YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

1.Name of the Institution

Akole Taluka Education Society's Technical Campus

- Name of the Head of the institution

Dr. Prashant Radhakrishna Tambe

- Designation

Director

- Does the institution function from its own campus?

Yes

- Phone no./Alternate phone no.

02424221123

- Mobile No:

9595757700

- Registered e-mail

akole2011@gmail.com

- Alternate e-mail

prashant.tambe1973@gmail.com

- Address

K. G. Road, At Po Tal. Akole, Dist. Ahmednagar

- City/Town

Akole

- State/UT

Maharashtra

- Pin Code

422601

2.Institutional status

- Affiliated / Constitution Colleges

Affiliated

- Type of Institution

Co-education

- Location

Rural

- Financial Status **Self-financing**

- Name of the Affiliating University **Savitribai Phule Pune University, Pune**

- Name of the IQAC Coordinator **Dr. Gopal Vijay Boob**

- Phone No. **02424221123**

- Alternate phone No.

- Mobile **9890418839**

- IQAC e-mail address **atestc.iqac@gmail.com**

- Alternate e-mail address **gopalboob@gmail.com**

3.Website address (Web link of the AQAR (Previous Academic Year) https://atestc.edu.in/

4.Whether Academic Calendar prepared during the year? **Yes**

- if yes, whether it is uploaded in the Institutional website Web link: https://atestc.edu.in/academic-calendar.php

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B**	**2.36**	**2024**	**22/02/2024**	**21/02/2029**

6.Date of Establishment of IQAC **01/03/2022**

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
Nil	**Nil**	**Nil**	**Nil**	**Nil**

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

- Upload latest notification of formation of IQAC No File Uploaded

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)

`Various activities through MoUs have been organized.`

`Campus Placement drives organized and many students have been selected.`

`Research Promotion Activities through UGC-Care publications.`

`Clean and Green Campus Initiatives by making awareness to stakeholders.`

`Conducted social responsibility programs like environmental awareness drives, blood donation camps, and support for underprivileged communities.`

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
To organize Regular Meetings of IQAC	Regular meetings are arranged to plan academic, curricular, co?curricular and extracurricular activities
To organize Co-Curricular and Extension Activities	Executed social activities such as seedball plantation, blood donation, International Yoga Day, voter awareness programs, Constitution Day, Vachan Prerana Din, Swacchata hi sewa, poster presentations, field visits, resume writing workshop etc.
To sign new MoUs and to keep earlier functioning	Different MoUs have been signed. All are functioning MoUs and activities such as lectures, interviews, and internship opportunities are organized
To promote the faculty members for research paper publications	2 faculty published research papers
To create research environment	faculty have published research papers in UGC Care-listed journals and have attended online and offline conferences. One patent has been published by our faculty.

13.Whether the AQAR was placed before statutory body? **No**

- Name of the statutory body

Name	Date of meeting(s)
Nil	Nil

14.Whether institutional data submitted to AISHE

Part A	
Data of the Institution	
1.Name of the Institution	**Akole Taluka Education Society's Technical Campus**
• Name of the Head of the institution	**Dr. Prashant Radhakrishna Tambe**
• Designation	**Director**
• Does the institution function from its own campus?	**Yes**
• Phone no./Alternate phone no.	**02424221123**
• Mobile No:	**9595757700**
• Registered e-mail	**akole2011@gmail.com**
• Alternate e-mail	**prashant.tambe1973@gmail.com**
• Address	**K. G. Road, At Po Tal. Akole, Dist. Ahmednagar**
• City/Town	**Akole**
• State/UT	**Maharashtra**
• Pin Code	**422601**
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• Affiliated / Constitution Colleges	**Affiliated**
• Type of Institution	**Co-education**
• Location	**Rural**
• Financial Status	**Self-financing**
• Name of the Affiliating University	**Savitribai Phule Pune University, Pune**

• Name of the IQAC Coordinator	**Dr. Gopal Vijay Boob**
• Phone No.	**02424221123**
• Alternate phone No.	
• Mobile	**9890418839**
• IQAC e-mail address	**atestc.iqac@gmail.com**
• Alternate e-mail address	**gopalboob@gmail.com**
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Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount
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8.Whether composition of IQAC as per latest NAAC guidelines	**Yes**
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13.Whether the AQAR was placed before statutory body?

No

- Name of the statutory body

Name	Date of meeting(s)
Nil	Nil

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2022-23	05/02/2024

15.Multidisciplinary / interdisciplinary

Our Institute is a multidisciplinary institution offering two academic programs Like MBA & MCA. The institution promotes interdisciplinary learning through thoughtfully integrated activities and courses, fostering holistic development. Students from first year programmes have to undertake a one-credit course on Human Rights and Cyber Security designed by Savitribai Phule Pune University, Pune. Students from second year programmes have to undertake a one-credit course on Skill development, Information security and Indian Constitution designed by Savitribai Phule Pune University, Pune. these courses creates awarenaess about human rights and indian constitution. A soft skills development program is organized to nurture communication, leadership, and interpersonal skills, ensuring the overall personality development of students. MBA students have been introduced interdisciplinary subjects like Business Analytics, Digital Business. while MCA students have been introduced interdisciplinary subjects like Soft skill development, Marketing management.

16.Academic bank of credits (ABC):

Our Institute is affiliated with Savitribai Phule Pune University which Choice Based Credit System (CBCS) Pattern. Every first year student is being registered with ABC id at the time of Admission.

17.Skill development:

In today's dynamic era, the demand for professionals with a blend of soft and hard skills continues to grow. To address this our Institute arranges various activities and programmes to enhab=nce soft skills of our students. Theses programmes are designed to develop essential skills, promote interpersonal growth, and offer vocational training that complements traditional academics. Key areas of focus include responsible citizenship, sportsmanship, democratic values, and cybersecurity awareness.These courses are aimed at equipping students with practical skills critical for their careers. To further enrich students' learning, the institute also organizes lectures, seminars, field visits and industrial visits. These initiatives collectively ensure that students are well-prepared for future challenges and opportunities, blending theoretical knowledge with practical expertise.

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

India's rich and diverse cultural heritage, encompassing traditional, linguistic, and artistic elements, is a source of pride. It is crucial for the younger generation to develop awareness and appreciation for this legacy. Our college actively engages in various initiatives through dedicated committees to foster self-identity, cultural belonging, and respect for our heritage. Located in a region predominantly inhabited by tribal communities, our student body reflects a vibrant mix of cultural backgrounds. The Annual Social Gathering features a Traditional Ramp Walk, educating students on the diverse traditions of Indian states and celebrating iconic Indian figures. Special days such as Marathi Bhasha Gaurav Din, Vachan Prerana Din, and anniversaries of luminaries like Shivaji Maharaj, Savitribai Phule, and Mahatma Gandhi are commemorated with great zeal. Our second year MBA students have been introduced with the course Indian Ethos and Business Ethics, which helps them to understand the insights of Indian knowledge system.

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

Our Institute follows the Outcome-Based Education (OBE) framework prescribed by Savitribai Phule Pune University (SPPU). The syllabus is designed with clearly defined objectives, emphasizing teaching as a means to achieve these goals rather than an end in itself. A variety of methods, including courses from platforms like SWAYAM and Coursera are utilized to effectively meet these objectives. The Alumni Association gathers feedback from alumni, which is incorporated into the curriculum through a structured feedback system.input from current students and faculty on the syllabus is also collected, and gaps are addressed by introducing value-added courses and other relevant activities. Collaborative initiatives are undertaken through Memorandums of Understanding (MoUs) with various organizations to enhance learning experiences. The institute organizes placement drives, inviting reputed companies to the campus. These efforts led to the successful recruitment of many students during the 2023-24. In line with SPPU's guidelines, our college has implemented the Choice-Based Credit System (CBCS) to provide students with greater academic flexibility. Through these initiatives, our college ensures a holistic approach to education, blending structured learning with feedback-driven enhancements and opportunities for skill development.

20.Distance education/online education:

Recognizing the challenges faced by students, particularly in rural and tribal areas, our faculty have effectively incorporated digital tools like Google Meet, Zoom, Google Classroom, PowerPoint presentations, and YouTube channels into their teaching methods. These platforms have been utilized to Deliver comprehensive coverage of the syllabus for various courses. the digital platforms also used to Conduct assessments and organize interactive sessions. In addition to academic content, online lectures also address topics such as mental peace and positive thinking, cultivating a culture of respect for human dignity and ethical values among students. These efforts aim to support the holistic development of learners while reinforcing the importance of values in their personal and professional lives. Through these initiatives, the institute ensures inclusive education and promotes a learning environment that integrates technology, accessibility, and ethical development.

Extended Profile

1.Programme

1.1 Number of courses offered by the institution across all programs during the year	**94**

File Description	Documents
Data Template	[View File](#)

2.Student

2.1 Number of students during the year	**290**

File Description	Documents
Data Template	[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	**126**

File Description	Documents
Data Template	<u>View File</u>

3.Academic

3.1 Number of full time teachers during the year	**15**

File Description	Documents
Data Template	<u>View File</u>

3.2 Number of Sanctioned posts during the year	**21**

File Description	Documents
Data Template	<u>View File</u>

4.Institution

4.1 Total number of Classrooms and Seminar halls	**8**
4.2 Total expenditure excluding salary during the year (INR in lakhs)	**51.22130**
4.3 Total number of computers on campus for academic purposes	**120**

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

"Our institute is located in Ahmednagar District and is affiliated

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

To encourage industry connection, we organise yearly industrial tours and invite notable industry experts to give guest lectures at the institute. Assignments are assigned to students by their respective teacher. The faculty and the director hold regular meetings to evaluate curriculum delivery and discuss any difficulties.

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	https://atestc.edu.in/

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

An academic calendar is prepared by the institute at the beginning of each year in

line with the University's calendar consisting of various curricular, extra and co-curricular

activities. The calendar is uploaded on college website, displayed on notice boards and is

communicated to students through notice boards. It is updated and revised with time to time.

All the classes and examinations are planned as per the calendar, thus ensuring complete

adherence.

Compliance of Continuous Internal Evaluation with Academic Calendar

1. Classes and Lab time-table – HOD of each department prepares the

time table as per the guidelines of affiliating university for the number of credit hours for

each subject and the academic calendar prior to the start of the semester.

2. Course files and Lecture Plan- After the allocation of subjects to faculty, course file of

each subject is prepared consisting of detailed teaching plan.

3. Assignments and Quiz - In addition to the tests, assignments and quizzes are also the

part of Continuous Internal Evaluation. Assignments are provided to students on the

scheduled dates.

4. University Exams- The tentative dates for university exams are indicated in the

academic calendar. The final university exam schedule is also displayed on students'

notice boards.

5. Student feedback – At the end of academic session students submit their feedback for

each subject through online feedback forms maintaining complete anonymity

6. Academic Monitoring- Each Head of the Department maintains a monthly monitoring

report on course coverage, student attendance and assignment provided for every subject.

File Description	Documents
Upload relevant supporting documents	[View File](#)
Link for Additional information	http://collegecirculars.unipune.ac.in/sites/documents/Academic%20Calender/Forms/AllItems.aspx

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

B. Any 3 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

2

File Description	Documents
Any additional information	**No File Uploaded**
Minutes of relevant Academic Council/ BOS meetings	**No File Uploaded**
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)

0

File Description	Documents
Any additional information	**No File Uploaded**
Brochure or any other document relating to Add on /Certificate programs	**No File Uploaded**
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

0

1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during the year

0

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

1.3 - Curriculum Enrichment

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

Gender Equality:

The institution must prioritise gender equality and equal opportunities for women. Every program and activity in the institute's circular should give female employees and female students equal opportunities to grow. The Women Development Cell and the Anti-Ragging Cell are in operation to preserve the equity of the personnel and students. These committees give female employees and students the best care and assistance possible.

Human Values: In accordance with the criteria and courses created by UGC under the Central Government's Skill Development Initiative, ATES Technical Campus offers Human Rights courses that are prescribed by SP Pune University. The first two semesters are devoted to teaching this human rights course.

Environment and Sustainability: All MBA and MCA students participated in a variety of events centred around environmental and sustainability challenges, including seminars, workshops, industrial visits, guest lectures, and field trips. Through the subjects covered in their curriculum, we educate students about the value of protecting the environment.

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

File Description	Documents
Any additional information	View File
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

2

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**
Number of courses that include experiential learning through project work/field work/internship (Data Template)	View File

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

103

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   **B. Any 3 of the above**

File Description	Documents
URL for stakeholder feedback report	**No File Uploaded**
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View File
Any additional information(Upload)	**No File Uploaded**

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	https://www.atestc.edu.in/feedback.php

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 sanctioned seats during the year

240

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

74

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

Akole Taluka Education Society's Technical Campus evaluates the learning capabilities of newly admitted students based on their previous examination results. This early evaluation helps identify fast learners, offering them greater opportunities to expand their knowledge and skills. Slow learners, on the other hand, receive additional support, such as assignments, guidance, and encouragement to improve their performance.

The institution tracks the progress of slow learners through regular monitoring and mentoring. Faculty members serve as mentors, and advanced learners are encouraged to assist slow learners, promoting a collaborative learning environment. When necessary, supplementary online and offline efforts, such as revision classes, interactive sessions, and expert lectures, are organized to support slow learners' development.

Advanced learners are motivated to participate in competitive exams and value-added courses (like Swayam, NPTEL) to enhance their skills. To support overall student growth, the institution provides various activities, including counseling, remedial coaching, notes, group discussions, internal exams, activities for slow learners. Advanced learners benefit from advanced study materials, seminars, participative learning, projects, and assignments. Additionally, cultural and sports activities are organized to foster confidence, leadership, and entrepreneurial skills, alongside opportunities for participation in inter-institutional sports, cultural, academic, and co-curricular events. These activities aim to nurture students' overall growth.

File Description	Documents
Link for additional Information	Nil
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
290	15

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 institute prioritizes outcome-based learning, employing diverse methods to motivate faculty and students throughout the teaching-learning process. It emphasizes experiential learning by involving students in live industry projects, mini-projects, and internships to develop practical skills and problem-solving abilities. Industrial visits and MOUs with industries bridge the gap between academia and industry requirements. Faculty motivate students to engage with high-quality journals, participate in expert talks, and present their work, fostering confidence and academic growth.

Economic support is provided through the Earn and Learn Scheme for underprivileged students. Participative learning is promoted via case studies, quizzes, and classroom interactions. The institute conducts training programs to enhance soft skills, interview aptitude, and group discussion capabilities, equipping students for placements. Leadership, confidence, and creativity are nurtured through cultural competitions, sports, and student council activities.

Students are encouraged to participate in technical and innovative activities such as coding competitions, poster presentations, and research projects. Industry experts regularly deliver lectures to keep students updated on corporate trends. The institute's extensive library, along with free internet and campus-wide Wi-Fi, supports self-learning and academic excellence, fostering an environment for holistic student development.

File Description	Documents
Upload any additional information	[View File](#)
Link for additional information	Nil

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

The institute places significant emphasis on outcome-based learning and activities to motivate faculty and students during the teaching-learning process. Teachers increasingly use ICT-enabled tools to enhance the teaching-learning process, making education more interactive, and efficient. Tools like projectors and multimedia presentations help explain complex concepts visually, improving comprehension and retention. Online platforms and learning management systems (LMS) like Google Classroom, Moodle etc enable seamless content sharing, assignment submissions, and student performance tracking.

Virtual classrooms and video conferencing tools, such as Zoom or Google Meet, facilitate real-time interaction in remote learning scenarios. Teachers leverage digital resources like e-books and videos to create an immersive learning environment. ICT tools also support personalized learning by catering to diverse learning paces and styles, offering tailored resources for students.

Data analytics provided by ICT platforms help teachers assess student progress, identify challenges, and provide targeted interventions. Interactive tools like Kahoot, Quizizz, and Poll Everywhere encourage participation through quizzes and live polls, fostering active learning. Additionally, virtual labs and augmented reality applications offer hands-on experience in subjects like science and engineering.

Overall, ICT tools bridge geographical barriers, enrich content delivery, and foster collaborative learning, equipping students with digital skills essential for modern education and professional success.

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

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

14

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

15

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

3

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

5

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.

Our institute manages internal assessments as per university guidelines. The final assessment of each candidate consists of both internal (concurrent) evaluation and external (university) examinations for each course, with a 50:50 ratio between internal and external marks.

In the MBA program, each course is evaluated with 50 marks for internal assessment and 50 marks for the university's semester-end examination. The internal evaluation is further divided into written exams, assignments, class tests, presentations, case studies, and other components.

In the MCA program, internal evaluation accounts for 25 marks per course, with 50 marks assigned to the university's semester-end examination. The internal assessment consists of written exams, assignments, class tests, and presentations. Additionally, each

semester includes one practical course and one mini project course, where 75 marks are allotted for internal evaluation and 50 marks for the university examination.

Details of internal assessments, including deadlines, are posted on the notice board and communicated to students. If students have grievances regarding their internal marks, they must approach the respective subject teacher within the specified time for clarification. After resolving any issues, the final internal marks are submitted to the university before the semester-end exams and are used in the final result declaration.

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

Internal examinations are not mandatory for the MBA and MCA programs, but they play a vital role in assessing students' understanding, fostering continuous learning, and identifying areas for improvement. They support a balanced evaluation system, enhance student engagement, and contribute to consistent academic performance, complementing the final university examinations for comprehensive assessment.

Our institute follows the university's guidelines for internal evaluation through concurrent assessment. The College Examination Officer (CEO) organizes internal exams before the semester-end exams. The CEO informs both faculty and students about the internal exams, and subject teachers prepare the question papers, which are collected within the specified time frame. The internal exam timetable is displayed on the notice board.

The CEO conducts the internal exams according to the scheduled timetable. Afterward, the papers are sent to the respective subject teachers for assessment. Once grading is completed, the faculty submit the marks to the examination department. Faculty also review the checked papers with students, and if students have any grievances regarding their marks, they can approach the respective subject teacher. Faculty members address these concerns within the set time frame. Once grievances are clarified, the updated marks list is submitted to the examination department for

further processing.

File Description	Documents
Any additional information	[View File](#)
Link for additional information	**Nil**

2.6 - Student Performance and Learning Outcomes

2.6.1 - Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

The institution ensures that the Programme and Course Outcomes (POs and COs) for all its offered programmes are clearly stated and made accessible. These outcomes are outlined on the institution's official website, where they are readily available for both current and prospective students, as well as for faculty members. The POs and COs are communicated through institute website ensuring transparency and clarity regarding the expectations and objectives of each programme and course.

For teachers, the outcomes are shared to faculty during commencement, in course planning documents, and through the course syllabi. This enables educators to align their teaching methods, assessments, and learning materials with the intended outcomes. Additionally, regular workshops or training sessions may be conducted to reinforce the understanding and integration of these outcomes into the curriculum.

For students, the POs and COs are made accessible through the website and course handouts, allowing them to understand the skills and knowledge they are expected to acquire by the end of each programme or course. This helps students to track their academic progress and align their learning strategies accordingly. By ensuring effective communication of these outcomes, the institution fosters an environment of academic clarity, direction, and accountability.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	https://atestc.edu.in/outcomes.php
Upload COs for all courses (exemplars from Glossary)	**No File Uploaded**

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

Our institution follows a systematic approach to achieving Course Outcomes (COs) and Program Outcomes (POs) through curriculum design, teaching, learning, and assessment. The process begins by identifying the goals and objectives of the program, which are translated into POs reflecting the desired knowledge, skills, and attitudes of graduates. These POs are broken down into specific COs for each course, clearly outlined in the syllabus.

To assess the attainment of POs and COs, we analyze both external and internal marks, following the university's grading formula. We assign values (3 for high, 2 for medium, and 1 for low) to measure the achievement of COs and their alignment with POs. Rubrics are used to evaluate student performance, with attainment levels categorized by percentage ranges (0 for less than 40%, 1 for 40-50%, 2 for 51-60%, and 3 for 61-100%).

In addition to direct assessments, indirect measures like Graduate Exit Surveys, Parents Surveys, and feedback from Co-Curricular and Extra-Curricular Activities are considered. This comprehensive framework ensures that students meet the intended outcomes, helping the institution continuously monitor and improve the quality of education provided.

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

49

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://atestc.edu.in//IQAC/AQAR/AQAR2023-24/2.7.1%20Student%20Satisfaction%20Survey.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)

0

File Description	Documents
Any additional information	No File Uploaded
e-copies of the grant award letters for sponsored research projects /endowments	No File Uploaded
List of endowments / projects with details of grants(Data Template)	[View File](#)

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

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

0

File Description	Documents
List of research projects and funding details (Data Template)	View File
Any additional information	No File Uploaded
Supporting document from Funding Agency	No File Uploaded
Paste link to funding agency website	Nil

3.1.3 - Number of Seminars/conferences/workshops conducted by the institution during the year

3.1.3.1 - Total number of Seminars/conferences/workshops conducted by the institution during the year

0

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

3.2 - Research Publications and Awards

3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during the year

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

9

File Description	Documents
Any additional information	View File
List of research papers by title, author, department, name and year of publication (Data Template)	View File

3.2.2 - Number of books and chapters in edited volumes/books published and papers

published in national/ international conference proceedings per teacher during the year

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

0

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

3.3 - Extension Activities

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

1. Awareness and Sensitization to Social Issues

- **Comprehending Community Requirements: Extension activities introduce students to the actual difficulties encountered by communities, including poverty, lack of education, health problems, and environmental decline.**

Swachhata Hi Seva (Cleanliness is Service) is a nationwide campaign initiated by the Government of India to encourage individuals, institutions, and communities to engage in activities promoting cleanliness and sanitation. The institute participated in this campaign to contribute to the nation's cleanliness drive, raise awareness about hygiene, and in still a sense of responsibility among students, faculty, and staff regarding maintaining a clean and sustainable environment.

- **Enhancing Awareness: By engaging in campaigns, workshops, or outreach initiatives, students develop an awareness of critical social issues, such as gender disparity, child labour, and environmental sustainability, which expands their views beyond scholarly knowledge.**

A Seed Ball Plantation Drive was organized at the institute with the primary objective of promoting environmental conservation and afforestation. This initiative involved the preparation and distribution of seed balls, which are compact, nutrient-rich balls containing seeds that, when thrown or planted in open land, help in the growth of trees. The drive aimed at greening the campus and

nearby areas, while simultaneously raising awareness about the importance of biodiversity, tree plantation, and sustainable practices for a healthier environment.

File Description	Documents
Paste link for additional information	**Nil**
Upload any additional information	[View File](#)

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

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

0

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	**No File Uploaded**

3.3.3 - 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

3.3.3.1 - 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

0

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

3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year

3.3.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

0

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

3.4 - Collaboration

3.4.1 - The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the year

0

File Description	Documents
e-copies of linkage related Document	**No File Uploaded**
Details of linkages with institutions/industries for internship (Data Template)	<u>View File</u>
Any additional information	**No File Uploaded**

3.4.2 - Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year

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

4

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.

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

The built up area is Sq.mt. is 4481.46

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

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

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

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

The classrooms of the Institute are spacious and as per AICTE norms. The classrooms are having ICT Facilities. The computer labs are well equipped with latest configuration computers, printers

and high speed Internet connection.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	**Nil**

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

An institution holistic development is shaped not only by academic excellence but also by the availability of co-curricular and extracurricular facilities. These activities play a crucial role in fostering physical, mental, and emotional well-being. This report evaluates the adequacy of facilities available at [Institution Name] for cultural activities, sports, games (both indoor and outdoor), gymnasium, and yoga centre.

1. Cultural Activities Facilities

Cultural activities are integral to the overall development of students, providing them with opportunities to express creativity, build confidence, and enhance social and communication skills. Our Institute has a well-established system to support a wide range of cultural events, including music, dance, drama, debates, and other forms of artistic expression.

2. Sports and Games Facilities

Physical activity is essential for maintaining a healthy lifestyle and improving teamwork, discipline, and leadership skills. Our Institute offers a wide variety of facilities for both indoor and outdoor sports and games. These facilities are designed to cater to the interests of all students, from recreational players to those with competitive aspirations.

3. Gymnasium and Fitness Facilities

Maintaining physical fitness is an essential aspect of student well-being, and [Institution Name] recognizes the importance of offering comprehensive gym facilities. The institution has made significant investments in providing state-of-the-art fitness equipment and training spaces.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	**Nil**

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

4

4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

4

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)

11.58377

File Description	Documents
Upload any additional information	**No File Uploaded**
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)

• **College library is well-equipped with latest infrastructure and well-stocked with a good collection of books.**

o The library has charging and discharging books with Vriddhi LIMS system.

o The library has library journal entry register for serial control.

o It has a diverse collection of 9091 books and 13 print journals and 8 magazines.

o The library subscribes to 7 newspapers.

o The Library also provides access to about e-journals and e-books through DELNET.

o There are reading halls for 25 students and teachers.

o There are 11 computers in E- Library with internet facilities.

• **Name of ILMS software: VRIDDHI software**

• **Nature of Automation: partially.**

• **Verison: VRIDDHI version 2.**

• **Year of Automation: 2023**

File Description	Documents
Upload any additional information	[View File](#)
Paste link for Additional Information	**Nil**

4.2.2 - The institution has subscription for the **B. Any 3 of the above**
following e-resources e-journals e-
ShodhSindhu Shodhganga Membership e-
books Databases Remote access toe-resources

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)

2.64455

File Description	Documents
Any additional information	**No File Uploaded**
Audited statements of accounts	View File
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

21

File Description	Documents
Any additional information	**No File Uploaded**
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

We are using internet connection of 300 Mbps of 4500 GB per Month & institution also provides Wi-Fi facility to student at campus. Campus is having 300 Mbps of high speed internet facility. The institute has a 24X7 Wi-Fi facility in the college campus for the student and faculty members to avail internet connection at

Computer LAB, Library, and Administrative Office. Students have the facilities of e-mail, net surfing, up/down loading of web based application, for helping them in preparing projects & seminars.

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

WIFI – Internet Connection

300 Mbps -Airtel Xstrem Fiber

100 Mbps BSNL

Institute Website:

Institute website www.atestc.edu.in is to provide its visitors with:

The basic information about the Institute and its various Departments.

Desktop

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

Software

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

1. Microsoft Windows 10 (25 Users)

2. Ubuntu Operating System

3. Fedora Linux Operating System

4. Sabayon Linux Operating System

5. Debian Operating System

6. Mandriva Linux Operating System

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	**Nil**

4.3.2 - Number of Computers

120

File Description	Documents
Upload any additional information	[View File](#)
Student – computer ratio	[View File](#)

4.3.3 - Bandwidth of internet connection in the Institution

A. ? 50MBPS

File Description	Documents
Upload any additional Information	**No File Uploaded**
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)

1.49749

File Description	Documents
Upload any additional information	**No File Uploaded**
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 Institute established systems and procedures for maintaining and utilizing key facilities within the institution, including libraries, sports complexes, computer labs, and classrooms.

Library

- **Maintenance Procedures:**
    - **A system of periodic audits is in place to identify damaged or outdated resources, which are repaired or replaced as necessary.**
    - **Digital resources, such as e-books and academic journals, are regularly updated through subscriptions and library partnerships with digital content providers.**
- **Utilization Procedures:**
    - **Access to library resources, including both physical books and digital materials, is provided through a library management system (LMS), which tracks borrowings, returns, and reservations.**

Computer Labs

- **Maintenance Procedures:**
    - **Regular updates and maintenance of hardware and software ensure that the computer labs remain functional and equipped with the latest technologies.**
    - **Lab Assistant conduct troubleshooting and repair sessions as required to resolve any technical issues.**
- **Utilization Procedures:**
    - **Computer labs are available for academic practical's as per timetable.**
    - **Students are required to sign in Lab accession book.**

2.5 Classrooms

- **Maintenance Procedures:**
    - **Classrooms are regularly cleaned and maintained to ensure a comfortable and conducive learning environment.**
    - **A centralized system for reporting and addressing maintenance issues (e.g., broken chairs, faulty projectors) allows for quick resolution.**
    - **Classroom technologies, such as projectors, are periodically updated and tested.**
- **Utilization Procedures:**
    - **Classrooms are scheduled in advance through an academic scheduling system, with priority given to core curriculum courses.**
    - **Faculty are responsible for ensuring that classrooms are used according to the agreed schedule, and any changes are communicated promptly.**

It is done through Management Body.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	**Nil**

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

209

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

0

File Description	Documents
Upload any additional information	No File Uploaded
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

A. All of the above

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

0

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

0

File Description	Documents
Any additional information	**No File Uploaded**
Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)	<u>View File</u>

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

A. All of the above

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<u>View File</u>
Upload any additional information	**No File Uploaded**
Details of student grievances including sexual harassment and ragging cases	**No File Uploaded**

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

5

File Description	Documents
Self-attested list of students placed	[View File](#)
Upload any additional information	[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

0

File Description	Documents
Upload supporting data for student/alumni	**No File Uploaded**
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

0

File Description	Documents
Upload supporting data for the same	[View File](#)
Any additional information	**No File Uploaded**

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.

0

File Description	Documents
e-copies of award letters and certificates	**No File Uploaded**
Any additional information	**No File Uploaded**
Number of awards/medals for outstanding performance in sports/cultural activities at unive rsity/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 institution plays a vital role in facilitating students' representation and engagement in a wide array of administrative, co-curricular, and extracurricular activities. These activities help in the holistic development of students and provide them with opportunities to learn beyond the classroom.

- **Resume Writing Workshop: Aimed at improving students' employability skills, this workshop helps students craft professional resumes and enhances their job application abilities.**
- **Induction Programme: A welcome initiative designed to help new students acclimate to the academic environment, culture, and values of the institution, fostering a sense of belonging.**
- **Seed Ball Plantation: This environmental activity encourages students to participate in sustainability efforts, such as afforestation and creating green spaces, by making seed balls to support tree plantation drives.**
- **Meri Mati Mera Desh Campaign: A patriotic initiative that engages students in activities that honor the country, such as paying homage to martyrs and contributing to nation-building projects.**
- **National Unity Week: Celebrating the spirit of unity, this week promotes diversity and inclusiveness, reinforcing the importance of national integration through various programs and activities.**
- **Festival Celebrations: The institution actively participates in and organizes cultural festivals like Ganpati and Dahi**

Handi, where students get the opportunity to engage in cultural expressions, promote teamwork, and celebrate traditions.

- **Student Council/Student Representation Body:** The institution ensures that students have a voice in the governance and decision-making processes through the student council or representative body. This body allows students to actively participate in institutional activities, provide feedback, and represent the student community's needs and concerns.

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

1

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

Alumni are strong pillars of institution. Alumni contribute for holistic development of the institute in various ways. Alumni are in constant touch with institute. To Bring together students from all batches to connect with institute. Provide platform for Alumni to support the institute & guide the students. Discuss and receive

ideas for betterment of existing students. Come together for benefit of weaker section of society. Alumni always contribute in various non financial ways. Each & every student tries to give his bit to the development. are now working at various respectable positions in the corporate and industry. They are invited to share their knowledge & experiences on curriculum related topics from time to time as per their proficiency. Alumni help us for guiding the students about current trends in corporate world & software development. Field visits are organized to the industries through Alumni reference. Alumni inform the institute about Summer Internship Project opportunities & internship training. They provide their references for doing curriculum projects of the students. Alumni provide students with opportunities to be an active part of live projects in their organizations. This provides students exposure to understand and gain knowledge of working methodology of the corporate. Alumni constantly share the job openings offered in their organization as well as references to fresher`s & experienced alumni of our institute. Institute invites them as experts of different specializations to guide students to select their specialization in MBA & tracks in MCA by passing on their knowledge with students.

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)   E. <1Lakhs

File Description	Documents
Upload any additional information	No File Uploaded

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

VISION: We, ATES Technical Campus are an Institute with a belief that "Be the Change, you want to see in the world." we want to be a dynamic knowledge Hub through which we can transform rural & agricultural background students into Self-dependent Professionals

& Entrepreneurs who will become the Change in the Society, generate employment & truly build The Unnat Bharat.

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

ATES Technical Campus is managed by the Akole Taluka Education Society (ATES), a leading educational trust in Akole Taluka. ATES has been instrumental in making education accessible to regions where modern facilities are yet to reach.

Key Initiatives

- **Empowering Faculty: Faculty members are given the freedom to implement innovative ideas in academics and the curriculum, ensuring students gain skills aligned with industry standards.**
- **Skill Development Activities: To enhance employability, students participate in activities like local market visits, product-making and selling, treasure hunts, and dummy auctions.**

Through these efforts, ATES Technical Campus is dedicated to nurturing a new generation of skilled professionals and entrepreneurs, committed to transforming society and driving sustainable growth in rural India.

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

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

Our institute strongly upholds the principle of decentralization, where decisions regarding day-to-day operations are made independently at the institute level, with minimal involvement from the Akole Taluka Education Society (ATES).

The institute comprises two departments, MBA and MCA, both overseen by the Director. Each department is led by a Head of Department (HOD) who supervises academics, faculty, and student activities within their domain. To ensure seamless operations, various functioning committees are established, each managed by a coordinator entrusted with full authority to carry out their responsibilities.

Administrative Structure

The Office Administration Department is headed by an Office Superintendent, who holds full authority over administrative tasks, ensuring smooth operations.

Participative Management Approach

- We advocate for participative management, fostering collaborative decision-making and effective implementation of decisions across all levels of the institute. To this end:

- Multiple committees and cells govern specific key areas, ensuring streamlined processes.
- Inputs from all stakeholders—including management, employees, students, alumni, parents, other colleges, and the local community—are actively sought to continuously enhance the institute's functioning.

Collaborative Meetings and Best Practices

- Regular staff meetings are held with the Director every month or as needed.
- Key topics such as admissions, curriculum development, co-curricular activities, and placements are discussed extensively.
- Following brainstorming sessions, the most effective practices are adopted to drive continuous improvement.

Through this decentralized and participative approach, our institute ensures an inclusive, efficient, and adaptive management system that supports academic excellence and stakeholder engagement.

File Description	Documents
Paste link for additional information	**Nil**
Upload any additional information	[View File]()

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

Teaching and Learning

Beyond traditional lectures, we enhance the applicability of subjects through innovative methods such as role-playing, case studies, simulations, and field visits. We also organize group discussions and debates on contemporary topics, allowing students to express diverse perspectives on the same subject matter.

Examination and Evaluation

Examinations play a crucial role in evaluating student performance throughout the academic year. In each semester, students undergo concurrent assessments, university examinations, and internal exams as practice for final assessments. However, we believe that evaluating a student's performance based solely on a 2-3 hour exam is insufficient. Therefore, we employ ongoing assessments, incorporating a variety of methods such as open book tests, scrapbooks, storytelling, presentations, literature reviews, in-depth viva, and simulations.

Research and Development

Our institute is committed to the idea that as the institution grows, so should its staff. Faculty are considered our greatest asset, and we fully support both students and staff in pursuing research and extracurricular activities. We also provide financial assistance for attending Faculty Development Programs (FDPs), seminars, workshops, and conferences.

Industry Interaction / Collaboration

Theoretical knowledge holds limited value unless it aligns with real-world market demands. Therefore, we emphasize the importance of keeping our students up-to-date with industry requirements. Each year, we organize two industrial visits to help students

understand industry practices. We also arrange field visits to local markets, allowing students to observe customer needs and trends. Additionally, we have Memorandums of Understanding (MOUs) with several industries, facilitating a better understanding of market dynamics.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	Nil
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.

ATES Technical Campus comes under Akole Taluka Education Society. Director works as the highest level of authority in the Institutedirectly followed by Administration staff,Academic staff, Support staff, SDC(Student Development Committee) and IQAC.

Administration staff deals about the administration of the institute. It has Office superintendent at the top followed by senior clerk then junior clerk and peon at the last.

There are two departments in the institute 1. Department of Management and 2. Department of Computer Application

Each department has Head of the Department(HOD) as its highest authority. Associate Professor, Assistant Professor, Lab assistant and Library assistant works under HOD and helps to improve the teaching learning process of the institution. IQAC works to initiate, plan and supervise various activities that increase the quality of education and performance. It includes academic activities, grievance redressal committee, and Feedback mechanism for students, council (student, staff and alumni), co-curricular and extra-curricular activities.

Academic activity deals with the teaching-learning process, creating academic calendar, creating session plans, result audit, industrial and field visit, conducting examinations,and academic support like library. Institute have separate grievance redressal unit for students and women in institute which deals with the grievances of students and ladies students and staff. Feedback

committee works for the feedback.

File Description	Documents
Paste link for additional information	**Nil**
Link to Organogram of the Institution webpage	**Nil**
Upload any additional information	[View File](#)

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 interfaces	[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

The instituteoffers several welfare measures for both teaching and non-teaching staff, including:

- **Self-Development and Higher Education Support: The institute encourages faculty members to participate in self-development programs and pursue higher education. It provides grants and leaves for faculty attending such programs.**
- **Leave Benefits: Various leave options are available to both teaching and non-teaching staff, such as casual leave, earned leave, and medical leave. A standard leave template is provided for casual and medical leaves.**
- **Compensatory Leave: Staff members who work on holidays are entitled to compensatory (C off) leave.**

- **Employee Provident Fund (EPF): Both teaching and non-teaching staff are covered under the Employee Provident Fund scheme.**
- **Uniforms: Non-teaching staff and peons are provided with college uniforms.**
- **Group Insurance: Staff members are provided with group insurance for their welfare.**
- **Blood Donation Camps: The institute organizes blood donation camps for staff participation.**
- **Financial Support for Professional Development: Faculty members are provided with financial assistance to attend conferences and workshops.**

These measures reflect the institute's commitment to the well-being and professional growth of its staff.

File Description	Documents
Paste link for additional information	**Nil**
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

0

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

0

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	**No File Uploaded**
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

5

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

The performance appraisal system provides valuable feedback to teachers, helping them recognize the evolving needs of students. All faculty members are required to complete a self-assessment form, which supports the system's goal of promoting excellence in

teaching, learning, and research.

The institution also follows a performance-based evaluation system for both teaching and non-teaching staff. The evaluation is based on the employee's annual performance, which includes their contributions to academics, research, and extracurricular activities. It also considers their interactions with students, colleagues, and administration.

The performance appraisal form must be filled out by the employee in a prescribed format, covering all relevant aspects of their annual performance, including both academic and extracurricular contributions. Once completed, the form is reviewed by the Performance Review Committee, which includes the Head of Department (HOD) and the Director. The comprehensive evaluation is then reviewed by the Chair of the Governing Body, and the final performance status is determined, with all details kept confidential in the office.

In addition, the institute has a performance appraisal system for non-teaching staff. Their evaluation focuses on aspects such as responsibility, punctuality, ability to handle work, interaction with students and staff, and overall achievement.

File Description	Documents
Paste link for additional information	**Nil**
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 institute has a mechanism for internal audit. We have our own internal audit mechanism where internal audit is an ongoing continuous process. Qualified Internal Auditors from external resources have been permanently appointed and a team of staff under them do a thorough check and verification of all vouchers of the transactions that are carried out in each financial year. The institutional accounts are audited regularly ininternal audit. So far there have been no major findings / objections. Minor errors of omissions and additions when pointed out by the audit team are immediately corrected / rectified and precautionary steps are

taken to avoid recurrence of such errors in future. The institute regularly follows internal financial audit system.

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)	[View File](#)

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

Akole Taluka Education Society's Technical Campus is a self-funded institution that primarily generates its funds through student fees. If there is a financial deficit, the institution seeks an advance from the parent society. The institute has a well-established system in place to ensure the effective and efficient use of its financial resources, specifically for the development of academic processes and infrastructure.

Major financial decisions are made by the Local Management Committee (LMC) and the Governing Body, who also review and verify all significant financial transactions across different categories. The institution follows the approved budget strictly for academic and administrative expenditures. Once the budget is finalized, the purchasing process begins, with payments released after goods are delivered as per the terms stated in the purchase order.

Each financial transaction is transparent, supported by invoices and receipts, and payments are processed only after the items have been checked and verified. To optimize the use of physical resources, the institute allows Agasti College to use its building during the afternoon shift.

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 IQAC gathers feedback from students annually using specially designed questionnaires. This feedback covers all aspects, including teaching methods and institutional programs. The collected feedback is analyzed to implement measures that enhance the overall performance of the institution.

A staff meeting is held at the start of each academic year to discuss the plan for the session. Faculty members are required to submit their annual teaching plans at the beginning of the academic session. Continuous improvements are made to teaching and learning processes based on regular analysis.

Over the past five years, the institute has introduced several initiatives to strengthen student development. Notable improvements include:

- **Increased use of ICT tools in the teaching and learning process.**
- **Wi-Fi facility provision.**
- **Uploading online video lectures on YouTube.**
- **Organizing seminars and expert lectures for students.**
- **Promoting experiential learning through field visits and local market visits.**

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

IQAC collects feedback from students in a specially designed format questionnaires annually. Feed back is collected on curricular aspects, teaching learning methods, faculty programs and institutional programs. Steps are taken to improve overall performance of the institute by analyzing the feedback from the students. The Academic Council consisting of the Director, HODs and a senior faculty in a central body that plans monitors and reviews teaching- learning and other activities of the institution.

The staff council meeting is held in the beginning of the session to discuss the plan for the session. Annual session plan is collected from teaching staff at the beginning of session. Constant improvements are made with regard to teaching and learning and analyze it. During the last yearinstitute has initiated various activities for strengthening the students.

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)

C. Any 2 of the above

File Description	Documents
Paste web link of Annual reports of Institution	**Nil**
Upload e-copies of the accreditations and certifications	<u>View File</u>
Upload any additional information	**No File Uploaded**
Upload details of Quality assurance initiatives of the institution (Data Template)	<u>View File</u>

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

Akole Taluka Education Society's Technical Campus, Akole, has implemented several measures to promote gender equity throughout the year. The institution strictly adheres to its Equity, Diversity, and Non-Discriminatory Policy, ensuring that all students, faculty, and staff are treated fairly, regardless of gender, caste, creed, or religion. This policy governs admission, recruitment, administrative functions, and academic activities, providing equal opportunities for everyone.

The institute takes safety and security seriously, offering counseling and support services to both male and female students and staff. Several committees, such as the Anti-Ragging Cell and the Sexual Harassment Cell, work proactively to address gender-related concerns and create a respectful, inclusive environment. These bodies not only safeguard the interests of women but also educate the community on gender sensitivity.

To further enhance campus safety, the institute mandates the use of ID cards for all students and staff upon entering the premises. Additionally, CCTV cameras are strategically placed across the campus, including in corridors, libraries, labs, and offices, ensuring constant surveillance for a secure environment.

By celebrating national and international commemorative days, events, and festivals, the institute fosters a sense of unity and love among people from diverse cultural and social backgrounds, reinforcing its commitment to inclusivity.

File Description	Documents
Annual gender sensitization action plan	Nil
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	Nil

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	No File Uploaded

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

Solid waste management:

- **Dustbins are kept in classrooms, Common rooms, laboratory, Library, Admin Office, and in the campus premises, then Peon collects this waste in one place for disposal.**
- **The waste is segregated at each level and source and then these segregated wastes are collected by Nawalewadi Grampanchayat vehicles on twice a weekly basis for further disposal.**

Liquid waste management:

- **All liquid waste generated from the toilets, bathrooms, and wash basins is let out into a Septic tank to improve the ground level of water.**
- **All urinary are cleaned once a day to save water.**

E-Waste Management:

- Electronic goods are put to optimum use; the minor repairs are done by the Laboratory Technician but the major repairs are handled by the Technical Assistant and are reused. We appointed a full-time Laboratory Technician for repairing electronic equipment like computers, printers, monitors, etc. so that it helps us to reduce E-waste.
- The equipment which cannot be refurbished is disassembled, and the working hardware spare parts are retained in the e-waste collection area and put to use later whenever needed.
- Old version computers are transferred to our society's Schools/Colleges whenever needed.
- We refill printer cartridges for reuse.

Waste Recycling& Reuse System

- The paper& stationary waste generated is sent for recycling.
- Corrugated boxes are used to make dustbins that were placed in the office as well as in the faculty room for collecting dry waste.
- Reutilization of one side printed papers.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	**No File Uploaded**
Geo tagged photographs of the facilities	**Nil**
Any other relevant information	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:

      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 with trees and plants**

File Description	Documents
Geo tagged photos / videos of the facilities	[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	[View File]
Any other relevant information	[View File]

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment

      A. Any 4 or all of the above

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

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

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).

The institute is committed to fostering an inclusive environment
that promotes tolerance and harmony among its diverse community.
To achieve this, the institution organizes various cultural and
communal activities that celebrate the rich diversity of its
students, staff, and stakeholders. Events like Dahi Handi,
Rangpanchmi, and Ganpati Festival are celebrated with enthusiasm,
highlighting the cultural and regional diversity within the
community. Additionally, the institute hosts induction programs,
seed ball plantation drives, Swachhata activities, and the "Meri
Mati Mera Desh" initiative, instilling a sense of responsibility
and unity among participants.

Annual cultural programs further promote interaction between
different linguistic, regional, and socioeconomic groups, helping
to bridge gaps and create a harmonious environment. The
celebration of birthdays of students and staff fosters a personal
connection and strengthens community bonds. These initiatives
reflect the institute's commitment to inclusivity by promoting
mutual respect, understanding, and appreciation of different

cultures and backgrounds. Through such efforts, the institution aims to build a tolerant, cohesive, and harmonious atmosphere where everyone feels valued and included.

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

The institute takes significant steps to sensitize students and employees to their constitutional obligations, emphasizing values, rights, duties, and responsibilities as citizens. Through structured academic programs like "Constitution of India," "Indian Ethos," and "Business Ethics," MBA and MCA students gain a deep understanding of the principles enshrined in the Constitution. These subjects instill awareness of fundamental rights and responsibilities, helping students apply ethical frameworks in both personal and professional settings.

In addition to academic courses, the institute actively celebrates Constitution Day on November 26th, reinforcing the importance of the Constitution in shaping the nation's democratic values. The event serves as a platform for discussions, reflections, and activities focused on citizenship duties and the significance of upholding constitutional principles.

The National Unity Week and "Meri Mati Mera Desh" activities are also celebrated to foster a sense of unity, patriotism, and responsibility towards the nation. These initiatives highlight the importance of national integration and collective responsibility in maintaining harmony and progress. Through these efforts, the institute aims to create responsible citizens who are not only aware of their constitutional rights but also committed to fulfilling their duties towards the country and society.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	View File
Any other relevant information	View File

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

During the academic year, the institution actively organized and celebrated several national and international commemorative days, events, and festivals to foster a sense of unity, cultural awareness, and national pride among students and staff.

The induction programme marked the beginning of the academic year, welcoming new students with enthusiasm. Cultural events like the Ganpati festival and Dahi Handi brought together the student body to celebrate traditional festivities with devotion and joy. These events promoted cultural heritage while encouraging teamwork and

community spirit.

National celebrations such as Independence Day (15 August 2023) and Republic Day (26 January 2024) were observed with great patriotism, featuring flag hoisting ceremonies, cultural performances, and speeches that highlighted India's rich history and achievements.

The institution also hosted Meri Mati Mera Desh, reinforcing the importance of honoring the nation and its heroes. Teachers' Day was celebrated to recognize the pivotal role of educators, and Shivaji Maharaj Jayanti paid homage to the great Maratha warrior king. National Unity Day and Vigilance Awareness Week encouraged students to embrace values of integrity and national cohesion.

Events like Vachan Day promoted literacy and learning, highlighting the institution's commitment to holistic development alongside academic excellence. These celebrations fostered a vibrant, inclusive campus environment.

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

1. Title of the Practice:-

Pravara River Cleaning

2. Objectives of the Practice

- **Create awareness about the environmental, social, and economic impacts of river pollution.**
- **Engage students in hands-on activities to clean and rejuvenate the river ecosystem.**
- **Develop a sense of social responsibility and teamwork among students through real-world problem-solving.**
- **Integrate environmental education into academic learning, inspiring innovative solutions to environmental challenges.**

Best Practice - 2

1. Title of the Practice

Training opportunities at door steps

2. Objectives of the Practice

- **Develop industry-relevant competencies by engaging with professionals in real-world scenarios.**
- **Gain insights into operational challenges, decision-making processes, and strategic management.**
- **Enhance problem-solving, teamwork, and analytical abilities through practical application.**
- **Foster entrepreneurial thinking and adaptability by understanding market trends and customer needs.**
- **Build a network of industry connections, creating pathways for future career opportunities.**
- **Gain practical exposure to market dynamics, agricultural innovations, and rural development.**
- **Develop analytical, managerial, and problem-solving skills through direct interaction with stakeholders.**

File Description	Documents
Best practices in the Institutional web site	[View File](#)
Any other relevant information	**No File Uploaded**

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

Distinctive Performance in "Learning by Doing" Approach

The Induction Programme (28/08/2023) initiated students into the learning environment, emphasizing goal-setting and self-management. Events like the Ganpati Festival (25/09/2023) taught planning and organizational skills, while activities such as Dahi Handi Celebration (07/09/2023) promoted teamwork and collaborative problem-solving.

Environmental consciousness was a key focus during the Tree Plantation Drive (09/09/2023), where students developed an understanding of nature conservation and sustainable practices. Civic values and patriotism were fostered through activities like Meri Mati Mera Desh (04/10/2023), Independence Day, and Republic Day celebrations.

The institution also prioritized ethical learning through National Unity Week (30/10/2023), instilling ethics and values critical for leadership. Similarly, Teachers' Day (05/09/2023) encouraged students to appreciate mentorship and develop empathy, while stage activities boosted confidence and public-speaking skills.

To enhance professional competence, the Resume Writing Workshop (01/09/2023) equipped students with employability skills essential for career readiness. Social responsibility was inculcated through participation in the Swachhata Hi Seva (1–10/2023) campaign, where students contributed to community welfare.

This "Learning by Doing" methodology enables students to acquire practical knowledge and soft skills beyond academics, aligning with the institution's commitment to holistic education.

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

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

To encourage industry connection, we organise yearly industrial tours and invite notable industry experts to give guest lectures at the institute. Assignments are assigned to students by their respective teacher. The faculty and the director hold regular meetings to evaluate curriculum delivery and discuss any difficulties.

File Description	Documents
Upload relevant supporting document	[View File](#)
Link for Additional information	https://atestc.edu.in/

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

An academic calendar is prepared by the institute at the beginning of each year in

line with the University's calendar consisting of various curricular, extra and co-curricular

activities. The calendar is uploaded on college website, displayed on notice boards and is

communicated to students through notice boards. It is updated and revised with time to time.

All the classes and examinations are planned as per the calendar, thus ensuring complete

adherence.

Compliance of Continuous Internal Evaluation with Academic Calendar

1. Classes and Lab time-table – HOD of each department prepares the

time table as per the guidelines of affiliating university for the number of credit hours for

each subject and the academic calendar prior to the start of the semester.

2. Course files and Lecture Plan- After the allocation of subjects to faculty, course file of

each subject is prepared consisting of detailed teaching plan.

3. Assignments and Quiz - In addition to the tests, assignments and quizzes are also the

part of Continuous Internal Evaluation. Assignments are provided to students on the

scheduled dates.

4. University Exams- The tentative dates for university exams

are indicated in the

academic calendar. The final university exam schedule is also displayed on students'

notice boards.

5. Student feedback – At the end of academic session students submit their feedback for

each subject through online feedback forms maintaining complete anonymity

6. Academic Monitoring- Each Head of the Department maintains a monthly monitoring

report on course coverage, student attendance and assignment provided for every subject.

File Description	Documents
Upload relevant supporting documents	[View File](#)
Link for Additional information	http://collegecirculars.unipune.ac.in/sites/documents/Academic%20Calender/Forms/AllItems.aspx

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	B. Any 3 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

2

File Description	Documents
Any additional information	**No File Uploaded**
Minutes of relevant Academic Council/ BOS meetings	**No File Uploaded**
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)

0

File Description	Documents
Any additional information	**No File Uploaded**
Brochure or any other document relating to Add on /Certificate programs	**No File Uploaded**
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

0

1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during the year

0	

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

1.3 - Curriculum Enrichment

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

Gender Equality:

The institution must prioritise gender equality and equal opportunities for women. Every program and activity in the institute's circular should give female employees and female students equal opportunities to grow. The Women Development Cell and the Anti-Ragging Cell are in operation to preserve the equity of the personnel and students. These committees give female employees and students the best care and assistance possible.

Human Values: In accordance with the criteria and courses created by UGC under the Central Government's Skill Development Initiative, ATES Technical Campus offers Human Rights courses that are prescribed by SP Pune University. The first two semesters are devoted to teaching this human rights course.

Environment and Sustainability: All MBA and MCA students participated in a variety of events centred around environmental and sustainability challenges, including seminars, workshops, industrial visits, guest lectures, and field trips. Through the subjects covered in their curriculum, we educate students about the value of protecting the environment.

Professional Ethics: As far as professional ethics are concerned, sessions are also conducted by external experts to inculcate ethical practices in business and life. Also, certain faculty members conduct sessions specifically on ethics. The sessions conducted by the external experts are integrated with an elective course of Semester I – Personality Development Lab. Various inputs offered under this course educate the students

on personal and professional ethics. Also, various other facts of professional ethics are taught to the students.

File Description	Documents
Any additional information	View File
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

2

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**
Number of courses that include experiential learning through project work/field work/internship (Data Template)	View File

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

103

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	**B. Any 3 of the above**

File Description	Documents
URL for stakeholder feedback report	**No File Uploaded**
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	[View File](#)
Any additional information(Upload)	**No File Uploaded**

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	https://www.atestc.edu.in/feedback.php

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 sanctioned seats during the year

240

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

74

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

Akole Taluka Education Society's Technical Campus evaluates the learning capabilities of newly admitted students based on their previous examination results. This early evaluation helps identify fast learners, offering them greater opportunities to expand their knowledge and skills. Slow learners, on the other hand, receive additional support, such as assignments, guidance, and encouragement to improve their performance.

The institution tracks the progress of slow learners through regular monitoring and mentoring. Faculty members serve as mentors, and advanced learners are encouraged to assist slow learners, promoting a collaborative learning environment. When necessary, supplementary online and offline efforts, such as revision classes, interactive sessions, and expert lectures, are organized to support slow learners' development.

Advanced learners are motivated to participate in competitive exams and value-added courses (like Swayam, NPTEL) to enhance their skills. To support overall student growth, the institution provides various activities, including counseling,

remedial coaching, notes, group discussions, internal exams, activities for slow learners. Advanced learners benefit from advanced study materials, seminars, participative learning, projects, and assignments. Additionally, cultural and sports activities are organized to foster confidence, leadership, and entrepreneurial skills, alongside opportunities for participation in inter-institutional sports, cultural, academic, and co-curricular events. These activities aim to nurture students' overall growth.

File Description	Documents
Link for additional Information	**Nil**
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
290	**15**

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 institute prioritizes outcome-based learning, employing diverse methods to motivate faculty and students throughout the teaching-learning process. It emphasizes experiential learning by involving students in live industry projects, mini-projects, and internships to develop practical skills and problem-solving abilities. Industrial visits and MOUs with industries bridge the gap between academia and industry requirements. Faculty motivate students to engage with high-quality journals, participate in expert talks, and present their work, fostering confidence and academic growth.

Economic support is provided through the Earn and Learn Scheme for underprivileged students. Participative learning is

promoted via case studies, quizzes, and classroom interactions. The institute conducts training programs to enhance soft skills, interview aptitude, and group discussion capabilities, equipping students for placements. Leadership, confidence, and creativity are nurtured through cultural competitions, sports, and student council activities.

Students are encouraged to participate in technical and innovative activities such as coding competitions, poster presentations, and research projects. Industry experts regularly deliver lectures to keep students updated on corporate trends. The institute's extensive library, along with free internet and campus-wide Wi-Fi, supports self-learning and academic excellence, fostering an environment for holistic student development.

File Description	Documents
Upload any additional information	[View File](#)
Link for additional information	Nil

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

The institute places significant emphasis on outcome-based learning and activities to motivate faculty and students during the teaching-learning process. Teachers increasingly use ICT-enabled tools to enhance the teaching-learning process, making education more interactive, and efficient. Tools like projectors and multimedia presentations help explain complex concepts visually, improving comprehension and retention. Online platforms and learning management systems (LMS) like Google Classroom, Moodle etc enable seamless content sharing, assignment submissions, and student performance tracking.

Virtual classrooms and video conferencing tools, such as Zoom or Google Meet, facilitate real-time interaction in remote learning scenarios. Teachers leverage digital resources like e-books and videos to create an immersive learning environment. ICT tools also support personalized learning by catering to diverse learning paces and styles, offering tailored resources for students.

Data analytics provided by ICT platforms help teachers assess

student progress, identify challenges, and provide targeted interventions. Interactive tools like Kahoot, Quizizz, and Poll Everywhere encourage participation through quizzes and live polls, fostering active learning. Additionally, virtual labs and augmented reality applications offer hands-on experience in subjects like science and engineering.

Overall, ICT tools bridge geographical barriers, enrich content delivery, and foster collaborative learning, equipping students with digital skills essential for modern education and professional success.

File Description	Documents
Upload any additional information	[View File](#)
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	**Nil**

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

14

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

15

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

3

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

5

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.

Our institute manages internal assessments as per university guidelines. The final assessment of each candidate consists of both internal (concurrent) evaluation and external (university) examinations for each course, with a 50:50 ratio between internal and external marks.

In the MBA program, each course is evaluated with 50 marks for internal assessment and 50 marks for the university's semester-end examination. The internal evaluation is further divided into written exams, assignments, class tests, presentations, case studies, and other components.

In the MCA program, internal evaluation accounts for 25 marks per course, with 50 marks assigned to the university's semester-end examination. The internal assessment consists of written exams, assignments, class tests, and presentations. Additionally, each semester includes one practical course and one mini project course, where 75 marks are allotted for internal evaluation and 50 marks for the university examination.

Details of internal assessments, including deadlines, are posted on the notice board and communicated to students. If students have grievances regarding their internal marks, they must approach the respective subject teacher within the specified time for clarification. After resolving any issues, the final internal marks are submitted to the university before the semester-end exams and are used in the final result declaration.

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

Internal examinations are not mandatory for the MBA and MCA programs, but they play a vital role in assessing students' understanding, fostering continuous learning, and identifying areas for improvement. They support a balanced evaluation system, enhance student engagement, and contribute to consistent academic performance, complementing the final university examinations for comprehensive assessment.

Our institute follows the university's guidelines for internal evaluation through concurrent assessment. The College Examination Officer (CEO) organizes internal exams before the semester-end exams. The CEO informs both faculty and students about the internal exams, and subject teachers prepare the question papers, which are collected within the specified time frame. The internal exam timetable is displayed on the notice board.

The CEO conducts the internal exams according to the scheduled timetable. Afterward, the papers are sent to the respective subject teachers for assessment. Once grading is completed, the faculty submit the marks to the examination department. Faculty also review the checked papers with students, and if students have any grievances regarding their marks, they can approach the respective subject teacher. Faculty members address these concerns within the set time frame. Once grievances are clarified, the updated marks list is submitted to the examination department for further processing.

File Description	Documents
Any additional information	[View File](#)
Link for additional information	Nil

2.6 - Student Performance and Learning Outcomes

2.6.1 - Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

The institution ensures that the Programme and Course Outcomes (POs and COs) for all its offered programmes are clearly stated and made accessible. These outcomes are outlined on the institution's official website, where they are readily available for both current and prospective students, as well as for faculty members. The POs and COs are communicated through institute website ensuring transparency and clarity regarding the expectations and objectives of each programme and course.

For teachers, the outcomes are shared to faculty during commencement, in course planning documents, and through the course syllabi. This enables educators to align their teaching methods, assessments, and learning materials with the intended outcomes. Additionally, regular workshops or training sessions may be conducted to reinforce the understanding and integration

of these outcomes into the curriculum.

For students, the POs and COs are made accessible through the website and course handouts, allowing them to understand the skills and knowledge they are expected to acquire by the end of each programme or course. This helps students to track their academic progress and align their learning strategies accordingly. By ensuring effective communication of these outcomes, the institution fosters an environment of academic clarity, direction, and accountability.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for Additional information	https://atestc.edu.in/outcomes.php
Upload COs for all courses (exemplars from Glossary)	No File Uploaded

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

Our institution follows a systematic approach to achieving Course Outcomes (COs) and Program Outcomes (POs) through curriculum design, teaching, learning, and assessment. The process begins by identifying the goals and objectives of the program, which are translated into POs reflecting the desired knowledge, skills, and attitudes of graduates. These POs are broken down into specific COs for each course, clearly outlined in the syllabus.

To assess the attainment of POs and COs, we analyze both external and internal marks, following the university's grading formula. We assign values (3 for high, 2 for medium, and 1 for low) to measure the achievement of COs and their alignment with POs. Rubrics are used to evaluate student performance, with attainment levels categorized by percentage ranges (0 for less than 40%, 1 for 40-50%, 2 for 51-60%, and 3 for 61-100%).

In addition to direct assessments, indirect measures like Graduate Exit Surveys, Parents Surveys, and feedback from Co-Curricular and Extra-Curricular Activities are considered. This comprehensive framework ensures that students meet the intended outcomes, helping the institution continuously monitor and improve the quality of education provided.

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

49

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://atestc.edu.in//IQAC/AQAR/AQAR2023-24/2.7.1%20Student%20Satisfaction%20Survey.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)

0

File Description	Documents
Any additional information	**No File Uploaded**
e-copies of the grant award letters for sponsored research projects /endowments	**No File Uploaded**
List of endowments / projects with details of grants(Data Template)	<u>View File</u>

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

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

0

File Description	Documents
List of research projects and funding details (Data Template)	<u>View File</u>
Any additional information	**No File Uploaded**
Supporting document from Funding Agency	**No File Uploaded**
Paste link to funding agency website	**Nil**

3.1.3 - Number of Seminars/conferences/workshops conducted by the institution during the year

3.1.3.1 - Total number of Seminars/conferences/workshops conducted by the institution during the year

0

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

3.2 - Research Publications and Awards

3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during the year

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

9

File Description	Documents
Any additional information	View File
List of research papers by title, author, department, name and year of publication (Data Template)	View File

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

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

0

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

3.3 - Extension Activities

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

1. Awareness and Sensitization to Social Issues

- **Comprehending Community Requirements: Extension activities introduce students to the actual difficulties encountered by communities, including poverty, lack of education, health problems, and environmental decline.**

Swachhata Hi Seva (Cleanliness is Service) is a nationwide campaign initiated by the Government of India to encourage individuals, institutions, and communities to engage in activities promoting cleanliness and sanitation. The institute

participated in this campaign to contribute to the nation's cleanliness drive, raise awareness about hygiene, and in still a sense of responsibility among students, faculty, and staff regarding maintaining a clean and sustainable environment.

- Enhancing Awareness: By engaging in campaigns, workshops, or outreach initiatives, students develop an awareness of critical social issues, such as gender disparity, child labour, and environmental sustainability, which expands their views beyond scholarly knowledge.

A Seed Ball Plantation Drive was organized at the institute with the primary objective of promoting environmental conservation and afforestation. This initiative involved the preparation and distribution of seed balls, which are compact, nutrient-rich balls containing seeds that, when thrown or planted in open land, help in the growth of trees. The drive aimed at greening the campus and nearby areas, while simultaneously raising awareness about the importance of biodiversity, tree plantation, and sustainable practices for a healthier environment.

File Description	Documents
Paste link for additional information	**Nil**
Upload any additional information	[View File](#)

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

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

0

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	**No File Uploaded**

3.3.3 - 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

3.3.3.1 - 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

0

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

3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year

3.3.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

0

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

3.4 - Collaboration

3.4.1 - The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the year

0

File Description	Documents
e-copies of linkage related Document	**No File Uploaded**
Details of linkages with institutions/industries for internship (Data Template)	*View File*
Any additional information	**No File Uploaded**

3.4.2 - Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year

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

4

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.

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

The built up area is Sq.mt. is 4481.46

The Institute has developed necessary infrastructure as per statutory requirements of AICTE. The infrastructure consists of class rooms, computer labs, library, seminar hall, staff room

or faculty room, well-furnished desk & benches, other furniture and fixtures, electrical installation etc.

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

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

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

The classrooms of the Institute are spacious and as per AICTE norms. The classrooms are having ICT Facilities. The computer labs are well equipped with latest configuration computers, printers and high speed Internet connection.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	Nil

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

An institution holistic development is shaped not only by academic excellence but also by the availability of co-curricular and extracurricular facilities. These activities play a crucial role in fostering physical, mental, and emotional well-being. This report evaluates the adequacy of facilities available at [Institution Name] for cultural activities, sports, games (both indoor and outdoor), gymnasium, and yoga centre.

1. Cultural Activities Facilities

Cultural activities are integral to the overall development of students, providing them with opportunities to express creativity, build confidence, and enhance social and communication skills. Our Institute has a well-established system to support a wide range of cultural events, including music, dance, drama, debates, and other forms of artistic

expression.

2. Sports and Games Facilities

Physical activity is essential for maintaining a healthy lifestyle and improving teamwork, discipline, and leadership skills. Our Institute offers a wide variety of facilities for both indoor and outdoor sports and games. These facilities are designed to cater to the interests of all students, from recreational players to those with competitive aspirations.

3. Gymnasium and Fitness Facilities

Maintaining physical fitness is an essential aspect of student well-being, and [Institution Name] recognizes the importance of offering comprehensive gym facilities. The institution has made significant investments in providing state-of-the-art fitness equipment and training spaces.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	Nil

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

4

4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

4

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)

11.58377

File Description	Documents
Upload any additional information	**No File Uploaded**
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)

· College library is well-equipped with latest infrastructure and well-stocked with a good collection of books.

o The library has charging and discharging books with Vriddhi LIMS system.

o The library has library journal entry register for serial control.

o It has a diverse collection of 9091 books and 13 print journals and 8 magazines.

o **The library subscribes to 7 newspapers.**

o **The Library also provides access to about e-journals and e-books through DELNET.**

o **There are reading halls for 25 students and teachers.**

o **There are 11 computers in E- Library with internet facilities.**

· **Name of ILMS software: VRIDDHI software**

· **Nature of Automation: partially.**

· **Verison: VRIDDHI version 2.**

· **Year of Automation: 2023**

File Description	Documents
Upload any additional information	[View File](#)
Paste link for Additional Information	**Nil**

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	**B. Any 3 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)

2.64455

File Description	Documents
Any additional information	**No File Uploaded**
Audited statements of accounts	View File
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

21

File Description	Documents
Any additional information	**No File Uploaded**
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

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

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

WIFI – Internet Connection

300 Mbps -Airtel Xstrem Fiber

100 Mbps BSNL

Institute Website:

Institute website www.atestc.edu.in is to provide its visitors with:

The basic information about the Institute and its various Departments.

Desktop

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

Software

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

1. Microsoft Windows 10 (25 Users)

2. Ubuntu Operating System

3. Fedora Linux Operating System

4. Sabayon Linux Operating System

5. Debian Operating System

6. Mandriva Linux Operating System

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	**Nil**

4.3.2 - Number of Computers

120

File Description	Documents
Upload any additional information	View File
Student – computer ratio	View File

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

File Description	Documents
Upload any additional Information	**No File Uploaded**
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)

1.49749

File Description	Documents
Upload any additional information	**No File Uploaded**
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 Institute established systems and procedures for maintaining and utilizing key facilities within the institution, including libraries, sports complexes, computer labs, and classrooms.

Library

- **Maintenance Procedures:**
    - A system of periodic audits is in place to identify damaged or outdated resources, which are repaired or replaced as necessary.
    - Digital resources, such as e-books and academic journals, are regularly updated through subscriptions and library partnerships with digital content providers.
- **Utilization Procedures:**
    - Access to library resources, including both physical books and digital materials, is provided through a library management system (LMS), which tracks borrowings, returns, and reservations.

Computer Labs

- **Maintenance Procedures:**
    - Regular updates and maintenance of hardware and software ensure that the computer labs remain functional and equipped with the latest technologies.
    - Lab Assistant conduct troubleshooting and repair sessions as required to resolve any technical issues.
- **Utilization Procedures:**
    - Computer labs are available for academic practical's as per timetable.
    - Students are required to sign in Lab accession book.

2.5 Classrooms

- **Maintenance Procedures:**
    - Classrooms are regularly cleaned and maintained to ensure a comfortable and conducive learning environment.
    - A centralized system for reporting and addressing maintenance issues (e.g., broken chairs, faulty projectors) allows for quick resolution.
    - Classroom technologies, such as projectors, are periodically updated and tested.
- **Utilization Procedures:**
    - Classrooms are scheduled in advance through an academic scheduling system, with priority given to

- core curriculum courses.
  - Faculty are responsible for ensuring that classrooms are used according to the agreed schedule, and any changes are communicated promptly.

It is done through Management Body.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	Nil

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

209

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

0

File Description	Documents
Upload any additional information	**No File Uploaded**
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 | **A. All of the above**

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

0

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

0

File Description	Documents
Any additional information	**No File Uploaded**
Number of students benefited 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	A. All of the above

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	No File Uploaded
Details of student grievances including sexual harassment and ragging cases	No File Uploaded

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

5

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	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

0

File Description	Documents
Upload supporting data for student/alumni	**No File Uploaded**
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

0

File Description	Documents
Upload supporting data for the same	View File
Any additional information	**No File Uploaded**

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.

0

File Description	Documents
e-copies of award letters and certificates	**No File Uploaded**
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 institution plays a vital role in facilitating students' representation and engagement in a wide array of administrative, co-curricular, and extracurricular activities. These activities help in the holistic development of students and provide them with opportunities to learn beyond the classroom.

- **Resume Writing Workshop:** Aimed at improving students' employability skills, this workshop helps students craft professional resumes and enhances their job application abilities.
- **Induction Programme:** A welcome initiative designed to help new students acclimate to the academic environment, culture, and values of the institution, fostering a sense of belonging.
- **Seed Ball Plantation:** This environmental activity encourages students to participate in sustainability efforts, such as afforestation and creating green spaces, by making seed balls to support tree plantation drives.
- **Meri Mati Mera Desh Campaign:** A patriotic initiative that engages students in activities that honor the country, such as paying homage to martyrs and contributing to nation-building projects.
- **National Unity Week:** Celebrating the spirit of unity, this week promotes diversity and inclusiveness, reinforcing the importance of national integration through various programs and activities.
- **Festival Celebrations:** The institution actively participates in and organizes cultural festivals like Ganpati and Dahi Handi, where students get the opportunity to engage in cultural expressions, promote teamwork, and celebrate traditions.
- **Student Council/Student Representation Body:** The institution ensures that students have a voice in the governance and decision-making processes through the student council or representative body. This body allows students to actively participate in institutional activities, provide feedback, and represent the student community's needs and concerns.

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

1

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

Alumni are strong pillars of institution. Alumni contribute for holistic development of the institute in various ways. Alumni are in constant touch with institute. To Bring together students from all batches to connect with institute. Provide platform for Alumni to support the institute & guide the students. Discuss and receive ideas for betterment of existing students. Come together for benefit of weaker section of society. Alumni always contribute in various non financial ways. Each & every student tries to give his bit to the development. are now working at various respectable positions in the corporate and industry. They are invited to share their knowledge & experiences on curriculum related topics from time to time as per their proficiency. Alumni help us for guiding the students about current trends in corporate world & software

development. Field visits are organized to the industries through Alumni reference. Alumni inform the institute about Summer Internship Project opportunities & internship training. They provide their references for doing curriculum projects of the students. Alumni provide students with opportunities to be an active part of live projects in their organizations. This provides students exposure to understand and gain knowledge of working methodology of the corporate. Alumni constantly share the job openings offered in their organization as well as references to fresher`s & experienced alumni of our institute. Institute invites them as experts of different specializations to guide students to select their specialization in MBA & tracks in MCA by passing on their knowledge with students.

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)

E. <1Lakhs

File Description	Documents
Upload any additional information	No File Uploaded

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

VISION: We, ATES Technical Campus are an Institute with a belief that "Be the Change, you want to see in the world." we want to be a dynamic knowledge Hub through which we can transform rural & agricultural background students into Self-dependent Professionals & Entrepreneurs who will become the Change in the Society, generate employment & truly build The Unnat Bharat.

MISSION: 1. To bring professional education in the reach of rural & tribal students. 2. To enrich the students by providing skills required to tune up with contemporary dynamic needs. 3. To become a Pioneer in bridging the gap between India & Bharat.

4. To empower students, Faculty & Society for contributing in overall progression of our Nation.

ATES Technical Campus is managed by the Akole Taluka Education Society (ATES), a leading educational trust in Akole Taluka. ATES has been instrumental in making education accessible to regions where modern facilities are yet to reach.

Key Initiatives

- Empowering Faculty: Faculty members are given the freedom to implement innovative ideas in academics and the curriculum, ensuring students gain skills aligned with industry standards.
- Skill Development Activities: To enhance employability, students participate in activities like local market visits, product-making and selling, treasure hunts, and dummy auctions.

Through these efforts, ATES Technical Campus is dedicated to nurturing a new generation of skilled professionals and entrepreneurs, committed to transforming society and driving sustainable growth in rural India.

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

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

Our institute strongly upholds the principle of decentralization, where decisions regarding day-to-day operations are made independently at the institute level, with minimal involvement from the Akole Taluka Education Society (ATES).

The institute comprises two departments, MBA and MCA, both overseen by the Director. Each department is led by a Head of Department (HOD) who supervises academics, faculty, and student activities within their domain. To ensure seamless operations, various functioning committees are established, each managed by a coordinator entrusted with full authority to carry out their

responsibilities.

Administrative Structure

The Office Administration Department is headed by an Office Superintendent, who holds full authority over administrative tasks, ensuring smooth operations.

Participative Management Approach

- We advocate for participative management, fostering collaborative decision-making and effective implementation of decisions across all levels of the institute. To this end:

- Multiple committees and cells govern specific key areas, ensuring streamlined processes.
- Inputs from all stakeholders—including management, employees, students, alumni, parents, other colleges, and the local community—are actively sought to continuously enhance the institute's functioning.

Collaborative Meetings and Best Practices

- Regular staff meetings are held with the Director every month or as needed.
- Key topics such as admissions, curriculum development, co-curricular activities, and placements are discussed extensively.
- Following brainstorming sessions, the most effective practices are adopted to drive continuous improvement.

Through this decentralized and participative approach, our institute ensures an inclusive, efficient, and adaptive management system that supports academic excellence and stakeholder engagement.

File Description	Documents
Paste link for additional information	**Nil**
Upload any additional information	[View File](#)

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

Teaching and Learning

Beyond traditional lectures, we enhance the applicability of subjects through innovative methods such as role-playing, case studies, simulations, and field visits. We also organize group discussions and debates on contemporary topics, allowing students to express diverse perspectives on the same subject matter.

Examination and Evaluation

Examinations play a crucial role in evaluating student performance throughout the academic year. In each semester, students undergo concurrent assessments, university examinations, and internal exams as practice for final assessments. However, we believe that evaluating a student's performance based solely on a 2-3 hour exam is insufficient. Therefore, we employ ongoing assessments, incorporating a variety of methods such as open book tests, scrapbooks, storytelling, presentations, literature reviews, in-depth viva, and simulations.

Research and Development

Our institute is committed to the idea that as the institution grows, so should its staff. Faculty are considered our greatest asset, and we fully support both students and staff in pursuing research and extracurricular activities. We also provide financial assistance for attending Faculty Development Programs (FDPs), seminars, workshops, and conferences.

Industry Interaction / Collaboration

Theoretical knowledge holds limited value unless it aligns with real-world market demands. Therefore, we emphasize the importance of keeping our students up-to-date with industry requirements. Each year, we organize two industrial visits to help students understand industry practices. We also arrange field visits to local markets, allowing students to observe customer needs and trends. Additionally, we have Memorandums of Understanding (MOUs) with several industries, facilitating a better understanding of market dynamics.

File Description	Documents
Strategic Plan and deployment documents on the website	[View File](#)
Paste link for additional information	Nil
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.

ATES Technical Campus comes under Akole Taluka Education Society. Director works as the highest level of authority in the Institutedirectly followed by Administration staff,Academic staff, Support staff, SDC(Student Development Committee) and IQAC.

Administration staff deals about the administration of the institute. It has Office superintendent at the top followed by senior clerk then junior clerk and peon at the last.

There are two departments in the institute 1. Department of Management and 2. Department of Computer Application

Each department has Head of the Department(HOD) as its highest authority. Associate Professor, Assistant Professor, Lab assistant and Library assistant works under HOD and helps to improve the teaching learning process of the institution. IQAC works to initiate, plan and supervise various activities that increase the quality of education and performance. It includes academic activities, grievance redressal committee, and Feedback mechanism for students, council (student, staff and alumni), co-curricular and extra-curricular activities.

Academic activity deals with the teaching-learning process, creating academic calendar, creating session plans, result audit, industrial and field visit, conducting examinations,and academic support like library. Institute have separate grievance redressal unit for students and women in institute which deals with the grievances of students and ladies students and staff. Feedback committee works for the feedback.

File Description	Documents
Paste link for additional information	**Nil**
Link to Organogram of the Institution webpage	**Nil**
Upload any additional information	[View File](#)

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 interfaces	[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

The instituteoffers several welfare measures for both teaching and non-teaching staff, including:

- **Self-Development and Higher Education Support: The institute encourages faculty members to participate in self-development programs and pursue higher education. It provides grants and leaves for faculty attending such programs.**
- **Leave Benefits: Various leave options are available to both teaching and non-teaching staff, such as casual leave, earned leave, and medical leave. A standard leave template is provided for casual and medical leaves.**
- **Compensatory Leave: Staff members who work on holidays are entitled to compensatory (C off) leave.**
- **Employee Provident Fund (EPF): Both teaching and non-teaching staff are covered under the Employee Provident**

Fund scheme.
- **Uniforms: Non-teaching staff and peons are provided with college uniforms.**
- **Group Insurance: Staff members are provided with group insurance for their welfare.**
- **Blood Donation Camps: The institute organizes blood donation camps for staff participation.**
- **Financial Support for Professional Development: Faculty members are provided with financial assistance to attend conferences and workshops.**

These measures reflect the institute's commitment to the well-being and professional growth of its staff.

File Description	Documents
Paste link for additional information	**Nil**
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

0

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

0

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	No File Uploaded
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

5

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

The performance appraisal system provides valuable feedback to teachers, helping them recognize the evolving needs of students. All faculty members are required to complete a self-

assessment form, which supports the system's goal of promoting excellence in teaching, learning, and research.

The institution also follows a performance-based evaluation system for both teaching and non-teaching staff. The evaluation is based on the employee's annual performance, which includes their contributions to academics, research, and extracurricular activities. It also considers their interactions with students, colleagues, and administration.

The performance appraisal form must be filled out by the employee in a prescribed format, covering all relevant aspects of their annual performance, including both academic and extracurricular contributions. Once completed, the form is reviewed by the Performance Review Committee, which includes the Head of Department (HOD) and the Director. The comprehensive evaluation is then reviewed by the Chair of the Governing Body, and the final performance status is determined, with all details kept confidential in the office.

In addition, the institute has a performance appraisal system for non-teaching staff. Their evaluation focuses on aspects such as responsibility, punctuality, ability to handle work, interaction with students and staff, and overall achievement.

File Description	Documents
Paste link for additional information	**Nil**
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 institute has a mechanism for internal audit. We have our own internal audit mechanism where internal audit is an ongoing continuous process. Qualified Internal Auditors from external resources have been permanently appointed and a team of staff under them do a thorough check and verification of all vouchers of the transactions that are carried out in each financial year. The institutional accounts are audited regularlyininternal audit. So far there have been no major findings / objections. Minor errors of omissions and additions when

pointed out by the audit team are immediately corrected / rectified and precautionary steps are taken to avoid recurrence of such errors in future. The institute regularly follows internal financial audit system.

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)	[View File](#)

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

Akole Taluka Education Society's Technical Campus is a self-funded institution that primarily generates its funds through student fees. If there is a financial deficit, the institution seeks an advance from the parent society. The institute has a well-established system in place to ensure the effective and efficient use of its financial resources, specifically for the development of academic processes and infrastructure.

Major financial decisions are made by the Local Management Committee (LMC) and the Governing Body, who also review and verify all significant financial transactions across different categories. The institution follows the approved budget strictly for academic and administrative expenditures. Once the budget is finalized, the purchasing process begins, with

payments released after goods are delivered as per the terms stated in the purchase order.

Each financial transaction is transparent, supported by invoices and receipts, and payments are processed only after the items have been checked and verified. To optimize the use of physical resources, the institute allows Agasti College to use its building during the afternoon shift.

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 IQAC gathers feedback from students annually using specially designed questionnaires. This feedback covers all aspects, including teaching methods and institutional programs. The collected feedback is analyzed to implement measures that enhance the overall performance of the institution.

A staff meeting is held at the start of each academic year to discuss the plan for the session. Faculty members are required to submit their annual teaching plans at the beginning of the academic session. Continuous improvements are made to teaching and learning processes based on regular analysis.

Over the past five years, the institute has introduced several initiatives to strengthen student development. Notable improvements include:

- Increased use of ICT tools in the teaching and learning process.
- Wi-Fi facility provision.
- Uploading online video lectures on YouTube.
- Organizing seminars and expert lectures for students.
- Promoting experiential learning through field visits and local market visits.

File Description	Documents
Paste link for additional information	**Nil**
Upload any additional information	<u>View File</u>

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

IQAC collects feedback from students in a specially designed format questionnaires annually. Feed back is collected on curricular aspects, teaching learning methods, faculty programs and institutional programs. Steps are taken to improve overall performance of the institute by analyzing the feedback from the students. The Academic Council consisting of the Director, HODs and a senior faculty in a central body that plans monitors and reviews teaching- learning and other activities of the institution.

The staff council meeting is held in the beginning of the session to discuss the plan for the session. Annual session plan is collected from teaching staff at the beginning of session. Constant improvements are made with regard to teaching and learning and analyze it. During the last yearinstitute has initiated various activities for strengthening the students.

File Description	Documents
Paste link for additional information	**Nil**
Upload any additional information	<u>View File</u>

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)	**C. Any 2 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	**No File Uploaded**
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

Akole Taluka Education Society's Technical Campus, Akole, has implemented several measures to promote gender equity throughout the year. The institution strictly adheres to its Equity, Diversity, and Non-Discriminatory Policy, ensuring that all students, faculty, and staff are treated fairly, regardless of gender, caste, creed, or religion. This policy governs admission, recruitment, administrative functions, and academic activities, providing equal opportunities for everyone.

The institute takes safety and security seriously, offering counseling and support services to both male and female students and staff. Several committees, such as the Anti-Ragging Cell and the Sexual Harassment Cell, work proactively to address gender-related concerns and create a respectful, inclusive environment. These bodies not only safeguard the interests of women but also educate the community on gender sensitivity.

To further enhance campus safety, the institute mandates the use of ID cards for all students and staff upon entering the premises. Additionally, CCTV cameras are strategically placed across the campus, including in corridors, libraries, labs, and offices, ensuring constant surveillance for a secure environment.

By celebrating national and international commemorative days, events, and festivals, the institute fosters a sense of unity

and love among people from diverse cultural and social backgrounds, reinforcing its commitment to inclusivity.

File Description	Documents
Annual gender sensitization action plan	**Nil**
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	**Nil**

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	**No File Uploaded**

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

Solid waste management:

- **Dustbins are kept in classrooms, Common rooms, laboratory, Library, Admin Office, and in the campus premises, then Peon collects this waste in one place for disposal.**
- **The waste is segregated at each level and source and then these segregated wastes are collected by Nawalewadi Grampanchayat vehicles on twice a weekly basis for further disposal.**

Liquid waste management:

- **All liquid waste generated from the toilets, bathrooms,**

and wash basins is let out into a Septic tank to improve the ground level of water.

- All urinary are cleaned once a day to save water.

E-Waste Management:

- Electronic goods are put to optimum use; the minor repairs are done by the Laboratory Technician but the major repairs are handled by the Technical Assistant and are reused. We appointed a full-time Laboratory Technician for repairing electronic equipment like computers, printers, monitors, etc. so that it helps us to reduce E-waste.
- The equipment which cannot be refurbished is disassembled, and the working hardware spare parts are retained in the e-waste collection area and put to use later whenever needed.
- Old version computers are transferred to our society's Schools/Colleges whenever needed.
- We refill printer cartridges for reuse.

Waste Recycling& Reuse System

- The paper& stationary waste generated is sent for recycling.
- Corrugated boxes are used to make dustbins that were placed in the office as well as in the faculty room for collecting dry waste.
- Reutilization of one side printed papers.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	**No File Uploaded**
Geo tagged photographs of the facilities	**Nil**
Any other relevant information	View File

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge	A. Any 4 or all of the above

Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus	

File Description	Documents
Geo tagged photographs / videos of the facilities	<u>View File</u>
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** 5. **landscaping with trees and plants**	**A. Any 4 or All of the above**

File Description	Documents
Geo tagged photos / videos of the facilities	<u>View File</u>
Any other relevant documents	<u>View File</u>

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	[View File](#)
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	`No File Uploaded`
Details of the Software procured for providing the assistance	`No File Uploaded`
Any other relevant information	`No File Uploaded`

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).

`The institute is committed to fostering an inclusive environment that promotes tolerance and harmony among its diverse community. To achieve this, the institution organizes various cultural and communal activities that celebrate the`

rich diversity of its students, staff, and stakeholders. Events like Dahi Handi, Rangpanchmi, and Ganpati Festival are celebrated with enthusiasm, highlighting the cultural and regional diversity within the community. Additionally, the institute hosts induction programs, seed ball plantation drives, Swachhata activities, and the "Meri Mati Mera Desh" initiative, instilling a sense of responsibility and unity among participants.

Annual cultural programs further promote interaction between different linguistic, regional, and socioeconomic groups, helping to bridge gaps and create a harmonious environment. The celebration of birthdays of students and staff fosters a personal connection and strengthens community bonds. These initiatives reflect the institute's commitment to inclusivity by promoting mutual respect, understanding, and appreciation of different cultures and backgrounds. Through such efforts, the institution aims to build a tolerant, cohesive, and harmonious atmosphere where everyone feels valued and included.

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

The institute takes significant steps to sensitize students and employees to their constitutional obligations, emphasizing values, rights, duties, and responsibilities as citizens. Through structured academic programs like "Constitution of India," "Indian Ethos," and "Business Ethics," MBA and MCA students gain a deep understanding of the principles enshrined in the Constitution. These subjects instill awareness of fundamental rights and responsibilities, helping students apply ethical frameworks in both personal and professional settings.

In addition to academic courses, the institute actively celebrates Constitution Day on November 26th, reinforcing the importance of the Constitution in shaping the nation's democratic values. The event serves as a platform for discussions, reflections, and activities focused on citizenship

duties and the significance of upholding constitutional principles.

The National Unity Week and "Meri Mati Mera Desh" activities are also celebrated to foster a sense of unity, patriotism, and responsibility towards the nation. These initiatives highlight the importance of national integration and collective responsibility in maintaining harmony and progress. Through these efforts, the institute aims to create responsible citizens who are not only aware of their constitutional rights but also committed to fulfilling their duties towards the country and society.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	View File
Any other relevant information	View File

| 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

During the academic year, the institution actively organized and celebrated several national and international commemorative days, events, and festivals to foster a sense of unity, cultural awareness, and national pride among students and staff.

The induction programme marked the beginning of the academic year, welcoming new students with enthusiasm. Cultural events like the Ganpati festival and Dahi Handi brought together the student body to celebrate traditional festivities with devotion and joy. These events promoted cultural heritage while encouraging teamwork and community spirit.

National celebrations such as Independence Day (15 August 2023) and Republic Day (26 January 2024) were observed with great patriotism, featuring flag hoisting ceremonies, cultural performances, and speeches that highlighted India's rich history and achievements.

The institution also hosted Meri Mati Mera Desh, reinforcing the importance of honoring the nation and its heroes. Teachers' Day was celebrated to recognize the pivotal role of educators, and Shivaji Maharaj Jayanti paid homage to the great Maratha warrior king. National Unity Day and Vigilance Awareness Week encouraged students to embrace values of integrity and national cohesion.

Events like Vachan Day promoted literacy and learning, highlighting the institution's commitment to holistic development alongside academic excellence. These celebrations

fostered a vibrant, inclusive campus environment.

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

1. Title of the Practice:-

Pravara River Cleaning

2. Objectives of the Practice

- **Create awareness about the environmental, social, and economic impacts of river pollution.**
- **Engage students in hands-on activities to clean and rejuvenate the river ecosystem.**
- **Develop a sense of social responsibility and teamwork among students through real-world problem-solving.**
- **Integrate environmental education into academic learning, inspiring innovative solutions to environmental challenges.**

Best Practice - 2

1. Title of the Practice

Training opportunities at door steps

2. Objectives of the Practice

- **Develop industry-relevant competencies by engaging with professionals in real-world scenarios.**
- **Gain insights into operational challenges, decision-making processes, and strategic management.**
- **Enhance problem-solving, teamwork, and analytical abilities through practical application.**
- **Foster entrepreneurial thinking and adaptability by understanding market trends and customer needs.**
- **Build a network of industry connections, creating pathways for future career opportunities.**
- **Gain practical exposure to market dynamics, agricultural innovations, and rural development.**
- **Develop analytical, managerial, and problem-solving skills through direct interaction with stakeholders.**

File Description	Documents
Best practices in the Institutional web site	[View File](#)
Any other relevant information	**No File Uploaded**

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

Distinctive Performance in "Learning by Doing" Approach

The Induction Programme (28/08/2023) initiated students into the learning environment, emphasizing goal-setting and self-management. Events like the Ganpati Festival (25/09/2023) taught planning and organizational skills, while activities such as Dahi Handi Celebration (07/09/2023) promoted teamwork and collaborative problem-solving.

Environmental consciousness was a key focus during the Tree Plantation Drive (09/09/2023), where students developed an understanding of nature conservation and sustainable practices. Civic values and patriotism were fostered through activities like Meri Mati Mera Desh (04/10/2023), Independence Day, and Republic Day celebrations.

The institution also prioritized ethical learning through National Unity Week (30/10/2023), instilling ethics and values critical for leadership. Similarly, Teachers' Day (05/09/2023)

encouraged students to appreciate mentorship and develop empathy, while stage activities boosted confidence and public-speaking skills.

To enhance professional competence, the Resume Writing Workshop (01/09/2023) equipped students with employability skills essential for career readiness. Social responsibility was inculcated through participation in the Swachhata Hi Seva (1-10/2023) campaign, where students contributed to community welfare.

This "Learning by Doing" methodology enables students to acquire practical knowledge and soft skills beyond academics, aligning with the institution's commitment to holistic education.

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

To enhance the academic and professional prospects of M.B.A. and M.C.A. students in the next academic years, we are focusing on three key areas: placements, internships, and student development programs.

1. Increasing Placements:

We aim to expand our corporate outreach by connecting with leading companies across industries. Dedicated placement drives will be conducted, and pre-placement training sessions will be arranged to improve students' readiness. Alumni networks will also be leveraged to increase opportunities for students.

1. Signing MOUs for Internships:

To provide hands-on learning and industry exposure, we plan to sign MOUs with reputed organizations. These partnerships will ensure structured internship programs, enabling students to gain practical skills, build networks, and enhance employability.

1. Arranging Student Development Programs:

We will organize a series of skill enhancement workshops, leadership programs, and technical training sessions. Guest lectures by industry experts and certified courses on emerging technologies and management trends will be introduced. Soft skills and personality development sessions will also be prioritized.

By implementing these strategies, we aim to bridge the gap between academic learning and industry expectations, empowering our students for successful professional careers.