SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

ATHARVA COLLEGE OF ENGINEERING

SR NO.263 PLOT NO.8-12, CHARKOP NAKA, MALAD MARVE ROAD
400095
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Atharva College of Engineering is a private (self-finance) Mumbai based Engineering College promoted by Atharva Educational Trust. The college offers quality Education to students to achieve their goals of becoming professionals. Atharva College of Engineering, spread over an area of 1.5 acres is equipped with the best of infrastructure and has highly accomplished professionals. All Programmes offered by Atharva College of Engineering are approved by All India Council for Technical Education (AICTE), an apex body of the Government of India. The college is affiliated to University of Mumbai, Maharashtra and is ISO 2100:2018 ISO 14001:2015 ISO 9001:2015 Certified. The College is situated at the heart of the financial capital of the country.

Atharva College of Engineering is recognized for excellence in teaching, R & D, Sports, Cultural and Social Arena. The students of ACE have the best facilities, a conducive environment for studies, dedicated faculty members to guide them & lead them towards success via Innovation, Robotics, Wiksate, E-yantra, Ember E-cell, Techithon Virtual lecturs, labs, NPTEL and Guest lectures, IEDC projects funded by DST, EESA, Conduction of Conferences, Workshop and Seminars, IUCEE Webinars, Industrial visits, Counselling and Mentoring activities, etc.

The institute aims at highest academics standard through its emphasis on quality research & training by conducting various Faculty Development Programs. The Institute has established Robotic centre, iMac lab, Ground station, Embedded Lab and iLab to bridge the curriculum gap. The exponential growth of the institution could not have been achieved without the efforts and vision of the management. The broad vision of the management and the proactive steps taken by the institute for providing quality education and making industry ready engineers made Atharva as one of the leaders in engineering education under the University of Mumbai.

Vision

To develop a sustainable ecosystem of technical education by fostering innovation, advancing research and leveraging technology with ethical and social values.

Mission

1. **To transform the traditional approach of engineering education by experiential learning and interdisciplinary research for professional development.**
2. **To promote, encourage and facilitate the use of emerging technology and its application to bridge the gap between industry and academia.**
3. **To imbibe core values of excellence, integrity, teamwork, professional ethics and societal responsibilities.**

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. **The college functions with a committed management, World class Infrastructure – Spacious, clean and ICT enabled classrooms, well-equipped Conference Room, Examination Room, Computer Laboratories, Auditorium, Staff Rooms.**

2. **College established some innovative labs like Robotic centre, iMac lab, i -Lab, Ground station.**

3. **Our college has experienced, Committed, approachable, sincere and highly qualified research oriented faculty members.**

4. **The concept of Class Teachers and mentoring of students system is adopted for overall growth of the students. Special care is taken for slow learners to improve the academic performance of the students.**

5. **Various activities are conducted under the banner of professional bodies such as ISTE, IETE, IEEE and CSI to improve the personality of the students.**

6. **The college has a well established Institution's Innovation Council (IIC) which encourages innovation and entrepreneurial skills among the students and staff.**

7. **With backbone support of the Training and Placement Cell most of the eligible students are placed in Tier-I companies.**

8. **To imbibe human values and holistic development of the students various activities have been conducted under the umbrella of NSS, Unnat Bharat Abhiyan and Induction Program.**

9. **The institute has implemented and maintained Quality Management System, Environmental Management System, Educational Organisations Management System, and certified by ISO 9001:2015, 14001:2015, 21001:2018, respectively.**

10. **The College is NAAC Accredited.**

Institutional Weakness

1. **The college needs to strengthen the contribution of Alumni through Alumni Association.**

2. **Improvement in the number of Ph.D faculty members.**

3. **Non availability of Research Centre.**

4. **Shortage of funded projects.**

5. **Lack of Industry Collaborated Research and Consultancy Activities.**

Institutional Opportunity

1. **With the availability of innovative labs and infrastructural facilities faculty could contribute more towards research and consultancy.**

2. **The institute has huge opportunities for knowledge exchange, research activities and consultancy with premier institutes and industries.**

3. **With the establishment of IIC and R&D Cell opportunities are available for students to become Entrepreneurs.**

4. **As the institute is situated in the heart of the financial capital Mumbai, where students have a lot of opportunities for Startups.**

Institutional Challenge

1. **Getting grants through Government funded projects and consultancies.**

2. **To develop a strong Alumni Network .**

3. **To motivate faculty members for Research,Innovation and consultancies.**

4. **To overcome the limitations of academic curriculum to match with continuous changing industry requirements.**

5. **Implementation of NEP 2020.**

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The academic year commences with preparation of the institute's academic calendar aligned with University of Mumbai. To enhance performance, the institution established College Development Committee and IQAC to set quality benchmarks, monitor processes, aiming for improved academic and administrative practices.The institute upholds high academic standards through periodical reviews by Programme Assessment Committee. The Daily Progress Report Committee ensures smooth functioning of all academic activities. Institute Library provides access to diverse resources, including digital platform, DELNET. The institute promotes Bridge courses, MOOCs, NPTEL, to enrich learning experience and has consistently witnessed a high number of student enrolments. The institute promotes industrial visits, workshops, seminars and extracurricular activities for comprehensive development.

The institution supports a sustainable ecosystem and has organized an International conference on STEM for Sustainable Development. IEEE Techithon, an annual technical festival, provides a platform to promote Research, Technology and Innovation. Rhythm-Ember, an annual cultural festival encourages students to

exhibit their talent in extracurricular activities while Sports-Week enables students to showcase their athletic skills.

Several faculty members have successfully completed UHV-I and UHV-II training programs, to imbibe human values among students and offer various courses that are integrated in the curriculum. Students are encouraged to participate in socio-cultural activities through NSS and Atharva Foundation which works towards women empowerment and also educates underprivileged sections of the society.

The Institute Innovation Cell nurtures entrepreneurial culture and supports student start-ups. The institute values feedback from all stakeholders and diligently takes necessary and appropriate actions to consistently enhance the overall educational experience.

Teaching-learning and Evaluation

The Institute has a well defined Vision and Mission. It emphasizes on fostering innovation, advancing research and leveraging technology with ethical and social values.

The institute provides an effective platform for students to develop the latest skills, knowledge, attitude, values, innovations and ideas to shape their future in the appropriate manner.

Students enrollment process in the institute is as per prescribed norms. Also full time teacher norms are followed regularly. Institute maintains the desired student teacher ratio.

The institute focuses on the student-centric methods to enhance lifelong learning skills of students. Faculty members ensure that the learning activity is more interactive and interesting by adopting the various new teaching pedagogy like Experiential Learning, Participatory Learning, Problem-solving methods, Group Learning Method, Flipped Classrooms,Think Pair Share, ICT Enabled Teaching Learning Process..etc. For overall growth of students, many technical and non technical events are conducted such as Project competitions , pitching events,ideathons, hackathons, poster presentations, conference, Techithon, cultural festival, Sports week etc.

As the institute is affiliated to University of Mumbai , it adheres to the university norms and guidelines for conducting all the exams.The Exam section is responsible for smooth conduction of exams.Performance of students evaluated using various assessment tools. After Examination and result declaration, in case of any grievance, students approach the institute's exam section for solution. Attainment of Programme Outcomes and Course Outcomes are evaluated by the institution and teaching pedagogy is modified as and when required .

Research, Innovations and Extension

Institute has policies for research, innovations and extension. Institute directs initiatives for advancement of research culture, provision to faculty for conducting research projects beneficial to society and serving the community through extension activities.

Institute supports faculty members by providing necessary academic and human resources and prompt administrative decisions for submitting project proposals and seeking funding from funding organisations. Organisation promotes resource sharing and interdisciplinary/cross-departmental research. Institute has created an ecosystem for innovation by the Incubation Centre, Institute Innovation Cell, Entrepreneurship Development Cell,etc. Institute conducts workshops/seminars on Intellectual Property Rights and Industry-Academia Innovative practices. Awards for innovation won by Institute/teachers/students, start-ups incubated on-campus are explicitly commended by the Institute. Institute's research acumen is a dynamic quality that is reflected in a variety of research output with transparent records and number of research publications.Learning activities related to Environment and Humanity helps students become sensitive to challenges in their communities. Sustainable practices of the Institute lead to superior performance resulting in successful outcomes for the learner and community which includes rural India also. Collaboration with academic institutions, industry or other organisations with professional or social significance is pursued to broaden the range of learning opportunities for students. Variety of activities could include resource exchange, research, internship, etc.

Infrastructure and Learning Resources

One of the objectives of the ACE is to maintain state of the art infrastructure, with classic architecture and green landscaping. The institute functions with 24 classrooms, 6 tutorial rooms, 2 seminar halls, 47 laboratories, 2 libraries, and 2 workshops which are well equipped
as per the requirements. The institute has a student-computer ratio of 3:1 and provides access to 607 computers along with updated software and internet connectivity. The institute has a world-class auditorium, offices with modern facilities, training and placement office, Exam cell, Admin office, and parking, Divyanjan facilities, cafeteria, canteen, playground, gymkhana, and a swimming pool. The entire premises is under CCTV surveillance. The institute has an adequate IT infrastructure with a
dependable LAN and Wi-Fi with 300 Mbps internet connectivity bandwidth and Tata internet services as a backup with a speed of 100 Mbps.
The library owns a vast collection of 34,054 volumes, 57 printed journals, technical magazines, newspapers and audio-visual materials. It has an IEEE Xplore facility along with DLENET E-Journals and eBooks through online platform. The library facilitates NPTEL- Local G (Local Guru) easy access to learning material from NPTEL through the LAN. The library has Turnitin software for plagiarism detection. It has a membership of the National Digital Library (NDL) and the central library of IIT Bombay. The Institute has an SOP for purchase and procurements and a certified auditor is appointed.

Student Support and Progression

Institutional mechanisms for student support include career counseling, a placement cell, and programs to improve skills including soft skills, remedial coaching, and advice for competitive exams, bridge courses, individual counseling, and a grievance redressal cell.

Institute has a placement cell through which various companies are visited to campus. Students are got placed among those companies through clearing their written tests and interviews. Transcripts and recommendations are given to the students aspiring for higher studies abroad.

The Institute has formed a Student Council actively involved in organizing and executing different cultural and

sports activities in Annual fest "Rhythm" and "Sporton". The college is committed to nurturing leadership qualities in students by involving them in various co-curricular activities. Apart from that students have participated at different University/State/National/International level activities.

The Institute has alumni association to build a strong bond between the alumni and institution. Alumni workshops, seminars, and alumni meet has been conducted to benefit the new graduates. Alumni are included as members of the department advisory board committee through which they help on different aspects of the curriculum.

Governance, Leadership and Management

The Institute is continuously working to make sure that the leadership and governance of the institution are in line with its vision and mission. Institute offers curricular , co-curricular and entrepreneurship skill development programmes to support students' overall development.

Atharva college has adopted a decentralized management technique that is democratic, consultative in character and involves participation from all stakeholders for effective governance. It ensures the continual and sustained growth and advancement of quality in an educational institution to achieve the goals through the open participation.

A number of factors can be used to assess the efficacy and efficiency of institutional entities. It includes clearly stated policies, a strong administrative foundation, open and transparent appointment and service regulations, streamlined procedures and the execution of strategic plans.

Institute develops a healthy work environment, improve employee satisfaction which ultimately contributes to the overall success of the organization. Institute has effective welfare measures and a performance appraisal system.

The organization ensures a transparent and decentralized financial management system. The employees are accountable by putting strategies for resource mobilization and optimal utilization by regularly performing financial audits.

IQAC and CDC promote a culture of continuous improvement. Periodic assessments of academic growth of the institute promote constructive change, improved teaching and learning methods, and ultimately support the overall quality growth of the institutions.

Institutional Values and Best Practices

The Atharva College of Engineering prioritizes the empowerment of its
students through gender-sensitive counseling and mentoring programs.
Collaborating with Atharva Foundation, Institute actively works towards uplifting women through a range of initiatives like girl child education in rural India, support to daughters of martyr's families, distribution of notebook, Bicycle, Laptops, awareness drives for PCOS, Breast cancer. The institute takes pride in celebrating national, international commemorations. To maintain an eco-friendly campus, a thorough green audit has been conducted, overseen by an active Green Audit Committee. Student Induction Program are arranged to uphold and exemplify universal human values in students lives. The NSS unit of the Institute

endeavors to cultivate civic virtue among students, encouraging active

participation in community service. To encourage technical skills and innovation, institute organizes TECHITHON, where engineering undergraduates can showcase their talents and compete with others. In 2022 the theme was ALCHEMIA - A DECADE OF UPGRADE. The planning of such an event aims to accelerate technological advances for the benefit of both our nation and the entire world, which is also the global goal and vision of IEEE. Substantial efforts have been made in ventures like Robotics Lab, Atharva Ground Station, iMac Lab, iLAB and Virtual Lab providing students with exceptional facilities to enhance their learning experience. Institute encourages and supports faculty members to pursue higher studies, undertake research work, present and publish their work in renowned journals and conferences, also to attend various FDPs, STTPs, workshops, certification courses to upgrade their

knowledge.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ATHARVA COLLEGE OF ENGINEERING
Address	SR NO.263 PLOT NO.8-12, CHARKOP NAKA, MALAD MARVE ROAD
City	Mumbai
State	Maharashtra
Pin	400095
Website	www.atharvacoe.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Ramesh Kulkarni	022-40294949		022-4029491 1	
IQAC / CIQA coordinator	Pragya Jain	022-9820179407	7666607071	022-4029491 1	iqac.ace@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

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State	University name	Document
Maharashtra	University of Mumbai	[View Document](#)
Maharashtra	University of Mumbai	No File Found

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](#)	30-03-2017	12	
AICTE	[View Document](#)	30-03-2017	12	

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	SR NO.263 PLOT NO.8-12, CHARKOP NAKA, MALAD MARVE ROAD	Urban	2.62	10344.35

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BE,Computer Engineering	48	HSC JEE CET	English	120	120
UG	BE,Information Technology	48	HSC JEE CET	English	120	119
UG	BE,Electronics And Telecommunication Engineering	48	HSC JEE CET	English	120	118
UG	BE,Electrical Engineering	48	HSC JEE CET	English	60	31
UG	BE,Electronics And Computer Science	48	HSC JEE CET	English	60	59

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				11				22				64
Recruited	2	0	0	2	0	0	0	0	21	43	0	64
Yet to Recruit				9				22				0
Sanctioned by the Management/Society or Other Authorized Bodies				1				13				0
Recruited	1	0	0	1	1	3	0	4	0	0	0	0
Yet to Recruit				0				9				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				133
Recruited	2	6	0	8
Yet to Recruit				125
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				22
Recruited	2	1	0	3
Yet to Recruit				19
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	0	0	1	3	0	5	4	0	16
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	12	69	0	81
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	329	0	0	0	329
	Female	119	0	0	0	119
	Others	0	0	0	0	0

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Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	30	23	25	41
	Female	11	12	10	15
	Others	0	0	0	0
ST	Male	4	4	5	1
	Female	0	0	1	1
	Others	0	0	0	0
OBC	Male	33	37	40	38
	Female	16	13	16	18
	Others	0	0	0	0
General	Male	207	201	223	229
	Female	58	52	62	81
	Others	0	0	0	0
Others	Male	34	24	27	25
	Female	11	10	7	9
	Others	0	0	0	0
Total		404	376	416	458

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Atharva College Of Engineering (ACE) is affiliated to University of Mumbai (MU). The institute follows the curriculum and assessment as per the guidelines from University of Mumbai. ACE believes in inclusive learning and holistic development of the students. It follows standard practices expected in NEP-2020 adhering to norms laid down by affiliating university. The basic engineering sciences and humanities subjects like Physics, Chemistry and Mathematics, Professional Communication and Ethics are part of the curriculum in the first year of engineering. The courses related to humanities and social sciences are given proper weightage so as to give a comprehensive approach which satisfies

	STEM. The institute offers interdisciplinary subjects at department level and also motivates students in social corporate responsibilities on a regular basis through various activities where they learn and understand the Indian tradition and culture. As per the prescribed syllabus offered by MU every department is offering interdisciplinary subjects to their respective students eg. Business Communication. & Ethics, Disaster Management & Mitigation Measures, Environmental Management, Human Resource Management etc, Professional Ethics and Corporate Social Responsibility (CSR) etc. Students study these subjects to enrich humanity and social connections in the mentioned courses, students learn and engage with the community. The institute organized an International Conference on Science, Technology, Engineering and Mathematics for sustainable development (ICSTEMSD) on 16th-17th Feb 2023 to promote the Multidisciplinary / interdisciplinary participation following the concept of AICTE's concept of application of science, technologies, engineering and mathematics (STEM) among the industry and academia. The conference was multidisciplinary in nature covering areas such as Communication and Networking, Applied Computing and IT, Recent Trends in Power System, Electronics Technologies, Advanced Research in Science Technology and e-Learning. Institute has an NSS wing which conducts different activities which are actively engaged in imparting community and social service to the society, thus students improve their personality, team-building and leadership skills. Institute is also planning for infrastructure augmentation and faculty empowerment/upgradation to cope with NEP 2020 requirements While more clarity will be visible in coming months on how the multidisciplinary and interdisciplinary approach to education being proposed in the Policy will shape up, the Institute welcomes the change and is ready to implement the same.
2. Academic bank of credits (ABC):	The National Education Policy (NEP) 2020 in India introduced the concept of the Academic Bank of Credits (ABC) as a means to promote multidisciplinary learning, flexibility, and seamless credit transfer across educational institutions. The ABC allows students to accumulate credits for courses completed which can be transferred and

counted towards their academic degrees in the future. Atharva College of Engineering has received a circular from Mumbai University regarding the Academic Bank of Credits(ABC). Mumbai University has sent a detailed PPT describing the ABC ID generation process and conducted 3-4 sessions to explain the ABC ID generation process with the college authorities. College is registered under National Academic Depository (NAD) and has shared detailed information about the ABC ID generation process on Digi locker portal. All the queries of the students regarding the ABC ID generation process were addressed by Mumbai University representatives in the sessions conducted in our college. The institute is registered under ABC, NAD and as per guidelines, completed the process of registration of students. Registration information of all students is being sent to Mumbai University. We are also guiding and trying to solve doubts and queries faced by students while generating ABC id. We are working to implement multiple entry and exit systems within the approved framework of the Mumbai University Credit accumulation and transfer system as per policy of Mumbai University. Our college is affiliated to Mumbai University and follows the curriculum prescribed by the University. Also, to achieve effective learning outcomes faculty members design their own approach in teaching and learning pedagogy. Approaches like flipped classroom, group discussion, TPS methodology, role play, Project based Learning etc. being used by faculty members to enhance learning. Faculty members design lab manuals for subjects within the framework of Mumbai University. Wherever necessary, faculty members add/update course outcomes for their subjects. To fill up the curriculum gap, we have additional bridge courses on Robotics, i-Mac lab, i-Lab courses designed by faculty members to enhance knowledge, learning and employability of students. Students are getting registered on Digi locker portal on a regular basis. Also, with the aim of enhancing the knowledge and skills of students, our institute has started to motivate and encourage students to register and complete courses on Moocs/Swayam/NPTEL and till now total 11429 students have completed courses on it. Through various communication methods, students are informed regularly about the importance of ABC and

	how students can accommodate and commence credit transfer. The final outcomes of credit redemption and issue of certificates, and compilation of student awards, can be monitored by academic institutions through the NAD Platform.
3. Skill development:	Atharva College of Engineering (ACE) is committed to strengthen vocational education and develop soft skills of the students, through various initiatives and programs, providing ample opportunities for skill enhancement, knowledge acquisition, and overall personality development. In accordance with AICTE guidelines, the institution organizes an Induction Program which emphasizes ethical conduct, effective communication, emotional intelligence, and universal human values. Additionally, faculty members conduct regular sessions, integrated into the academic curriculum for all students, focusing on honing crucial skills such as communication, email and telephone etiquette, leadership, teamwork, adaptability, and flexibility. By integrating these sessions into the curriculum, the institute ensures continuous development of these skills and effectively prepares students for the challenges of the professional world. The institute also provides students with a plethora of opportunities to engage in courses such as Spoken English and Personality Development (SEPD), Spoken Tutorial, FOSSEE, and promotes NPTEL, MOOCs, Coursera and various certified courses, that enables students to enhance their employability. Each department organizes and conducts seminars, webinars, guest lectures, workshops, to strengthen the technical skills of the students. Additionally, students are exposed to skill-based courses such as cinematography, photography, photo and video editing, story-boarding, scripting, direction, etc., focusing on enhancing creativity. ACE being affiliated to University of Mumbai, offers specialized Honours Degree programs in emerging fields such as Artificial Intelligence and Machine Learning (AIML), Robotics, and Data Science. These programs provide students with specialized knowledge and expertise, giving them a competitive edge. Furthermore, ACE has developed state-of-the-art facilities, such as Robotics Center, iMAC Lab, I-Lab, Ground Station, Remote Embedded Lab and PSOC Lab, to provide students with hands-on training sessions on recent

	technological advancements in respective fields to enhance their technical skills and boost their placement opportunities. The institute actively participates in community engagement and social responsibility through activities organized by NSS such as Swachhata Abhiyan, Unnat Bharat Abhiyan, Tree Plantation drives, Drug Abuse Awareness campaigns, etc., to promote social and environmental sustainability. ACE organizes an annual technical festival, 'IEEE TECHITHON', aimed at promoting Research, Technology, and Innovation, which serves as a platform for students to showcase their technical projects, participate in poster presentations, and exhibit their extracurricular skills. Students actively engage in national and international competitions, such as SMART INDIA HACKATHON, ROBOCON, Flipkart Grid Competition, National Innovation Contest 2020, Yukti Innovation Challenge, etc. The Institute organizes Rhythm-Ember, an annual cultural festival which provides opportunity to students for showcasing their talent and creativity. Furthermore, ACE organizes an annual Sports Week, for demonstrating athletic prowess and competing in various sports events. ACE provides a holistic learning environment that fosters personal and professional growth, enhances students' employability and prepares them for the ever-evolving demands of the industry. The institution is committed to empower students and contribute towards betterment of the society.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	In order to integrate the Indian Knowledge System, the Institute has been creating the requisite procedures. The Institute promotes parental learning through parent teachers meetings periodically. The stakeholders including parents and alumni are invited to share their professional and social experiences. The institute organizes annual cultural and technical events where students enhance their creativity through modeling, analyzing, organizing, interpersonal, acting, singing, dancing, playing instruments and managerial skills, etc, and in technical events they hone their technical skills. The institute organizes Debates, speeches, group discussions, poetry recitations, story narration, and Marathi language day celebrations so that our students learn and comprehend various cultures, traditions, customs, and religions within the country.

We encourage our students to take part in the Unnat Bharat Abhiyan activities because they are motivated by the idea of transforming rural development procedures by utilizing academic institutions. We have an Electoral Literacy Club at the institute to engage our students in practical learning opportunities to educate them about their voting rights and acquaint them with the registration and voting processes. In order to comprehend real-life issues and offer solutions, the Institute encourages students to travel to rural areas. The Institute conducts an annual one-week NSS Camp in rural areas. During the NSS camp students stay in a village and they get an opportunity to understand rural life and Indian culture. Moreover, the NSS students travel to the local schools and provide presentations on cutting-edge technology to the students. Every year, the institution plans nationwide industrial visits for students, allowing them to experience and learn about the history, traditions, and way of life of many states. Additionally, the institution encourages students to enroll in NPTEL/MOOC certificate courses where they can take additional courses in Indian languages. Although the institute's curriculum is intended to be taught in English, the faculty members cater to slow learners by speaking their native tongue.

| 5. Focus on Outcome based education (OBE): | The institute is committed to Outcome-Based Education (OBE) which is being adopted at a fast pace at ACE. It has been fine-tuned and institutionalized through focused policy formation and training. AICTE has set POs for the Engineering and Technical Colleges and in line with it Mumbai University does the adaptation of CO and LO. The Course Outcomes (COs) for each course are established at the beginning of OBE implementation based on the Programme Outcomes (POs). The COs are evaluated and assessed at the end of each course to check whether COs have been accomplished or not. PSOs and PEOs are made in line with the particular department. The process of attainment of COs, POs, and PSOs starts from writing appropriate COs for each course of the program from first year to fourth year in a four-year engineering degree program. The course outcomes are written by the respective faculty member using action verbs of learning levels. Then, on a scale of 1 to 3, a correlation between COs and POs is determined, with |

	1 denoting the slight (low), 2 denoting moderate (middle), and 3 denoting considerable (high). Assessment is carried out by the department, which identifies, collects, and prepares data to evaluate the achievement of POs and Program Specific Outcomes (PSOs). Primarily attainment is the standard of academic attainment as observed by examination results. The course content that is covered in each module is taken into account while defining the CO statements. A listing and description of the assessment processes used to gather the data upon which the evaluation of each programme educational objective is based. Attainment of the COs can be measured directly and indirectly. Direct attainment displays the students' knowledge and skills from their performance. It can be determined from the performance of the students in all the relevant assessment instruments like Internal assessments, assignments, Lab Assignments / experiments, End Semester Examination, Practical Semester Examination, Class / Assignment Test, or other processes that are relevant and appropriate to the programme. These methods provide a sampling of what students know and/or can do and provide strong evidence of student learning. Students are asked for feedback on their learning using indirect means such as course exit forms and Program Exit Survey. They gain insight into viewpoints or ideas regarding the graduate's expertise. Indirect measurements can reveal how graduates perceive their education and how various stakeholders value this education. Based on current technological trends as well as input from the stakeholders, the course's curricular gap is analysed and rectified through various methods such as guest lectures, industrial visits, internships, online quizzes, etc.
6. Distance education/online education:	The organisation supports teaching-learning using online resources. Faculty members have enough expertise using technological tools for teaching and learning and creating electronic content for their subjects and laboratories. The institute has a local chapter NPTEL-SWAYAM. Studying from IIT professionals through NPTEL's online courses, students gain benefits. Students are also taking several placement-related training/courses in online mode. A virtual lab is a teaching and learning environment created to help students develop their

laboratory skills. Virtual Labs are among the most important online learning tools. Students can undertake a variety of experiments in Virtual Labs online at any time and without respect to location or schedule. Many faculty members conduct virtual lab experiments depending upon the requirement. Every subject has a Google Classroom built where professors upload all course and lab materials. Students that participate in Google Classroom submit assignments and take quizzes that are posted by the subject coordinators or faculty members.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, An Electoral Literacy Club is a platform to engage students through interesting activities and hands-on experience to sensitize them on their electoral rights and familiarize them with the electoral process of registration and voting.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, students coordinator and coordinating faculty members are appointed by the College and the ELCs are functional. And yes, ELCs are representative in character.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The ELCs (Electoral Literacy Clubs) organizes various activities to promote electoral literacy and participation as follows- 1. Voluntary Contribution by Students: ELCs encourages students to actively participate in the electoral process by contributing voluntarily. This includes activities such as organizing voter registration drives, educating fellow students about the importance of voting, and motivating them to become responsible voters. 2. Voter Awareness Campaigns: ELCs conducts voter awareness campaigns to educate people about their electoral rights, the importance of voting, and the significance of ethical voting through workshops, seminars, street plays, social media, and other creative means to reach out to the masses. 3. Promotion of Ethical Voting: ELCs actively promotes ethical voting practices, emphasizing the importance of casting informed and unbiased votes. We encourage voters to make decisions based on the candidates' qualifications, credibility, and past performance, rather than being influenced by factors

	like caste, religion, or monetary incentives. 4. Street Plays: Students take part in various street plays to spread awareness about using the right to vote to build a healthy society.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	ELCs Activities: ? 21/02/2022 Motivational speech " Importance of Vote" ? 22/02/2023 Group Discussion- "Electoral Awareness-Right to Vote" ? 29/07/2022 Debate "No vote for Note" ? 15/09/2022 Drawing "Importance of casting vote" ? 07/10/2022 Motivational Speech "Awareness of Voting" ? 10/11/2022 Dance and Music ? 25/01/2023 National Voters Day ? 02/02/2023 Logo Making ? 07/04/2023 Film Screening ? 08/04/2023 Young Voters Yuva Mahotsav
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Following activity is conducted in last two years to motivate students above 18 years ? 21/02/2022 Motivational speech " Importance of Vote" ? 22/02/2023 Group Discussion- "Electoral Awareness-Right to Vote" ? 29/07/2022 Debate No vote for Note" ? 15/09/2022 Drawing Importance of casting vote" ? 07/10/2022 Motivational Speech "Importance of casting vote" ? 10/11/2022 Dance and Music ? 25/01/2023 National Voters Day ? 02/02/2023 Logo Making ? 07/04/2023 Film Screening ? 08/04/2023 Young Voters Yuva Mahotsav ELCs will conduct additional such activities and actions to institutionalize voter registration mechanisms.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2184	2187	2089	2140	2263

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

2 Teachers

2.1

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

Response: 127

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
97	97	97	118	127

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
888.02	395.49	606.16	939.84	1065.07

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Atharva College of Engineering (ACE), affiliated with University of Mumbai (UoM), is dedicated to providing a comprehensive and enriching educational experience through a meticulously structured curriculum implementation plan.

At the beginning of each academic year, with the collaborative efforts of the Honorable Principal, the Vice Principals, HoDs, and considering inputs from student council members prepares an academic calendar aligned with UoM. Regular meetings between the principal and the teaching and non-teaching staff, facilitate seamless communication and coordination within the institution.

ACE prioritizes efficient time management by preparing a detailed timetable for each class, following UoM's teaching scheme. These timetables are prominently displayed on notice boards within each department and made available on the institute's website. Laboratory timetables are posted on respective laboratory notice boards, ensuring clarity and accessibility for both students and faculty members. Before the commencement of each semester, faculty members prepare lesson plans, which are reviewed by the Program Assessment Committee (PAC). This systematic planning ensures effective delivery of a structured curriculum, fostering an optimal learning environment for students. The institution had shown adaptability during pandemic, by embracing the hybrid mode of education, ensuring uninterrupted learning even during challenging circumstances.

The institution focuses on maintaining high academic standards and ensures quality assurance through diligent efforts of faculty members and are periodically reviewed by the PAC. The Daily Progress Report (DPR) Committee ensures smooth functioning of all academic activities. This rigorous process ensures adherence to quality standards and promotes continuous improvement in education delivery. Faculty members employ continuous assessment by developing schedules encompassing assignments, presentations, quizzes and Internal Assessments, adhering to academic calendar, to effectively monitor and evaluate the progress of students. Identification of slow and advanced learners is carried out by respective subject in-charges based on individual performances. To further enhance academic and administrative performance, the institution has established IQAC, which sets quality benchmarks, monitors processes, and facilitates faculty development programs, aiming to improve overall academic and administrative practices. The college library plays a vital role in supporting the curriculum. It procures new books, journals, e-journals, and e-magazines, ensuring students have access to relevant resources. An efficient online transaction system facilitates book issuance, while Digital Library facility through DELNET expands students' access to a wide array of digital resources.

The institution employs learner-centric techniques to promote effective learning. Bridge courses are organized to help students grasp fundamental concepts, while MOOCs, NPTEL lectures, and

brainstorming sessions are encouraged throughout the semester. ACE organizes regular workshops, seminars, and skill development labs, featuring guest lectures by industry experts, academia professionals, and accomplished alumni. It renders industry-relevant knowledge and skills, enriching the educational journey. Practical learning experiences are emphasized through projects, fieldwork, and industrial visits. These initiatives expose students to real-world scenarios, and cultivate valuable insights into professional practices. The Institute acknowledges the significance of extracurricular activities and promotes active participation in sports and cultural events contributing to holistic development of students.

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

1.2 Academic Flexibility

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

Response: 7

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

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

Response: 69.1

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

years

2021-22	2020-21	2019-20	2018-19	2017-18
1004	1729	1377	1724	1672

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

1.3 Curriculum Enrichment

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

Response:

Atharva College of Engineering promotes holistic development of the students to inculcate values like compassion and commitment for the development of self and society. The college has various student societies and a student council which regularly organize socially relevant events that cater to socio-cultural issues. NSS Atharva participated in several community-related programs such as Swatchata Abbhiyaan, Unnat Bharat Abhiyaan, Flag Pickup and awareness rally, traffic policing, tree plantation, and street play on the theme of Drugs and their ill effect on society.

Few courses are incorporated in the curriculum to groom students with Professional Ethics, Gender Equality, Human Values, Environment and Sustainability. Some of the subjects from the curriculum are Cyber Security and Laws, Finance Management, Disaster Management and Mitigation Measures, Energy Audit and Management, Project Management, and Professional Communication and Ethics I and II to help the development of interpersonal skills among the students to progress in professional and personal life.

A Student Induction Program is conducted for newly admitted students each year which includes various sessions on human values, professional ethics, personality development, physical activities, yoga which helps students in reducing stress, boosting self-confidence and imbibing leadership qualities. To imbibe human values among students, many faculty members have successfully completed UHV-I and UHV-II training programs.

ACE has organized an International Conference on 16th and 17th February, 2023 on the theme "Science

Technology Engineering and Mathematics for Sustainable Development " (ICSTEMSD 2023). At this conference, students and faculties were enlightened by dignitaries related to the National and Global Scenario for Sustainable Development. Various posters and papers were presented by students, research scholars, and faculty members.

ACE encourages students to volunteer and organize college festivals to develop essential skills such as planning, teamwork, leadership and multi-tasking. IEEE TECHITHON is an annual inter-collegiate technical festival to promote Research, Technology and Innovation at ACE. It provides a platform to students for showcasing technical projects, poster presentation and extracurricular skills. The students actively participate in national and international level competitions like SMART INDIA HACKATHON, ROBOCON, Singapore Smart India Hackathon, Flipkart Grid 3.0 and 4.0, National Innovation Contest 2020, Yukti Innovation Challenge, etc. Rhythm-Ember is a cultural festival that is initiated by the Atharva Group of Institutes. Sports Week is conducted each year which provides an opportunity for the students to showcase their athletic skills.

In collaboration with the Atharva Foundation, ACE conducted many social activities such as clean-up drives and rural education. With a mission of 100 computers, 100 days, 100 daughter's Atharva Foundation is contributing towards the education of our martyr's daughters and families from all parts of India. Atharva Foundation works towards women's empowerment and also educates the underprivileged sections of the society

by spreading awareness and sharing smiles.

ACE's Innovation and Entrepreneurship Development Centre (IEDC) / IIC was established to develop an Institutional mechanism to create Entrepreneurial culture to foster the growth of innovation and entrepreneurship.

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

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

Response: 79.08

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

Response: 1727

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

1.4 Feedback System

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

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 88.75

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

2021-22	2020-21	2019-20	2018-19	2017-18
404	376	416	458	476

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

2021-22	2020-21	2019-20	2018-19	2017-18
480	480	480	480	480

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

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

Response: 88.52

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

2021-22	2020-21	2019-20	2018-19	2017-18
133	123	131	144	155

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

2021-22	2020-21	2019-20	2018-19	2017-18
155	155	155	155	155

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.2 Student Teacher Ratio

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

Response: 22.52

2.3 Teaching- Learning Process

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

Response:

The institute provides an effective platform for students to develop the latest skills, knowledge, attitude, values, innovations and ideas to shape their behaviour and future in the appropriate manner.

The institute focuses on the student-centric methods of enhancing lifelong learning skills of students. Faculty members make efforts in making the learning activity more interactive by adopting the below-mentioned student-centric methods.

Experiential Learning:

Experiential learning is the process of learning through experience by doing and reflecting. We encourage students to practice various technical and non-technical skills through project development,

student seminars, Internships or Field Projects, industrial visits, student development programs and workshops. These activities are planned, conducted and monitored regularly by faculties to ensure that students are acquiring the required skills and continuously having hands-on practice in technical skills. Institute supports innovative learning and thus provides courses pertaining to innovation through I-Lab (Innovation Lab), iMac Lab where students are trained on Mobile Application Development and Robotics Lab, where students are trained on Robots.

Participatory Learning:

Students participate in various curricular and co-curricular activities such as seminars, workshops, technical group discussions, interdisciplinary project competition, hackathon, innovation mela, pitching event, ideathon.

To enhance personality, students are encouraged to publish papers and participate in conferences, cultural and technical fest. Conceptual role plays are carried out in class in order to explain difficult concepts in an interesting way.

Problem-solving methods:

In problem solving methods, regular assignments, case studies are discussed in the classrooms. The students are encouraged to participate in Inter college competitions and join MOOCs courses (NPTEL/SWAYAM/COURSERA,etc.) to enhance their practical knowledge. Expert lectures on various topics are conducted through seminars and workshops. Mini project development based on problem solving & research activities are conducted throughout the year.

ICT Enabled Teaching:

Google classroom is used to post learning material, Lab manuals, quizzes, assignments, lab submissions and evaluations. IIT Virtual lab sessions are conducted to enhance the practical knowledge. Online drawing tools like concept maps, mind maps, AutoCAD are used to perform student centric activities. Interactive tools are used in the classrooms to make the lecture interesting. Online quizzes and polls are conducted to understand the learning of the students. Video Conferencing and Video lectures are created through online platforms such as Zoom/Google Meet which is used for various academic activities.
Group Learning Method:

A group of like-minded students is formed where they share their ideas, skills, knowledge and help each other in order to enhance each other's capabilities and also promote skill based learning to other students.

Flipped Classrooms:

In this model, Google classroom is used by the teacher to share the content regarding the topic prior to the lecture so that students can initiate and ask doubts regarding the topic shared on the Google classroom.

Think Pair Share:

Mini/Major project groups are formed on the basis of the Think Pair and Share concept.

Students are encouraged to think on the technical topic considered for their project. The students can then form their groups and share their knowledge in order to complete the project.

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

2.4 Teacher Profile and Quality

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
97	97	97	118	127

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document](#)

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

Response: 12.31

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

2021-22	2020-21	2019-20	2018-19	2017-18
18	15	15	10	8

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institution data in the prescribed format	[View Document](#)
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	[View Document](#)

2.5 Evaluation Process and Reforms

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

Response:

At the beginning of the semester, the subject-teacher plans the measuring tools for each CO. Different tools such as internal assessment, practical tests, vivas, Group Project activity, Presentations, Group Discussion or quiz are planned and students are informed accordingly through the teaching plan.

During the lab session, a list of experiments along with assignments are performed and are evaluated by the subject teacher on a regular basis which helps them for continuous evaluation of students and measure the outcome. Based on the evaluation, the faculty then identifies the students whose performance is not satisfactory in any topic and conducts additional lab sessions for the students. The evaluation of term work is done on a continuous basis by the subject teacher.

The Exam section is responsible for smooth conduction of exams. The institute adheres to the university norms and guidelines for conducting all the exams. The Institute academic calendar indicates the dates of internal assessment (IA). As per the University guidelines, two internal assessments are to be conducted and an average of two tests will be contributing to theory marks of the end semester examination. The slow learners are identified based on their performance and in addition to the regular assignment and test, remedial lectures are conducted.

Grievances:

After the declaration of the result of the internal assessment, answer sheets are shown to the students and the solution is discussed in class by the subject teacher. In case of any grievance, students can approach the subject teacher and it is sorted out within a day.

End semester examination for second and third year is conducted by the institute on behalf of University of Mumbai whereas first and final year exams are conducted by the university .

After Examination and Result declaration, if any student is not satisfied with the marks awarded and if they wish to apply for the Revaluation process, they will approach the exam department within the given period of time. After receiving the photocopy, the student can take opinion from the subject teacher

regarding the evaluation. Depending on the opinion, students can approach the exam section and apply for revaluation of the paper as per guidelines given by University of Mumbai. After revaluation of the applied answer sheet, the marks awarded to the student will be final marks granted in that subject. Re-revaluation is done if the difference in first and second evaluation is more than 20 marks.

If the student is still not satisfied with the marks awarded after re-revaluation, he/she may go for the challenge evaluation by taking approval from the Vice-Chancellor.

After applying for challenge revaluation the third party is involved for revaluation of the applied subject and the marks obtained will be considered as final marks awarded to the student.

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

2.6 Student Performance and Learning Outcomes

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

Response:

At the beginning of the semester, the subject-teacher plans the measuring tools for each CO. Different tools such as internal assessment, practical tests, vivas, Group Project activity, Presentations, Group Discussion or quiz are planned and students are informed accordingly through the teaching plan.

During the lab session, a list of experiments along with assignments are performed and are evaluated by the subject teacher on a regular basis which helps them for continuous evaluation of students and measure the outcome. Based on the evaluation, the faculty then identifies the students whose performance is not satisfactory in any topic and conducts additional lab sessions for the students. The evaluation of term work is done on a continuous basis by the subject teacher.

The Exam section is responsible for smooth conduction of exams. The institute adheres to the university norms and guidelines for conducting all the exams. The Institute academic calendar indicates the dates of internal assessment (IA). As per the University guidelines, two internal assessments are to be conducted and an average of two tests will be contributing to theory marks of the end semester examination. The slow learners are identified based on their performance and in addition to the regular assignment and test, remedial lectures are conducted.

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After Examination and Result declaration, if any student is not satisfied with the marks awarded and if they wish to apply for the Revaluation process, they will approach the exam department within the given period of time. After receiving the photocopy, the student can take opinion from the subject teacher regarding the evaluation. Depending on the opinion, students can approach the exam section and apply for revaluation of the paper as per guidelines given by University of Mumbai. After revaluation of the applied answer sheet, the marks awarded to the student will be final marks granted in that subject. Re-revaluation is done if the difference in first and second evaluation is more than 20 marks.

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After applying for challenge revaluation the third party is involved for revaluation of the applied subject and the marks obtained will be considered as final marks awarded to the student.

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

2.6.2 *Attainment of POs and COs are evaluated.* **Explain with evidence in a maximum of 500 words**

Response:

Attainment of Programme outcomes and course outcomes are evaluated by the institution. It is the action of achieving the standard results towards accomplishment of desired goals.

Course outcome(CO) attainment is calculated by **Direct and Indirect tools.** Direct tools weightage is 80% while Indirect tools weightage is 20%.

CO Attainment Level Description is as follows: Level 3 is defined as 60% Students scoring >= 60% of max marks allocated to CO, Level 2 is defined as 50% Students scoring >= 60% of max marks allocated to CO, Level 1 is defined as 40% Students scoring >= 60% of max marks allocated to CO and Level 0 Less than 40% Students scoring >=60% of max marks allocated to CO.

In order to achieve the desired attainment level and to obtain better outcomes from students, every faculty member regularly modifies the teaching pedagogy as and when required.

For **direct assessment** of PO attainment, the assessment of each CO contributing towards attainment of PO and PSO for all the theory and practical courses are considered.

Direct tools include **Internal Assessment (IA-1 and IA-2),** where the respective subject in-charge covers all the CO's specified in the syllabus by University of Mumbai. Calculation of CO Attainment is based on calculating the maximum marks of each CO allotted in IA-1 and IA-2. Determining the no. of students who have crossed maximum marks for each CO.

End semester examination is conducted by University of Mumbai for which respective faculty member covers the mentioned CO's given in the syllabus. The University Theory exams are evaluated externally. The attainment of POs and PSOs is evaluated based on the semester result. Calculation of CO Attainment is based on calculating the maximum marks allotted in the end semester examination. Determining the no. of students who have crossed maximum marks.

Practical/Oral Exam is assessed by Internal and External Examiners appointed by University.

Project presentation is conducted in the final semester, reviewed and assessed by the Project Review Committee.

Viva is conducted by respective faculty members for their subjects in the classroom in order to evaluate the students.

Indirect assessment is based on the feedback given by the students on the Course outcomes known as Course Exit Survey and Faculty assesses Students through Assignments. Quizzes taken in the classroom pertaining to subjects enable the faculty members to evaluate student's intellect. Debates and Group Discussion are conducted in the classroom so as to encourage students to put in their views that are mapped with the CO's.

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

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

Response: 97.16

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

2021-22	2020-21	2019-20	2018-19	2017-18
613	609	531	534	587

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

2021-22	2020-21	2019-20	2018-19	2017-18
630	609	532	560	627

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	[View Document](#)
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.34

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 15.07

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.12	2.50	1.10	1.35	10

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

3.2 Innovation Ecosystem

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

Response:

The institution offers a favourable setting for fostering innovation and incubation by providing Innovative labs under the heads of various centres such as Hi-Tech Robotics Centre equipped with KUKA KR 16-2 C4 Industrial Robot and the e-Yantra Lab supported by IIT Bombay, i-Mac Lab, i Lab and Atharva Satellite Ground Station. All necessary training is offered to the students. Students are being encouraged to take an active role in using technology to meet societal requirements. Support is given for documentation, publishing research papers, and applying for patents.

The Incubation Centre's only goal is to assist students in turning their ideas into technological innovations. Facilities are made available to students so they can create prototypes that will help promote rural development and sustainability. Research projects with social causes are given support in terms of technical mentoring. Various workshops and project exhibitions are conducted on new technological trends. Researchers with the finest models are motivated to further work on projects through team expansion and industrial networking. They are trained to develop their practical skills and increase their exposure to industry readiness.

The researchers have an added edge in developing inventors prototypes because the institute has recognized MHRD IIC (Institute Innovation Council), i-Cell and NEN (National Entrepreneurship Network)based e-Cell.

Institute conducts various seminars on Intellectual Property Rights (IPR) and patent drafting by professional experts which assist researchers in efficiently filing their patent applications. In the span of 2017-2022, students and faculty members received 9 patents for their inventions.

Ideas and innovations flow continuously in a start-up ecosystem. This is due to the efforts made to assist our students and make inventions a catalyst for economic progress. Students work on start-ups using cutting-edge technologies.

The Institute encourages the researchers to publish their research work in renowned national and international journals, as a result there is a continuous improvement in the publications. The college is acknowledged as a place for hosting Micro, Small and Medium Enterprises (MSME), and the creation of economically sound enterprises for the benefit of society. There are also initiatives for knowledge creation and transmission through hackathons and coding contests. Students are exposed to local, national, and international surroundings through these activities so that they can gain inspiration for the inventions.

The Institute regularly organises seminars of Plan Execution experts and financial advisors from different sectors for the benefit of researchers. Students are inspired to take part in various programmes to receive financial aid by exhibiting their models at Idea Generation Contests and competitions held by other organisations. Students are given the opportunity to develop skills necessary for commercializing their product.

The Institute is dedicated to fostering an innovative environment for the advancement of researchers.

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

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

Response: 88

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

2021-22	2020-21	2019-20	2018-19	2017-18
20	14	24	14	16

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

3.3 Research Publications and Awards

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

Response: 2.03

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

2021-22	2020-21	2019-20	2018-19	2017-18
80	29	48	86	15

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

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

Response: 0.69

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

2021-22	2020-21	2019-20	2018-19	2017-18
17	24	22	16	9

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.4 Extension Activities

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

Response:

Extension activities are encouraged to be taken up by the students in order to fulfill the aspirations of Vision and Mission statements of the institution. With the goal of holistic development of students, their participation in extension activities is encouraged through agencies such as NSS, societies like Atharva Foundation,Khushiyaan Foundation, Umeed Foundation and Beach Please Mission.

Every year the college organizes a cultural festival ,   "Rhythm" and it is a customary practice to start this event by Marathon wherein entire staff of Atharva Institutes, students and residents from neighbouring areas are encouraged to run for creating social awareness.

Besides, the institution encourages students to participate in curricular, co–curricular and extra–curricular activities.

The institution has an active NSS unit which conducts various activities like waste management drive, anti plastic movement, bag making along with awareness drives through street plays, to educate people on cleanliness under Swachh Bharat initiatives, organizing blood donation camps, cancer and HIV AIDS awareness drive supported by Revive Heart Foundation and dental camps.

NSS Unit in collaboration with Khushiyaan Foundation takes up social service activities such as literacy camps in adopted village and school and service to orphanages. In alliance with Atharva Foundation, the unit conducts tree plantation drives and flood relief camps. All these programs develop a sense of social responsibility and environmental awareness among the students.

Few students of Atharva College of Engineering have joined NCC wing of other colleges and are actively involved in various social, environmental and patriotic activities.

The students and faculty members participated actively in the relief camp for Floods which hit Mumbai during August 2019. Our students collected relief material from the neighbourhood and within the college and participated in the relief camp actively.

Guest lectures are organized for the students by inviting experts to educate them on social issues such as gender equality, drug abuse, traffic regulations, voter responsibilities, anti-ragging, cybercrimes etc.

Every year, the Institute organises an awareness drive about the National flag in the neighbouring areas before Independence and Republic Day, which is followed by collecting the flags lying on the road from

the adjacent areas after the celebrations. This practice helps to bring a feeling of patriotism and respect for the Indian Flag among the citizens.

The processes and strategies inherent in such activities relevantly sensitize students to the social and environmental issues which help them for their holistic development.

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

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

Response:

Extension activities play a pivotal role in technical education, serving as a bridge between academia and society. These activities go beyond the traditional classroom environment, encompassing various outreach programs, community engagements, and social initiatives. Atharva College of Engineering actively engages in extension activities, while garnering awards and recognition for their efforts, showcase a commitment to societal well-being, innovation, and inclusive education.

The institute actively participates in the various extension programs conducted by **Atharva Foundation** such as Tree Plantation drive, Eye and Dental Camp, One for All and All for One Events. The institute has been awarded for such activities.

NSS unit of Atharva College of Engineering received three awards for their contribution in University level **Cleanup Premier League (CPL)** . They won a cash prize of 10,000 rupees for securing third position under '**Best College Award**.' They also won an award for '**Best Social Media Team**'. The Captain of NSS unit Jeenal Dhuri was felicitated with '**Best Captain**' award.

NSS unit of Atharva College of Engineering has received various awards and recognitions for the valuable work they have done in the field of social and environmental awareness. Under the supervision of '**Mission Green Mumbai', NSS Atharva 'B-57'** volunteered in a tree plantation drive for which the Institute received a letter of appreciation.

NSS Atharva in collaboration with '**Mauli Foundation**' adopted a special school '**Aadvitya'** at **Bhayandar east.** Many activities, all ranging from physical games to mental tasks were given and the response from the students was overwhelming. The unit received a letter of Appreciation from Mauli Foundation .

NSS Atharva collaborated with **Sakshar Foundation** for the donation drive where essentials like clothes, foot wear, etc. were distributed. More than 350 people benefited and around 54 boxes of clothes were distributed amongst underprivileged people for which they were awarded a letter of recognition.

Awards and recognition serve as a catalyst for promoting and acknowledging the impact of extension activities. They provide external validation of an institution's commitment to social engagement and demonstrate its contributions to the betterment of society. Furthermore, awards act as a source of motivation and inspiration for faculty members and students, encouraging them to continue their efforts and strive for excellence.

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

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

Response: 128

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

2021-22	2020-21	2019-20	2018-19	2017-18
43	36	12	25	12

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.5 Collaboration

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

Response: 6

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The institute adheres to the guidelines set by AICTE, UGC and University. It has a state of the art infrastructure to impart quality technical education for curricular, co- curricular, extracurricular, and administrative activities. It has a world-class auditorium, smart classrooms, laboratories, library with reading rooms, offices with modern facilities, training and placement office, exam cell, admin office with sufficient bandwidth, parking, divyanjan facilities, cafeteria, canteen and playground.

Classrooms/Tutorial Rooms/Seminar Hall:

The institute has 24 classrooms and 6 tutorial rooms with required teaching aids along with ICT facilities and 2 seminar halls with advanced technical facilities for presentations, seminars and conferences.

Laboratories:

The institute has a state of the art Research and Development Lab, Robotics lab, i-lab, i-MAC lab, and project lab having adequate computers justifying the student-computer ratio of 3:1. It has 47 laboratories along with workshop for first year students and Electrical department. All laboratories adhere to safety norms and provide internet connectivity.

Library:

The Central Library of ACE is a knowledge resource center that provides valuable resources for students and faculty from 9AM to 6PM. The library is located at the 2nd and 4th floors occupying a total area of 491 square meters having seating capacity of 150 students along with Wi-Fi facility. The library uses biometric authentication and register as an offline substitute to ensure security and track entry and exit.

The library uses management software "MICM" since 2004. In response to evolving demands, the library is upgraded with fully automated "Koha Integrated Library Management System" version 21.05.10.000 in 2022. The library owns a vast collection of 34,054 volumes (e book) along with 57 printed journals, technical magazines, newspapers and audio-visual materials. The library facilitates with NPTEL-Local G(Local Guru) for easy access to high quality learning material of NPTEL through LAN. The library's Online Public Access Catalogue (OPAC) is accessible to

students and faculty remotely. The Library offers plagiarism detection facilities using the Turnitin software and also a member of the National Digital Library (NDL) and the central library of IIT Bombay.

Internet and ICT Resources:

The institute has 607 computers for academics and research. The institute has CCTV cameras to monitor the safety and security of the premises. The institute provides a Wi-Fi Facility and also updates Internet connectivity bandwidth and soft wares regularly.

Facilities for Cultural and Sports Activities:

Cultural activities are an integral part of enjoyment and holistic development of students. The institute has an auditorium to conduct cultural activities. Furthermore, sports and recreational activities take place on the lush green lawn of the campus.

The institution houses a gymnasium equipped with cardio and weight training facilities for students. Additionally, the institute has amenities such as a swimming pool, first aid center, restrooms, washrooms, and drinking water facilities at every floor and also a peaceful environment for yoga .

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

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

Response: 21.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
246.47	50.21	56.72	139.83	355.86

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

4.2 Library as a Learning Resource

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

Response:

The Library of Atharva College of Engineering (ACE) is a central knowledge resource center that provides valuable resources for both students and faculty members in the field of Engineering and Technology from 9AM to 6PM. The library is located on the 2nd and 4th floors of the college building, occupying a total area of 491 square meters. It has a seating capacity of 150 students along with Wi-Fi facility .To ensure security and track entry and exit, the library uses biometric authentication and register an offline substitute. This helps to monitor the movement of individuals within the library premises.

The library implemented the in-house library management software, MICM, in 2004. In response to evolving demands and requirements, the library upgraded to the Koha Integrated Library Management System version 21.05.10.000 in 2022.The library's operations are now completely automated through Koha. One of the notable features of the library's software is the automated notification system. Students receive automatic notifications regarding the books they have borrowed. Additionally, they receive email reminders when the due date for returning the checked-out books is approaching.

The library owns a vast collection of 34,054 volumes. The collection is continuously expanding to meet the increasing demands and requirements of the students. In addition to physical books, the library provides access to electronic books, databases, and electronic journals from renowned publishers worldwide. The library has 57 printed journals, technical magazines, newspapers and audio-visual materials. These resources offer a diverse range of information and research material to support the academic pursuits of the library's users. Both students and teachers have IP-based access to the library's electronic journals and databases, ensuring convenient access to scholarly resources. The library provides IEEE xplore facility along with DLENET E-Journals and EBooks through its online platform.The library facilitates with **NPTEL-Local G**(Local Guru) easy access to high quality learning material of NPTEL through LAN.

The library's **Online Public Access Catalogue** (OPAC) is accessible to students and faculty members remotely. The library page provides access to books,syllabus and question papers from previous semesters and academic years.

The Library offers plagiarism detection facilities using the **Turnitin** software. This helps students and

faculty members to ensure the originality of their research work. The library has dedicated 20 terminals where users can access E-Journals and other online facilities like NPTEL,MOOCS,SWAYAM,etc.

The Library is also a member of the **National Digital Library** (NDLI) and the **central library of IIT Bombay.** These memberships provide additional access to digital resources and enhance the library's ability to cater to the diverse needs of its users.

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection *Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*

Response:

The Atharva college of Engineering has adequate IT infrastructure that complies with all necessary requirements. The institute diligently maintains and oversees its IT infrastructure, ensuring optimal performance and accessibility. With a robust LAN and Wi-Fi system offering a substantial **300 Mbps** internet bandwidth which is upgraded regularly. The computer systems operate on licensed operating systems with essential softwares. Internet connectivity is facilitated through LAN connections across all institute PCs, supplemented by strategically placed Wi-Fi access points for convenient browsing. Regular maintenance, updates, upgrades, and replacements are conducted for servers, computers, network switches, printers, and other IT equipment. The institute leaves no stone unturned in providing ICT amenities in classrooms, promoting a conducive learning environment. Emphasizing safety and security, the entire institute is meticulously covered by CCTV surveillance.

The Institute has 607 Desktops/Workstations out of which 581 are dedicated for students. The Institute uses Lenovo, Dell and HP workstations. To keep up with evolving technological requirements, the institute undertakes regular updates and upgrades of the systems. This proactive approach ensures that the workstations remain up to date. Computer Labs have an adequate number of desktops, maintaining a student to computer ratio of **3:1**. Furthermore, the administrative block of the institute is equipped with 44 printers, facilitating printing and documentation needs. For teaching and learning purposes, the institute has deployed 20 LCD projectors, enhancing classroom experiences and enabling interactive and multimedia-driven instruction. To complement these resources, the Institute has also invested in computer networking devices, scanners, and interactive teaching boards, among other tools. These additional assets further enhance the overall IT infrastructure of the institution, fostering a conducive environment for effective teaching and learning.

The Institute has three high configuration servers to allow fast transmission of data to the various computers and protected by **Sophos Firewall** powerful protection.

The Institute maintains a reliable internet connection through Airtel, regularly updated each year. Additionally, Tata internet services serve as a backup with a speed of **100 Mbps.** The bandwidth has seen consistent improvements, starting from 100 Mbps in A.Y. 2017-18, increasing to 200 Mbps in A.Y. 2018-19, and reaching 300 Mbps in A.Y. 2021-22. The Institute's desktops operate on Windows 10, Linux, and Ubuntu Pro operating systems. Office automation packages like Open Office, MS Office, and regularly updated antivirus software are purchased by the Institute. Students have access to a comprehensive array of standard software packages for disciplines like Econometrics, Statistics, and computational and scientific typesetting, including Python, R, MATLAB, Tally ERP9, Java, VB, C++, Scilab, AutoCAD, Orell Talk, among others, either through open access or as purchased software.

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

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

Response: 3.76

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

Response: 581

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.4 Maintenance of Campus Infrastructure

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

Response: 78.21

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

2021-22	2020-21	2019-20	2018-19	2017-18
641.54	345.27	549.89	800.00	709.26

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 45.51

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

2021-22	2020-21	2019-20	2018-19	2017-18
1143	1062	948	909	882

File Description	Document
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

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

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

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

Response: 35.18

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

2021-22	2020-21	2019-20	2018-19	2017-18
1253	884	485	571	629

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

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

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

Response: A. All of the above

File Description	Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2 Student Progression

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

Response: 33.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
190	210	196	186	175

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

2021-22	2020-21	2019-20	2018-19	2017-18
613	609	531	534	587

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

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

Response: 4.69

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

2021-22	2020-21	2019-20	2018-19	2017-18
23	25	2	18	22

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	**View Document**
Institutional data in the prescribed format	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

5.3 Student Participation and Activities

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

during the last five years

Response: 12

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	6	4	1

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

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

Response: 23.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
37	0	1	40	38

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

5.4 Alumni Engagement

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

Response:

Alumni are the brand ambassadors of the Atharva group of institutions. They are the connection between

the institution and the current and prospective students. The Alumni connect with students to encourage and motivate them to be the best version of themselves. The Alumni Association of Atharva College of Engineering aims to foster, maintain and support a mutually beneficial relationship between alumni and the institution.

With relation to its graduates, Atharva College of Engineering focuses on a few areas, including graduates who have a wealth of talent, and their advice on careers can be helpful to many students and other graduates in their specialized fields of study.

Alumni workshops and seminars are often held for students from various disciplines by alumni to act as a platform for alumni to support and further the institution's quest for academic excellence to mentor and help new graduates who have finished their education to find work.

One of the best professional networking channels now accessible is the alumni network alone. To plan and coordinate the alumni reunion events and allow the alumni to express their thanks to their alma mater.

The association's members provide the following suggestions - positive criticism of the curriculum, the teaching and learning process, and bridging the gap between industry and academia. The Alumni also provide significant recommendations regarding shifting trends in business and industry, guest lectures to the current batch of students, and student interaction.

Alumni are included as members of the department advisory Board committee. They are invited to meetings at the institution, where they discuss with faculty members the overall progress of the department. Alumni meetings are held for networking, fostering social connections, and imparting knowledge to students for internship opportunities, and competitive exams.

Alumni have emphasized the significance of current market trends and have advised the students about job options in various industries throughout the engagement. A few alumni spoke to current students as guest speakers about various cutting-edge technology advancements and career-guiding topics. Additionally, they have opened up to students about their own experiences. Alumni join the gathering with enthusiasm and share their suggestions for making the association more active.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The Institute is working continuously to ensure that the governance and leadership is in accordance with the vision and mission of the institution. To ensure all-round development of students, college provides various co-curricular, extra-curricular, and entrepreneurship skill development opportunities.

The college ensures decentralization and delegates authority at different levels ensuring good governance. Governance of the institution consists of: Board of Governance (BOG), College Development Committee (CDC), Internal Quality Assurance Cell (IQAC), Internal Complaint Committee, Anti Ragging Committee, Redressal and Grievance Committee, Women Development Cell, SC/ST Cell, Industry Institute Interaction Cell, etc. All the committees have equal representation from teaching, non-teaching staff and students as per committee requirements. Each of the functionaries has specific roles and responsibilities.

The Management Committee is responsible for overseeing the institution's administration and operations, mobilizing financial resources, and providing necessary equipment. The Board of Directors or Board of Trustees has important responsibilities in overseeing the overall governance and strategic direction of an organization. The principal's role is vital in shaping the educational environment, fostering academic excellence, and promoting the overall growth and development of the institute. The CDC works in collaboration with college management, faculty, and other stakeholders to plan and implement initiatives that enhance the college's infrastructure, resources, and academic programs.

There are regular interactions with stakeholders in form of alumni meets (alumni-committee), parent meetings to take their viewpoints into consideration. Based on the suggestions given by stakeholders and feedback collected (feedback-committee), guest lectures and training programs are arranged to bridge the gap between academics and industry. The college uses a well-structured process for implementing necessary changes, considering prior year's performance as academic results, placements, research publications, funded projects, etc.

Powers are delegated to the HODs in faculty-work distribution and to set departmental objectives for smooth conduction of administrative work of the department. The Class Coordinator monitors and guides the students regarding their academic needs and reports the status periodically to the HOD. The Daily Progress Report (DPR) committee monitors the smooth conduction of lectures and practicals and reports to HOD, VPs and Principal for the necessary action. Well established outcome based education system is in place in line with the vision and mission of the institute. Program outcomes, course outcomes, attainment methodologies are evolved with the participation of all the course teachers and implemented to attain the defined outcomes through effective delivery.

The mentor-mentee interaction system is introduced and implemented in the institute to address the

academic and personal issues of the students. Each faculty member is assigned a batch of students for mentoring. The Cultural committee, Student council and E-cell organize programs as Rhythm, IEEE Techithon, etc. to bring the leadership quality of students to limelight. In addition to this, NSS plays a crucial role in ACE by instilling values of social responsibility and community service among students. Thus, the culture of decentralization and participation in institutional governance is promoted by the institute for achieving its vision.

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

6.2 Strategy Development and Deployment

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

Response:

Institutional bodies play a crucial role in the effective and efficient functioning of organizations, whether they are government agencies, corporations, or non-profit organizations. These bodies are responsible for establishing policies, defining administrative structures, developing appointment and service rules, implementing procedures, and deploying strategic and development plans.
1. Policies: Institutional bodies formulate policies that outline the guiding principles and objectives of the organization. These policies provide a framework for decision-making, establish standards and procedures, and ensure consistency in operations. Well-defined policies enable streamlined processes, promote transparency, and help achieve organizational goals efficiently.
2. Administrative setup: A well-designed administrative setup ensures clear lines of authority and accountability, facilitates effective communication, and promotes efficient coordination among different departments or units.
3. Appointment and service rules: Institutional bodies establish rules and procedures for the recruitment, appointment, promotion, and performance evaluation of employees. These rules aim to ensure transparency, fairness, and meritocracy in the selection process. By hiring qualified individuals based on their skills and expertise, and by providing opportunities for career growth, institutions can build a competent workforce that contributes effectively to the organization objectives.

4. Procedures: Institutions develop standardized procedures to guide day-to-day operations and decision-making processes. Clear and well-documented procedures eliminate ambiguity, reduce the likelihood of errors or misunderstandings, and enhance
efficiency. By establishing streamlined workflows and providing guidelines for different tasks, institutional bodies enable employees to carry out their responsibilities in a consistent and efficient manner.
5. Deployment of strategic/perspective/development plans: Institutional bodies develop strategic, perspective, and development plans to provide a long-term vision and direction for the organization. These plans outline goals, priorities, and strategies for growth and improvement. By aligning the efforts of employees and departments with these plans, institutions can focus their resources

on key objectives, optimize resource allocation, and enhance overall effectiveness. well-defined policies, a sound administrative setup, transparent appointment and service rules, streamlined procedures, and the deployment of strategic plans when these elements are effectively implemented, organizations can operate in a cohesive and productive manner, achieving their objectives with optimum

utilization of resources. Academic expansion, To introduce new programmes, To get permanent affiliation, To get NAAC Accreditation, To get NBA Accreditation, to sign MOUs with different industries Strengthening collaborations between engineering institutions and industries is crucial for aligning academic curricula with industry requirements. Actively engage in partnerships, internships, and joint research projects with companies to enhance students' practical skills and expose them to real- world challenges. In addition to technical proficiency, employers increasingly value soft skills such as communication, teamwork, problem-solving, and adaptability. Atharva will incorporate

comprehensive programs to develop these skills among students. Offering incubation centres, start up support programs, and mentorship opportunities can empower students to develop their ideas, launch ventures, and contribute to economic growth. Promote student exchange programs, international internships, and collaborations with foreign universities to provide students with diverse perspectives and cross-cultural experiences. The future demands engineers who are not only technically competent but also socially responsible. Incorporate ethics, sustainability, and social awareness into the engineering curriculum.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)

6.2.2 *Institution implements e-governance in its operations*

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1 The institution has performance appraisal system, effective welfare measures for teaching

and non-teaching staff and avenues for career development/progression

Response:

The institute supports a fair and well-structured pay as well as additional benefits like health insurance and provident funds. The Atharva College of Engineering hosts workshops and seminars on a variety of topics pertaining to development of curriculum, classroom management, technology integration, and leadership abilities. Staff members can participate in interactive workshops and learn from experts in their fields at these events. These events bring together academics and professionals from various organizations to share research, discuss cutting-edge topics and exchange ideas. Such conferences and workshops can offer beneficial opportunities for professional development. The institute provides staff employees with opportunities for research and publishing in an effort to motivate them. The institute supports research initiatives, attracts financing from outside organizations, and promotes interactions amongst researchers. The institute offers financial support for conference attendance and paper presentations in India and overseas.

Research findings can be presented at conferences or published in journals to increase professional reputation and advance the area of education. Faculty members are welcome to participate in training programmes (STTP, FDP), seminars, workshops, coffee-table conferences, and panel discussions held at various institutions. The faculty are encouraged to foster a healthy environment by the counselor. This not only improves the employee's work-life balance but also boosts productivity and enables employees to work successfully and completely happily. The Women Development Cell was established to provide spaces for its female members to thrive and advance.

Implementing flexible leave policies and other support systems to handle personal and professional commitments promotes work-life balance. The institution offers its teaching and non-teaching personnel a variety of leave options, including sick leave, maternity leave, and casual leave. When employees are unable to work because of medical reasons, sick leave is given to them. Female employees and expectant or recently gave birth are allowed maternity leave. Paid maternity leave is offered in full or in part. Employees can avail casual leaves for personal reasons.

Every year, class IV employees receive uniforms. The workshop personnel receive an apron, shoes, and uniforms. All Atharva staff members are provided with a Provident Fund. The institute has established standards for the professional growth of the teaching and non-teaching staff and provides support for their pursuit of higher education. The management makes sure that all of the festivals are celebrated jointly because the campus of the college has a cosmopolitan atmosphere.

The institution arranges training to improve the talents and multitasking abilities of non-teaching personnel and encourage them to improve their educational qualification.

Sufficient food centers have been created on and around the campus, and personnel can utilize them during regular business hours as well as after hours. Staff members have access to free Wi-Fi and internet services on campus. The implementation of an appraisal system includes an annual assessment of staff members' overall performance.

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

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

Response: 12.13

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	25	40	00

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	[View Document](#)

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

Response: 13.62

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

2021-22	2020-21	2019-20	2018-19	2017-18
30	28	50	21	6

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

2021-22	2020-21	2019-20	2018-19	2017-18
91	91	91	91	91

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Copy of the certificates of the program attended by teachers.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.4 Financial Management and Resource Mobilization

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

Response:

Institutional strategies for mobilization of funds and the optimal utilization of resources

Atharva College of Engineering is a self-financed institute having student's tuition fee as the major source of income for the institute.

Institute maintains and follows a well-planned process for the mobilization of funds and resources. The process of mobilization of funds involves various committees of the institute, the Department Heads and Accounts officer. Institute has designed some specific rules for the fund usage and resource utilization.

Utilization of funds:

- A finance committee has been constituted to monitor the optimum utilization of funds for various recurring and non-recurring expenses.
- The purchase committee seeks quotations from vendors for the purchase of equipment, computers, books, etc.
- The quotations are scrutinized by the finance and purchase committee before a final decision based on parameters like pricing, quality, terms of service, etc.
- The Principal, finance and purchase committees along with the accounts department ensure that the expenditure lies within the allotted budget.

Resource Mobilization Policy and Procedure:

- Before the financial year begins, in consultation with the Principal, Heads of Departments prepare and submit the departmental budget based on the requirements, such as upgradation and

maintenance of labs, furniture and other development expenses.
- The institutional budget includes recurring expenses such as salary, electricity and internet charges, stationary & other maintenance costs.
- The budget is scrutinized and approved by the Board of Governance in consultation with the accounts and purchase department.
- Statutory auditors are also appointed who certify the financial statements in every financial year.

Optimal utilization of resources:

- The college aims at promoting research, development and other activities, involving the faculty at various levels.
- Provision for traveling grants is made available for faculty members to attend National and International Conferences.

Financial monitoring:

Institutional mechanism to monitor effective and efficient use of available financial resources.

Financial monitoring mechanism involves the following:

- External audit is done annually by a registered Chartered accountant and the internal audit is done by a team set up within the college.
- The Income tax statement is regularly filed.
- Transparency in transactions through bills and vouchers.
- Single point transaction of money, only through the cashier.
- All major payments are done through the Bank.
- All major expenditures incurred are on the basis of inviting tenders and quotations.

Internal Auditors:

1. Deepali Shinde (Sr. Accountant)
2. Kishori kale (Accountant)
3. Mamta Patil (Accountant)
4. Sarala Chavan (Assistant Accountant)
5. Sarika Poyekar (Office Assistant)

External Auditor:

1. **CA S. K. Shetty & Co.**

The institute is bound for transparent and optimal utilization of financial resources.

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

6.5 Internal Quality Assurance System

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

Response:

The IQAC's primary responsibility is to create a mechanism for purposeful, consistent, and catalytic improvement in the Institution's overall performance. The IQAC will make a major and meaningful contribution to the Institution's post-accreditation phase. The Institution will focus all of its efforts and resources during the post-accreditation term on enhancing its academic quality by holding meetings, which will be overseen by the IQAC.

The objectives of the IQAC are:

- Ensure continual improvement throughout all Institutional functions.
- To assure all stakeholders involved in education, such as parents, teachers, staff, employers, funding organisations, and society, of its own quality and integrity.
- To encourage actions that will push institutional operation in the direction of best practises institutionalisation and quality enhancement.

IQAC Functions

- Establishing and implementing quality standards for the institution's numerous academic and administrative activities.
- Make arrangements for students, parents, and other stakeholders to provide input on the institution's quality-related operational procedures.
- Information on many quality characteristics of higher education is disseminated.
- Documentation of numerous programs/activities that contribute to quality improvement. Workshops and lectures on quality-related topics are organised, and quality circles are promoted.
- The process of preparing the Annual Quality Assurance Report (AQAR) that will be submitted to NAAC based on the quality standards.

Strategies of IQAC

1. Ensuring the completion of academic, administrative, and financial tasks in a timely, effective, and progressive manner.

2. The value and standard of educational and research courses.

3. Affordable and equitable access to academic programmes for all societal groups.

4. Improving and incorporating contemporary teaching and learning techniques.

5. The validity of the evaluation methods.

6. Ensuring the support system and services are adequate, maintained, and functional.

The following two practices are the outcome of IQAC projects and demonstrate how much IQAC has contributed to institutionalising quality assurance methodologies and processes.

1. TECHITHON

TECHITHON has been a platform for technical and creative expression, featuring a wide range of projects, workshops, seminars, and fun events throughout the years. It has fostered the development of new technologies encouraging peer and collaborative learning.It aims to revitalize existing technology to meet the changing needs of the next generation.

2. AIIR

Atharva's iLab, iMac Lab, and Robotics- **AIIR** serve as vital components in granting access to innovative technology, inventive solutions, and expert guidance. These labs provide specialized training, advanced technology resources and a creative environment for students to excel in robotics, digital domains, and innovative endeavours. It offers tangible platforms and mind-mapping technologies to transform students' ideas into reality.

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

6.5.2 Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	[View Document](#)
NIRF report, AAA report and details on follow up actions	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

Atharva College of Engineering responds with great support to gender equity and justice to all groups of society. Regardless of a person's gender, faith, or religion, the institute treats them with dignity and respect.The institute provides equal opportunities to both the genders in all types of portfolios.

The institute has established a Women Development Cell and Internal Complaint Committee for addressing several important purposes like gender equality,empowerment,safety and security.The campus is under surveillance 24X7 continuously by security officers (including female security personnel).The entire campus is under CCTV monitoring including each floor, with a focus on protecting the safety of students, faculty members, and staff. Emergency helpline number 022-40294949 is displayed on each floor and on the college website.

The institute has also established committees like Redressal of Grievance, Anti-ragging-Committee, SC/ST Committee, etc., for handling various issues concerning students and staff of all gender.

Institute has a well established NSS wing which helps in developing discipline,sense of duty,professional skills and patriotic fervor in both genders.

The institute has a mentor - mentee culture for addressing personal and other issues.The counseling program helps students to accomplish their goals.

The institute organizes gender-sensitive programs and self-defense training sessions to empower women. These activities promote inclusivity and foster respect for gender equality , encouraging boys and girls to work together.

Girl's and Boy's common rooms with all facilities are available.The Ladies washrooms are facilitated with 'Sanitary Napkins Vending Machine' on the ground and third floor.Divyangjan (differently abled person) washrooms for both genders are available in the college building.

Atharva College of Engineering in collaboration with Atharva Foundation has been working continuously for upliftment of women with initiatives like girl child education in rural India, support to daughters of martyr's families, notebook distribution, Bicycle distribution, Laptop distribution, PCOS awareness , Breast cancer awareness drives, Complete health check up ,Women Achievers Award,etc.

The college celebrates days of national and international commemoration like Republic day(26th January) , Independence day(15th August) for encouragement of patriotism and integrity , International Yoga day(21st June) , Teacher's day(5th September), Women's day (8th March) are too celebrated.

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

7.1.2 The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

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

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

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

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

Response:

Atharva College of Engineering tries to educate the staff and students about the constitutional obligations, such as human values, fundamental rights, duties, and responsibilities of citizens, and assist them in nurturing these in order to be better and more responsible citizens of the country.

The first-year students start their curriculum with a three-week Student Induction Programme that places an important focus on universal human values. The primary objective of this programme is to instill clear human conduct and correct understanding in the students so that they will fulfill their duties, roles, and responsibilities with commitment and dedication,both as students and as countrymen. The workshops on universal human values in which they take part provide a solid foundation for fostering in them a genuine love of the principles and ethics. This foundation enables students to uphold and demonstrate these principles throughout their entire lives.

Core values are reflected in the institute's policies. Based on these guiding principles, a code of conduct for both students and staff is created, aiding in the smooth operation of all activities, procedures, and discipline inside the institution. By holding an annual election for the Student Council, the institute provides students with the chance to develop their leadership abilities. With assistance from the staff, the chosen delegates assume responsibility for planning college programmes. The newly elected student council swears an oath to uphold the regulations and duties.

The institute's National Service Scheme (NSS) unit ,under the guidance of the NSS Coordinator, runs initiatives to cultivate civic virtue in its students. The National Service Scheme (NSS) plans and executes awareness campaigns including the Ban on plastic,Plastic collection drive, Paper bag making , Beach clean-up drive, Flag Collection drive, Swachh Bharat Abhiyaan, Visit to Old - Age home, Visit to Orphanage , Mental-health awareness , HIV awareness , Say No to Drugs drive,etc.The Humanitarian and Environmental actions provide students the chance to accomplish their obligations and responsibilities to their country.

The Institute's annual cultural festival *"Rhythm - Ember'"* acts as a platform for showcasing hidden talents of students to learn interpersonal skills.

Republic day , Independence day , International Yoga day , Teacher's day , Constitutional day, Marathi diwas ,

Festivals like Ganesh Utsav , Navratri , Diwali , Christmas etc are also celebrated with great fervor.

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

7.2 Best Practices

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

Response:

1. Title of the Practice : Techithon (An annual inter-collegiate Technical Festival)

2. Objectives of the Practice
a. TECHITHON offers a platform for engineering students to showcase their technical skills and compete in identifying exceptional innovations and technology.

b. The festival bridges the gap between future and current technologies by promoting cutting- edge advancements.

c. TECHITHON fosters the development of new technologies for the benefit of future
technocrats, encouraging peer and collaborative learning.
d. It aims to revitalize existing technology to meet the changing needs of the next generation.

3.Context : Atharva College of Engineering organizes TECHITHON, a renowned intercollegiate technical festival. The festival garners significant attention and participation, offering an opportunity to showcase innovative technical projects i.e. SMART INDIA HACKATHON.

4.The Practice :
The TECHITHON is held at ACE, in 2018, 2019, 2021 and 2022. The theme of the event for 2022 was "ALCHEMIA - A DECADE OF UPGRADE." Insightful workshops by guest speakers on subjects such as defense technology and economic revolution were included in the event's technical festival.

The theme in 2021 was on "AUGMENTIA - THE FUTURE IS VIRTUAL." Due to the COVID-19 epidemic, the event was held online with the intention of inspiring and motivating students during the lockdown. It included a variety of fun and educational events, including paper presentations, brainteasers, gaming, and fitness competitions.In 2019 the theme, "INNOVAZIA - REVAMPING TECH,"was focused on closing the accessibility gap between new users and existing technology. The festival featured both technical and non-technical events, such as laser tag and treasure hunts, as well as robo wars, paper presentations, and blind coding. On topics like international studies, ethical hacking, and web development, seminars and workshops were also presented. Participants in the festival came from several technological institutes in Mumbai, and an Atharva College of Engineering HACKATHON was held for the first time.The four essential components of life—Earth, Air, Fire, and Water—were the focus of the year's theme, "ESSENTIA," which was introduced in 2018. Expert panel discussions, technical paper presentations, project exhibitions, and poster presentations were all part of the festival.

5. Evidence of Success:

The efforts put in by each council member and volunteer was noteworthy and highly appreciated by everyone who visited the festival. The presence and participation of students from various colleges itself proved that the festival was a great boon for the young engineering students, who got Involved and displayed their technical projects related to the theme. The success of the event was reported in reputable newspapers, and many celebrities praised it. They expressed their valuable Feed-back that the festival was very successful in every possible manner. The winners of Hackathon were blood donor finder led by Syed Shahad Uddin and Food VR note led by Neha Bhargava. The winners of the event, brain squeezers were Dhruva, timeless treasures was Maity Pathak and many other events were led by ACE students.

6. Problems Encountered and Resources Required :

1. Efficient organization and scheduling were crucial factors in successfully managing such a large-scale event.

2. Choosing an engaging and relevant theme for the festival was of utmost importance.

3. Providing effective guidance and motivation to students was essential in keeping them engaged and enthusiastic.

1. Title of the Practice : AIIR (Atharva's iLab, IMac and Robotics)

2. Objectives of the Practice

? Encourage future competent engineers to foster practical robotics and automation knowledge.

? Promote Research, Technology & Innovation endeavors.

? Confront the difficulties and take challenges in app development and the rapid growth of mobile technologies.

? Offer industry-aligned training programs and to provide training courses, hold hands-on workshops, and keep abreast of innovation and technological developments.

? Cultivate Creative Thought Leaders in engineering.

Context : Atharva College of Engineering recognizes the importance of providing cutting-edge resources and facilities to ensure a promising future to students. Atharva's iLab, iMac Lab, and Robotics-AIIR serve as vital components in this endeavor for granting access to innovative technology, inventive solutions, and expert guidance. Atharva Centre of Creativity has launched

a program focused on Creative Leadership, Innovation, and Idea Generation within the iLab—an Innovation and Imagination hub. This lab offers tangible platforms and mind-mapping technologies to transform student's' ideas into reality.

The iMac Lab, comprising 20 iMacs, an iPad, and an Apple TV, aims to empower graduates in domains driving the digital world, such as mobile computing, multimedia, and cloud computing.It equips students with the necessary skills to thrive in these areas.

For the purpose of creating highly qualified specialists in industrial robotics, "Atharva Robotic Centre" offers specialized training in advanced automated manufacturing.

The Practice :

Atharva Robotics Center offers comprehensive training on KUKA KR 16-2 C4 Robots, providing students with hands-on experience in advanced factory automation technology.

The iMac prepares graduates in various domains essential to the digital world, such as mobile computing, multimedia, and cloud computing. The lab encourages creativity and innovative projects by familiarizing students with versatile applications and tools.

The Innovation Lab (iLab) offers physical and technological spaces to nurture breakthrough ideas. The center delivers Management Development Programs (MDPs) and shares innovative knowledge with corporate professionals. .

4. Evidence of Success :

1. 113 students underwent training and took part in esteemed competitions such as ROBOCON- 2022, the International Robotics Competition, the Flipkart Grid 3.0 & 4.0 Robotics Competition, and the Smart India Hackathon-2022. A few of them successfully transformed their ideas into startups.

2. 302 students who received training at the iMac lab witnessed enhancements in their academic performance, employability, and validation of their knowledge.

3. 252 prospective technocrats are being trained through ilab to bridge the gap between academia & industry and to become corporate professionals. These students are empowered to implement innovative projects.

5. Problems Encountered and Resources Required :

? To encourage course enrollment.
? To bring attention towards the course benefits for careers and employment opportunities.
? To regularly update the training curriculum in light of changing trends
? To streamline the importation process from other nations in order to guarantee effective maintenance of machine parts reduce downtime.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)

7.3 Institutional Distinctiveness

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

Response:

Catalyzing Innovation and Research Excellence:

The Institute has always stood ahead in envisioning the vital role of technology in shaping the future of engineering education. Keeping up with the pace of the industrial world to produce industrial-ready, technologically-updated students has always been the foremost attention of the institute. Institute has a vision of creating a world class educational environment that allows students to develop their professional abilities and foster a strong sense of responsibility and ethics. Institute has invested in terms of efforts and facilities in many ventures like Robotics Lab, Atharva Ground Station, iMac Lab, Virtual Lab, and NPTEL, MOOCS.

1. **The Institute has a standard training cell with a KUKA KR-16-2 Industrial Robot and the necessary supporting tools. The Robotics Centre, which is well-equipped with a standard training cell and the necessary auxiliary equipment, offers realistic, theoretical, and practical instruction on KUKA KR 16-2 C4 Robots to train the students on advanced factory automation technology. Among Private Engineering Colleges, Atharva College of Engineering's Robotics Training Centre is India's Second and Maharashtra's First Industrial Robotics Training Centre.**

2. **The Institute facility also has an advanced ground station and tracking system for satellites which presently tracks the Indian Institute of Technology (IIT) satellite. This was initiated as a part of IIT Bombay's first student Satellite "PRATHAM".**

3. **iMac Lab at Atharva consisting of iMacs machines, an iPad and an Apple TV, aims to equip the young graduates in various domains that drive the innovative digital world like mobile computing, multimedia, cloud computing etc. This helps students to get accustomed to the versatile applications of Mac and iOS. The vast variety of applications of Apple will cultivate their creativity and provide a platform for them to come up with ground-breaking projects.**

4. **iLAB is the lab of Innovation and Imagination. The iLAB holds significant importance for students by providing them with a platform to explore, experiment, and innovate. It is one of India's most advanced and high-tech centers of Creative Leadership and Innovation which has been specifically set up with a view to provide an unprecedented experience in Management Development Programs to the corporate professionals and students.**

5. **Our college students from "Ember" have taken their business ideas to the next level and started out on their own journey as entrepreneurs to whom Ember has fully supported. Scrap Recycling, a unique smart glass for visually impaired people, Robotics at school level are the examples of that.**

6. **Atharva College of Engineering participated in the 36-hour National Level Technical Innovative Project Competition Smart India Hackathon2019. A total of 5 teams were chosen for the Smart India Hackathon 2019 grand finale, of which 2 teams took first place under the category of complex problem statements, winning them a prize of Rs. 1 lakh each. Jishant Acharya and the team secured second place at Solve 4 Bharat Hackathon event at IISC on 20 th February 2020. A team of students also participated in Smart India Hackathon-2022 with the project entitled Autonomous Robo Cart.**

7. **All the departments frequently organize various seminars, workshops, webinars, and guest lecturers from industry professionals and well-known academicians regularly. Skill Enhancement Programmes, Value Added Courses, Soft Skills Development Programmes, Industrial Trainings/Internships, Industrial Visits Tours, and Live Industry Projects are regular happenings in the departments which are aiding in the professional growth of the students.**

Enhancing knowledge, social and professional abilities of faculty members:

The institute recognizes the significance of continuous development for faculty members and provides various activities and resources to support their professional growth and enhance their work performance.

1. **Institute encourages faculty members to attend various short-term training programs, Faculty development programs, workshops, certification courses to upgrade their knowledge and improve teaching skills to create a positive learning environment in classrooms. Some of the certification courses are NPTEL, MOOCS, Coursera, UHV, IIT - Bombay Remote center. Institute encourages and supports faculty members to pursue higher studies, undertake research work, present and publish their research work, book publication, and submit proposals to fetch research grants.**

2. **Conferences and Seminars: Faculty members are encouraged to attend conferences, seminars, and academic symposiums relevant to their field of expertise. These events provide opportunities for networking, knowledge sharing, and exposure to cutting-edge research. Attending conferences allows faculty members to broaden their horizons, engage in scholarly discussions, and stay abreast of emerging practices in their respective disciplines. During the last five years, the faculty members of our Institute have made notable scholarly contributions, with a substantial count of 1182 research papers published in renowned Conferences and esteemed Scopus Indexed Journals highlighting their active involvement in advancing knowledge within their respective fields.**

These activities and resources collectively contribute to the professional growth and development of faculty members, ensuring they remain competent, motivated, and capable of delivering high-quality education to students.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Atharva is one of the fastest growing educational brand in India which is a blend of continuous innovation and global benchmarking. The objective of Atharva College of Engineering is to create 'industry ready' youth who can be gainfully employed upon completion of their courses.

Our outstanding progress by creating world class infrastructure consisting of a sprawling educational campus with green cover which is a landmark.

Our focus is on Research, Technology & Innovation.

Concluding Remarks :

Atharva is committed to deliver value based education over a platform where academicians, industry, entrepreneurs, alumni and students bridge the gap between industry and academics and foster the culture of research for the holistic development of an individual.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.2	*Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years* 1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
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1131	1729	1820	2046	1672 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
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1004	1729	1377	1724	1672	 Remark : As per the revised data and clarification received from HEI , based on that DVV input is recommended.
1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)** 1.3.2.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 1795 Answer after DVV Verification: 1727 Remark : As per the revised data and clarification received from HEI , based on that DVV input is recommended.
2.1.2	*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years* 2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
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133	123	129	126	158 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
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| 133 | 123 | 131 | 144 | 155 |

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
240	240	240	240	240

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
155	155	155	155	155

Remark : As per the revised data and clarification received from HEI , based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
17	16	15	10	8

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
18	15	15	10	8

Remark : As per the revised data and clarification received from HEI , based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
19	14	24	14	16

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
20	14	24	14	16

Remark : As per the revised data and clarification received from HEI , based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
86	29	48	87	15

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
80	29	48	86	15

Remark : As per the revised data and clarification received from HEI , based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
17	25	33	45	11

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
17	24	22	16	9

Remark : As per the revised data and clarification received from HEI , based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
54	50	15	34	9

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
43	36	12	25	12

Remark : As per the revised data and clarification received from HEI , based on that DVV input is recommended.

3.5.1	*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.*
	Answer before DVV Verification : Answer After DVV Verification :6 Remark : As per the revised data and clarification received from HEI , based on that DVV input is recommended.
4.1.2	*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years* 4.1.2.1. **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>680.68</td><td>389.56</td><td>576.21</td><td>848.56</td><td>753.58</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>246.47</td><td>50.21</td><td>56.72</td><td>139.83</td><td>355.86</td></tr></table> Remark : As per the revised data and clarification received from HEI , based on that DVV input is recommended.
4.4.1	*Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)* 4.4.1.1. **Expenditure incurred on maintenance of infrastructure (physical facilities and**

academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
156.23	109.28	230.85	251.48	236.39

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
641.54	345.27	549.89	800.00	709.26

Remark : As per the revised data and clarification received from HEI , based on that DVV input is recommended.

| 5.1.1 | *Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years*

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1151	1065	954	909	882

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1143	1062	948	909	882

Remark : AS per the revised data and clarification received from HEI, based on that DVV input is recommended. |

| 5.1.3 | **Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1253	884	485	451	621

Answer After DVV Verification : |

2021-22	2020-21	2019-20	2018-19	2017-18
1253	884	485	571	629

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

5.2.1

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
356	350	271	314	300

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
190	210	196	186	175

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
613	609	531	534	587

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
613	609	531	534	587

Remark : As per the revised data and clarification received from HEI , based on that DVV input is recommended.

5.2.2

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
34	44	2	34	41

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
23	25	2	18	22

Remark : As per the revised data and clarification received from HEI , based on that DVV input is recommended.

5.3.1	**Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years** 5.3.1.1. *Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years* Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	7	6	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	6	4	1

Remark : As per the revised data and clarification received from HEI , based on that DVV input is recommended.

6.3.2	**Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years** 6.3.2.1. **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years** Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	24	40	00

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	25	40	00

Remark : As per the revised data and clarification received from HEI , based on that DVV input is recommended.

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
28	31	39	22	16

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
30	28	50	21	6

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	14	0	49	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
91	91	91	91	91

Remark : As per the revised data and clarification received from HEI , based on that DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of students year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2213	2192	2090	2142	2269

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2184	2187	2089	2140	2263

2.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):**
	Answer before DVV Verification : 97

	Answer after DVV Verification : 127
3.1	**Expenditure excluding salary component year wise during the last five years (INR in lakhs)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
680.68	389.56	576.21	848.56	753.58

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
888.02	395.49	606.16	939.84	1065.07