

SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

ATHARVA COLLEGE OF ENGINEERING

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

400095

www.atharvacoe.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

October 2017

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Atharva College of Engineering is a private (self finance) Mumbai based Engineering College promoted by Atharva Educational Trust.

The college offers quality Education to students to achieve their goals of becoming much sought after professionals. Atharva College of Engineering, spread over an area of 1.5 acres is equipped with the best of infrastructure and has highly accomplished professionals. All Programmes offered by Atharva College of Engineering are approved by All India Council for Technical Education (AICTE), an apex body of the Government of India. The college is affiliated to University of Mumbai, Maharashtra and is ISO 9001:2008 Certified. The College is situated at the heart of the financial capital of the country.

Atharva College of Engineering is recognized for excellence in teaching, R & D, Sports, Cultural and Social Arena. The students of ACE have the best facilities, a conducive environment for studies, dedicated faculty members to guide them & lead them towards success via Innovation, Counseling and Mentoring activities, Virtual lectures and labs, NPTEL and Guest lectures, IEDC projects funded by DST, Robotics, Moodle, Wiksate, E-yantra, Ember E-cell, Techithon, EESA, Conduction of Conferences, Workshop and Seminars, IUCEE Webinars, Industrial visits etc. The institute aims at highest academics standard through its emphasis on quality research & training by conducting various Faculty Development Programs. . The Institute has established Robotic centre, iMac lab, Ground station, Embedded Lab and iLab. The exponential growth of the institution could not have been achieved without the efforts and vision of the management.

Vision

"Atharva College of Engineering aims to constantly strive and provide comprehensive technological education in a healthy learning environment, nurturing technocrat leaders for the competitive world.

Mission

" To provide the best educational opportunities in the most conducive work culture with highest level of professionalism and dedication in progressively enhanced manner."

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The college functions with a committed management, World class Infrastructure – Spacious, clean and airy classrooms. Well-equipped Conference Room, Examination Room, Computer Laboratories, Auditorium, Staff Rooms.
- College established some innovative labs like Robotic centre, iMac lab, Ground station and IEDC.
- Our college has experienced ,Committed, approachable, sincere and highly qualified faculty members. Research undertaken by staff – Presenting papers, undertaking research projects,publishing articles.
- Class mentoring and monitoring of the students is done and special care is taken for slow learners to improve the overall academic performance of the students.
- A number of Professional student's chapters including IEEE, ISTE, CSI and IUCEE are established and all of them are conducting a large number of programs which improve the personality of the students.
- The college conducts entrepreneurship development activities for encouraging development of entrepreneurial skills in the students.
- College has a very strong Placement and Training Department which makes sure that most of the eligible students are placed in Tier-I companies. In 2015–2016, 20 companies visited the college for campus recruitment and a total of 258 offers were given to the students.

- The college promotes enthusiastic student participation for social causes, through the NSS Programs.
- ISO Certified 9001-2008

Institutional Weakness

- The college needs to strengthen the Alumni Association.
- Shortage of Ph. D holders.
- Non availability of University Sponsored Research Center.
- Non availability of Faculty members with industrial experience and research

Institutional Opportunity

- With the availability of a large number of Centers of Excellence and infrastructural facilities faculty could contribute more towards research and consultancy
- To have staff and student exchanges with premier institutions in India and foreign universities are possible.
- With the establishment of 'Make in Atharva' opportunities are available for number of students to become Entrepreneurs.
- The college has required infrastructural facilities to have collaboration with more industries.
- Assessment and accreditation to enhance the brand image.
- Situated in heart of the financial capital Mumbai, where the multinational companies have set up their industries. Also, the area is a hub for the IT, automobile, electronics and other industries.
- To encourage students to serve the country with dedication through Civil Services.

Institutional Challenge

- Getting grants through Government funded projects and consultancies.
- The college has to adopt appropriate methodologies to sustain and improve the quality of admission in future. Declining numbers of admission over the past few years is the biggest threats to face.
- Competitive Market
- Students' skill need to be enhanced through additional measures as per the continuous changing requirements of the industry.
- Increasing the number of placements for slow learners.
- Keeping pace with technological advancement
- To motivate faculty for New Product development/Research/R&D/Innovation
- To attract eminent researchers & academicians in Campus

1.3 CRITERIA WISE SUMMARY

Institutional Values and Best Practices

Institute has taken number of baby steps to create environment consciousness amongst the stake holders. Green audit of the campus has been performed by the Institute. Green audit committee at the Institute is active and performs the acts to maintain the ecosystem in and

around the campus. Saving and optimum utilization of energy, Rain water harvesting, Sewage treatment plant, e-waste disposal, ergonomic and aesthetic infrastructure are few of the highlights about environment consciousness at the Institute. Students are involved for maintaining the ecological campus by organizing various events by NSS Atharva.. Students are provoked to help the society by participating in programs like creating awareness of traffic pollution, significance of use of helmet during driving, Swacha Bharat Abhiyan.etc.

ACE has a mandate to be responsive to at least a few pressing issues such as gender equity, environmental consciousness and sustainability, inclusiveness and professional ethics..

Research, Innovations and Extension

To promote the research culture, the institute has taken the initiatives to develop the research facility in the coming five years to match the R & D facility at par with the premier institutions in the country. In this direction, the institute is trying to develop the incubation centre and institute is in the process of developing the advanced laboratory to provide the research facility looking into the requirement of various academic programmes. In this regard, the institute has the budgetary provision. Faculty and students are encouraged for publication of technical/research papers through various platforms. The institute is pro-active to carry out the extension programmes through the university approved student chapter of NSS established in the A.Y. 2012-13. Currently there are 50 students enrolled for NSS. Dedicated faculty coordinators along with students organize various educational, cultural and social programmes in the adopted areas and village. These activities have brought fruitful engagement of the faculty, staff and students by reducing gap in the relationships of student, faculty and society.

Governance, Leadership and Management

The institutional vision is to make ACE internationally renowned premier institute of engineering and technology which demands high core values, core competencies, achievement of strategic objectives which are stated in the criteria. To meet the requirement, the institute has well defined perspective plans. To comply with perspective plan, the institute's top management and the Principal should ensure the sustainable model for the institute by effective implementation of quality policy and plans. Quality Policy includes the institutional processes, management process and quality objectives and the effective utilization of the financial resources to make the education cost effective. As a result institute has 100% compliances of regulatory and statutory bodies, satisfied stakeholder and empowered faculty. The institute organogram has well defined structure with roles and

responsibilities. The top management is regularly available for taking fast decision related to the infrastructure development, equipment and other academic needs. The progress of the institute is reviewed on regular basis for the effective implementation of quality policy and plans. Principal has been given the freedom for day to day functioning of the institute with regard to curricular, co-curricular and extra-curricular activities and ensure the sustainable growth of the institute. The institute has well established quality assurance system to become the institute of repute and preferred destination for campus placement.

Student Support and Progression

To ensure the effective communication for the academic support, all the relevant information and schedules are put up on the notice board and college website. The orientation is also carried out for detailing of the activities to be conducted during the semester through Semester Orientation Programme. Currently the institute has six professional bodies and two student chapters of social wing. All these forums come under the Students' Council which is formed as per University guidelines. Co-curricular and extracurricular activities are conducted . The co-curricular and extra-curricular events are conducted with certain themes with well-defined objectives and outcomes which help the institute to measure the attainment of programme educational objectives. To ensure the success of the students in academics, the institute monitors the academic progress of the students. The institute has well established mentoring system by implementing teacher-guardian scheme where the student performance, counseling and guidance records are maintained with faculty members and helps the faculty to understand the growth of the students. To provide the natural justice to the students, the institute has the grievance redressal committee and to safeguard the interest of the women faculty, staff and students, the institute has the Women Development Cell. Other institute committee includes: anti-ragging committee, unfair means committee and other student relevant committees. These arrangements at the institute have helped the students to get timely justice.

Curricular Aspects

The criteria highlights the Vision, Mission Statement along with the quality policy and objective that has been

implemented at the institute level to impart the quality technical education at UG to the aspiring engineering students. Being the affiliated institute, the institute does not have much academic flexibility. However, looking into the requirement of industry and studying the gap between the industry requirements and university curriculum, institute has taken the initiative to introduce bridge courses and other supplementary learning platforms. This flexibility also provides the enriching curriculum by incorporating value added courses leading to the certifications and keeping the high learning motivation, ethics and moral value courses. To understand the stakeholder's sentiments and the expectation, the institute has well established feedback and survey system. The effort has provided an opportunity to the students to become competent professionals by the end of programme which is possible by the highly motivated and dedicated faculty and staff members.

Teaching-learning and Evaluation

At this Institute excellence in teaching and learning is achieved by recruiting good competent teaching faculty. 80% of the admissions are carried out through government quota. The remaining 20% admissions are carried out through the management quota on merit basis. In order to have smooth conduction of teaching throughout the semester meticulous planning is done prior to the commencement of the semester. Weekly syllabus completion status is maintained. Tests and tutorials are conducted on a regular basis, to ensure that the students grasp the concepts being delivered in the classrooms and laboratory sessions. A feedback mechanism for the faculty by the students facilitates in effective conduction of the teaching learning process.

Infrastructure and Learning Resources

The institute strives to provide infrastructure and facilities with the conducive learning environment. Therefore, the institute has not only complied with regulatory requirement but exceeded the compliance. This is an effort to make institute at par with the premier institutions at the national and international level. Moreover, it leads to fast adoption to corporate culture during the transition of the students from campus to corporate. The institute widely uses the latest technology in the classrooms as well as laboratories for effective teaching learning. Library resources are made available to all the students well in time and meet the requirement of regulatory and affiliating body and also fulfill needs of the faculty and students for their active research. The institute widely uses the digital platforms for learning resources such as NPTEL, MOOCS, CN, VLAB, VClass, iMAC Course era and various databases available from leading publication houses relevant to the engineering programmes. The infrastructural facilities and the learning resources available at the institute make the institute as one of the leading institutes in the city to provide quality education.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Atharva College Of Engineering
Address	SR NO.263 PLOT NO.8-12,CHARKOP NAKA, MALAD MARVE ROAD
City	Malad west Mumbai
State	Maharashtra
Pin	400095
Website	www.atharvacoe.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	S. P. KALLURKAR	022-40294949	9970184557	022-40294911	ace@atharvaeducation.com
Professor	P. N. NEMADE	022-9820179407	9820179407	022-40294911	drpnnemade@yahoo.co.in

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	10-08-1999

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	University name	Document
Maharashtra	University of Mumbai	View Document

Details of UGC recognition				
Under Section		Date		
2f of UGC				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	30-03-2017	12	EXTENSION OF APPROVAL FOR THE ACADEMIC YEAR

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	Yes
If yes, has the College applied for availing the autonomous status?	No

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	SR NO.263 PLOT NO.8-12,CHARKOP NAKA, MALAD MARVE ROAD	Urban	1.5	10968

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No. of Students Admitted
UG	BE, Computer Engineering	12	HSC JEE CET	English	120	120
UG	BE, Information Technology	12	HSC JEE CET	English	120	120
UG	BE, Electronics And Telecommunication Engineering	12	HSC JEE CET	English	120	120
UG	BE, Electronics Engineering	112	HSC JEE CET	English	60	60
UG	BE, Electrical Engineering	12	HSC JEE CET	English	60	60

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	15				30				83			
Recruited	1	0	0	1	1	0	0	1	1	2	0	3
Yet to Recruit	14				29				80			
Sanctioned by the Management/Society or Other Authorized Bodies	15				30				83			
Recruited	2	0	0	2	1	1	0	2	29	54	0	83
Yet to Recruit	13				28				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				101
Recruited	0	1	0	1
Yet to Recruit				100
Sanctioned by the Management/Society or Other Authorized Bodies				101
Recruited	58	43	0	101
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				44
Recruited	0	0	0	0
Yet to Recruit				44
Sanctioned by the Management/Society or Other Authorized Bodies				44
Recruited	29	15	0	44
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	0	0	0	1	0	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	2	0	3

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	1	0	1	3	0	5
M.Phil.	0	0	0	0	0	0	1	1	0	2
PG	0	0	0	0	0	0	26	89	0	115

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1462	13	0	0	1475
	Female	594	3	0	0	597
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	152	152	153	146
	Female	95	92	86	95
	Others	0	0	0	0
ST	Male	18	11	17	8
	Female	8	10	7	5
	Others	0	0	0	0
OBC	Male	213	212	225	204
	Female	110	107	106	99
	Others	0	0	0	0
General	Male	1054	1134	1062	1013
	Female	413	415	403	422
	Others	0	0	0	0
Others	Male	119	129	116	127
	Female	55	68	80	69
	Others	0	0	0	0
Total		2237	2330	2255	2188

3. Extended Profile

3.1 Programme

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

Response : 295

Number of self-financed Programmes offered by college

Response : 5

Number of new programmes introduced in the college during last five years

Response :

3.2 Student

Number of students year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2237	2330	2255	2188	2087

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

2016-17	2015-16	2014-15	2013-14	2012-13
240	240	240	240	240

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

2016-17	2015-16	2014-15	2013-14	2012-13
510	498	480	522	533

Total number of outgoing / final year students

Response : 2543

3.3 Academic

Number of teachers year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
128	128	124	120	116

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

2016-17	2015-16	2014-15	2013-14	2012-13
128	128	124	120	116

Number of sanctioned posts year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
128	128	124	120	116

Total experience of full-time teachers

Response : 913

Number of full time teachers worked in the institution during the last 5 years

Response : 128

3.4 Institution**Total number of classrooms and seminar halls**

Response : 27

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

2016-17	2015-16	2014-15	2013-14	2012-13
670	675	574	639	737

Number of computers

Response : 625

Unit cost of education including the salary component(INR in Lakhs)

Response : 1691

Unit cost of education excluding the salary component(INR in Lakhs)

Response : 670

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Being the affiliated institute, the institute implements the curriculum prescribed by University of Mumbai (MU). For effective implementation of the curriculum, the following process is developed and deployed. Plan for effective implementation of curriculum: At the outset, the Principal of the college conducts meetings with the various department heads to develop strategies for effective implementation of the curriculum. Teachers are encouraged to impart the curriculum through innovative teaching methods such as presentations, assignments, discussions, workshops, seminars and industrial visits besides the regular/traditional chalk and talk methods. We follow the academic calendar provided by the University which is circulated to all departments. At the beginning of the semester we prepare Objective Driven Teaching Plan. Faculty members maintain course booklet throughout semester. The College encourages its faculty members to participate in Orientation/ Refresher Courses/ Workshops/ Seminars organized by the University so as to update their knowledge and to improve the teaching practices. The college provides ample books and other teaching and reference materials like journals, magazines, teaching models and software to enable its teachers to ensure effective delivery of curriculum. Library committee conducts meeting and takes appropriate decision regarding the requirement and procurement of books, journals, e-journals. Ensuring staff have opportunities for keeping their skills and industry/business expertise up to date. Encouraging faculty members to evaluate their own learning and teaching practice. Encouraging innovation in learning and teaching – planning how practice can be shared amongst lecturers. Establishing MOUs with various industries and institutions. Every Faculty member tried to achieve PEOs and POs- Programme Educational Objectives and program objective of each branch of study are framed. The students of that branch would have gained strong fundamental knowledge, acquired enough managerial skill and developed an inclination for lifelong learning. The teaching and laboratory plans are approved by Head of Department (HOD) before the start of semester and communicated to students by respective course teacher. The course files are evaluated by Internal Quality Assurance Committee (IQAC) with help of concerned senior subject teacher and HOD. IQAC monitors the academic activities on regular basis to ensure the execution of timetable. It also monitors execution of academic calendar and teaching learning process and finds the gap, if any. For a group of around 20 students a teacher is allocated as Mentor. Mentor conducts a weekly meeting and does the counseling of poor performing students. The academic performance of students is continuously monitored by conducting unit tests, mock practical examinations during the semester. Bridge courses are organized and conducted for the first year students and lateral entry students to help them understand basic concepts of Mathematics and Engineering. Employing learner centric techniques such as assignments, peer learning, group discussion, brain storming, use of NPTEL lectures, case studies, projects, quiz etc., in the delivery of the academic courses. Views of experts from industry, academia and alumni on curriculum are taken regularly. Feedback from industry and alumni is given due importance in defining graduate attributes and design of course outcomes.

File Description	Document
Link for Additional Information	View Document

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 4

1.1.2.1 Number of certificate/diploma programs introduced year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	1	1	0

File Description	Document
Details of the certificate/Diploma programs	View Document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 0.81

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
3	0	0	0	2

File Description	Document
Details of participation of teachers in various bodies	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years

Response: 100

1.2.1.1 How many new courses are introduced within the last five years

Response: 295

File Description	Document
Details of the new courses introduced	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 100

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.

Response: 5

File Description	Document
Name of the programs in which CBCS is implemented	View Document

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

Response: 11.88

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

2016-17	2015-16	2014-15	2013-14	2012-13
537	626	192	0	0

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	View Document

1.3 Curriculum Enrichment

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

Response:

COURSE CODE: FEC106 COURSE NAME: ENVIRONMENTAL STUDIES SEMESTER : I DEPARTMENT : All Departments COURSE DESCRIPTION: To make the students aware of environmental issues, University has incorporated the subject as Environmental studies in First Year. The course gives basic knowledge about environment and issues related to it. It also includes creation of awareness about environmental problems and inculcate skills in students to identify and solve environmental problems by participating in environment protection and environment improvement. COURSE CODE: FEC206 COURSE NAME: COMMUNICATION SKILLS SEMESTER : II DEPARTMENT : All Departments COURSE DESCRIPTION: The subjects improves the life skills and professional skills. It provides importance and effective use of non-verbal communication making students proficient in public speaking and presentation skills. It gives opportunity to students to utilize the principles of professional business and technical writing for effective communication in the global world. The course makes students capable of creating official content digitally for further communication in the corporate environment. COURSE CODE: EEC506/ETS506/ITC506/EXS506/CPL502 COURSE NAME: BUSINESS COMMUNICATION AND ETHICS SEMESTER : V DEPARTMENT : ELEC/EXTC/IT/ETRX/CMPN COURSE DESCRIPTION: The course helps to inculcate professional and ethical attitude, effective communication skills, team work skills and multidisciplinary approach in students. It helps students to prepare themselves to gain success in careers by providing them environment which makes them aware of excellence, leadership and lifelong learning by making them work on multidisciplinary projects. COURSE CODE: EEC801 COURSE NAME: DESIGN, MANAGEMENT AND AUDITING OF ELECTRICAL SYSTEM SEMESTER : VIII DEPARTMENT : Electrical Department COURSE DESCRIPTION: The course provides basic knowledge of designing electrical distribution network and electrical energy audit in the distribution system. It also provides knowledge about power quality and energy efficient technologies to improve energy efficiency COURSE CODE: EEC606 COURSE NAME: PROJECT MANAGEMENT SEMESTER : VI DEPARTMENT : Electrical Department COURSE DESCRIPTION: The course helps to make students understand how to handle projects of industry effectively and efficiently. Course includes understanding of projects and its management by making students understand the procedure right from project idea selection, project planning, execution, monitoring,

controlling and project termination. COURSE CODE: ITC701 COURSE NAME: SOFTWARE PROJECT MANAGEMENT SEMESTER : VII DEPARTMENT : Information Technology Department COURSE DESCRIPTION: This course helps to identify key areas of concern over Project Life Cycle (PLC) and use of project management principles across all the phases of PLC. It helps to understand the importance and necessity of project plan and how it is helpful to project manager in monitoring and controlling the various aspects of the project such as schedule, budget, etc. The course explains the importance of team and how to work as a team member, share best project management practices. COURSE CODE: CPE6012 COURSE NAME: SOFTWARE PROJECT MANAGEMENT SEMESTER : VI DEPARTMENT : Computer Engineering Department COURSE DESCRIPTION: The course defines characteristics and management principles of a project as well as risk in environment and the management challenges for effective project management. It helps to apply the project management principles across all phases of a project. It demonstrates use of tools and techniques for the management of a project plan, monitor and controlling a project schedule and budget, tracking project program. Some of the efforts made to integrate the cross cutting issues are as follows: Gender-Institute has established Women Cell, Internal Complaint Committee headed by senior faculty member and looks into the problems regarding academics and personal of a girl student. Girls and Boys rooms are available with first aid facility in the institute Counselling and mentoring is done by Faculty members Environmental education and Climate change - Institute creates the awareness through various seminars, conferences, workshops on Environmental education and climate changes. The College has a Rain water harvesting system in the campus. HAS department of the college organized 2 days workshop on "Understanding the Earth & climate change problem & its solutions: An Engineer's perspective NSS Atharva organized various activities like - • Tree Plantation • Women's safety workshop • Power saving project • Swacch bharat abhiyan • Road safety programme • Anti-drug programme • Beach cleaning • Rally on value of Education • Leadership programme • Visit to leprosy centre and old age homes Human Rights: The College has a handicapped friendly campus. The college has formed an Anti-ragging Committee to ensure a ragging free environment and a Women's Grievance cell that takes care of women related issues. Moral and Ethical values: The NSS wing of the college engages the students in community development activities which motivate the students to take up the cause of Social Service. The college NSS team regularly visits surrounding areas and villages where people are made aware about various social, moral and ethical issues. The Students are also motivated by way of special lectures so as to instill moral and ethical values in them. Employable And Life Skills The Institute understands that communication skills are vital for students. It is a regular practice of the Institute to invite resource persons to conduct lectures. Students are also allotted different responsibilities in organizing various events and activities such as cultural Programmes, competitions, seminars, workshops etc. and this helps them to improve their team building and organizational skills.v

File Description	Document
Any Additional Information	View Document
Link for Additional Information	View Document

1.3.2 Number of valued added courses imparting transferable and life skills offered during the last five years

Response: 7

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during last five years

Response: 7

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 8.27

1.3.3.1 Number of students undertaking field projects or internships

Response: 185

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

1.4 Feedback System

1.4.1 Structured feedback on curriculum obtained from 1) Students 2) Teachers 3) Employers 4) Alumni 5) Parents For design and review of syllabus semester wise/ year wise

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

File Description	Document
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback processes of the institution may be classified as follows:

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

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
Any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrolment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 0.19

2.1.1.1 Number of students from other states and countries year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
6	4	3	3	5

File Description	Document
List of students (other states and countries)	View Document
Institutional data in prescribed format	View Document

2.1.2 Average Enrolment percentage (Average of last five years)

Response: 99.63

2.1.2.1 Number of students admitted year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
471	480	480	480	480

2.1.2.2 Number of sanctioned seats year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
480	480	480	480	480

File Description	Document
Institutional data in prescribed format	View Document

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 68.33

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

2016-17	2015-16	2014-15	2013-14	2012-13
183	146	160	156	175

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

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

The CET (Common Entrance Test) is conducted by DTE, Government of Maharashtra for admission to the First Year of Engineering. In addition, the admission process is carried out through AIEEE quota, which is an all India level entrance test. Considering these scores, the Institute assesses the student's needs in following ways: The qualifying marks and overall ranking in the merit list of the students gives an idea about the caliber of the students for entry-level analysis. Institute organizes orientation Programme for newly admitted students and their parents to help them understand the engineering curriculum. Introductory lectures for all subjects are devoted to discuss and understand special needs of the students. Students are identified as advanced learners or slow learners on basis of their passing percentage, classroom performances, regularity in submission of class work and assignment and personal interaction. The institution pays required attention to each category. The institution identify and respond to special educational/learning needs of advanced learners- The faculty members of all the departments who handle regular classes identify the requirements of the advanced topics and give lectures on the topics in the regular class itself. The students of various departments are encouraged to take part in symposiums, workshops and seminars to gain knowledge in the advanced topics. The students are encouraged to do projects and mini projects in the advanced topics under the guidance of the faculty members. Resource persons from industries and academic institution are invited to give Guest Lecture on the advanced topics for the benefit of the students. The college library provides lot of journals and eBooks, through which the students can gain knowledge on the advanced topics. The faculty members teach content beyond the syllabus, after the completion of syllabus to enrich the knowledge of the students in the advanced topics. Additional laboratory experiments are also conducted after the completion of the regular lab classes. The faculty members teach content beyond the syllabus, after the completion of syllabus to enrich the knowledge of the students in the advanced topics. The Institute has signed MOU with some national and International Institutes and organizations and students are exposed to advanced learning through such institutes/Organizations. Students are encouraged to participate and attend various workshops, Industrial Visits, NPTEL lectures, MOOCs courses, Virtual lectures by experts. Industrial visits are arranged to the students every year for all departments to build their strong practical knowledge to meet the future needs of the industries. To bridge the knowledge gap of the students, various add-on courses are conducted for the students. In-plant trainings are provided to the students to fill their knowledge gap. Slow Learners: Special care is taken of slow learner to improve overall academic performance of these students. Their problems are discussed with faculty members during mentoring and counseling sessions. Remedial classes are conducted for these students.

File Description	Document
Link for Additional Information	View Document

2.2.2 Student - Full time teacher ratio

Response: 17.47

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

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.13

2.2.3.1 Number of differently abled students on rolls

Response: 3

File Description	Document
Institutional data in prescribed format	View Document
List of students(differently abled)	View Document

2.3 Teaching- learning Process

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

Response:

Students are the most important stake holders of the Institute. At our Institute, all efforts are being taken to groom them as social engineers. Following major points highlights the same: Tutorials are conducted which include proactive teaching learning methods. Multimedia teaching aids like animated videos, demo videos, PPT's are incorporated in the day-to-day teaching process enhance the students understanding of the subject. Guest lectures by experts from the industry and add-on courses are organized by the respective departments, to cover content beyond syllabus. Virtual Class sessions from expertise within/outside India, helps students to enhance their knowledge and skills. Language laboratory has been established for students to improve their English proficiency. Soft skills training slots were incorporated in the weekly timetable, where experts, guided the students regarding presentation and communication skills. Inter-collegiate events are organized to bring out the potential of the students. Industrial visits and technical courses are arranged throughout the year to give hands-on experience to students. Wi-Fi facility is available in the campus to allow students to access technical resources. Being a responsible technocrat, Atharva College motivates students to be a part of social activities through NSS and students also participates with equal enthusiasm in cultural/technical events and sports activities which helps them to develop their overall skills The college central library is well equipped with technical magazines, journals and NPTEL lecture videos. Memorandum of Understanding (MOU) are signed with leading industries to bridge the gap in the curriculum. Subject vice Quiz is taken during the academic period. Certificate course training over NPTEL/ MOOC's/ Swayam etc is also practiced. Practice Aptitude test is being conducted for BE students over MOODLE. v-LAB base experiments are also being conducted by respective subject in-charges Apart from traditional classroom teaching practices, the teachers are encouraged to use modern teaching pedagogy. The Institute has made available teaching and learning aids for its faculty. LCD projector screens / Overhead projectors help the faculty to deliver interactive lectures and demonstrations of animations/ ppt slides/ lecture contents. Laboratories with Internet Connection permit the students to widen their knowledge and skills. Faculty members apply teaching methods such as group discussions, seminars/ student presentation for better understanding of concepts/ technologies. Augmentation of conventional black board teaching by using audio-video aids. Computers & laptops are used for teaching purposes and internet facility is available even in classrooms. Online availability of IEEE journals in the intranet for the project guidance. Virtual Lectures of IIT/NIT Professors Lectures from NPTEL, MIT

File Description	Document
Link for Additional Information	View Document

2.3.2 Average percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 128

File Description	Document
Any additional information	View Document
List of teachers (using ICT for teaching)	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 17.47

2.3.3.1 Number of mentors

Response: 128

File Description	Document
Year wise list of number of students, full time teachers and students to mentor ratio	View Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

Apart from regular lectures through chalk-and-talk following innovative teaching approaches are being practiced in various departments. LCD projector screens / Overhead projectors help the faculty to deliver interactive lectures and demonstrations of animations/ ppt slides/ lecture contents. Laboratories with Internet Connection permit the students to widen their knowledge and skills. Some of the experiments during practical are also getting conducted using v-LAB (online). Faculty members apply teaching methods such as group discussions, seminars/ student presentation for better understanding of concepts/ technologies. Augmentation of conventional black board teaching by using audio-video aids. Computers & laptops are used for teaching purposes and internet facility is available even in classrooms. Online availability of IEEE journals in the intranet for the project guidance. Weekly Virtual Lectures from National and International experts from industry as well as academics are being conducted. Lectures from NPTEL/MOOC's /Swayam are also used/ followed. technocrat, students must be updated/ trained over it. So in order to update student's knowledge, Atharva Engineering faculty members train/ guide students every week upon current innovations. Various Workshops/Seminars/Guest Lecture's are getting conducted for enhancing students overall knowledge. Lecture notes /assignments / Board papers / power point presentations etc is shared with students using LMS like MOODLE / The CN. Evaluation of students is also done by conducting Quiz over MOODLE / The CN Learning Management Systems. Effort by the Institution The Institute conducts induction seminar for newly joined faculty to give them information regarding Institutes code of conduct. Senior faculty members giving training on innovative pedagogy, best practices in teaching and learning, moral values, question paper setting etc. Institute constantly encourages the faculty to adopt various innovative practices by deputing the faculty to various workshops and seminars involving Teaching Learning Process. Institute makes arrangement to telecast special webinars on the related topics. Impact of innovative practices on student learning Students whole heartedly participate and get involved in such teaching learning practices which is evident by their presence in the class. Such practices have strengthened the bonding between students and teachers and inculcated better relationships and paved towards improved learning. Due to such innovative practices improvement in academic performance of students and placement has taken place. Increased participation of students in various curricular and extra-curricular activities shedding their apprehensions. Critical Thinking and Creativity Critical thinking habit of students is nurtured in the classroom itself. Each subject teacher has a questionnaire consisting of questions on his/her subject. These questions are mainly related to the fundamentals of the

subject, framed in such a way that the students are forced to think and find out the answer. Industrial visits are organized for the students to gain practical knowledge about the their functioning which gives them broad thinking. Real time, interdisciplinary and sponsored projects and mini projects are allocated to the students which leads to critical thinking. Students are given opportunities to participate in R&D activities. To promote talents in innovation, the institute has a branch of IEDC.

2.4 Teacher Profile and Quality

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

Response: 100

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

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 4.33

2.4.2.1 Number of full time teachers with Ph.D. year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
7	7	6	5	2

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document

2.4.3 Average teaching experience of full time teachers in number of years

Response: 7.13

File Description	Document
List of Teachers including their PAN, designation,dept and experience details	View Document

2.4.4 Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 0.48

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	1	1	0

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 20.41

2.4.5.1 Number of full time teachers from other states year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
28	35	31	22	11

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

Effective implementation of evaluation reform of the university are strictly followed and those initiated by its own are ensured by the institution by strict compliance of process and procedure devised/ suggested by the university in order to follow the continuous evaluation system. The Institute has taken following measures for the effective implementation of the evaluation reforms introduced by the University: The Institute has exam coordinators from each department for smooth conduction of the examination. The examination committee meets periodically to discuss all the examination related matters. At Institute level, effective implementation of tutorial and mid-sem test takes place and results are declared within eight days. The students can see their evaluated answer sheets and discuss the same with concerned faculty. Term test is based on the university syllabus. This will be in the form of questions of graded nature. Theory questions and numerical questions are also included. Time duration is timed for the above examination. It is ensured that questions are relevant to thinking process of the student and of progressive nature. Methodology of presentation is expected in the form of algorithmic flow chart and sketches from the student to improve the thinking in logical way. The answer sheets are assessed on the point view of understanding the subject as main criteria. At the same time presentation is also looked into. In special case online exam with objective type question papers are set and immediate results are given. Viva and oral are conducted with the current topics with the relevant academicians and industry people to give an exposure to the students of the various disciplines. Practical are conducted with the latest equipments and software and in a healthy environment. All the exams are conducted in a student friendly environment so that the student can give full and meaningful performance. All the data are collected and stored in digital format for recovery/reference purpose. Final year term work is jointly evaluated by internal and external examiners. For smooth conduction of University theory examination, an internal squad comprising of senior faculty members is appointed. The evaluation processes are automated through intranet facilities. The faculty enter attendance and marks of the students periodically. The credit system for each course is introduced for UG degrees. The Institute appoints examiners for the practical examinations and viva voce examinations as per the University directives The Institute sends its faculty members as examiners to evaluate semester answer

scripts to the affiliating University. The regulations, curricula and syllabi of all the programmes offered by the Institute are available in the Institute and the affiliated University websites. The regulations contain the details of the evaluation process. The Officer-In-Charge of the Examination Cell of the Institute has prepared an Instruction Manual as per the guidelines of the Controller of Examination of Mumbai University to conduct of examinations and copies are available to all departments. During the Induction program the newly admitted students are updated about the attendance requirements as well as the pass mark requirements and the grading systems for the internal assessments. Whenever the students are in doubt, they are encouraged to clarify them by discussing with the teachers/principal.

File Description	Document
Link for Additional Information	View Document

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

Mechanism of internal assessment- The internal assessment system of the students is transparent. The test answers and marking scheme is discussed by the faculty with the students. The attendance record of each student is maintained and due weightage is given for attendance in theory class and practical sessions, performance in tests/tutorials and timely submissions. Correct solution, stepwise mark-giving and special grace marks if necessary are the part of assessment scheme. Duration for paper correction are clearly decided (i.e.) more than 4 papers cannot be assessed in 45-60 minutes. Marks are entered in the proper format. The Institute encourages independent learning through project and paper presentations by students. Practical and oral examinations conducted by the University are evaluated by internal and external examiners appointed by University. In case of doubt the answer sheet is checked again. Revaluation/Moderation is done as per university norms/guidelines. To satisfy the students, special grievance cell is created and necessary corrective measure is implemented. Records are maintained properly. Formative Evaluation process: The goal of formative evaluation of the students is to monitor their learning, to collect continuous feedback, which is used by faculty to improve their teaching and by students to improve their learning. Formative evaluation is carried out considering the following parameters. Mock on-line and practical/oral examinations Mid semester tests Industrial visits Mini projects/Projects Workshops and Seminars Organizing technical events Curriculum based training Social activities Student's attendance monitoring Inter-collegiate competitions Summative Evaluation process: The goal of summative evaluation is to evaluate students' performance at the end of semester by comparing it against some standard or benchmark. Summative evaluation helps students to gain confidence and to achieve good results. The Institute facilitates the University to conduct summative evaluation at the end of each semester through the following: Written theory examination Practical/Oral examination Project work

File Description	Document
Link for Additional Information	View Document

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

Response:

A grievance committee consisting of Principal, Head-of-Departments, subject teachers and mentor is formed. The above committee verifies the nature of grievances. The type of grievance are as follows Less marks Paper not assessed properly Out of syllabus paper Poor quality of assessment Casual/careless attitude of checking All these points are checked before calling the student. Attitude of the committee The students are treated as our best customers Utmost care is taken to see the student is comfortable with the committee. He/she is allowed to express freely. Absolute transparency in discussion. Mechanism to deal with examination related grievances- The internal assessment system of the students is transparent. The test answers and marking scheme is discussed by the faculty with the students. The attendance record of each student is maintained and due weightage is given for attendance in theory class and practical sessions, performance in tests/tutorials and timely submissions. The Institute encourages independent learning through project and paper presentations by students. Practical and oral examinations conducted by the University are evaluated by internal and external

examiners appointed by University. The Institute has given the responsibility to exam incharge who takes care of University evaluation grievances. Exam incharge forwards the grievances to the University. The students can apply for verification, reevaluation and for photocopy of answer book. The University examiners re-verify, re-assess the answer books and the revised marks if any, are sent to the Institute which are displayed on the Institute notice board.

File Description	Document
Link for Additional Information	View Document

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

An academic calendar is published by the institute which includes following items: Academic year starts as prescribed by MU. The university prepares and publishes the academic calendar for the academic year which includes plans for curricular and co-curricular activities based on the available working/teaching days as per university norms. student council at the institute responsible for making the academic calendar prepares the Institute academic calendar in concurrence with the University calendar which is prepared in advance before the commencement of the semester. Approval for the same is taken by head of departments and Principal. The academic calendar is given to all faculties before commencement of the semester. Based on the academic calendar teaching plan is prepared. Academic calendar of the Institute includes schedule of curricular transaction, assessment, technical events, , class tests, submission, list of holidays and extra curricular activities. Students are informed about time table and academic calendar well in advance. Teaching Plan The detailed lesson plan/teaching methodology according to syllabus is prepared by each faculty before start of the semester. The lesson plan comprises of content, learning aid and methodology, faculty approach and course outcomes. The lesson plan generally highlights the content and total lectures for completion of the curriculum. Monitoring of implementation of lesson plan is done by HOD & IQAC and corrective action are suggested. Laboratory Schedule The laboratory Schedule is prepared by the concerned faculty and batch wise details are specified in laboratory schedule. Time Table Time table of regular lectures for the semester is prepared as well as displayed on the notice board and website. There is academic monitoring committee appointed by the Principal/HOD who monitors day to day conduction of the lectures based on the time table.

File Description	Document
Link for Additional Information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

The Institute has well defined learning outcomes. The vision and mission of the institution emphasizes on promoting value education through motivated trained faculty to prepare the students to accept the challenges of globalization. The vision and mission statements are displayed on the college website and at various key positions in the college building. Programme Educational Objectives (PEO), Programme outcomes (PO) and course outcomes (CO) have been defined by every department Programme Educational Objectives (PEO) and Programme outcomes (PO) are printed in journals and course outcomes (CO) are discussed by faculty members in the classrooms. Programme Educational Objectives (PEO), Programme Outcomes (PO) are published on the college website. At the end of every semester, all the departments evaluate POs and COs by using tools like tutorial and mid-term results, on-line exam results, course end survey and yearly alumni feedback etc. The course outcomes are written by the respective faculty member using action verbs of learning levels suggested by Bloom Taxonomy. All the faculties were writing appropriate COs for each course of the program from first year to fourth year in a four-year engineering degree program.

File Description	Document
COs for all courses (exemplars from Glossary)	View Document
Link for Additional Information	View Document

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

The institution and an individual faculty member do use assessment/ evaluation outcome as an indicator for evaluating student performance and achievement of learning objectives. It is used in planning necessary corrective measures in case of deviation from the expected outcome. Some of the details of process being followed by the institute/ department/ Faculty. Marks in tutorials, performance in mid-sem exam and attendance percentage. Term work marks are calculated based on these assessments. General classroom behavior of the students is also kept in mind when evaluation of a student is undertaken. Online mock exam results help in knowing the performance and efforts can be taken by faculty to improve performance of student undertaken. Considering the performance of students, teachers can modify the teaching learning process for the overall development of students and to achieve the Programme Outcomes. The process of attainment of COs, POs and PSOs starts from writing appropriate COs for each course of the program from first year to fourth year in a four-year engineering degree program. The course outcomes are written by the respective faculty member using action verbs of learning levels suggested by Bloom Taxonomy. Then, a correlation is established between COs and POs in the scale of 1 to 3, 1 being the slight (low), 2 being moderate (medium) and 3 being substantial (high). A mapping matrix is prepared in this regard for every course in the program including the elective subjects. The course outcomes written and their mapping with POs are reviewed frequently by a committee of senior faculty members and HOD before they are finalized.

File Description	Document
Link for Additional Information	View Document

2.6.3 Average pass percentage of Students

Response: 89.16

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

Response: 510

2.6.3.2 Total number of final year students who appeared for the examination

Response: 572

File Description	Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Database of all currently enrolled students	View Document

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years

Response: 1.13

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year wise during last five years(INR in lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
0.63	0.5	0	0	0

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document

3.1.2 Average number of research projects per teacher funded by government and non government agencies during the last five years

Response: 0.02

3.1.2.1 Number of research projects funded by government and non-government agencies during last five years

Response: 2

File Description	Document
List of research projects and funding details	View Document
Supporting document from Funding Agency	View Document
Funding agency website URL	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge IEDC ACE has IEDC under which we nurture, guide and promote some brilliant ideas of entrepreneurs. We have done 30 projects from AY-2012 to AY- 2017. Some of the astonishing projects that have been created under IEDC are Apna book Wala, Automated Farming System with Pivot Irrigator, Currency Exchange Prediction Using Artificial Neural n/w, Vertical Axis Windmill etc. i-LAB (Innovation LAB) i-LAB is India's most advanced and high-tech centre of creative leadership with world class infrastructure with 50 touch screen computers, cutting edge softwares, technologies, tools and most advanced 3D Idea generator for generating breakthroughs. The centre is new innovation playground based on gamification methodology for developing future ready creative thought leaders, innovation champions and breakthrough

ideas for high growth and market leadership. Robotics Center ACE's Robotics training center is INDIA'S FIRST HUMANOID ROBOTICS CENTER among private engineering colleges in India implemented with "ALDEBARAN NAO EVOLUTION HUMANOID ROBOT" and "KUKA KR 16-2 C4 INDUSTRIAL ROBOT". Simulation Lab is also established with latest industrial software's like Simpro and Officelite. The Humanoid Robotic Platform is packed with CHORGRAPHE and WEBOT SIMULATION SOFTWARE. Till date, 730 students have successfully completed training. Atharva iMac Lab The iMac Lab was established on 2nd February 2015 to encourage students to come up with innovative ideas and ground-breaking projects. ACE is first private engineering college in Maharashtra to have a dedicated iMac Lab, Apple authorized training and certifications, hands on experience with the Mac's OS X and other applications, iDUP: Platform to develop and sell mobile Apps, opportunity for students of various disciplines to develop innovative projects. Till date, 785 students have been trained. ACE IoT Lab ACE became a pioneer for IOT technology and IOT education among engineering colleges in the region, lab kits from ARM University Program and Cypress Semiconductors, UG, PG and PhD research project opportunities. IoT lab has provided a platform for IoT related student projects i.e. Smart home automation with RF and Bluetooth low energy, IOT Sensor network to monitor sensor data, Web based device automation and control, Universal BLE remote, Basic Smart Campus Project, Live IOT based student polling system for quizzes, IOT based smart notice board . Atharva Satellite Ground-Station Atharva Satellite Ground-Station is a project by students of ACE and is built to track and receive data from satellites. The Ground-Station will be receiving telemetry data from satellite Pratham to calculate the Total Electron Content(TEC) of the region. Thus the team is working towards contributing to develop the TEC Map of Indian Subcontinent in collaboration with IIT Bombay and other Ground-Stations across India. The team has taken up many small projects and conducting experiments in the field of Wireless and Satellite Communication, Radio Astronomy, Weather Monitoring and Amateur Radio. The team has been learning at all stages of the project from designing to fabrication of antennas, testing and simulating models of designs, exploring circuitry and mechanical parts of the project. Remote Embedded Lab Remote Embedded Lab commissioned in August 2016 to enable participants to work on these systems remotely by logging onto our systems from anywhere on the Internet. Remote lab in Embedded Systems associated with autograding software, real-time remote feedback on performance of lab experiments. Total 11 experiments has been performed by 130 students.v

File Description	Document
Link for Additional Information	View Document

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 67

3.2.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
38	19	10	0	0

File Description	Document
List of workshops/seminars during last 5 years	View Document

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

File Description	Document
Institutional data in prescribed format	View Document

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: Yes

File Description	Document
List of Awardees and Award details	View Document

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

Response: 0.04

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

2016-17	2015-16	2014-15	2013-14	2012-13
3	10	9	1	1

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

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

Response: 0.53

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

2016-17	2015-16	2014-15	2013-14	2012-13
100	100	100	23	9

File Description	Document
List books and chapters in edited volumes / books published	View Document

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

Institute has established university approved NSS wing in A.Y.2012-13 followed by extension work from the current academic year. The Motto of NSS "Not Me but You", reflects the essence of democratic living and upholds the need for self-less service. NSS helps the students develop appreciation to other person's point of view and also show consideration to 'other living beings'. The philosophy of the NSS is well reflected in this motto, which underlines on belief that welfare of an individual is ultimately dependent on welfare of the society on the whole. Therefore, the NSS volunteers shall strive for the well-being of the society which mainly promotes the improvement in the community service along with leadership qualities with good moral and ethical values which helps the student for holistic development. The College has 1 unit, with strength of 50 volunteers along with the program officer of NSS unit. Every student member of NSS serves for a period of at least two years with 120 hours of engagement in community service, per year, excluding annual camps. At the end of two years of satisfactory service, each student member receives NSS Certificate, which is considered as equivalent to a diploma in Social Service. Our College is interested to inculcate the social awareness among our students, thereby institute has selected 50 students from various departments. These students serve for various villages and in and around Mumbai. Students donate their blood on campus in blood donation drive and according to the need of the patient at government and private hospitals in Mumbai for different situations. The major strength of this college is its ability to ensure holistic development of students to make them responsible citizens by teaching the moral values. The college management always motivates the students' social participation and also drives to achieve its goal of providing higher technical education to create equitable society with ethical values. To provide quality based education to the students by inculcating moral values, scientific temper and employing state of art technologies. It aims to pursue excellence towards creating students with high degree of intellectual, professional and cultural development to meet the national and global challenges. The institute is conscious of its role in campus community connection, wellbeing of its neighborhood and has initiated a number of community development activities. The activities are as follows: Following activities are conducted in 2016-2017 Leadership Training Camp(LTC) between 9-13 August 2016 at Kalina National Flag Respect Program on 14 August 2016 at Borivli Railway Station Celebration of Republic Day and Stage Performance at College on 15 August 2016 Tree Plantation Drive at IT Park Dharivali, Malad (W) on 15 August 2016 Eye Check Up Program for Police and AET Staff Members on 3 September 2016 Ganpati Visharjan Crowd Management at Marve Beach, Malad (W) Beach Clean UP Drive next day of Ganpati Visharjan on 16 September 2016 Stress Management Seminar on 23 September 2016 Adoption of a Prashik Special Kids School for one day at Bhayandar (E) on 28 September 2016 Participation in Women Safety Workshop on 3 October 2016 Bhajan Sandhya, at Gateway of India on 2 October 2016 Disaster Management Workshop at KES Shroff College between 3 - 7 October 2016 (attended by Kaushik Salvi second year, EXTC) Celebration and Performance on Republic Day 26 January 2017 Voters Day Pledge 25 January 2017 Flag Pick Up : 27 January 2017 Donation Collection Drive : 8,9,10,14,15 February 2017 School Adoption at Wada 13 February 2017 Workshop on Cyber Crime: 16 February 2017 HIV Affected Home Visit: 17 February 2017 Adoption of School Kids of Dharivali for Educating Them on Regular Basis Two Days Residential Camp at Shantivan, Panvel: 25 to 26 February 2017 School Adoption at Maan, Vikramgad: 2 March 2017 Road Safety Awareness : 6,7,8 March 2017 Following activities are conducted in 2015-2016 Andhashraddha Nirmulan Workshop: Powai, 2nd September, 2015 Self Defense Workshop: Atharva College Of Engineering, 12th October, 2015: Leadership Training Camp(LTC) between 9-13 August 2016 at Kalina National Flag Respect Program on 14 August 2016 at Borivli Railway Station Celebration of Republic Day and Stage Performance at College on 15 August 2016 Tree Plantation Drive at IT Park Dharivali, Malad (W) on 15 August 2016 National Flag Pick Up Drive on 16 August 2016 Thanks Giving Program on 16 at Malvani August 2016 Eye Check Up Program for Police and AET Staff Members on 3 September 2016 Ganpati Visharjan Crowd Management at Marve Beach, Malad (W) Beach Clean UP Drive next day of Ganpati Visharjan on 16 September 2016 NSS Atharva Foundation Day Celebration on 19 September 2016 Stress Management Seminar on 23 September 2016 Adoption of a Prashik Special Kids School for one day at Bhayandar (E) on 28 September 2016 Participation in Women Safety Workshop on 3 October 2016 Bhajan Sandhya, at Gateway of India on 2 October 2016. Disaster Management Workshop at KES Shroff College between 3 - 7 October 2016 (attended by Kaushik Salvi second year, EXTC) Seminar on How to Prepare and Face Placement Selection Process on 10 October 2016 Following activities are conducted in 2014-2015 Techithon treasure hunt at ace (22nd september, 2014) Dtss college (24th september 2014) Nasha mukti rally at churchgate (1st october, 2014) Meeting with cbi commissioner (9th january, 2015) Community policing Republic day (26th january 2015) Anti-drugs program (16th february, 2015) Social visit, keshavrushti (19th february, 2015) Swaccha bharat abhiyaan (01 march 2015) Following activities are conducted in 2013-2014 Women defence (14th august 2014) National pride (15th august 2014) Flag pick up (16th august, 2014) Tree plantation at j. J. Hospital (21st august, 2014) Clean-up at sanjay gandhi national park (28th august 2014) Ganpati visarjan (8th september 2014) Marve beach (17th september 2014) Mission Mrutunjay (23/8/2013) Paper Bag Making Drive(22-23/9/2013) Blood

Donation Camp (30/9-1/10/2013) Power Saving Project (2013-2014) Vote for Better India Defensive Driving Worksho[(15/1/2014) University Cultural Program (26/1/2014) Jhep Bhavishacha MH Govt. Solar Oven Cooking Class (4 January 2014) Play on Anti-Terrorism (5/1/2014) Rally on Value of Education in Uttan Village (6/1/2014) Play on Save Girl Save Nature (6/1/2014) Milking in Gaushala Rajpriya Old Age Home Visit, Keshavshristhi

File Description	Document
Link for Additional Information	View Document

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

Response: 51

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

2016-17	2015-16	2014-15	2013-14	2012-13
10	19	6	10	6

File Description	Document
Number of awards for extension activities in last 5 years	View Document

3.4.3 Number of extension and outreach programs conducted in collaboration with industry, community and Non-Government Organisations through NSS/NCC/Red cross/YRC etc., during the last five years

Response: 102

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

2016-17	2015-16	2014-15	2013-14	2012-13
32	26	30	14	0

File Description	Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 0.85

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-

Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
26	25	31	14	0

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

3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

Response: 62

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
28	18	13	00	03

File Description	Document
Number of Collaborative activities for research, faculty etc.	View Document

3.5.2 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 4

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	3	1	0	0

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

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

The Institute follows the norms provided by AICTE and University of Mumbai for creating and enhancing the infrastructure that facilitate effective teaching and learning in proportion to the student strength in different streams. The Institute focuses on developing good and modern infrastructure like classrooms, laboratories, library with reading rooms, internet facility, parking facility, canteen. The Institute strives to create or enhance the infrastructure in view of a healthy, comfortable and technology based environment required for effective teaching and learning. The institution constantly and continuously expands and upgrades the required infrastructure facilities, in view of the changes of the University syllabus. The Institute has planned and constructed the infrastructure which facilitates the curricular and co-curricular activities. All the departments are fully equipped with the necessary infrastructure to meet the ever increasing requirements with adequate class rooms, seminar halls, tutorial rooms, laboratories and sufficient space for hosting all academic activities . The Atharva College of Engineering affiliated to Mumbai University has an effective policy in order to create and enhance the infrastructure that facilitates effective teaching and learning. This policy consists of ensuring maximum and optimum utilization of the space and infrastructure so that the end user gets the best out of the available. All the classrooms are well ventilated and having all the teaching aids are available in the classrooms. Provisions are also available for the Power Point Presentation and other aids. The total area of all the 24 classrooms are 1759 sq. meters. There is a special internet facility centre in the Library for the exclusive use of students and teachers. The tutorial classes are well equipped for conducting tutorials. The no. of classes available are 6. The total area is 292 sq. meters. The no. of labs available are 44. Separate labs are available for Physics, Chemistry and Language lab with all necessary and essential equipments. The total area is 1075.91 sq. meters. Drawing hall is available with area of 132 sq. meters. Workshop with area 132 sq. meters is available with all basic facilities. College has 3 seminar hall with ICT facilities. The total area is 398 sq. meters. Computer Centre with updated software is available. The total area of Computer Centre is 150 sq. meters. Electrical workshop with all facilities with an area of 400 sq. meters is the part of infrastructure. The college has exclusive language lab attached with audio, video facility. Apart from the central library, each department is having separate departmental Library with reference and text books. E-learning facility is provided which covers a wide set of applications and processes, including computer based learning and virtual labs learning. For self learning, reference books for all the subjects are available in the central library. Common Room for Girls is available in the campus.

File Description	Document
Link for Additional Information	View Document

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

Response:

The Institute encourages and provides facilities for students to participate in various extra-curricular activities in order to build team spirit and leadership qualities. A team of faculty members and students, look after all cultural, sports and extra-curricular activities of the college. For the all-round development of the students there is a fully equipped Gym (Fitness Zone) containing modern equipment. This area (comprising nearly 100 sq. mtr.), has 2 Trade Mills, 1 step up, 2 cycling, two machines (G1S and G4I) for chest press, biceps, pull down, seating rowing, legs station etc. Walker Manual, Pec Dec Machine, Arm Pulley, Double Bar, Chin Up Bar, Dumbell Stand, Weight Machine, Multipurpose Bench, 10 Dumbell Sets, 1 gym ball, 6 pairs of plates, 1 Mirrors wall and 20 Weight Plates in its Fitness Zone. To play Indoor games, there are 2 Table Tennis (TT) tables, 10 TT bats, 15 boxes of TT balls, 5 Carrom Boards with 5 boxes of Carrom coins and 6 Chess Boards. For Outdoor games, there are 2 Football nets and 6 Footballs. For Cricket we have 8 bats, 4 Season Bats, 3dozen Season Balls, 6 Helmets, 4 Wicketkeepers Gloves, 6 Hand Gloves for Batsmen, 4 Abdomen Guards, 4

Elbow pads, 2 Chest Pads, 4 Thigh Pads, 6 pads and 9 Stumps + 4 dozen Tennis Balls. For Volleyball, we have equipments like 2 big Nets, 12 Balls and 6 Timers. T Shirt are provided from the college as per the players requirement during intercollegiate and other sports events. As we have no ground of our own, we have an arrangement where we hire the ground. For Football and cricket, students are went to Chikuwadi Ground, Kandivli. Besides providing facilities for sports the college has Girls Common Room of 29 sq. meters and Boys common room of 75 sq. meters. Atharva College of Engineering also provided a world class fully air conditioned Auditorium having capacity of 461 people with admeasuring approximately 600 sq. mtr. it is used for conducting seminars, workshops, conferences, cultural events/activities and co-curricular activities. Cultural Activities. And the lobby area of approx. 309 sq. mtr. which is generally used to organize various activity and events. Cultural Activities: The college has a committee for cultural activities. This committee along with the staff and students of the college organizes an annual cultural function by the name ?RYTHM. The aim of RYTHM is to provide a platform for students to showcase their talents and organizational skills. It comprises of events in the form of competitions, workshops and stage performances such as Lead the Youth, Treasure Hunt, Art Gallery ,Fashion Show etc. To broaden the horizons of the students, they are encouraged to participate in several inter-colligate events . Yoga day is also organized every year and teacher and students participated voluntarily.

File Description	Document
Link for Additional Information	View Document

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

Response: 66.67

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 18

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
Link for additional information which is optional	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 22.58

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

2016-17	2015-16	2014-15	2013-14	2012-13
180	269	136	82	71

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document
Any additional information	View Document
Audited utilization statements	View Document

4.2 Library as a Learning Resource

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

Response:

Upload a description of library with • Name of the ILMS software:- MICM Library Management Software • Nature of automation (fully or partially):- Partially • Version:- 1.0.481 • Year of automation:- 2004 Note : Planning to Implement koha software for library automation .

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

COLLECTION OF RARE BOOKS Name of the book Name of the publisher Name of the author Number of copies Year of publishing Mastering CAD/CAM Tata McGraw-Hill Ibrahim, Zeid 3 2005 Working with Autocad 2000 Tata McGraw-Hill Singh, Ajeet 3 2003 Understanding Physics wiley Cummings, Karen 10 2006 Technical writing and professional communication McGraw-Hill Hackin, Thomas 3 1991 J2EE 1.4 Bible wiley McGovern, James 3 2005 Red Hat Fedora 5(rel.14) and Enterprise Liux 4 Bible wiley Negus, Christopher 2 2006 Differential Calculus Syamlal Charitable Trust Narayan, Shanti 1 2000 Graph theory with applications to engineering and computer science Prentice-Hall Deo,Narsingh 4 1999 Distributed processing in the CICS environment : a guide to MRO/ISC Tata McGraw-Hill Wipfler, A J 1 2005 Nanotechnology and Nanoelectronics Springer Fahrner, W R ed. 1 2005 VPNs Illustrated Pearson Snad, J.C. 1 2006 Concepts of Modern Physics Tata McGraw-Hill Beiser, Arthur 1 1997 Design of analog filters Oxford university press Schaumann,Roff 1 2003 Introduction to graph theory Prentice-Hall West, D B 1 1999 Building High-speed networks Tata McGraw-Hill Parnell, Tere 1 1999 Applications and design with analog integrated circuits PHI Learning Jacob,J M 1 2008 Palm s programming from the ground up Tata Mc Tata McGraw-Hill Mykland, Robert 1 2000 Pattern classification Pattern classification wiley Duda, R O 1 2001 Digital image processing Pearson Efford, Nick 1 2000 Development economics New age international Somashekar, N T 1 2007 Foundations of discrete mathematics New age international Joshi, K D 1 1989 Telecommunication networks Pearson Schwartz, Mischa 2 2004 Facilities planning wiley Tommpkins, J A 1 2003 Introduction to multivariate statistical analysis wiley Anderson, T W 1 2003 WAP: A beginning Guide Tata McGraw-Hill Dale, Bulbrook 5 2004 Electronic commerce Tata McGraw-Hill Greenstein, Marilyn 3 2001 Common SAP R/3 fuctions manual Springer Lawlor, William 3 2004 IBM pc and clone Tata McGraw-Hill Govindarajalu, B 5 2004 CISCO internetworking with windows NT and 2000 Tata McGraw-Hill Velte, T J 4 2000 Project management CBS Publisher Kerzner, Harold 4 2004 Management of telecommunications Tata McGraw-Hill Carr, H H 9 2003 Greatest sales stories ever told McGraw-Hill Shook, R L 1 1995 Fault Tolerant system design McGraw-Hill Shem-Tov, Levi 1 1994 Plant physiology Cengage Learning Salisbury, F B 1 1992 Development your assertiveness Vinod Vasishtha for kogan page India Bishop, Sue 3 2009 Electronic devices and circuits Prentice-Hall Mottershead, Allen 3 2004 Telecommunications and the computer Prentice-Hall

Martin, James 4 2003 Voice over IP crash course Tata McGraw-Hill Shepard, Steven 9 2005 Dr. Babasaheb Ambedkar Writing and speeches Vol.13 Education Department Government of Maharashtra Moon, Vasant Ed 1 1994 Speaking english effectively Mcmillan Mohan, Krishna 7 2005 How to motivate people Kogan page Forsyth, Patrick 5 2000 Implementing design for six sigma Pearson Belair, Georgette 1 2007 How to write and publish a scientific paper Cambridge Day, R A 1 2004 Leadership Kogan page Sadler, Philip 3 2005 How to motivate people Jaico Publishning Sargent, Andrew 4 2007 Road less travelled Arrow books Peck M Scott 1 2006 More puzzles Orient paper backs Devi, Shakuntala 5 2005 Effective communicator Jaico Publishning Adair John 1 2005 Figuring the joy of numbers Orient paper backs Devi, Shakuntala 4 2005 Puzzles to puzzles you Orient paper backs Devi, Shakuntala 5 2005 Principle centred leadership Pocket Books Covey, S R 1 1991 How to get the best legal help for your business McGraw-Hill Hedglon, Mead 1 1992 Total Quality Leadership New age international Bhatti, J R 2 2007 Cut the fat not the muscle Prentice-Hall Kobert, Norman 1 1994 Crusade Ameya Prakashan Shirke, B G 1 1998 Master guide to income tax rules Taxmann Publications Taxmann's 1 2000 Saga of service E-D'souza PVSM 1 1994 Unemployment and wage determination in Europe Basil Blackwell Holmlund, Bertil ed 1 1990 Problems and Prospects of rural development in Maharashtra Shrividya Prakashan Gokhale, S D 1 COLLECTION OF SPECIAL REPORTS Name Topic Name Dr. S. P. Kallurkar Underlying factors for the success of S & T entrepreneurs in Marathwada Shweta Sharma An improved feature extration technique for emotion recogrition using hybried approach Chandana Nighut A hybrid approach for clustering weblog Priya Porwal Digital Image forgery detection Tanvi Kapdi Disclosing mahicious traffic for N/W security Forum Shah Mr. Sarang Kulkarni Web usage minning using Hierarchical clustering A 0.25 μ m DRAM For Minimizing Leakage Current Using CMOS Technology. Ms. Namrata Lade Distributed Observer Design Of Multi-agent System Using Pinning Technique. Mrs. Prajakta Borole Hardware Implementation Of An OFDM Transceiver For 802.11n System. Mr. Samuel Jacob Security Aware Routing In MANETS. Mr.Niranjan Samudre Modeling and Identification Of Linear System From Input- Output Data. Mr.Sandip Zade Design and Implementation of Adaptive Echo Canceller Based LMS and NLMS Algorithm. MS. Ameya Jadhav Digital Signal Processing of Ionosonde. Mrs. Kavita Bani PAPER Reduction Using $\pi/4$ Shifted DQPSK Modulation Technique With Selective Level Mapping.

File Description	Document
Link for Additional Information	View Document

4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

- A. Any 4 of the above
 B. Any 3 of the above
 C. Any 2 of the above
 D. Any 1 of the above

Response: C. Any 2 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc.	View Document
Any additional information	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in

lakhs)

Response: 26.96

4.2.4.1 Annual expenditure for purchase of books and journals year wise during last five years (INR in lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
17.67	19.58	48.89	25.69	22.95

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Any additional information	View Document
Audited statements of accounts	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: No

File Description	Document
Details of remote access to e-resources of the library	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 4.78

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 113

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

ACE has well-structured IT infrastructure where almost all the computers (approx. 500) are connected on LAN. The internet speed has been upgraded to 80MBPS from 20MBPS in year 2014. Along with high Speed internet the institute takes extra step to secure the internet with Firewall and Antivirus. The institute also provides Wi-Fi facilities in order to be connected wirelessly. Each laboratory is provided with 1 printer. Laboratory uses the licensed as well the open source software. All the computers are purchased from DELL and HP. Machines comprise of server, desktops, workstations, laptops etc. INTERNET lines are available in all the academic venues and seminar rooms. Moreover all the seminar rooms can also be digitally connected in the broadcasting mode. Dedicated team of 3 members maintains the entire IT infrastructure. Institute has the policy to replace

old PCs with the new one on regular basis so that student and staff can work with latest machine. Software for perpetual license are updated on regular basis by company and paper license software are updated as and when vendor approaches with the new edition and the requirement is felt by the department. Since the IT field is continuously evolving through the committed IT team is continuously upgrading the facilities through market research so that the best of the facility should be provided to the students to make the learning effective and relevant.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

4.3.2 Student - Computer ratio

Response: 3.58

File Description	Document
Any additional information	View Document
Student - Computer ratio	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

<5 MBPS

5-20 MBPS

20-35 MBPS

35-50 MBPS

Response: >=50 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document
Additional information	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document
Any additional information	View Document
Link to photographs	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 65.5

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

2016-17	2015-16	2014-15	2013-14	2012-13
507	504	472	395	244

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document
Any additional information	View Document

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

Response:

Maintenance of resources a) Equipment and machine maintenance Some of the critical maintenance work are outsourced as per the outsourcing process defined in ISO manual. However regular monitoring and control is the responsibility of maintenance section. During the maintenance if anything is required to be purchased shall be raised through requisition slip. i. Records of equipment's are maintained in stock registers as specified in Purchase Process ii. Equipment's / appliances are serviced periodically or as and when required iii. Equipment's like measuring devices are checked / calibrated during servicing iv. Servicing is done either by in-house personnel or by external party or through annual maintenance contract (AMC) v. Record of servicing is maintained. vi. Records of AMC are maintained in AMC Register. vii. Budget of AMC need to be submitted by December 31st of the ongoing academic year by Department / Section. viii. Equipment's that are not in working condition and are not repairable are removed from the stock. ix. Machines in Machine Shops are maintained and calibrated by the vendor supplying the machine. b) General maintenance: i. Maintenance of A.C. plant is outsourced on AMC and Auditorium, cleaning and maintenance is done by internal staff member and one person from outside. ii. Cleanliness & daily maintenance of the interior facility (classrooms, laboratories, hallway, and staircase) is done by Class IV employees of the Institute under the supervision of the Admin Office and surprise check is done by Executive Compliance Officer. iii. Cleanliness of toilet blocks and wash room have been done by the in-house employees iv. Fire extinguisher is outsourced since refilling of the cylinder is done once in a year. v. Maintenance of CCTV is done by the in-house employee and is maintained in coordination through technical person of computer center vi. ICT infrastructure is maintained by computer centre personnel. vii. Cleaning work is done by floor peon. Other maintenance related issues are attended by carpenter and electrician of the institute subject to the complaint put in complaint register. viii. Water tank cleaning is done quarterly and the AMC is maintenance is done by the in-house employee ix. Carpentry, plumbing and clerical maintenance is done by the in-house carpenter, plumber and electrician respectively. The general policy of the Library shall be: Serve all students and faculty of the college. Acquire and make available to all students and faculty of the college such as books, journals, magazines. Acquire the means to provide the most frequently requested material upon demand. Maintain a program of service which locates information, guides reading, organizes and interprets material for students and faculty of various streams, and stimulates thinking and intellectual development in individuals of any age. Strive consistently to discover new methods and improvements for better service for the library's customers. Review regularly these goals of the Library and, if necessary, revise them in the light of new developments. The general policy of the Laboratory shall be: Develop an appreciation of the importance of Practical knowledge. Produce scientifically literate young adults Teaching of the experimental method Supplementing the theoretical material covered in the lectures The training of an engineering students follow higher-order learning of the experimental method at the analysis, design and evaluation levels Provide an experimental foundation for the theoretical concepts introduced in the lectures. Familiarize students with experimental apparatus, the scientific method, and methods of data analysis

The general policy of the Classroom shall be: Entering the room: Enter quietly and politely Lining up: Stand up quietly, push in your chair, take all necessary items; line up without touching others or talking Leaving the room: inform faculty where you are going; not run or play in the hallways or restrooms. Beginning the day: Enter the room politely, put away your backpack, lunch, turn in your homework, sit at your desk and read alone or do your work silently. Ending the day: Clean off your desk, leave out your work notebook, pick up any trash within three feet of your desk, stack your chair, wait quietly to be dismissed. Participating in tutorials: politely find a place to sit where you can do your best learning, listen carefully for new information, raise your hand to speak, do not speak when someone else is speaking. Obtaining help with assignments: Quietly ask the students at your table for help with directions if you need it, Getting into work groups: Take all the materials you will need, greet each other, complete the task doing your personal best, make sure each person signs the project, thank the others in your group. Helping other students: In a cooperative classroom, it is good to help one another, if someone needs help with directions or reading an assignment, help him or her if you are able, if someone needs help with understanding the problem, tell him or her to ask me for help never put down another student who asks for help. During free time: finish all your pending assignments and homework. The general policy for the Computers user shall be: User should use any college computer or network facility with proper authorization. User shall knowingly endanger the security of any college computer or network facility, nor will fully interfere with others' authorized computer usage. User shall connect any computer to any of the University's networks unless it meets technical and security standards set by the college administration. All users shall share computing resources in accordance with policies set for the computers involved, giving priority to more important work and cooperating fully with the other users of the same equipment. without specific authorization no one shall use any college computer or network facility for outside business. User do not share any password for any college computer or network facility to any unauthorized person, nor obtain any other person's password by any unauthorized means whatsoever. User can with specific authorization shall read, alter, or delete any other person's computer files or electronic mail. This rule applies regardless of whether the operating system of the computer permits these acts. Users of college computers shall comply with the regulations and policies of mailing lists, social media sites, and other public forums through which they disseminate messages. No one without proper authorization shall modify or reconfigure any University computer or network facility. The general policy for the sports complex shall be: The facility shall be open on the days and during the hours as established by the sports complex. Areas of the facility may also be closed for scheduled maintenance and repairs. The complex reserves the right to close the facility to hold promotional events and tournaments. using profane language during any and all practice sessions and games is absolutely prohibited. Fields may be closed due to inclement weather (lightning, excessive rain), problems with irrigation, poor drainage of fields, etc. Please help keep the Fields, grassy areas, and parking lots clean for all participants. Please dispose of waste items in the trash cans provided Vehicles and bikes are not permitted on Fields or grassy areas. Please use parking lots provided Commercial advertisements shall not be posted or circulated in the facility nor shall solicitations of any kind be made at the complex. All complaints, criticisms or suggestions of any kind relating to any of the operations of the facility must be in writing, signed and addressed to the sports in-charge. The general policy for the common room shall be: The common room will be open daily in term-time 9am - 4.45pm Keep the common room tidy at all times Do not leave dirty items in the room. Report all faults or problems to the admin department Users of the common room are considered to accept the terms of use willingly and be responsible for his or her actions. Do not be late for your scheduled classes. normal disciplinary procedures will apply for lateness The common room will be closed if the room is misused or left untidy on a regular basis

File Description	Document
Link for Additional Information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 32.31

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
734	701	776	721	653

File Description	Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document
upload self attested letter with the list of students sanctioned scholarships	View Document

5.1.2 Average percentage of students benefitted by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 0

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	View Document

5.1.3 Number of capability enhancement and development schemes –

- 1.For competitive examinations
- 2.Career counselling
- 3.Soft skill development
- 4.Remedial coaching
- 5.Language lab
- 6.Bridge courses
- 7.Yoga and meditation
- 8.Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Link to Institutional website	View Document

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

Response: 21.35

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

2016-17	2015-16	2014-15	2013-14	2012-13
1287	1096	40	9	0

File Description	Document
Number of students benefitted by guidance for competitive examinations and career counselling during the last five years	View Document

5.1.5 Average percentage of students benefitted by Vocational Education and Training (VET) during the last five years

Response: 1.14

5.1.5.1 Number of students attending VET year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
63	67	0	0	0

File Description	Document
Details of the students benefitted by VET	View Document
Any additional information	View Document

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

Response: Yes

File Description	Document
Details of student grievances including sexual harassment and ragging cases	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document

5.2 Student Progression

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

Response: 52.52

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

2016-17	2015-16	2014-15	2013-14	2012-13
312	322	253	287	155

File Description	Document
Any additional information	View Document
Details of student placement during the last five years	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 4.71

5.2.2.1 Number of outgoing students progressing to higher education

Response: 24

File Description	Document
Details of student progression to higher education	View Document
Any additional information	View Document
Upload supporting data for student/alumni	View Document

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

Response: 29.49

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

2016-17	2015-16	2014-15	2013-14	2012-13
68	10	24	0	4

5.2.3.2 Number of students who have appeared for the exams year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
100	50	50	40	35

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document
Any additional information	View Document
Upload supporting data for the same	View Document

5.3 Student Participation and Activities

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

Response: 11

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

2016-17	2015-16	2014-15	2013-14	2012-13
5	5	1	0	0

File Description	Document
e-copies of award letters and certificates	View Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

As per the Rules and regulations Under provision of section 40(2)(b) of the Maharashtra Universities act, 1994 and guidelines were provided by Mumbai University, College has formed the Student Council. The Detail Of The Selection Process And Constitution, Are As Follows:- 1)Interested students work right from their F.E (Second semester) for the cultural festival i.e Rhythm. 2)Candidates who are capable are suggested /elected

for the interview on the basis of their past experiences. 3) Their knowledge about the particular work is taken into consideration during the selection. 4) The productivity, dedication they have shown earlier plays a major role. 5) The selection is totally on their experience, merit and interview based. 6) The following are the posts of the Student council: General secretary Creative head (2) Vice General secretary Academic head Treasurer Sports Secretary (2) Cultural Secretary (2) Documentation Head (2) Marketing Secretary (2) Registration head Vigilance head Celebrity head Hospitality head The College has various academic and administrative bodies that have student representatives on them. This representation helps them for their overall development. These bodies create more avenues for students to develop technical skill, updating knowledge on the state of the art subjects, personality development and service to society through the following Societies/Associations. There are staff advisers to guide students in the smooth and efficient conduct of these activities. Membership Count

Sr.No Name Of The Body/ Committee Number Of Students

1 Student council(SC) Core Team 18

2 Institution of Electrical and Electronic Engineers (IEEE) 22

3 National Service Scheme (NSS) 50

4 Computer Society of India(CSI) 84

5 E-Cell 47

6 Paradigm of life(POL) 74

7 Internal complaints committee(ICC) 3

8 Electrical Engineering student association(EESA) 16

Activity of Professional Bodies Technical Festival (Techithon) Seminar Workshop Bridge Courses Industrial Visit Project Competition Activity of cultural committee

NAME OF CULTURAL ACTIVITIES Ganpati festival Rhythm Fashion Box Cricket Treasure Hunt Dance BE GOD Rangoli Drama Shark Tank Chess CS(1V1) Rink Football Carrom CS(5V5) Panna Football Crystal Maze Dota2(1V1) Silhouette Human Football Dota2(5V5) Best out of waste Burnout Fifa 14 T-Shirt Painting NFS MW Neon Cricket Pot Painting COC Strongman (DEADLIFT-Men) Face Painting Mini Militia Strongman (DEADLIFT-Women) Street Dance Neon Football Strongman(PullUps-Men) Street Play Elocution Strongman(PushUps-Men) Instrumental Debate Strongman(PushUps-Women) Homicide Essay Strongman(Bicep Curlz-Men) Hogathon Pool Football Strongman(Bicep Curlz-Women) Poetry Writing Sport team activity

Sr. Sports Sr. Sports 01 Badminton 07 Football 02 Baseball 08 Kabaddi 03 Basketball 09 Volleyball 04 Carrom 10 Athletics 05 Chess 11 Softball 06 Cricket

The academic schedule of the entire year for the Student Council starts with "INDEPENDENCE DAY" where the flag hoisting is also organised by the Student council. Followed by the interviews, we have the Induction ceremony for the F.E students, conducted with the help of our faculty wherein we the student body gives the F.E students a brief information about the college infrastructure, events, activities and committees. Also we have Induction for our S.E diploma students where we give them brief information about the entire college. With all these events, we have our biggest festival of the year- Ganesho utsav i.e "Atharvacha Raja", where we welcome our beloved bappa in our very own campus for 7 days. We celebrate this festival with different days like Tie and saree day, Traditional day, Color day, cross culture day etc wherein students wear a cultural attire and add up the glamour. After Ganpati we conduct "Freshers Party" for our F.E students to give them grand welcome in our very own Atharva. With all this we also plan and schedule the Industrial Visits for the entire Engineering Departments i.e from F.E-B.E. As we have Technical festival : "IEEE-TECHITHON" in the odd semester, we the student body conduct interviews to assign a new committee for it. (T.E students) Students are openly invited for interviews and are judged on the basis of experience and also interview based. We also brief them about how the work flow goes through out the year. With Rhythm in the even semester we take interviews to form a new Student council, where students are openly invited for Interviews and are judged on the basis of experience and also interview based. The Republic day celebration where we host the entire flag hoisting program. The Student council in consultation with the HODs prepare Academic calendar for the both the semesters. In the month of February, we have the convocation ceremony which is entirely conducted by the student council body. Rhythm-The Annual cultural festival of the Atharva is one of the best attraction. During Rhythm, the first day starts with the Marathon- with a social cause followed by Night events each day like Dance, Fashion, War of bands, Drama, Prom, and Dj night wherein different colleges compete amongst each other, along with other Lan events, Fun events, Day events, etc. The entire Festival is solely organised by the Student council. To sign off, the last job of the Student council is to conduct Sports Week for 5 days with 2 inter-college and 3 intra-college days held at Poisar Gymkhana. In the month of May, we organise Farewell for our beloved B.E students who have their last few days in college. With this the Student Council ends its tenure and passes on their responsibilities to the Next Student Council.

File Description	Document
Link for Additional Information	View Document

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 22

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
45	41	2	14	8

File Description	Document
Number of sports and cultural activities / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

Yes. The institution has an Alumni Association. Its activities and major contributions for institutional, academic and infrastructure development. The college collects feedback from its graduates and employers and uses it to develop its curricula, improve the facilities and the overall status of the college. The college organizes alumni meet periodically and collects the feedback and uses it to in the improvement of the college. The institution collects program exit feedback from its passing out students. The students are requested to fill the exit feedback form before they receive their Transfer Certificate (TC). The data is collected and processed. The data is used to implement any corrective or preventive action to rectify any deficiencies. The Training and placement cell collects feedback from senior executives, who visit the campus for campus interviews, on the performance of the students in the campus interviews. This feedback is just passed on to the department to make the necessary action. Feedback from Alumni is also collected from time to time. This data is used to update the teaching and learning process, particularly to implement any tailor made course for the students to improve the change to bet placed. Alumni association contribution to the institution Established in January 2017, the mission of "Atharva Alumni Association" is to create and maintain a lifelong connection between the institute and its alumni. Finding new ways to build an engaged membership base is an integral task of the association. Joining Atharva Alumni Association is one of the easiest way to reconnect, give back to the institute and serve as a springboard for further involvement. The first step towards this mission was initiated by two of our Alumnus Mr. Ashish Gaikwad & Mr. Indresh Vishwakarma by offering internship to two students of ACE at Varsito Solutions pvt. Ltd. which is the Bangalore based start up. It was two months Internship program & our students were trained on various technologies such as Ruby, Ruby on Rails, ReactJS, AngularJS, PSQL & Docker. They are also planning to arrange similar internship programs for other students of ACE in future. One more such internship program has been planned by our Alumni Mr. Ashish Haldar at his startup "Apna Bookwala" where he is going to offer internship to 20 students from second & third year engineering.

File Description	Document
Link for Additional Information	View Document

5.4.2 Alumni contribution during the last five years

<1 Lakh

1 Lakh - 3 Lakhs

3 Lakhs - 4 Lakhs

4 Lakhs - 5 Lakhs

Response:

File Description	Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during last five years

Response: 82

5.4.3.1 Number of Alumni Association /Chapters meetings held year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
82	0	0	0	0

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years.	View Document
Report of the event	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Institute Vision: "Atharva College of Engineering aims to constantly strive and provide comprehensive technological education in a healthy learning environment, nurturing technocrat leaders for the competitive world." Institute Mission: "To provide the best educational opportunities in the most conducive work culture with highest level of professionalism and dedication in progressively enhanced manner." The policy statements and action plans for fulfilment of the stated mission The Institute is working continuously to achieve the following To ensure all-round development of students by providing various co curricular extra-curricular. and entrepreneurship skill development opportunities(IEDC). To inculcate moral integrity in students and make them socially responsible good human beings (NSS). To develop leadership qualities and an ability to work in a team, by encouraging the students to participate in various activities. The Management and the Principal ensure that the institution forges ahead with all the planning, to consolidate and become one of the premier institutions. The policy statements and action plans are formulated, after careful consideration of all the stakeholders, by the management. II formulation of action plans for all operations and incorporation of the same into the institutional strategic plan The action plans for operations are prepared under the supervision and guidance of the Principal and Heads of the departments. Each department has a well-planned academic calendar before the start of each semester. This calendar lists down all the curricular, co-curricular and extra-curricular activities and events to be organized throughout the semester. There are multiple committees that exist within the department, whose responsibility is to plan out developmental activities and ensure their timely execution. III Interaction with stakeholders There are regular interactions with the various stakeholders, in the form of alumni meets, parent meetings and discussions with employers, so as to take their viewpoints into consideration. This ensures constant communication with the stakeholders. IV Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders' The Heads of the departments review the departmental progress for continuous improvement. Based on the suggestions given by the stake holders during interactions, guest lectures training Programmes are arranged for bridging the gap between academics and industry. The Institute has signed MOU with organizations for providing additional technical training to the students.. V. Reinforcing the culture of excellence The Institute believes in striving for excellence in all aspects. The students are trained to take initiative to act on opportunities and take responsibilities. VI Champion organizational change Taking into consideration the preceding year's performance in terms of academic results, placements, research publications in conferences and journals, funded projects etc. the college follows a well-structured approach for implementing the required changes to ensure improvement in the performance of the system. The heads of various departments conduct meetings with the staff to review the activities of the previous week and plan for the next week. The Principal reviews the processes and plans of each department. In order to have effective implementation of the policies and to monitor and evaluate the same, various committees have been formulated. Feedback Committee: Feedback is taken from the students with regards to conduction of lectures and practical sessions. This feedback is conveyed to faculty for necessary action so as to improve the teaching learning process. Cultural Committee: Students are allowed to organize and participate in Seminars, Conferences, Competitions, Technical Festivals, Science Exhibitions and Cultural Programmes. Celebrating Women's day, Engineer's Day, Independence Day, Republic Day etc. Organizing annual social gathering. Publication of college magazine Atharva Times. Examination Coordination Committee: Conduction of tutorials/mid semester tests/mock practical examinations so as to judge the grasping of concepts by students. Projects Planning and Monitoring Committee: Encouraging students to participate in project competitions and present papers in National and International conferences. Training and Placement/Alumni/Entrepreneurship skills development Committee: Helping the students to get employment and develop to entrepreneurship through IEDC . Arranging industrial visits and in-plant training. Arranging guest lectures by professionals from industry and academics by Virtual Lectures. Guiding students for higher education in the country and in foreign universities. Arranging Alumni meet. workshop/Conferences/Seminars/Publications Committee: Organization of National level conference by each department. Plan for organizing an international conference. Each committee meets weekly/fortnightly in the presence of the Principal of the Institute to review/monitor various activities executed/to be executed.

File Description	Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

The college ensures decentralization and thus delegates authority at different levels ensuring good governance. Powers are delegated to the HoD's in organizing workshops, seminars, preparation of class work, distribution of work to the faculty, teaching content beyond syllabus, inclusion of new and innovative experiments, nomination of faculty members as lab in charge etc., with the help of various committees. The HoD's prepare the academic schedule in consultation with the faculty members of the department. The HoD's and faculty are empowered to give recommendation letters to the outgoing students of our institution. The institution also delegated authority to the administrative unit of the institution. The administrative department gives certificates like bonafied, attendance, railway concession, etc., independently as per the requirements of the students. The college promotes and benefits from the culture of participative management. Leadership in the institute always recognizes the significance of the views of all the employees and hence practices this culture meticulously. The different levels of participative management are: At strategic level the faculty members provide inputs to the governing body in framing the policies, procedures, guidelines, rules and regulations and effectively implementing the same to ensure smooth and systematic functioning of the institute. All the faculty members meet, discuss, share their opinion and plan to conduct various events on behalf of the institute and committees are formed to conduct the event smoothly. Faculty members are also involved in providing inputs in framing the course and examinations to be conducted by the institute. At functional level the faculty members participate in sharing the knowledge by discussing on the latest trends in technology during faculty meeting. They are also encouraged in writing research articles. Faculty members also write joint research papers and share their knowledge. Staff members are involved in preparation of annual budget of the department. They also correspond with the University and AICTE. At operational level, the principal of the institution is a member secretary of the Board of Governors. The BoG gives suggestions and monitors the procurement, introduction of new programs and welfare activities. The head of the institution is responsible for academic, nonacademic and administrative activities of the institution. On behalf of the institution, he interacts and corresponds with AICTE, Commission of Technical Education, Govt. of Maharashtra, UGC, Affiliating University, etc., The budget is earmarked for staff members and students to participate in various programmes organized by the institute. All the staff members actively participate in implementing the policies, procedures, and framework designed by the management in order to maintain and achieve the quality standards. The institute has so far practiced the tradition of grooming leadership at all the three level of organizational pyramid by following the time tested 'buddy' system. The departmental heads are normally appointed on the basis of institutional seniority of the members of the department. At HOD Level: Given Autonomy to set their Departmental objectives and design an action plan to achieve them in an interactive manner. Self appraisal is taken semester wise, to find out their progress and those who are successful in reaching their goals are advise to set higher goals. advised to give focus in positioning the department to attain number one status. At Faculty Level: Are given representation in various committees and conduct various programs to show their abilities. Encourage to develop leadership skills by being in charge of various academics, co-curricular, and extracurricular activities. Encourage to conduct industrial tours and to have tie up with industry experts and organized seminars. At Student Level: Encourage continuously to organized various programs like IEEE, E-Yantra, Techithon, Techno cultural fest to bring their leadership equality to lime light. Encourage to take up different projects as a team and innovate products under the guidance of faculty. Promote entrepreneurs through a specialist entrepreneurship development cell(IEDC) which has tie up with various government organization. The college is keen on the involvement of staff for improvement of effectiveness and efficiency of the institutional process. The Institute has always been in favor of participative management. As such, the teachers have always had an important say in the decision-making process within the institution. There are various committees constituted to manage different institutional activities which require participation of faculty. List of committees are as follows:

Sr. No.	Name of the Committees	Sr. No.	Name of the Committees
1	Governing Council	13	Student Council
2	Local Managing Committee	14	Training and Placement Cell
3	Student Grievance Cell	15	Faculty Development Committee
4	Women's Grievance Cell	16	Social Learning Platform
5	NSS Advisory Committee	17	IEEE
6	Reservation Committee/ SC-ST Cell	18	E-Yantra
7	Library Advisory Committee	19	NBA
8	Examination Committee	20	Robotics Lab
9	Research and Development Committee	21	

ISO 10 Cultural Committee 22 ICC 11 Anti-Ragging Committee 23 EESA 12 Equipment & Computer Furniture Maintenance Committee 24 NAAC

File Description	Document
Link for Additional Information	View Document

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

Institution has perspective plan where following areas are considered as key area: Academic expansion To Introduce new programmes To get permanent affiliation To get NAAC Accreditation To get NBA Accreditation To sign MOUs with different industries Infrastructure Development Construction of additional building To set up the new lab in electrical department To establish the recognized research centre To establish innovative labs Teaching, Learning and Evaluation Outcome based teaching learning process To develop the collaboration with IITs and NITs Student Support and Progress To give sponsorship for start ups To give scholarship for overseas conference To support students through Make in Atharva initiative Faculty Empowerment and Welfare To arrange FDP sessions To give scholarship for post doctorate To send faculty members for refresher courses To sponsor for overseas conference Faculty Development Program (FDP Activity) :- In 2014, Institute started the activity of FDP to groom our teachers in variety of areas. Initially we asked faculties whose feedback is excellent to share about their teaching style. Some teachers came forward and also shared their ideas of teaching as a part of FDP. Later some faculties registered for various teaching-learning process seminars at IIT Bombay and along with that many faculties came forward to share their knowledge on technical or non technical topic also. With this, FDP started in Atharva with the concepts of "Self Help Group" initiated without taking money from management. Now management also started noticing the FDP activity, improvement in faculty so they sanctioned some amount for FDP and also appointed Prof. Amrita Parmar for personality development of faculty. We are planning to start FDP calendar for each semester and also to offer certified courses to faculty for academic and personal growth.

File Description	Document
Link for Additional Information	View Document
Strategic Plan and deployment documents on the website	View Document

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

Board of Governance : It is a process of providing strategic leadership by setting direction, making policy and strategic decisions, overseeing and monitoring organizational performance, and ensuring overall accountability. The college Governing Body is a group of five trustees with HON. Shri. Sunilji Rane as its Chairperson. They have regular working committee meetings with the Principal. The Principal is also a special invitee at the Governing Body meetings. The management and the Principal are also members of Local Management Committee (LMC). The role of the top management is: ? To provide effective leadership to enhance quality and performance of the institution. ? To motivate, empower and encourage the Principal and staff to enhance their performance of duties ? To encourage innovation and excellence ? To be open and flexible to change ? To ensure the sustainability of the institution. ? To foster values and help students in their spiritual growth through Value Education programmes and activities like NSS Atharva for students belonging to the community. ? To provide the necessary infrastructure (beautiful and greenery campus in the heart of the city, technology-enabled class rooms, learning spaces, laboratories, computer) for staff and

students. ? To ensure the safety of women staff and students by employing well trained and vigilant security staff both men and women. ? To consult the Principal on any administrative matters. Recruitment and Promotional Policies : The Institute strictly follows all the basic recruitment and promotional policies as stipulated by AICTE. Each and every faculty member completes the self-appraisal procedure every year in the format prescribed by Mumbai University. Self-appraisal is done on the basis of the following points: ? Teaching learning process evaluation ? Specific duties / tasks assigned by Heads of the Department. ? Major contribution for the benefit of student/ staff / Institute. ? Awards/ Rewards obtained by the faculty and staff. ? Contribution towards extracurricular and co-curricular activities. ? Execution of exam duties assigned by Mumbai University. ? Research contribution of staff in terms of research projects, publications and guidance provided to students for involvement in research Grievance Redressal : The Institute has following committees for hearing grievances/complaints from students, teaching and non-teaching staff. ? Local Managing Committee ? Reservation Committee ? Anti-ragging Committee ? Anti-Ragging Squad ? Women's Grievance Cell ? Student Council ? Student Grievance Redressal Cell Everybody in the institution is made aware of the existence of these committees. As and when the committee receives a complaint, they meet immediately, review and resolve the problems. They also ensure that necessary actions are taken. The complaint details are filed separately and kept confidential.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.2.3 Implementation of e-governance in areas of operation: 1.Planning and Development 2. Administration 3. Finance and Accounts 4. Student Admission and Support 5.Examination

- A. All 5 of the above
- B. Any 4 of the above
- C. Any 3 of the above
- D. Any 2 of the above

Response: B. Any 4 of the above

File Description	Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document
Screen shots of user interfaces	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

Academic Calendar : After commencement of new semester, the first step is to prepare academic calendar of semester for the smooth functioning of college. For this, Principal of the institutes conducts a meeting with HOD's of all departments and members of student council to discuss and decide date of implementation of term test, festivals, oral/practical examination dates, faculty vacation slots etc. based on the academic calendar given by University of Mumbai. In the last academic year 2016-17, Institute has decided ? To add more working days by reducing some days from festivals or by combining two festivals. ? To prepone submission dates, oral/practical examination dates so students will get more preparation leave for university exam. Because of the above change in academic calendar, faculty and students got more working days to complete syllabus and for some revision lectures. Preparation Leave for students get increased which results in the improvement of the overall college result.

File Description	Document
Link for Additional Information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

Following welfare schemes are available for teaching and non-teaching staff associated with the Institute: Extended maternity leaves and permission to leave early for ladies staff members Uniforms are given to Class IV employees every year. Apron, footwear and uniforms are provided to workshop staff every year. Need based Training Programmes are arranged by the Institute for the faculty. Faculty members are permitted to attend Training Programmes conducted at different institutions. PF facility is given to every teaching and non-teaching staff ACE has set the norms for professional development of faculty members and non-teaching staff and supports them for following actions:- Pursue Higher Studies and do Ph.D. Attend FDP in their field of interest. Attend and present research papers in National/International conferences Publish research papers in refereed journals Organize seminar, guest lecture, FDP for faculty members Bring consultancy projects to the departments and work on them. Acquire funding through sponsored projects/ MODROB/ FDP from different funding agencies (govt. / industry). Efforts to sign MOU with industries by which faculty are given training Encourage to acquire higher professional qualification by Non Teaching Staff. Organize training for non-teaching staff to upgrade their skills and multitasking abilities Based on 6th Pay Commission recommendation Academic freedom Promotion/Increments based on the performance Free to pursue higher education Financial assistance for research paper presentation

File Description	Document
Link for Additional Information	View Document

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

Response: 0.31

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	0	0	0

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 8.6

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution

for teaching and non teaching staff year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
12	17	14	0	0

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document

6.3.4 Average percentage of teachers attending professional development programmes viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programme during the last five years

Response: 41.39

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
64	128	57	7	6

File Description	Document
IQAC report summary	View Document
Details of of teachers attending professional development programs during the last five years	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

The Institute strictly follows all the basic recruitment and promotional policies as stipulated by AICTE. Each and every faculty member completes the self-appraisal procedure every year in the format prescribed by Mumbai University. Self-appraisal is done on the basis of the following points:- Teaching learning process evaluation Specific duties / tasks assigned by Heads of the Department. Major contribution for the benefit of student/ staff / Institute. Awards/ Rewards obtained by the faculty and staff. Contribution towards extracurricular and co-curricular activities. Execution of exam duties assigned by Mumbai University. Research contribution of staff in terms of research projects, publications and guidance provided to students for involvement in research The management always plays a vital role in the performance appraisal of the staff. Annual increments and promotions in the grades are all implemented by the management on the basis of an individual performance indicated in the appraisal report. The management takes major financial decisions like implementation new salary structure, introduction of perks, rewards scheme etc. based on the outcomes of the review of the performance in appraisal report. Thus such review is used as an important tool and maintenance of high level of satisfaction among employees. Decisions taken by the management are communicated to concerned stakeholders through HOD concerns' by circular, official orders etc through the channel of HR dept.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly**Response:**

Internal audit is carried out by college appointed auditors. The accounts of the College are audited regularly as per the Government rules. The internal auditor checks receipts with fee receipts and payments with vouchers and necessary supporting documents. He/She also ensures that all payments are duly authorized. The external audit is carried out by C.A. Surendra Shetty from S.K. Shetty & CO. in accordance with the standard on auditing issued by the institute of Chartered Accountants of India every year. The external auditor conducts statutory audit at the end of financial year. The report of external auditor for last two years along with audited Balance Sheet and Income and Expenditure account is enclosed. The last external audit has been completed in June, 2017 for the session 2016-17. Audit work for the session 2015-16, 2014-15, 2013-14 and 2012-13 is also performed by same auditor. Details of the audit are attached herewith. According to audit report the Balance Sheets, Statements of Income and Expenditure comply with the accounting standards, generally accepted in India.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropers during the last five years (not covered in Criterion III)**Response: 0**

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document
Annual statements of accounts	View Document

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

The majority of the funds in the college are obtained from the tuition fees collected from the students. The Atharva Educational trust contributes resources from time-to-time to take up various major infrastructure development projects. The institute also supplements its resources through grants from sponsored research and development projects from various reputed funding agencies. Following Fund mobilization policy is followed in Atharva College of Engineering.: ? At department level articles that are required / damaged /serviced are identified with the help of stock verification. Stock verification is performed by Lab In Charge and concern HOD at the end of the every academic year. The concern Lab In Charge prepares a list of requirement to be purchased and serviced. ? Indents given by all the departments are evaluated and consolidated by the Management. Quotations are requested from various suppliers. Quotations of different suppliers are evaluated, comparative statement is prepared, suppliers are called for personal discussion and after comparing

all aspects from various suppliers, orders are placed by the principal/Management. This ensures that right equipment is purchased at most competitive price.. ? Every year the department places the budget to the principal. The principal collects from all the department and present the budget to management for the approval. For resource mobilization faculties and students are encouraged to submit research projects for getting the grant and to enhance the research facilities in the labs.

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

Best Practice 1: 1. Title of the Practice: Spoken Tutorial 2. Objectives of the Spoken Tutorial It is well known that seeing and hearing someone explain a process greatly improves understanding. On Spoken Tutorial, students will find a variety of spoken tutorials Lectures that will help students to learn and use open source software. Since Spoken Tutorial is a community based site, They welcome Teachers contributions. Have a topic, script or video for a spoken tutorial? Upload them on spoken tutorial site. They are also promoting translations of these tutorials into different languages. Once Teacher tutorials are reviewed by experts, they will be hosted on Spoken Tutorial site and will become part of the public domain, thus benefitting all who are interested in it. Spoken Tutorial also conducts software training workshops using spoken tutorials and give certificates to those who pass an online test. This is really helpful students in placement. 3. The Context of Spoken Tutorial The Spoken Tutorial project is the initiative of the 'Talk to a Teacher' activity of the National Mission on Education through Information and Communication Technology (ICT), launched by the Ministry of Human Resources and Development, Government of India. The use of spoken tutorials to popularize software development and its use will be coordinated through the website.(The Spoken Tutorial project is being developed by IIT Bombay for MHRD, Government of India) 4. The Practice in Spoken Tutorial An MHRD Govt. of India project, 'Spoken Tutorial' makes it possible for everybody to learn software, without paying a single rupee. Learners need not travel, need no special trainer, no teachers etc. This project is using a magical audio-video teaching tool, viz, Spoken Tutorials, which are proven to be user-friendly and highly conducive for self-learning. The learning materials for this training will be offered from IIT Bombay. The most exciting part is, not only the students will gain knowledge for free, they will be awarded certificates after an online exam, which would be of immense value during placements or promotions. Starting from training on Basic IT Skills for school students, such as LibreOffice (Open Source alternative of MS Office- Word, Exel, Powerpoint), there is a variety of software for college students, such as Linux, C++, Java, PHP & MySQL and so on. All the software trained are Free & Open Source, hence no expenses on buying software linenses or no threats of using pirated versions of software. Every software is downloadable from the Internet for Free and training is also available through Spoken Tutorials for Free! As Atharva College of Engineering was conducted this test through Spoken Tutorial from last three years to trained BE students as well as SE & TE students in a large scale. Received a special word of appreciation from IIT-B in the year 2015-16, the timetable of ACE's Spoken Tutorial Test was shared with other colleges across the state encouraging them to conduct the test on a large scale. 5. Evidence of Success of Spoken Tutorial I. Department Name: Computer Engineering 5.1. ACADEMIC YEAR 2015-2016 ONLINE TEST TIMETABLE AND DETAIL DATE TEST No. of Students appeared for Test No. of Students who cleared the test 3rd September 2015 C 146 137 4th September, 2015 C++ 115 112 7th September, 2015 JAVA 125 114 Analysis for Academic Year 2015-16 Range No. Of Students in C Test No. Of Students in C++ Test No. Of Students in JAVA Test 70% and more 37 24 24 51% to 69% 61 59 59 40% to 50% 39 29 31 Below 40% 9 3 11 5.2. ACADEMIC YEAR 2016-2017 ONLINE TEST TIMETABLE AND DETAIL DATE TEST No. of Students appeared for Test No. of Students who cleared the test 23rd September 2016 C 94 92 23rd September 2016 C++ 93 93 23rd September 2016 JAVA 94 92 Analysis for Academic Year 2016-17 Range No. Of Students in C Test No. Of Students in C++ Test No. Of Students in JAVA Test 70% and more 29 33 43 51% to 69% 44 49 34 40% to 50% 19 11 15 Below 40% 2 0 2 5.3. ACADEMIC YEAR 2017-2018 ONLINE TEST TIMETABLE AND DETAIL DATE TEST No. of Students appeared for Test No. of Students who cleared the test 11th, August 2017 C 98 89 11th, August 2017 C++ 95 87 11th, August 2017 JAVA 93 79 Analysis for Academic Year 2016-17 Range No. Of Students in C Test No. Of Students in C++ Test No. Of Students in JAVA Test 70% and more 30 40 26 51% to 69% 42 32 31 40% to 50% 17 15 22 Below 40% 9 8 14 II. Department Name: Electronics Engineering (ELEX) Academic year 2015-16 DATE TEST No. of Students appeared for Test No. of Students who cleared the test 11/09/15 C 48 40 21/9/15 JAVA 23 18 Academic year 2016-17 DATE TEST No. of Students appeared for Test No. of

Students who cleared the test 05/08/2016 C 17 11 21/08/2016 JAVA 23 18 26/08/2016 JAVA 11 10 26/08/2016 CPP 11 10 22/09/2016 JAVA 11 7 Date:- 05/08/2016 Test:- C 70 % and more 01 51% to 69% 05 40% to 50% 05 Less than 40 % 06 Date:- 26/08/2016 Test:- CPP 70 % and more 00 51% to 69% 09 40% to 50% 01 Less than 40 % 01 Date:- 22/09/2016 Test:- JAVA 70 % and more 01 51% to 69% 01 40% to 50% 05 Less than 40 % 04 Academic year 2017-18 DATE TEST No. of Students appeared for Test No. of Students who cleared the test 10/08/17 C 48 43 24/08/17 CPP 44 33 Date:- 10/08/2017 Test:- C 70 % and more 10 51% to 69% 16 40% to 50% 17 Less than 40 % 05 Date:- 24/08/2017 Test:- CPP 70 % and more 07 51% to 69% 16 40% to 50% 10 Less than 40 % 11 III. Department Name: Electronics and Tele Communication Engineering (EXTC) Academic year 2015-16 DATE TEST No. of Students appeared for Test No. of Students who cleared the test 28/09/15 C 115 98 Date:- 28/09/2015 Test:- C 70 % and more 7 51% to 69% 65 40% to 50% 26 30% to 40% 12 Less than 30 % 5 Academic year 2016-17 DATE TEST No. of Students appeared for Test No. of Students who cleared the test 26/09/16 C 119 102 Date:- 26/09/2016 Test:- C 70 % and more 16 51% to 69% 55 40% to 50% 23 30% to 40% 16 Less than 30 % 9 IV. Department Name: Information Technology (IT) Academic year 2015-16 ONLINE TEST TIMETABLE AND DETAIL DATE TEST No. of Students appeared for Test No. of Students who cleared the test 15/09/2015 C 146 112 22/09/2015 C 20 16 28/09/2015 C 115 98 03/09/2015 C 146 137 03/09/2015 C 144 130 04/09/2015 C ++ 115 112 28/09/2015 JAVA 46 45 Analysis for Academic Year 2015-16 Range No. Of Students in C Test (15/09/15) No. Of Students in C Test (22/09/15) No. Of Students in C Test (28/09/15) No. Of Students in C Test (03/09/15) No. Of Students in C Test (03/09/15) No. Of Students in C++ Test (04/09/15) No. Of Students in JAVA Test (28/09/15) 70% and more 22 0 7 37 38 24 3 51% to 69% 67 5 65 61 61 59 37 40% to 50% 23 11 26 39 31 29 5 Below 40% 34 4 17 9 14 3 1 Academic year 2016-17 DATE TEST No. of Students appeared for Test No. of Students who cleared the test 26/09/16 C 25 23 26/09/16 CPP 26 25 Date:- 26/09/16 Test:- C 70 % and more 4 51% to 69% 17 40% to 50% 6 Less than 40 % 2 Date:- 26/09/16 Test:- CPP 70 % and more 2 51% to 69% 20 40% to 50% 4 Less than 40 % 2 6. Problems Encountered and Resources Required Need Computer Labs with internet Connection. The training is via self-learning so one does not need to leave the campus. It is offered totally FREE of COST, as it is funded by the Govt. of India. In the beginning, Teachers will guide and support the learners, once familiar with the method, all can learn. After learning and practicing the tutorials the student becomes knowledgeable enough to take an online assessment test. Learners receive Spoken Tutorial Projects, IIT Bombay certificates on clearing the test. 7. Good Thing About Spoken Tutorial Spending thousands of rupees to learn computers and software is a history! An MHRD Govt. of India project, 'Spoken Tutorial' makes it possible for everybody to learn software, without paying a single rupee. Learners need not travel, need no special trainer, no teachers etc. The most exciting part is, not only the students will gain knowledge for free, they will be awarded certificates after an online exam, which would be of immense value during placements or promotions. Best Practice 2: 1. Title of the Practice The Course Networking website 'www.thecn.com' The Learning Management System(LMS) 2. Objectives of the Practice a. Build an understanding of using online platform as a learning resource. b. Familiarize Students to the online submission of assignments and other course related tasks. c. Introduce students to the social networking concept for education. d. Inculcate self-learning, Peer-Learning and Group Learning. e. Introduce the students to the concept of online virtual lecture. f. Availability of the subject resource material i.e. e-content, in soft-copy format. g. Introduce the students to the platform for discussion on their courses 3. The Context CN is more than a learning management system, as it not only focuses on course content delivery and management, but takes it a step further by introducing the networking of courses and their content. In comparison with existing LMS's, which are housed in closed walls with limited access to learners and instructors within institutions, used to merely manage courses online, CN is an open, free, academic and social networking framework scalable to massive numbers of learners from any place in the world within a single environment. CN is free for all to use across the globe. With some minor improvements, CN, as an LMS is surely one of very useful and helpful virtual learning technology tool available to distance learners and institutions to make learning entertaining and fruitful in achieving its learning objectives. 4. The Practice CN, as an LMS, is surely one of very useful and helpful virtual learning technology tool available to distance learners and institutions to make learning entertaining and fruitful in achieving its learning objectives. We use it as a tool for communication as well as the. It lets us host the e-content in the form of video lectures for flipped classroom, Lecture Notes in PDF format, MCQs for the topics of your subject, Survey of the innovative teaching methods used in Classrooms. 5. Evidence of Success Since last 2 semesters we are using this LMS and most of our students have benefitted from this learning environment. The feedback is positive from the students. <https://www.thecn.com/1222579> <https://www.thecn.com/6130419> 6. Problems Encountered and Resources Required While conducting online lecture we are not able to record the lecture, as there is no facility available to do the same. Secondly all faculties and students require hardware such as a good headphone with microphone and a PC with good internet connection. This may not be available with all the students. Best

Practice 3: 1. Title of the practice: Spoken English and Personality Development Course 2. Objective of the Practice To make students fluent speakers of English, to boost career skills, to involve students in mock Symposium activities and to motivate, guide & prepare students for real symposium and empower them to take various initiatives from first year itself. 3. The Context: As per various reports, of all the engineers that graduate each year, only 15-20% is employable. Couple of major reasons highlighted is the communication skills and confidence levels of these engineers. In order to solve these problems and train our students, this initiative has been started. 4. The Practice: A special session of 20 days after semester exam is organized for the students. Various activities are conducted to motivate and to improve the students. Activities like -Group discussion, presentations, vocabulary building, email writing, public speaking, letter writing, phonetics, interpersonal skills, grammar, interview techniques etc. The students are using language lab on regular basis. Communication skills faculty members are regularly giving training to the students for developing their personality. This process run throughout the academic year. 6. Evidence of Success: Our students have been able to confidently face various interviews that the placement cell arranges for them. The students have been able to take various initiatives within the organization and have been able to win various competitions with the help of the confidence gained through this process.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

Teaching learning The institute's teaching, learning and assessment strategies are continually reviewed, ideas for improvement identified, and implemented. Some of these include: 1. Outcome-based learning. The institute's prime focus is on high academic performance, through outcome based learning and evaluation process. Greater importance for continuous assessment, creatively implemented as per the needs of each course (with appropriate combination of homework assignments, collaborative projects, in-class discussions, presentations, creation of models and videos, etc.) 2. Learning is made student-centric through series of lectures, seminars, presentations and industrial visits. IQAC helps to maintain and sustain quality parameters of the institute in every aspect of academics. 3. For the effective teaching-learning, the process defined is as follows: Preparation of calendar of event and activities, preparation of course file by individual faculty, preparation of course plan (course wise), weekly report of syllabus coverage, monitoring of monthly attendance, result analysis of internal tests (UT-I and II) and final exam. 4. The quality of teaching is monitored through feedback which is obtained from the students to assure quality in teaching and learning process. The students' academic progress is monitored regularly by a well-structured and executed mentorship program. 5. Detailed course plan in line with the prescribed syllabus for every theory course and a separate lab cycle for lab courses ensures smooth conduct of classes. 6. Teacher's study materials [soft copy-PowerPoint/PDF presentation, Simulation & animation] are shared with students. 7. Facilities required for the use of ICT are provided by management. Teaching faculty and students are encouraged to use latest technology such as LCD, internet, etc., in the teaching learning process. 8. Effective monitoring of academic processes. 9. As per the result analysis of previous year, strategies are developed at the beginning of semester for improving the result. Also after the final result, remedial classes are arranged for slow learners. 10. Additional remedial/problem solving lectures/study hours for FE students were conducted. 11. A new comprehensive faculty appraisal procedure implemented that addresses research, teaching, and administrative aspects of duties for faculty – this enabled clear setting of goals and expectations for faculty, and subsequent evaluation for developmental action. 12. Healthy faculty-student ratio is maintained. Hiring well qualified staff as available, rather than just as per need (to go well beyond minimum requirement). 13. Faculty development programs are conducted regularly, and faculty members are encouraged to attend FDPs at other eminent institutions as well. 14. In order to make learning more interactive, the use of new methods of teaching-learning especially through organizing virtual lectures seminars, workshops etc. 15. Continuous evaluation system is followed. 16. Personal attention and guidance is provided to the students both inside and outside the class through mentoring and counseling. 17. Institute promote experimental learning by keeping inter and intra organization technical competitions. Along with this the institute provides the students with a platform to

enhance their skills and knowledge by participating events like Software Development contest, Summer Training report contest, Research Paper contest etc. 18. Prizes are given for best project. Funding is provided for selected projects. 19. Best outgoing student is identified every year Curriculum Development The Engineering programmes are affiliated to Mumbai University. The institute does not have academic autonomy and thus has to abide by the curriculum designed by the respective Board of Studies and academic council of the Affiliating University. However, the Faculty is encouraged to add value to the existing courses by way of Value Added Training, bridge module courses for their respective subjects. This applies for every department. The Institute adopted Choice Based Credit System (CBCS) as per University curriculum revision and hence it has introduced electives in its UG programmes. The institute follows periodic updates and development of the curriculum from University. Faculties attend orientation programs/workshops for change in curriculum. Examination and evaluation The institute examinations are conducted under the supervision of the Examination Section headed by the Examination In charge. The centralized paper evaluation is undertaken and the results are declared after the approval of the concerned evaluation committee of the University. Some of the features include: 1. For the purpose of bringing parity in the evaluation of answers carried out by different faculty, the examiners concerned have been directed to prepare model solution before they start the evaluation of the answers. 2. One internal examiner for evaluation and one external Moderator, 3. Transparent Reevaluation by external examiner. 4. Monitoring the performance of the students by means of Internal Exams, End Semester Exams, and Continuous Evaluation 5. Two -internal Continuous Assessment Tests (UT-I and II) are conducted as per the University question paper pattern. 6. Communication of evaluation methods to the students by faculty at the beginning of each semester. 7. The rules, processes, categories of offences and corresponding penalties relating to adoption of unfair means by students during University examinations were reviewed and subsequently revised to deter the students from adoption of Unfair Means during the University examinations. 8. Declaration of Results and conducting supplementary / arrear examination for failed students. 9. Timely result publication within 30 days from the last day of the end semester examination. Continuous internal evaluation process for Term work/ Lab work. Class test, Assignment, Projects. Mid Semester examination conducted by college on behalf of University. Final Theory examination (offline) conducted by University.

File Description	Document
Link for Additional Information	View Document

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 8

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
22	10	7	1	0

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document

6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	View Document
Annual reports of institution	View Document

6.5.5 Incremental improvements made for the preceding five years with regard to quality (*in case of first cycle*) and post accreditation quality initiatives (*second and subsequent cycles*)

Response:

Atharva College of Engineering always ready to adapt new technologies for better future of students. For new technologies the training and hands on sessions are organized. In the year 2015-16 Course Networking is introduced. Faculties and students have been trained for that and that is used for making the system digitized. COURSE NETWORKING To thrive in the 21st century, students need more than traditional academic learning. They must be adept at collaboration, communication and problem-solving, which are some of the skills Developed through Course Networking. Course Networking (CN) has a unique, next generation technology solution for the education industry supported by many years of thinking and research invested prior to the commercialization of our product. Built on a global education platform, CN offers a comprehensive Learning Management System (LMS), as well as online learning and social collaboration functionalities to transform teaching and learning. The CN was built to ensure that teaching and learning opportunities are available for everyone, anywhere in the world, at any time, through the web or the mobile app. Through CN, both teachers and learners in either urban or rural areas can be connected globally via web or smart phone apps. The CN also provides a full turnkey solution for system implementation in institutions. The CN is built to make learning, teaching and sharing easy and interesting. Within minutes, an instructor can create a course site for their courses and invite students to join. Features of Course Networking LMS Key services provided by CN Poll Communication Dedicated CN Channel Rate Instant grading and feedback 24 Hour Helpdesk Chat Keeps learners engaged User Training Badges ? Online tests and quizzes ? Content Creation ? Social E-Portfolio ? Social Network ? Anar Seeds ? Personal Network ? Lifelong Access ? Posts Why E learning In essence, e-learning is a computer based educational tool or system that enables you to learn anywhere and at any time. Today e-learning is mostly delivered through the internet, E-learning offers the ability to share material in all kinds of formats such as videos, slideshows, word documents and PDFs Action Plan Atharva College of engineering has been involved in course networking training activities especially laying emphasis towards the technical learning through social networking. The activities includes online courses , quizzes, comprehensive course analytics, course roster- Track learner participation, drop box- Learners can directly submit files, quiz, assignment ,posts, and polls from their DropBox, task tool- Course instructors define a series of learning activities for their learners, which could include lessons, assignments, weekly readings Training report DATE TRAINING 5TH December 2016,14TH December 2016, 33rd ,4th ,6th January 2017 Faculty 19th January 2017 Student 20th January 2017 Student This semester student enrolment in this course branch wise BRANCH STUDENT SE TE BE TOTAL CMPN 160 163 163 486 IT 128 155 166 449 EXTC 104 164 163 431 ELEC 62 78 72 212 ETRX 66 74 74 214 HAS 358(till date) 358 Grand Total 2150 Future Scope In addition to upgrading the skills of existing student, the Centre focuses on providing newcomers with a hands-on approach to all aspects of the organization. Future Scope As it is easy to access and use Social networking websites from anywhere in the world and at any time, they have gained more popularity among people. Moreover, social media sites provide a vast amount of information useful for educators and thus make students learn dexterously discriminate between what information is useful for them and what is not. Thus, social networking sites not only play a vital role in connecting people but also play an escalating role in education. Spoken Tutorial Objectives of the Spoken Tutorial It is well known that seeing and hearing someone explain a process greatly improves understanding.

On Spoken Tutorial, students will find a variety of spoken tutorials Lectures that will help students to learn and use open source software. Since Spoken Tutorial is a community based site, They welcome Teachers contributions. Have a topic, script or video for a spoken tutorial? Upload them on spoken tutorial site. They are also promoting translations of these tutorials into different languages. Once Teacher tutorials are reviewed by experts, they will be hosted on Spoken Tutorial site and will become part of the public domain, thus benefiting all who are interested in it. Spoken Tutorial also conducts software training workshops using spoken tutorials and give certificates to those who pass an online test. This is really helpful students in placement.

3. The Context of Spoken Tutorial The Spoken Tutorial project is the initiative of the 'Talk to a Teacher' activity of the National Mission on Education through Information and Communication Technology (ICT), launched by the Ministry of Human Resources and Development, Government of India. The use of spoken tutorials to popularize software development and its use will be coordinated through the website. (The Spoken Tutorial project is being developed by IIT Bombay for MHRD, Government of India) The Practice in Spoken Tutorial An MHRD Govt. of India project, 'Spoken Tutorial' makes it possible for everybody to learn software, without paying a single rupee. Learners need not travel, need no special trainer, no teachers etc. This project is using a magical audio-video teaching tool, viz, Spoken Tutorials, which are proven to be user-friendly and highly conducive for self-learning. The learning materials for this training will be offered from IIT Bombay. The most exciting part is, not only the students will gain knowledge for free, they will be awarded certificates after an online exam, which would be of immense value during placements or promotions. Starting from training on Basic IT Skills for school students, such as LibreOffice (Open Source alternative of MS Office- Word, Exel, Powerpoint), there is a variety of software for college students, such as Linux, C++, Java, PHP & MySQL and so on. All the software trained are Free & Open Source, hence no expenses on buying software licenses or no threats of using pirated versions of software. Every software is downloadable from the Internet for Free and training is also available through Spoken Tutorials for Free! As Atharva College of Engineering was conducted this test through Spoken Tutorial from last three years to trained BE students as well as SE & TE students in a large scale. Received a special word of appreciation from IIT-B in the year 2015-16, the timetable of ACE's Spoken Tutorial Test was shared with other colleges across the state encouraging them to conduct the test on a large scale

Evidence of Success of Spoken Tutorial

1. ACADEMIC YEAR 2015-2016 ONLINE TEST TIMETABLE AND DETAIL DATE TEST No. of Students appeared for Test No. of Students who cleared the test

Test No.	Date	C	C++	JAVA
3rd	September 2015	146	137	114
4th	September, 2015	115	112	114
7th	September, 2015	125	114	114

Analysis for Academic Year 2015-16 Range No. Of Students in C Test No. Of Students in C++ Test No. Of Students in JAVA Test 70% and more 37 24 24 51% to 69% 61 59 59 40% to 50% 39 29 31 Below 40% 9 3 11

2. ACADEMIC YEAR 2016-2017 ONLINE TEST TIMETABLE AND DETAIL DATE TEST No. of Students appeared for Test No. of Students who cleared the test

Test No.	Date	C	C++	JAVA
23rd	September 2016	94	92	92
23rd	September 2016	93	93	92

Analysis for Academic Year 2016-17 Range No. Of Students in C Test No. Of Students in C++ Test No. Of Students in JAVA Test 70% and more 29 33 43 51% to 69% 44 49 34 40% to 50% 19 11 15 Below 40% 2 0 2

3. ACADEMIC YEAR 2017-2018 ONLINE TEST TIMETABLE AND DETAIL DATE TEST No. of Students appeared for Test No. of Students who cleared the test

Test No.	Date	C	C++	JAVA
11th	August 2017	98	89	79
11th	August 2017	95	87	79

Analysis for Academic Year 2016-17 Range No. Of Students in C Test No. Of Students in C++ Test No. Of Students in JAVA Test 70% and more 30 40 26 51% to 69% 42 32 31 40% to 50% 17 15 22 Below 40% 9 8 14

Problems Encountered and Resources Required Need Computer Labs with internet Connection The training is via self-learning so one does not need to leave the campus. It is offered totally FREE of COST, as it is funded by the Govt. of India. In the beginning, Teachers will guide and support the learners, once familiar with the method, all can learn. After learning and practicing the tutorials the student becomes knowledgeable enough to take an online assessment test. Learners receive Spoken Tutorial Projects, IIT Bombay certificates on clearing the test. Good Thing About Spoken Tutorial Spending thousands of rupees to learn computers and software is a history! An MHRD Govt. of India project, 'Spoken Tutorial' makes it possible for everybody to learn software, without paying a single rupee. Learners need not travel, need no special trainer, no teachers etc. The most exciting part is, not only the students will gain knowledge for free, they will be awarded certificates after an online exam, which would be of immense value during placements or promotions.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 5

7.1.1.1 Number of gender equity promotion programs organized by the institution year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	1	2	0

File Description	Document
List of gender equity promotion programs organized by the institution	View Document

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

- 1. Safety and Security**
- 2. Counselling**
- 3. Common Room**

Response:

Gender equality.? This ensures that women and men enjoy the same status and have an equal opportunity to exercise their human rights and realize their full potential to contribute towards political, economic, social and cultural development and to benefit from the results. It is the equal value attributed by society to both the similarities and the differences between women and men and the different roles they play. Gender equality can be promoted when resources, opportunities and support are availed to men and women without regard to biological sex. This refers to a stage or strategy in the process of achieving gender equality. Targeted measures are often needed to compensate for historical and social disadvantages that prevent women and men from otherwise being equals. These measures, such as affirmative action, may require a different treatment of women and men in order to ensure an equal outcome. In Atharva college during admissions, Counseling sessions are held. We have a good quality security system as well as cleaning system to maintain healthy and secure life of students. Common rooms are available for girls as well as boys also. To describe gender equity initiatives our college had conducted following types of programs. YWCA. Stress Management YWCA. Women Empowerment Hum Awaz: Women Safety and Gender Equality- Thaparsir-9820090079 Desire Society Seal Ashram 3 years Shourya Foundation. 2 schools Atharva Foundation: Tree Plantation/Eye Checkup/Swacchata Abhiyaan/Dharivali Circular From Mumbai University: Nasha Mumkti/World Peace Day Blood Donation Hi-Tech Blood Bank Om Shanti: Human Chain Bhyndar Speacial Kids School 12.Orphanage Home

7.1.3 Alternate Energy initiatives such as:

1. Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 0

7.1.3.1 Annual power requirement met by the renewable energy sources (In Kilowatt)

7.1.3.2 Total annual power requirement (In Kilowatt)

Response: 649

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document
Link for Additional Information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 19.11

7.1.4.1 Annual lighting power requirement met through LED bulbs (In Kilowatt)

Response: 124

7.1.4.2 Annual lighting power requirement (In Kilowatt)

Response: 649

File Description	Document
Details of of lighting power requirements met through LED bulbs	View Document
Any additional information	View Document

7.1.5 Waste Management steps including:

- Solid waste management
- Liquid waste management
- E-waste management

Response:

Waste Management steps including: Solid waste management- Yes At Atharva College, solid waste is disposed off directly in the garbage bin provided by BMC, outside the campus. Also the waste from canteen and garden waste is collected and is dumped underground to convert it into fertilizers. Liquid waste management: Yes Atharva College treats waste water from washrooms (grey water). Grey water collected is filtered off initially and solid waste is separated and disposed off in the sewage system backyards. The filtered water is treated with hypochlorous acid, Jaggery and cow dung to remove micro-organisms and fouling smell. Later the treated water is used to water the plants in the college vicinity. Demand on conventional water supplies and pressure on sewage treatment systems is reduced by the use of grey water. At Atharva College of Engineering, waste is treated before disposing off. Water coming off from chemistry laboratory is filtered out first, Solid waste is separated and then treated with chemicals to convert into insoluble precipitates. As the waste coming off from chemistry laboratory is very small in amount and volume the treated water is mixed with grey water and then processed as mentioned below to later use water for gardening purpose. Atharva College also treats waste water from washrooms (grey water). Grey water collected is filtered off initially and solid waste is separated and disposed off in the sewage system backyards. The filtered water is treated with hypochlorous acid, jaggery and cowdung to remove micro-organisms and fouling smell. Later the treated water is used to water the plants in the college vicinity. Demand on conventional water supplies and pressure on sewage treatment systems is reduced by the use of grey water. Re-using grey water also reduces the volume

of sewage effluent entering watercourses which can be ecologically beneficial. Grey water use in gardens or toilet systems helps to achieve some of the goals of ecologically sustainable development. A 2010 study of grey water irrigation found no major health effects on plants, and suggests sodium buildup is largely dependent on the degree to which grey water migrates vertically through the soil. Thus the reuse of grey water is as per standards specified.

Method of treatment A tank of 20000 capacities is used for the recycling of grey water and hazardous water. The treatment of water is done twice a day, in the morning hours and then later in afternoon .

Capacity of tank-20000 L Ingredients added: Hypochlorous acid-500 ml Jaggery -250 g Cowdung-250 g Treatment time : 7 hours Sand filter : Consists of three layers Coarse sand Fine sand Treated water is filtered to remove solid waste if any. Filtration becomes necessary when suspended solid particles are to be removed that cannot be forced to settle or float within a reasonable time. Most filters have a double function, they provide a fixed surface for treatment of bacteria and they form a physical obstacle for the smaller solid particles by creating adhesion of particles to their surfaces. In the next step water is passed through sand filter to remove tiny particles of waste matter.

And finally after filtration, the treated water is used for gardening of plants in the premises of Phase I ,Phase II and Phase III of Atharva College.

#Maintenance In terms of maintenance ,the treatment plant do not require as much of maintenance, only monitoring has to be done regarding supply of water in reaction tank, addition of required chemicals and then to utilize water for gardening. E-waste management- College donate E waste to schools in villages

File Description	Document
Link for Additional Information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

In Atharva College rain water is collected in the underground by absorbing and later on it is spread all over the garden. RAINWATER HARVESTING SYSTEM ROOFTOP WATER HARVESTING: The runoff from the terrace of the college building is channelized into Five different recharge wells located at three Five different locations, each measuring 1m x 1m x 2m. All the rooftop rainwater outlets, discharge into storm water drains and then to the recharge structures. In network of pipes linked through chambers take the rainwater to the recharge tanks. To facilitate groundwater recharge, all structures are provided. tank Capacity of -20000 L is installed for proper filtration of harvested water. After water scarcity in the past months underscored the crying need for alternative sources of water, educational institutes in the city have put the onset of monsoon to good use by taking measures to harvest rainwater. The conserved water will be used for washing, gardening and such purposes, thus reducing the burden on the city's water supply. Method of treatment

A tank of 20000 capacity is used for the recycling of grey water and hazardous water. The treatment of water is done twice a day ,in the morning hours and then later in afternoon .

Capacity of tank-20000 L Ingredients added: Hypochlorous acid-500 ml Jaggery -250 g Cowdung-250 g Treatment time : 7 hours Sand filter : Consists of three layers Coarse sand Fine sand Treated water is filtered to remove solid waste if any. Filtration becomes necessary when suspended solid particles are to be removed that cannot be forced to settle or float within a reasonable time. Most filters have a double function, they provide a fixed surface for treatment of bacteria and they form a physical obstacle for the smaller solid particles by creating adhesion of particles to their surfaces. In the next step water is passed through sand filter to remove tiny particles of waste matter. finally after filtration ,the treated water is used for gardening of plants in the premises of Phase I ,Phase II and Phase III of Atharva College.

#Maintenance In terms of maintenance ,the treatment plant do not require as much of maintenance, only monitoring has to be done regarding supply of water in reaction tank, addition of required chemicals and then to utilize water for gardening.

File Description	Document
Link for Additional Information	View Document

7.1.7 Green Practices

- Students, staff using

- a) Bicycles
- b) Public Transport
- c) Pedestrian friendly roads
 - Plastic-free campus
 - Paperless office
 - Green landscaping with trees and plants

Response:

Green Practices A) Bicycles-Yes In Atharva College almost all peons as well as some students ride bicycles to come to college. B) Public Transport -Yes Some of the staff and teachers use public transport like Best Buses Trains Metro etc. C) Pedestrian friendly roads-Yes In Atharva College garden side pedestrian roads are there and they are well maintained. Outside the college there is a private Pedestrian friendly roads. • Plastic free campus-Yes In Atharva College we have plastic free campus. • Paperless office - No • Green landscaping with trees and plants- Yes, At Atharva College, plantation is given a major part in Green Audit. College is divided into 3 phases. In Phase 1, there are 276 plants which includes saplings and trees. In Phase 2, there are 197 plants which includes saplings and trees. In Phase 3, there are 1099 plants which includes saplings and trees. For maintenance of these plants, people appointed for the task, supply compose fertilizer every 3 months, monthly non chemical pesticides (Neem leaves and salt water), every day cleaning and cutting on every 15 days

File Description	Document
Link for Additional Information	View Document

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 0.85

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year wise during last five years(INR in lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
5.54	3.51	6.27	7.88	4.18

File Description	Document
Green audit report	View Document
Details of expenditure on green initiatives and waste management during the last five years	View Document
Any additional information	View Document

7.1.9 Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 28

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
5	6	6	5	6

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 15

7.1.11.1 Number of initiatives taken to engage with and contribute to local community during year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
3	2	3	3	4

File Description	Document
Details of initiatives taken to engage with local community during the last five years	View Document
Any additional information	View Document
Report of the event	View Document

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
Any additional information	View Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website

Response: No

File Description	Document
Any additional information	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Any additional information	View Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 11

File Description	Document
List of activities conducted for promotion of universal values	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities**Response:**

YES- Institution organizes national festivals and birth / death anniversaries of the great Indian personalities: Institution organizes national festivals like January 26, August 15 and October 2. On January 26 and August 15, event of flag hoisting and cultural events are organized. On October 2, events like Swachh Bharat Abhiyan is organized by college led by NSS.

1. National pride (15th August 2014): Flag Hoisting on Independence Day: On this auspicious occasion, the entire faculty of Atharva College as well as the police department of Malwani celebrated the Independence day with great pride. The entire ambience was enlightened on the tune of National Anthem. The volunteers appreciated the fire brigade personnel for their skills, expertise and help. They were presented with flowers as a token of appreciation.

2. FLAG PICK UP (16th August, 2014): Everyone celebrates the Independence Day, but our volunteers took the initiative of picking up the flag thereby showing their duty towards our Nation. The volunteers picked about hundred flags; littered in the surroundings of Borivali station and contributed towards the national cause.

3. National Flag Respect Program on 14 August 2016 at Borivli Railway Station NSS Atharva unit feels proud to organize above program. The main purpose of this event is to make citizen aware about tricolor pride. It is found that every year next day of national festivals (Independence and Republic Days) plastic and paper tricolor flags are found on roads, in dustbins and in gutters which is insult of the nation. As we know that national flag of every country is a sign of freedom, existence and pride. NSS Atharva Unit organizes this program at public places every year. Volunteers spread awareness with the help of banners, placards and face to face verbal communication. This time we have organized this event at Borivali Railway Station (W) on 14 August 2016 one day before of Independence day. We appealed and made people aware not to throw flags anywhere and if found they can pick it up.

4. Celebration of Republic Day and Stage Performance at College on 15 August 2016 : This unit actively participates and celebrates Independence Day every year. This time students performed dance and singing songs on patriotic theme as usually. Volunteers appealed gathered people not to throw flags and if they are found some where they can pick them up.

5 Republic day (26th January 2015) : The main motto of 26th January was to focus on National Drug Abuse and spread awareness about the same amongst the youth. As planned, we had a street play focusing on the above mentioned topic; Along with it the volunteers had a singing and dance performance to lighten up the atmosphere.

6. Flag picking (27th January, 2015): It is very glad that we celebrated sixty-sixth Republic Day this year but, it is very shameful to say that we throw our nation's pride i.e. our National Flag on streets. So NSS Atharva conducted flag picking event on the very next day

7. Swaccha bharat abhiyaan (01 March 2015): This work is done near Oshivara Bus Depot Goregaon, Jogeshwari Link Road on 1 March 2015. NSS volunteers and few faculties have attended the same campaign to make India clean and beautiful.

8. Bhajan Sandhya, at Gateway of India on 2 October 2016: University of Mumbai organizes Bhajan Sandhya every year on account of World Peace Day on 2 October at Gateway of Mumbai. Students from all NSS units participate in the same program. Our volunteers participated in the same on 2 October.

File Description	Document
Any additional information	View Document

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions**Response:**

Atharva College of Engineering maintains complete transparency in its financial, academic, administrative and

auxiliary functions. Academic Calendar is designed by student Council with the help of all HODs and Principal. Majority decisions taken by the Principal are during the HOD meets. Weekly HOD meeting are conducted. Decisions taken during the HOD meetings are forwarded to all the faculties. The financial budgets of every department are submitted to the management in a common format.

File Description	Document
Any additional information	View Document

7.2 Best Practices

7.2.1 State at least two institutional best practices (as per NAAC template)

Response:

Best Practice 1: 1. Title of the Practice: Massive Open Online Course 2. Objectives of the Practice: Objectives/Outcomes: To enhance skills and gain essential knowledge required for student's field or brushing up the basic key concepts, To build a strong resume and character ultimately grooming students to get easily absorbed in a cooperate life. Concept: MOOC is a free online educational program designed by a group of very outstanding professors from famous universities across the globe intended for an unlimited number of participants located at any corner of the world. Interested participants surfs these websites for the courses of their interest and enroll themselves. Further each participant needs to clear the final exam. On successful completion, participants are issued Statement of Accomplishment (without fees for few courses) or certificate (with fees). 3. The Context Contextual features: Flexibility of time, place, topic and university Excellent professors can reach more students all over the world Slow Learners can review the videos, pause it to understand as per their pace Low Income participants can acquire knowledge from professors of high class institutes Interaction through peer review and group collaboration helps social network building 4. The Practice Appoint faculty as a coordinator from each department to form MOOC committee Meeting of MOOC coordinators Coordinators search for MOOC courses online College Level MOOC In charge prepares MOOC list and shares it with departmentalcoordinator Departmental coordinator publicize MOOCs and encourage students to enrol a course from the MOOC list or of their choice using internet Distribute MOOC course list to students Keep a track of students undertaking courses After successful completion of course, collect certificates from students Department MOOC coordinator maintains a record of course completed students College Level MOOC In charge clubs the record together and document it properly. 5. Evidence of Success The results indicate that number of participants enrolling and completing the Massive Open Online Course has increased. Participants use these courses for their career benefits, enhanced skills or increased chances of getting new job. https://drive.google.com/open?id=0B66_QswnKSPLd0x2a2NqdDVyME0 6. Problems Encountered and Resources Required Problems Encountered: Tracking student's progress:There is no way to track the student's enrolments or progress. All the data is to be collected from each and every student. b) Labelling Certificates and Maintaining Records: There were no formats and they had to be prepared to maintain records. Many times students complete the course, submit the certificates but at times if it is not labelled properly, maintain records becomes difficult. Resources Required: The participant simply requires a computer and internet connection to undertake a course. In case if computer is not available, the course can also be accessed on the smart phone with GPRS activated. 7. Notes (Optional) Best Practice 2: Title of the practice "Entrepreneurship as a Career" 2 Objective of the Practice · To create Entrepreneurial culture in the Institution to support women and weaker sections of the society. · To inculcate a culture of innovation driven entrepreneurship to enable students to carry out in-house project. · To promote employment opportunities. · To respond effectively to the emerging challenges. 3 The Context –Many students get their engineering graduation every year. There are significant number of students who have valuable entrepreneurial ideas which do not germinate and grow to completion, for want of the necessary environment and support. Allowing students to start working on innovative ideas while they are in college, can make them contribute significantly to the growth of a robust entrepreneurial system in the society. 4. The Practice: Student entrepreneurship is done in 3 stages. · Preparation In house stage: The expert committee formed for the evaluation of ideas shall interview each entrepreneur and analyze their potentiality. · Review and establishment: Team formation is the key for the entrepreneur to commence his journey before starting his own company. · Prototype development: The working model or prototype of the technology idea to be developed and this is to be certified by experts for commercialization. 5. Evidence of Success The College has started IEDC & NEN. This is platform for students

to initiate entrepreneurship activities. BE students are part of the above Cell. Students are made practice of doing innovative projects during 4th year. Faculty members are supporting towards learning, design, implementation of problem for successful completion of projects. The results of above said practice also increases the number of papers published by the faculty members. The IEDC/NEN Cell provides platform for students to innovate, design and prototype industry relevant products. IEDC (Innovation and Entrepreneurship Development Centre) was established in Atharva College of Engineering, Malad (west) in 2012. IEDC-Atharva college of Engineering is funded by Department of Science and Technology, New Delhi for with total grant of Rs 13.3 Lakhs (. 2. Followed by 8 Lakhs for year 2014-15. The projects which were funded are: Grid Inverter Plasma Antenna Smart Floor Cleaner Gesture Controlled Wheel Chair Currency Exchange Prediction Using Artificial Neural N/W 3. Projects for 2015-16 were selected by DST are: Automated Farming System with Pivot Irrigator Solar Based Hybrid Refrigeration System Fire Extinguisher using Sound Waves Smart Ticketing System The Object Finder using zigbee 4. In the year 2014-15, Atharva has given 2 startup ventures, "VENTECH" by Brigesh Maurya and "ENVISTA Software Ltd" by Riddhima Sawant.

Best Practice 3:

1. Title of the Practice: "Counseling and Mentoring".
2. Objective of the practice The goal of this practice is to develop good relationship between students and teacher, to solve their problems, to make them competent to fight every situation of their life, career etc.
3. The Context Due to the rapid up gradation of technology, a demand for new products, globalization and a highly competitive market, students need to keep themselves abreast with the latest trends in the industry. In order to bridge the gap between academia and industry the students need to get practical exposure, guidance, training from the experts. Majority of the students are not matured enough to take their own decision in the vast changing scenario of technology and fast life, the mentorship programme of the institute guides and counsel the students in academic, non-academic matters including personal domain to achieve their best in life. In particular, the scheme aims at addressing deficiencies in attitudes, habits, and knowledge of the students regarding study and learning.
4. The Practice The practice of counseling and mentorship is systematically introduced in the institute. A batch of 20 students is usually placed under a mentor. Mentor has direct communication with the students from the respective batch. The Mentors meet the students once in a week, The Parents/Guardians of poor attendee/performance students are called to meet the mentors and corrective and preventive actions are implemented for further improvement. The mentors take initiative to arrange remedial and tutorial classes for slow learners. Each mentor maintains the whole student database, which is examined by the HOD. Mentors meet with each group during the semester to discuss academic and non-academic issues. The issues include: good and bad study habits, study planning and techniques, how to make the most of lectures and practical classes useful, distractions if any, and how to cope with them, what to do when things go wrong, examination preparation, health issues, etc. In addition, mentors are available even after the college hours, so that students could consult them individually regarding urgent problems they might encounter. Such consultations remain confidential on case basis. The Institute regularly arranges mentorship awareness program, mainly for newly recruited faculty members.
5. Evidence of Success The Institute efforts are indicative in students academic performance and placements. Student's attendance had been found improved after counseling by the mentors. The direct communication between mentor and students has improved the teacher-student relationship. Academic performance results of students have been improved. Participation in extra-curricular activities has been enhanced. Students become more disciplined compared to their beginning sessions. During last few years, the Mentors have taken active initiatives to make the campus ragging free.
6. Problems Encountered and Resources There are some identified problems encountered and resources provided to implement the practice. These are: The newly joined faculty members from other colleges who are not accustomed with the culture and instinct of the mentorship scheme are separately educated by the institute to get involved in the mentorship scheme in the right direction. Apart from regular theory and practical classes, allocating sufficient time for one to one student interaction through mentorship program sometimes becomes a constraint for the faculty members. However, the institute encourages and appreciates such activities through the annual appraisal of the faculty members. Financial budgetary requirements has been planned to organize workshops by hiring external experts in the subject of mentorship, organizational behavior on regular basis.

Best Practice 4:

1. Title of the Practice PARADIGM OF LIFE
2. Objectives of the Practice Paradigm of Life is A leadership organization where visionaries become part of a Family. We aim to bring together all those who want to make a difference in this society, country and world in their own ways and grow and blossom together. Their Mission is to bring out the dormant Leadership qualities amongst every individual and channelizing their energy in the areas of Corporate, Social Work and Industry thereby making them a great icon in the face of Whole world. Paradigm of Life also aims at building a beautiful bond amongst it members, making them realize their inner talents and hidden potential to spread positive energy and exuberance.
3. The Context To help in bringing out better placements, by changing one's personality. Individual growth of POLites, which would bring out good leaders for the college. To encourage

committee members to organize various events related to academics and culture for entire college To help everyone implementing the ideas and encouraging them to start start-ups . Implementation of all events needs requisite permission from faculty and principal. Availability and permission of appropriate venue from administration.

4. The Practice Improving the level of our sessions. Involvement of teachers in the sessions. Sustaining the members of the committee Bringing new opportunities for the committee members After conducting Presentation and Group discussions sessions with the Faculty members as judges, students get confident for their Viva's, thereby giving better results to the college in front of the external Faculty. The formal sessions like GD,PI and debate conducted by POL help POLites to face the recruitment process and help them to get placement in best companies. 5. Evidence of Success All the sessions planned of POL are a great success in itself. The session proceeded as per plan, keeping in mind the motive and inspiration gained. The session proposed aimed at achieving specific goals or objective within a specific timeframe. The formal sessions like Group debate, Personal Interview and Debate conducted by POL help POLites to face the recruitment process and help them to get placement in best companies. group. The session aimed at improving the thought processing, listening skills and speaking skills. The other session on sports, dining etiquette, role play develop interpersonal relations and aims at growing one's personality, expressing your true feelings and just to enjoy every moment of life through our various activities. 6. Problems Encountered and Resources Required Improving the level of our sessions. Involvement of teachers in the sessions. Sustaining the members of the committee Bringing new opportunities for the committee members . Resources required are suitable venue, arrangements of microphone and speakers. Best Practice 5: 1. Title of the Practice: NPTEL Online Certification Course 2. Objectives of the Practice: Objectives/Outcomes: Enabling students to obtain certificates to make students employable in the industry or pursue a higher education program. Relevant exposure to tools and technologies are being offered Concept: The National Program on technology Enhanced Learning (NPTEL) has initiated certification courses offered on the model of MOOCs on its online courses portal <https://onlinecourses.nptel.ac.in>. Through an online portal, online courses are being offered. These courses are typically on topics relevant to students along with basic core courses in sciences and humanities. The enrollment to and learning from these courses involves no cost. Following the online courses, an in-person, proctored certification exam is conducted and a certificate is provided through the participating institutions and industry, when applicable. 3. The Context Contextual features Establishment of NPTEL Local Chapter in the college: A letter on college's letterhead from principal of the college is required stating that college is interested in establishing NPTEL Local Chapter Appointing Single Point of Contact (SPOC): A faculty member, librarian or any other staff member interested is appointed as SPOC to interface between NPTEL and the college. 4. The Practice SPOC attends NPTEL workshops, visits IIT and learn process and job responsibilities SPOC requests HOD's to appoint faculty as NOC coordinator from each department Meeting of NOC coordinators SPOC inform about new courses or any procedural changes to NOC team SPOC displays brochures on notice boards if provided by NPTEL SPOC publicize the courses amongst the students and faculties and inform them about the courses being offered currently SPOC along with the team encourage students and faculties to enroll in the courses before the last enrollment date Departmental coordinators maintain a record of students and faculty enrollment details SPOC is in continuous touch with IIT's, departments coordinators and students SPOC keeps a track on number of enrollments and trouble shoots problems SPOC recommends scholarship to deserving candidates SPOC appoints mentors for NOC SPOC along with coordinators encourage students to appear for exam Declaration of results 5. Evidence of Success Sr. No. Semester Total no. of enrollments Total no. of certificates 1 January - June 2016 54 05 2 July – Dec 2016 103 02 3 January - June 2017 373 16 4 July – Dec 2017 463 N.A. The results indicate that in every semester the number of participants enrolling the NPTEL online Certification Course has increased. Most of the participants use these courses to increase their knowledge and skills and only few participants pay the exam fees and go for a certification. https://drive.google.com/open?id=0B66_QswnKSPLb3J5ZEoxejZqTXc 6. Problems Encountered and Resources Required Problems Encountered: Time Management: After SPOC workshop there was only one week's time to publicize courses to students, faculties, display brochures, communicate with IIT Troubleshooting problems: There was no way for SPOC to track the student's enrolments and enrolment data was to be collected from each and every student and faculty. Also there were many issues with registering a candidate for a course Maintaining Records and managing mails: There were no formats and they had to be prepared to maintain records. Also everyday there were 10-15 mails from IIT/ other Local Chapters and preserving important mail was difficult. Resources Required: Internet: A high speed internet and computers are required to access or download the videos. Best Practice 6: 1. Title of the Practice-Atharva Robotics Center: Atharva College Of Engineering has set up Industrial & Humanoid Robotics Training Center for Educational Institutions at ACE, Malad (West), Mumbai. 2. Objectives of the Practice The highly equipped Industrial training cell will help students to gain industrial operations knowledge on handling & programming industrial robots for various tasks, wherein such Robots are widely used in different field of applications in India

such as Automobile, Manufacturing, Production, etc... & the highly equipped Humanoid Robotics Training will help students to gain knowledge on multi language programming on Humanoid Robots & help them to explore Artificial Intelligence & various other domains to designs & develop Robots to behave as Humans, as the future of Robotics is Hospitality & Service Platform Robots on which wide research is carried globally.

3. The Context The world of education today is now research driven. The absence of research would leave large lacunae in the current fast paced progressive society. Students need to realize the importance of opening their minds to the endless possibilities of the research application. Robotics is the field wherein major research on development of Industrial & Hospitality Robots is going on globally.

The biggest challenge was to establish a Robotics Center with Industry capacity robot which required special foundation & grouting plates for implementation of the robot. Other challenges include the maintenance of robot.

4. The Practice ACE's Robotics Training Center is India's Second & Maharashtra's First Industrial Training center amongst Private Engineering Colleges in India, implemented with "KUKA KR 16-2 C4 INDUSTRIAL ROBOT" & can perform multitude of operations. Simulation Lab is also being established with latest industrial robotics simulation software's like Simpro & Officelite used to design, develop & simulate robotics operation for different manufacturing establishments. Recently, ACE's Robotics Center had an addition of HUMANOID ROBOT. ACE's Robotics Training Center is INDIA'S FIRST HUMANOID ROBOTICS CENTER amongst Private Engineering Colleges in India, implemented with "ALDEBARAN NAO EVOLUTION HUMANOID ROBOT" & can perform Multitude of operations. The Humanoid Robotic Platform is packed with CHORGRAPHE & WEBOT SIMULATION SOFTWARE & can support multi language programming. ACE's Robotics Center will be a milestone in the field of Research, Technology & Innovation & will boom the placement opportunities for students of ACE.

5. Evidence of Success ACE's Atharva Robotics Center conducts regular batches for students of ACE. At the end of the course, there is a MCQ test based on the syllabus covered during the course to identify the knowledge gained by students. This results show the grasping, attention during lectures, practical knowledge gained, etc... of the students who have successfully completed the course.

6. Problems Encountered and Resources Required Time constraints of the students due to adherence to the academic calendar of the University Batch size is restricted to 12 numbers, to give the students maximum hands on practise, so that they can gain practical knowledge from the course

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

The mission purpose of the institute is to nurture the future engineers of the nation with innovative and creative technology. To achieve thus, the latest Robotic centre with KR16 is provided with an easy access to all deserving students to learn out of book latest technology. In this process, an innovative approach of self learning of the technical subjects of the latest development is achieved. Students have taken active part in various technical competitions though college. Hamanot Robot is the latest addition. In addition to this, to get the computer level application at innovative level to create more apps and programs latest IMACC laboratory is setup with an international consultant of world clan. This lab has triggered the students to think ahead of the future and has made them more productive. Students have participated and awarded certificates are able to pursue higher education in good academic institutes in UK, Ireland, USA and Germany. Good communication skill becomes a major and important aspect in the program of global business. Special care has been taken to build a language lab. The art of communication in technical English which has become an important aspect is taught by good faculty with international approach. It covers both oral and written commutation along-with personality development are taught in a friendly way or that students are mentally and physically prepared for any kind of job in the international market. E - Learning has become an integral part of technical education throughout the world. Taking care of the need of future, the entire course work is done through electronic medium and all are available. CNW, Moodle special care is taken to make it more interactive and interesting

with the provision of upgrading the course content with the need of hour. A change in approach of the B.E. projects is made in the system. Students are allowed to take most important task project concerned with future of the country with the main aim of "Make India and Clean India". It is a big achievement that our B.E. project is selected in the top 50 by Government of India. The details are shown below. Many interesting projects are carried out for defense and disaster management. A full freedom is given to the students to pursue their project with financial help. Students are given and encouraged to do industry projects also especially reversible energy wing power solar. Startups have taken a big initiative and these are the startup projects which are doing very well.

File Description	Document
Link for Additional Information	View Document

NAAC

5. CONCLUSION

Additional Information :

- World Class Infrastructure and Ambience with well equipped Laboratories and Computing facilities.
- ISO 9001:2008 certified Institute
- Institute has Ranked 8th in Western India and 16th at all India level by TOI survey in 2017
- College is awarded by C-College search winner students choice 2017 with best infrastructure Award

- Qualified, motivated, dedicated, experienced and result oriented team of professionally inclined faculty

- Institute – Industry Collaborative activities are executed with esteemed organizations like ARM, CYPRUS, EDUVANCE for training projects and placements.

- IUCEE - Institute is Consortium member of IUCEE (Indo-Universal Collaboration for Engineering Education)
- IITB - Institute is having Remote Centre for online technical trainings, development of Robotics Lab called E-yantra.

- Programs like Techithon & E-WEEK, EESA (Techfest) , Sports and Rythm(Cultural) are conducted every year.

- Robotic centre: India's Second & Maharashtra's First industrial Training centre in the Engineering colleges.
- iMac Lab First private engineering college in Maharashtra to have a dedicated iMac Lab
- Ground Station Atharva Satellite Ground Station was initiated as a part of IIT Bombay's first student Satellite "PRATHAM".
- IEDC-Atharva college of Engineering is funded by Department of Science and Technology, New Delhi for with total grant of Rs 13.3 Lakhs
- iLab-A Lab that will exclusively used for Innovation through technology is the first Innovation Lab in Mumbai that will help Thinkers become Innovators.

Concluding Remarks :

Writing the SSR as per the format of NAAC has given us the opportunity to compile and understand the various aspects of quality education. To the best of our knowledge and understanding the report has been prepared and hopes to meet the expectations of NAAC committee for accreditation process.

NAAC