



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1.Name of the Institution	ATME COLLEGE OF ENGINEERING
• Name of the Head of the institution	Dr. A K Murthy
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	0821 2954081
• Mobile no	9448285641
• Registered e-mail	principal@atme.edu.in
• Alternate e-mail	9448790271
• Address	ATME COLLEGE OF ENGINEERING, 13th KM, MYSORE-KANAKAPURA-BANGALORE ROAD, MYSORE-570028
• City/Town	MYSURU
• State/UT	KARNATAKA
• Pin Code	570028
2.Institutional status	
• Affiliated /Constituent	Affiliated
• Type of Institution	Co-education
• Location	Rural

- Financial Status **Self-financing**
- Name of the Affiliating University **Visvesvaraya Technological University**
- Name of the IQAC Coordinator **Dr. Basavaraj L**
- Phone No. **0821 2954011**
- Alternate phone No. **9448285641**
- Mobile **9448790271**
- IQAC e-mail address **iqac@atme.edu.in**
- Alternate Email address **dr.basavaraj.l@atme.edu.in**

3.Website address (Web link of the AQAR (Previous Academic Year)

<https://naac.atme.in/ssrreports/ATME%20SSR%20Report.pdf>

4.Whether Academic Calendar prepared during the year?

Yes

- if yes, whether it is uploaded in the Institutional website Web link:

<https://atme.in/coe-all/>

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A+	3.26	2022	15/11/2022	14/11/2027

6.Date of Establishment of IQAC

18/09/2015

7.Provide the list of funds by Central / State Government

UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,

Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount
Electronics and Communication Engineering and Civil Engineering	Science & Engineering Research Board (SERB), DST	Department of Science and Technology	2023	50000
Institution -	KSCST SPP	KSCST	2023	64000

8. Whether composition of IQAC as per latest NAAC guidelines **Yes**

- Upload latest notification of formation of IQAC [View File](#)

9.No. of IQAC meetings held during the year **2**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**
- If No, please upload the minutes of the meeting(s) and Action Taken Report **No File Uploaded**

10. Whether IQAC received funding from any of the funding agency to support its activities during the year? **No**

- If yes, mention the amount

11. Significant contributions made by IQAC during the current year (maximum five bullets)

IQAC aids in securing NBA reaccreditation for four branches: ECE, CV, ME, and EEE, in addition to obtaining initial accreditation for the CSE branch.

IQAC encourages research and innovation initiatives within the institution by providing support for research projects, collaborations, and patent filing. This fosters a culture of inquiry

and discovery among faculty and students, contributing to knowledge creation and dissemination.

IQAC launched domain-specific training to promote employability alongside regular academic activities

IQAC promotes a culture of continuous improvement by conducting periodic reviews, evaluations, and audits of academic and administrative processes. It fosters a proactive approach to addressing challenges and implementing corrective measures.

IQAC collects and analyzes data related to various aspects of the institution's functioning, including academic performance, research output, student feedback, and faculty development. This data-driven approach helps in identifying areas for improvement and making informed decisions.

12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

Plan of Action	Achievements/Outcomes
<p>Quality Assurance Measures: IQAC identifies and implements quality assurance measures to ensure compliance with established standards and benchmarks in teaching, research, and infrastructure.</p>	<p>Through faculty development initiatives and curriculum enhancements, the overall academic quality of programs improves, leading to better student outcomes and satisfaction.</p>
<p>Faculty Development Programs: IQAC organizes workshops, seminars, and training sessions to enhance the professional skills and competencies of faculty members, thereby improving the overall quality of teaching and research.</p>	<p>By focusing on emerging trends, these training sessions equip faculty members with the latest knowledge, tools, and techniques relevant to their respective fields</p>
<p>Student Support Services: IQAC designs and implements initiatives to provide comprehensive support services to students, including counseling, mentoring, and career guidance, to facilitate their academic success and holistic development.</p>	<p>Higher Employability: Domain-specific training and other student support services improve students' employability skills, leading to higher placement rates and satisfaction among both students and employers.</p>

<p>Research and Innovation Promotion: IQAC encourages and supports research and innovation initiatives among faculty and students through funding, infrastructure, and collaborative opportunities, fostering a culture of inquiry and discovery.</p>	<p>Improved Research Output: Support for research and innovation results in increased research output, publications, and patents, enhancing the institution's reputation and contributing to knowledge creation.</p>
<p>Curriculum Enhancement: IQAC reviews and revises the curriculum periodically to incorporate industry-relevant skills, emerging trends, and interdisciplinary perspectives, thereby enhancing the relevance and effectiveness of academic programs introduced by affiliating university</p>	<p>Through faculty development initiatives and curriculum enhancements, the overall academic quality of programs improves, leading to better student outcomes and satisfaction.</p>
<p>Continuous Monitoring and Evaluation: IQAC conducts regular monitoring, evaluation, and feedback mechanisms to assess the effectiveness of implemented strategies and identify areas for improvement, thereby promoting a culture of continuous improvement.</p>	<p>Conduction of Periodic review enable the institution to achieve higher standards in teaching learning process</p>
<p>Stakeholder Engagement: IQAC facilitates effective communication and collaboration with various stakeholders, including students, faculty, alumni, employers, and the community, to ensure alignment of institutional goals with stakeholder expectations and feedback.</p>	<p>Stakeholder Satisfaction: Effective stakeholder engagement ensures that the institution remains responsive to the needs and expectations of its stakeholders, fostering trust and support from the community.</p>

13. Whether the AQAR was placed before statutory body?

Yes

- Name of the statutory body

Name	Date of meeting(s)
Governing Council	27/12/2023

14. Whether institutional data submitted to AISHE

Part A

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<ul style="list-style-type: none"> Name of the statutory body 	
Name	Date of meeting(s)
Governing Council	27/12/2023
14. Whether institutional data submitted to AISHE	
Year	Date of Submission
2023	20/01/2023
15. Multidisciplinary / interdisciplinary	
ATME College of Engineering has been a supporter of a multidisciplinary and interdisciplinary approach to education, demonstrated through its provision of "open elective" courses	

within the framework of the Choice Based Credit System (CBCS), adhering to the regulations set forth by the affiliating University. This commitment to offering diverse elective options emphasizes the institution's recognition of the value of a holistic education that excels traditional disciplinary boundaries. Moving forward, there is a dedicated focus on enhancing the effectiveness of this approach. With the implementation of the National Education Policy (NEP) 2020, effective from the academic year 2021-22, as per the directives of the Visvesvaraya Technological University (VTU), there is an amplified motivation to strengthen multidisciplinary and interdisciplinary initiatives within the educational landscape.

Moreover, the incorporation of multidisciplinary and interdisciplinary components into the curriculum not only enhances the academic experience but also cultivates a spirit of collaboration and innovation among students and faculty members alike. Interactions across diverse academic domains foster creativity, interdisciplinary dialogue, and the cross[1]fertilization of ideas, ultimately fueling innovation and driving forward intellectual inquiry.

In essence, the proactive grip of multidisciplinary and interdisciplinary education reflects ATME College of Engineering's commitment to staying at the forefront of educational innovation and preparing students to become well-rounded global citizens capable of navigating the complexities of the 21st century.

As the NEP 2020 is an era of educational reform aimed at fostering holistic development and equipping students with the skills and competencies needed to thrive in an ever-evolving landscape, institutions like ATME College of Engineering are poised to play a pivotal role in reshaping the educational paradigm. By championing multidisciplinary and interdisciplinary education, ATME College of Engineering is not only preparing students for academic and professional success but also nurturing the next generation of leaders and innovators equipped to tackle the multifaceted challenges of tomorrow's world.

16.Academic bank of credits (ABC):

An Academic Bank of Credits (ABC) is a system used by educational institutions to facilitate the accumulation, transfer, and recognition of academic credits earned by students.

1. **Credit Accumulation:** Students earn credits by successfully completing courses or modules. Each course is assigned a certain number of credits, usually based on the estimated workload required to complete it successfully. For example, a full-time academic year might be worth 60 credits.
2. **Credit Transfer:** Credits earned by students can be transferred between different educational institutions within a network or consortium. This allows students to move between institutions without losing credit for work already completed. For example, if a student transfers from one university to another, the credits earned at the first university can be applied toward their degree at the second university.
3. **Credit Recognition:** The ABC system facilitates the recognition of credits earned through non-formal or informal learning experiences, such as work experience, volunteer work, or self-directed study. Institutions evaluate these experiences and may award academic credits if they meet certain criteria.
4. **Lifelong Learning:** The ABC system supports the concept of lifelong learning by allowing individuals to accumulate credits over time, regardless of when or where they earned them. This encourages continuous personal and professional development.
5. **Quality Assurance:** Institutions participating in the ABC system typically have mechanisms in place to ensure the quality and consistency of credit assessment and transfer processes. This helps maintain academic standards and ensures that credits earned at one institution are recognized and valued by others.

Overall, the Academic Bank of Credits is a flexible and transparent system that promotes educational mobility, flexibility, and recognition of diverse learning experiences. It benefits students by providing them with greater flexibility in designing their educational pathways and facilitates their transition between different educational institutions and learning environments.

Academic bank of Credits facility will be created as per the directions of competent authorities like VTU, GOK, AICTE, etc. as

and when the notification is issued.

17.Skill development:

Skill development facilities at engineering institutions can vary widely depending on factors such as the institution's resources, focus areas, and partnerships with industries. Here are the ATMECE activities towards the skill development

1. **Laboratories and Workshops:** ATMECE have well-equipped laboratories and workshops for various disciplines such as electronics, mechanical, civil, computer science, etc. These facilities provide hands-on experience to students and help them understand theoretical concepts better.
2. **Technical Training Centers:** ATMECE have dedicated technical training centers where students can learn specific skills related to their field of study in Electronics and comm. These centers may offer training on advanced technologies, software tools, and equipment commonly used in the industry.
3. **Industry Collaboration and Internship Programs:** ATMECE has collaborated with industries to offer internship programs and real-world projects to students. These programs provide valuable industry experience and help students develop practical skills that are in demand by employers.
4. **Skill Development Workshops and Seminars:** ATMECE often organize workshops, seminars, and guest lectures conducted by industry experts to expose students to the latest trends and technologies in their field. These events also provide networking opportunities for students to interact with professionals and gain insights into industry requirements.
5. **Entrepreneurship and Innovation Centers:** ATMECE have centers dedicated to fostering entrepreneurship and innovation among students. These centers offer mentoring, funding support, and resources for students interested in starting their own ventures or developing innovative solutions to real-world problems.
6. **Career Counseling and Soft Skills Development:** ATMECE provide career counseling services to help students

identify their strengths, interests, and career goals. They may also offer training programs to develop soft skills such as communication, teamwork, leadership, and problem-solving, which are essential for success in the workplace.

7. **Research Opportunities:** ATMECE with strong research programs offer students opportunities to engage in research projects under the guidance of faculty members. Participating in research not only enhances students' technical skills but also fosters critical thinking and analytical abilities.
8. **Online Learning Platforms and Resources:** With the advancement of technology, ATMECE offer access to online learning platforms and resources such as virtual labs, e-books, video lectures, and MOOCs (Massive Open Online Courses) to supplement classroom teaching and allow students to learn at their own pace.
9. **Professional Certification Programs:** ATMECE partner with professional organizations to offer certification programs in specialized areas of engineering. These programs help students demonstrate their expertise and credibility to potential employers.

Overall, ATMECE strive to provide comprehensive skill development opportunities that prepare students for successful careers in their chosen fields and contribute to the advancement of society through innovation and technology.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

Starting from the academic year 2021-22, the affiliating university has granted permission for the implementation of a Bachelor of Engineering (B.E.) course taught in the local language, Kannada, across select colleges. Consequently, there are intentions to adopt this course in the future to support local candidates facing barriers with English. This initiative aims to empower and include individuals who might otherwise struggle due to language constraints. Furthermore, in a bid to preserve and celebrate Indian culture, a range of programs are being organized, spanning both offline and online platforms, fostering a vibrant cultural exchange and appreciation.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

Since its inception, our institution has been committed to the implementation of Outcome-Based Education (OBE), a pedagogical approach that prioritizes defining desired learning outcomes and aligning teaching, assessment, and learning activities to achieve those outcomes effectively. This proactive embrace of OBE reflects our dedication to ensuring that students not only acquire knowledge but also develop the requisite skills, competencies, and attributes essential for success in their chosen fields and beyond.

Our steadfast adherence to OBE principles has been recognized through the accreditation awarded by the National Board of Accreditation (NBA). Notably, our institute has received NBA accreditation for four programs, underscoring our excellence in OBE assessment practices. This accreditation serves as a testament to our unwavering commitment to upholding the highest standards of quality education and continually refining our educational processes to better serve the needs of our students and stakeholders.

Through OBE, we aim to empower our students with the knowledge, skills, and capabilities that will enable them to excel in their academic pursuits, pursue lifelong learning, adapt to dynamic professional environments, and contribute meaningfully to society. By aligning our educational practices with OBE principles and leveraging the insights gained through NBA accreditation, we remain steadfast in our mission to nurture the intellectual, personal, and professional growth of our students, preparing them to thrive in a rapidly evolving global landscape.

20.Distance education/online education:

ATME Colleg of Engineering accredited by NAAC with A+ Grade, Distance education provided by NAAC-accredited engineering colleges represents a convergence of accessibility, quality, and relevance. It empowers learners to pursue their educational aspirations remotely while ensuring alignment with industry standards and emerging technological advancements, thereby preparing them for success in the dynamic field of engineering.

Extended Profile

1.Programme	
1.1 Number of courses offered by the institution across all programs during the year	461
File Description	Documents
Data Template	View File
2.Student	
2.1 Number of students during the year	1744
File Description	Documents
Institutional Data in Prescribed Format	View File
2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	120
File Description	Documents
Data Template	View File
2.3 Number of outgoing/ final year students during the year	484
File Description	Documents
Data Template	View File
3.Academic	
3.1 Number of full time teachers during the year	111
File Description	Documents
Data Template	View File

3.2	111
Number of sanctioned posts during the year	
File Description	Documents
Data Template	View File
4.Institution	
4.1	47
Total number of Classrooms and Seminar halls	
4.2	778.84
Total expenditure excluding salary during the year (INR in lakhs)	
4.3	713
Total number of computers on campus for academic purposes	

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

ATMECE, an affiliated college of Visvesvaraya Technological University (VTU), meticulously plans its academic delivery through pre-semester meetings led by HODs. These meetings delve into course details, workload distribution, and suitable teaching methodologies, all documented in meticulous MOM records. The college emphasizes Outcome-Based Education (OBE), employing Program Articulation Matrix (PAM) and beyond-syllabus activities to enhance learning outcomes.

Departments align their calendars with VTU's, incorporating a blend of curricular and extracurricular events. Faculty members undertake detailed lesson planning, incorporating diverse teaching approaches such as chalk-and-talk, ICT tools, participatory methods, educational visits, and expert lectures. Hands-on laboratory sessions and virtual labs from NITK, Surathkal enrich the practical learning experience.

Faculty development is a priority, with newly recruited staff

undergoing orientation sessions and encouraged to pursue further training through refresher courses, workshops, and seminars. The college utilizes an integrated LMS called A-IMS, which facilitates seamless management of academic processes and student lifecycle, including feedback collection and analysis for continual improvement. A distinctive feature of ATMECE is its implementation of flipped classrooms, where students access e-resources and preparatory materials before sessions, enhancing engagement and understanding. Oversight of academic planning and delivery is managed by the IQAC, which ensures adherence and continuous enhancement of teaching effectiveness.

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	Nil

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

ATMECE prioritizes time management to achieve organizational goals, aligning with VTU's academic calendar for term schedules and examination dates. The IQAC drafts the Institute Academic Calendar, incorporating induction programs, exams, and co-curricular activities. Departmental calendars detail events like Parent-Teacher Meetings and assessments, guided by Program Assessment Committee and Department Advisory Board inputs.

Students receive all three calendars at the session start, ensuring transparency and adherence to schedules. Faculty meticulously follow the academic calendar, updating delivery dates in work diaries, with HoDs monitoring adherence through fortnightly meetings. Any deviations prompt alternative arrangements. CIE Tests and Assignments align with calendar dates, adhering to syllabi outlined in lesson plans.

ATMECE maintains a robust Examination Policy covering CIE Tests and SEE, ensuring timely conduct, evaluation, and result dissemination. Practical course schedules and project evaluations adhere to the calendar. Events like guest lectures and industry visits follow approval processes, with feedback loops for continual improvement.

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	https://atme.in/coe-all/

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University

A. All of the above

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	View File
Any additional information	View File

1.2 - Academic Flexibility

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

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

8

File Description	Documents
Any additional information	No File Uploaded
Minutes of relevant Academic Council/ BOS meetings	View File
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data

requirement for year: (As per Data Template)**23**

File Description	Documents
Any additional information	View File
Brochure or any other document relating to Add on /Certificate programs	View File
List of Add on /Certificate programs (Data Template)	View File

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year**1200**

File Description	Documents
Any additional information	View File
Details of the students enrolled in Subjects related to certificate/Add-on programs	No File Uploaded

1.3 - Curriculum Enrichment

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

ATMECE integrates cross-cutting themes like Constitution and Professional Ethics, Environmental Studies, and Human Values into its curriculum, fostering a holistic learning environment. The institute upholds a Code of Conduct & Ethics Policy to promote a positive learning atmosphere. Students engage in courses focusing on Constitution of India, Professional Ethics, and Human Values, while departments organize activities beyond the syllabus, including those centered on Professional Ethics.

Before university examinations, the Principal emphasizes adherence to the Code of Conduct. Gender Equity and Sensitization efforts promote equal treatment and participation regardless of gender, with grievances addressed by the Grievance & Redressal Cell. A three-week Student Induction Program (SIP) introduces first-year undergraduates to universal human values, yoga, cultural arts, and skill enhancement sessions.

ATMECE prioritizes environmental awareness through programs and its Green Campus policy, integrating Environmental Studies into the curriculum. Recognition from MGNCRE for initiatives like Social Entrepreneurship and Swachhata Abhiyan underscores the institute's commitment to societal engagement and sustainability. Activities such as tree planting and visits to facilities like Sewage Treatment Plants reinforce environmental stewardship among students. Overall, ATMECE's curriculum and initiatives instill human values, social responsibility, and environmental consciousness in its community.

File Description	Documents
Any additional information	No File Uploaded
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View File

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

403

File Description	Documents
Any additional information	View File
Programme / Curriculum/ Syllabus of the courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	No File Uploaded
MoU's with relevant organizations for these courses, if any	No File Uploaded
Institutional Data in Prescribed Format	View File

1.3.3 - Number of students undertaking project work/field work/ internships

1036

File Description	Documents
Any additional information	View File
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	View File

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders
Students
Teachers
Employers
Alumni

A. All of the above

File Description	Documents
URL for stakeholder feedback report	Nil
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View File
Any additional information	View File

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

A. Feedback collected, analyzed and action taken and feedback available on website

File Description	Documents
Upload any additional information	View File
URL for feedback report	Nil

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of students admitted during the year

487

File Description	Documents
Any additional information	View File
Institutional data in prescribed format	View File

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

452

File Description	Documents
Any additional information	View File
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

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

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

1. Identification

2. Initiatives taken

3. Impact observed

The learning levels of the students are identified based on their previous performance in PUC/UG Level, Classroom intervention through ICT tools such as Student Response System (SRS), Performance of 1st internals, Submission of assignments, and practical records. Advanced learners are provided exposure to new ideas and methodologies, with encouragement to participate in conferences, workshops, paper publications, project competitions, and extra-curricular activities. They are motivated to prepare for competitive exams, and their achievements are showcased in college newsletters. Advanced learners are urged to attend entrepreneurship programs and engage in self-learning through MOOC platforms. Class toppers receive merit recognition with certificates and cash prizes, while scholarships are offered

through the Vidyaasare Scheme to the top 50 meritorious students annually.

For slow learners, mentors monitor performance and provide regular remedial measures. Corrective suggestions are communicated through parent-teacher meetings, and additional tutorial sessions are offered through extra classes. The impact of both advanced and slow learners is evaluated at the end of each academic year, considering factors such as academic performance, best project awards, students opting for higher studies, and MOOC certifications.

File Description	Documents
Paste link for additional information	https://naac.atme.in/aqar/criteria-2/2.2.1_REPORT.pdf
Upload any additional information	View File

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

Number of Students	Number of Teachers
1744	111

File Description	Documents
Any additional information	View File

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

The institution focuses on student-centric methods in regular academic practices to foster self-reliance and motivation. Innovative teaching and learning processes include flipped classrooms, elucidation through multimedia resources, virtual/online sessions on platforms like MS Teams, and recorded sessions for quick access. Learning resources are available on various platforms, and assessments are conducted using student response systems and quizzes. Laboratories adhere to AICTE & VTU norms, with well-equipped setups and qualified lab instructors. Additional courses are offered through MOUs with industry/institutes, and hands-on workshops on latest technologies are conducted. Students are encouraged to participate in technical

competitions, and aptitude training is provided for placements. Faculty and students engage in online courses to augment skillsets.

Experiential learning practices involve laboratory sessions, internships, self-directed learning through MOOC platforms, ratiocination through group activities, and project work. Participatory learning includes technical fest competitions, seminars, industrial visits, co-curricular/extracurricular activities, and social engagement through NSS/Red Cross. Problem-solving methods encompass enhancing analytical skills, practical lab sessions, tutorial sessions, assignments through group activities, peer-to-peer learning, and decoding solutions through technical quizzes.

File Description	Documents
Upload any additional information	View File
Link for additional information	https://naac.atme.in/agar/criteria-2/2.3.1_REPORT.pdf

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

ATME College of Engineering implements the robust Academic Information Management System (A-IMS), a comprehensive Learning Management System (LMS) overseeing student information from admission to alumni. The institution prioritizes key academic processes, including learning resources, attendance tracking, class timetables, and lesson plans, utilizing a range of Information Communication Technology (ICT) tools for effective teaching. Microsoft Teams, PowerPoint, Google Classroom, YouTube, Zoom, Virtual Labs, WACOM Writing Pad, Student Response System (SRS), and form quizzes contribute to a comprehensive educational delivery.

The college features 693 computers with WIFI/LAN, 8 Student Response Systems, and advanced teaching aids like digital pen tablets and interactive smart boards. Equipping all classrooms, laboratories, and seminar halls with ICT facilities empowers faculty to choose and use resources according to their preferences for course delivery. Regular training programs enhance faculty skills, with MS Teams (Licensed) facilitating virtual classrooms and online assessments.

The institution actively organizes online events, including webinars, workshops, Faculty Development Programs (FDPs), and motivational talks via MS Teams. Students are encouraged to utilize software tools for presentations, assignments, projects, and reports. Online communication through Email, Google Groups, Google Classroom, and social media platforms like WhatsApp and Telegram extends beyond the classroom.

Encouraging further ICT engagement, students access resources like EDUSAT for live expert videos, a digital library with recorded videos, e-books, and e-journals. Study materials are available through the institute website, MS Teams, and A-IMS, collectively enhancing the learning experience at ATME College of Engineering.

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

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

2.3.3.1 - Number of mentors

File Description	Documents
Upload, number of students enrolled and full time teachers on roll	View File
Circulars pertaining to assigning mentors to mentees	View File
Mentor/mentee ratio	View File

2.4 - Teacher Profile and Quality

2.4.1 - Number of full time teachers against sanctioned posts during the year

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	View File
Any additional information	View File
List of the faculty members authenticated by the Head of HEI	View File

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

File Description	Documents
Any additional information	View File
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template)	View File

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

2.4.3.1 - Total experience of full-time teachers

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

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

The institution's examination committee monitors university-level reforms and adjusts the internal evaluation system for undergraduate programs accordingly. Transparent communication with students occurs through circulars detailing any changes. At the start of each semester, the institute aligns its academic calendar with the university's, planning internal assessment dates well in advance for theory and lab sessions. Three written tests, along with practical tests, quizzes, assignments, projects, and seminars, constitute the internal assessments. Continuous Internal Evaluation (CIE) involves 40 marks, with 30 marks from test averages and 10 marks based on various assessments.

The question paper format adheres to specific guidelines, requiring multiple sets for each course, coverage of course outcomes (COs) and Bloom's taxonomy levels, and scrutiny by Vertical Heads/Question Paper Reviewers. The Head of the Department (HOD) selects one set for printing, supervised by the EMS coordinator. Monitoring and evaluation include faculty training, a seating plan for assessments, vigilance squads to prevent malpractice, and timely assessment by course coordinators. After completion, coordinators discuss evaluation schemes with students, clarify doubts, and make results available through the A-IMS portal within one week. Periodic training emphasizes equity and transparency in the assessment process.

File Description	Documents
Any additional information	View File
Link for additional information	Nil

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

The institution addresses grievances related to Internal Examinations (IA) and External (SEE) Examinations in a transparent and efficient manner. Before IA commencement, a circular is sent to students outlining schedules and regulations, and any grievances are resolved by the Department EMS coordinator in consultation with the Examination Committee. If discrepancies persist, students can approach the course teacher, then escalate to the Head of the Department (HOD), who may form a committee for further evaluation. Unresolved issues are referred to the Dean-Academics, and if satisfaction is not achieved, students can approach the college-level grievance redressal cell.

For External (SEE) Examinations, the institution's dedicated Examination Management System (EMS) Team handles grievances related to exam timetable, fees payment, revaluation, results, and missing USN. University rules govern grievance redressal, and any malpractices during exams are addressed according to VTU guidelines. Students booked for malpractice have the opportunity to present their case before a committee, and the committee's decision is final and conveyed within the schedule.

File Description	Documents
Any additional information	View File
Link for additional information	Nil

2.6 - Student Performance and Learning Outcomes

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

OBE is a student-centered teaching and learning technique that plans course delivery and assessments to meet objectives and results. Students can reliably demonstrate important and critical learning at the end of a course using Course Outcomes (COs). The course coordinators will develop the course module at the start of each semester, which includes the syllabus, COs statements, mapping of COs with POs, and Program Specific Outcomes (PSOs). The institution has trained all faculty members on how to map COs with POs and PSOs using Competency and Performance Indicator (PI) from eminent Resource Persons in the AICTE Exam Reforms document, and NBA coordinators are sent to various workshops/Faculty Development Programs (FDPs) to improve their knowledge. All faculty members in their semester courses' first class briefly explain COs statements and their importance to students. It has been published and distributed to stakeholders to raise PO and CO awareness. The program's success depends on student awareness of POs and COs and their performance. Our institution has taken steps to educate teachers and students on programme and course results. Program Outcomes (POs) and Course Outcomes (COs) are published and disseminated as follows:

Published:

1. Departmental Magazine/Newsletter

2.Department Website

3.Faculty and Students hand-out

4.Lab Manuals/Notes

5.Various Department activities such as Alumni meet/Workshop/FDPs/Seminar/Technical Talks

Disseminated:

1.HOD Chamber

2.Staff Rooms

3.Class Rooms

4.Departmental Notice Board

5.Departmental Laboratories

6.Department Corridors

7.Seminar Hall

8.A-IMS Portal

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	Nil
Upload COs for all Programmes (exemplars from Glossary)	View File

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

The institution initiates the Course Outcomes (COs), Program Outcomes (POs), and Program Specific Outcomes (PSOs) attainment process by defining relevant COs for all courses. Faculty can retain or redefine CO statements, aligning them with POs using the Competency and Performance Indicator analysis tool. Annual identification of curricular gaps is addressed through co-curricular and extra-curricular activities. The Program Assessment Committee (PAC) assesses COs, POs & PSOs attainment, addressing

deviations through the Department Advisory Board (DAB). A structured Guidelines handbook ensures alignment with academic requirements for continuous improvement.

For COs attainment, Continuous Internal Evaluation (CIE) and Semester End Examination contribute with a 30% and 70% weightage, respectively. CO attainment progress is measured through this process.

POs & PSOs attainment involves evaluating COs attained values using Direct Assessment tools (Internal & External Examinations) and Indirect Assessment tools (Employer Survey, Alumni Survey & Program Exit Survey). The steps for POs-PSOs attainment include mapping in the Course Articulation Matrix, multiplying COs values, calculating POs from University Examination results, determining direct assessment through a weighted approach, and conducting indirect assessment via surveys.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	Nil

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

346

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

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

<https://naac.atme.in/aqar/criteria-2/SatisfactionSurveyReport.pdf>

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 year (INR in Lakhs)

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

1,14,000

File Description	Documents
Any additional information	View File
e-copies of the grant award letters for sponsored research projects /endowments	View File
List of endowments / projects with details of grants(Data Template)	View File

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

3.1.2.1 - Number of teachers recognized as research guides

20

File Description	Documents
Any additional information	View File
Institutional data in prescribed format	View File

3.1.3 - Number of departments having Research projects funded by government and non government agencies during the year

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

File Description	Documents
List of research projects and funding details (Data Template)	View File
Any additional information	View File
Supporting document from Funding Agency	View File
Paste link to funding agency website	Nil

3.2 - Innovation Ecosystem

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

Research is a vital component of ATMECE's mission, supported by a dedicated Research wing facilitating activities like article publication, conference presentations, and project development. The institution fosters research through Research Centres, guiding both internal and external researchers towards doctoral degrees. An Intellectual Property Rights (IPR) cell encourages patent applications, while faculty and students regularly publish in esteemed journals and conferences. Annual international conferences and incentives for research and publications further enhance scholarly engagement.

Substantial grants from bodies like the Department of Science & Technology (DST) and collaborations with the Karnataka State Council for Science and Technology (KSCST) and Visvesvaraya Technological University (VTU) fuel innovation and rural development projects. Financial aids and industry interactions incentivize faculty involvement, while the Institution Innovation Council (IIC) promotes entrepreneurship among students through workshops, hackathons, and industry collaborations. The institution's efforts are recognized with a 3-star ranking from the Ministry of Education (MoE) and strengthened by MoU partnerships with various industries, facilitating internships, skill development, and career guidance for students.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

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

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

File Description	Documents
Report of the event	No File Uploaded
Any additional information	View File
List of workshops/seminars during last 5 years (Data Template)	View File

3.3 - Research Publications and Awards

3.3.1 - Number of Ph.Ds registered per eligible teacher during the year

3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year

32

File Description	Documents
URL to the research page on HEI website	Nil
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template)	View File
Any additional information	View File

3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year

3.3.2.1 - Number of research papers in the Journals notified on UGC website during the year

125

File Description	Documents
Any additional information	No File Uploaded
List of research papers by title, author, department, name and year of publication (Data Template)	View File

3.3.3 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

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

45

File Description	Documents
Any additional information	No File Uploaded
List books and chapters edited volumes/ books published (Data Template)	View File

3.4 - Extension Activities

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

ATMECE's vision of developing academically excellent, culturally vibrant, socially responsible, and globally competent individuals drives its commitment to holistic student development through societal engagement. Annual fest ATMEYA exemplifies this ethos, with themes focusing on societal needs. Initiatives include supporting soldiers' families, aiding the visually impaired, orphan support, and wildlife conservation.

The National Service Scheme (NSS) promotes service-oriented activities, including blood donation drives and health check-ups. Swachh Bharat Abhiyan initiatives raise awareness about plastic reduction and water conservation. Students engage in community services and develop innovative projects recognized by KSCST.

During crises like the COVID-19 pandemic and natural disasters, the institution provides significant aid. It adopts a local high school, upgrading facilities and promoting digital literacy. Recognized as a Social Entrepreneurship, Swachhta & Rural Engagement Cell (SES-REC) institution by the Indian government, ATMECE instills social responsibility in its staff and students, fostering a culture of service and community engagement.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

3.4.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.4.2.1 - Total number of awards and recognition received for extension activities from Government/ Government recognized bodies year wise during the year

03

File Description	Documents
Any additional information	No File Uploaded
Number of awards for extension activities in last 5 year (Data Template)	View File
e-copy of the award letters	View File

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

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

File Description	Documents
Reports of the event organized	No File Uploaded
Any additional information	View File
Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template)	View File

3.4.4 - Number of students participating in extension activities at 3.4.3. above during year

3.4.4.1 - Total number of Students participating in extension activities conducted in

collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year wise during year

File Description	Documents
Report of the event	No File Uploaded
Any additional information	View File
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	View File

3.5 - Collaboration

3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year

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

File Description	Documents
e-copies of related Document	No File Uploaded
Any additional information	View File
Details of Collaborative activities with institutions/industries for research, Faculty	View File

3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year

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

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	View File
Any additional information	No File Uploaded
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The campus, spanning 10.28 acres, boasts a well-designed infrastructure with 3 Lakh Sq. ft of built-up area. It features spacious classrooms, advanced laboratories, workshops with heavy machinery, a comprehensive library, central computing facility, seminar halls, and a modern auditorium. The facilities align with the standards set by affiliating University-VTU, Belagavi, and AICTE, New Delhi. Classrooms are equipped with ICT facilities, including LCD projectors, WIFI, Microsoft Teams for virtual classes, and Interactive Smart boards. Laboratories are well-equipped with computers, software, hardware, and virtual labs provided by NITK Surathkal. A language lab enhances foreign language learning. The institution supports student career development through an active Incubation Centre and Training & Placement Cell.

The IT Computing facilities include 713 computers, 44 printers, 16 scanners, LCD projectors, application software, Student Response systems, and Digital pen tablets. A 300 Mbps Internet Bandwidth with 34secured Wi-Fi connections is available. The library, spread over 700 Sq. Mtrs, provides a lending section, reference section, and multimedia PCs with internet access. Adequate infrastructure is provided for authorities and administrative tasks. Each department has a Seminar Hall, and a hi-tech Auditorium accommodates 400 plus students. Additional facilities include a barrier-free campus, spaces for fitness, music, cafeteria, sports, ATM, E-cell, Institute Innovation Cell (IIC), health center, vehicle parking, solar rooftop setup, diesel generator backup, RO plant, and sewage disposal system.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://atme.in/atme-campus/

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

ATMECE actively fosters students' engagement in cultural and literary pursuits, organizing the annual cultural fest 'ATMEYA' with diverse themes like Traffic Awareness and Wildlife Conservation. The institution provides a 1000-seater auditorium for performing arts, facilitating events such as Battle of the Bands and Dance Fiesta. Students' participation in cultural activities enhances aesthetic sensibility and art appreciation.

Various departments conduct cultural events during department fests, and students partake in state and inter-collegiate festivals. Sports play a crucial role in campus life, with facilities for indoor games like Carom, Chess, and Table Tennis. A well-maintained playground accommodates major outdoor sports events, including Wrestling, Best Physique, and Powerlifting Competitions. The institution boasts a well-equipped gymnasium with diverse exercise equipment, promoting students' overall well-being.

Certified faculty members conduct health and fitness classes, including yoga and meditation. Additionally, ATMECE provides recreational spaces with musical instruments like guitars, violins, flutes, tabla sets, and keyboards. The institution has garnered recognition at both VTU and state levels, receiving awards and cash prizes for sports and cultural achievements, with numerous students representing the University and National Teams in various competitions.

S1. No Name of the Sport Available Grounds Available Area 1
 Cricket Nets 02 25 X 50 mtrs 2 Handball 02 42 X 22 mtrs 3
 Basketball / Tennis 01 36 X 21 mtrs 4 Kho-Kho / Softball 01 27 X
 16 mtrs 5 Football / Hockey 01 70 X 100 mtrs 6 Volleyball 01 18 X
 9 mtrs 7 Throwball 01 12.20 X 18.30 mtrs

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://atme.in/sports/about-the-department/

4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

39

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

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

209.032

File Description	Documents
Upload any additional information	View File
Upload audited utilization statements	View File
Upload Details of budget allocation, excluding salary during the year (Data Template)	View File

4.2 - Library as a Learning Resource

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

The library is fully automated with different services and is

upgraded as a digital library to facilitate students and faculty. library has a rich collection of books comprising of 3,397 titles with 19,486 Volumes. It has access to more than 6,473 E-Journals and 14,582 plus E- books, in addition to 72 National Printed Journals, 1,383 digital materials of CDs/DVDs, 500 plus project reports, 24 Magazines related to various engineering programs along with 16 Newspapers are available. The library employs the open-source KOHA Integrated Library Management Software on a Linux server for effective organization. It features a web-based system, including Web OPAC and a Single Window providing comprehensive user information. Users can search and reserve items, and the Circulation Module tracks book transactions. KOHA generates MIS reports, manages barcoded books, employs DDC for classification, and showcases new arrivals. Additionally, the library offers a reference section during working hours.

The central library, equipped with 24 computers and Internet access, maximizes digital resources through National Digital Library (NDL) membership, VTU Library Consortium for E-journals/E-books, NPTEL/SWAYAM content, and an accessible Institutional repository, Dspace@ATME, for intellectual output within the institute.

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

File Description	Documents
Upload any additional information	View File
Paste link for Additional Information	https://atme.in/library-3/library/

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources A. Any 4 or more of the above

File Description	Documents
Upload any additional information	View File
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	View File

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)

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

23.38

File Description	Documents
Any additional information	View File
Audited statements of accounts	No File Uploaded
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)

4.2.4.1 - Number of teachers and students using library per day over last one year

267

File Description	Documents
Any additional information	View File
Details of library usage by teachers and students	View File

4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

ATMECE has an Excellent IT infrastructure to support students, staff and Management, with 2% of its budget allocated for maintenance of IT Infrastructure having dedicated staff for monitoring and maintenance. The ATMECE data center, established for campus-wide networking, evolved significantly over the years.

Beginning with department-level shared folders until 2015, T10 edge servers were introduced in 2015, offering Active Directory and authenticated logins via firewall credentials. Since 2018, file servers enable data storage accessible through Intranet and internet on and off-campus. Network Attached Storage transitioned from RAID 5 to a more secure RAID 1 configuration with active backup. CCTV systems expanded from memory-based to 194 cameras in 2024, incorporating advanced features like NVR, night vision, and 15 days backup. Power supply improved from 6 pulse, MOSFET-based UPS to 30 stand-alone 600VA UPS. Network infrastructure saw upgrades, including CAT6A cables, fiber optic backbones, and wireless RF antenna CPE by 2022. Internet connectivity progressed from 10 BSNL Broadband connections to IPBAX with 100 concurrent calls. Software-wise, Microsoft edu cloud program licenses were upgraded to Office 365-A3 in 2019, providing individual user licenses, 100GB/user cloud storage, MS Office tools, and 550TB for institutional use, along with M 365-A3. Firewalls, switches, and servers were consistently upgraded to enhance security and performance. The cloud infrastructure hosts e-mail atme.edu.in and web servers atme.in .

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://atme.in/atme-campus/

4.3.2 - Number of Computers

713

File Description	Documents
Upload any additional information	View File
List of Computers	View File

4.3.3 - Bandwidth of internet connection in the Institution A. ? 50MBPS

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

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

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

561.362

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

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

The Institution has implemented a comprehensive policy to ensure the effective utilization and maintenance of its physical, academic, and support facilities. A dedicated Maintenance Department oversees the repair and service of various infrastructure components, including buildings, roads, electrical systems, plumbing, furniture, and equipment. The Institute has established guidelines for the utilization of space, human resources, and consumables, implementing initiatives like induction programs and a master timetable for optimal resource allocation.

The library maintains a record of usage through biometric and logbook systems, providing access to reference materials and e-resources. Computer labs are utilized for practical sessions, webinars, and workshops, while sports facilities and recreational spaces are available for both staff and students during college

hours. Department associations receive funding in accordance with institutional guidelines.

A separate budget facilitates maintenance across different categories, such as building maintenance, IT infrastructure, lab equipment, and vehicles. Periodic, preventive, and breakdown maintenance procedures are implemented, with annual maintenance contracts for costly lab equipment. Stock verification and audits are conducted, and maintenance records are maintained for equipment in all departments.

Regular power supply is ensured through maintenance of distribution systems, generators, UPS, solar panels, and internal energy auditing. The Transportation Department oversees vehicle-related maintenance tasks, while housekeeping staff and a gardening supervisor ensure general cleaning and landscaping at regular intervals. Security staff are trained for emergency situations, and a mechanism is in place to write-off obsolete items in line with the institution's Infrastructure Utilization & Maintenance Policy.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	http://naac.atme.in/aqar/criteria-4/4.4.2_Infrastructure_Utilization_and_Maintainence_Policy.pdf

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

1115

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	View File
Upload any additional information	No File Uploaded
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	View File

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

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

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills

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

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

Nil

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

File Description	Documents
Any additional information	View File
Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template)	View File

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

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

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

162

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	No File Uploaded
Details of student placement during the year (Data Template)	View File

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

35

File Description	Documents
Upload supporting data for student/alumni	View File
Any additional information	No File Uploaded
Details of student progression to higher education	View File

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year

35

File Description	Documents
Upload supporting data for the same	View File
Any additional information	No File Uploaded
Number of students qualifying in state/ national/ international level examinations during the year (Data Template)	View File

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 year

5.3.1.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national / international level (award for a team event should be counted as one) during the year.

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	No File Uploaded
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	View File

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

The institute offers diverse opportunities for student engagement, including participation in academic and campus activities. Student representatives adhere to administrative policies, serving in committees such as CICC, Sexual Harassment, and Grievance & Redressal to address issues like discrimination and harassment. The college fosters co-curricular involvement through student forums and clubs, encouraging the formation of local chapters of professional bodies like IEEE and CSI. Various clubs and incubation centers, such as the IoT club and CISCO Center of Excellence, offer events and programs throughout the year, facilitating student projects and internships. Student placement coordinators assist faculty during placement drives, and the institute promotes entrepreneurship through the E-CELL, hosting awareness programs and workshops. Students actively participate in surveys, provide feedback on faculty, and voice concerns through class representatives. They contribute to college and department magazines, publishing technical articles and presenting papers at conferences. Additionally, students organize cultural activities like the ATMEYA college fest, engage in community development through NSS activities, and participate in social initiatives such as Swachh Bharath Abhiyan and blood donation drives. The student

body also represents the institute in sports and cultural activities at the university level.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

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

30

File Description	Documents
Report of the event	View File
Upload any additional information	No File Uploaded
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions) (Data Template)	View File

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

The ATME College of Engineering Alumni Association was established under the Karnataka Societies Registration Act, 1960, on 14/07/2021. Through annual alumni meets, the association fosters interaction between alumni and students, facilitating idea exchange and mentorship. It encourages networking opportunities among alumni, students, and the college community. The association plays a vital role in the institute's progress by garnering alumni support. Alumni contribute to the institution's growth through word-of-mouth marketing, guiding current students in career choices, and providing valuable insights for development. The college magazine features a dedicated Alumni-Voice section, showcasing alumni perspectives. Alumni offer guidance,

internships, and placement opportunities, and participate in Technical Talks and Seminars. They contribute to research and educational activities, serving on the Department Advisory Board to identify curriculum gaps. Alumni play a crucial role in student placement by referring candidates to their organizations during recruitment. Overall, the Alumni Association significantly contributes to the institute's success, serving as a bridge between the company and the institute, enriching the educational experience for all.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

5.4.2 - Alumni contribution during the year D. 1 Lakhs - 3Lakhs (INR in Lakhs)

File Description	Documents
Upload any additional information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The parent organization of ATMECE is the "Academy for Technical & Management Excellence," a registered charitable trust established in 2007 by a group of technocrats, academicians, administrators, and policymakers. The trust aims to develop future leaders of international standards who are competent, innovative, ethical, and dedicated to societal and national improvement. In alignment with this vision, the trust founded the "ATME College of Engineering" in 2010.

ATMECE's mission includes keeping students competitive globally, creating an environment for holistic development, and achieving higher benchmarks of educational excellence. The institution follows principles of good governance, with the Governing Council playing a crucial role in framing policies and providing

direction. The council comprises experts from academic institutions, industry, and a faculty representative.

The strategic growth plan guides ATMECE's future, focusing on priorities, resource allocation, and stakeholder collaboration to realize its vision and mission. The administrative mechanism involves well-defined committees, policies, and roles to achieve different elements of the vision statement.

The Academic Council, consists of Principal, Deans, Heads, and industry representatives, works towards academic excellence. ATMECE also emphasizes a culturally vibrant environment, encouraging students to participate in extracurricular activities such as "ATMEYA," "International Women's Day," "Kannada Rajyothsava," and university festivals like YUVA DASARA.

File Description	Documents
Paste link for additional information	https://atme.in/vision-mission/
Upload any additional information	No File Uploaded

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

ATMECE operates with a decentralized administration and emphasizes transparency in decision-making processes, practicing participative management at all levels. Governance is facilitated by the Board of Trustees and the Governing Council (GC), responsible for framing policies and strategic plans. Administrative activities are carried out by committees overseen by the GC, with the Principal implementing decisions through a structured management hierarchy. The Academic Council ensures academic excellence following guidelines from VTU and AICTE, with decisions relayed to faculty through departmental meetings. Various committees cover institutional activities, with staff representing different departments meeting regularly to fulfill responsibilities. Committees such as Industry-Institution Interaction, Training and Placement, and Sports & Extracurricular organize relevant activities under the Principal's direction. Administrative functions are supervised by an Administrative Officer, who reports to the Principal. Participative management is encouraged, with Heads of Departments conducting staff meetings and discussing matters with the Principal. Course allocation is meticulously planned, involving staff input and student choice,

with criteria such as expertise and previous performance considered. Finalized allocations are submitted for approval, ensuring efficient scheduling at the institution.

File Description	Documents
Paste link for additional information	https://atme.in/organization-structure/
Upload any additional information	No File Uploaded

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

A Strategic Plan (SP) serves as a roadmap for an institution, outlining its mission, vision, values, long-term goals, and the actions needed to achieve them. For technical institutions like ATMECE, providing cutting-edge education and empowering students requires a clearly defined strategic plan. ATMECE's 2015-2020 SP prioritized infrastructure enhancement and outcome-based education, aiming for NBA accreditation within 8 years of inception. The process began in 2015-16, with institution-wide committees and department-level coordinators overseeing activities. Outcome-based education was integrated into the curriculum, and stakeholders' input was solicited. Mock exercises in 2017 and 2018 assessed preparedness, leading to the submission of a Self-Assessment Report to the NBA. A visiting NBA team in 2019 reviewed implementation and curriculum measures, accrediting four programs for three years and reaccrredited in 2022 for 3 more years. ATMECE also achieved ISO 9001-2015 certification and a Gold rating in QS-I-Gauge ranking in 2019, aligning with its quality-focused goals. These accomplishments reflect the success of ATMECE's strategic planning and commitment to continuous improvement. In November 2022, ATMECE achieved accreditation from NAAC with an esteemed A+ grade, marking a significant milestone in its pursuit of academic excellence and quality assurance.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://naac.atme.in/iqac_data/Criteria-6/6.2/6.2.1/6.2.1_StrategicPlan.pdf
Upload any additional information	No File Uploaded

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

Policies and procedures at ATMECE serve to streamline operations and minimize undesired events. Framed by the Governing Council (GC), these policies encompass academic, campus infrastructure, student-related, and HR aspects. Academic policies ensure a systematic environment, while infrastructure policies focus on resource utilization and sustainability. Student-related policies support admission, disability accommodation, mentoring, and placement. HR policies address appraisal, equity, grievances, and conduct. The administrative structure follows a defined hierarchy, from the ATME Trust to department heads, ensuring efficient governance. The GC sets institutional direction and evaluates programs for improvement. The Principal oversees administration and budget utilization, supported by deans, IQAC, and placement officers. Department heads contribute to decision-making and monitor academic and staff affairs. Administrative functions, including accounts and security, operate under the administrative officer's supervision, reporting to the Principal. Staff recruitment adheres to fair practices, outlined in an employee handbook detailing service rules, conduct standards, and payroll policies. This comprehensive framework ensures adherence to professional ethics and guidelines, defining roles and responsibilities for all staff members.

File Description	Documents
Paste link for additional information	https://atme.in/wp-content/uploads/2024/02/Mandatory-Disclosure-2023-24-1.pdf
Link to Organogram of the institution webpage	https://atme.in/wp-content/uploads/2022/10/ATMECE_Organogram.pdf
Upload any additional information	No File Uploaded

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning) Document	View File
Screen shots of user inter faces	View File
Any additional information	View File
Details of implementation of e-governance in areas of operation, Administration etc(Data Template)	View File

6.3 - Faculty Empowerment Strategies

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

ATMECE prioritizes the welfare of its teaching and non-teaching staff by implementing various measures. This includes facilities like Employee Provident Fund, ESIC registration, gratuity, and accidental insurance coverage. The institution also offers subsidized food, transportation, and medical treatments through partnerships with hospitals. Financial assistance is provided for laptops, professional subscriptions, and staff development programs. A well-defined leave policy, including maternity leave and special assignment allowances, ensures work-life balance. Career advancement opportunities, such as sabbatical leave and academic courses, are encouraged. Notably, ATMECE's 360-degree appraisal system recognizes staff performance through incentives, promotions, and awards. Research incentive policies support faculty contributions, while a revenue-sharing model incentivizes

consultancy projects. The institution emphasizes grievance redressal through an online system and maintains a hygienic working environment conducive to staff well-being. Overall, ATMECE fosters a holistic atmosphere, promoting the professional and personal growth of all staff members.

File Description	Documents
Paste link for additional information	https://atme.in/insurance-staff/#1652104082933-eb967562-f854
Upload any additional information	View File

6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year

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

42

File Description	Documents
Upload any additional information	No File Uploaded
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year

01

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	No File Uploaded
Reports of Academic Staff College or similar centers	No File Uploaded
Upload any additional information	View File
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View File

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year

64

File Description	Documents
IQAC report summary	No File Uploaded
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	No File Uploaded
Upload any additional information	View File
Details of teachers attending professional development programmes during the year (Data Template)	View File

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

ATMECE has implemented a comprehensive employee appraisal policy to assess and motivate staff members towards higher performance levels. The 360-degree appraisal process involves self-assessment by employees, evaluation by peers, Heads of Departments (HoDs),

the Principal, and Management. Performance, talents, values, and contributions to organizational growth and research are considered during this process. Teaching staff are evaluated based on student feedback, subject expertise, communication skills, and innovative teaching methods. Self-assessment focuses on teaching, co-curricular activities, research, networking, and professional engagement. Co-workers' appraisal includes communication skills, involvement in activities, and attitude towards students. HoDs evaluate punctuality, teaching effectiveness, and teamwork. The Principal assesses overall management and leadership qualities. Top management evaluates teamwork, professional development, student engagement, and job satisfaction. Criteria such as students' performance, self-appraisal, co-worker feedback, HoD assessment, and management evaluation are outlined with respective weightages, ensuring a thorough and fair appraisal process.

File Description	Documents
Paste link for additional information	https://atme.in/faculty-appraisal/
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

The Governing Council (GC) of ATMECE has instituted a thorough audit procedure to ensure the financial integrity of the institution. Oversight of financial matters is delegated to a Finance Committee, responsible for budgeting, financial reporting, and internal controls. Key mechanisms for effective internal control include joint signatures for payments, online transactions only, periodic MIS reports, budgetary control, and continual internal auditing. The internal audit team verifies expenditures against budget provisions, authorizations, and receipts, ensuring adherence to policies and delegation of powers. ATMECE utilizes an ERP software, A-IMS, to integrate institute activities and generate MIS reports for revenue and expenditure tracking. Any discrepancies are promptly addressed by concerned personnel or escalated to the Head of the Institute and the Finance Committee. External auditing is conducted annually by qualified Chartered Accountants, focusing on statutory compliance and accounting standards. Auditors discuss observations with the Finance Committee, and finalized accounts are approved by the Board of

Management before submission to the Income Tax Department. Recommendations from both internal and external auditors are addressed immediately to prevent future errors.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)

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

0

File Description	Documents
Annual statements of accounts	No File Uploaded
Any additional information	No File Uploaded
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	No File Uploaded

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

Infrastructure is pivotal in the education sector, necessitating substantial resources. ATMECE employs strategies for effective fund mobilization and resource utilization to ensure qualified staff, adequate facilities, and technological advancements. Funding primarily comes from management investments and student tuition, supplemented by sponsored projects, research grants, and consultancy opportunities. The institution seeks grants from NGOs, corporations, philanthropists, and alumni, fostering industry collaborations for CSR initiatives. Endowment funds support outstanding students, with annual events like ATMEYA sponsored by various organizations. Resource optimization relies on stakeholder commitment and a utilization policy. Budget proposals are consolidated by department heads and reviewed by the Finance Committee and Governing Council. Surplus funds are reinvested in infrastructure or new courses, while shortfalls may prompt overdrafts. Financial oversight involves internal and external

audits, with policy adherence monitored by department heads, deans, and the Principal. Infrastructure is shared among departments as per utilization policies. ATMECE's management prioritizes staff welfare and affordable education, aligning with VTU and AICTE guidelines to fulfill its societal commitment and institutional vision.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

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

The Internal Quality Assurance Cell (IQAC) has played a vital role in institutionalizing quality assurance strategies and processes at ATMECE. Tasked with ensuring and enhancing academic quality, IQAC has made significant contributions towards this endeavor. It facilitates the development and implementation of quality benchmarks, metrics, and procedures across various facets of the institution's functioning. IQAC fosters a culture of continuous improvement by conducting regular assessments, reviews, and evaluations of academic and administrative processes. It collaborates with stakeholders to gather feedback, identify areas for improvement, and implement corrective measures. IQAC also coordinates internal and external audits, ensuring compliance with quality standards and regulatory requirements. Through its initiatives, IQAC promotes transparency, accountability, and excellence in all aspects of the institution's operations. Its efforts have led to the establishment of a robust quality assurance framework that aligns with the institution's vision and goals, ultimately enhancing the overall educational experience for students and stakeholders.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of

operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

ATMECE is committed to establishing and effectively implementing a robust quality assurance system across its academic and administrative functions, ensuring accountability and continuous improvement. One significant step in this direction is the establishment of the Internal Quality Assurance Cell (IQAC) in 2015. The IQAC's tasks include setting quality benchmarks, fostering a learner-centric environment, organizing quality-related workshops, and gathering feedback from stakeholders. The IQAC plays a crucial role in implementing quality assurance strategies, regularly meeting to discuss quality issues and recommending actions to relevant authorities. It facilitates the preparation of accreditation reports, stakeholder feedback, and action plans. IQAC initiatives have led to institutional practices such as detailed quality manuals, key performance indicators, and process mapping, resulting in ISO certifications. It also guided the implementation of Outcome-Based Education (OBE) and modern teaching-learning practices, contributing to NBA accreditation and a GOLD rating by QS I-Gauge. The IQAC's efforts were instrumental in obtaining NAAC Accreditation with an A+ Grade, cementing ATMECE's reputation as one of the top-rated colleges in Mysuru.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

A. All of the above

File Description	Documents
Paste web link of Annual reports of Institution	Nil
Upload e-copies of the accreditations and certifications	View File
Upload any additional information	View File
Upload details of Quality assurance initiatives of the institution (Data Template)	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

ATMECE prioritizes gender equity, ensuring fair treatment and opportunities for men and women, backed by a gender equity policy. The institution maintains a balanced gender ratio among students (55:45) and staff (65:35), with initiatives to enhance women's safety and security, including CCTV surveillance and trained security personnel. Systems like A-IMS facilitate online grievance registration. Women are encouraged to participate fully in academic and extracurricular activities, with representation in committees and opportunities for leadership roles. A College Internal Complaints Committee addresses grievances, complying with legal guidelines. Collaborations with organizations like the National Commission for Women promote gender justice awareness, funded events fostering understanding of women's rights. The institution provides student counseling services and mentoring, with a professional counselor available regularly. Common rooms are equipped with essential facilities, and sports facilities cater to diverse interests. These efforts reflect ATMECE's commitment to fostering a supportive, inclusive environment that promotes gender equality and well-being for all members of the community.

File Description	Documents
Annual gender sensitization action plan	https://naac.atme.in/aqar/criteria-7/7.1.1_Annual%20action%20plan.pdf
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	https://naac.atme.in/aqar/criteria-7/7.1.1_Relevant.pdf

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment

A. 4 or All of the above

File Description	Documents
Geo tagged Photographs	View File
Any other relevant information	View File

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

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

Solid waste from all departments, including the cafeteria, is collected and composted on campus. Chemical pesticides are avoided in favor of natural methods for gardening, and digital platforms

are encouraged for assignments to reduce paper usage. ATMECE has a sewage treatment plant to purify water for campus use, with treated water utilized for gardening. Biomedical waste is disposed of in an incinerator, while e-waste is minimized through various measures and disposed of responsibly. No hazardous chemicals or radioactive waste are produced or handled on campus.

File Description	Documents
Relevant documents like agreements / MoUs with Government and other approved agencies	View File
Geo tagged photographs of the facilities	View File

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus A. Any 4 or all of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Any other relevant information	No File Uploaded

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows: A. Any 4 or All of the above

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of plastic
5. Landscaping

File Description	Documents
Geo tagged photos / videos of the facilities	View File
Various policy documents / decisions circulated for implementation	View File
Any other relevant documents	View File

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following
1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities

A. Any 4 or all of the above

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	View File
Certification by the auditing agency	View File
Certificates of the awards received	No File Uploaded
Any other relevant information	View File

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

A. Any 4 or all of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Policy documents and information brochures on the support to be provided	View File
Details of the Software procured for providing the assistance	No File Uploaded
Any other relevant information	View File

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

ATME emphasizes inclusivity, evident through its diverse faculty and student body, reflecting the nation's ethos of 'unity in diversity.' The institution fosters a harmonious environment by actively promoting tolerance and inclusivity, strictly addressing any racial or communal discrimination. Events like the annual fest ATMEYA celebrate diverse cultures and societal themes, fostering communal harmony and social responsibility. Students organize various activities with social messages, supported by financial aid for those in need. National and International days are commemorated with speeches and activities, promoting tolerance and unity. 'Ethnic Day' showcases cultural diversity, enhancing the spirit of unity. The National Service Scheme promotes service-oriented activities, recognized for initiatives like voluntary blood donation camps. A comprehensive three-week induction program for first-year students includes sessions on universal human values and visits to historical sites. ATME's Universal Human Values program has garnered praise from AICTE, serving as a model for other institutions. Overall, ATME cultivates an inclusive environment where diversity is celebrated, fostering unity, tolerance, and social responsibility.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View File
Any other relevant information	No File Uploaded

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations:

values, rights, duties and responsibilities of citizens

ATMECE prioritizes creating awareness and upholding constitutionally provided rights through various programs and events. On significant occasions like Independence Day and Republic Day, the institute organizes flag hoisting ceremonies and speeches on patriotism and citizen responsibilities. Programs on student roles in law enforcement, road safety, and fire safety are conducted, emphasizing civic duties. Respect for citizens' contributions is celebrated on days like Teachers' Day and Engineers' Day. The institution observes National and International days such as Human Rights Day and International Women's Day, promoting awareness of constitutional rights and national initiatives like Swachh Bharat Abhiyan. During the Student Induction Program, sessions on Universal Human Values are conducted by AICTE-trained staff. Awareness programs on harassment prevention and women's rights, including collaborations with the National Commission for Women, are also undertaken. The curriculum includes a dedicated course on the Constitution of India and Professional Ethics, aiming to educate students on governance, engineering ethics, and cyber laws. Staff members are also educated on constitutional obligations relevant to the teaching profession through employee handbooks aligned with AICTE and VTU regulations and government policies.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	https://naac.atme.in/aqar/criteria-7/7.19%20Supporting%20documents.pdf
Any other relevant information	https://naac.atme.in/aqar/criteria-7/7.19_relevant.pdf

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff

A. All of the above

4. Annual awareness programmes on Code of Conduct are

organized

File Description	Documents
Code of ethics policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View File
Any other relevant information	No File Uploaded

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

ATMECE annually commemorates National and International days, receiving full administrative, budgetary, and logistical support from the management. These events are promoted through e-flyers on social media and messages displayed on digital screens. National days like Republic Day, Independence Day, and Kannada Rajyothsava are celebrated with flag hoisting ceremonies, speeches by the Principal and Dean/HODs, and cultural competitions. Other days such as International Women's Day, Red Cross Day, and World Environment Day are observed to instill societal and environmental consciousness through oath-taking ceremonies. Teacher's Day and Engineer's Day honor distinguished educators and engineers, while birthdays of prominent figures like Gandhi and Basava are celebrated to recognize their contributions. Ayudha Puja during Navratri involves worshiping tools and cleaning labs, symbolizing respect for work. These celebrations aim to foster patriotism, appreciation for societal contributions, and cultural unity among students and staff, encouraging them to uphold values and emulate achievers. ATMECE believes such events provide a platform to recognize excellence and inspire stakeholders to excel further.

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	View File
Geo tagged photographs of some of the events	View File
Any other relevant information	No File Uploaded

7.2 - Best Practices

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

Best Practice - 1 :Student Response Systems

The use of Student Response Systems (SRS) in classes aims to assess student comprehension, identify learning pace, and evaluate Teaching-Learning Processes (TLP). Faculty create MCQs, integrating visuals, and students respond via numbered pads connected to a projector, providing immediate feedback. Results aid in understanding individual and class performance, guiding remedial actions. Success lies in detailed analysis facilitating intervention for slow and advanced learners. Challenges include faculty training, vigilance against cheating, and resource requirements like SRS hardware/software and pedagogical expertise. This practice enhances teaching effectiveness by adapting to diverse learning abilities, fostering proactive assessment, and informed instructional planning.

Best Practice 2 :Academic Information Management System (A-IMS)

ATMECE employs the Academic Information Management System (A-IMS) to enhance governance, operational efficiency, and stakeholder access to information, aligning with its ICT-focused approach. A-IMS, an ERP solution, streamlines admissions, academics, HR management, and administration, promoting transparency and real-time data access. Success is evident in departmental efficiency, improved communication, and timely information availability, aiding decision-making. Challenges include defining stakeholder roles and adapting to evolving curriculum needs, which were overcome through system familiarity and flexibility. A-IMS, a web and mobile-based application, outsources server maintenance and requires PCs, smartphones, and a stable network, serving as a valuable tool for stakeholders, especially parents monitoring student progress.

File Description	Documents
Best practices in the Institutional website	Nil
Any other relevant information	Nil

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

ATMECE Institute prioritizes the development of academically excellent, culturally vibrant, socially responsible, and globally competent human resources. One distinctive area is its robust 360-degree appraisal system, emphasizing faculty performance. The system, conducted through A-IMS, a web-based ERP solution, includes diverse criteria such as student performance, feedback, self-appraisal, co-worker, HOD, and management appraisals. Student performance and feedback carry a combined weightage of 40%, fostering innovative teaching and effective TLP. Self-appraisal encompasses teaching, co-curricular activities, and research, promoting a comprehensive approach. Co-worker appraisal evaluates teamwork skills, while HOD and Principal assessments focus on responsibilities, cooperation, and contributions at departmental and college levels. Management, represented by the Chairman and Trustees, conducts a final appraisal, giving weightage to job satisfaction, professional development, research involvement, and teamwork. The points are tabulated, categorizing faculty into six groups with corresponding performance incentives. Awards, including 'Best Teacher of the Year,' recognize outstanding contributions. This 360-degree feedback system motivates faculty to utilize their abilities optimally, fostering a better understanding of self and effective planning. ATMECE believes this comprehensive approach encourages faculty to perform at the highest level, contributing to the institute's vision.

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

ATMECE, an affiliated college of Visvesvaraya Technological University (VTU), meticulously plans its academic delivery through pre-semester meetings led by HODs. These meetings delve into course details, workload distribution, and suitable teaching methodologies, all documented in meticulous MOM records. The college emphasizes Outcome-Based Education (OBE), employing Program Articulation Matrix (PAM) and beyond-syllabus activities to enhance learning outcomes.

Departments align their calendars with VTU's, incorporating a blend of curricular and extracurricular events. Faculty members undertake detailed lesson planning, incorporating diverse teaching approaches such as chalk-and-talk, ICT tools, participatory methods, educational visits, and expert lectures. Hands-on laboratory sessions and virtual labs from NITK, Surathkal enrich the practical learning experience.

Faculty development is a priority, with newly recruited staff undergoing orientation sessions and encouraged to pursue further training through refresher courses, workshops, and seminars. The college utilizes an integrated LMS called A-IMS, which facilitates seamless management of academic processes and student lifecycle, including feedback collection and analysis for continual improvement. A distinctive feature of ATMECE is its implementation of flipped classrooms, where students access e-resources and preparatory materials before sessions, enhancing engagement and understanding. Oversight of academic planning and delivery is managed by the IQAC, which ensures adherence and continuous enhancement of teaching effectiveness.

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	Nil

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

Continuous Internal Evaluation (CIE)

ATMECE prioritizes time management to achieve organizational goals, aligning with VTU's academic calendar for term schedules and examination dates. The IQAC drafts the Institute Academic Calendar, incorporating induction programs, exams, and co-curricular activities. Departmental calendars detail events like Parent-Teacher Meetings and assessments, guided by Program Assessment Committee and Department Advisory Board inputs.

Students receive all three calendars at the session start, ensuring transparency and adherence to schedules. Faculty meticulously follow the academic calendar, updating delivery dates in work diaries, with HoDs monitoring adherence through fortnightly meetings. Any deviations prompt alternative arrangements. CIE Tests and Assignments align with calendar dates, adhering to syllabi outlined in lesson plans.

ATMECE maintains a robust Examination Policy covering CIE Tests and SEE, ensuring timely conduct, evaluation, and result dissemination. Practical course schedules and project evaluations adhere to the calendar. Events like guest lectures and industry visits follow approval processes, with feedback loops for continual improvement.

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	https://atme.in/coe-all/

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University

A. All of the above

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	View File
Any additional information	View File

1.2 - Academic Flexibility

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

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

8

File Description	Documents
Any additional information	No File Uploaded
Minutes of relevant Academic Council/ BOS meetings	View File
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

23

File Description	Documents
Any additional information	View File
Brochure or any other document relating to Add on /Certificate programs	View File
List of Add on /Certificate programs (Data Template)	View File

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

1200

File Description	Documents
Any additional information	View File
Details of the students enrolled in Subjects related to certificate/Add-on programs	No File Uploaded

1.3 - Curriculum Enrichment

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

ATMECE integrates cross-cutting themes like Constitution and Professional Ethics, Environmental Studies, and Human Values into its curriculum, fostering a holistic learning environment. The institute upholds a Code of Conduct & Ethics Policy to promote a positive learning atmosphere. Students engage in courses focusing on Constitution of India, Professional Ethics, and Human Values, while departments organize activities beyond the syllabus, including those centered on Professional Ethics.

Before university examinations, the Principal emphasizes adherence to the Code of Conduct. Gender Equity and Sensitization efforts promote equal treatment and participation regardless of gender, with grievances addressed by the Grievance & Redressal Cell. A three-week Student Induction Program (SIP) introduces first-year undergraduates to universal human values, yoga, cultural arts, and skill enhancement sessions.

ATMECE prioritizes environmental awareness through programs and its Green Campus policy, integrating Environmental Studies into the curriculum. Recognition from MGNCRE for initiatives like Social Entrepreneurship and Swachhata Abhiyan underscores the institute's commitment to societal engagement and sustainability. Activities such as tree planting and visits to facilities like Sewage Treatment Plants reinforce environmental stewardship among students. Overall, ATMECE's curriculum and initiatives instill human values, social responsibility, and environmental consciousness in its community.

File Description	Documents
Any additional information	No File Uploaded
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View File

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

403

File Description	Documents
Any additional information	View File
Programme / Curriculum/ Syllabus of the courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	No File Uploaded
MoU's with relevant organizations for these courses, if any	No File Uploaded
Institutional Data in Prescribed Format	View File

1.3.3 - Number of students undertaking project work/field work/ internships

1036

File Description	Documents
Any additional information	View File
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	View File

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the

A. All of the above

institution from the following stakeholders Students Teachers Employers Alumni	
File Description	Documents
URL for stakeholder feedback report	Nil
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View File
Any additional information	View File
1.4.2 - Feedback process of the Institution may be classified as follows	A. Feedback collected, analyzed and action taken and feedback available on website
File Description	Documents
Upload any additional information	View File
URL for feedback report	Nil
TEACHING-LEARNING AND EVALUATION	
2.1 - Student Enrollment and Profile	
2.1.1 - Enrolment Number Number of students admitted during the year	
2.1.1.1 - Number of students admitted during the year	
487	
File Description	Documents
Any additional information	View File
Institutional data in prescribed format	View File
2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)	
2.1.2.1 - Number of actual students admitted from the reserved categories during the year	
452	

File Description	Documents
Any additional information	View File
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

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

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

1. Identification

2. Initiatives taken

3. Impact observed

The learning levels of the students are identified based on their previous performance in PUC/UG Level, Classroom intervention through ICT tools such as Student Response System (SRS), Performance of 1st internals, Submission of assignments, and practical records. Advanced learners are provided exposure to new ideas and methodologies, with encouragement to participate in conferences, workshops, paper publications, project competitions, and extra-curricular activities. They are motivated to prepare for competitive exams, and their achievements are showcased in college newsletters. Advanced learners are urged to attend entrepreneurship programs and engage in self-learning through MOOC platforms. Class toppers receive merit recognition with certificates and cash prizes, while scholarships are offered through the Vidyaasare Scheme to the top 50 meritorious students annually.

For slow learners, mentors monitor performance and provide regular remedial measures. Corrective suggestions are communicated through parent-teacher meetings, and additional tutorial sessions are offered through extra classes. The impact of both advanced and slow learners is evaluated at the end of each academic year, considering factors such as academic performance, best project awards, students opting for higher studies, and MOOC certifications.

File Description	Documents
Paste link for additional information	https://naac.atme.in/agar/criteria-2/2.2.1_REPORT.pdf
Upload any additional information	View File

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

Number of Students	Number of Teachers
1744	111

File Description	Documents
Any additional information	View File

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

The institution focuses on student-centric methods in regular academic practices to foster self-reliance and motivation. Innovative teaching and learning processes include flipped classrooms, elucidation through multimedia resources, virtual/online sessions on platforms like MS Teams, and recorded sessions for quick access. Learning resources are available on various platforms, and assessments are conducted using student response systems and quizzes. Laboratories adhere to AICTE & VTU norms, with well-equipped setups and qualified lab instructors. Additional courses are offered through MOUs with industry/institutes, and hands-on workshops on latest technologies are conducted. Students are encouraged to participate in technical competitions, and aptitude training is provided for placements. Faculty and students engage in online courses to augment skillsets.

Experiential learning practices involve laboratory sessions, internships, self-directed learning through MOOC platforms, ratiocination through group activities, and project work. Participatory learning includes technical fest competitions, seminars, industrial visits, co-curricular/extracurricular activities, and social engagement through NSS/Red Cross. Problem-solving methods encompass enhancing analytical skills, practical lab sessions, tutorial sessions, assignments through

group activities, peer-to-peer learning, and decoding solutions through technical quizzes.

File Description	Documents
Upload any additional information	View File
Link for additional information	https://naac.atme.in/agar/criteria-2/2.3.1_REPORT.pdf

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

ATME College of Engineering implements the robust Academic Information Management System (A-IMS), a comprehensive Learning Management System (LMS) overseeing student information from admission to alumni. The institution prioritizes key academic processes, including learning resources, attendance tracking, class timetables, and lesson plans, utilizing a range of Information Communication Technology (ICT) tools for effective teaching. Microsoft Teams, PowerPoint, Google Classroom, YouTube, Zoom, Virtual Labs, WACOM Writing Pad, Student Response System (SRS), and form quizzes contribute to a comprehensive educational delivery.

The college features 693 computers with WIFI/LAN, 8 Student Response Systems, and advanced teaching aids like digital pen tablets and interactive smart boards. Equipping all classrooms, laboratories, and seminar halls with ICT facilities empowers faculty to choose and use resources according to their preferences for course delivery. Regular training programs enhance faculty skills, with MS Teams (Licensed) facilitating virtual classrooms and online assessments.

The institution actively organizes online events, including webinars, workshops, Faculty Development Programs (FDPs), and motivational talks via MS Teams. Students are encouraged to utilize software tools for presentations, assignments, projects, and reports. Online communication through Email, Google Groups, Google Classroom, and social media platforms like WhatsApp and Telegram extends beyond the classroom.

Encouraging further ICT engagement, students access resources like EDUSAT for live expert videos, a digital library with recorded videos, e-books, and e-journals. Study materials are

available through the institute website, MS Teams, and A-IMS, collectively enhancing the learning experience at ATME College of Engineering.

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

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

2.3.3.1 - Number of mentors

File Description	Documents
Upload, number of students enrolled and full time teachers on roll	View File
Circulars pertaining to assigning mentors to mentees	View File
Mentor/mentee ratio	View File

2.4 - Teacher Profile and Quality

2.4.1 - Number of full time teachers against sanctioned posts during the year

122

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	View File
Any additional information	View File
List of the faculty members authenticated by the Head of HEI	View File

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

File Description	Documents
Any additional information	View File
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template)	View File

2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)**2.4.3.1 - Total experience of full-time teachers**

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

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

The institution's examination committee monitors university-level reforms and adjusts the internal evaluation system for undergraduate programs accordingly. Transparent communication with students occurs through circulars detailing any changes. At the start of each semester, the institute aligns its academic calendar with the university's, planning internal assessment dates well in advance for theory and lab sessions. Three written tests, along with practical tests, quizzes, assignments, projects, and seminars, constitute the internal assessments. Continuous Internal Evaluation (CIE) involves 40 marks, with 30 marks from test averages and 10 marks based on various assessments.

The question paper format adheres to specific guidelines, requiring multiple sets for each course, coverage of course outcomes (COs) and Bloom's taxonomy levels, and scrutiny by Vertical Heads/Question Paper Reviewers. The Head of the Department (HOD) selects one set for printing, supervised by the EMS coordinator. Monitoring and evaluation include faculty training, a seating plan for assessments, vigilance squads to prevent malpractice, and timely assessment by course coordinators. After completion, coordinators discuss evaluation schemes with students, clarify doubts, and make results available through the A-IMS portal within one week. Periodic training emphasizes equity and transparency in the assessment process.

File Description	Documents
Any additional information	View File
Link for additional information	Nil

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

The institution addresses grievances related to Internal Examinations (IA) and External (SEE) Examinations in a transparent and efficient manner. Before IA commencement, a circular is sent to students outlining schedules and regulations, and any grievances are resolved by the Department EMS coordinator in consultation with the Examination Committee. If discrepancies persist, students can approach the course teacher, then escalate to the Head of the Department (HOD), who may form a committee for further evaluation. Unresolved issues are referred to the Dean-Academics, and if satisfaction is not achieved, students can approach the college-level grievance redressal cell.

For External (SEE) Examinations, the institution's dedicated Examination Management System (EMS) Team handles grievances related to exam timetable, fees payment, revaluation, results, and missing USN. University rules govern grievance redressal, and any malpractices during exams are addressed according to VTU guidelines. Students booked for malpractice have the opportunity to present their case before a committee, and the committee's decision is final and conveyed within the schedule.

File Description	Documents
Any additional information	View File
Link for additional information	Nil

2.6 - Student Performance and Learning Outcomes

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

OBE is a student-centered teaching and learning technique that plans course delivery and assessments to meet objectives and results. Students can reliably demonstrate important and critical learning at the end of a course using Course Outcomes (COs). The course coordinators will develop the course module at the start of each semester, which includes the syllabus, COs statements, mapping of COs with POs, and Program Specific Outcomes (PSOs). The institution has trained all faculty members on how to map COs with POs and PSOs using Competency and Performance Indicator (PI) from eminent Resource Persons in the AICTE Exam Reforms document, and NBA coordinators are sent to various workshops/Faculty Development Programs (FDPs) to improve their knowledge. All faculty members in their semester courses' first class briefly explain COs statements and their importance to students. It has been published and distributed to stakeholders to raise PO and CO awareness. The program's success depends on student awareness of POs and COs and their performance. Our institution has taken steps to educate teachers and students on programme and course results. Program Outcomes (POs) and Course Outcomes (COs) are published and disseminated as follows:

Published:

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

Disseminated:

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

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	Nil
Upload COs for all Programmes (exemplars from Glossary)	View File

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

The institution initiates the Course Outcomes (COs), Program Outcomes (POs), and Program Specific Outcomes (PSOs) attainment process by defining relevant COs for all courses. Faculty can retain or redefine CO statements, aligning them with POs using the Competency and Performance Indicator analysis tool. Annual identification of curricular gaps is addressed through co-curricular and extra-curricular activities. The Program Assessment Committee (PAC) assesses COs, POs & PSOs attainment, addressing deviations through the Department Advisory Board (DAB). A structured Guidelines handbook ensures alignment with academic requirements for continuous improvement.

For COs attainment, Continuous Internal Evaluation (CIE) and Semester End Examination contribute with a 30% and 70% weightage, respectively. CO attainment progress is measured

through this process.

POs & PSOs attainment involves evaluating COs attained values using Direct Assessment tools (Internal & External Examinations) and Indirect Assessment tools (Employer Survey, Alumni Survey & Program Exit Survey). The steps for POs-PSOs attainment include mapping in the Course Articulation Matrix, multiplying COs values, calculating POs from University Examination results, determining direct assessment through a weighted approach, and conducting indirect assessment via surveys.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	Nil

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

346

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

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

<https://naac.atme.in/aqar/criteria-2/SatisfactionSurveyReport.pdf>

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

1,14,000

File Description	Documents
Any additional information	View File
e-copies of the grant award letters for sponsored research projects /endowments	View File
List of endowments / projects with details of grants(Data Template)	View File

3.1.2 - Number of teachers recognized as research guides (latest completed academic year)**3.1.2.1 - Number of teachers recognized as research guides**

20

File Description	Documents
Any additional information	View File
Institutional data in prescribed format	View File

3.1.3 - Number of departments having Research projects funded by government and non government agencies during the year**3.1.3.1 - Number of departments having Research projects funded by government and non-government agencies during the year**

File Description	Documents
List of research projects and funding details (Data Template)	View File
Any additional information	View File
Supporting document from Funding Agency	View File
Paste link to funding agency website	Nil

3.2 - Innovation Ecosystem

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

Research is a vital component of ATMECE's mission, supported by a dedicated Research wing facilitating activities like article publication, conference presentations, and project development. The institution fosters research through Research Centres, guiding both internal and external researchers towards doctoral degrees. An Intellectual Property Rights (IPR) cell encourages patent applications, while faculty and students regularly publish in esteemed journals and conferences. Annual international conferences and incentives for research and publications further enhance scholarly engagement.

Substantial grants from bodies like the Department of Science & Technology (DST) and collaborations with the Karnataka State Council for Science and Technology (KSCST) and Visvesvaraya Technological University (VTU) fuel innovation and rural development projects. Financial aids and industry interactions incentivize faculty involvement, while the Institution Innovation Council (IIC) promotes entrepreneurship among students through workshops, hackathons, and industry collaborations. The institution's efforts are recognized with a 3-star ranking from the Ministry of Education (MoE) and strengthened by MoU partnerships with various industries, facilitating internships, skill development, and career guidance for students.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

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

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

File Description	Documents
Report of the event	No File Uploaded
Any additional information	View File
List of workshops/seminars during last 5 years (Data Template)	View File

3.3 - Research Publications and Awards

3.3.1 - Number of Ph.Ds registered per eligible teacher during the year

3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year

32

File Description	Documents
URL to the research page on HEI website	Nil
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template)	View File
Any additional information	View File

3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year

3.3.2.1 - Number of research papers in the Journals notified on UGC website during the year

125

File Description	Documents
Any additional information	No File Uploaded
List of research papers by title, author, department, name and year of publication (Data Template)	View File

3.3.3 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

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

45

File Description	Documents
Any additional information	No File Uploaded
List books and chapters edited volumes/ books published (Data Template)	View File

3.4 - Extension Activities

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

ATMECE's vision of developing academically excellent, culturally vibrant, socially responsible, and globally competent individuals drives its commitment to holistic student development through societal engagement. Annual fest ATMEYA exemplifies this ethos, with themes focusing on societal needs. Initiatives include supporting soldiers' families, aiding the visually impaired, orphan support, and wildlife conservation.

The National Service Scheme (NSS) promotes service-oriented activities, including blood donation drives and health check-ups. Swachh Bharat Abhiyan initiatives raise awareness about plastic reduction and water conservation. Students engage in community services and develop innovative projects recognized by KSCST.

During crises like the COVID-19 pandemic and natural disasters, the institution provides significant aid. It adopts a local high school, upgrading facilities and promoting digital literacy. Recognized as a Social Entrepreneurship, Swachhta &

Rural Engagement Cell (SES-REC) institution by the Indian government, ATMECE instills social responsibility in its staff and students, fostering a culture of service and community engagement.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

3.4.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.4.2.1 - Total number of awards and recognition received for extension activities from Government/ Government recognized bodies year wise during the year

03

File Description	Documents
Any additional information	No File Uploaded
Number of awards for extension activities in last 5 year (Data Template)	View File
e-copy of the award letters	View File

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

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

File Description	Documents
Reports of the event organized	No File Uploaded
Any additional information	View File
Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template)	View File

3.4.4 - Number of students participating in extension activities at 3.4.3. above during year

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

File Description	Documents
Report of the event	No File Uploaded
Any additional information	View File
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	View File

3.5 - Collaboration

3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year

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

File Description	Documents
e-copies of related Document	No File Uploaded
Any additional information	View File
Details of Collaborative activities with institutions/industries for research, Faculty	View File

3.5.2 - Number of functional MoUs with institutions, other universities, industries,

corporate houses etc. during the year

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

21

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	View File
Any additional information	No File Uploaded
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The campus, spanning 10.28 acres, boasts a well-designed infrastructure with 3 Lakh Sq. ft of built-up area. It features spacious classrooms, advanced laboratories, workshops with heavy machinery, a comprehensive library, central computing facility, seminar halls, and a modern auditorium. The facilities align with the standards set by affiliating University-VTU, Belagavi, and AICTE, New Delhi. Classrooms are equipped with ICT facilities, including LCD projectors, WIFI, Microsoft Teams for virtual classes, and Interactive Smart boards. Laboratories are well-equipped with computers, software, hardware, and virtual labs provided by NITK Surathkal. A language lab enhances foreign language learning. The institution supports student career development through an active Incubation Centre and Training & Placement Cell.

The IT Computing facilities include 713 computers, 44 printers, 16 scanners, LCD projectors, application software, Student Response systems, and Digital pen tablets. A 300 Mbps Internet Bandwidth with 34secured Wi-Fi connections is available. The library, spread over 700 Sq. Mtrs, provides a lending section, reference section, and multimedia PCs with internet access. Adequate infrastructure is provided for authorities and administrative tasks. Each department has a Seminar Hall, and a

hi-tech Auditorium accommodates 400 plus students. Additional facilities include a barrier-free campus, spaces for fitness, music, cafeteria, sports, ATM, E-cell, Institute Innovation Cell (IIC), health center, vehicle parking, solar rooftop setup, diesel generator backup, RO plant, and sewage disposal system.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://atme.in/atme-campus/

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

ATMECE actively fosters students' engagement in cultural and literary pursuits, organizing the annual cultural fest 'ATMEYA' with diverse themes like Traffic Awareness and Wildlife Conservation. The institution provides a 1000-seater auditorium for performing arts, facilitating events such as Battle of the Bands and Dance Fiesta. Students' participation in cultural activities enhances aesthetic sensibility and art appreciation.

Various departments conduct cultural events during department fests, and students partake in state and inter-collegiate festivals. Sports play a crucial role in campus life, with facilities for indoor games like Carom, Chess, and Table Tennis. A well-maintained playground accommodates major outdoor sports events, including Wrestling, Best Physique, and Powerlifting Competitions. The institution boasts a well-equipped gymnasium with diverse exercise equipment, promoting students' overall well-being.

Certified faculty members conduct health and fitness classes, including yoga and meditation. Additionally, ATMECE provides recreational spaces with musical instruments like guitars, violins, flutes, tabla sets, and keyboards. The institution has garnered recognition at both VTU and state levels, receiving awards and cash prizes for sports and cultural achievements, with numerous students representing the University and National Teams in various competitions.

Sl. No Name of the Sport Available Grounds Available Area
 1 Cricket Nets 02 25 X 50 mtrs
 2 Handball 02 42 X 22 mtrs
 3

Basketball / Tennis 01 36 X 21 mtrs 4 Kho-Kho / Softball 01 27 X 16 mtrs 5 Football / Hockey 01 70 X 100 mtrs 6 Volleyball 01 18 X 9 mtrs 7 Throwball 01 12.20 X 18.30 mtrs

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://atme.in/sports/about-the-department/

4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

39

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

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

209.032

File Description	Documents
Upload any additional information	View File
Upload audited utilization statements	View File
Upload Details of budget allocation, excluding salary during the year (Data Template)	View File

4.2 - Library as a Learning Resource

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

The library is fully automated with different services and is upgraded as a digital library to facilitate students and faculty. library has a rich collection of books comprising of 3,397 titles with 19,486 Volumes. It has access to more than 6,473 E-Journals and 14,582 plus E- books, in addition to 72 National Printed Journals, 1,383 digital materials of CDs/DVDs, 500 plus project reports, 24 Magazines related to various engineering programs along with 16 Newspapers are available. The library employs the open-source KOHA Integrated Library Management Software on a Linux server for effective organization. It features a web-based system, including Web OPAC and a Single Window providing comprehensive user information. Users can search and reserve items, and the Circulation Module tracks book transactions. KOHA generates MIS reports, manages barcoded books, employs DDC for classification, and showcases new arrivals. Additionally, the library offers a reference section during working hours.

The central library, equipped with 24 computers and Internet access, maximizes digital resources through National Digital Library (NDL) membership, VTU Library Consortium for E-journals/E-books, NPTEL/SWAYAM content, and an accessible Institutional repository, Dspace@ATME, for intellectual output within the institute.

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

File Description	Documents
Upload any additional information	View File
Paste link for Additional Information	https://atme.in/library-3/library/

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources

A. Any 4 or more of the above

File Description	Documents
Upload any additional information	View File
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	View File

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

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

23.38

File Description	Documents
Any additional information	View File
Audited statements of accounts	No File Uploaded
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)

4.2.4.1 - Number of teachers and students using library per day over last one year

267

File Description	Documents
Any additional information	View File
Details of library usage by teachers and students	View File

4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

ATMECE has an Excellent IT infrastructure to support students, staff and Management, with 2% of its budget allocated for maintenance of IT Infrastructure having dedicated staff for monitoring and maintenance. The ATMECE data center, established for campus-wide networking, evolved significantly over the

years. Beginning with department-level shared folders until 2015, T10 edge servers were introduced in 2015, offering Active Directory and authenticated logins via firewall credentials. Since 2018, file servers enable data storage accessible through Intranet and internet on and off-campus. Network Attached Storage transitioned from RAID 5 to a more secure RAID 1 configuration with active backup. CCTV systems expanded from memory-based to 194 cameras in 2024, incorporating advanced features like NVR, night vision, and 15 days backup. Power supply improved from 6 pulse, MOSFET-based UPS to 30 stand-alone 600VA UPS. Network infrastructure saw upgrades, including CAT6A cables, fiber optic backbones, and wireless RF antenna CPE by 2022. Internet connectivity progressed from 10 BSNL Broadband connections to IPBAX with 100 concurrent calls. Software-wise, Microsoft edu cloud program licenses were upgraded to Office 365-A3 in 2019, providing individual user licenses, 100GB/user cloud storage, MS Office tools, and 550TB for institutional use, along with M 365-A3. Firewalls, switches, and servers were consistently upgraded to enhance security and performance. The cloud infrastructure hosts e-mail atme.edu.in and web servers atme.in .

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://atme.in/atme-campus/

4.3.2 - Number of Computers

713

File Description	Documents
Upload any additional information	View File
List of Computers	View File

4.3.3 - Bandwidth of internet connection in the Institution

A. ? 50MBPS

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

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

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

561.362

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

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

The Institution has implemented a comprehensive policy to ensure the effective utilization and maintenance of its physical, academic, and support facilities. A dedicated Maintenance Department oversees the repair and service of various infrastructure components, including buildings, roads, electrical systems, plumbing, furniture, and equipment. The Institute has established guidelines for the utilization of space, human resources, and consumables, implementing initiatives like induction programs and a master timetable for optimal resource allocation.

The library maintains a record of usage through biometric and logbook systems, providing access to reference materials and e-resources. Computer labs are utilized for practical sessions, webinars, and workshops, while sports facilities and

recreational spaces are available for both staff and students during college hours. Department associations receive funding in accordance with institutional guidelines.

A separate budget facilitates maintenance across different categories, such as building maintenance, IT infrastructure, lab equipment, and vehicles. Periodic, preventive, and breakdown maintenance procedures are implemented, with annual maintenance contracts for costly lab equipment. Stock verification and audits are conducted, and maintenance records are maintained for equipment in all departments.

Regular power supply is ensured through maintenance of distribution systems, generators, UPS, solar panels, and internal energy auditing. The Transportation Department oversees vehicle-related maintenance tasks, while housekeeping staff and a gardening supervisor ensure general cleaning and landscaping at regular intervals. Security staff are trained for emergency situations, and a mechanism is in place to write-off obsolete items in line with the institution's Infrastructure Utilization & Maintenance Policy.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	http://naac.atme.in/agar/criteria-4/4.4.2_Infrastructure Utilization and Maintainence Policy.pdf

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

1115

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	View File
Upload any additional information	No File Uploaded
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	View File

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

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

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills

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

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

Nil

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

File Description	Documents
Any additional information	View File
Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template)	View File

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

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

5.2 - Student Progression**5.2.1 - Number of placement of outgoing students during the year****5.2.1.1 - Number of outgoing students placed during the year**

162	
File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	No File Uploaded
Details of student placement during the year (Data Template)	View File
5.2.2 - Number of students progressing to higher education during the year	
5.2.2.1 - Number of outgoing student progression to higher education	
35	
File Description	Documents
Upload supporting data for student/alumni	View File
Any additional information	No File Uploaded
Details of student progression to higher education	View File
5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)	
5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year	
35	
File Description	Documents
Upload supporting data for the same	View File
Any additional information	No File Uploaded
Number of students qualifying in state/ national/ international level examinations during the year (Data Template)	View File

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 year

5.3.1.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national / international level (award for a team event should be counted as one) during the year.

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	No File Uploaded
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	View File

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

The institute offers diverse opportunities for student engagement, including participation in academic and campus activities. Student representatives adhere to administrative policies, serving in committees such as CICC, Sexual Harassment, and Grievance & Redressal to address issues like discrimination and harassment. The college fosters co-curricular involvement through student forums and clubs, encouraging the formation of local chapters of professional bodies like IEEE and CSI. Various clubs and incubation centers, such as the IoT club and CISCO Center of Excellence, offer events and programs throughout the year, facilitating student projects and internships. Student placement coordinators assist faculty during placement drives, and the institute promotes entrepreneurship through the E-CELL, hosting awareness programs and workshops. Students actively participate in surveys, provide feedback on faculty, and voice concerns through class representatives. They contribute to college and department magazines, publishing technical articles and presenting papers at conferences. Additionally, students organize cultural

activities like the ATMEYA college fest, engage in community development through NSS activities, and participate in social initiatives such as Swachh Bharath Abhiyan and blood donation drives. The student body also represents the institute in sports and cultural activities at the university level.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

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

30

File Description	Documents
Report of the event	View File
Upload any additional information	No File Uploaded
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions) (Data Template)	View File

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

The ATME College of Engineering Alumni Association was established under the Karnataka Societies Registration Act, 1960, on 14/07/2021. Through annual alumni meets, the association fosters interaction between alumni and students, facilitating idea exchange and mentorship. It encourages networking opportunities among alumni, students, and the college community. The association plays a vital role in the institute's progress by garnering alumni support. Alumni contribute to the institution's growth through word-of-mouth

marketing, guiding current students in career choices, and providing valuable insights for development. The college magazine features a dedicated Alumni-Voice section, showcasing alumni perspectives. Alumni offer guidance, internships, and placement opportunities, and participate in Technical Talks and Seminars. They contribute to research and educational activities, serving on the Department Advisory Board to identify curriculum gaps. Alumni play a crucial role in student placement by referring candidates to their organizations during recruitment. Overall, the Alumni Association significantly contributes to the institute's success, serving as a bridge between the company and the institute, enriching the educational experience for all.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

5.4.2 - Alumni contribution during the year (INR in Lakhs) D. 1 Lakhs - 3Lakhs

File Description	Documents
Upload any additional information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The parent organization of ATMECE is the "Academy for Technical & Management Excellence," a registered charitable trust established in 2007 by a group of technocrats, academicians, administrators, and policymakers. The trust aims to develop future leaders of international standards who are competent, innovative, ethical, and dedicated to societal and national improvement. In alignment with this vision, the trust founded the "ATME College of Engineering" in 2010.

ATMECE's mission includes keeping students competitive

globally, creating an environment for holistic development, and achieving higher benchmarks of educational excellence. The institution follows principles of good governance, with the Governing Council playing a crucial role in framing policies and providing direction. The council comprises experts from academic institutions, industry, and a faculty representative.

The strategic growth plan guides ATMECE's future, focusing on priorities, resource allocation, and stakeholder collaboration to realize its vision and mission. The administrative mechanism involves well-defined committees, policies, and roles to achieve different elements of the vision statement.

The Academic Council, consists of Principal, Deans, Heads, and industry representatives, works towards academic excellence. ATMECE also emphasizes a culturally vibrant environment, encouraging students to participate in extracurricular activities such as "ATMEYA," "International Women's Day," "Kannada Rajyothsava," and university festivals like YUVA DASARA.

File Description	Documents
Paste link for additional information	https://atme.in/vision-mission/
Upload any additional information	No File Uploaded

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

ATMECE operates with a decentralized administration and emphasizes transparency in decision-making processes, practicing participative management at all levels. Governance is facilitated by the Board of Trustees and the Governing Council (GC), responsible for framing policies and strategic plans. Administrative activities are carried out by committees overseen by the GC, with the Principal implementing decisions through a structured management hierarchy. The Academic Council ensures academic excellence following guidelines from VTU and AICTE, with decisions relayed to faculty through departmental meetings. Various committees cover institutional activities, with staff representing different departments meeting regularly to fulfill responsibilities. Committees such as Industry-Institution Interaction, Training and Placement, and Sports & Extracurricular organize relevant activities under the

Principal's direction. Administrative functions are supervised by an Administrative Officer, who reports to the Principal. Participative management is encouraged, with Heads of Departments conducting staff meetings and discussing matters with the Principal. Course allocation is meticulously planned, involving staff input and student choice, with criteria such as expertise and previous performance considered. Finalized allocations are submitted for approval, ensuring efficient scheduling at the institution.

File Description	Documents
Paste link for additional information	https://atme.in/organization-structure/
Upload any additional information	No File Uploaded

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

A Strategic Plan (SP) serves as a roadmap for an institution, outlining its mission, vision, values, long-term goals, and the actions needed to achieve them. For technical institutions like ATMECE, providing cutting-edge education and empowering students requires a clearly defined strategic plan. ATMECE's 2015-2020 SP prioritized infrastructure enhancement and outcome-based education, aiming for NBA accreditation within 8 years of inception. The process began in 2015-16, with institution-wide committees and department-level coordinators overseeing activities. Outcome-based education was integrated into the curriculum, and stakeholders' input was solicited. Mock exercises in 2017 and 2018 assessed preparedness, leading to the submission of a Self-Assessment Report to the NBA. A visiting NBA team in 2019 reviewed implementation and curriculum measures, accrediting four programs for three years and reaccrdited in 2022 for 3 more years. ATMECE also achieved ISO 9001-2015 certification and a Gold rating in QS-I-Gauge ranking in 2019, aligning with its quality-focused goals. These accomplishments reflect the success of ATMECE's strategic planning and commitment to continuous improvement. In November 2022, ATMECE achieved accreditation from NAAC with an esteemed A+ grade, marking a significant milestone in its pursuit of academic excellence and quality assurance.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://naac.atme.in/igac_data/Criteria-6/6.2/6.2.1/6.2.1_StrategicPlan.pdf
Upload any additional information	No File Uploaded

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

Policies and procedures at ATMECE serve to streamline operations and minimize undesired events. Framed by the Governing Council (GC), these policies encompass academic, campus infrastructure, student-related, and HR aspects. Academic policies ensure a systematic environment, while infrastructure policies focus on resource utilization and sustainability. Student-related policies support admission, disability accommodation, mentoring, and placement. HR policies address appraisal, equity, grievances, and conduct. The administrative structure follows a defined hierarchy, from the ATME Trust to department heads, ensuring efficient governance. The GC sets institutional direction and evaluates programs for improvement. The Principal oversees administration and budget utilization, supported by deans, IQAC, and placement officers. Department heads contribute to decision-making and monitor academic and staff affairs. Administrative functions, including accounts and security, operate under the administrative officer's supervision, reporting to the Principal. Staff recruitment adheres to fair practices, outlined in an employee handbook detailing service rules, conduct standards, and payroll policies. This comprehensive framework ensures adherence to professional ethics and guidelines, defining roles and responsibilities for all staff members.

File Description	Documents
Paste link for additional information	https://atme.in/wp-content/uploads/2024/02/Mandatory-Disclosure-2023-24-1.pdf
Link to Organogram of the institution webpage	https://atme.in/wp-content/uploads/2022/10/ATMECE_Organogram.pdf
Upload any additional information	No File Uploaded

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning) Document	View File
Screen shots of user inter faces	View File
Any additional information	View File
Details of implementation of e-governance in areas of operation, Administration etc(Data Template)	View File

6.3 - Faculty Empowerment Strategies

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

ATMECE prioritizes the welfare of its teaching and non-teaching staff by implementing various measures. This includes facilities like Employee Provident Fund, ESIC registration, gratuity, and accidental insurance coverage. The institution also offers subsidized food, transportation, and medical treatments through partnerships with hospitals. Financial assistance is provided for laptops, professional subscriptions, and staff development programs. A well-defined leave policy, including maternity leave and special assignment allowances, ensures work-life balance. Career advancement opportunities, such as sabbatical leave and academic courses, are encouraged. Notably, ATMECE's 360-degree appraisal system recognizes staff performance through incentives, promotions, and awards. Research incentive policies support faculty contributions,

while a revenue-sharing model incentivizes consultancy projects. The institution emphasizes grievance redressal through an online system and maintains a hygienic working environment conducive to staff well-being. Overall, ATMECE fosters a holistic atmosphere, promoting the professional and personal growth of all staff members.

File Description	Documents
Paste link for additional information	https://atme.in/insurance-staff/#1652104082933-eb967562-f854
Upload any additional information	View File

6.3.2 - Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year

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

42

File Description	Documents
Upload any additional information	No File Uploaded
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year

01

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	No File Uploaded
Reports of Academic Staff College or similar centers	No File Uploaded
Upload any additional information	View File
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View File

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year

64

File Description	Documents
IQAC report summary	No File Uploaded
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	No File Uploaded
Upload any additional information	View File
Details of teachers attending professional development programmes during the year (Data Template)	View File

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

ATMECE has implemented a comprehensive employee appraisal policy to assess and motivate staff members towards higher performance levels. The 360-degree appraisal process involves

self-assessment by employees, evaluation by peers, Heads of Departments (HoDs), the Principal, and Management. Performance, talents, values, and contributions to organizational growth and research are considered during this process. Teaching staff are evaluated based on student feedback, subject expertise, communication skills, and innovative teaching methods. Self-assessment focuses on teaching, co-curricular activities, research, networking, and professional engagement. Co-workers' appraisal includes communication skills, involvement in activities, and attitude towards students. HoDs evaluate punctuality, teaching effectiveness, and teamwork. The Principal assesses overall management and leadership qualities. Top management evaluates teamwork, professional development, student engagement, and job satisfaction. Criteria such as students' performance, self-appraisal, co-worker feedback, HoD assessment, and management evaluation are outlined with respective weightages, ensuring a thorough and fair appraisal process.

File Description	Documents
Paste link for additional information	https://atme.in/faculty-appraisal/
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

The Governing Council (GC) of ATMECE has instituted a thorough audit procedure to ensure the financial integrity of the institution. Oversight of financial matters is delegated to a Finance Committee, responsible for budgeting, financial reporting, and internal controls. Key mechanisms for effective internal control include joint signatures for payments, online transactions only, periodic MIS reports, budgetary control, and continual internal auditing. The internal audit team verifies expenditures against budget provisions, authorizations, and receipts, ensuring adherence to policies and delegation of powers. ATMECE utilizes an ERP software, A-IMS, to integrate institute activities and generate MIS reports for revenue and expenditure tracking. Any discrepancies are promptly addressed by concerned personnel or escalated to the Head of the Institute and the Finance Committee. External auditing is

conducted annually by qualified Chartered Accountants, focusing on statutory compliance and accounting standards. Auditors discuss observations with the Finance Committee, and finalized accounts are approved by the Board of Management before submission to the Income Tax Department. Recommendations from both internal and external auditors are addressed immediately to prevent future errors.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)

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

0

File Description	Documents
Annual statements of accounts	No File Uploaded
Any additional information	No File Uploaded
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	No File Uploaded

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

Infrastructure is pivotal in the education sector, necessitating substantial resources. ATMECE employs strategies for effective fund mobilization and resource utilization to ensure qualified staff, adequate facilities, and technological advancements. Funding primarily comes from management investments and student tuition, supplemented by sponsored projects, research grants, and consultancy opportunities. The institution seeks grants from NGOs, corporations, philanthropists, and alumni, fostering industry collaborations for CSR initiatives. Endowment funds support outstanding students, with annual events like ATMEYA sponsored by various

organizations. Resource optimization relies on stakeholder commitment and a utilization policy. Budget proposals are consolidated by department heads and reviewed by the Finance Committee and Governing Council. Surplus funds are reinvested in infrastructure or new courses, while shortfalls may prompt overdrafts. Financial oversight involves internal and external audits, with policy adherence monitored by department heads, deans, and the Principal. Infrastructure is shared among departments as per utilization policies. ATMECE's management prioritizes staff welfare and affordable education, aligning with VTU and AICTE guidelines to fulfill its societal commitment and institutional vision.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

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

The Internal Quality Assurance Cell (IQAC) has played a vital role in institutionalizing quality assurance strategies and processes at ATMECE. Tasked with ensuring and enhancing academic quality, IQAC has made significant contributions towards this endeavor. It facilitates the development and implementation of quality benchmarks, metrics, and procedures across various facets of the institution's functioning. IQAC fosters a culture of continuous improvement by conducting regular assessments, reviews, and evaluations of academic and administrative processes. It collaborates with stakeholders to gather feedback, identify areas for improvement, and implement corrective measures. IQAC also coordinates internal and external audits, ensuring compliance with quality standards and regulatory requirements. Through its initiatives, IQAC promotes transparency, accountability, and excellence in all aspects of the institution's operations. Its efforts have led to the establishment of a robust quality assurance framework that aligns with the institution's vision and goals, ultimately enhancing the overall educational experience for students and stakeholders.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

ATMECE is committed to establishing and effectively implementing a robust quality assurance system across its academic and administrative functions, ensuring accountability and continuous improvement. One significant step in this direction is the establishment of the Internal Quality Assurance Cell (IQAC) in 2015. The IQAC's tasks include setting quality benchmarks, fostering a learner-centric environment, organizing quality-related workshops, and gathering feedback from stakeholders. The IQAC plays a crucial role in implementing quality assurance strategies, regularly meeting to discuss quality issues and recommending actions to relevant authorities. It facilitates the preparation of accreditation reports, stakeholder feedback, and action plans. IQAC initiatives have led to institutional practices such as detailed quality manuals, key performance indicators, and process mapping, resulting in ISO certifications. It also guided the implementation of Outcome-Based Education (OBE) and modern teaching-learning practices, contributing to NBA accreditation and a GOLD rating by QS I-Gauge. The IQAC's efforts were instrumental in obtaining NAAC Accreditation with an A+ Grade, cementing ATMECE's reputation as one of the top-rated colleges in Mysuru.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality

A. All of the above

**initiatives with other institution(s)
Participation in NIRF any other quality
audit recognized by state, national or
international agencies (ISO Certification,
NBA)**

File Description	Documents
Paste web link of Annual reports of Institution	Nil
Upload e-copies of the accreditations and certifications	View File
Upload any additional information	View File
Upload details of Quality assurance initiatives of the institution (Data Template)	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

ATMECE prioritizes gender equity, ensuring fair treatment and opportunities for men and women, backed by a gender equity policy. The institution maintains a balanced gender ratio among students (55:45) and staff (65:35), with initiatives to enhance women's safety and security, including CCTV surveillance and trained security personnel. Systems like A-IMS facilitate online grievance registration. Women are encouraged to participate fully in academic and extracurricular activities, with representation in committees and opportunities for leadership roles. A College Internal Complaints Committee addresses grievances, complying with legal guidelines. Collaborations with organizations like the National Commission for Women promote gender justice awareness, funded events fostering understanding of women's rights. The institution provides student counseling services and mentoring, with a professional counselor available regularly. Common rooms are equipped with essential facilities, and sports facilities cater to diverse interests. These efforts reflect ATMECE's commitment to fostering a supportive, inclusive environment that promotes gender equality and well-being for all members of the community.

File Description	Documents
Annual gender sensitization action plan	https://naac.atme.in/aqar/criteria-7/7.1.1_Annual%20action%20plan.pdf
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	https://naac.atme.in/aqar/criteria-7/7.1.1_Relevant.pdf
7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment	A. 4 or All of the above
File Description	Documents
Geo tagged Photographs	View File
Any other relevant information	View File
7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management	
<p>ATME College of Engineering has a very good Solid Waste Management system which is included in the Green Campus Policy. The Institution understands its responsibility in maintaining a sustainable environment and systematically engages with the 3 R's of environment-friendliness (Reduce, Reuse and Recycle). The collection, segregation and treatment of waste is one important task in that regard. Both degradable and nondegradable wastes are collected and segregated efficiently. The Bio-degradable waste is treated in the compost yard inside the campus and converted into a useful fertilizer which in turn is used to manure the gardens and trees on the campus. Solid waste collecting bins are placed in all blocks at appropriate</p>	

places like corridors, common rooms, staff rooms, cafeteria for the collection of solid wastes.

Solid waste from all departments, including the cafeteria, is collected and composted on campus. Chemical pesticides are avoided in favor of natural methods for gardening, and digital platforms are encouraged for assignments to reduce paper usage. ATMECE has a sewage treatment plant to purify water for campus use, with treated water utilized for gardening. Biomedical waste is disposed of in an incinerator, while e-waste is minimized through various measures and disposed of responsibly. No hazardous chemicals or radioactive waste are produced or handled on campus.

File Description	Documents
Relevant documents like agreements / MoUs with Government and other approved agencies	View File
Geo tagged photographs of the facilities	View File

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

A. Any 4 or all of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Any other relevant information	No File Uploaded

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

- 1. Restricted entry of automobiles**
- 2. Use of bicycles/ Battery-powered vehicles**
- 3. Pedestrian-friendly pathways**
- 4. Ban on use of plastic**

A. Any 4 or All of the above

5. Landscaping	
File Description	Documents
Geo tagged photos / videos of the facilities	View File
Various policy documents / decisions circulated for implementation	View File
Any other relevant documents	View File
7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution	
7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities	A. Any 4 or all of the above
File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	View File
Certification by the auditing agency	View File
Certificates of the awards received	No File Uploaded
Any other relevant information	View File
7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of	A. Any 4 or all of the above

reading material, screen	reading
File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Policy documents and information brochures on the support to be provided	View File
Details of the Software procured for providing the assistance	No File Uploaded
Any other relevant information	View File
7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).	
<p>ATME emphasizes inclusivity, evident through its diverse faculty and student body, reflecting the nation's ethos of 'unity in diversity.' The institution fosters a harmonious environment by actively promoting tolerance and inclusivity, strictly addressing any racial or communal discrimination. Events like the annual fest ATMEYA celebrate diverse cultures and societal themes, fostering communal harmony and social responsibility. Students organize various activities with social messages, supported by financial aid for those in need. National and International days are commemorated with speeches and activities, promoting tolerance and unity. 'Ethnic Day' showcases cultural diversity, enhancing the spirit of unity. The National Service Scheme promotes service-oriented activities, recognized for initiatives like voluntary blood donation camps. A comprehensive three-week induction program for first-year students includes sessions on universal human values and visits to historical sites. ATME's Universal Human Values program has garnered praise from AICTE, serving as a model for other institutions. Overall, ATME cultivates an inclusive environment where diversity is celebrated, fostering unity, tolerance, and social responsibility.</p>	

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View File
Any other relevant information	No File Uploaded

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

ATMECE prioritizes creating awareness and upholding constitutionally provided rights through various programs and events. On significant occasions like Independence Day and Republic Day, the institute organizes flag hoisting ceremonies and speeches on patriotism and citizen responsibilities. Programs on student roles in law enforcement, road safety, and fire safety are conducted, emphasizing civic duties. Respect for citizens' contributions is celebrated on days like Teachers' Day and Engineers' Day. The institution observes National and International days such as Human Rights Day and International Women's Day, promoting awareness of constitutional rights and national initiatives like Swachh Bharat Abhiyan. During the Student Induction Program, sessions on Universal Human Values are conducted by AICTE-trained staff. Awareness programs on harassment prevention and women's rights, including collaborations with the National Commission for Women, are also undertaken. The curriculum includes a dedicated course on the Constitution of India and Professional Ethics, aiming to educate students on governance, engineering ethics, and cyber laws. Staff members are also educated on constitutional obligations relevant to the teaching profession through employee handbooks aligned with AICTE and VTU regulations and government policies.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	https://naac.atme.in/agar/criteria-7/7.19%20Supporting%20documents.pdf
Any other relevant information	https://naac.atme.in/agar/criteria-7/7.19_relevant.pdf

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized

A. All of the above

File Description	Documents
Code of ethics policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View File
Any other relevant information	No File Uploaded

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

ATMECE annually commemorates National and International days, receiving full administrative, budgetary, and logistical support from the management. These events are promoted through e-flyers on social media and messages displayed on digital screens. National days like Republic Day, Independence Day, and Kannada Rajyothsava are celebrated with flag hoisting ceremonies, speeches by the Principal and Dean/HODs, and cultural competitions. Other days such as International Women's Day, Red Cross Day, and World Environment Day are observed to instill societal and environmental consciousness through oath-taking ceremonies. Teacher's Day and Engineer's Day honor distinguished educators and engineers, while birthdays of prominent figures like Gandhi and Basava are celebrated to recognize their contributions. Ayudha Puja during Navratri involves worshiping tools and cleaning labs, symbolizing respect for work. These celebrations aim to foster patriotism, appreciation for societal contributions, and cultural unity

among students and staff, encouraging them to uphold values and emulate achievers. ATMECE believes such events provide a platform to recognize excellence and inspire stakeholders to excel further.

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	View File
Geo tagged photographs of some of the events	View File
Any other relevant information	No File Uploaded

7.2 - Best Practices

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

Best Practice - 1 :Student Response Systems

The use of Student Response Systems (SRS) in classes aims to assess student comprehension, identify learning pace, and evaluate Teaching-Learning Processes (TLP). Faculty create MCQs, integrating visuals, and students respond via numbered pads connected to a projector, providing immediate feedback. Results aid in understanding individual and class performance, guiding remedial actions. Success lies in detailed analysis facilitating intervention for slow and advanced learners. Challenges include faculty training, vigilance against cheating, and resource requirements like SRS hardware/software and pedagogical expertise. This practice enhances teaching effectiveness by adapting to diverse learning abilities, fostering proactive assessment, and informed instructional planning.

Best Practice 2 :Academic Information Management System (A-IMS)

ATMECE employs the Academic Information Management System (A-IMS) to enhance governance, operational efficiency, and stakeholder access to information, aligning with its ICT-focused approach. A-IMS, an ERP solution, streamlines admissions, academics, HR management, and administration, promoting transparency and real-time data access. Success is evident in departmental efficiency, improved communication, and

timely information availability, aiding decision-making. Challenges include defining stakeholder roles and adapting to evolving curriculum needs, which were overcome through system familiarity and flexibility. A-IMS, a web and mobile-based application, outsources server maintenance and requires PCs, smartphones, and a stable network, serving as a valuable tool for stakeholders, especially parents monitoring student progress.

File Description	Documents
Best practices in the Institutional website	Nil
Any other relevant information	Nil

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

ATMECE Institute prioritizes the development of academically excellent, culturally vibrant, socially responsible, and globally competent human resources. One distinctive area is its robust 360-degree appraisal system, emphasizing faculty performance. The system, conducted through A-IMS, a web-based ERP solution, includes diverse criteria such as student performance, feedback, self-appraisal, co-worker, HOD, and management appraisals. Student performance and feedback carry a combined weightage of 40%, fostering innovative teaching and effective TLP. Self-appraisal encompasses teaching, co-curricular activities, and research, promoting a comprehensive approach. Co-worker appraisal evaluates teamwork skills, while HOD and Principal assessments focus on responsibilities, cooperation, and contributions at departmental and college levels. Management, represented by the Chairman and Trustees, conducts a final appraisal, giving weightage to job satisfaction, professional development, research involvement, and teamwork. The points are tabulated, categorizing faculty into six groups with corresponding performance incentives. Awards, including 'Best Teacher of the Year,' recognize outstanding contributions. This 360-degree feedback system motivates faculty to utilize their abilities optimally, fostering a better understanding of self and effective planning. ATMECE believes this comprehensive approach encourages faculty to perform at the highest level,

contributing to the institute's vision.

File Description	Documents
Appropriate web in the Institutional website	No File Uploaded
Any other relevant information	View File

7.3.2 - Plan of action for the next academic year

1. Maintaining a conducive learning environment for holistic development.
2. Introducing online learning through additional courses.
3. Continuing to provide holistic, value-based education.
4. Fostering entrepreneurial skills among students.
5. Enhancing the academic environment to promote quality teaching and learning.
6. Undertaking quality-related research, consultancy, and training programs.
7. Conducting activities to develop students' and staff's skills.
8. Increasing extension activities and formal linkages through MoUs.
9. Continuously upgrading the college facilities.
10. Organizing more workshops, seminars, and conferences.
11. Initiating measures for environmental protection and promotion.
12. Promoting student and faculty research.
13. Monitoring quality assurance and enhancement activities.
14. Supporting staff welfare measures.
15. Facilitating faculty and student exchange programs.
16. Improving teaching, learning, and evaluation processes.
17. Providing formal education to needy students.
18. Arranging career guidance programs.
19. Aspiring to become a model institution for others to emulate.