:

ATMECE encourages students to participate in various **cultural** and literary activities to excel in their field of interest. The institution organizes annual **cultural Fest 'ATMEYA'** with a wide array of Themes such as Traffic Awareness, Amar Jawan, Lead the Blind, Arise-Awake- Adopt Orphans and Live & Let Live for Wildlife conservation.

An Auditorium with a thousand seating capacity is facilitated for performing Arts activities. All the necessary resources to conduct the cultural events like **Battle of the Bands**, Dance Fiesta, Voice of ATMEYA, Mime, Juke Box, Treasure Hunt, Pencil Sketch, Rangoli, Cooking without Fire, etc are made available. The student's participation in cultural activity develops aesthetic sensibility and an appreciation for the Arts.

All the Departments conduct cultural events during the department fest and also the students are deputed to take part in **state festival events** and inter-collegiate events.

Sports serve as a vital and integral part of student's life on campus. ATMECE offers multiple facilities to cater to the physical activities of students. A fully furnished **Indoor games** hall to play Carom, Chess, Table Tennis, etc, are provided to students and faculty. A spacious and well-maintained playground is available for all major **outdoor sports** events with a standard court size. The details are:

| Sl. No | Name of the Sport | Available Grounds | Available Area |
|--------|---------------------|-------------------|--------------------|
| 1 | Cricket Nets | 02 | 25 X 50 Mtrs |
| 2 | Handball | 02 | 42 X 22 Mtrs |
| 3 | Basketball / Tennis | 01 | 36 X 21 Mtrs |
| 4 | Kho-Kho / Softball | 01 | 27 X 16 Mtrs |
| 5 | Football / Hockey | 01 | 70 X 100 Mtrs |
| 6 | Volleyball | 01 | 18 X 9 Mtrs |
| 7 | Throwball | 01 | 12.20 X 18.30 Mtrs |

In addition to these, students are encouraged to take part in Wrestling, Best Physique, Weightlifting, and Power Lifting Competitions.

A well-equipped **Gymnasium Hall** is available for Weightlifting and Cardio exercise programs to enable or improve the student's lifestyle, health, and general wellbeing.

The institution has facilities like Electronic Treadmill, Rowing Machine, Spin bike, Medicine Balls, kettlebells, Dumbbell sets, Weight plates, lifting bars, etc.

A certified faculty on a voluntary basis conducts Health and Fitness Classes like **Yoga**, Meditation, and Recreational Games for all the students. The institution also has a recreational space for students with **musical instruments** like an electric guitar with an amplifier, bass Guitar, acoustic guitar, electro-acoustic violin, flutes, Rhythm pads, tabla set, drum kit, and keyboard.

ATMECE has made a special impact in the field of sports and cultural both at VTU Level and as well as in-state level. Few of the achievements by the Institution **VTU MERITORIOUS INSTITUTIONS** cash award of **Rs. 1 lakh from VTU for Sports and cultural achievement** at the university level during the academic year 2014-15. More than 50 students have represented the University team and 5 students have represented National Team. 15 students have received cash awards while representing the University team. **Around 15 students** have received awards for participating in state festival events.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 25

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 9

| File Description | Document |
|---|-------------------------------|
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View Document |
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

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

Response: 73.68

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 59.228 | 54.286 | 279.686 | 188.975 | 382.635 |

| File Description | Document |
|--|-------------------------------|
| Upload Details of budget allocation, excluding salary during the last five years (Data Template) | View Document |
| Upload audited utilization statements | View Document |
| Upload any additional information | View Document |

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

The library is fully **automated** with different services and is upgraded as a digital library to facilitate students and faculty. library has a rich **collection** of books comprising of 3,397 titles with 16,308 Volumes. It has access to more than 7,361 E-Journals and 10,000 plus E- books, in addition to 48 National Printed Journals, 1,383 digital materials of CDs/DVDs, 500 plus project reports, 24 Magazines related to various engineering programs along with 16 Newspapers are available.

For proper organization of the library material, the library is using an Open-Source software, **'KOHA'** Integrated Library Management Software which is a hosted-on Linux server at the institution. Software is being upgraded in time to time against new versions released on the regular basis. Web-based Library Software with **Web OPAC, Email & SMS Alert** etc. (Online Public Access Catalogue- OPAC) and Single Window Where Complete Information about the Users Along with Circulation Status, Fine Status,

Contact Details, Reading & circulation History is made available. The OPAC enables the library users to know the bibliographic records of presently available books within the library.

The users can carry out searches through various fields such as keyword, subject, Title, class, barcode, Author, publisher etc. In the **librarian interface module**, the search results can be ordered according to several criteria. The OPAC users who are logged-in members can place reservation for library items such books, journals etc.

The individual member/borrower can be managed using the **Members Module**. By entering the borrower's library card number into the librarian interface, the librarian can see the Charges Due/Fine and the borrower's reservations

Circulation Module is used to keep track the issue and return of books along with manual cards are kept as supporting documents for students and faculty.

KOHA is very versatile and is extensively used for generating all the MIS reports that are required in day-to-day requirements of the library. Book database is created along with user's database.

All the Books are completely Barcoded and are issued to the users by reading the bar code. All the books have been classified using Dewey Decimal Classification (DDC) (23rd edition) system for all its documents and for cataloging AACR2R is used.

The Books are organized Department-wise for easy access and for quick retrieval. the "new arrivals" are displayed for about 25-30 days for the user information.

Services Offered

The library has a good collection of books in the **reference section** that can be accessed during working hours of the library.

Digital Library:

The central Library has 24 computers with an Internet facility. The digital resources have been utilized as follows:

1. Member of **National Digital Library** NDL which facilitates to access lecture videos and notes of NPTEL/SWAYAM for all the disciplines.
2. **VTU Library Consortium** membership and subscription of E-journals and E-books packages.
3. NPTEL and E- Shikshana lectures have been procured and made available within the campus.
4. The Institutional repository **Dspace@ATME** can be accessible in the institute providing an intellectual output.

Reprographic Services: The Library Provides Photocopy facility for Students and Staff members.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for Additional Information | View Document |

4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

Response: A. Any 4 or more of the above

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template) | View Document |

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 22.47

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 10.61 | 27.59 | 24.79 | 26.99 | 22.38 |

| File Description | Document |
|--|-------------------------------|
| Details of annual expenditure for purchase of books/e-books and journals/e-journals during the last five years (Data Template) | View Document |
| Audited statements of accounts | View Document |
| Any additional information | View Document |

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year**Response:** 14.25**4.2.4.1 Number of teachers and students using library per day over last one year****Response:** 249

| File Description | Document |
|---|-------------------------------|
| Details of library usage by teachers and students | View Document |
| Any additional information | View Document |

4.3 IT Infrastructure**4.3.1 Institution frequently updates its IT facilities including Wi-Fi****Response:**

ATMECE has an Excellent IT infrastructure to support students, staff and Management, with **2%** of its budget allocated for maintenance of IT Infrastructure having dedicated staff for monitoring and maintenance.

Data centre provides a centralized facility (CF) for campus-wide networking, During 2010-15, the Institution had Department level shared folders and file directory. In 2015 T10 edge **servers** were introduced CF. Active directory is provided for stakeholders with authenticated login using firewall credentials. From 2018, File servers are implemented for data storage to access the data through Intranet, internet during on and off-campus respectively.

Network Attached **Storage** with RAID 5 configuration having 35% data backup was available till 2017. In 2019, It's updated to a fully secured RAID 1 configuration with the active backup of 6TB*2.

Up to 2015, memory-based **CCTV** cameras were used for strong room safety. In 2015, around 121 Endriod analogy cameras were installed in classrooms, labs & corridors. In 2018, CP Plus HD cameras were installed totaling up to 140. In 2019, IP cameras with NVR, Night vision, 2 TB storage, and 15 days backup features were included totaling up to 168. Now, we have 180 cameras.

From 2013-16, 6 pulses, MOSFET based 50KVA **Uninterrupted Power supply** (UPS) were installed During 2017-19, 12 pulses, 40KVA IGBT based UPS was installed. In 2019, 60, 600VA stand-alone UPS were installed.

ATMECE has 25 **routers** with two high-end carrier Core **switches** and 80 plus network switches. Initially, Networking within Lab was through CAT5E. In 2017, the connectivity between the labs was through

centralized CAT6. In 2019, CAT6A cables were used and updated using a fiber optic backbone with 1 Gbps.

Initially, ATMECE had Megabyte Switch 10/100 setup for Networking within labs. In 2015, in a phased manner Central Networking facility (CNF) was provided. CNF replaced the main **switches** with Gigabyte 10/100/1000 switches. In 2019, POE switches were installed and established through SFP gigabyte layer 3 managed switches.

Initially,, ATMECE had **10** BSNL Broadband connections, installed under the National Mission of Education, Govt. of India, scheme. In 2016, the EPBAX server was introduced and was switched over to IPBAX -Model: UCM-6108 – Grand Stream, with 60 concurrent calls, landline, and SIP phone connectivity through intranet and WIFI respectively.. To have connectivity outside the campus, in 2018 IPBAX -Model: UCM6200 series is implemented with 100 concurrent calls with AMC.

Initially, Untangle software firewall was used for internet Leased line WAN configuring, VPN, Spam Filtering, and Adblocker. In 2015, ATMECE had FortiGate **Firewall** 200D policy enabled services with web, DNS, Application filters providing VPN facility.12 up-gradation have taken place till date. In 2019 malware filtering Fortinet was introduced with AMC.

In 2016 base licenses were procured with annual up-gradation under the Microsoft Edu cloud program for **OS** and office products. In 2019, the upgrade place to Office 365-A3, having individual user licenses, cloud storage of 100GB/users, MS office tools, 550 TB for institutional usage.

The cloud infrastructure hosts e-mail **atme.edu.in** and web servers **atme. in**.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

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

Response: 2.36

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Student – computer ratio | View Document |

4.3.3 Bandwidth of internet connection in the Institution

Response: A. 750 MBPS

| File Description | Document |
|--|-------------------------------|
| Upload any additional Information | View Document |
| Details of available bandwidth of internet connection in the Institution | View Document |

4.4 Maintenance of Campus Infrastructure

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

Response: 68.86

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)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 110.353 | 234.860 | 170.412 | 218.381 | 220.311 |

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | View Document |
| Audited statements of accounts | View Document |

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

Response:

The Institution has established, a well-structured policy for Effective Utilization of Physical, Academic, and support facilities to carry out the essential tasks of teaching, learning, and research. And a suitable mechanism for Effective Maintenance is adopted.

It is not only important to create new infrastructure it is also essential to regulate the utilization and maintain, renovate & augment these facilities. A Maintenance officer organizes the workforce and monitors the quality of maintenance of infrastructure and equipment. To ensure performance and accuracy, the equipment's custodians inspect it on a regular basis for timely maintenance and repairs.

Utilization:

It is of utmost importance to efficiently organize and utilize the allocated space, human resources, equipment, and consumables for numerous activities. To avoid idle, many initiatives and strategies have been adopted by the Institution such as conducting an Induction Program for students and staff to bring awareness about the availability, access, and utilization of physical, academic, and support facilities.

For the optimal use of space and time, Master Timetable will be prepared across the department. **Instructional and Laboratory** classes will be allotted as per the student's strength and availability of classrooms. Further, the laboratory sessions are divided into batches for optimum utilization of resources to maintain the Electrical Diversity Factor at its best possible level.

Co-curricular and Extracurricular activities will be planned. Depending on the gathering, a suitable **Seminar Hall/Auditorium** will be used for reducing the running cost.

The **library** utilization will be recorded based on the footfall using Bio Metric and Logbook. There is a reference section for students and staff and Computers to access e-resources with a reprographic facility.

Library remains open on all working days between 9.00 AM to 5.00 PM. Students can borrow 3 books for the period of 15 days and faculty can borrow 6 books for each semester.

Computer Labs are utilized by all the Departments for conducting computer-related practical sessions, Webinars, workshops, MOOC Courses, Placement Drives, etc. Outdoor and Indoor **Sports** facilities including **Gym**, and a **Music center** as a recreational space, is available for both staff members & students during College hours.

All the Department associations are funded and utilized under the set guidelines of the Institution.

Maintenance:

The Institute has a separate budget facility for the maintenance of infrastructure under different sub-heads such as Building Maintenance, IT infra maintenance, Lab equipment maintenance, Vehicle maintenance, etc.

The maintenance of the **physical infrastructure** such as buildings, Roads, Electrical infrastructure, Plumbing, Furniture, Equipment (other than the Lab equipment), Sports field/courts will be under the direct control of the Maintenance Department for any kind of repair/service/work.

The institute has a well-defined ICT policy, wherein the maintenance of the **IT infrastructure** will be under the direct control of the IT Department for any kind of up-gradation/repair/service.

Periodic Maintenance of the facilities will be executed as per the schedule. The repair and replacements of the Institute's electrical equipment and electronic gadgets, computers, furniture, buildings, gardening, gymnasium/sport/games equipment, etc. will be carried under periodic maintenance.

Besides Periodic maintenance, Preventive and Breakdown Maintenance are carried out as and when required for effective utilization of Infrastructure. The facilities such as furniture, water-systems, electric system, IT infrastructure including CCTV, biometric devices, Wi-Fi, Website, Vehicles etc are grouped

under the **Break-down Maintenance system.**

Annual maintenance (AMC) will be provided for costly equipment in the laboratories. Further, Repair and Maintenance of other **laboratory** equipment/instruments are initiated by the respective Laboratory In-charge in consultation with the foreman. Service Maintenance records of the equipment are maintained in all the departments, which include the maintenance/repair/calibration of the respective equipment. As a precautionary measure laboratory in charge, along with the laboratory assistant, ensures proper working of all equipment at the beginning of each semester.

Stock Verification/Audit of the inventories will be conducted in each department at the end of the semester. A report on the stock audit including breakages, damages, or lost items will be submitted to the Head of the Institute for repair and replacement.

The maintenance of **Library Infrastructure** includes organizing books with labeling and numbering systems for easy access, Online and offline catalog updation for the new procurement, maintaining the footfall records, Accession and Circulation records, and periodic maintenance of the reprographic facility.

For the uninterrupted power supply, Regular maintenance of power distribution system, Diesel generator, UPS, Solar panels and general lighting, etc will be carried out. For optimum utilization and energy conservation, Internal Energy Auditing will be conducted.

Maintenance issues pertaining to all the **Vehicles** of the Institute including renewal of insurance, Payment of road tax, renewal of Permits, etc will be headed by the Transportation Department

General cleaning of the areas, Maintenance of Landscaping for gardening at regular intervals on all the days will be carried out by the respective **housekeeping** staff and the Gardening Supervisor.

All the Security staff has been trained to handle the Fire Extinguisher, First Aid, and lift safety measures during an emergency. All the staff members & students of the Institute are aware of protocol to be maintained during fire emergencies.

A suitable mechanism has been followed to write off obsolete/condemned items as per the institution's Infrastructure Utilization & Maintenance Policy.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 58.19

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 789 | 1071 | 1076 | 1117 | 1059 |

File Description

Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

[View Document](#)

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 1.55

5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 52 | 44 | 28 | 8 | 0 |

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template) | View Document |

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

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

Response: A. All of the above

| File Description | Document |
|---|-------------------------------|
| Details of capability building and skills enhancement initiatives (Data Template) | View Document |
| Any additional information | View Document |
| Link to Institutional website | View Document |

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 61.12

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1379 | 1429 | 499 | 1012 | 1017 |

| File Description | Document |
|---|-------------------------------|
| Number of students benefited by guidance for competitive examinations and career counselling during the last five years | View Document |
| Any additional information | View Document |

5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

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

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | View Document |
| Details of student grievances including sexual harassment and ragging cases | View Document |

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 46.29

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 175 | 137 | 219 | 181 | 229 |

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Self attested list of students placed | View Document |
| Details of student placement during the last five years (Data Template) | View Document |

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 29.41

5.2.2.1 Number of outgoing student progression to higher education during last five years

Response: 110

| File Description | Document |
|--|-------------------------------|
| Upload supporting data for student/alumni | View Document |
| Details of student progression to higher education (Data Template) | View Document |
| Any additional information | View Document |

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 36.67

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 1 | 3 | 0 | 3 |

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 3 | 4 | 8 | 4 |

| File Description | Document |
|---|-------------------------------|
| Upload supporting data for the same | View Document |
| Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template) | View Document |

5.3 Student Participation and Activities

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

Response: 32

5.3.1.1 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) year-wise during the last five years.

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 9 | 9 | 7 | 7 |

| File Description | Document |
|---|-------------------------------|
| Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year | View Document |
| e-copies of award letters and certificates | View Document |
| Any additional information | View Document |

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)

Response:

The institute provides an opportunity for students to participate in various types of **academic and campus activities**. Student's interest, involvement, event management capability, **leadership qualities**, and the ability to handle various circumstances are the few parameters based on which students represent various committees.

Student representatives are associated with the **administrative bodies** based on the policies and regulations of the administrative bodies. Students representations are implemented in the CICC which prevents sexual harassment of women at the college. Students are connected with **grievance redressal committee** to prevent unfair practices, alleged discrimination, addressing scholarship issues and sexual harassment cases. They are also part of the Anti sexual harassment committee to prevent sexual harassment and support gender equity. Various interactive sessions and awareness programs are also organized for the benefit of the stakeholders.

The college offers student **forums/clubs** to provide the opportunity to students to participate in a wide range of co-curricular activities. Students are encouraged to form local chapters of professional bodies. The

institute has setup up student local chapters in **IEEE, CSI, CEA, IETE, and MEA** so that students could organize activity-based programs like seminars/webinars, technical competitions, and workshops. Institute has various clubs, incubation centers like the **IoT club, CISCO center of excellence**, etc under which various events/internships/training programs are organized throughout the year for the students to pursue their projects/internships. The student representatives are part of **departmental associations** and arrange talks/ workshops/ expert lectures from eminent personalities from the industry and academia.

Student placement coordinators are also part of the placement group to support the faculty team during placement drives by on-boarding and coordinating with company HR and arranging facilities for conducting the drive. Institute encourages students to be part of the **E-CELL** under which activities like entrepreneurship awareness programs, intercollegiate activities, and workshops are conducted.

The students participate in surveys like COs/POs/PSOs survey and course exit survey. The students also **provide feedback on faculty** (2 times a year). There are **class representatives** who bring the grievance of the students to the notice of the department.

Students are part of the editorial group of college and **department magazines committees** in which they publish technical and general articles. In addition to this, the students publish technical papers in various conferences, seminars, and other events.

The student representatives are involved to conduct different extra-curricular cultural activities like **ATMEYA college fest**, farewell activities. Concerning the student councils for **NSS activities**, student societies in departments do exist in the institute under which major inter/Intra institutional events are periodically conducted. The students are part of community development, social and extension activities like **swachh Bharat Abhiyan, blood donations, and international women's day celebration** through, NSS and women cell units. Sports and cultural activities are represented by students at the university level.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

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

Response: 48.6

5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 6 | 67 | 69 | 55 | 46 |

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Report of the event | View Document |
| Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template) | 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 **alumni association** is an association of graduates or more widely former students of the college. The purpose of the association is to foster a spirit of loyalty and to promote the general welfare of the institution. Alumni associations exist to support the institution's goals and to strengthen the ties between alumni, the student community, and the institution. **Annual Alumni meet** is conducted every year to increase the alumni interaction with the institution where alumni and students **exchange ideas** and also assist students to achieve their goals. The association also offers opportunities to network with each other, students, and the college community. The association promotes the advancement of the college by enlisting the support and participation of all the alumni of the college. The association brings alumni together and maintains an avenue by which the alumni may remain in contact with the college. Dedicated section for **Alumni-Voice of Alumni** is provided in the college magazine. Alumni Association was started in 2015 with clear objectives.

The objectives of the alumni association are

1. To **reunite** in the home from where students were nourished.
2. To have a **good rapport** between the **professionals and the students**, so that they can get to know the current professional environment and encourage them in preparing students to face the key challenges that may emerge in their profession.
3. To **share job openings** to budding bachelors through their professional network.
4. To involve in **Technical and training programs, Seminars** for students on recent topics to enhance their skills.
5. To create awareness and scope of their discipline in the professional world.

Alumni provide explicit guidance and advice in which the institution should progress. They serve an important role in the growth of college by marketing through word-of-mouth about the institution's brand. Alumni network has a real-life benefit for current students by guiding the students to choose appropriate profession.

College also relies on alumni for **counseling, internships, and placement opportunities** along with additional services far off pedagogic content to students. These include association inviting alumni as

resource persons for various talks/seminars to share their knowledge, to make available the expertise and experience of the alumni for the development of research and educational activities of the college. Also Alumni contribute by referring students to their organization during recruitment process. Alumni are part of **department advisory board** to provide academic support by actively participating in identification of curriculum gap, giving necessary suggestions in improving student placement.

The association has suggestions on sports and NSS-based activities positively to embellish their social relevance. The alumni association, in this way, reflects the positive efforts accomplished by the institute to enhance the quality at the external as well as internal level. In short, a sight of belonging to an encouraging coterie. Also the alumni association is funded and supported by alumni. The mission of alumni association is to foster a **mutually beneficial relationship between the institute and alumni.**

| File Description | Document |
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5.4.2 Alumni contribution during the last five years (INR in lakhs)

Response: A. ? 5 Lakhs

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Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

Response:

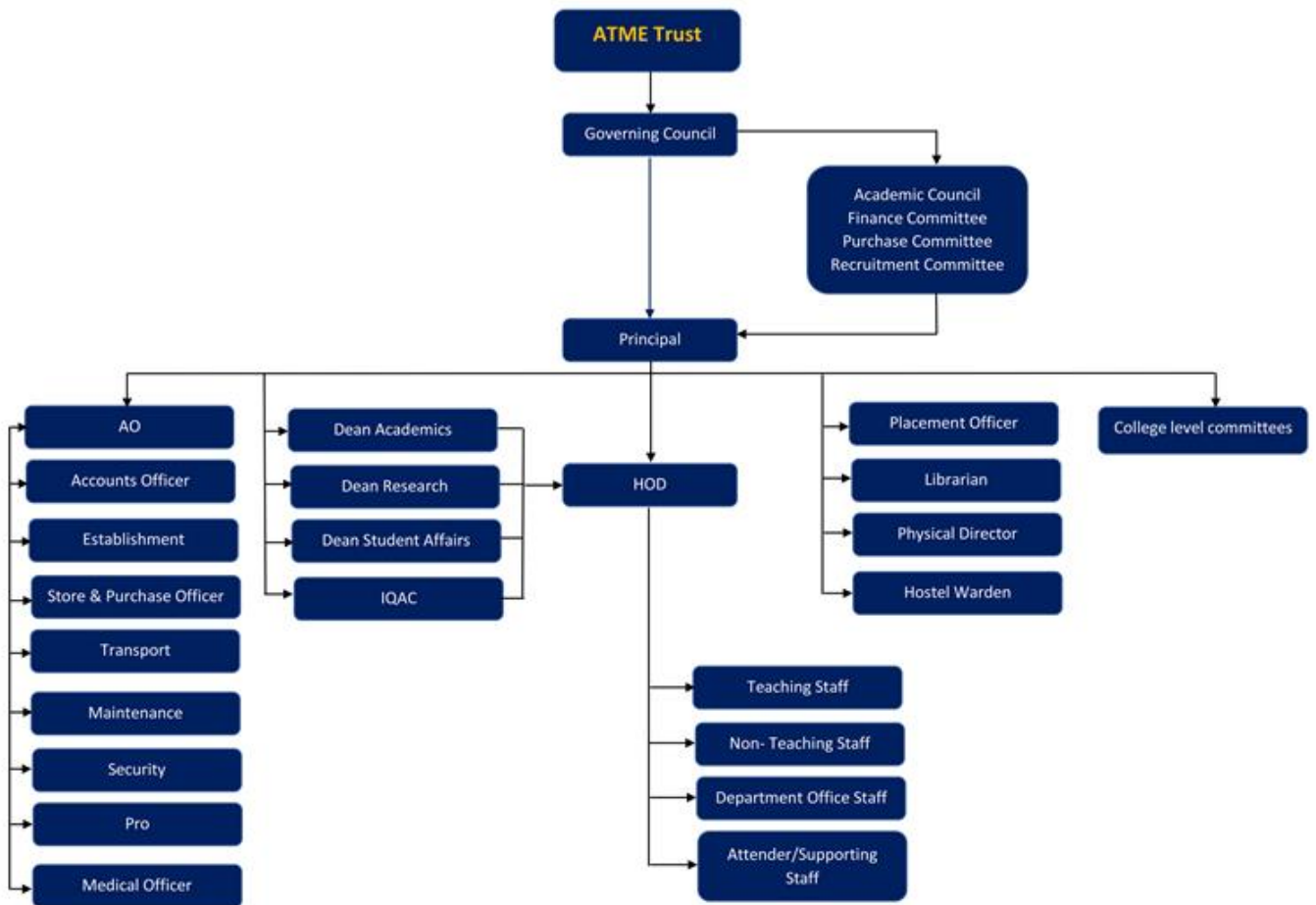
The parent body of ATMECE is “Academy for Technical & Management Excellence”, a registered charitable trust founded by a group of like-minded technocrats, academicians, administrators, and policymakers in 2007. The vision of the trust is to “Create future leaders of international standard who are competent, innovative, ethical and focused towards the betterment of the society and the country at large”.

To realize this vision of the trust, Trust founded “ATME College of Engineering” during 2010 with a vision to “**Development of academically excellent, culturally vibrant, socially responsible and globally competent human resources**” which is in-line with the vision of its parent body.

Mission

- To keep pace with advancements in knowledge and make the students competitive and capable at the global level
- To create an environment for the students to acquire the right physical, intellectual, emotional, and moral foundations and shine as torchbearers of tomorrow’s society
- To strive to attain ever-higher benchmarks of educational excellence

The governance at ATMECE is based on the principles of “Good Governance”.



The Governing Council is the apex body responsible for framing the policies, vision, and mission statements of the Institution and in providing the right direction to the Institution. The Governing Council (GC) of ATMECE comprises experts from Academic Institutions, Industry, and a faculty representative and meets twice a year to review the functioning and progress of the Institution.

ATMECE envisions its future through a well-documented Strategic Growth Plan and sets priorities, focuses energy and resources, strengthens operations, ensures that all stakeholders are working towards realizing its Vision & Mission.

The administrative mechanism is set up in such a way that Committees, Policies, Roles & Responsibilities of various positions have distinct and clearly stated obligations to take care of achieving the different elements of the Vision statement.

The Institute has an **Academic Council (AC)** consisting of the **Principal, Deans, Heads of Departments, members from Industry and academia**. AC works towards making the Institute **Academically Excellent**. Resolutions from the fortnight meeting of management and AC influence policies for improving the TLP, research, and student-related activities.

ATMECE encourages and facilitates the students to participate in extracurricular activities to have a **Culturally Vibrant** environment. Students exhibit talents in “**ATMEYA**”, “**International women's day**”, “**Student Induction program**”, and “**Kannada Rajyothsava**” and in **YUVA DASARA** and **university festivals**.

ATMECE conducts programs on human values and activities like, **sapling of plants, blood donation, health check-up camps, Swacch Bharath Abhiyan programs, adoptions of animals, adopting a rural school, donations to; Martyr's family, orphanage, specially-abled children, etc.** to make the students **Socially Responsible**.

E-cell & career guidance committee guides the students to pursue their higher studies and also to become entrepreneurs. Students present articles in International conferences and are selected in all the **Smart India Hackathons(SIHs)** conducted by MHRD. ATMECE provides all the necessary facilities to make the students **Globally Competent**.

The Staff recruitment and selection committee recommend candidates with a real **passion for academics, research** and who make every effort to hone their skill to achieve the vision of the Institute.

| File Description | Document |
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| Upload any additional information | View Document |
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6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

ATMECE functions with Decentralized administration and has complete transparency in the process of decision-making. The Institute practices participative management at all levels.

The Board of Trustees and the **Governing Council (GC)** are the key governing bodies of the institute. GC frames the **policies, vision, and mission statements of the Institute** participate, and guide in developing strategic plans. The **Finance committee, Resource planning & purchase committee, recruitment, and selection committee** of the Institute comprising members of the Management carry out necessary administrative activities. **Principal** implements the decision of the GC through the relevant part of the management structure that comprises **Deans, HODs, an Administrative officer, heads of various other Departments, Chairpersons of various committees**, members from Industry, Academia, Alumni, and other stakeholders.

The **Academic Council (AC)** of ATMECE has been formed to ensure a healthy academic atmosphere and to enhance a healthy learning experience for the student community. AC functions by the guidelines of VTU and AICTE. Academic-related decisions and proposals are passed on further by AC to the faculty members through Departmental meetings.

At ATMECE various committees are constituted covering all the arenas of institutional activities. The committee consisting of **staff representing various Departments with varying levels of experience, different expertise, and common interests** meet regularly to carry out the allotted duties and responsibilities.

On the directions of the Principal, Committees like Industry- **Institution Interaction committee, Training, and Placement Advisory Committee, Sports & Extracurricular committee, Cultural, national & international events committee, etc.** plan, schedule and execute needful activities.

Heads of Accounts, exam section, Security, Establishment, Store and purchase, transport, campus maintenance, PRO, and medical officer function under the supervision of **Administrative Officer(AO)**. AO functions under the supervision of the Principal.

ATMECE supports participative management at all levels. HoDs conduct weekly staff meetings and discuss Department and Institution related matters. The proposal and suggestions given by the staff will be discussed in the HoDs meeting held with the Principal. The Principal decides for the topics that come under his purview and the Principal submits the remaining ones to the management for approval.

Course allocation is considered a topic of a **case study**. At ATMECE courses are allocated well in advance. During this process, a combination of **Decentralization and Participative approach** is followed. During the last week of the semester, the Department displays elective courses. Staff members provide awareness on elective courses to the student community. Based on their interest, students choose the course and submit it to their class teacher. Class teachers in turn submit the consolidated list to the HoD and are considered for allotment. The faculty members are requested to identify two theory subjects and one lab from each of the higher semesters along with the courses of the first year.

The HoD allocates the courses based on various criteria like **faculty's expertise, area of interest, domain knowledge**, results of previous exams, Industrial experience, etc. Once the allotment is finalized staff, class, Department timetables are submitted to higher authorities for approval.

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| Paste link for additional information | View Document |

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Strategic plan (SP) is a blueprint of an Institution to record its mission, vision, and values, as well as its **long-term goals** and the **action plans** the institution will use to reach and achieve them. Strategic visionary actions and planning processes are a way to systematically plan the development of resources and practices for the future. Any technical institution aims to provide its aspiring students with know-how on cutting-edge technology as well **empower** them to be successful in **life and professional carrier**. Such education may be possible if the institution has a clearly defined strategic plan with goals reflecting its aim.

ATMECE had formulated SP for 2015-2020, where the primary focus was to improvise the infrastructure to global standards and implement outcome-based education. The devised SP had long-term and short-term goals. One of the milestones of the previous strategic plan devised for 2015-2020 was **getting accredited by NBA** for undergraduate programs within **8 years of its inception**.

The process of achieving the goal was put into motion in the academic year 2015-16 by the institution. An institution-level committee for the accreditation process was established with **HODs and senior faculty members as members & Principal as chairperson**. It also had NBA coordinators at department level to take the plan forward. The schema of outcome-based education was introduced to the curricular activities. All the academic **activities were meticulously planned and executed**. All the 10 criteria were studied in detail and awareness was created for all the stakeholders.

HoDs along with department coordinators pooled the data on the activities conducted at the department level. In the **deficient areas, the activities were conducted and compensated**. The **Management of ATMECE** supported the activities with infrastructure and resources.

The **stakeholder's meetings** were conducted and the suggestions/ opinions were collected and suitable ones were adopted.

In December 2017 a mock exercise was carried out to check the preparedness. Suggestions of the expert conducting the mock were incorporated. 2nd mock was carried out in Oct 2018 to finalize the preparedness. Soon after the mock the **Self-Assessment Report (SAR)** was prepared to assess the status of the institute based on the requirement reflected in the accreditation guidelines and was **Submitted to NBA authority**.

The NBA expert team visited the institute from **Feb 22nd to 24th, 2019**, and reviewed the procedure adopted for **implementation of outcome-based education** and methods, processes adopted to find **curriculum gaps and measures** being implemented to fill the gap across the institute. After thorough inspection by the team members, they expressed the strength of the institution and highlighted the issues to be focused to improve further. The team expressed its **satisfaction** through their report, stating the **four programs have been accredited** for three years.

ATMECE has been certified from time to time as the institution satisfying the **ISO 9001-2015** standards. Also, ATMECE has obtained **Gold rating in the QS-I-Gauge ranking in 2019**. All the quality certifications and the accreditations are part of the Long term and short-term goals of the institute.

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| strategic Plan and deployment documents on the website | View Document |
| Paste link for additional information | View Document |

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:

The purpose of **Policies and Procedures** is to bring order to the operation of the Institution and reduce the chances of any undesired event. ATMECE firmly believes in having an organized way of carrying out any task and has framed several policies for achieving it.

Policies of ATMECE formed by the Governing Council (GC) may be broadly categorized into four categories. **Academic policies** such as ICT policy, e-Governance, Examination policy provide a systematic academic working environment while **Campus infrastructure and resources** policies like Resource mobilization, Infrastructure, and Infrastructure utilization, e-governance, and Green Campus Policies help in creating tangible and intangible assets to the Institution, etc. **Student-related** policies like Reservation in Student Admission and Disabled-friendly & Barrier-free environment policies, Student Mentoring, Examination, Campus Placement, supports Students in need. **Employee's Appraisal, Gender Equity, Grievance Redressal, Code of Conduct & Ethics, Staff Recruitment** are **HR-related policies** of the Institution that aid the establishment of the institution.

ATMECE has a well-defined **administrative setup** with defined hierarchy for administration. Starting from **ATME Trust** followed by **Governing council, Principal, Office of Deans Heads of the Departments, Teaching and non -teaching staff.**

ATME Trust functions with a vision to create future leaders with international standards who are competent, innovative, ethical and focused on the betterment of society and the Nation. The **GC formulates the institution policies, vision, and mission** statements that provide the right direction to the institute and also determines the infrastructure and teaching requirements by continual evaluation of teaching programs & suggests remedial measures.

Principal takes care of the **overall administration** of the Institution. Principal implements the policies approved in GC meetings monitors budget utilization and plans for institutional growth. **Dean Academics, Research, student affairs along with IQAC and Placement officer** look after academic, research, students, Quality aspects and Placement related activities respectively.

HoD's of various Departments provide necessary **inputs to the Principal in Academic Council meetings** and ensure timely implementations of the decisions taken. The academic **functioning of staff & students is monitored by HoDs** and discussed in the **weekly department meetings. Heads of Accounts, exam section, Security, Establishment, Store and purchase, transport, campus maintenance, PRO, and medical officer** function under supervision of an administrative officer who functions under the direct authority of the Principal.

ATMECE focuses on appointing the staff with competency in academics and research through its **Staff recruitment policy** in a free and fair manner. The terms and conditions of service will bind from time to time. ATMECE has a well-structured "**Employee handbook**" that defines **service rules & procedures.** It comprises of **GENERAL POLICIES** that include Equal Employment Opportunity & Anti Discriminatory Policy, Policy Of Conflict Interest, Policy On Outside Employment, Policy Regarding Gift, Sexual Harassment Policy, Confidential Information, Probationary Period, Confirmation Of Employment, Service Records, Transfers And Promotions, Special Service Contract, etc. **STANDARDS OF CONDUCT** establish the Professional Ethics and Code of Conduct & Guidelines, General Code Of Conduct, Attendance And Punctuality, Personal Appearance and Demeanor, Grievances, **PAYROLL POLICIES &**

INFORMATION, etc. Handbook clearly states each cadre's roles and responsibilities.

| File Description | Document |
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| Upload any additional information | View Document |
| Paste link for additional information | View Document |
| Link to Organogram of the Institution webpage | View Document |

6.2.3 Implementation of e-governance in areas of operation

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 | View Document |
| ERP (Enterprise Resource Planning) Document | View Document |
| Details of implementation of e-governance in areas of operation, Administration etc | View Document |
| Any additional information | View Document |

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

ATMECE provides a favorable working environment for the Teaching and non-teaching staff of the institute. Various measures have been considered towards the welfare of the **teaching and non-teaching staff**.

ATMECE has an **Employee Provident Fund** facility implemented for all the staff working for the Institution. The institution is registered under **ESIC** and provides facilities to its employees whose **Gross salary is below Rs. 21,000/-**. Employees who have completed a **minimum of 5 years** of service in the Institution are eligible for **Gratuity**. All the staff and students of ATMECE are covered under Accidental Insurance coverage, "**Education Package Policy**". ATMECE has MOU with Cauvery Heart & Multispeciality Hospital, Mysore through which the staff can avail **treatment under concessional prices**.

ATMECE provides **food & transportation facilities** to all the staff at **subsidized rate**. The Management provides **financial assistance to the staff, for procuring laptops** and for **subscribing to the Professional body** by paying the up-front fee.

ATMECE has a well-structured **leave policy**. The teaching staff under the administrative cadre and non-teaching staff of the Institution can avail 15 days of **EL** per year and the EL could be encashed. The staff is provided with **maternity leave for 6 months**. The Institute grants **OOD** facility to staff members for carrying out special assignments. Staff is encouraged to improve their academic competency by attending short-term courses, FDPs, conferences, seminars, workshops for which faculty members are granted a **Registration fee and TA and SCL**. ATMECE provides **career advancement opportunities** by allocating **sabbatical Leave** to its staff.

ATMECE has a distinctive feature, that is, its **360-degree appraisal system**. The staff members who are performing well are recognized and acknowledged by providing performance incentives, promotions, and awards. As an outcome, **performance-based incentives (PI)** varying from **1% to 8% of their basic salary + AGP** will be paid. Management identifies & rewards three faculty members with a citation, a **cash prize of Rs.5000/-**, and a **grant of Rs.15000/-** & **the best technical and supporting staff members with a cash prize of Rs 5000** on Engineers - Teachers' day celebration. On the same occasion, as a token of recognition, ATMECE **felicitates** the researchers who have pursued their **Ph.D.**

ATMECE has initiated a **research incentive policy**, a policy of uniqueness, to support all the faculty members who have been contributing towards research. The policy gives an outline of the facilities that the staff can avail that includes **leave, registration fee, Travelling allowance, incentives** and the other benefits.

ATMECE has a **Consultancy Revenue Sharing** model. The profit generated through such consultancy projects shall be shared between **Management & the faculty taking up the work order in the ratio of 70% & 30% respectively**.

ATMECE has a grievance cell and grievance and redressal policy. An effective online grievance system has been implemented for the **Redressal of the grievance of the staff at the shortest possible time**.

ATMECE, having a futuristic infrastructure, the **hygienic working environment** provides a holistic atmosphere for all the staff members working for the institution.

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| Upload any additional information | View Document |
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6.3.2 Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 27.78**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**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 62 | 20 | 33 | 31 | 14 |

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Details of teachers provided with financial support to attend conference, workshops etc during the last five years | View Document |

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years**Response: 6****6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 9 | 7 | 2 | 7 | 5 |

| File Description | Document |
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| Upload any additional information | View Document |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff | View Document |

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).**Response: 59.27****6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 76 | 90 | 33 | 86 | 60 |

| File Description | Document |
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| Upload any additional information | View Document |
| IQAC report summary | View Document |
| Details of teachers attending professional development programmes during the last five years | View Document |

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

ATMECE has implemented a robust **employee appraisal policy** to evaluate the performance of the employee and encourage them to reach higher levels.

The **360-degree appraisal process for both teaching and non-teaching staff** comprises self-appraisal of the employee, co-worker, HoD, Principal, and Management. During this process, along with the performance of the employee additional qualities like talents, values, ethical standards, contribution towards the growth of the organization, orientation towards research, etc. are also considered.

In the **Appraisal System for teaching**, the student's feedback and performance are considered in the evaluation and that includes **subject preparedness, presentation, communication skills, domain knowledge, using innovative teaching methodologies**, etc.

In the **self-appraisal**, an employee evaluates his **performance**. Self-appraisal focuses mainly on **TLP, Co-curricular and professional activities, research and publication-related activities, networking with the outside world, membership with Professional bodies**, etc. In **co-workers appraisal** parameters like **communication skills, involvement in college activities, department activities, knowledge about the subject, faculty member's attitude** towards students and colleagues, etc. are considered.

The **HOD authenticates** the staff self-appraisal and evaluates his **subordinate's punctuality, involvement in teaching, maintenance of teaching materials, teamwork**, etc.

The **Head of the institute** evaluates the performance of all the employees including HOD. This evaluation includes **management of staff/students, Department documents, encouraging interpersonal relationships among staff members, leadership quality, and professionalism**, etc.

Finally, the **top management evaluates** the performance of all the employees considering the parameters namely **teamwork, professional development, research-related activities, reaching out to students, job satisfaction level**, etc. The various appraisal criteria and their weightages are mentioned below.

| Sl. No. | Source of Appraisal | Frequency | Appraisal Marks | Weightage on total Appraisal |
|---------|---|-----------|-----------------|------------------------------|
| 1 | Students performance in final Exams / Result Analysis | Bi-Annual | 100 | 20% |
| 2 | Students Feedback | Bi-Annual | 100 | 20% |
| 3 | Self-Appraisal | Annual | 100 | 20% |
| 4 | Co-Worker Appraisal | Annual | 25 | 5% |
| 5 | Head of the Department Appraisal | Annual | 75 | 15% |
| 6 | Head of the Institute Appraisal | Annual | 50 | 10% |
| 7 | Management Appraisal | Annual | 50 | 10% |
| 8 | Appraisal Summary | | 500 | 100% |

Non-teaching staff:

In the 360 degree appraisal process for **non-teaching staff**, an appraisal is done by the employee, co-worker, HOD, Principal, and Management and the **process is similar** to that of the teaching staff except that a **few parameters of considerations vary**. The weightages under various criteria are mentioned below.

| Sl. No. | Source of Appraisal | Appraisal Marks | Weightage on total Appraisal |
|---------|----------------------------------|-----------------|------------------------------|
| 1 | Self-Appraisal | 100 | 33% |
| 2 | Co-Worker Appraisal | 25 | 8% |
| 3 | Head of the Department Appraisal | 75 | 25% |
| 4 | Head of the Institute Appraisal | 50 | 17% |
| 5 | Management Appraisal | 50 | 17% |
| 6 | Appraisal Summary | 300 | 100% |

Each year **“Best teacher and Best supporting staff of the year”** are chosen from the score of the 360o appraisal system and are **felicited with cash awards on Teachers day and Engineer's day celebration**.

The 360-degree appraisal system facilitates the staff members to have a self-review of their work, understand the developmental needs, and have a better understanding of their potential to deliver their best and also to have a road map for the future.

| File Description | Document |
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| Upload any additional information | View Document |
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6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Governing Council(GC) of ATMECE has ensured that there is a clear and **well-established audit procedure** of all the financial aspects of the institution. The main objective of auditing is to ensure the financial reliability of any organization.

Detailed monitoring of the financial position and prospects, together with the appropriate levels of expenditure approval is delegated to a **Finance Committee**. Brief responsibility of the Finance Committee includes **Budgeting** and financial planning, financial reporting, and the creation and monitoring of **internal controls and accountability policies**. Following are some of the mechanisms implemented for effective Internal control.

1. Joint signatures of Management and Institute authorities for any disbursement of payment.
2. The only online transaction with no cash payment or receipt.
3. Periodical MIS reports for tracking the fund & cash flow.
4. Effective budgetary control.
5. Internal auditing on a continual basis and the External auditing by statutory auditor (Chartered Accountant) on annual basis.

Internal auditing is done by in-house staff members. Finance Committee has laid down a procedure to be followed by the internal audit team to ensure appropriate control over the expenditure. **Various heads of accounts** are maintained and budget provision for each head of account is arrived based on the **budget approved by GC**. Internal audit team verifies all expenditure with respect to budget provision, authorization, comparison of quotes/ Arithmetical check/receipt of goods/service, User-certification, Inventory updating, Warranty/Guarantee, Vouchers, Invoices, Delivery Challan, etc. **Verification of account books are done on regular basis**. The scope of Internal Auditing also covers the adherences to various policies, delegation of powers, etc of the Institute.

ATMECE has adopted an ERP software **A-IMS** which integrates all the activities of the Institutes like, **Admission, Purchases, Fee collection, Inventories, HRMS, etc**. This facilitates the preparation of **various kinds of MIS reports for the management** to keep the **track of Revenue & Expenditure**.

Any mismatch, observation, etc are brought to the notice of the concerned personnel for their immediate

compliance or brought to the notice of the **Head of the Institute and the Finance Committee for needful action.**

External Auditing is conducted by qualified **Chartered Accountant** M/s Ravikumar Associates, Mysore appointed by the Governing Council. The external audit is conducted annually for the period 1st April to 31st March. These audits are conducted predominantly on the **statutory compliance** point of view and established **accounting standards**. The external auditors discuss with Finance Committee about their observation and based on the explanation offered by the Finance Committee, the **external auditor finalizes the statements of accounts**. Then the finalized annual accounts along with the report of the auditors are placed before the Board of Management for their approval. Final audited Statement of Accounts like Income & Expenditure accounts, Balance sheets along with audit report is filed with Income Tax Department by the External Auditor.

All the **observations, objections, omissions & commissions** pointed out by both **internal auditor & external auditor** are attended to immediately and suitable changes were incorporated in the procedures followed to **avoid recurrence** of such mistakes in the future.

| File Description | Document |
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| Upload any additional information | View Document |
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6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)

Response: 4.19

6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 2.5 | 0.1 | 1.59 | 0 |

| File Description | Document |
|--|-------------------------------|
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years | View Document |
| Any additional information | View Document |
| Annual statements of accounts | View Document |

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

Infrastructure plays an important role in the education sector which demands huge resources. Implementation of the suitable strategies for *mobilization of funds and the optimal utilization of resources* results in having qualified staff, adequate Infrastructures, relevant facilities, and updating to the new technology.

ATMECE has a robust policy for resource mobilization of funds. In ATMECE the majority of financial needs are met majorly by the investment of the management, and a part is met by tuition fees of students. **The staff of ATMECE focuses on Sponsored Projects, Research grants, and Consultancy opportunities of the Government and Private organizations to meet the physical and infrastructural resource requirements.**

ATMECE focuses on acquiring grants from various non-governmental agencies, corporations, and individuals including philanthropists and Alumni through suitable agreements and MoUs, Institute adopts a strong Industry-Institute Interaction program to develop a sustained relationship with corporate to avail their Corporate Social Responsibilities (CSR) which opens up new avenues for mobilizing resources.

ATMECE encourages Endowment funds to support/recognize meritorious candidates by gold medals and cash prizes. Institute conducts an annual fest **ATMEYA** with the funds sponsored by Canara Bank, DK Construction, RMJ Automation, Jal Mahal, Chethan Industries, HP & Power, and many more.

Optimum utilization of resources in any non-profit organization like ATMECE requires a sense of belongingness and commitment coupled with passion amongst all its stakeholders, hence a utilization policy has been implemented in ATMECE.

Prior to the end of the financial year, the budget proposal submitted by various departments is consolidated by the Principal and is submitted to the **Finance committee(FC)**. FC reviews the consolidated budget and presents it to the Governing Council(GC) for its approval.

Surplus Funds at ATMECE are used for expansion programs such as the infrastructure, amenities and for introducing the new courses. When there is a shortfall of funds, the Management of ATMECE takes a short-term or long-term overdraft for easing the financial condition.

Institutional financial resources are controlled & overviewed by GC under the assistance of the FC. The institutional accounts are regularly audited by both internal and external statutory audits. The implementation and deviations from the policy shall be monitored at the level of Heads of the Departments, Deans, Registrar, Finance Officers, and Principal. All matters of concern shall be brought to the knowledge of FC and GC for corrective measures if required.

In ATMECE available infrastructure and physical resources are shared among various Departments in accordance with the **Infrastructure Utilization Policy**. Staff members are deputed to different Departments and offices on a need basis.

ATMECE management always strives hard to provide a good working environment to the staff **and high-quality engineering education with an affordable cost to the students in line with the directions of the**

VTU and AICTE and thus establishing the social commitment of serving the society and working to meet the vision of the Institute.

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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

Response:

ATMECE believes in establishing & effectively implementing a robust **quality system** encompassing teaching, research, consultancy, continued education, and focus on the core and support functions to ensure **accountability to stakeholders** through **self-evaluation and continuous improvement**. In this regard ATMECE has taken several steps, one such step is establishing IQAC.

The IQAC at ATME was constituted in 2015 to perform the following tasks regularly:

- **Development and use of quality benchmarks** for various academic and administrative activities of the institution.
- Facilitating the creation of a **learner-centric environment conducive for quality education** and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- Organization of inter and intra institutional workshops, seminars on quality-related themes to fill the gap developed during non-attainment of course. Documentation of the various programs/ activities leading to quality improvement.
- To obtain **feedback responses from students, parents, and other stakeholders** on quality-related institutional processes.

The IQAC has immensely contributed to the implementation of quality assurance strategies and processes at all levels. The Institute IQAC regularly meets every three months to discuss quality issues. The Institute IQAC prepares, evaluates, and recommends the following for approval by the relevant Institute and Statutory authorities:

1. Self-Study Reports of various accreditation bodies (ISO 9001, QS-I-Gauge NAAC, NIRF, NBA)
2. 360-degree Appraisal System
3. Stakeholder's feedback
4. Action Taken Reports

Certain practices were institutionalized because of IQAC initiatives. The Institute IQAC planned, organized and executed the necessary steps that included the preparation of detailed quality manuals,

identification of key performance indicators and mapping the various processes across the entire functioning of the Institute, which finally led to the successful award of the **ISO 9001:2008 and ISO 9001:2015** certifications. IQAC periodically reviews all the documentation formats of academics and revises the form if required. It has provided the guidelines for all the preparation of formats & rubrics of Internal Evaluations, Laboratory manuals etc.

Also, IQAC was instrumental in implementing the **OBE** at the institute. IQAC provided the guidance for the preparation of SAR. The efforts of IQAC resulted in Four of the programs getting accredited by NBA for 3 years. IQAC was successful in implementing the **modern technologies for the improvement of TLP** which resulted in getting a GOLD rating by **QS I-Gauge** for its overall excellence and ATMECE was recognized as one of the best-rated college in Mysuru.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Paste link for additional information | View Document |

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

IQAC is a key body of the institution which monitors and reviews the teaching-learning process regularly. The various well proven process has been adopted by the IQAC for improvement in the **Teaching-learning process (TLP)**.

Under the monitoring of IQAC **Academic Calendar** is prepared well in advance and is displayed/ circulated in the Institute and is strictly followed. All the activities such as Internship/training courses, examination schedule, etc. have been meticulously scheduled and are adhered to.

IQAC considers **Feedback from students** as the mandatory process for the improvement of the TLP. Feedback is taken individually by teachers for their respective courses, by Proctors, Academic audit committee and is analyzed. The report is submitted to IQAC. The teaching-learning processes are periodically reviewed, and improvements are implemented, based on the IQAC recommendations. Some of the major initiatives taken over the last five years include the following:

- Implementation of **OBE in UG courses**
- Introduction to **ICT based teaching process**
- Curriculum Development Workshops in many subjects
- MoUs with prestigious industry partners

Since the technological advancement increases from time to time, IQAC has supports the conduction of various **FDP/ workshop/ short-term courses**, etc., for both internal and external faculties.

Academic Audit is conducted by the IQAC every year for reviewing the implementation of its recommendations.

In addition, IQAC also provides valuable inputs to various **infrastructure as well administrative setup**. Some of these are:

- Application for NIRF, ISO, and NBA Certifications
- Automation of Examination Processes
- Green initiatives in Campus – tree plantation, solar rooftop installation, rainwater harvesting, etc.
- Automation of Admission Processes - Provision for online fee payment

In addition to **IQAC and AAA**, the Institute also considers the recommendations of the Advisory Committee which regularly reviews the progress and makes necessary recommendations in an advisory capacity.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Paste link for additional information | View Document |

6.5.3 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality initiatives with other institution(s)**
3. **Participation in NIRF**
4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Upload e-copies of the accreditations and certifications | View Document |
| Upload details of Quality assurance initiatives of the institution | View Document |
| Upload any additional information | View Document |
| Paste web link of Annual reports of Institution | View Document |

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

ATMECE believes in treating men and women fairly, based on their respective needs. The treatment may not be equal in all senses, but it is considered **equivalent in terms of rights, benefits, obligations, and opportunities**. Sincere efforts are made to create an atmosphere free of harassment and discrimination and a gender equity policy has been framed to encourage the lady staff members and girl students to achieve to their fullest potential. The institution has a fair gender ratio (Male: Female) of an average of 55:45 for students 65:35% for staff.

To promote **Safety and Security** of Women, several programs are conducted throughout the year by inviting eminent personalities. **CCTV cameras** are installed at various points in the campus to observe any untoward incidents. As a security measure, adequate security guards are deployed at various places in the campus to have a vigilance on the activities of the students and verify the entry of outsiders. The staff and students are given provision in A-IMS (Academic Information management System) to **register grievances online**, and the same will be addressed by the concerned authorities. Girl students are encouraged to take part in all curricular, co-curricular and extra-curricular activities. Lady staff members are encouraged to represent the Institution in the national and international conferences at various capacities. Women employees are having a **fair representation** in various committees as members and Chairpersons. At ATMECE, the lady staff members have been recognised and are promoted to various positions like Member of Governing Council, Dean, Assistant Administrative Officer etc.

Institution has constituted a **College Internal Complaints Committee (CICC)** as per the guidelines of VTU, Supreme court, UGC, Sexual harassment at workplace (prevention, prohibition, and redressal) Act, 2013. Various curricular and co-curricular activities like ethnic walk, Quiz, Dance, Debate etc, are conducted on various occasions. Events were conducted in association with the **National Commission for Women (NCW)**, Govt. of India. NCW funded Rs. 22,976/- towards the conduction of the event. An event on 'Gender Justice Law on Hindu Women Property Right' was conducted in association with **All India Women's Congress**. Posters are displayed at prominent places to create awareness about CICC. The names and contact numbers of the members of CICC are displayed on the **college website**.

A qualified, professional, **Student Counsellor** is appointed by the Institution to handle cases of students having any emotional issues due to any reasons. Each faculty members are allotted about 15 students for counseling/mentoring throughout the four years of the student's stay at the college. **Any serious/complex** cases of either students or staff members are referred to the professional counselor who visits the college on alternate Saturdays and any other day if required. All the students and staff members are given awareness about the services of the professional counsellor.

Common Rooms for both boys and girls are provided in all the blocks. Girls' common rooms are provided with all the required facilities that include **Sanitary napkins dispensing machine and Incinerator**. Indoor and outdoor sports facilities are provided for various games.

| File Description | Document |
|--|-------------------------------|
| Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information | View Document |
| Link for annual gender sensitization action plan | View Document |

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

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

Response: C. 2 of the above

| File Description | Document |
|--------------------------------|-------------------------------|
| Geotagged Photographs | View Document |
| Any other relevant information | View Document |
| Any other relevant information | View Document |

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

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

Response:

ATME College of Engineering has a very good **Solid Waste Management** system which is included in the Green Campus Policy. The Institution understands its responsibility in maintaining a sustainable environment and systematically engages with the **3 R's** of environment-friendliness (**Reduce, Reuse and Recycle**). The collection, segregation and treatment of waste is one important task in that regard. Both degradable and nondegradable wastes are collected and **segregated efficiently**. The Bio-degradable waste is treated in the compost yard inside the campus and converted into a useful fertilizer which in turn is used to manure the gardens and trees on the campus. Solid waste collecting bins are placed in all blocks at appropriate places like corridors, common rooms, staff rooms, cafeteria for the collection of solid wastes.

The Solid waste is collected from each department and is dumped in a collection pit located within the campus. The solid waste generated through the Cafeteria is also put into the same pit for preparing the compost. As a **natural initiative**, we avoid chemical pesticides for the garden and chemical fertilizers as manure on the campus. At ATMECE, we encourage the students and teachers to use digital platforms for assignment submissions thereby reducing the use of paper. Initiatives are taken to spread awareness among students about food wastage and ways of minimizing it.

ATME College of Engineering has its **Sewage water treatment plant**. It is a suitable capacity Sewage Treatment Plant with an aeration tank, settling tank, clarifier, and a filtered water storage tank. The treatment unit aims at reducing the contaminants to **acceptable levels** so that they can be used for gardening. All the used water from all restrooms, common rooms and cafeteria is connected to the plant. **The treated water is efficiently** used for watering the vast green campus.

Biomedical waste produced in the college is limited to used sanitary napkins of ladies and biomedical wastes produced at the primary health care center. **Biomedical wastes** produced are disposed-off in the **incinerator** provided in the girl's common room.

E-waste generation at our institute is very minimal. Typically, e-waste consists of computers and their peripherals, discarded electrical or electronic devices, etc. Few measures like-Re-evaluate-try to find one device with multiple functions, practice good maintenance to extend the life of equipment, buy environmentally friendly electronic products, etc are being followed in the institute to reduce e-wastes. The e-wastes generated are stored in one place. The disposal of the e-waste is executed in association with **Sogo e-waste management**, Bangalore, a KSPCB certified E-waste management company.

There are no **Hazardous chemicals and radioactive waste** produced on the campus. Hence there is no facility to handle such waste on the campus.

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

7.1.4 Water conservation facilities available in the Institution:

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

Response: D.1 of the above

| File Description | Document |
|--|-------------------------------|
| Geotagged photographs / videos of the facilities | View Document |
| Any other relevant information | View Document |
| Link for any other relevant information | View Document |

7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

Response: C. 2 of the above

| File Description | Document |
|--|-------------------------------|
| Various policy documents / decisions circulated for implementation | View Document |
| Geotagged photos / videos of the facilities | View Document |
| Any other relevant documents | View Document |
| Link for any other relevant information | View Document |

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions / awards
5. Beyond the campus environmental promotion activities

Response: A. Any 4 or all of the above

| File Description | Document |
|---|-------------------------------|
| Reports on environment and energy audits submitted by the auditing agency | View Document |
| Certification by the auditing agency | View Document |
| Certificates of the awards received | View Document |
| Any other relevant information | View Document |
| Link for any other relevant information | View Document |

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: D.1 of the above

| File Description | Document |
|--|-------------------------------|
| Policy documents and information brochures on the support to be provided | View Document |
| Geotagged photographs / videos of the facilities | View Document |
| Any other relevant information | View Document |
| Link for any other relevant information | View Document |

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

Response:

The fundamental indicator of an “**inclusive environment for diversities**” would be the presence of diversity within the environment. Our nation is known for ‘**unity in diversity**’. The faculty and students of ATME have considerable diversity in terms of culture, religion, language, or any other diversity factors. The harmonious workflow is a direct result of the **practiced intolerance** and the cultivation of an inclusive environment for all such diversities. The Institute **strictly deals** with any case of racial and communal discrimination.

Any event in the organization is carried out in a manner that allows people from diverse and rich cultural

backgrounds to **co-exist in harmony**. The College annual fest **ATMEYA** is celebrated with a theme dedicated to a **social cause** reflecting the inclusiveness of various sectors of society. This allows the students to understand the society and the responsibilities of each citizen to maintain communal and regional harmony. Students organize programs like Marathon running, Cycle rally, Bike rally, Candlelight march all with a social message. The various themes under which the societal responsibility was executed by the ATMEYA are "Amar Jawan", "Lead the Blind", "Arise awake adopt Orphans", "Live and Let Live". On each occasion Awareness about the theme is created among the students, staff members, and the public through the above-mentioned activities. **Financial support and other aids** are provided to the identified needy people.

Events are organized in the institution to develop a strong sense of **tolerance and harmony** towards differences arising from the various diversities like language, community, and social-economic segregation. In this regard, the institution encourages its staff and students to organize and participate in various activities during **National and International days**. The importance of the theme of the day will be inculcated through the speeches by eminent personalities and experts in the field. As a part of such celebrations, various activities like contests, quizzes, and other events like oath ceremonies, literary and cultural contests and shows are planned and executed. **'Ethnic Day'** is celebrated during the college fest, students and staff members wear their respective ethnic wear and exhibit the variety of cultures and the spirit of unity in diversity.

The **National Service Scheme (NSS)** cell of the Institution is consistently indulged in motivating the students for their active participation in promoting various service-oriented activities for the development of society. The Institution has been recognized by the Indian Red Cross Society for its **outstanding efforts** towards organizing Voluntary Blood Donation Camp through its NSS wing where the Institute Staff and students voluntarily donate their blood.

An induction program of three weeks is conducted every year for the first-year students. Which has various programs on the **Universal Human values, Yoga, Creative arts and visits to historical places** and museums. **Eminent personalities** are invited on the occasion to deliver speeches on the topic of the day. The **AICTE has appreciated our UHV program** conducted under Induction program and has asked the program convenor to take it as a model and prescribe it to all other colleges.

| File Description | Document |
|---|-------------------------------|
| Link for any other relevant information | View Document |
| Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | View Document |

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

ATMECE is committed to providing an environment to all concerned which not only ensures **constitutionally provided rights** but also creates awareness about it. It is important to sensitize those through various programs on appropriate occasions. Several events are conducted in the college to create awareness about the Values, Rights, Constitutional obligations, Duties, and Responsibilities of citizens.

- To sensitize duties and responsibilities of citizens towards the nation, on occasions like Independence Day, Republic day and State festival like Kannada Rajyothsava, Institute organizes flag hoisting ceremony and eminent speakers among staff and Students deliver speeches on **Patriotism, Nationality, the Constitution** and more importantly every citizen's duty and responsibility in protecting it.
- Programs are organized on the **Role and Responsibility of Students** in Safeguarding Law and Justice, Road Safety and Responsible Driving, Demo on Fire Safety, etc. Experts are invited to deliver a talk on the topic and activities like debates, quizzes are conducted to effectively infuse the values. The importance of **respecting each citizen** for their contributions to the nation-building is also imparted to the staff and students through celebrating Days like **Teachers day, Doctors day, Engineers day, etc.**
- Institute organizes programs through which awareness is created about the **constitutionally provided rights** among its stakeholders. Observing National and International days like Human rights day, International Women's Day, and taking oath on national issues like Swatch Bharath Abhiyan, Sadbhavana Divas, etc. is a regular affair at ATMECE. The institution also creates awareness about the **Right To Information act** among all its Stakeholders.
- During the Student Induction Program, sessions on **Universal Human Values** are delivered by our staff members who are trained by AICTE for that purpose. Awareness programs are conducted through CICC to educate the staff and students about the rights and support system provided in the college and elsewhere to fight any kind of harassment and protect **Women's rights**. The institution has conducted an awareness program on the **Legal Rights of Women** in association with National Commission for women, Govt. of India.
- As a part of the curriculum, students learn a course exclusively focused on the Constitution of India and Professional Ethics. The objectives of the course are.
 - To know the **fundamental political codes**, structure, procedures, powers, and duties of Indian Government institutions, fundamental rights, directive principles, and the duties of citizens.
 - To Understand **engineering ethics and their responsibilities**; identify their roles and ethical responsibilities towards society.
 - To Know about the **cybercrimes and cyber laws** for cyber safety measures

Students are given through this course an opportunity to explore various implications of governance and the government departments. They are required to understand the **structure and process of governance** and the integration of law and engineering into the social and economic structure of the country.

Staff members are also educated about the **Constitutional obligations** pertaining to the teaching profession by giving information about AICTE and VTU regulations which are in accordance with the various Policies and Acts of both State and Central Government in the **Employees handbook**.

| File Description | Document |
|--|-------------------------------|
| Link for any other relevant information | View Document |
| Link for details of activities that inculcate values necessary to render students in to responsible citizens | View Document |

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

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

Response: D. 1 of the above

| File Description | Document |
|--|-------------------------------|
| Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims | View Document |
| Code of ethics policy document | View Document |

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

National and International commemorative days are celebrated annually at ATMECE. The Management provides **administrative, budgetary, and logistical support** required to conduct these activities. To convey the importance of the day, E-flyers are released on social media. To sensitize the events, a message is displayed on the digital running display provided in front of the canteen.

1. To express our **solidarity and integrity** towards the nation, National days like Republic Day, Independence Day, and State festival Kannada Rajyothsava are celebrated at the college campus by hoisting the National flag followed by the singing of the national anthem. Principal and Dean/HODs will deliver a **speech on the occasion** enunciating the importance of the day. The sacrifices made by freedom fighters are very well remembered with gratitude. Institute uses these occasions to **inculcate patriotism**. The students and staff members are given an opportunity to speak on the National issues and express their opinions and thoughts. 'Kannada Rajyothsava', a state festival is celebrated in November every year. During week-long celebrations' various cultural competitions like Debate, Pick and speech, singing, skits are organized for both staff and students.

2. Other **International and National commemorative days** like International Women's Day, Red cross day, World Environment Day, World Water Day, etc. are celebrated on respective days. The objective is to **inculcate human qualities** like concern and care for society and nature. Oath-taking on those occasions to pledge ourselves towards a better living and respecting **societal and national responsibilities** is a regular affair at ATMECE.
3. Every year, in September, Teacher's Day and Engineer's Day are celebrated on the same day. On that occasion, **eminent teachers from other Institutions** who have contributed immensely to the education field and successful Engineers who have effectively contributed towards the betterment of human life and society at large, are felicitated. This way, the Institution remembers and shows gratitude to the achievers who have brought **considerable change in the society**. On the same occasion faculty members from our college who have been awarded with Ph.D. degree during that year are also felicitated. Annual awards like **Best teacher, Best Technical staff and Best supporting staff of the year** will be awarded during the Teacher's day celebration. ATMECE believes that these types of felicitations will give a platform to recognize the achievers and also to inspire the stakeholders to reach greater heights.
4. The Birthdays of great people like Gandhi Jayanthi, Basava Jayanthi, Mahaveer Jayanthi, etc are celebrated at ATMECE. The objective of celebrating such days is to understand the importance of the achievements and sacrifices made by those great people and show our gratitude and put efforts to **emulate the achievers**.
5. As a tradition, every year during Navratri, Ayudha Puja is celebrated during which weapons and tools are worshipped. All the students and staff members celebrate this by cleaning the labs, machines, equipment, tools and decorating the whole department to show their respect for the services rendered. Many **cultural events and competitions** are also organized during the occasion.

| File Description | Document |
|---|-------------------------------|
| Link for Geotagged photographs of some of the events | View Document |
| Link for Annual report of the celebrations and commemorative events for the last five years | View Document |

7.2 Best Practices

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

Response:

Title of the Practice: Use of SRS (Student Response System) in the class.

Objective: To understand the 'level of understanding of the topics by every student in the class-leading to

subsequent identification of **Slow learners and Advanced learners**. Also, to assess the effectiveness of Faculty or TLP adopted.

Context: In a class, usually, we find students with different learning abilities. It is sometimes a challenging task to find out who has understood the topics taught and who has not. We need to know how the students are understanding the topic much before the Internal assessment test or SEE. If a faculty gets an idea about the understanding levels of each student on each topic in advance, it will help him plan his future classes and evaluation process. It not only gives the knowledge about student's abilities but also helps to assess the **effectiveness of staff members or the TLP adopted**.

The Practice: The faculty prepares a set of **MCQs** on the topics covered (Usually one per module), with appropriate illustrations or videos. All the prepared questions with key answers are fed into the SRS using a computer installed with the SRS software. The computer is connected to the projector in the classroom. A response pad is issued to each student before the exercise. The **response pad** of each student has an individual identity(numbered) and is mapped to a particular student before the test. The questions are displayed on the screen followed by choices below each question. Students must select the right answer and press the appropriate button on the response pad given to them. Once all the students have keyed in their responses. The faculty closes the response option for that question and starts with the next question. A timer facility is also included wherein the response time to each could be set before the test and student has to submit his response within that time. But it is optional. Similar exercise is done for all the questions. At the end of each question, after all student answers/ at the end of timer, the correct answer will be displayed which **helps each student** know the correct answer. The questions asked, may belong to different categories such as only text contents or figures or even the Audio/videos which can be played as a part of the questions. Once all the questions are answered by the student, the faculty ends the session. The results of the quiz could be immediately shown on the **screen**. The results can be seen in **many ways**, like, the total marks scored by each student, the questions with most correct answers, the questions with most wrong answers. The results could be displayed with nice bar charts, pie-charts or simple excel sheet. This allows all the students about their individual performance as well as the whole class's performance. More importantly it provides a **valuable data** to the faculty about the understanding of the topics by the students. The data like how many of them have clearly understood and how many have not. It is not only the number, but it also indicates who has understood and who has not. This helps the faculty to **identify** the topics that needs to be **revisited** in the class for better understanding by the student. This will greatly help the faculty to plan for the **further actions** need to be taken. Apart from this a faculty can also identify the slow learners in the class and plan extra activities to bring them at par with other students.

Evidence of success: The results could be extensively used for detailed analysis. The results are given in the attachments are self-explanatory. They clearly indicate the understanding-level each student pertaining to a topic. Based on this this the faculty shall be able to identify slow learners and advanced learners. The faculty shall also be able to This infers the gap between the content delivery and student understanding. This facilitates the faculty to take appropriate actions to **reduce the gap**.

Problems encountered and resources required: There are no significant problems encountered in using SRS. However, the training the faculty with SRS software and to use the system effectively requires some training. The Analysis of the result and further planning needs some efforts. The faculty need to have thorough knowledge of the subject as well as different pedagogical methods to implement the remedial measures for the system to be effective. In the real time situation, normally, the class contains around sixty students sitting in the same hall. This may lead to exchange of information among the students. The **honesty and integrity** of the student play a major role in this matter. But with **strict vigilance** and

supervision with the help of one more staff member during the quiz a fair result can be expected.

Resources required are the **SRS hardware and software**, a laptop, and the projector in the classroom. The prominent resource in this matter is the expertise of the faculty in framing appropriate questions and analyzing the answers. This has a direct impact on the success of the SRS. The knowledge and experience of the staff members about **pedagogy** is another requirement for the remedial measures that are to be followed.

Best Practice-II

Title: Academic Information Management System (A-IMS)

Objectives:

ATMECE in pursuit of the effective implementation of the mission of Institute, believes in using ICT extensively, for academic and administrative activities. The objectives are,

1. **To enhance the quality** of governance by effective participation, increased transparency, and **actionable accountability**.
2. **To achieve efficiency** in all the operations of the Institute like admissions, Teaching-Learning, administration, Examinations, accounts, and HR wings.
3. **To provide access** to the stake holders for required information like important communications/circulars/notices anytime anywhere.
4. **To minimize paper usage** and achieve a paperless administration within the institute.

The Context:

Use of Information Communication Technology in the current education system has become an essential requirement. The **fast and right decision** making is vital for any progressive environment. This necessitates the access to real time comprehensive information which could only be possible in the digital form. The information in HEI has many segments like admission process, academics, evaluation, administration, human resource management, student report, research, infrastructure, and maintenance etc. As **all stake holders** are constantly engaged with the activities of the institute the transparency and accountability become an essential part of the system. The information uploaded or downloaded must be authorized and reliable. Any system developed to address all the above-mentioned issues should also be **user friendly** to make it less cumbersome. To address all these ATMECE has come up with an ERP solution in the form of **A-IMS**.

The Practice:

A-IMS is extensively and effectively implemented in all activities of the institution. All stake holders are **given access appropriately** based on their role in the process. The areas and scope are briefly mentioned below.

1. **Admission and Fee:** To ensure effectiveness, efficiency, and transparency of the admission process A-IMS provides a platform for publication of admission related information like number of seats available in each program, Fee structure, Cut-off ranking of previous years, etc. online registration facility for **prospective students**, maintain a follow-up and help prospective students through

online support system and FAQs. Computerized admission process, collection of student documents (Mark cards, certificates, etc.), allotment of hostels, opting for transportation service, generation of IDs, etc. are carried out through A-IMS. **Generation of receipts for fees** paid for various purposes is also done using A-IMS.

2. **Academic Activities:** All activities related to TLP are constantly updated on daily basis. The faculty enters the lesson plan on the A-IMS before the commencement of the semester. Soon after the class, the faculty updates the attendance, topic of the class conducted and if any deviation from the class planned on A-IMS. The report of the **student attendance** will be available in A-IMS. The report comprises class wise, subject wise attendance. This facilitates the HOD to monitor the students' attendance and take corrective action on time-to-time basis. Faculty uploads study materials, assignment on A-IMS, by mentioning the due date within which the students must submit the assignment. Faculty enters attendance and marks of **Internal assessment** conducted and the same information is available for all stakeholders. SEE results are also updated after each semester and the software can generate various reports about result for detailed analysis by the concerned authorities. The information about any co-curricular or extracurricular events that are organized is also made available in A-IMS.
3. **Student Support:** Apart from academic supports mentioned above, students can avail information about all the department level and college level activities through various circulars and notices that are posted in A-IMS. Students having **any grievance** can use A-IMS to upload their grievance. The issue will be addressed by the concerned faculty, HOD and Principal as per the need. The issue will be marked resolved after the solution is provided. A-IMS consists of database of all the students studying in ATMECE. Faculty, HOD, or Principal can send mail and messages to the students and their parents on need basis using A-IMS. Student mentoring system is very well defined in the institute. Where in each faculty conduct one-to-one counselling sessions and enter the detailed report to the A-IMS. The **counselling details** are available for higher authorities for further plan of action. Information about placement and training activities are always available to students on real time basis. Type of training program and their schedules are updated regularly by the placement coordinators. The database of the visiting company's profile, job description, selection criteria, cut-off percentage if any, etc. are made available to students in advance. Students give their **valuable feedback** on faculty or any other co-curricular activities and, also participate in various surveys that are conducted for NBA and NAAC through A-IMS.
4. **Human Resource Management:** The faculty profile at the time of employment and successive performance of faculty, appraisal process, research, and other related activities are very well documented and updated regularly in A-IMS. Role and responsibility handled by each employee at various capacities in the department and institution level committees and the details about the FDPs, workshops, seminars they have attended, certification courses, STTPs etc. they have attended are constantly updated and verified by the reporting managers. A-IMS has a separate section dedicated to maintaining the **faculty details** regarding Leave and salary details. Faculty willing to avail leave, apply for leave by making an alternate arrangement for the class if there is any. The leave will be approved by HOD and then by the principal. Provision for obtaining the pay slip is also made available in the A-IMS.
5. **Administration:** It is a very challenging task for the management to monitor and keep track of various activities of all departments. The very **dynamic nature** of data and information makes it more complex. A very good data management system can bring down delays and errors in administration matters. A-IMS plays an effective role in administrative activities. The information flow on all matters to various stakeholders involved is very time efficient. The administrative decisions made are made available to all **concerned instantly** which reduces the delay in actions due to miscommunication or non-communication. Administrators at various levels are given access

to the required information almost on a real time basis which helps them to suitably monitor the activities. Faculty attendance (biometric) maintenance, salary processing, Grievance redressal, etc. are made faster, efficient, and transparent with the help of A-IMS. Many reports could be generated for detailed analysis depending on the issue to the people in the organization depending on their role and responsibility or authority level. This will greatly help in reforming the Policies or programs in the college. Inventory control, stock verification and maintenance related details are constantly updated in A-IMS and available for verification at any time for the authorities. Students, immediately after the completion of their course automatically marked as Alumni in A-IMS. This will allow them to continue to interact and involve in all activities of Alumni association and be part of ATMECE family forever.

Evidence of success:

The Seamless functioning of all departments because of efficient communication and in-time availability of the required information reflects on the effective use of A-IMS. **Regular updating** of all the information by various stake holders and the same is made available at the users end instantly, avoids any unnecessary delays in the activity because of lack of communication or the lack of information. The **various reports** available in A-IMS at different levels facilitates the process of correct and fast decision making for which objective the A-IMS was implemented. The clarity, transparency, and easy access (anytime anywhere) makes it more valuable effective. As the required data are **always available** at the finger tips the time saved on collecting data from various sources is saved and could be put into other productive work. Many parents have appreciated the login facility given to them and the reports & information available has made them to monitor the **student's progress** very well.

Problems Encountered and Resources required:

The major challenge faced was much **before the implementation** of A-IMS. Listing of all activities related to various sections of the institute was a huge task. The various activities belonging to admissions, academic, examinations, placement, co-curricular, extra-curricular, human resource management, administrations, etc. are first listed meticulously and later interlinked depending on functionality. **Different stake holders and their roles & responsibilities** were to be clearly defined in order to have clarity and transparency in the system. The affiliated University and AICTE policies and regulations are also considered thoroughly before finalizing the structure. All these was challenging and needed inputs from all concerned. The **dynamic nature** of the curriculum and evaluation processes which is constantly evolving also poses new task to the adaptability and flexibility of the system. After initial glitches and later when the users become familiar with the system, now the functioning is lot **smoother and efficient**.

A-IMS is a web based and mobile based application available to users belonging to all stake holders of ATMECE through **PCs, Smart phones**. The system is compatible with networks like LAN, WIFI, internet and intranet. The user must possess at least one of the above-mentioned devices and a good network connection to be a part of the A-IMS. As the services are outsourced, the server maintenance and other software related issues are taken care by the service provider.

| File Description | Document |
|---|-------------------------------|
| Link for any other relevant information | View Document |
| Link for Best practices in the Institutional web site | View Document |

7.3 Institutional Distinctiveness

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

Response:

The vision of the Institute is the **Development of academically excellent, culturally vibrant, socially responsible, and globally competent human resources**. ATMECE understands that, for achieving its goal, the effective implementation of all the planned activities is very crucial. Faculty members are the executors who implement all planned activities like lecturing, training, evaluating, mentoring, and any other academic-related activities. The faculty members must be always kept motivated always. ATMECE believes in giving ample opportunity and encouragement to its faculty members to perform at the highest level.

The **360-degree appraisal system** is one such effort by ATMECE. The objective is to **optimize the contribution** of individual Faculty to meet the needs of the Institution. The management provides the necessary assistance to improve the performance. The faculty are recognized for their contributions by giving performance incentives, promotions, and awards. The entire feedback process is carried out using A-IMS, a web-based, and mobile-based ERP solution used in the college.

All the Faculty members are appraised at **least once a year**. The following table shows the weightage given to the different criteria of the appraisal system. The parameters in each category are chosen very carefully to make it comprehensive. The feedbacks were taken at **appropriate times during the academic year** and gets culminated with the Management's appraisal process.

| Sl. No. | Source of Appraisal | Frequency | Appraisal marks | Weightage on the total appraisal |
|---------|--|-----------|-----------------|----------------------------------|
| 1 | Student's performance in final Exams / Result Analysis Student's performance in final Exams / Result Analysis | Bi-Annual | 100 | 20% |
| 2 | Students Feedback | Bi-Annual | 100 | 20% |
| 3 | Self-Appraisal | Annual | 100 | 20% |
| 4 | Co-Worker Appraisal | Annual | 25 | 05% |

| | | | | |
|---|----------------------------------|--------|------------|-------------|
| 5 | Head of the Department Appraisal | Annual | 75 | 15% |
| 6 | Head of the Institute Appraisal | Annual | 50 | 10% |
| 7 | Management Appraisal | Annual | 50 | 10% |
| 8 | Appraisal Summary | | 500 | 100% |

Student's performance and feedback carry more weightage as it is the primary responsibility of the faculty to see that students are benefited by his teachings and guidance. Each carry 100 marks and a combined weightage of 40%. Further, the **student's performance** is measured considering both the pass percentage and marks scored. It is not only that the students pass the exams but should pass with good marks. This encourages the faculty to adopt innovative and effective TLP.

Self-appraisal part has **three sub-sections**. **First sub-section** is about **Teaching, Learning and Evaluation** related activities both at college level and University level. This encourages Faculty to involve and implement **innovative teaching methodologies** in TLP and to participate in University activities like question paper setting, valuation, squad duties etc. The **second sub-section** is about co-curricular, **Extension and Profession** related activities which mainly focuses on number of FDPs, Conferences and Seminars attended in various capacities by the faculty member in that assessment year. This also includes networking of the faculty with Professional bodies, Industry and Various statutory and non-statutory bodies. The **third sub-section** focuses on **Research related activities**. Faculty members are encouraged to author technical books, book chapters and knowledge-based volumes. **Appropriate weightage** has been given to the proposal writing, the amount, and sanctioned amount. Institution encourages Patents, MOUs, and consultancies with external agencies. The management is giving financial support for all the research-related activities.

The next part is a co-worker's appraisal related to the faculty member's **ability to work in a Team**. Though it is given a 5% weightage it can disclose many things about the behavior of a faculty.

The next part involves appraisal by the reporting managers namely, **HOD assesses** the faculty based on the responsibilities taken, regularity, cooperation with the colleagues, behavior with the students, contributions to the departmental works and maintenance of documents like Lesson plan, Work done dairy, attendance etc.

The principal will assess the faculty based on the contributions in college-level events, interactions with the outside world etc. The evaluation includes management of staff/student, management of Department documents, leadership quality and professionalism.

At the end, the Management will have **one-to-one appraisal meeting with each faculty**. Management represented by the Honorable Chairman along with the other Trustees will carefully assess the performance of the faculty. The faculty shall be given ample opportunity to present the faculty's ideas and proposals about self-improvement, Departmental and Institutional development. Faculty's awareness about the Vision, Mission, PEO and Employees handbook are thoroughly reviewed at this stage. The parameters like

job satisfaction level, professional development, involvement in Research activities and Teamwork are given importance. The weightage given for the Management appraisal is 10%.

At the end of the process, the points are tabulated, and the faculties are categorized into six categories **A+, A, A-, B+, B and B-**. Based on the category Performance Incentives are given. The incentives are in the form of percentage of Basic salary ranging from maximum 8% to minimum 2%. This is incentive is additional to the regular annual increment in basic pay and Dearness allowance. Further, a committee comprising of the Management, Principal and HODs select three faculty members for '**Best Teacher of the Year**' award, **one Best Technical staff and one Best supporting staff award** is also conferred for the deserving non-teaching staff members. Best Teacher award carries a Trophy, Cash prize of Rs. 5000/- and a grant of Rs. 15,000/- which the faculty can utilize for the procurement of any teaching aid of his/her choice. This will be donated to the Department as a contribution of the faculty to the department. 'Best Technical Staff' and 'Best Supporting Staff' also receive a Trophy and a Cash Prize of Rs. 5,000/-.

The Appraisal system based on 360-degree feedback motivates the Staff member to **optimally utilize every ability** that he possesses and resources that are available to perform better.

This appraisal system encourages the faculty to have a better understanding of self. This facilitates the faculty to plan accordingly. The faculty can seek approval and help from the HOD, Principal and The Management for the effective implementation of the proposed plan.

ATMECE strongly believes that this comprehensive system **motivates a faculty member** to perform at the highest level and contribute towards the fulfillment of the vision of the Institute.

| File Description | Document |
|---|-------------------------------|
| Link for appropriate web in the Institutional website | View Document |
| Link for any other relevant information | View Document |

5. CONCLUSION

Additional Information :

ATME College of Engineering, established in 2010 with a vision of “Development of Academically excellent, culturally vibrant, socially responsible & globally competent human resources”. It was established with a single objective of providing the most modern education with cutting-edge technology to the students.

The college has spread over an area of 10.28 acres and is located in a green and serene atmosphere. ATMECE has created a futuristic infrastructure with 3 lakh Square feet of buildup area, state-of-the-art laboratories, a cluster of seminar halls, and an auditorium with the latest gadgets, library, and central computing facilities.

ATMECE has to its credits as one of the youngest Engineering College in Mysuru, to get accredited by the National Board of Accreditation (NBA)- New Delhi. ATMECE is ranked gold rating by QS I- Gauge, and ISO 9001-2015 certified.

Over the years, the institute has collaborated with several universities and Industries to enrich the student experience further. The institution is recognized as the remote center of IIT Bombay, Nodal center for Virtual Labs under MHRD, Govt. of India, Toyota Kirloskar Motors, Bangalore, GTTC Mysuru, CISCO Center of Excellence for advanced networking. Reputed companies like Texas Instruments, Frenus Technologies have set up their labs and Training Centers in the college campus.

Continuous improvements and Innovations are considered as the motto of ATMECE. Funded projects are sanctioned to the institution from various funding agencies. The Institution has six research centers approved by VTU in campus and many researchers are pursuing their Ph.D. and carrying out research work.

ATMECE remains socially responsible by providing financial assistance to underprivileged talented students by offering scholarships for meritorious students. Various initiatives are taken at the institution level to address the societal needs under different forums such as NSS, red cross, and ATMEYA.

The institute has reached greater heights and had massive achievements with a formidable Infrastructure, well-qualified & experienced faculty, talented and focused student community, dedicated management, and administration. ATMECE has in just a meager 11 years, managed to carve a niche for itself within the community of higher education in Karnataka.

Concluding Remarks :

ATME College of Engineering bearing a vision of holistic development of students has received several laurels in a short span. During its very first decade of inception, the institute has carried out service to society in various fields of technical education. The progress and development shown by the institution is remarkable and it intends to grow exponentially to address the needs of society by providing dedicated, socially productive quality engineering professionals.

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | |
|-----------|--|---------|---------|---------|---------|---------|------|------|------|------|------|---------|---------|---------|---------|---------|---|---|---|----|----|
| 1.1.3 | <p>Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years</p> <ol style="list-style-type: none"> 1. Academic council/BoS of Affiliating university 2. Setting of question papers for UG/PG programs 3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses 4. Assessment /evaluation process of the affiliating University <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p> | | | | | | | | | | | | | | | | | | | | |
| 1.2.1 | <p>Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</p> <p>1.2.1.1. Number of Programmes in which CBCS / Elective course system implemented. Answer before DVV Verification : 5 Answer after DVV Verification: 5</p> | | | | | | | | | | | | | | | | | | | | |
| 1.2.2 | <p>Number of Add on /Certificate programs offered during the last five years</p> <p>1.2.2.1. How many Add on /Certificate programs are offered within the last 5 years. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>8</td> <td>9</td> <td>14</td> <td>11</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>8</td> <td>9</td> <td>14</td> <td>11</td> </tr> </tbody> </table> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 3 | 8 | 9 | 14 | 11 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 3 | 8 | 9 | 14 | 11 |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | |
| 3 | 8 | 9 | 14 | 11 | | | | | | | | | | | | | | | | | |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | |
| 3 | 8 | 9 | 14 | 11 | | | | | | | | | | | | | | | | | |
| 1.2.3 | <p>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1385</td> <td>1448</td> <td>1165</td> <td>1527</td> <td>1780</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 1385 | 1448 | 1165 | 1527 | 1780 | | | | | | | | | | |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | |
| 1385 | 1448 | 1165 | 1527 | 1780 | | | | | | | | | | | | | | | | | |

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 1329 | 1448 | 1165 | 1527 | 1780 |

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

1.3.2.1. Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 306 | 303 | 303 | 298 | 293 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 306 | 303 | 303 | 298 | 293 |

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

1.3.3.1. Number of students undertaking project work/field work / internships

Answer before DVV Verification : 868

Answer after DVV Verification: 866

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders

1) Students

2) Teachers

3) Employers

4) Alumni

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

1.4.2 Feedback process of the Institution may be classified as follows:

Options:

- 1. Feedback collected, analysed and action taken and feedback available on website**
- 2. Feedback collected, analysed and action has been taken**
- 3. Feedback collected and analysed**
- 4. Feedback collected**

5. Feedback not collected

Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website

Answer After DVV Verification: A. Feedback collected, analysed and action taken and feedback available on website

2.1.1 Average Enrolment percentage (Average of last five years)**2.1.1.1. Number of students admitted year-wise during last five years**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 254 | 313 | 296 | 350 | 390 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 254 | 313 | 296 | 350 | 390 |

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 480 | 480 | 480 | 480 | 480 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 480 | 480 | 480 | 480 | 480 |

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 108 | 108 | 111 | 111 | 111 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 108 | 108 | 111 | 111 | 111 |

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed

academic year)

2.3.3.1. Number of mentors

Answer before DVV Verification : 86

Answer after DVV Verification: 86

2.4.2 **Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)**

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 28 | 19 | 17 | 15 | 14 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 28 | 20 | 17 | 15 | 14 |

2.4.3 **Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)**

2.4.3.1. **Total experience of full-time teachers**

Answer before DVV Verification : 672.39

Answer after DVV Verification: 650.9

Remark : As per the data provided by the HEI

2.6.3 **Average pass percentage of Students during last five years**

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 374 | 487 | 407 | 417 | 386 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 374 | 487 | 407 | 417 | 386 |

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| | | | | |

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 387 | 494 | 420 | 440 | 426 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 387 | 494 | 420 | 440 | 426 |

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

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 223.05 | 0.895 | 2.275 | 1.07 | 0.26 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 223.05 | 0.895 | 1.375 | 0.47 | 0.26 |

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

3.1.2.1. Number of teachers recognized as research guides

Answer before DVV Verification : 15

Answer after DVV Verification: 13

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

3.1.3.1. Number of departments having Research projects funded by government and non-government agencies during the last five years

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 5 | 4 | 5 | 4 | 1 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 5 | 4 | 5 | 4 | 1 |

3.1.3.2. Number of departments offering academic programmes

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 5 | 5 | 5 | 5 | 5 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 5 | 5 | 5 | 5 | 5 |

3.2.2 Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the last five years**3.2.2.1. Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year-wise during last five years**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 60 | 10 | 24 | 22 | 22 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 60 | 10 | 24 | 22 | 22 |

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years**3.3.1.1. How many Ph.Ds registered per eligible teacher within last five years**

Answer before DVV Verification : 35

Answer after DVV Verification: 27

3.3.1.2. Number of teachers recognized as guides during the last five years

Answer before DVV Verification : 15

Answer after DVV Verification: 13

Remark : As per the documents provided by the HEI.

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years**3.3.2.1. Number of research papers in the Journals notified on UGC website during the last five years.**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 62 | 59 | 44 | 86 | 44 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 62 | 59 | 44 | 86 | 44 |

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

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 77 | 71 | 35 | 24 | 38 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 76 | 59 | 26 | 21 | 27 |

Remark : As per the data provided by the HEI

3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

3.4.2.1. Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1 | 3 | 2 | 1 | 2 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1 | 3 | 2 | 1 | 2 |

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 8 | 5 | 4 | 3 | 7 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 8 | 7 | 3 | 3 | 7 |

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

3.4.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 554 | 1760 | 1720 | 1755 | 1900 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 529 | 363 | 485 | 257 | 525 |

Remark : As per the data provided by the HEI

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

3.5.1.1. Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 408 | 433 | 361 | 25 | 43 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 33 | 45 | 47 | 7 | 3 |

Remark : As per the data provided by the HEI

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses

etc. during the last five years

3.5.2.1. Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 16 | 11 | 10 | 12 | 5 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 16 | 11 | 10 | 12 | 5 |

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 36

Answer after DVV Verification: 9

Remark : As per the documents provided by the HEI.

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

4.1.4.1. Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 59.228 | 54.286 | 279.686 | 188.975 | 382.635 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 59.228 | 54.286 | 279.686 | 188.975 | 382.635 |

4.2.2 The institution has subscription for the following e-resources

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases
6. Remote access to e-resources

| | <p>Answer before DVV Verification : A. Any 4 or more of the above</p> <p>Answer After DVV Verification: A. Any 4 or more of the above</p> | | | | | | | | | | | | | | | | | | | | |
|---------|--|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 4.2.3 | <p>Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)</p> <p>4.2.3.1. Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>10.61</td> <td>27.59</td> <td>24.79</td> <td>26.99</td> <td>22.38</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>10.61</td> <td>27.59</td> <td>24.79</td> <td>26.99</td> <td>22.38</td> </tr> </tbody> </table> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 10.61 | 27.59 | 24.79 | 26.99 | 22.38 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 10.61 | 27.59 | 24.79 | 26.99 | 22.38 |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | |
| 10.61 | 27.59 | 24.79 | 26.99 | 22.38 | | | | | | | | | | | | | | | | | |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | |
| 10.61 | 27.59 | 24.79 | 26.99 | 22.38 | | | | | | | | | | | | | | | | | |
| 4.2.4 | <p>Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year</p> <p>4.2.4.1. Number of teachers and students using library per day over last one year</p> <p>Answer before DVV Verification : 249</p> <p>Answer after DVV Verification: 249</p> | | | | | | | | | | | | | | | | | | | | |
| 4.3.3 | <p>Bandwidth of internet connection in the Institution</p> <p>Answer before DVV Verification : A. 750 MBPS</p> <p>Answer After DVV Verification: A. 750 MBPS</p> | | | | | | | | | | | | | | | | | | | | |
| 4.4.1 | <p>Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)</p> <p>4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>110.353</td> <td>234.860</td> <td>170.412</td> <td>218.381</td> <td>220.311</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>110.353</td> <td>234.860</td> <td>170.412</td> <td>218.381</td> <td>220.311</td> </tr> </tbody> </table> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 110.353 | 234.860 | 170.412 | 218.381 | 220.311 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 110.353 | 234.860 | 170.412 | 218.381 | 220.311 |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | |
| 110.353 | 234.860 | 170.412 | 218.381 | 220.311 | | | | | | | | | | | | | | | | | |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | |
| 110.353 | 234.860 | 170.412 | 218.381 | 220.311 | | | | | | | | | | | | | | | | | |
| 5.1.1 | <p>Average percentage of students benefited by scholarships and freeships provided by the Government during last five years</p> | | | | | | | | | | | | | | | | | | | | |

5.1.1.1. Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 863 | 1064 | 1075 | 1117 | 1059 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 789 | 1071 | 1076 | 1117 | 1059 |

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

5.1.2.1. Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 52 | 44 | 28 | 8 | 0 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 52 | 44 | 28 | 8 | 0 |

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 1384 | 1447 | 734 | 1180 | 1084 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 1379 | 1429 | 499 | 1012 | 1017 |

5.1.5 **The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases**

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

5.2.1 **Average percentage of placement of outgoing students during the last five years**

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 175 | 137 | 219 | 181 | 229 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 175 | 137 | 219 | 181 | 229 |

5.2.2 **Average percentage of students progressing to higher education during the last five years**

5.2.2.1. **Number of outgoing student progression to higher education during last five years**

Answer before DVV Verification : 107

Answer after DVV Verification: 110

5.2.3 **Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)**

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 2 | 4 | 1 | 4 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 1 | 3 | 0 | 3 |

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 3 | 4 | 8 | 4 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 3 | 4 | 8 | 4 |

Remark : As per the documents provided by the HEI.

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

5.3.1.1. 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) year-wise during the last five years.

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 6 | 8 | 9 | 7 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 9 | 9 | 7 | 7 |

Remark : As per the data provided by the HEI

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

5.3.3.1. Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 6 | 67 | 67 | 55 | 43 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 6 | 67 | 69 | 55 | 46 |

Remark : As per the documents provided by the HEI

5.4.2 Alumni contribution during the last five years (INR in lakhs)

Answer before DVV Verification : A. ? 5 Lakhs

Answer After DVV Verification: A. ? 5 Lakhs

6.2.3 Implementation of e-governance in areas of operation

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 90 | 23 | 36 | 35 | 11 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 62 | 20 | 33 | 31 | 14 |

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

6.3.3.1. Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 9 | 7 | 2 | 7 | 5 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 9 | 7 | 2 | 7 | 5 |

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

6.3.4.1. Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 78 | 107 | 44 | 74 | 62 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 76 | 90 | 33 | 86 | 60 |

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)

6.4.2.1. Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0.1 | 2.7 | 1.1 | 1.59 | 1.791 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 2.5 | 0.1 | 1.59 | 0 |

Remark : As per the data provided by the HEI

| | |
|-------|--|
| 6.5.3 | <p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none"> 1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements 2. Collaborative quality initiatives with other institution(s) 3. Participation in NIRF 4. any other quality audit recognized by state, national or international agencies (ISO Certification, NBA) <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p> |
| 7.1.2 | <p>The Institution has facilities for alternate sources of energy and energy conservation measures</p> <ol style="list-style-type: none"> 1. Solar energy 2. Biogas plant 3. Wheeling to the Grid 4. Sensor-based energy conservation 5. Use of LED bulbs/ power efficient equipment <p>Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: C. 2 of the above Remark : As per the documents provided by the HEI.</p> |
| 7.1.4 | <p>Water conservation facilities available in the Institution:</p> <ol style="list-style-type: none"> 1. Rain water harvesting 2. Borewell /Open well recharge 3. Construction of tanks and bunds 4. Waste water recycling 5. Maintenance of water bodies and distribution system in the campus <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: D.1 of the above Remark : As per the documents provided by the HEI.</p> |
| 7.1.5 | <p>Green campus initiatives include:</p> <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of Bicycles/ Battery powered vehicles 3. Pedestrian Friendly pathways 4. Ban on use of Plastic 5. landscaping with trees and plants <p>Answer before DVV Verification : A. Any 4 or All of the above Answer After DVV Verification: C. 2 of the above Remark : As per the documents provided by the HEI.</p> |

| | |
|--------|--|
| 7.1.6 | <p>Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: A. Any 4 or all of the above</p> |
| 7.1.7 | <p>The Institution has disabled-friendly, barrier free environment</p> <ol style="list-style-type: none"> 1. Built environment with ramps/lifts for easy access to classrooms. 2. Divyangjan friendly washrooms 3. Signage including tactile path, lights, display boards and signposts 4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: D.1 of the above Remark : As per documents provided by the HEI</p> |
| 7.1.10 | <p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <ol style="list-style-type: none"> 1. The Code of Conduct is displayed on the website 2. There is a committee to monitor adherence to the Code of Conduct 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. 1 of the above Remark : As per the documents provided by the HEI.</p> |

2.Extended Profile Deviations

| ID | Extended Questions | | | | |
|-----|--|---------|---------|---------|---------|
| 1.1 | Number of courses offered by the Institution across all programs during the last five years | | | | |
| | Answer before DVV Verification: | | | | |
| | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| | 327 | 319 | 319 | 311 | 311 |

Answer After DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 326 | 319 | 319 | 311 | 311 |

1.2 Number of programs offered year-wise for last five years

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 5 | 5 | 5 | 5 | 5 |

Answer After DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 5 | 5 | 7 | 7 | 7 |

2.1 Number of students year-wise during last five years

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1638 | 1760 | 1720 | 1755 | 1900 |

Answer After DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1638 | 1760 | 1720 | 1755 | 1900 |

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 108 | 108 | 111 | 111 | 111 |

Answer After DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 108 | 108 | 111 | 111 | 111 |

2.3 Number of outgoing / final year students year-wise during last five years

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 374 | 487 | 407 | 417 | 386 |

Answer After DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 374 | 487 | 407 | 417 | 386 |

3.1 **Number of full time teachers year-wise during the last five years**

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 109 | 109 | 118 | 127 | 126 |

Answer After DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 109 | 108 | 118 | 127 | 126 |

3.2 **Number of sanctioned posts year-wise during last five years**

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 109 | 109 | 118 | 127 | 126 |

Answer After DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 109 | 109 | 118 | 127 | 126 |

4.1 **Total number of classrooms and seminar halls**

Answer before DVV Verification : 36

Answer after DVV Verification : 36

4.2 **Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)**

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 263.835 | 634.562 | 820.38 | 687.47 | 826.39 |

Answer After DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 212.87 | 350.03 | 170.29 | 335.27 | 366.35 |

4.3 **Number of Computers**

Answer before DVV Verification : 693

Answer after DVV Verification : 693