



India's First Nationwide Higher Education Rating System

# INSTITUTIONAL SCORECARD

## ATME College of Engineering

**GOLD**

**2020 - 2023**

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## INTRODUCTION

The QS I-GAUGE Institutional Scorecard is an extensive representation of the results following the QS I-GAUGE audit of the respective institution. The audit has been tailored keeping in mind the scenario of Indian higher education system. The objective is to evaluate the performance of the institutions over a wide range of criteria pertaining to the system and structure of higher education in India, and deduce both the areas of excellence and with a scope of improvement. Based on their independent performance in the audits, the institutions are awarded a badge, which reflects their accomplishment in the QS I-GAUGE rating platform.

The QS I-GAUGE rating system scales the institution's individual performance in different aspects that has been categorized as primary and secondary. Primary criteria include the parameters that are expected to be significant to the functioning of every institution offering higher education in India, while secondary criteria include a range of parameters optional to every institution participating in the audit.

Therefore, ratings are not dependent on the performance of other institutions and relate to an individual institution's performance. On the other hand, a ranking system is an overall comparative analysis of all the higher education bodies, within the country, in all perspectives.

### Further Assistance

In case of any further assistance needed to interpret the content of this report or any queries or any anomalies discovered, please contact QS I-GAUGE office. At QS I-GAUGE, we are open to detailed feedback and ideas for improvements from our clientele. So please feel free to communicate your suggestions.

Please stay informed that if we find any data of interest that could be collected in the future, that might be considered and potentially added to the project.

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## PRIMARY CRITERIA

### Teaching & Learning

DIAMOND

Classroom-based teaching and learning engagements form the core building block of an institution of higher learning. The set of indicators described below focus on these activities in ATME College of Engineering, and measure their performance against fixed domestic thresholds set for STEM institutions.

- TL1** Faculty student ratio  
Ratio of number of teaching staff to that of students
- TL2** Overall student satisfaction  
Proportion of students expressing satisfaction with overall experience in the institute
- TL3** Student satisfaction with teaching quality  
Proportion of students expressing satisfaction with teaching at the institute
- TL4** Completion rate  
Proportion of students successfully graduated in the last convocation, as against the initial enrolment in that cohort
- TL5** Contact hours per week  
Student engagement on campus for mandatory teaching-learning activities, based on hours per week
- TL6** Self-study hours per week  
Self-study requirement, based on hours per week
- TL7** Interactive teaching  
Proportion of non-classical teaching-learning activities
- TL8** Online learning systems and resources  
Availability and use of online learning management system
- TL9** Further studies  
Proportion of students going for further studies

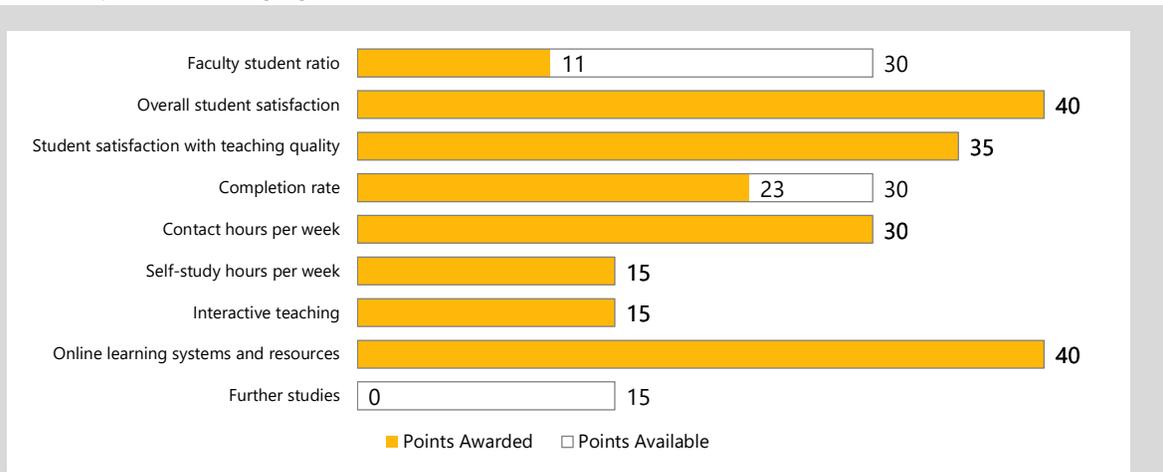


Chart 1: Teaching & Learning in ATME College of Engineering

## PRIMARY CRITERIA

### FACULTY QUALITY

**SILVER**

An institution's progress relies significantly on the competence and commitment of its teaching staff. The set of indicators described below attempt capturing this through quantified measurements for ATME College of Engineering, compared against the domestic thresholds set for STEM institutions in India.

**FQ1 Faculty with PhD**

Proportion of faculty with a recognised PhD or equivalent terminal degree

**FQ2 Retention Rate**

Proportion of faculty working in the institution for longer than five years

**FQ3 Faculty satisfaction with the Institution**

Proportion of faculty expressing satisfaction as an employee at the institution

**FQ4 Work experience outside academia**

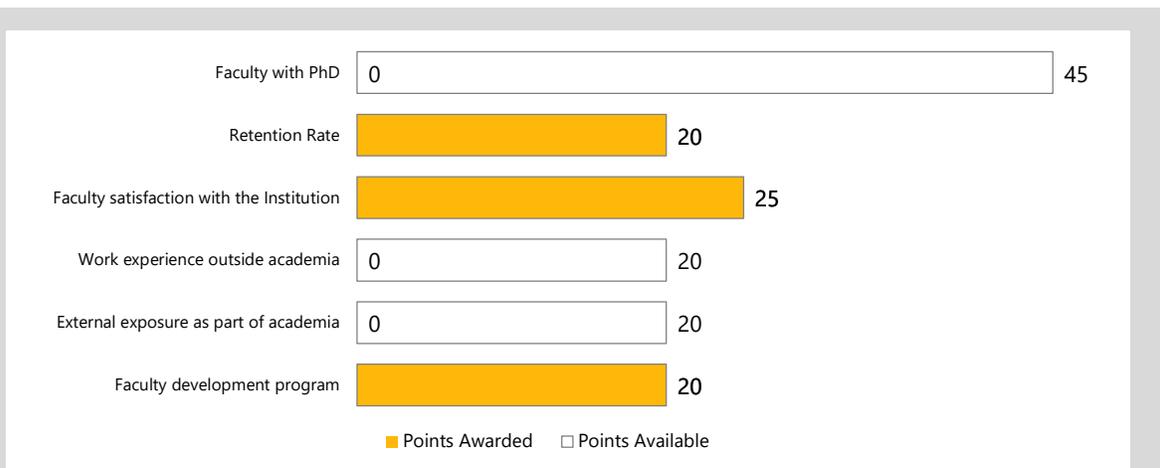
Proportion of faculty with two or more years work experience in industry

**FQ5 External exposure as part of academia**

Proportion of faculty with ongoing/ recently completed research projects with industry/ government/ NGO

**FQ6 Faculty development program**

Proportion of faculty with advanced training in pedagogy



**Chart 2: Faculty Quality in ATME College of Engineering**

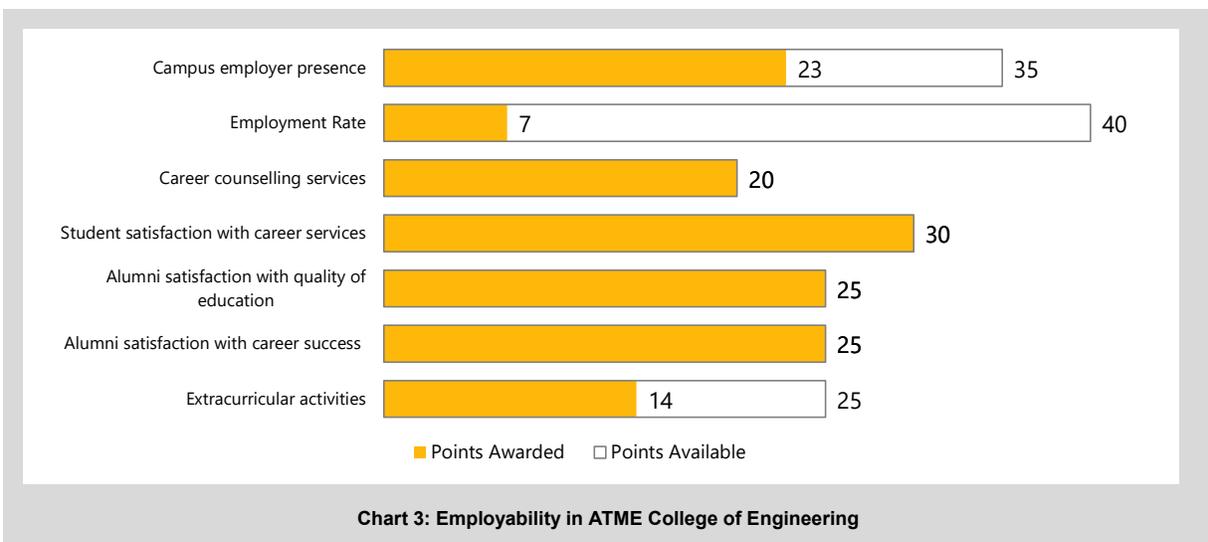
## PRIMARY CRITERIA

### EMPLOYABILITY

DIAMOND

An institution of higher learning is identified not only by its academic engagements, but also its contribution to job market. Following set of indicators measure the efforts made by ATME College of Engineering in ensuring employment for its graduates. The scores are compared with domestic thresholds set for STEM institutions in India.

- EP1** Campus employer presence  
Companies who visited the campus within the last 12 months
- EP2** Employment Rate  
Proportion of graduates who secured a job within a year
- EP3** Career counselling services  
Availability of career advisors on campus
- EP4** Student satisfaction with career services  
Proportion of students satisfied with on-campus career guidance services
- EP5** Alumni satisfaction with quality of education  
Proportion of alumni expressing satisfaction with the institute
- EP6** Alumni satisfaction with career success  
Proportion of alumni expressing satisfaction with their own career
- EP7** Extracurricular activities  
Proportion of student-run societies or clubs on campus



## PRIMARY CRITERIA

### STUDENT DIVERSITY

BRONZE

Presence of inclusive and diverse cohorts fosters the growth a higher education institution. Although limited to some extent, the set of indicators described below try to assess this side of ATME College of Engineering measured against the minimum requirements set for STEM institutions.

- SD1** Out of state students  
Proportion of students from States/ Union Territories other than that of the institution
- SD2** International students  
Proportion of students from abroad
- SD3** Inbound international exchange students  
Proportion of students from abroad, who are enrolled in an exchange programme for 2+ weeks on campus
- SD4** Outbound international exchange students  
Proportion of students going abroad on exchange programme for 1 term (semester/trimester)
- SD5** International diversity  
International identities - nationalities represented on campus
- SD6** National diversity for students  
Regional identities - State/ Union Territories represented on campus
- SD7** Expenditure on scholarships and bursaries  
Contribution by the institution as financial support to its students
- SD8** Student fees cover  
Proportion of number of students whose tuition and other fees are fully covered by the institution in the form of scholarships
- SD9** Differently abled  
Proportion of students who are physically/ visually/ mentally challenged
- SD10** Accessibility  
Proportion of students: male: female, first generation learners, and rural background
- SD11** Low-income outreach  
Accessibility to students from financially weak households

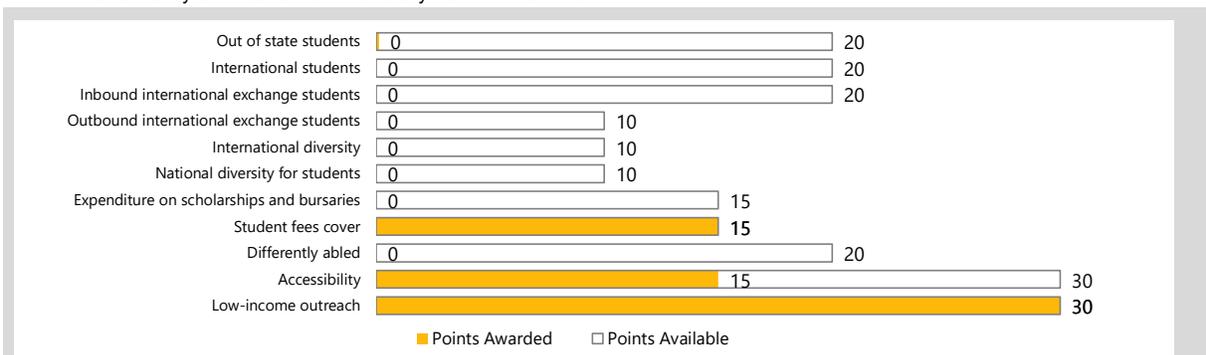


Chart 4: Student Diversity in ATME College of Engineering

## PRIMARY CRITERIA

### FACILITIES



It is essential that an institution makes adequate infrastructural and functional provisions to aid the overall experience of students and faculty on campus. The provisions made by ATME College of Engineering are assessed as per the following set of indicators. They are compared against fixed domestic thresholds set for STEM institutions.

- FC1** Sporting Facilities  
Availability of infrastructure and staff for sporting activities on campus
  
- FC2** Medical Facilities  
Access to a clinic or hospital and availability of medical staff
  
- FC3** Sanitary Facilities  
Hygiene and adequacy of restroom facilities
  
- FC4** On-campus catering - Quality  
Student satisfaction with quality of food on campus
  
- FC5** On-campus catering - Affordability  
Affordability of food sold on campus
  
- FC6** Student accommodation  
Provision of rooms or beds or rooms available on campus for student stay
  
- FC7** Information technology services  
Availability and usability of WiFi on campus
  
- FC8** Management information systems  
Availability and use of online systems for admission, fee-payment etc
  
- FC9** Student Safety  
Proportion of student responses indicating they feel safe and secure on campus without any time and mobility constraints
  
- FC10** Library facilities  
Proportion of student and faculty responses indicating contentment with the library services



Chart 5: Facilities in ATME College of Engineering

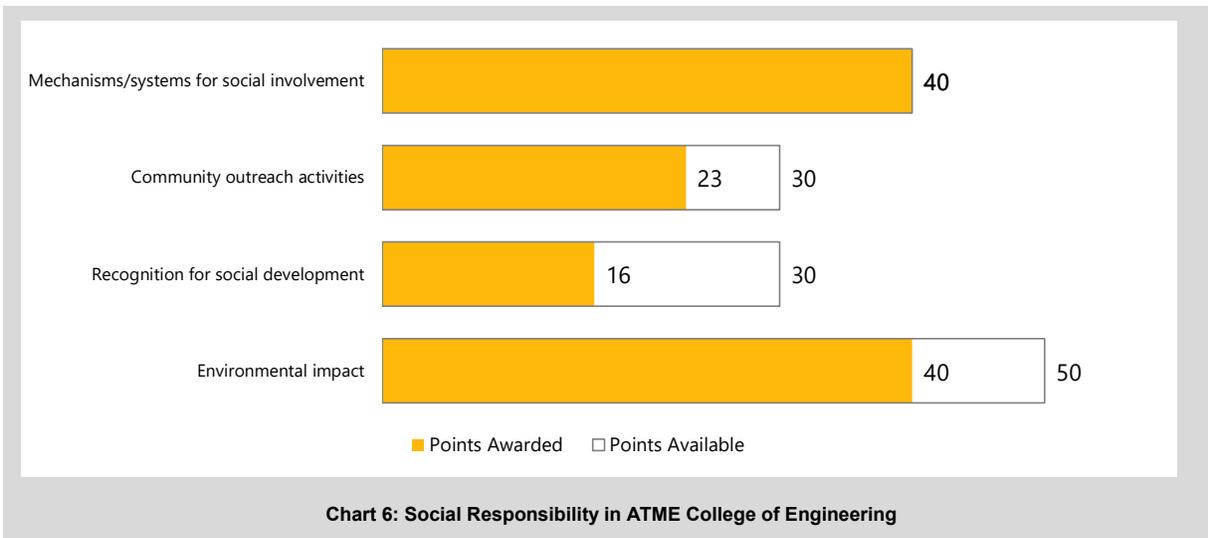
## PRIMARY CRITERIA

### SOCIAL RESPONSIBILITY

DIAMOND

A healthy learning environment also entails participation of students in social work and their acknowledgement of the surroundings. These aspects of ATME College of Engineering are measured below, and the indicators are scaled against minimum requirements for STEM institutions.

- SR1** Mechanisms/systems for social involvement  
Students actively participating in NCC, NSS, Red Cross and Eco Club
- SR2** Community outreach activities  
Participation in NCC, NSS activities, based on hours spent
- SR3** Recognition for social development  
Accolades received for social work or developmental activities by the institution
- SR4** Environmental impact  
Presence of institutional policies for protection of environment



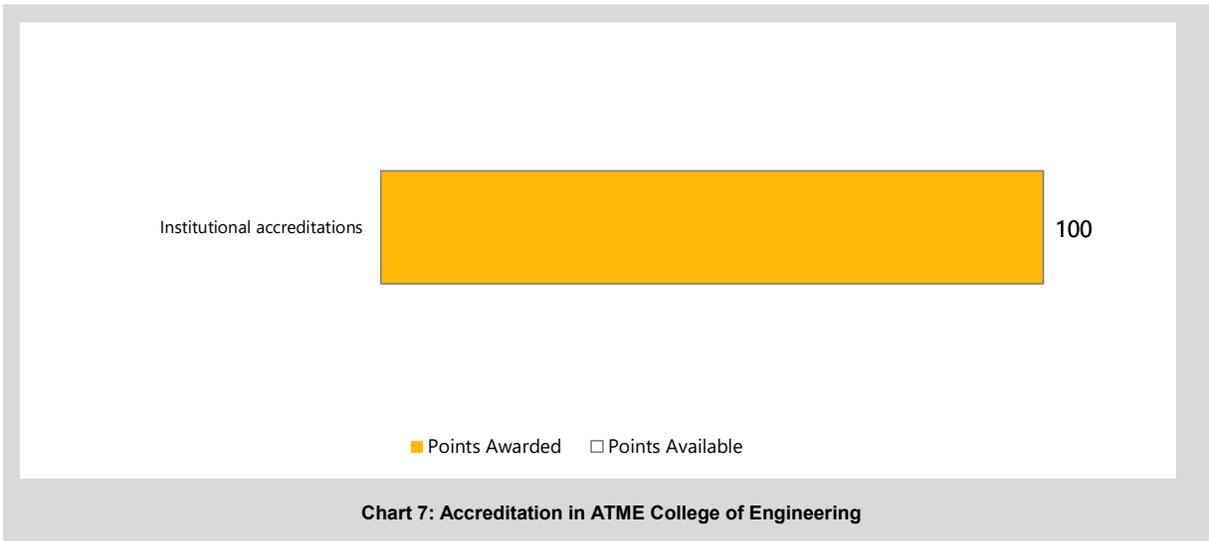
## PRIMARY CRITERIA

### ACCREDITATION

Institution's participation in external quality assessments indicates its commitment to continuously improve itself. Following indicators measure if ATME College of Engineering has received any accreditation at domestic or international level, irrespective of the grade assigned.

**AR1** Institutional accreditations

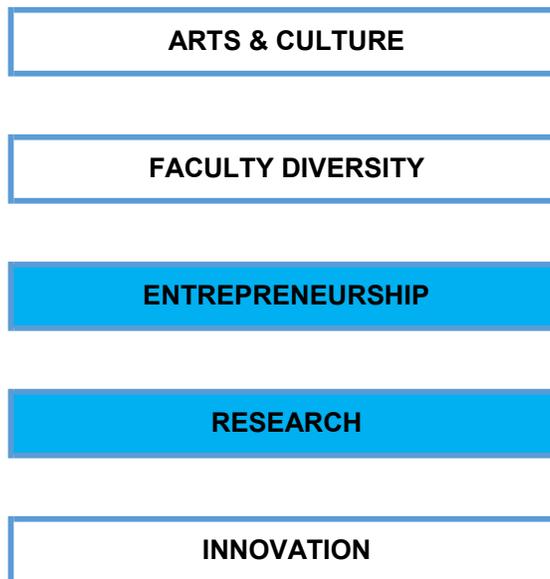
Accreditation received by institution from National and/or International agencies



## SECONDARY CRITERIA

For a university to aspire to being truly world-class, its mission and its impact must extend further than the basics. This selection of criteria looks at important factors that a university with a solid foundation in the core criteria might target to advance to a higher level of performance and recognition.

We are aware of the fact that there are variations amongst the institutions across the country in many aspects and the parameters used in this section are instrumental in bringing out that difference at a micro level. A study like this is the key to the distinction of QS I-GAUGE from other co-existing rating systems. Here an institution gets to tailor its evaluation based on its specialities or fortes. Unlike many rating systems that apply the same criteria to all institutions, here the measurement index have been customized to meet the requirement and specifications of institutions operating in a diverse range of education. This way, art schools will not be measured for technology transfer and engineering colleges will not be measured on their contribution to the arts. Specialist institutions will be evaluated on the two advanced categories areas most relevant to them. Comprehensive universities will be evaluated on their two areas of greatest strength and the country's most ambitious institutions may choose to be evaluated in all categories, but only the top two areas will be taken into towards their overall QS I-GAUGE rating. The advanced categories include:



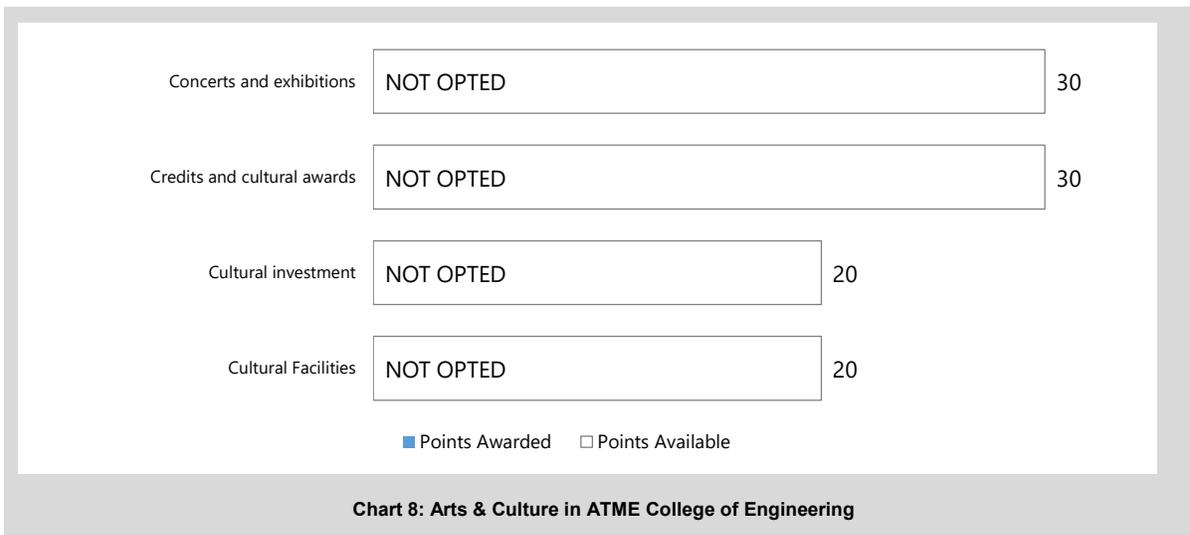
The highlighted/shaded categories are those included in the QS I-GAUGE evaluation for ATME College of Engineering. A full explanation of what is included in the selected categories is included in the following pages, for details of what is featured in the other categories please visit the QS I-GAUGE website ([www.igauge.in](http://www.igauge.in)) or contact your QS I-GAUGE analyst.

## SECONDARY CRITERIA

### ARTS & CULTURE

The set of indicators described below helps focus the institutions on their role as players and platforms for artistic and cultural advancements. The ATME College of Engineering has opted specifically for the following group of indicators, which are measured against fixed domestic thresholds

- AC1** Concerts and exhibitions  
 Art or cultural performance by faculty or students in external public events
  
- AC2** Credits and cultural awards  
 Accolades received for art or cultural performances by students, faculty, or institution
  
- AC3** Cultural investment  
 Contributions made by institution in support of external art projects
  
- AC4** Cultural Facilities  
 Availability of infrastructure for cultural activities on campus

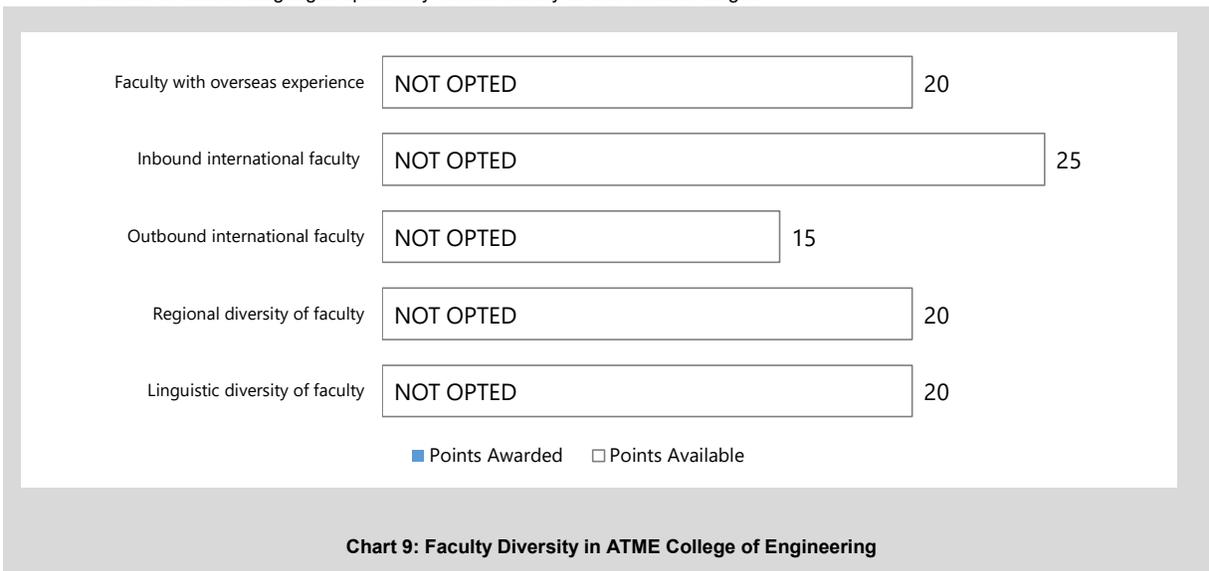


## SECONDARY CRITERIA

### FACULTY DIVERSITY

Along with qualifications and research, diverse and rich experience of faculty enhances the academic development in the institution. Recognising this, the ATME College of Engineering has opted to be assessed specifically for faculty diversity, which is measured based on their regional identity and participation in scholarly activities abroad.

- FD1** Faculty with overseas experience  
Faculty who have studied or worked abroad for longer than one year
- FD2** Inbound international faculty  
Visiting faculty from abroad
- FD3** Outbound international faculty  
Faculty who made short-term visits to foreign countries for study or work
- FD4** Regional diversity of faculty  
Regional diversity- States or Union Territories represented by faculty on campus
- FD5** Linguistic diversity of faculty  
Number of distinct languages spoken by various faculty as their mother tongue



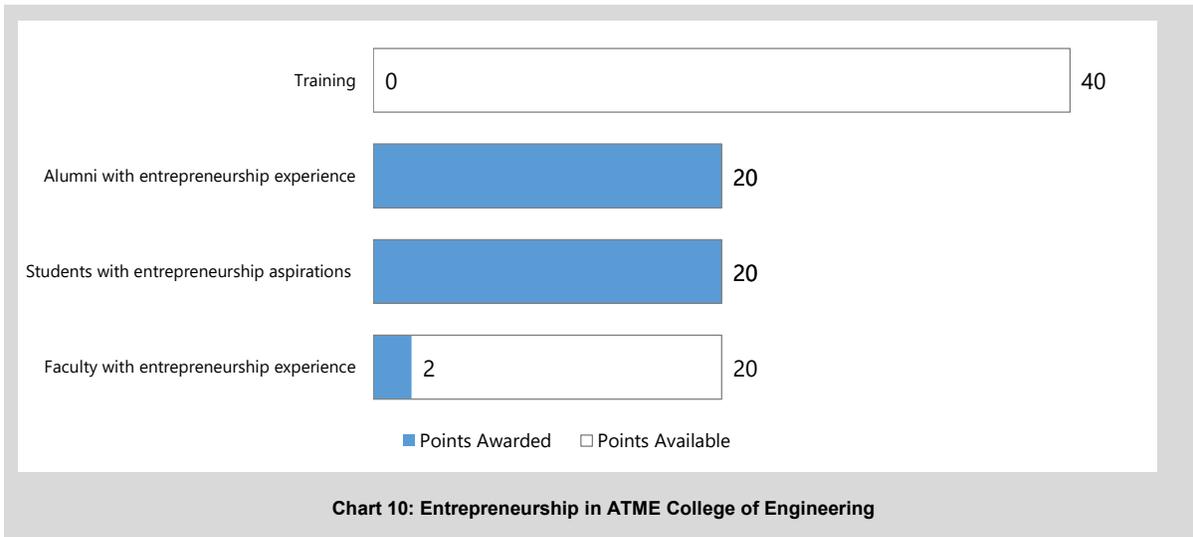
## SECONDARY CRITERIA

### ENTREPRENEURSHIP

**SILVER**

Professional higher education institutions not only create employees for the industry, but also shape new initiatives in business and development. The ATME College of Engineering has chosen to be assessed by the following set of indicators to measure its abilities and efforts in making the entrepreneurs out of its students.

- ET1** Training  
 Provisions made by institution to train the students as entrepreneurs
  
- ET2** Alumni with entrepreneurship experience  
 Recent graduates from the institution, who have their own start-ups
  
- ET3** Students with entrepreneurship aspirations  
 Current students, who aspire to become entrepreneurs
  
- ET4** Faculty with entrepreneurship experience  
 Faculty having their own start-ups



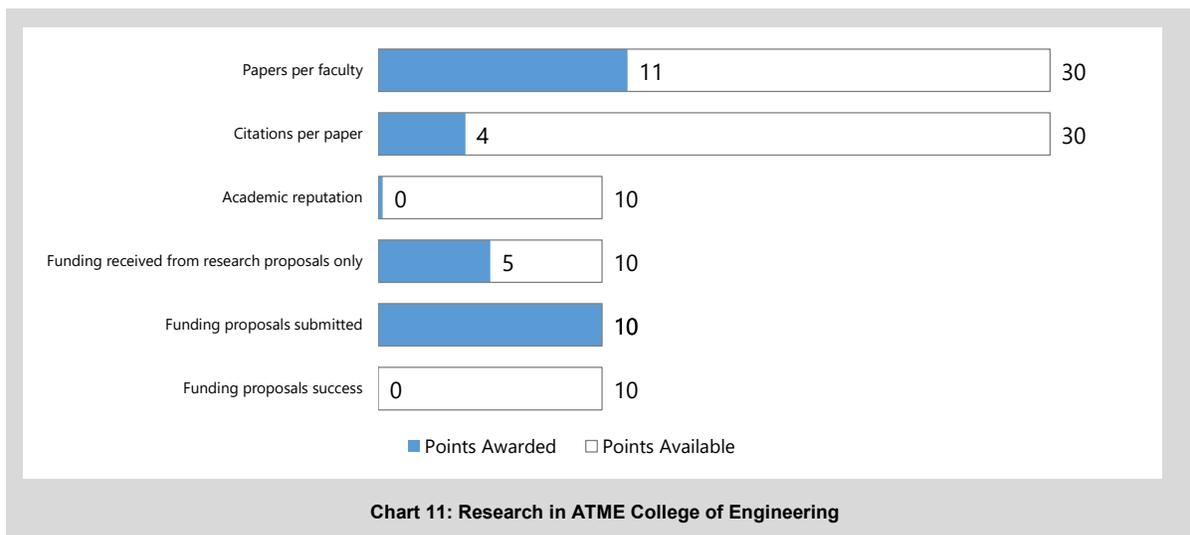
## SECONDARY CRITERIA

### RESEARCH

**BRONZE**

The core of a professor's job is to synthesize existing knowledge, ask new questions, and contribute to the advancement of academics. Acknowledging this, the ATME College of Engineering has opted to be assessed by the following set of indicators that identify its strength and weakness in research activities, and compare their performance against fixed domestic thresholds set for STEM institutions.

- RE1** Papers per faculty  
 Research publications authored by faculty, affiliated to the current institution
- RE2** Citations per paper  
 Research citations received by faculty for the works done during their tenure with the current institution
- RE3** Academic reputation  
 Reverence and recognition held by the institution for its academic standing
- RE4** Funding received from research proposals only  
 External financial support received by faculty for research projects
- RE5** Funding proposals submitted  
 Attempts made by faculty to seek external financial support for their projects
- RE6** Funding proposals success  
 Rate of acceptance of research proposals submitted by faculty



## SECONDARY CRITERIA

### INNOVATION

Institutions of higher learning, especially those running science and related courses, thrive in the environment that supports innovation and sets examples for others to follow. The ATME College of Engineering has chosen to be assessed by the following set of indicators to measure its achievements in fostering innovation through education.

**IV1** Intellectual Property (IP)

Active patents or copyrights registered in the name of institution, or students, or faculty

**IV2** Spin-off companies

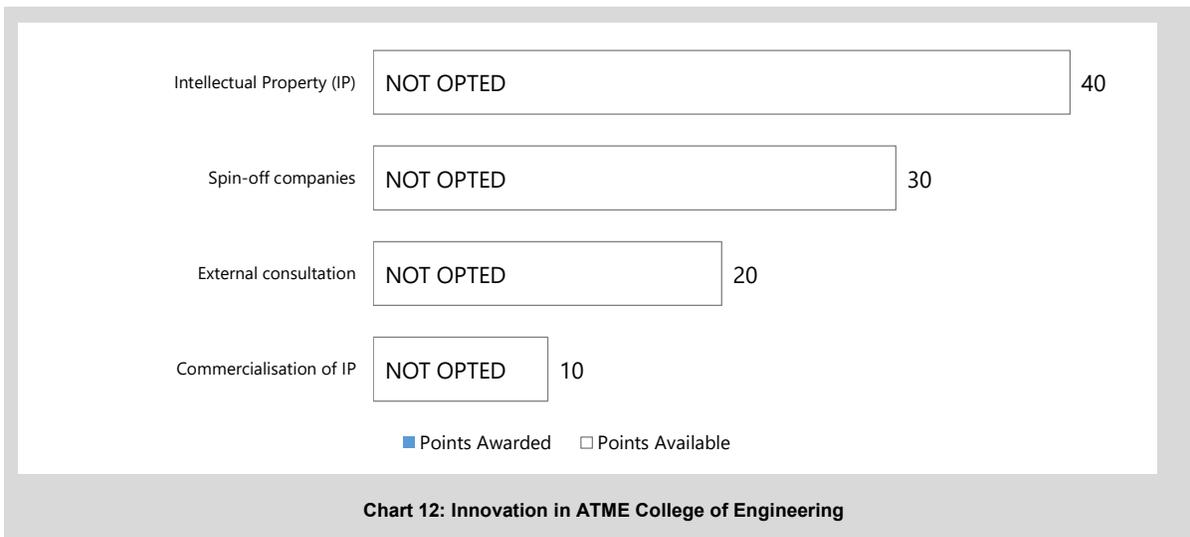
Successful start-ups established by faculty, staff, alumni, which received initial support from institution

**IV3** External consultation

Faculty holding additional positions in private companies, government, or NGOs

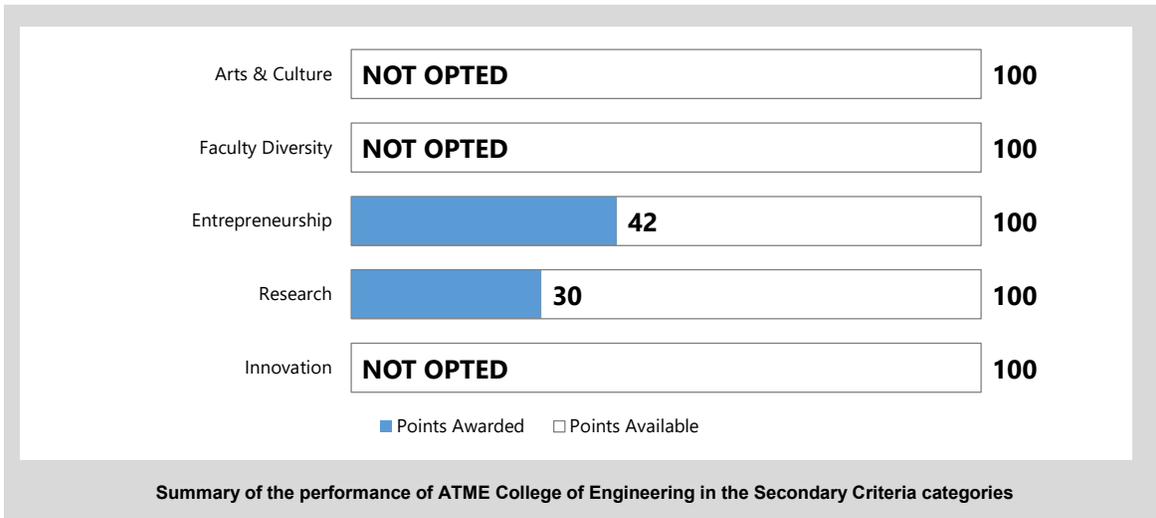
**IV4** Commercialisation of IP

Royalty earned by the institution from its patents or copyrights



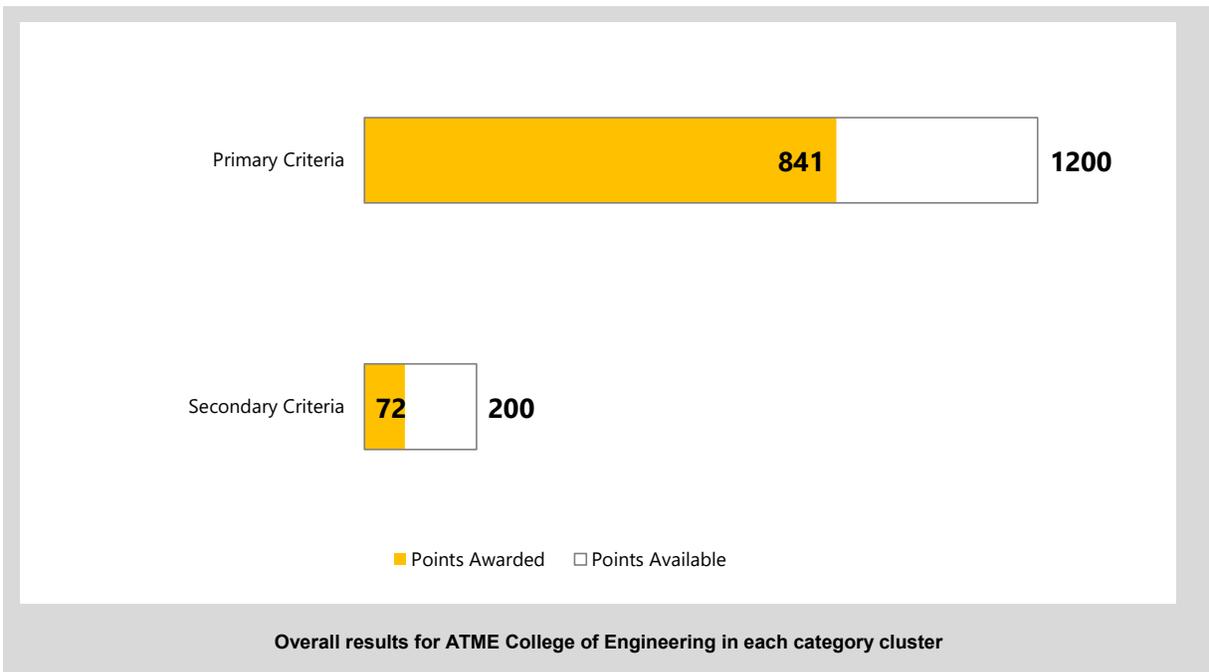
## SECONDARY CRITERIA

### SECONDARY CRITERIA SUMMARY



#	Indicator	Points Awarded	Points Available	Rating Awarded
AC	Arts & Culture	NOT OPTED	100	
FD	Faculty Diversity	NOT OPTED	100	
ET	Entrepreneurship	42	100	<b>SILVER</b>
RE	Research	30	100	<b>BRONZE</b>
IV	Innovation	NOT OPTED	100	
<b>Total</b>		<b>72</b>	<b>200</b>	

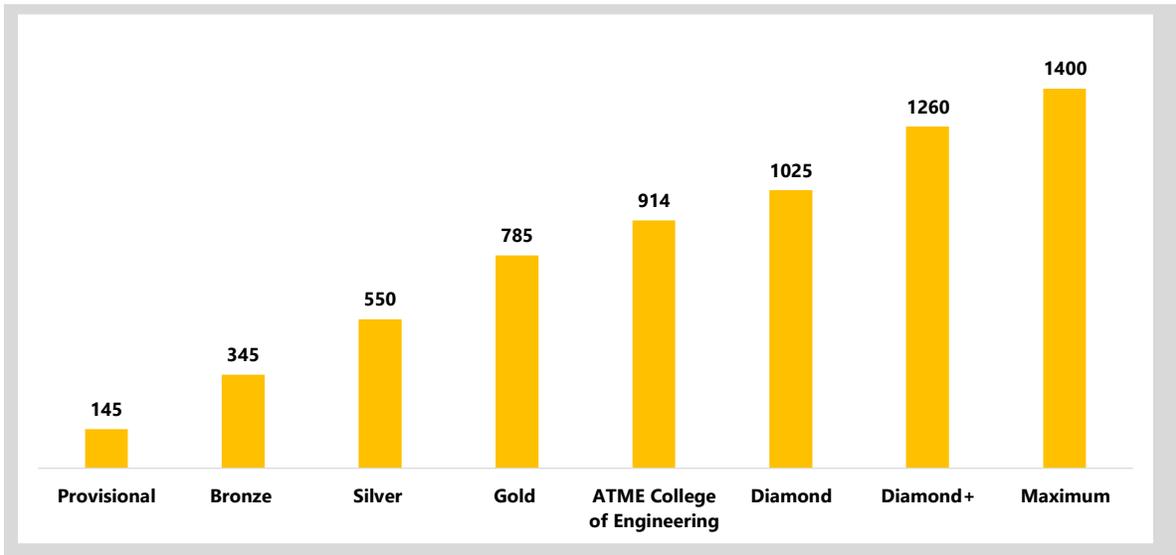
## OVERALL SUMMARY



#	Criteria	Points Awarded	Points Available
PC	Primary Criteria	841	1200
SC	Secondary Criteria	72	200
	<b>Overall</b>	<b>914</b>	<b>1400</b>

Note: The overall score has been rounded off to the nearest number

## OVERALL SUMMARY



#	Category	Points Awarded	Points Available	Rating Awarded
<b>PRIMARY CRITERIA</b>				
TL	TEACHING & LEARNING	209	250	DIAMOND
FQ	FACULTY QUALITY	65	150	SILVER
EP	EMPLOYABILITY	144	200	DIAMOND
SD	STUDENT DIVERSITY	60	200	BRONZE
FC	FACILITIES	144	150	DIAMOND
SR	SOCIAL RESPONSIBILITY	119	150	DIAMOND
AR	ACCREDITATION	100	100	
<b>SECONDARY CRITERIA</b>				
AC	ARTS & CULTURE	NOT OPTED	100	
FD	FACULTY DIVERSITY	NOT OPTED	100	
ET	ENTREPRENEURSHIP	42	100	SILVER
RE	RESEARCH	30	100	BRONZE
IV	INNOVATION	NOT OPTED	100	
<b>OVERALL</b>		<b>914</b>	<b>1400</b>	<b>GOLD</b>

## CONCLUSION

ATME College of Engineering has exhibited excellent results in their audit and earned themselves a Gold rating with a score of 914 points. The institution has shown outstanding performance in some of the indicators measuring the primary criteria that include teaching and learning, employability, facilities, and social responsibility. They have achieved Diamond rating for each of these indicators. The institution received a Silver rating, performing fairly well in terms of faculty quality. However, in student diversity they have achieved a Bronze rating.

Given below is a brief outline of category-wise performance of ATME College of Engineering.

### Primary Criteria

**Teaching and Learning:** ATME College of Engineering has a noteworthy overall student satisfaction rate. However, the completion rate at ATME is satisfactory. The institution also aids modern methods of learning for students by enabling easy access to online management and e-learning resources.

**Faculty Quality:** Most of the faculty members have exhibited overall satisfaction with the institution. They have a highly experienced and motivated team of educationists, more than half of whom have undergone a minimum 2-week faculty development programme in the last 12 months.

**Employability:** Employment rate is satisfactory with graduates being placed in 23 distinct companies that visited the campus in the last 12 months. The institution has a committee of qualified career advisors in their placement office on campus. Most of the alumni are satisfied with quality of education they received from the institution. They have also expressed high contentment with their career success.

**Student Diversity:** The institution did not score well in terms of international, regional and national diversity as most of the students are from the state of Karnataka. Increased focus on enhancing student diversity through student exchange programmes and enrolment from diverse States of India is recommended. ATME College of Engineering hosts a good number of students from rural and low income background.

**Facilities:** ATME College of Engineering provides well-maintained facilities for sporting activities alongside a medical centre. Most of the students are satisfied with sanitary facilities and the quality of food available on campus. Also, a high number of students are satisfied with the affordability of food. A good proportion of beds/rooms are available on campus for students to reside. Most students and faculty approve of the good-quality Internet on campus. When it comes to provisions for student safety, almost all students feel safe and secure on campus. The library facility is highly equipped with a diverse range of study materials and the institution makes a remarkable contribution towards maintenance of the library facilities.

**Social Responsibility:** A significant number of students participate in activities that include community outreach and social involvement motives. ATME College of Engineering has active policies in place for environmental impact like sustainability, energy & water conservation, and recycling. The institution has also received recognition for social development activities.

**Accreditation:** ATME College of Engineering has an active accreditation from the National Board of Accreditation (NBA).

### Secondary Criteria

In terms of secondary criteria, ATME College of Engineering chose entrepreneurship and research as the parameters for the measurement of their performance. The institution's performance in research is satisfactory, that earned them a Bronze rating. The institution has earned a Silver rating in entrepreneurship.

**Entrepreneurship:** Most of the students from ATME College of Engineering have aspirations of becoming an entrepreneur. It is recommended that the institution engages students in extensive training programmes for entrepreneurship.

**Research:** Research is instrumental in making a niche in the international arena and hence it is a vital parameter for rating an institution. In this context, ATME College of Engineering has published 191 papers with 80 citations as indexed by Scopus between 2015 and 2019. ATME has scored a Bronze rating in this category. ATME College of Engineering has also submitted research proposals for funding to various public entities. It is recommended that the institution trains and encourages faculty members to engage more in publication of research papers as well as towards increasing their involvement in research projects.

Note: All the analysis is based on the data collected by QS I-GAUGE from ATME College of Engineering and evaluated based on a tested and verified methodology.