



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

## **AKOLE TALUKA EDUCATION SOCIETY'S TECHNICAL CAMPUS**

**K. G. ROAD AT PO TAL. AKOLE DIST. AHMEDNAGAR**

**422601**

**<http://atestc.edu.in>**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**June 2023**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Akole Taluka Education Society is among the pioneer institutes in education established by Late Dadasaheb Rupwate and Honourable Madhukarrao Pichad along with hundreds of social workers in 1972. Doorstep facilities of education are very noble cause of social engineering, justice and equality. Leaders of all political parties in the region are assemble here and bound together to achieve optimal progress in education especially in the rural area. The facilities in this campus are stands at international quality norms.

Akole Taluka Education Society's Technical Campus, which is located in Akole (Ahmednagar), was established in 2011 and is approved by All India Council of Technical Education (AICTE) and affiliated with Savitribai Phule Pune University, Pune (SPPU). The institute offers two postgraduate programs (MBA and MCA) and has around 360 students enrolled each year, with over 180 students completing their degree program

The institute's main focus is on providing quality education and creating an ecosystem for the overall development of students and employees. The institute has modern infrastructure and facilities including ICT-enabled classrooms and well-equipped computer labs. The institute also practices various teaching-learning methodologies and student-centric pedagogy. The institute believes in imparting the right curriculum with innovative teaching methodologies across multiple disciplines, creating a vibrant learning experience for all students. The institute also emphasizes the importance of moral and ethical values, making students holistically developed individuals.

### **Vision**

We, ATES Technical Campus is an Institute with a belief that "Be the Change, you want to see in the world."

We want to be a dynamic knowledge Hub through which we can transform rural & agricultural background students into Self-dependent Professionals & Entrepreneurs who will become the Change in the Society, generate employment & truly build The Unnat Bharat.

### **Mission**

1. To bring professional education in the reach of rural & tribal students.
2. To enrich the students by providing skills required to tune up with contemporary dynamic needs.
3. To become a Pioneer to bridge the gap between India & Bharat.
4. To empower students, Faculty & Society for contributing in overall progression of our Nation.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### **Institutional Strength**

- Suitable location with green campus.
- Pollution free environment.
- Experiential learning through real life case studies.
- Transportation facilities for remote students.
- With the motto of “Education to All”, we provide institute level scholarship to needy students.
- A well structured infrastructure as per AICTE norms.
- A supportive management board.
- Dedicated Faculty having student centric approach.

### **Institutional Weakness**

- Situated in rural area has its own disadvantages like less facilities and less exposure.
- Most of the students are from agricultural family background so the mindset of students and parents is conservative.
- Paying capacity of students is less.
- The confidence level and communication skill of students is poor.

### **Institutional Opportunity**

- Situated in rural area provides opportunity to get raw students which can be molded as per the industry requirements.
- Encouraging students to use available resources and make rural entrepreneurship.
- Using expertise to uplift the quality of life of farmers.
- Engage students in research work which will be useful for society.

### **Institutional Challenge**

- To change the mindset of parents.
- Transportation problem of students to reach institute from remote places.
- The students and parents are not aware about the documents required for admission process results into admission cancellation.
- Having remote location is constraint for arranging campus interview.
- Students desire to take admission at Urban Institutes, so local students can't be retained.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Our institute, located in Ahmednagar District and affiliated with Savitribai Phule Pune University, follows the university's curriculum and collaborates with them to develop an academic calendar. We strictly adhere to guidelines set by AICTE/UGC and other relevant authorities. The faculty members in the MBA and MCA departments use innovative teaching methods and formulate session plans to ensure effective curriculum implementation. The director and the Head of the Department allocate subjects, monitor progress, and conduct staff meetings. We organize educational visits and invite industrial experts for guest lectures to promote

industry interaction. Continuous internal evaluation is conducted through various assessments, and an examination committee oversees the assessment process. Compliance with the academic calendar is required for annual submissions.

ATES Technical Campus is committed to integrating important issues such as gender equality, environment and sustainability, human values, and professional ethics into its curriculum. The institution ensures equal opportunities and support for women through the Women Development Cell and Anti-Ragging Cell. They also offer courses on human rights and emphasize the importance of preserving the environment through various activities and subjects. Additionally, ATES Technical Campus conducts sessions by external experts and faculty members to promote ethical practices in both business and personal life, with specific courses addressing professional ethics in fields like corporate finance, management information systems, and managing for sustainability.

The feedback for this criterion aims to assess the institution's ability to provide a well-structured curriculum that promotes holistic development and prepares students for future challenges. It also evaluates whether the curriculum aligns with the institution's mission and goals, encourages critical thinking, and fosters skills and competencies required for employability and lifelong learning.

### **Teaching-learning and Evaluation**

Criterion 2 of the National Assessment and Accreditation Council (NAAC) focuses on Teaching and Learning Evaluation. This criterion evaluates the effectiveness of teaching and learning processes in an educational institute. The key aspects assessed under this criterion include the institute's approach to curriculum design, teaching methodologies, student engagement, and evaluation methods.

The institute is expected to have a well-defined and updated curriculum that reflects current trends and developments in the field of study. The curriculum should be designed to promote holistic learning and the acquisition of knowledge, skills, and attitudes relevant to the discipline. It should also cater to the diverse needs of students and ensure their employability and overall development.

The teaching methodologies employed by the institute are learner-centric, innovative, and interactive. The faculty members are expected to use a combination of lectures, practical sessions, seminars, case studies, group discussions, and technology-enhanced learning methods to facilitate effective learning experiences. The faculty's competence and commitment to teaching are also evaluated.

Student engagement and participation are crucial factors considered under this criterion. The institute should provide opportunities for students to actively engage in the teaching-learning process, such as through project work, internships, field visits, and industry interactions. The institute should encourage students to think critically, analyze information, and develop problem-solving skills.

Evaluation methods used by the institute to assess student learning and progress are assessed for their fairness, transparency, and alignment with the learning outcomes. The institute should have a robust system of assessment that includes both formative and summative assessments. Feedback mechanisms should be in place to provide constructive feedback to students and help them improve their performance.

We focus on evaluation of the effectiveness of teaching and learning processes in an educational institute. It assesses aspects such as curriculum design, teaching methodologies, student engagement, and evaluation

methods. The aim is to ensure that the institute promotes holistic learning, employs learner-centric teaching approaches, fosters student engagement, and utilizes effective evaluation methods.

### **Research, Innovations and Extension**

This criterion evaluates the effectiveness of Research, Innovations and Extension processes in an educational institute. The key aspects assessed under this criterion include the institute's approach to workshops/seminars/conferences including on Research Methodology. The institute is expected to have a well-defined and updated curriculum that reflects current trends and developments in the field of research.

The teaching methodologies employed by the institute are learner-centric, innovative, and interactive. The faculty's competence and commitment to teaching are also evaluated. The faculty has published various research papers in last five years which are useful to the students in future.

Our Institute promotes social ethics, soundness and responsibilities to the students, teaching and non-teaching staff by conducting extension activities in the community for comprehensive development of the society. For this institute perform various extension activities like Tree Plantation, Blood donation Camp, Voting awareness and voters pledge program, “Swachhata Hi seva” (Cleaning Awareness Program).

The institute has also made MOUs with local companies. These MOUs benefited many of our students resulting in placements as well as some of the students started their own startups.

The MOUs, extension activities give our students chance to interact with people having expertise in their field which is eye opener for our students as well as it gives a platform for them to showcase their inner talent & skills.

### **Infrastructure and Learning Resources**

The Institute has adequate infrastructure facilities and resources to conduct the curricular, co-curricular, extra-curricular, and research activities.

The institute has the campus area of (2.5) of acres from that built up area is 4481.46 Sq.mt. with ICT enabled classrooms (with Desktop and Projector) & Tutorial rooms, well equipped Computer Labs, well stacked library, administrative office, and seminar hall.

Every department is equipped with a Computer having internet connectivity and all computers are connected in LAN. The college is equipped with LCD projectors to facilitate the Modern teaching methods to be adopted. Wi-Fi facility is made available throughout the campus.

ICT resources has been sufficiently strengthened in the institution with adequate number of computers for students and staff members.

The library has charging and discharging books with manual system by using issue – return register for staff and library card for students. It has a diverse collection of 7220 books and 12 print journals and 6 magazines.

The library has library journal entry register for serial control. The library subscribed to 3 newspapers. The Library also provides access to about e-journals and e-books through DELNET. There are reading halls for 25 students and teachers. There are 11 computers in E- Library with internet facilities. The library maintains one visitor's register for students and one for teachers. Daily on an average 10 students visit to library for issue-return of books and referring journals and magazines.

### **Student Support and Progression**

Akole Taluka Education Society's Technical Campus ,Akole was established in 2011 in a rural area in Nawalewadi, Akole about 1km away from the heart of the city. Over the 12 years of its journey, this education society has developed a lot with the active participation of the students and the influence of the college. The institute provides students by means of scholarships and freeships issued by the government and other nongovernment agencies. For skill enhancement of students, soft skill, computing skill, and language labs are given to students.

Add-on Certificate courses are offered to all the students to enhance their skills , competitive examinations and capabilities. Our outgoing students are placed/progressed to higher education every year. In association with Arpan Bood Bank we organizing blood donation camp yearly in the college premises. We are giving opportunity for the students to participate in sports and games organized by the college and by the university and get prizes.

Students are also given opportunities in participating in cultural activities to polish their talents and get prizes. Our institution has a transparent mechanism for timely redressal of student grievance in offline/online mode. Institution has a well established grievance and redressal cell. The strong bonding with the students results in active alumni association that encourages the current students to identify the needs of corporate world. Alumni interact with the students and share their valuable experiences regarding the current business scenario.

### **Governance, Leadership and Management**

Akole Taluka Education Society's Technical Campus manages the Institute and provides education in rural area where modern facilities are not available. The Institute was established in 2011 to prevent brain drain from rural to urban areas and to train students to become job givers rather than job seekers. The culture of entrepreneurship is encouraged from the top management to the students.

The faculty has the freedom to implement their ideas in academics and curriculum. The Institute believes in decentralization and has two departments, MBA and MCA, each headed by HODs. Various committees deal with different activities, and coordinators have full authority for their work.

The Institute has a strategic plan for curriculum development, teaching and learning, examination and evaluation, research and development, library, ICT, physical infrastructure/instrumentation, and industry interaction/collaboration. E-governance is implemented in administration, finance and accounts, student admission and support, and examination.

The Institute has welfare measures for teaching and non-teaching staff, and the performance appraisal system encourages teachers to excel in teaching, learning, and research. The Institute is self-financed, and funds are generated through student fees. The deficit is managed by taking advance from the parent society. The Institute

has a mechanism to monitor the effective and efficient utilization of financial resources for academic processes and infrastructure development.

### **Institutional Values and Best Practices**

This Criterion focuses on institute values and best practices such as promoting gender equality, combating tatters and sexual harassment, transportation, surveillance cameras, use of renewable energy sources, commemorative ceremonies, blood donation camps, students' development and teacher research improvement programs.

The institute raising awareness and conducting training programs for students, staff and teachers. The institute provides transportation such as buses for students and staff. The facility has surveillance cameras installed throughout the campus to ensure the safety of students and staff. The facility has solar panels installed to harness the solar energy that is used to power the campus.

In institute, celebrations encourage patriotism and help students understand the importance of these occasions. The facility regularly holds blood donation camps to raise awareness of the importance of blood donation among students and staff. The facility allows teachers to participate in teacher development programs to improve their skills and knowledge. In institute Ph.D. research center also started for improving research work of students and teachers. These programs help teachers stay up to date with the latest developments in their field and improve their teaching methods and current knowledge for delivering to students. The facility allows teachers to present their research at various conferences. The institute organizes industry visits for students to provide hands-on insight into the industry. These visits help students understand the practical aspects of their field and bridge the gap between theory and practice.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	Akole Taluka Education Society's Technical Campus
Address	K. G. Road At Po Tal. Akole Dist. Ahmednagar
City	Akole
State	Maharashtra
Pin	422601
Website	<a href="http://atestc.edu.in">http://atestc.edu.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Prashant Radhakrishna Tambe	02424-221243	9595757700	-	akole2011@gmail.com
IQAC / CIQA coordinator	Gopal Vijay Boob	-	9890418839	-	gopalboob@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	



State	University name	Document
Maharashtra	Savitribai Phule Pune University	<a href="#">View Document</a>

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	<a href="#">View Document</a>	03-07-2022	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	K. G. Road At Po Tal. Akole Dist. Ahmednagar	Rural	2.5	4481.46

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No. of Students Admitted</b>
PG	MBA, Management	24	Graduation	English	120	60
PG	MCA, Management	24	Graduation	English	60	60

**Position Details of Faculty & Staff in the College**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				4				12			
Recruited	1	0	0	1	1	0	0	1	10	1	0	11
Yet to Recruit	0				3				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				13
Recruited	10	3	0	13
Yet to Recruit				0

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

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	1	0	0	1	0	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	8	0	0	8
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	1	0	2
UG	0	0	0	0	0	0	0	0	0	0

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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
		0	0	0	

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
PG	Male	168	0	0	0	168
	Female	128	0	0	0	128
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	22	16	12	13
	Female	10	8	6	9
	Others	0	0	0	0
ST	Male	30	19	27	28
	Female	21	14	10	12
	Others	0	0	0	0
OBC	Male	29	38	40	37
	Female	25	18	27	28
	Others	0	0	0	0
General	Male	90	73	73	72
	Female	56	54	83	70
	Others	0	0	0	0
Others	Male	34	19	11	17
	Female	12	7	12	8
	Others	0	0	0	0
Total		329	266	301	294

### **Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	The SPPU syllabus for two-year programmes MBA and MCA encompasses various subjects, including Core subjects, elective subjects, Interdisciplinary subjects, Internship Projects, cyber security, human rights and Soft skills. The curriculum strikes a balance between fundamental management skills and employability, addressing multidisciplinary approaches. To foster 360 degree development of students, the institute conducts activities related to environmental and energy consciousness, ethics & moral values, serving the society. Following SPPU's curriculum, the institute offers credit-based and choice-based courses, allowing students to select elective courses right from the beginning of their
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	<p>programme, catering to their interests and preferences. The institute also encourages students to opt for interdisciplinary subjects for their internship projects, where students can work on projects covering diverse topics and which develop their multidisciplinary knowledge. Institute also seeks Industry experts' support whenever required.</p>
2. Academic bank of credits (ABC):	<p>As far as Academic Bank of Credits is concerned steps will be initiated in our institution as per the NEP guidelines.</p>
3. Skill development:	<p>The institute is always trying to develop the skill sets of students and for that the institute has modern computer labs, startup &amp; innovation cell and ICT facilities to aid this process. The institute focuses on skill development to help students acquire the desired competency levels which is required in the industry/market. The institute has implemented a curriculum and syllabus based on Outcome-Based Education, which helps in skill development and learning outcomes. In addition to this, the institute provides skill development programmes to the students such as communication skills, leadership &amp; teamwork, programming languages, artificial intelligence, emotion intelligence. We also believe in experiential learning; therefore we try to provide it through internships, field visits, industry visits.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>The institute honors national days and important festivals to show respect for national leaders and promote awareness of Indian culture. Since many students come from rural areas and learn in their native language, the faculty makes an effort to teach in both English and the local language (Marathi). Programs like Yoga Day and festival celebrations help students connect with their Indian roots. During annual festivals, Indian languages, arts, and traditions are promoted, and various competitions are held in the local language to help students understand Indian culture and values. At our Institute, students get instructions in bilingual mode both in English and Marathi for all the courses. Instructions are given in English first and then the same is elaborated in Marathi. The second year MBA students have subject named Indian Ethos and Business Ethics in which our ancient sculptures, books and their learning is explained.</p>

<p>5. Focus on Outcome based education (OBE):</p>	<p>Institute has a well-established process and policies for achieving CO and PO/PSO, which were developed by Savitribai Phule Pune University. The faculty prepares the session plans, content and assessment tool for each course, which are reviewed by HOD and Director. At the beginning of academic year, induction programme is arranged for students to understand the process of compliance of the curriculum for attaining POs and PSOs is explained. Feedback from is filled by students regarding subject material, lecture delivery and tools for concurrent assessment so that we can assess the outcome course as well as the programme. Each Faculty designs question paper in the context of OBE, map them with COs.</p>
<p>6. Distance education/online education:</p>	<p>The emphasis is on ICT-based teaching and learning methods, such as PowerPoint presentations, , videos, and virtual classrooms. Student engagement is ensured through activities like activity-based teaching, experiential learning, and question answer sessions. During the pandemic, online sessions were held via Zoom platform. To address issues like weak internet connections and power outages, recorded videos are created and made available on whatsapp chats for students' convenience. Computer lab manuals are provided to MCA students each semester as per the requirement of subject. The manuals contain information about the practical. While MBA students are provided summer internship manuals which contains the roadmap for their 2 months internship. While all the faculty members are available for students 24x7 to resolve their any type of problem.</p>

### Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes</p>
<p>3. What innovative programmes and initiatives</p>	<p>Sessions conducted for awareness by faculty</p>



<p>undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>members</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>No</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>New admitted students who do not have voter id cards are encouraged to enroll for voter id card registration.</p>

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
329	266	301	294	268

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 2 Teachers

#### 2.1

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

Response: 36

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 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
21	26	26	27	24

### 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
29.37	30.09656	37.25796	48.98093	42.5771

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>

## 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:**

"Our institute is situated in Ahmednagar District and is affiliated with Savitribai Phule Pune University, Pune. Consequently, we adhere to the university's curriculum, which restricts our flexibility in designing syllabi. Every academic semester, the institute collaborates with the university to develop an academic calendar encompassing curricular and extracurricular activities for effective curriculum implementation. We strictly follow the guidelines provided by AICTE/UGC and other relevant authorities. The faculty members in the MBA and MCA departments formulate session plans and subject files to ensure the smooth execution of the academic calendar and curriculum. Additionally, the faculty encourages innovative teaching methods like role play, group discussions, PowerPoint presentations, case studies, and mini-projects. Prior to the start of each academic session, the institute's director convenes a meeting to allocate subjects and distribute the workload, also reviewing the previous semester. The Head of the Department (HOD) conducts staff meetings to monitor syllabus completion, track student progress, and gather suggestions. Autonomy is granted to all faculty members to facilitate effective syllabus implementation, and activities relevant to the curriculum are organized. Educational visits to historical places, memorials, and other locations are also part of the program.

To promote industry interaction, we arrange annual industrial visits and invite distinguished industrial experts to deliver guest lectures at the institute.

Assignments are assigned to students under the guidance of their respective faculty. Periodic meetings are held between the faculty and the director to evaluate curriculum delivery and discuss any concerns. At the start of each academic year, the university prepares and publishes an 'Academic Calendar' that outlines the teaching-learning schedule, events, holidays, and semester examination dates. This calendar ensures that teachers are informed about the continuous internal evaluation (CIE) process. It is made available on our institute's website and displayed in the director's office. We monitor students' academic progress through continuous internal evaluation, seminars, project work, unit tests, and semester examinations. The director periodically reviews the internal assessment process. To facilitate the internal assessment process, we have established an examination committee at the institute level, responsible for overseeing the entire assessment process. This committee provides the university with information regarding the students appearing for examinations. Upon receiving the enrollment list of students from Savitribai Phule Pune University, we prepare seating arrangements for invigilators, among other tasks. All records of internal assessment are maintained at the institute level. The MBA and MCA departments are required to submit compliance with the academic calendar as part of their annual submissions."

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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: 0**

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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: 0**

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
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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:**

ATES Technical Campus undertakes efforts to integrate various issues such as

Gender, Environment & Sustainability, Human Values, and Professional Ethics into the curriculum.

**Gender Equality:**

Gender equality and equal opportunity for women are necessary in the institution. Every activity and program of the circular of the institute should provide equal opportunity for the development of the girl students and the female staff. For maintaining the equality among the staff and students the Women development cell and Anti ragging cell are active. These committees take utmost care and provide support to girl students and the female staff.

**Human Values:** ATES TECHNICAL CAMPUS undertakes courses on Human Rights prescribed by the SP Pune University as per the guidelines and courses designed by UGC under the Skill Development Initiative of the Central Govt. This course on Human Rights is taught in the first two semesters.

**Environment and Sustainability:** In the environment and sustainability issues, a number of activities such as seminars, workshops, guest lectures, industry visits and field visit were organized for students of all MBA & MCA Students, where students actively participate. We make student aware about the importance of preserving the environment through the subject taught in there syllabus.

**Professional Ethics:** As far as professional ethics are concerned, sessions are also conducted by external experts to inculcate ethical practices in business and life. Also, certain faculty members conduct sessions specifically on ethics. The sessions conducted by the external experts are integrated with an elective course of Semester I – Personality Development Lab. Various inputs offered under this course educate the students on personal and professional ethics. Also, various other facts of professional ethics are taught to the students in the courses such as Corporate Finance, Management Information Systems and Managing for Sustainability.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**1.3.2**

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

**Response:** 44.38

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

**Response:** 146

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 67.41

##### 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
187	142	124	139	132

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

2021-22	2020-21	2019-20	2018-19	2017-18
207	207	180	240	240

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

#### 2.1.2

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

**Response:** 61.96

##### 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
62	63	64	56	71

### 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
90	90	90	120	120

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
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)	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 15.67

## 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 places significant emphasis on outcome-based learning and employs various activities to motivate faculty and students during the teaching-learning process. To encourage experiential learning, students are given opportunities to work on industry live projects and mini-projects, fostering a problem-solving mindset. Industrial visits are organized to familiarize students with work culture and industry technologies, while internships provide practical experience. The institute has established MOUs with different industries to bridge the gap between academia and industry requirements.

Faculty members play a crucial role in motivating students by encouraging them to refer to high-quality journal papers and arranging expert talks on selected topics. Students are given the chance to present their work in front of peers and faculty, boosting their motivation and confidence. The institute also implements an Earn and Learn Scheme to support economically disadvantaged students as per SPPU regulations. After the final year examination, faculty advisors guide students to pursue higher qualifications.

Participative learning is actively promoted through classroom interactions, case studies, and quizzes. Special training programs are conducted to enhance students' soft skills, interview skills, and aptitude for group discussions and case studies, preparing them for placement interviews. The institute also encourages students to participate in cultural competitions, sports activities, and student councils to build confidence, develop leadership qualities, and foster aptitude.

To provide technical platforms for leadership and innovative thinking, students are motivated to engage in code competitions, poster presentations, quiz competitions, Ad Mad Shows, and more. Those interested in research and development are continuously encouraged to present their projects and research work. Eminent speakers from industry are invited to deliver lectures, keeping students informed about current corporate developments.

The institute's library houses an extensive collection of books, journals, and audio-visual aids, facilitating a deeper understanding of various concepts. Free internet access and campus-wide Wi-Fi further promote self-learning among students.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 91.85

#### 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
21	27	27	30	30

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>

#### 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:** 29.84

**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
7	9	7	8	6

File Description	Document
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>

## 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:**

**Internal Evaluation:** The institute implements Continuous Internal Evaluation (CIE) reforms to assess students' progress in terms of knowledge, skills, and attitudes, following the syllabus prescribed by Savitribai Phule Pune University (SPPU). Evaluation criteria for CIE are determined through faculty discussions before the semester begins, taking into account factors like independent and experiential

learning, problem-solving skills, and communication abilities. Students' active participation in course-related seminars and co-curricular activities is also considered. Throughout the semester, the institute employs diverse evaluation methods, such as assignments, projects, case studies, online exams, field projects, multiple-choice questions (MCQ), presentations, and written tests. The CIE components suggested by SPPU include case studies, class tests, open book tests, field visits/study tours, projects with internal viva-voce, learning diaries, scrapbooks, group discussions, role plays/storytelling, presentations, home assignments, industry analysis, quizzes, and newspaper reading. Faculty members adapt these criteria according to their respective courses. SPPU offers various elective courses and specializations, providing students with the opportunity to select their areas of interest. For practical evaluations and projects (e.g., Summer Internship Projects [SIPs], dissertations, and mini-projects), the institute appoints internal examiners. The faculty prepares course-specific evaluation criteria, which are displayed on the notice board. Students can approach faculty members to discuss any concerns or doubts about the internal evaluation process. Once grievances are addressed, the evaluation criteria are finalized by the faculty members in consultation with the Head of Department (HOD) and Director. The College Exam Officer (CEO) oversees all CIE processes.

**External Assessment:** The semester adheres to the academic calendar set by SPPU, and faculty members plan their courses accordingly. The Controller of Examinations (COE) is responsible for managing external examinations, including examination forms, schedules, and hall tickets, providing regular updates to students. The COE conducts theory exams and online exams according to the SPPU exam schedule. Any queries or complaints about theory exams are recorded by the institute's examination section and forwarded to the University for necessary actions. The paper setting, exam administration, evaluation, and result declaration are handled by the University. After the exams, the University announces the results, and the institute conducts a result analysis based on the SPPU result ledger, displaying it on the notice board. If students have doubts about their course marks, they can apply for verification, revaluation, or obtain a photocopy of their answer books. University examiners re-verify and reassess the answer books, and any revised marks are communicated to the respective students through the institute.

**Grievance Redressal System:** The institute provides an online grievance system, allowing students, teachers, non-teaching staff, and parents to submit their grievances. The user-friendly portal requires registration before users can log in and submit their grievances. Once a grievance is submitted, the institute's administrators or directors review and take appropriate actions. This mechanism is transparent and time-bound, ensuring efficient handling of grievances.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 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:**

Savitribai Phule Pune University developed curriculum for MBA and MCA institutes, incorporating program outcomes and course outcomes. Course outcomes are essential for evaluating educational programs and achieving program goals.

Course outcomes define the knowledge, skills, and competencies students should acquire after completing a course. They align with program objectives, indicating the overall program aims. Achieving course outcomes demonstrates mastery of course content and skills, contributing to program success.

Attaining course outcomes is beneficial as it ensures students are progressing towards program objectives, establishing a strong educational foundation. It provides a clear path, showcasing how individual courses contribute to larger goals.

Furthermore, the attainment of course outcomes help evaluate student progress and curriculum effectiveness. Educators gather valuable data on student performance, informing instructional decisions. Ongoing improvements maintain curriculum relevance and impact.

For students, achieving course outcomes in relation to program outcomes brings a sense of accomplishment and advancement. It allows self-assessment, offering feedback on strengths and areas for growth. Successful attainment fosters confidence and provides tangible evidence of progress throughout the program.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**2.6.2**

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

The process of achieving course outcomes and program outcomes involves a systematic approach to curriculum design, teaching, learning, and assessment. Our institution has developed a general framework for attaining these outcomes. The initial step is to identify the overall goals and objectives of the program or course, which in turn helps us define program outcomes (POs) aligned with the desired knowledge, skills, and attitudes of graduates.

Once the POs are established, they are further broken down into specific course outcomes (COs) that can be accomplished within individual courses. These COs are clearly outlined in the syllabus provided by the university, serving as a comprehensive guide for both instructors and students. By explicitly stating

the course outcomes and program outcomes, we ensure that all stakeholders are aware of the expected learning objectives.

To assess the achievement of POs and COs, we analyze the final results of students, considering both external and internal marks. The internal marks are determined based on the university's scaled-down formula, enabling us to track student progress and achievements in each subject, and align them with the corresponding COs and POs.

To establish the alignment between COs and POs, we assign values representing attainment levels. These values are categorized as follows: 3 for a high level of attainment, 2 for a medium level, and 1 for a low level. This assessment approach helps us evaluate the degree to which COs align with the intended POs.

Furthermore, we utilize rubrics to assess the attainment of course outcomes, providing clear criteria for evaluating student performance. We have established different levels of attainment based on percentage ranges. For instance, an attainment level of 0 indicates less than 40% attainment, level 1 represents 40-50% attainment, level 2 signifies 51-60% attainment, and level 3 indicates 61-100% attainment.

In addition to direct assessment methods, we also consider indirect assessment measures, such as gathering feedback through a Graduate Exit Survey, a Parents Survey, Co-Curricular Activities, and Extra-Curricular Activities. Each of these components contributes to the overall assessment of student attainment.

By implementing this systematic approach to curriculum design, teaching, learning, and assessment, we are dedicated to ensuring that our students successfully achieve the intended course outcomes and program outcomes. This comprehensive framework allows us to continually monitor and enhance the quality of education we provide within our institution.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

### 2.6.3

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

**Response:** 78

##### 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
100	91	113	58	60

### 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
145	101	114	91	90

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
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.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1

**Online student satisfaction survey regarding teaching learning process**

**Response:** 3.54

File Description	Document
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 0

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

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

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

**Institution has created an ecosystem for innovations, 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:**

Institute has created an ecosystem for the post-graduate students to the exploration of their new ideas and sharing of knowledge with other like-minded in their areas of interest. Students with creative ideas approach the specialized teachers who are guiding them in their work and later their work is presented in competitions/seminars conducted by the affiliated colleges of the same university and another university.

#### **Startup & Innovation Cell:**

**Institute has established “Startup & Innovation Cell” under “Center for Innovation, Incubation & Enterprise” – Savitribai Phule University, Pune.**

The main objective of this cell is to strengthen and motivate students through a supportive environment that helps them to establish their business ideas and develop their concepts into market-ready products.

Under this cell, we conduct various activities to encourage student so that they can initiate their startups.



**On 19th October 2019 we have conducted Institute level competition Titled” Startup India – Stand up India”.** And the theme of this competition was “Opportunity to Reunite Rural India”. 6 students were participated and in this competition and explore their business ideas.

Innovation & Start-Up Cell is the facility established to nurture young (startup) firms during their initial period. It usually provides affordable space, shared offices and technical services, hand-on management training, marketing support and access to some form of financing.

### **Research Activity:**

Institute has taken initiative steps towards developing ecosystem for innovations and knowledge sharing methods. The faculty members and students are empowered to take up research activities utilizing the inherent skills.

In The institute Following Facility are available to Faculty and students to carry out their research activity –

- Well-equipped computer laboratory. Computers in laboratory are of latest configuration and connected with high-speed internet.
- We have dedicated lease line of 100 MBPS.
- Our campus is fully covered by Wi-Fi facility.
- Library with 3000+ Books, research journal, magazines.

Following are the ultimate aim of the Institute:

- To establish research culture in institute.
- Encourage and motivate to faculty and students to explore their knowledge and new ideas in their respective areas of expertise.
- Creating awareness among the student and faculty about how to write research paper, research proposals etc.
- Arrangements for submission of research papers at national / international level Seminar
- To monitor and enhance the quality of research programs, projects and the research Infrastructure within Institute.

Institute also organize various workshops & guest lectures on emerging trends in Technology are as mentioned below. Students are encouraged to gain hands on experience and better Industrial Exposure. This would be an added advantage to the students to further develop their Prototypes.

<b>Year</b>	<b>Name of the workshop/ seminar/conference</b>	<b>Date</b>
2018-19	Workshop on Entrepreneurship & Management Development	15/03/2019
2018-19	Amazoned – “Amazing Story of	11/03/2019

	Amazon”	
2018-19	Workshop on ASP.NET Using C#	22/11/2018 to 24/11/2018
2019-20	Entrepreneurship Development	08/12/2019
2019-20	Workshop on Android	10/10/2019 to 12/10/2019
2019-20	Confidence Building Workshop	05/10/2019

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

### 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: 6**

**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
0	0	3	3	0

<b>File Description</b>	<b>Document</b>
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 3.3 Research Publications and Awards

### 3.3.1

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

**Response: 0.42**

**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
5	4	0	6	0

<b>File Description</b>	<b>Document</b>
Links to the papers published in journals listed in UGC CARE list or	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:** 0.06

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

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

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>

## 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:**

Our Institute promote social ethics, soundness and responsibilities to the students, teaching and non-teaching staff by conducting extension activities in the community for comprehensive development of the society.

Through extension Activity, we sensibilise students, teaching and non-teaching staff to make aware about social values, responsibility and knowledge of issues and problems in society by making them to involve with the community people

For this institute perform various extension activities like Tree Plantation, Blood donation Camp, Voting awareness and voters pledge program, “Swachhata Hi seva” (Cleaning Awareness Program).

### **Tree Plantation:**

Institute organized Tree Plantation Program at **Dhamangaon Awari (Survey No.200, 201)** on 25th July 2018. Students, Teaching and non-teaching staff actively participated in the program and plant various 150 plants of Ficus, banyan, tamarind, sugar apple tree etc.,

### **Voting awareness and voters pledge program:**

Institute conducted Voting awareness and voters pledge program on 11th April 2019 at 10:00 AM in the presence of Director, HOD’s of MBA & MCA department, all Students, teaching and non-teaching staff. Director addressed the gathering about relevance and importance of election and encourage them to participate in the process of Electoral. All the students of MBA & MCA, Teaching and Non-teaching Staff took voters pledge to vote fearlessly and without being influenced by anything.

### **Cleaning Awareness Programs:**

Institute have celebrated Swachhata Pakhwada during **1 to 15 sept, 2017**. All our students are hearty participated in this event and made cleaning the campus and surroundings.

On 24th September 2018 “**Swachhata Hi seva**” (**Cleaning Awareness Program**) was organized by **institute** on the occasion of “Rashtrapita Mahatma Gandhi’s Birthday. This activity was conducted at PRAVARA River Bank.

On 1st October 2019 the program “**Swachhata Hi seva**” (**Cleaning Awareness Program**) was organized by institute on the occasion of “Rashtrapita Mahatma Gandhi’s 150th Birthday. This activity was conducted at PRAVARA River Bank. The area was too dirty, it was full of garbage and various unwanted material so students and staff started cleaning the area. It was great experience to us and we were aware about importance of cleanliness of public places.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

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

To excel professionally by accepting new challenges and delivering good work has always been the aim of the Institute. all faculty members and students are regularly encouraged and motivated by the Institute leadership. The atmosphere within the Institute is extremely supportive of professional developments and competitive towards achieving bigger goals.

A team of highly energized faculty members armed with subject matter expertise, contribute towards personal development as well as cumulative development of the team there by amounting to the growth of the Institute.

Even if our institute is not awarded by the government, our students and faculty do many activities, for example, tree plantation, blood donation, river cleaning after Ganpati Visarjan and other small and big activities. The common public has benefited a lot due to this activity of blood donation. So the institute has file 251 bags of blood in five years. And more than 300 trees are planted in tree plantations in five years and follow up every year.

The Institute makes sure to encourage its faculty members and students to participate in various events and competitions and try to succeed in them.

**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:** 4

**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
1	0	1	1	1

<b>File Description</b>	<b>Document</b>
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 3.5 Collaboration

<p><b>3.5.1</b></p> <p><i>Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.</i></p> <p><b>Response: 5</b></p>	
<b>File Description</b>	<b>Document</b>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

**Response:**

- Infrastructure plays the role of catalyze in the process of teaching & learning.
- Adequate infrastructure is provided by the management by considering the strength of the students.
- Our Institute abundant infrastructure structure & learning resources in the total area (2.5) of acres.

The built up area is Sq.mt. is 4481.46

The Institute has developed necessary infrastructure as per statutory requirements of AICTE. The infrastructure consists of class rooms, computer labs, library, seminar hall, staff room, well-furnished desk & benches, other furniture and fixtures, electrical installation etc.

The building is mainly comprised of administrative area & Labs etc.

The institute has ramps for disabled students so that they can move easily. Also first-aid medical facility & commode toilet is available for them. CCTV Cameras are installed at various locations for security and vigilance.

There are different parking space vehicles of boys & girls students and employees.

The classrooms of the Institute are spacious and as per AICTE norms. The classrooms are having ICT

Facilities. The computer labs are well equipped with latest configuration computers, printers and high speed Internet connection.

#### **Equipment for Teaching, Learning, & Resources.**

Projector - 3

Printers – 14

Internet Facilities Wi-Fi – 05

Scanner – 02

Computer – 153 (120 Computers in Computer Lab)

Xerox Machine – 01

#### Facilities for Cultural Activities:

The Institute organizes “Antarnad” the Annual Cultural activity. The institute encourages students to participate in various events. Institute has its own sound system and various allied equipment for smooth conduct of events. Institute has Seminar hall with 200 seating capacity.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

#### 4.1.2

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

**Response:** 12.36

**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
6.67	0.15	0	12.49055	3.967

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
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)	<a href="#">View Document</a>

## 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:**

Institute library is well-equipped with latest infrastructure and well-stocked with a good collection of books. The library has charging and discharging books with manual system by using issue – return register for staff and library card for students. It has Journal Entry Register for serial control. It has a diverse collection of 7220 books. The library subscribed to 3 newspapers- Sakal, Loksatta and Indian Express. There are reading halls for 25 students and teachers.

Library has subscribed 7 journals for MBA, 6 journals for MCA and 6 magazines. MBA journals are Abhiyan ,Prabandhan, Vikalpa, Management Accounting, Indian Journal of Finance Indian Journal of Business Research And Economics, Journal of Management And Entrepreneurship. MCA journals are Artificial Intelligent System and Machine Learning, Asian Journal of Computer Science & Technology, Indian Journal of Computer Science, International Journal of Cloud Computing and Database Management, International Journal of Applied Computing and International Journal of Computing and Artificial Intelligence.

Magazines are Competition Success Reviews, India Today, Outlook, Pratiyogita Darpan, University News and Yojana.

There are 11 computers in E- Library with internet facilities. The Library also provides access to about e-journals and e-books through DELNET.

The library maintains one visitor register for students and one for teachers. As per visitor register average daily footfall is of 10.4 students and teachers who visit the library for accessing and referring library resources.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**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:**

With the increasing demand for internet access in educational campuses due to evolving standard of education and flexibility offered by the Internet - universities, colleges, educational institutes etc., are keenly stepping forward to setup secured and stable wired or Wi-Fi network campus for their students. As per the current market trend, most of the students like to carry 3-4 devices with them like mobile, tablets, laptops, iPods etc. with them to campus. As these devices devour bandwidth, colleges and universities are struggling hard to keep up with the bandwidth demand. Educational campuses have major requirements of user access control, control over bandwidth consumption, and differentiated policy control for management faculty's access and student's access.

We are using internet connection of 300 Mbps of 4500 GB per Month & institution also provides Wi-Fi facility to student at campus. Campus is having 300 Mbps of high speed internet facility. The institute has a 24X7 Wi-Fi facility in the college campus for the student and faculty members to avail internet connection at Computer LAB, Library, and Administrative Office. Students have the facilities of e-mail, net surfing, up/down loading of web based application, for helping them in preparing projects & seminars.

**LAN Facility:** Institute has its managed LAN switching facility and it is maintained by Institute itself. We have 120 wired nodes in Computer Lab and 4 Wi-Fi access points

**WIFI – Internet Connection**

In – 2017 – 32 Mbps (BSNL LTD. Akole)

In – 2021 – 300 Mbps (BSNL LTD. Akole) - Till Date

**Institute Website:**

Institute website [www.atestc.com](http://www.atestc.com) is to provide its visitors with:

- The basic information about the Institute and its various Departments.

**Desktop**

As per required of all the departments Institute has provided Desktop computers in Institute computer labs for the students. For MBA and MCA Department Institute has provided 120 desktop computers. Apart from this all the students can use computers as per their allotted time period. Out of total 120 computers approximately.

**Software**

To run Desktop & other computer programs Institute has following software with License version.

1. Microsoft Windows 10 (25 Users)

2. Ubuntu Operating System
3. Fedora Linux Operating System
4. Sabayon Linux Operating System
5. Debian Operating System
6. Mandriva Linux Operating System

### Solar Panel Installations

Solar Panel decreasing the environmental impact of these institutions and making them greener and more eco-friendly. Institute has installed 10KV solar panel in 2018. By this college is able to reduced its electricity bill also.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 4.3.2

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

**Response:** 2.74

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

Response: 120

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:** 5.28

#### 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
0.86590	2.95706	1.71263	2.99818	1.41101

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
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)	<a href="#">View Document</a>

## 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:** 78.88

**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
248	227	239	229	207

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

#### 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

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:** 0.14**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
0	0	2	0	0

**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:** C. 2 of the above**File Description****Document**

Proof related to Mechanisms for submission of online/offline students' grievances

[View Document](#)

Proof for Implementation of guidelines of statutory/regulatory bodies

[View Document](#)

Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances

[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:** 17.77

**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
8	15	15	9	28

**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
100	91	113	58	60

**File Description**

**Document**

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

**5.2.2**

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

**Response:** 0.37

**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
0	0	2	0	0

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

### 5.3 Student Participation and Activities

#### 5.3.1

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

**Response: 0**

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

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

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

#### 5.3.2

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

**Response: 0.6**

**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
0	0	1	1	1



File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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:**

Graduates are the strong pillars of the institution. The institute is extremely proud of its graduates and their achievements. Graduates contribute to the holistic development of the institute in various ways. Graduates are in constant contact with the institute. They are invited to the Alumni Meet organized by the institute. Collect students from all batches and connect with the institute. Provide a platform for alumni to support the institute and student leadership.

Discuss and accept ideas for improving existing students. Unite for the benefit of the weaker section of society. Akole Taluka Education Society's Technical Campus, Akole Alumni always contributes in various non-financial ways. Every student tries to put his piece into development. Akole Taluka Education Society's Technical Campus, Akole graduates are now working in various respectable positions in corporations and industry. They are invited to share their knowledge and experience from time to time on subjects related to the curriculum according to their knowledge.

Alumni help us guide students on current trends in the corporate world and software development. Field visits are organized into industries through the Alumni Reference. Graduates inform the institute about the possibilities of the summer internship project and internship training. They provide their references for the implementation of students' curricular projects. Graduates provide opportunities for students to be an active part of live projects in their organizations.

This provides exposure to students to understand and gain knowledge about the working methodology of the company. Graduates constantly share job offers in their organization as well as references to recent and experienced graduates of our institute. The institute invites them as experts in various specializations to guide the students in choosing their specialization in MBA and tracks in MCA by imparting their knowledge to the students.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 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:

#### VISION:

We, ATES Technical Campus are an Institute with a belief that "Be the Change, you want to see in the world."

we want to be a dynamic knowledge Hub through which we can transform rural & agricultural background students into Self-dependent Professionals & Entrepreneurs who will become the Change in the Society, generate employment & truly build The Unnat Bharat.

#### MISSION:

1. To bring professional education in the reach of rural & tribal students.
2. To enrich the students by providing skills required to tune up with contemporary dynamic needs.
3. To become a Pioneer in bridging the gap between India & Bharat.
4. To empower students, Faculty & Society for contributing in overall progression of our Nation.

The Institute is managed by Akole Taluka Education Society (ATES) which is a leading educational trust in Akole Taluka. The ATES has made available education at the places in our rural taluka where yet modern facilities not reached. By keeping in mind our vision, Management of our Institute established our Institute in 2011 to stop brain drain from rural area to urban area.

Our students are trained just like to become job giver not to be a job seeker. This culture of being Entrepreneur has been percolated from top to bottom i.e. from management, director, faculty and administrative staff to students.

The faculty have given full free of hand to implement their ideas in academics and curriculum. The continuous efforts have been taken to impart the latest skills into the students required by industry standards.

To develop the employability skills in students, we arrange local market visits, making & selling activity, treasure hunt, dummy auctions etc.

**Practices of decentralization & Participative Management:**

Our Institute believes fully in the concept decentralization. Decisions on day to day activities at the institute level are independent of the Management (Akole Taluka Education Society).

Our institute has two departments i.e. MBA & MCA headed by Director. Both the departments have HOD who keeps watch on all the activities, academics, faculty, and students in their respective departments. We have various functioning committees to deal with various activities. There is a coordinator for each committee who has given full authority for his work.

For the office Administration, we have the separate department headed by Office Superintendent who has given full authority of handling administration work.

We believe in participative management as it leads to better decision making as well as well deployment of decisions till the tail of Institute. Therefore we have created various committees and cells to govern the specific key areas.

We welcome our entire stakeholders i.e. management, employees, students, alumni, parents, colleges & society for their valuable inputs to improve the working of our institute.

Staff meetings are arranged with Director every month & whenever is necessary. The topics discussed are admission process, curriculum development, co-curricular activities, placements etc. after brainstorming the best practice is adopted.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

**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:****Curriculum Development:**

Along with the concept syllabus furnished with the aid of using SPPU, in our curriculum we undertake the latest modifications in marketplace and issue.

**Teaching and Learning:**

In teaching and learning along with conventional lecture method, for higher applicability of subject we use distinct strategies like Role playing, case studies, simulations, field visits. We additionally arrange group discussions, debate at the cutting-edge subjects in order that distinct perspectives of students at the identical subject matter may be taken into consideration.

**Examination and Evaluation:**

Examinations performs key function to assess the overall performance of scholar in an educational year. Every semester our students undergo through concurrent assessments, University assessments in addition to the internal examination that's practice session for final examination. But we feel that we can't judge the performance of student simply in 2 or 3 hours exam.

Therefore to assess students, we make their concurrent assessment. It is an ongoing process. The assessment consists of many standards including open book test, scrap book, storytelling, presentations, literature review, in-depth viva, simulations and so on. Through this we are able to assess student by 360 degree.

**Research and Development:**

Our institute follows the ethics that whilst doing self growth, our personnel have to additionally grow. As they may be the great asset we have. Therefore institute absolutely helps the students for studies and extra curricular activities. Institute additionally provides economic help to wait FDPs, seminars, workshops and conferences.

**Industry Interaction / Collaboration:**

A theoretical information has no significance if it couldn't be relevant in marketplace. So industry is the location which generates the call for for postgraduates. It could be very essential to hold updated our students with industry requirements. Therefore each year we arrange 2 industrial visits for our students so that they could know whats happening actually in real world.

We additionally set up area visits to diverse nearby markets so that scholars can come to realize the customer requirements in marketplace. Additionally we have MOUs with a few industries which enables our students to apprehend the marketplace needs.

**Deployment of institutional Strategic/perspective/improvement plan:**

We have commenced the Group Insurance scheme of our teaching and non teaching staff from this academic year.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>

## 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:**

Institution has following welfare measures for teaching and non-teaching staff.

- Institute promotes Faculty members for self development programs and higher education
- Faculty members have done different self-development programs for which institute give grants and leaves.
- Various leaves are available for teaching and non-teaching staff like casual leave, earned leave and medical leave. A common template is there for leaves like casual or medical leave which is

attached herewith.

- C off leave is given to staff if they have worked on holiday.
- Employee Provident Fund is there for teaching and non-teaching staff.
- The Institute provides college uniform to non-teaching staff and peons.
- Staff is provided with Group insurance.
- Institute organizes Blood donation camp for staff.
- Teachers are provided with financial support to attend conferences and workshops.

During covid-19 pandemic Teaching and Non-teaching staff is provided financial support in case of they became Corona positive.

### The Performance Appraisal system

YES, the performance appraisal system gives teachers good feedback and helps them understand the changing needs of students. All faculty members complete the required self-assessment Performa. The PAS system encourages teachers to excel in teaching, learning and research.

The institution has a performance-based evaluation system for evaluating teaching and non teaching staff. The evaluation report is based on the employee's annual performance based on their academic, research and other extracurricular activities. It is also based on your relationship with students, colleagues and administration.

The above performance appraisal form must be completed by the employee in a prescribed format as it contains all information regarding annual performance related to academic and extracurricular activities. The completed form is then reviewed by the Performance Review Committee, which includes HOD and the school principal. The overall report is further reviewed by the Chair of the Governing Body and the final performance operational status is determined and kept confidential in the office.

The Institute also has a performance appraisal system for non-teaching staff. The evaluation report is based on responsibility, punctuality at work, intelligence, dealing with students and employees, and achievement.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 6.3.2

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

**Response:** 6.45

**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
2	1	3	2	0

<b>File Description</b>	<b>Document</b>
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>

**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:** 12.26

**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
5	4	3	7	0

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	7	6	6	5

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>

## 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:**

Akole Taluka education Society's Technical Campus is a self funded institute that relies on student fees to generate funds. In case of a deficit, the institution takes an advance from the parent society. The institute has a well-defined mechanism to monitor the effective and efficient utilization of available financial resources for the development of academic processes and infrastructure.

The institutional budget is prepared every year, taking into consideration recurring and non-recurring expenditures. The Institute's Local Management Committee (LMC) and Governing Body make all major financial decisions, and all major financial transactions are analyzed and verified by the governing body under different heads. The Institute adheres to the management's use of the approved budget for study and administrative expenses. After final approval of the budget, the purchasing process begins according to the requested offers, and payments are released after delivery of the respective goods according to the conditions stated in the order.

Each transaction has transparency through invoices and receipts, and invoice payments are passed after checking and verifying items. The Institute's building is used by Agasti College in the afternoon shift to optimize the utilization of physical resources.

The institute regularly conducts both internal and external financial audits to ensure transparency and accountability. The internal audit is conducted quarterly by a firm of chartered accountants appointed by the Governing Body, and the external audit is conducted by another CA Firm appointed by the Society. The external auditors verify that objections are solved accordingly, and all statutory payments are made as per rules.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

## 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:**

IQAC collects feedback from students in a very specially designed format questionnaires annually. Feedback is collected on all aspects including teaching learning methods and institutional programs. Steps are taken to boost overall performance of the institute by analyzing the feedback from the students.

The Staff meeting is arranged every year at the starting of the session to debate the plan for the session. Annual teaching plan is collected from faculty at the time of beginning of academic session. Constant enhancements are created with relevance teaching and learning and analyze it.

Throughout the last 5 years Institute has initiated numerous activities for strengthening the students. Following are the progressive improvements concerning preceding five years accrued usage of ICT tools in teaching learning process.

- Provision of Wi-Fi facility.
- Online video lectures are uploaded on YouTube.
- Taking seminars and expert lectures for students.
- Experiential Learning through field visits and local market visits.

**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:** B. Any 3 of the above

<b>File Description</b>	<b>Document</b>
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>

## 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:**

#### **Promotion of gender equity**

ATES's Technical Campus provides Policy guidelines for admission, recruitment, administrative function and academic activities safeguard the interests of the students, faculty and staff members without any differentiation to their gender also no discrimination against caste, creed, religion and gender. The Institute provides safety, security & counseling facilities to both male and female students /staff through its well defined Equity, Diversity & Non-discriminatory policy.

**Committees:** The Institution is sensitive towards women issues and therefore imparts gender sensitivity among students, some of the associations involved in regard are Anti-ragging cell, Sexual Harassment cell etc. Besides these associations and their programs, the institute shows gender sensitivity in providing a safe and sound campus for both female students and faculty members'.

**ID-Card:** All students and faculty members have to wear their ID-cards before entering the campus.

**CCTV Camera:** College building is monitored by CCTV Surveillance .There are cameras in the corridors, library, labs and also in the office this making the campus completely safe.

**Transportation:** Transportation was provided to some students and faculty members. Some female students and women faculty members used this facility as they find it to be a convenient and a safe mode of transport.

#### **Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals**

Institute celebrates/organize national and international commemorative days, events and festivals. We celebrate these days to grow up the emotion of nationalism, to create the Love and harmony among the people who come from different cultural and social background. Every year we celebrate Independence Day and Republic Day. We celebrated the different days as follows

Year	Program Name	Date
2018-19	Reading Inspiration day on occasion of former president Dr. APJ Abdul kalam	15/10/2018

2018-19	Pariksha pe Charcha	29/01/2019
2018-19	Drug free India Campaign	15/02/2019
2018-19	Voting Awareness and voters Pledge	11/04/2019
2018-19	Marathi Bhasha Gaurav Din	27/02/2019
2019-20	Sadhbhavna Diwas	20/08/2019
2019-20	Youth Festival	23/10/2019
2019-20	International Day of Disabled Persons	3/12/2019
2019-20	Nirbhay kanya Abhiyan	24/01/2020
2019-20	Marathi Bhasha Gaurav Din	27/02/2020
2020-21	Marathi Bhasha Gaurav Din	27/02/2021
2021-22	Marathi Bhasha Gaurav Din	27/02/2022

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 7.1.2

**The Institution has facilities and initiatives for**

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

**Response:** A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>

### 7.1.3

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

- 1. Green audit / Environment audit**
- 2. Energy audit**
- 3. Clean and green campus initiatives**

#### 4. Beyond the campus environmental promotion activities

**Response:** C. Any 2 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>

#### 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:**

The institute is taking efforts for providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic by celebrating various programs like Dahi Handi celebration, Rangpanchmi celebration and annual cultural programs institution aims at bringing tolerance and harmony among the students and staff and other stakeholders we celebrate the birthday of students and staffs, Celebrate Ganpati festival

The one Marathi famous saying “Adat nahi tar pohryat kuthun yenar” Means that if no water in Dam how can river flow, To inculcate the values among the Faculty member Director sir and Management of Institute inspired the faculty members to do the **workshop on human values** so that **6 Faculty members** completed the workshop and enhanced their knowledge and imparting the same in the students the list of Faculty members who completed FDP / Workshop on UHV as follows:

Sr. No.	Name Of Faculty	Course Completed	Duration	Certificate Issuing Authority
1	Prof. Prashant Malavadkar	FDP on Education in Universal Human Values	1-7 August, 2018	Bhai Academy & SPPU, Pune
2	Prof. Amol Nawale	workshop on Universal Human Value	23-27 July, 2020	All India Council For Technical Education
3	Prof. Mahesh Pawade	workshop on Universal Human Value	23-27 July, 2020	All India Council For Technical Education

4	Prof. Suyog Gaje	workshop on 23-27 July, 2020	Universal Human Value	All India Council For Technical Education
5	Prof. Vaibhav Dongare	workshop on 5-9 August, 2020	Universal Human Value	All India Council For Technical Education
6	Prof. Kiran Shejul	workshop on 23-27 July, 2020	Universal Human Value	All India Council For Technical Education

To create awareness among the students about **rights, duties and responsibilities of citizens** according to constitution **Savitribai Phule Pune University, Pune.**, started 2 credits “**Introduction to Constitution (Compulsory Add-on Audit Course)**” from academic year 2020-21. On 26th November we celebrate Constitution day at an Institute along with this university also started the 3 (1-credit) course on **Human Rights Education programme** out of (3 Course) students have to complete (any 2 courses) during their P.G. Programme(MBA/MCA).Among the three papers, (**Paper I Human Rights and Duties**) is a **compulsory course**. In the other two papers (**Paper II Human Rights of Vulnerable Groups** and **Paper III Human Rights and Duties in India: Law, Policy, Society and Enforcement Mechanism**) student can select any one paper from paper II & Paper II

We have also organized **Voter’s Pledge Program** on 11 April 2019 at Institute to create awareness about voting.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

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

**Response:**

#### **Best Practice - 1**

##### **1. Title of the Practice**

**Learning from doing** (Experiential Learning)

##### **2. Objectives of the Practice**

- To increase the problem-solving skill of Students in the classroom as well as in the real world.
- To develop the out of box-thinking capabilities of students in decision making
- To provide awareness among students on how to do the business in real world
- To develop how to implement theoretical knowledge in actual business as well as in life.
- To improve the skills like Marketing, Finance, Manufacturing, etc. to become an Entrepreneur
- To increase the students' leadership skills, management skills, teamwork, and ICT skill.

### **3. The Context**

“What we have to learn, we learn by doing” (Aristotle) ??means learning by doing. Back in the first half of the 20th century, two American educators, John Dewey, and William Hurd Kilpatrick, formulated the theory that "learning is best when it is the result of significant experience.

We engage our students in experiential learning for more learning and lifelong memorization of the concepts. We performed different activities which emphasized Experiential Learning. ATESTC is located in the Tribal area 80-90% of students are from rural areas. Such students have no or low exposure to the business.

### **4. Practice**

The main goal of this institute is student growth. You need to focus on experiential learning. We are doing the following activities to attract more attention.

#### **A. Industry visit:**

The institute looks at how people run their businesses, what machines they need, what departments are involved, how they break down problems into smaller problems, and how they are tackled. We organize industry visits in various sectors to get business ideas about where we stand.

#### **B. Field visit:**

We organize visits to local markets for our students so that they can interact with them and learn real-life skills that they will practice for the rest of their lives.

#### **C. Workshops by Industry Experts:**

Hold soft skills workshops to learn more about student skills. To learn advanced concepts, we host workshops that gather hands-on experience from industry experts to learn about the latest trends in the industry.

### **5. Evidence of Success**

**Industrial visit**

Year	2017-18	2018-19	2019-20	2020-21	2021-22
<b>Company Name and Location</b>	Winfostar Pvt. Ltd. Nashik	Sahyadri Framers producer company Ltd. Mohadi, Nashik	No Industrial visit due to covid-19	No Industrial visit due to covid-19	Khadi and Village Industries Commission, Trimbak Vidya Mandir Nashik

**Field Visit:** We organized two field visits as below

**1. Crawford Market, Mumbai**

**2. Local weekly Cloth Market, Akole**

**6. Problems Encountered and Resources Required:** The problems faced by faculty members are

- No Big Industries and Markets near to us
- Lack of communication skill and presentation skills.
- Most of the students belong to rural and agricultural backgrounds.
- Students had the habit of traditional education

**Resources Required:**

- Bus for traveling
- Industrial Experts for conducting a workshop

**Best Practice - 2**

**1. Title of the Practice**

Teaching and Non- Teaching empowerment through Training, Research, and higher education

**2. Objectives of the Practice**

- To motivate faculty to do research and obtain Ph.D. degrees.
- To motivate the faculty for the Clear NET/SET Examination.
- To motivate the faculty for writing a research paper and get the funds.
- To motivate the faculty to attend the FDP, Conference, Workshop.
- To motivate the Non- Teaching Staff to do their further education.



### 3. The Context

UNESCO defines research as “creative and systematic activity undertaken to augment the body of knowledge, including knowledge about people, cultures, and societies, and to use that knowledge to develop new applications”. and ATESTC is convinced of this. Considering the above citations, we would like to try to create a good research environment within the institute. As such, we have established laboratories that assist in conducting research-related activities.

### 4. The Practice

For publishing the research paper, presenting a paper at a conference, attending a conference/seminar/workshop, etc. institute provides the funds like a traveling allowance, dearness allowance, or fee of the program.

After attending the FDP, Conference, workshops, etc. program faculty get aware of the importance of research and NET/SET in the educational field and they are trying to achieve it. Some faculty members qualified NET/SET exam and some are pursuing their Ph.D.

### 5. Evidence of Success

Sr.No.	Description	Number
1.	Ph.D. Faculty on June 2017-18 to 2021-22	05
1.	Ph.D. Registration	02
1.	Students pursuing Ph.D. in institute's research center	03
1.	Qualified NET/SET	07
1.	Attended FDP/Workshops	89
1.	Paper Presented	17
1.	Non-Teaching Staff Completed Graduation	02

#### A. Number of Ph.D. Faculty

Year	2021-22	2020-21	2019-20	2018-19	2017-18
No. of Ph.D. Faculty	5	2	2	2	1

## B. Number of Ph.D. Registration by Faculty.

Year	2021-22	2020-21	2019-20	2018-19	2017-18
<b>No. of Faculty Pursuing Ph.D.</b>	-	1	1	-	-

## C. Number of Students pursuing Ph.D. in the Institute's research center

Year	2021-22
<b>No. of Students Pursuing Ph.D.</b>	03

## D. Number of NET/SET qualified

Year	2021-22	2020-21	2019-20	2018-19	2017-18
<b>No. of Faculty Qualified NET/SET Exam</b>	0	01	01	03	02

## E. Number of Faculty attended FDP / Workshop

Year	2021-22	2020-21	2019-20	2018-19	2017-18
<b>No. of Faculty attended FDP / Workshop</b>	8	19	50	12	-

## F. Number of Paper Presented by Faculty

Year	2021-22	2020-21	2019-20	2018-19	2017-18
<b>No. of Paper Presented by Faculty</b>	02	08	02	00	05

## G. Number of Non-Teaching Staff Completed Graduation

Year	2021-22	2020-21	2019-20	2018-19	2017-18
<b>Graduated</b>	1	1	-	-	-

**6. Problems Encountered and Resources Required:**

The problems faced by faculty members are

- Lack of knowledge about current trends in research.
- Lack of training on how to perform research.
- Insufficient face-to-face interaction with experts.
- Insufficient Library resources such as journals, periodicals, etc.

**Resources Required:**

- High-speeded Internet
- High impact factor journals
- Expert as a mentor

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>

**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:**

**Free Hostel for Girls:** We are located in the tribal area and where transportation is issue frequency of buses to rural areas is very low, due to that some of the girl students who are located away from the Institute are unable to take further education, to overcome this issue institute is providing the **free hostel facility to girl students** if one problem is getting solved then next arise that is they are getting hostel facility free of cost but next question is what to do for the food facility outside the Institute private canteen facility is available but they are taking charges approximately 3000-4500 per month it's too costly to afford this amount and at the time of night from the security point of view it is risky so Institute decides to provide their **morning breakfast, Lunch and Dinner at the cost of Rs.1000** only i.e. approximately Rs. 33 per day and when students went for a home for Saturday, Sunday, and holiday Institute do not charge the money for that day food.

**No Profit No Loss Bus Facility:** Due to the low frequency of buses and we are located away from the central bus stand Institute started the No profit No Loss Bus for students in 2016 the route was Sangamner-Kalas-Akole. Institute charges just some more amount than MSRTC Bus pass, but after a covid-19 number of students from that route get reduced so, we stopped the bus facility in 2019.

**Environment Consciousness:** The environment plays a vital role in everybody's life, and the responsibility of every citizen is to help the environment from our side. So, we perform tree plantation every year we also performed one student to plant one tree in his premises and take care of that tree for the whole year in the Institute premises they brought one tree and planted it in a plastic plant pot, on the pot we wrote the name of the student who plants that tree that student has to take care of that plant as a part of CSR student performed this activity.

**Blood Donation camp:** Blood is very important for human life in case of accidents, surgery, cancer treatment, etc. need extra blood from outside due to loss of blood We cannot create the blood artificially if someone donates then others can use that to fulfill the necessity of blood. We arrange the blood donation camp every year at least once.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

Institute follows its Vision and Mission and adopted various strategies to enhance quality of overall teaching and learning. Institute tie ups with industries to understand current industry needs. As institute wants to create rural employment through startup and innovation cell. Institute has ICT enabled classrooms and adopts different pedagogy. For soft Skill development, we arrange various training programmers. Institute also encourages and makes financial assistance to faculty for attending Faculty development programs. Various staff welfare policies are adopted for teaching and non teaching staff. To keep watch and control the academic activities, Institute has Strong feedback system.

### **Concluding Remarks :**

The institute is committed to achieving Vision and Mission by engaging students in high-quality teaching and experiential learning activities. It aims to improve students' skills to meet the changing demands of the industry and corporate world. To adapt to the digital age, the institute has established robust ICT facilities and infrastructure. Additionally, the institute is preparing for the implementation of NEP 2020. The faculties have adopted a student-centric approach to ensure a positive learning experience. The institute values the holistic development of all members and provides opportunities to showcase their talents and creativity in all areas of life. The institute's mission is to create responsible citizens who contribute to nation-building. It promotes values and ethics by organizing events such as national festivals and important days. The institute also practices eco-friendly methods to conserve energy and maintain a clean and green environment.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.1.2	<p><b>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</b></p> <p><b>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</b>            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>63</td> <td>52</td> <td>52</td> <td>46</td> <td>64</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>62</td> <td>63</td> <td>64</td> <td>56</td> <td>71</td> </tr> </tbody> </table> <p><b>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years</b>            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>69</td> <td>69</td> <td>69</td> <td>92</td> <td>92</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>90</td> <td>90</td> <td>90</td> <td>120</td> <td>120</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI , based on that DVV input is recommended.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	63	52	52	46	64	2021-22	2020-21	2019-20	2018-19	2017-18	62	63	64	56	71	2021-22	2020-21	2019-20	2018-19	2017-18	69	69	69	92	92	2021-22	2020-21	2019-20	2018-19	2017-18	90	90	90	120	120
2021-22	2020-21	2019-20	2018-19	2017-18																																					
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90	90	90	120	120																																					
3.3.1	<p><b>Number of research papers published per teacher in the Journals notified on UGC care list during the last five years</b></p> <p><b>3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years</b>            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>8</td> <td>2</td> <td>0</td> <td>7</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	2	8	2	0	7	2021-22	2020-21	2019-20	2018-19	2017-18																									
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2	8	2	0	7																																					
2021-22	2020-21	2019-20	2018-19	2017-18																																					

5	4	0	6	0
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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
0	0	2	0	0

Answer After DVV Verification :

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

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

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

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

Answer before DVV Verification : 153

Answer after DVV Verification: 120

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
0.86590	2.62141	1.66763	2.99818	1.41101

Answer After DVV Verification :

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



0.86590	2.95706	1.71263	2.99818	1.41101
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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
248	227	238	229	207

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
248	227	239	229	207

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

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

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
8	15	15	9	28

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
8	15	15	9	28

**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
119	137	133	117	113

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
100	91	113	58	60

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

5.3.2

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	9	23	13

Answer After DVV Verification :

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

2	1	5	2	0
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Answer After DVV Verification :

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

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
5	6	10	8	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
5	4	3	7	0

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
7	7	6	6	5

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
7	7	6	6	5

Remark : As per clarification received from HEI, DVV input is recommended.

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

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

Answer before DVV Verification : A. All of the above  
 Answer After DVV Verification: C. Any 2 of the above  
 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	<p><b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b>                      Answer before DVV Verification : 37                      Answer after DVV Verification : 36</p>																				
1.2	<p><b>Number of teaching staff / full time teachers year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>21</td> <td>27</td> <td>27</td> <td>28</td> <td>24</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>21</td> <td>26</td> <td>26</td> <td>27</td> <td>24</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	21	27	27	28	24	2021-22	2020-21	2019-20	2018-19	2017-18	21	26	26	27	24
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21	27	27	28	24																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
21	26	26	27	24																	
2.1	<p><b>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>47.28044</td> <td>47.18301</td> <td>56.53796</td> <td>70.88565</td> <td>62.13098</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>29.37</td> <td>30.09656</td> <td>37.25796</td> <td>48.98093</td> <td>42.5771</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	47.28044	47.18301	56.53796	70.88565	62.13098	2021-22	2020-21	2019-20	2018-19	2017-18	29.37	30.09656	37.25796	48.98093	42.5771
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