SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

ATMIYA UNIVERSITY

ATMIYA UNIVERSITY, YOGIDHAM GURUKUL, KALAWAD ROAD
360005
www.atmiyauni.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

December 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Atmiya University is a **State Private University** established under Gujarat State Private University Act 11 of **2018** and is duly recognised under **section 2(f)** of University Grant Commission (UGC) Act, 1956. With an academic journey of over three decades, in 2018, five erstwhile self-financed higher educational institutions functional under the Atmiya Group of Institutions were brought under the umbrella of Atmiya University. The University is committed to foster **Knowledge Creation** and **Knowledge Dissemination** through corss-disciplinarity value-based education. Programs at the university are approved by concerned National regulatory bodies namely **AICTE** and **PCI**.

The University is promoted by the Public Charitable Trust **Sarvoday Kelavani Samaj (SKS),** Rajkot (Reg. No. F/28, Rajkot). The Trust was established in **1968** to elevate the educational standards of educationally backward region of Saurashtra & Kutch. In **1988**, facing a severe operational and financial crisis, SKS sought the guidance of H.D.H. Bhramswaroop Hariprasad Swamiji Maharaj, the **founder President of Yogi Divine Society (YDS)**, Vadodara. Under His inspiration the Society assumed stewardship of SKS as one of its educational ancillaries. Under the divine blessing of **P.P. Premswarup Swamiji Maharaj**, **President of the SKS**, and mentorship of **P.P. Tyagvallabh Swamiji**, **Founder President of Atmiya University**, the University is making great efforts to spread essence of *Atmiyata* (spiritual harmony) through education.

The University currently offers **17 Ph.D., 13 PG, 1 PG Diploma, 1 Integrated PG** and **19 UG programs** in areas of **Science, Business and Commerce, Engineering and Technology, Health Sciences and Humanities and Social Sciences** through respective Faculty of Education. **Faculty of Transformative Education**, introduced in 2022, is a unique initiative at the University that aspires to focus on areas like **Consciousness Development and Value Education**, *Bharatiya Gyan Parampara*-**IKS** and **Sustainable Development**. The University also offers Diploma and Certificate programs.

The University is located in the **Rajkot city**, the heart of educationally and economically disadvantaged Saurashtra region, in the State of Gujarat. The campus spreads across the sprawling lush green **23.25 acres of land** and is known as '*Yogidham Gurukul'.* The campus is well equipped with state-of-the-art ICT enabled infrastructure, adequate support facilities and excellent landscaping.

Vision

The vision of the University is to **"*To nurture creative thinkers and leaders through transformative learning*."** At Atmiya University, we believe education is a transformative tool that nurtures human aspirations, instills values for harmonious relationships, equips individuals with essential skills for prosperity, and fosters mutual enrichment with nature. By nurturing a strong foundation in *Sanskar* (cultural values) and a profound understanding of the purpose of life (*Jeevan*), we aim to foster holistic development through education across three key dimensions namely **Livelihood (*Vyavsay*), Living (*Vyavhar*)** and **Life (*Chetna Vikas*).** Through this holistic approach, we strive to empower individuals to lead meaningful and fulfilling lives, contributing positively to society and the planet.

The University's commitment to "*Suhradam Sarvabhutanam*" - **Universal Brotherhood and harmony** - is

reflected in its activities and endeavour. Thus **Atmiya's Model of Transformative Education** prioritizes **behavioural change** through education for life, aiming overall betterment of self, family, society and nature at large. Unlike conventional educational models that primarily prioritize cognitive development, followed by psychomotor and affective domains, our model places affective development at its core, ensuring a foundation of values and emotional intelligence that supports holistic growth.

The University, under the stewardship of the Sarvoday Kelavani Samaj Trust has devoted over **five decades** to **Youth Empowerment** through education, consistently aspiring to global standards of academic excellence. The University masterfully integrates values and spirituality with professional domains to studies, embodying an "**organization with a difference**" that actively "**makes a difference**." It nurtures enlightened minds and visionary leaders committed to creating a harmonious and humane society. Today, University's **1.0 lakh+ alumni** serves as global ambassadors of its vision, making meaningful societal contributions across diverse fields.

Mission

Inspired by the vision of ***H.D.H. Brahmaswaroop Hariprasad Swamiji Maharaj***, **Yogidham Gurukul**—the educational campus housing Atmiya University—aims to serve as a distinctive 21st-century spiritual-educational commune, embodying the essence of a modern *Ashram*.

Following the revered ***Guru-Shishya Parampara***, the campus aspires to provide **world-class educational facilities** with the sole endeavour of nurturing students **intellectually, socially, emotionally, and, most importantly, spiritually**. According to H.D.H. Brahmaswaroop Hariprasad Swamiji Maharaj, the mission of this educational commune is to create a *'Manav Mandir'*—a **human being as sanctified & pure as a place of worship**.

Directed by this aspirations the University has set forth following mission:

- To create a transformative learning experience by imbibing domain specific knowledge & wisdom.
- To focus on research based teaching learning with Industry relevant application knowledge.
- To create transformative impact on society through participation, innovation, creativity and entrepreneurial framework of learning.
- To ensure knowledge integration in content creation with Industry collaborations and National as well as International Institutions.
- To cultivate a student centric transformative university committed to holistic development with Intellectual, Emotional, Spiritual and Behavioural traits of its learners.
- To impact society in a transformative way on green thinking and its effort on sustainable environment and ecology

The University is committed to cultivate enlightened minds and compassionate hearts, nurturing holistic individuals who are intellectually brilliant, socially responsible, and spiritually awakened. Through a transformative learning experience that seamlessly integrates academic excellence, ethical values, and sustainable practices, we aim to create global citizens who positively impact society and contribute to a better world.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **Strong legacy, visionary leadership** and steadfast **commitment** towards **value based transformative** education.
- **Committed faculty** and **staff members** representing 08 states working towards achieving the university vision.
- **Financial support** from the **Sponsoring Trust & its network of NGOs, Philanthropists** & **Industries** ensuring required investment in **cutting-edge infrastructure, state-of-the-art facilities**, and **innovative programs**.
- Eco-friendly **integrated green campus** with **ICT enabled infrastructure** for **teaching & learning through skilling, research and innovation**, **adequate facilities** including **excellent library** and **digital resources** ensuring **holistic development**.
- **Multi-disciplinary** campus catering to diverse student interests and industry needs and creating opportunities for **interdisciplinary collaborations** enriching the learning experience for students and staff.
- **Innovative programs** offered **through collaborations** addressing the current needs at **regional, national and global levels**.
- **Curriculum** design and its adaptation based on contemporary education models and aspirations of **NEP-2020** ensuring **flexibility, relevance** and **learner centric orientation.**
- Integration of *Jeevan Vidya* in mainstream education empowering students with essential **life skills** alongside **professional competencies**.
- Strong **engagement with community** fostering partnerships through various academic and social initiatives.
- Effective and efficient T-L-E methods & tools and transparent assessment-evaluation system along with e-proctoring system and outcome mapping & attainment through in-house /alumni co-created developed ERP.
- **Strategic integration of technology** at academics & administration enhancing transparency, efficiency and effectiveness of the system. Indigenously developed University ERP system making University virtually paper free and bringing transparency in governance, and exchange of real time data.
- Striving for educational excellence & quality sustenance through TQM practices such as decentralized governance, transformative & experiential learning, sustainable initiatives, caring for sharing initiatives.
- Unique faculty of transformative education, unique initiatives such as Ignite, Abhyuthan, Creative commons, Book talks, Environment sustainability & Chetna Vikas Mulya Shiksha.

Institutional Weakness

- **Rajkot**, located in an educationally and economically underprivileged area of Saurashtra region, has its own **limitations** in terms of **connectivity** and **available opportunities**.
- **Low regional diversity** as the region is **still developing to attract** students nationally and internationally.
- **Limited government funding** for research and schemes, since a self-financed institution. Lack of autonomy in fees (Financial dependency on fees) and admissions due to state regulations of Fees Regulations Committee & Admission Committee for Professional Courses respectively.
- **Alumni engagement** at the university is still in its early stages, with only a few batches having graduated. As a result, most alumni are at the beginning of their careers.

Institutional Opportunity

- Pending **recognition under 12(B)** of the UGC Act - 1956 to be eligible for financial assistance and other support from the Government of India.
- **Harness** the **entrepreneurship mind-set** of Saurashtra region and promote technology transfer.
- **Partner** with existing and newly announced **industries** – semiconductor, pharmaceutical, artificial intelligence and other; and the developing strong linkages with the financial hub-**GIFT city** at Gandhinagar, Gujarat.
- Growth of the region seen recently as Rajkot is given Smart City grant, AIIMS, International Airport strengthen the eco system of education, placement and investments in the region.
- Addressing needs of the industry & by creating tailored programs and services
- Developing Industry-Integrated Co-created Programs & Industry co-created skill training Centres of Excellence
- Attracting both domestic and international students to enhance regional diversity and promote exposure to diverse perspectives and cultures.
- Introducing **Faculty of Education** and offering programs for transformative education with *Jeevan Vidya*.
- With more than a decade of experience in transformative education centered on *Jeevan Vidya*, the university is well equipped to share best practices and provide capacity-building programs to other institutions. This initiative will enable the university to play a significant role in nation building by advancing the goals of value-based education as outlined in the NEP 2020 challenges.

Institutional Challenge

- Mushrooming of universities and foreign education players.
- Imbalance and domain polarization observed in enrolment trends in recent times.
- A majority of students come from rural, vernacular backgrounds, facing challenges in language and communication.
- Faculty recruitment and retention, especially from outside the region, is challenging due to the university's locational disadvantage.
- Keeping pace with rapid AI-driven advancements across all disciplines and meeting the growing expectations from industry and society for producing industry-ready graduates.

The polarization of higher education towards Computer Science, Information Technology, and management & commerce programs, leading to a lack of interest in core science, engineering, and technology disciplines.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Atmiya University's curriculum reflects its vision "To Nurture Creative Thinkers and Leaders through Transformative Learning". It's Transformative Education model rooted to Jeevan Vidya integrates domain expertise, professional skills and life skills, fostering well-rounded individuals capable of living a contended and contributory life.

The curriculum framework is shaped by local-to-global need assessments, stakeholder feedback, regulatory

guidelines, ensuring the relevance and adaptability of academic programs. University has systematically adopted UGC's **Learning Outcome Based Curriculum Framework** with **CBCS** for all its programs integrating **Bloom's Taxonomy ensuring** alignment between Program Outcomes and Course Outcomes. With 20,000+ man-hours, AU's NEP Taskforce & 4 Subtask force, University has been a pioneer in Gujarat in implementing NEP-2020, comprehensively revising its curriculum in alignment with NHEQF-and-NCrF, effective AY 2021-22.

The curriculum framework provides a flexible, three-tier structure for UG and PG programs, emphasizing language, domain, ability enhancement courses. By fostering interdisciplinary learning, creativity, innovation, and industry/social immersion, the framework caters to diverse learner needs and aligns with Program Outcomes.

The University has introduced 2,848 new courses during the assessment period, all aligned with enhancing employability, entrepreneurship, and skill development. Experiential learning being central to its pedagogy 100% of programmes offered has components related to internships, field projects, industrial training and social immersion. Through its skill development initiative 15000+ students have competed certificate courses offered by the University and on MOOC-platform. This includes 198 unique MOOC courses (140 on SWAYAM) and 80 unique courses offered by the University.

Some of University's distinct initiatives include:

- 100% placement tailored collaborative programs like BCA - Industry Integrated Programme., B.Com. (Logistics), B. Com (Professional Accounting).
- Concept to Practice – a unique course integration fostering creativity and innovation.
- Career Acceleration Program that is offered across semesters equips students with 21st-century skills for enchasing global opportunities.
- Value-driven courses inspired by Co-Existential Vedant theory, promoting empathy, integrity, and inclusivity.

University's Feedback Mechanism ensures continuous review and improvement from various stockholders. The Curriculum-Restructuring-Committee-(CRC) oversees curriculum design with academic departments, supported by the Board of Studies-(BoS) and Academic Council. Over 75-BoS and expert peer meetings have been conducted to keep programs aligned with emerging technologies and trends.

Teaching-learning and Evaluation

- The University consistently maintains high student enrolment, with an **average enrolment percentage** of **91.11%** over past five years.
- The University demonstrates a strong commitment to inclusivity by consistently filling **100%** of reserved-category seats (SC-ST-OBC-etc.) for past five years.
- The University's diverse student body, comprising a balanced gender ratio of **60:40 (Male:Female)** and students from **13 Indian States** and **2 Foreign Countries**, enriches the academic experience and promotes global citizenship.

Level	Type of Course	Method -% Usage				
		Traditional	Technology Enhanced	Participatory	Experiential	Exploratory

UG	**Fundamental**	35	26	20	15	4
	Advanced	30	20	25	20	5
	Applied	20	20	25	25	10
PG	**Fundamental**	25	20	25	15	15
	Advanced	20	15	30	20	15
	Applied	14	16	25	25	20

- MOOC's completed by students and staff-(**NPTEL=1,141, Coursera=14,917**).
- **E-content developed** by teachers-(**LMS=11, Udemy=02, BAOU=01, NPTEL-translation=18, YouTube=83, Recorded lectures, virtual labs during C-19 pandemic**).
- **Student-computer ratio** is **4:1**.
- The **Centre for Student and Customer Initiatives-(CSCI)** spearheads counselling, career guidance, and mentoring activities through **Mentor-Mentee-Scheme & Student-Council** along with **"SAMVAD-&-SARATHI"** program and unique **Chetna-Vikas-Mulya-Shiksha Cell-(CVMS)**.
- During **C-19 pandemic**, the scheme has adapted to provide **virtual-mentorship**, **support-services and developed e-proctored exam-facility**. Mentors and mentees have utilized online platforms to connect, share resources, and discuss academic and personal concerns.

- The University's commitment to quality teaching and research is reflective of **average-teaching-experience** of the faculty is **9.97 years** with 43% of faculty members having more than a decade of experience in teaching. **93%** average full-time faculty **appointed** against sanctioned post inclusive-of **158-Ph.D.-holders, several Post-Doctoral fellows, and NET/SLET/M.Phil.-Certified faculty**.

- The University's transparent evaluation process, characterized by an **average result declaration time of 19-days** over past five years with **high-Pass-% of 91.93%.** This comprehensive assessment system balances continuous **formative assessment-(30%-100%)** with **summative assessment-(0%-70%)** while maintaining a low grievance rate of 0.71%.
- The University's innovative approach to assessment is demonstrated by its **in-house developed CO-PO mapping software**. This ensures that each assessment method is directly linked to specific COs and POs, facilitating a comprehensive evaluation of student LOs.
- **100% automation** of entire division & implementation of Examination through in-house-&-co-created **Campus Management System-(CMS).**

Research, Innovations and Extension

Atmiya University exemplifies transformative education by integrating sustainability, Jeevan Vidya, and innovation into its academic, research, and community frameworks.

Guided by its Knowledge Creation and Knowledge Dissemination (KCKD) policy, University focuses on Sustainable Technology, Business, Health, and *Bharatiya Gyan Parampara*(IKS), supported by policies on IPR, Seed Money, and Consultancy.

Research and Innovation

- Centre for Research, Innovation, and Translation(CRIT) offer spaces like Knowledge Resource Centre(KRC), Tinkering Labs, Ideation Rooms, and Design Thinking Labs for research and

entrepreneurial development.
- Published 697 journal papers(Scopus/WoS), 616 books/chapters, secured INR 2150 lakh in funded projects.
- 9 Granted & 24 Published Patents and earned INR244 lakh through environment consultancy.
- Grant of INR5.86 crore from SSIP-GoG and DST-BIRAC
- State-of-the-art Laboratory Infrastructure with adequate equipment

Bharatiya Gyan Parampara(IKS)

University Promotes traditional Indian wisdom under IKS, supported by MoE-funded projects, mentorship & Internship programs.

Skill Development

Skill centres like *Sarjan*, *Samarth*, *Parivartan*, *Niramay and Pravartnam* provide hands-on training. These initiatives benefit students through "earn-while-you-learn" scheme.

E-Content Development

Faculty contributed to e-content development(70+Courses) via Swayam, UDEMY, Government platforms, and University's LMS.

Community Outreach

University's NSS and NCC activities engaged 50,000+ students in 500+ programs, impacting 20+ lakh lives through various initiatives. Rajkot SDG Aware City Campaign reached 5+ lakh residents. Workshops on Self-defense/menstrual-hygiene/Cervical-Cancer/Anamia-Screeening/etc. benefit 8000+ girls. University adopted five villages, supported 5,000+ farmers, and contributed INR26.41 lakh to Sainik Welfare Fund.

Sustainability Practices

University conserved 5.84 crore liters of rainwater, saving INR35lakh, and recharged nearby borewells. It generated 18.73 lakh solar energy units, saving INR150lakh, planted 5,000+ trees for biodiversity, and implemented integrated waste management. 54 environmental audits for Air-Water-Land-Noise Pollution. Through curricula and programs, University sensitized 15,000+ students to sustainability.

COVID-19 Initiatives

Atmiya aided society through vaccination camps, food & Grocery distribution, isolation wards, and 14,000+ beneficiaries from MOOCs in collaboration with international platforms.

Collaborations

University partners with 100+NGOs and government bodies to amplify its societal impact. Key partnerships support initiatives in health, hygiene, education, and disaster management.

Holistic Philosophy

University's initiatives align with its philosophy aiming at transformative education and holistic development, combining values with skills. Its commitment to SDGs fosters societal harmony, environmental stewardship, and inclusive growth.

Infrastructure and Learning Resources

Atmiya University spans 23.25 acres with state-of-the-art infrastructure meeting UGC-AICTE-PCI standards, designed for holistic development as per NEP-2020. Campus includes four academic buildings with a built-up area of 1,06,552Sq.Mt., accommodating 6 faculties, 16 departments, and 51 UG-PG-Ph.D. programs, and three hostels. It features 200+ ICT-enabled classrooms. 140+ laboratories and specialized facilities like Central-Instrumentation Facility, Apple iOS Lab and BIRAC-EYUVA Centre. ICT facilities include 2000+ computers, 177-LCD projectors and 27 smart classrooms.Sustainable initiatives include 499.5 KW rooftop solar plant, Paper-&-Plastic recycling, and medicinal gardens. Co-curricular amenities include a Gymnasium, sports fields (12,725 Sq.Mt.)- Indoor-Outdoor-Synthetic lawn, and auditoriums, including the 5388 Sq.Mt. Auditorium. Additionally Studio, Art gallery, PMJAK, Store, Girls-Room, Skill Labs-Centres, Canteens-Mess, ATMs, and Working-Women Hostel.

The Library-&-Learning Centre-LLC spans four centrally located floors, providing access to over 1.20 lakh books, 127 print periodicals, 6,825 bound journals, 2,099 theses and dissertations, and a multimedia collection of 12,474, including BISAG lectures. The LLC leverages advanced IT-systems like Synology NAS DS1821+ for storage-&-automated platforms like Campus Lib and WebOPAC, access to DELNET, INFLIBNET, IEEE & Knimbus, LLC is fully automated with an Integrated Library Management System-ILMS using NewGenLib 3.03.The library subscribes to IEEE, Taylor & Francis (1,076 titles), J-Gate, Knimbus, Manupatra, CMIE Prowess, and Grammarly, ensuring access to high-quality e-resources. Remote access via INFED and Shibboleth further enhances utility.

University ensures robust ICT-IT infrastructure with high-speed 2-GBPS internet connection, scalable to 4-GBPS, supports 2,000+ concurrent connections across 108 dual-band Wi-Fi access points and 173 network switches, ensuring seamless connectivity.Licensed software, including Microsoft Campus is integrated with open-source tools such as Python and Oracle, ensuring versatility. Dedicated servers manage critical functions, including AU-LMS, SWAYAM, and virtual labs, offering 1400+ video lectures and remote access tools. Security is ensured through Sophos Firewalls, VLAN segmentation, and encrypted VPN, e-proctoring facilities.

University has invested INR 5455 lacks & 4225 lacks for Infrastructure augmentation-&-Maintenance respectively. It has structured maintenance policy ensures optimal utilization and upkeep of physical-academic-support facilities.

The maintenance cell manages Physical-&-digital facilities including housekeeping & fire safety-&-Security, and transportation services. The ERP-CMS, with 10 modules and 140+ sub modules, enables efficient e-governance and resource management campus-wide.

Student Support and Progression

Atmiya University has achieved remarkable milestones in supporting its students and fostering overall development:

- **Financial Support:** About 68% of students have received scholarships or financial aid from the university, government, NGOs, industries, individuals, and philanthropists.
- **Curriculum Integration-Career Counseling:** Integrated into curriculum, career counseling offers continuous support from admission to graduation. Over 90 activities have benefited 5,500+ students, with 166 succeeding in competitive exams. Ability enhancement courses such as finishing school courses, career acceleration program, design thinking, concept recapitulation testing, internships & community engagement courses enables students for better placement-progression.
- **Skill Development:** University conducted 247 capacity-building programs, focusing on soft skills(22), communication skills(43), life skills like yoga and entrepreneurship(111), and technology awareness(71).
- **Grievance Redressal:** Zero-tolerance policy addresses issues like ragging and harassment. Online/offline & Open house Grievances redressal mechanism resolves promptly by dedicated committees and Mentor-mentee Scheme, Jeevan Vidya led *Samvad*, *Sarathi* Initiatives of the University ensures mental well being of stake holders.
- **Pro-active Training & Placement Cell:** 74% placement of jobseekers, the university ensures successful career outcomes for graduates.
- **Higher Education:** Annually, 50% of graduates pursue further studies in India and Abroad, showing a strong commitment to academic growth.
- **Competitive Exams:** Out of the total graduates, 2.69% qualified for state, national, or international exams, reflecting academic excellence.
- **Achievements in Sports and Culture:** Students earned 243+ awards in sports and cultural events at inter-university, state, national, and international levels.
- **Student Council:** A 200+ member council promotes leadership, inclusivity, and governance aligned with NEP 2020. It bridges students and administration, enriching campus life.
- **Earn while learn** Centres of the University adds to the financial support in addition to free-ships-&-scholarships.
- **Events and Activities:** University organized 761 holistic events, including sports(18), cultural(121), technical/academic fests(316), and club activities(306), creating a vibrant and engaging campus environment.
- **Alumni Contributions:** Alumni have contributed INR 180+lakhs directly to infrastructure, mentorship, internships, and innovation, driving institutional growth. Additionally, the university has received over INR80lakhs in indirect financial support from alumni through sponsorships, subsidies, and discounts over past five years.

These achievements showcase the university's dedication to providing quality transformative education, fostering talent, and building a supportive and dynamic learning environment.

Governance, Leadership and Management

Atmiya University-AU, under the stewardship of **Sarvoday Kelavani Samaj** trust, situated in educationally-&-economically underprivileged region, where it has dedicated over five decades to empowering youth through education-&-Values. AU's Vision-Mission upholds global education standards by blending values, spirituality, and science-&-technology, establishing itself as an "Organization with a Difference" that truly "Makes a Difference." Its commitment to excellence honoured with over 15 prestigious awards. Rooted in ethos of *"Sanskar"*, AU nurtures **creative thinkers** and **visionary leaders** who can contribute to creating harmonious society.

AU offers **transformative education** founded on the *Guru-Shishya-Parampara*, and its sanctified *Yogidham Gurukul* Campus, provides an ideal setting for imparting future skills, knowledge, and life values. Since 2012, AU has integrated *Jeevan Vidya*, promoting inclusivity and holistic development. With 20,000+ man-hours, AU's NEP Taskforce reshaped curricula, enriching academic frameworks. AU pioneer in implementing NEP-2020 in Gujarat, with an emphasis on multidisciplinary and value-based learning.

AU is dedicated to fostering supportive work environment through inclusive welfare initiatives, offering financial support, professional development, work-life balance, health services, and recreational facilities, while ensuring transparent grievance redressal and comprehensive pandemic response for employees.

AU employs diversified approach for fund mobilization, including revenue from tuition, research-grants, alumni-contributions, and philanthropists(168.55-Lakhs). AU ensures optimal resource utilization through detailed budgeting, internal-&-external audits, and transparency, ensuring financial sustainability and supporting academic, research, and infrastructure development.

AU committed to sustainability by installing 499.5kW PV-Solar system and establishing units like *Parivartan*, *Pravartnam*, *Sarjan*, *Samarth, Satyakam* Gaushala and *Niramay.* AU played key-role in making Rajkot **world's first SDG-aware city**. Through over 250 community outreach activities, AU impacts more than 28,000 stakeholders, reflecting its dedication to social responsibility.

Established in 2021, Centre for Total Quality Management (CTQM) promotes decentralized governance and various digital initiatives. Through IQAC, quality circles, and strategic initiatives, CTQM drives continuous improvement across 12 A&A verticals of HEI, **academic rigor, administrative efficiency, empowering** and ensures alignment with the **University's Perspective Plan** & **transformative vision**.

Through STEAM education and experiential learning, AU empowers stakeholders to excel academically and contribute meaningfully to society, preparing them to thrive in **knowledge-driven** globalized world with strong values, encapsulated in its motto, *"Shruhadam Sarva Bhutanam".*

Institutional Values and Best Practices

Atmiya University stands as a beacon of transformative education, integrating sustainability, ethical principles, and innovation across its academic, research, and community endeavours. Guided by Jeevan Vidya(JV) philosophy, University promotes holistic development, fostering leaders who prioritize harmony, empathy, and environmental stewardship.

Gender Equality and Inclusivity

Aligned with SDG 5 and SDG 10, University fosters gender inclusivity through Gender Equality Policy, leadership opportunities, and childcare support. Empowerment initiatives like workshops/awareness on self-defense/menstrual hygiene/Cervical-Cancer/Anamia-Screeening/etc. benefit 8000+ girls, complemented by facilities including Working women's hostels, daycare centers, vending machines, and gender-friendly infrastructure. Creating awareness on equal opportunities for SEDGs/SC/ST/Minority through structured committees.

Sustainability Practices

University promotes sustainability through 499.5KW solar power plant(60% energy), eco-friendly buildings/premices, energy-efficient devices, holistic waste management, eco-conscious consultancy collaborations with industries, composting, and recycling of agricultural, paper, plastic, solvent, and Wastewater. With 5.84 crore liters of rainwater harvested, these initiatives Earned INR244 lakhs, saved INR185 lakhs, generated 18.73 lakh energy units, reduced paper use by 30%, and foster eco-friendly innovations for a circular economy.

Community Engagement and Responsibility

University, with SKS, bridges rural-urban gaps through village(5) adoption supported by UBA scheme, mentoring in technology, health, and disaster management.

Educational and Knowledge Sharing Initiatives

University fosters growth through 180+ Sessions of IGNITE's peer learning, ABHYUTTHAN's interdisciplinary faculty engagement, Creative Commons' innovation initiatives, and Book Talk's discussion benefiting 14000+ stakeholders.

Innovation and Infrastructure

University excels in research with Scopus-indexed papers, patents for smart technologies, in-house ERP systems enhancing efficiency, and accessible environments for differently-abled individuals through digital/physical assistive technologies.

Civic Engagement and National Pride

University integrates patriotism and constitutional values through electoral literacy drives benefiting 18,000+ individuals, national observances days and contributions of INR26.41 lakhs to Sainik Welfare Fund, fostering democratic engagement and national support.

Empowering Marginalized

University supports female and differently-abled students with INR8.5 crore in scholarships, while promoting inclusivity through curricula on IKS and multilingual resources for enhanced accessibility.

Jeevan Vidya(JV)

With 1+ lakh beneficiaries from diverse genders/age-groups/regions/cultures/linguistic-backgrounds, JV fosters harmony across self, family, society, and nature by embedding core principles like trust, respect, and love into curricula, research, and administration and through 100+ Societal empowerment programs like **Workshops/Family-Goshthis/Shivirs/FDPs/Pathan-Satras/Sammelans/Adhyayan** sessions

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	ATMIYA UNIVERSITY
Address	Atmiya University, Yogidham Gurukul, Kalawad Road
City	Rajkot
State	Gujarat
Pin	360005
Website	www.atmiyauni.ac.in

Nature of University	
Nature of University	State Private University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	13-04-2018
Status Prior to Establishment,If applicable	

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	15-11-2019	View Document
12B of UGC		

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	Atmiya University, Yogidham Gurukul, Kalawad Road	Urban	23.25	110816.3	Undergraduate, Postgraduate, Postgraduate Diploma, Integrated, Doctor of Philosophy		

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	0
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	0
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes

SRA program	Document
AICTE	116533_15745_1_1717331551.PDF
PCI	116533_15745_6_1725013383.pdf

Details Of Teaching & Non-Teaching Staff Of University

	Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	26				36				283			
Recruited	19	4	0	23	20	12	0	32	144	139	0	283
Yet to Recruit	3				4				0			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

	Non-Teaching Staff			
	Male	**Female**	**Others**	**Total**
Sanctioned				188
Recruited	171	17	0	188
Yet to Recruit				0
On Contract	0	0	0	0

	Technical Staff			
	Male	**Female**	**Others**	**Total**
Sanctioned				57
Recruited	37	20	0	57
Yet to Recruit				0
On Contract	0	0	0	0

Qualification Details of the Teaching Staff

Permanent Teachers

Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	4	0	0	2	0	0	6
Ph.D.	19	4	0	14	10	0	36	23	0	106
M.Phil.	0	0	0	0	0	0	7	7	0	14
PG	0	0	0	2	2	0	99	109	0	212
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers

Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

Distinguished Academicians Appointed As

	Male	**Female**	**Others**	**Total**
Emeritus Professor	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	11	0	0	11

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Nil	Nil	Nil

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	493	6	0	0	499
	Female	534	11	0	0	545
	Others	0	0	0	0	0
PG	Male	3291	54	0	1	3346
	Female	1599	31	0	0	1630
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	13	0	0	0	13
	Female	34	3	0	0	37
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	24	0	0	0	24
	Female	30	0	0	0	30
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes	
Total Number of Integrated Programme		1

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	104	4	0	0	108
Female	99	3	0	0	102
Others	0	0	0	0	0

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	Nill
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Department Of Chemical Sciences	[View Document](#)
Department Of Civil Engineering	[View Document](#)
Department Of Commerce	[View Document](#)
Department Of Computer Engineering	[View Document](#)
Department Of Computer Science	[View Document](#)
Department Of Consciousness Development And Value Education	[View Document](#)
Department Of Electrical Engineering	[View Document](#)
Department Of Electronics And Communication Engineering	[View Document](#)
Department Of Humanities	[View Document](#)
Department Of Information Technology	[View Document](#)
Department Of Life Sciences	[View Document](#)
Department Of Management	[View Document](#)
Department Of Mathematics	[View Document](#)
Department Of Mechanical Engineering	[View Document](#)
Department Of Pharmacy	[View Document](#)
Department Of Physics	[View Document](#)

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Atmiya University has embraced the National Education Policy (NEP) 2020 to provide holistic,

multidisciplinary, and high-quality education aimed at nurturing ethical leaders and well-rounded individuals. Beginning preparations in 2019, the University laid the foundation with faculty training, infrastructure upgrades, and staff orientation. A dedicated NEP 2020 Task Force, established in September 2020, oversees phased implementation, supported by sub-task forces focusing on academic restructuring, research and innovation, SDG and UHV integration, and total quality management (TQM). Academic Restructuring and Curriculum Development The University revised its curriculum to incorporate transdisciplinary and interdisciplinary approaches, integrating value-based education, skill development, and SDG-aligned learning. Discipline-specific core courses are complemented by electives, industry-defined projects, internships, and research training. Value-added components include Jeevan Vidya, Environmental Studies, Finishing School, and Design Thinking courses, emphasizing sustainability, ethical decision-making, and social responsibility. The University's teaching pedagogy fosters intellectual, emotional, and social growth, incorporating flexibility through multiple entry and exit options. This ensures tailored educational journeys aligned with individual aspirations. Curriculum updates are guided by inputs from faculty, industry experts, and academic partners, maintaining relevance and rigor. Research, Innovation, and Entrepreneurship A sub-task force emphasizes fostering research and innovation, supporting ideation to product development, and promoting entrepreneurship. The University integrates Sustainable Development Goals (SDGs) into its academics and operations, embedding Universal Human Values (UHV) and Bharatiya Gyan Parampara(IKS). Through partnerships with industry and community organizations, the University bridges academic knowledge with practical solutions, ensuring societal impact. Total Quality Management (TQM) The Centre for Total Quality Management (CTQM), established in 2021, institutionalizes quality enhancement across academic and administrative domains. A decentralized governance structure ensures departments align their progressive plans with the University's goals. The CTQM monitors quality initiatives, from IQAC and audits to capacity building, ensuring compliance with national

	standards. Curriculum updates, CO-PO mapping, and outcome tracking drive continuous improvement in achieving educational excellence. Examination Reforms and Technology Integration Atmiya University leverages technology to enhance academic assessment. A proctored online examination system ensures integrity, while processes are streamlined through the National Academic Depository (NAD) using DigiLocker. A mandatory credit course aligned with national-level exams like GATE and NET enhances domain-specific skills. Outcome-Based Education (OBE) integration tracks learning progress, ensuring a comprehensive evaluation system. Sustainability and Social Responsibility The University incorporates sustainability and social immersion into its curriculum. Inter- and transdisciplinary components promote cross-departmental learning, emphasizing environmental stewardship and community engagement. The curriculum integrates courses on sustainable development and social responsibility, preparing students to address global challenges. Conclusion Atmiya University's proactive approach to NEP 2020 implementation reflects its commitment to transformative education. By integrating innovative practices, sustainability, and ethical principles into academics and operations, the University equips students to excel in the 21st century while contributing to societal well-being. Its vision to foster creative thinkers and responsible leaders is evident through its comprehensive academic framework, research initiatives, and quality assurance systems.
2. Academic bank of credits (ABC):	The University is prepared to introduce & implement ABC system. Government of Gujarat have developed the mechanism for ABC implementation. The University is waiting for detailed guideline and SOP to be received from Government of Gujarat. The University has registered for Digi- locker National Academic Depository (NAD) and ABC – ID in the year 2022. Till date 5,660 ABC ID accounts were created for students. Also, established a dedicated support Credit Equivalence Committee to assist students with ABC-related queries, helping them understand their academic credit status and how it affects their academic progression.
3. Skill development:	For over two decades, the higher educational institutions on Atmiya University's campus have

championed skill development, setting an exemplary standard in society. According to P.P. Tyagvallabh Swamiji, President of Atmiya University, three critical skills—Communication Skills, Domain-Specific Skills, and Life Skills—are essential for individual, societal, and national progress. The University emphasizes these skills to ensure learners achieve targeted competencies, facilitated by its Training and Placement Cell, which organizes the Career Acceleration Program (CAP) and capacity-building initiatives that integrate disciplinary and interdisciplinary communication and soft skills. Integrated Skill Development Framework Atmiya University's academic framework includes skill-oriented core courses and Ability Enhancement Courses (AECs), spread across semesters. Through the Choice Based Credit System (CBCS), students select courses aligning with their interests, including value-added and co-curricular courses. A compulsory course, Functional Language, focuses on enhancing communication skills in English. Alongside these, the University offers extra credit courses to encourage advanced learning. Practical and Hands-On Learning The curriculum emphasizes experiential learning through internships, fieldwork, industry visits, and projects. These methods ensure students gain practical exposure in addition to theoretical understanding. A language lab, aligned with the Government of Gujarat's SCOPE initiative and evaluated by Cambridge University, enhances Listening, Speaking, Reading, and Writing (LSRW) skills. Orientation programs, bridge courses, and workshops provide continuous support for skill development. Specialized Programs and Partnerships The University offers innovative, industry-linked programs to enhance employability: 1. B.Com. (Logistics): Conducted in collaboration with the Logistics Skill Sector Council (LSC), students study on campus for two years and undertake a stipend-based internship in the third year, culminating in guaranteed placements. 2. BCA – Industry Integrated Program: In partnership with the Rajkot Information Technology Association (RITA), this program combines academic learning with hands-on IT industry experience, ensuring stipend-based internships and assured placements. 3. B.Com. – Professional Accounting: Offered with ICAI and ICSI, this program follows guidelines from ICAI,

	ACCA, and CS, preparing students for careers in Chartered Accountancy and Company Secretary. It includes a one-year stipend-based internship or article-ship. Holistic Development and Internships Atmiya University integrates two mandatory internships into its undergraduate curriculum: one focusing on social immersion and the other providing domain-specific experience. These internships equip students with real-world skills and foster a sense of social responsibility. The Career Acceleration Program (CAP) spans five semesters, focusing on 21st-century skills such as critical thinking, teamwork, and adaptability, ensuring students are professionally and personally ready for future challenges. Beyond the Curriculum Beyond the regular curriculum, Atmiya offers diverse diploma and certificate courses, catering to various interests and career goals. Department-specific training programs further enhance students' readiness for industry requirements. Commitment to Employability By integrating skill development into its academic framework, Atmiya University creates graduates who are not only knowledgeable but also equipped with practical, life-ready skills. Through this holistic approach, the University ensures its students contribute meaningfully to society, making them assets to the nation and the world.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Atmiya University, under aegis of Sarvodaya Kelavani Samaj, embodies a mission of nation-building and fostering Bhartiyata (Indian ethos) among youth. Through a series of cultural, spiritual, and academic initiatives, University instills values rooted in Indian Knowledge Systems(IKS) while addressing contemporary challenges. By celebrating Indian traditions and heritage, Atmiya University nurtures a holistic educational environment aligned with National Education Policy (NEP) 2020. Indian Knowledge Systems and Cultural Engagement University celebrates Indian culture and heritage through events such as youth festivals, competitions, and cultural days. Initiatives like AVSAR Cultural Committee ensure active participation in preserving Bharatiya traditions. Students engage in activities like essay writing, poetry recitation, folk dances, and skits, promoting a deep appreciation of India's rich cultural legacy. Special talk series are organized to introduce learners to scientific and historical

dimensions of Indian culture. A pivotal step in promoting Indian traditions is establishment of Faculty of Transformative Education, comprising School of Indian Knowledge Systems, School of Consciousness Development & Value Education, and School of Sustainability. These schools aim to integrate IKS into academics and foster value-based learning. School of Indian Knowledge Systems facilitates an active IKS Centre offering transdisciplinary electives, including Introduction to Indian Knowledge Systems, Holistic Healthcare with Yoga and Ayurveda, and Six Systems of Indian Philosophy. To date, 303 students have completed these 30-hour courses. Additionally, University offers an 80-hour course on Ancient Indian Painting and Crafts. University collaborates with Ministry of Education's IKS division, selecting 13 faculty mentors and 24 interns who received stipends worth INR6 lakhs. Expert sessions for faculty and students under programs like Abhyuthan and Ignite have benefited over 600 participants. A notable milestone is INR13.48 lakh research project awarded by Ministry of Education for IKS-related themes. On May 15, 2024, Atmiya University signed an MoU with Bhishma School of Indian Knowledge Systems, establishing A-BHI-GYAN Centre to focus on areas such as sustainable agriculture, holistic medicine, yoga, cow-based organic farming, and consciousness studies. The collaboration also includes plans to launch a journal, A-BHI-GYAN, for publishing IKS-related research. Consciousness Development and Value Education School of Consciousness Development & Value Education oversees Chetana Vikas Mulya Shiksha (CVMS) cell, which promotes Universal Human Value Education. This includes a mandatory credit course for students and one-week training for faculty, delivered through AICTE FDPs or on-campus Jeevan Vidya Shivirs. CVMS extends its outreach to parents, NGOs, doctors, educators, and industrialists, emphasizing significance of value-based education for all societal groups. Wellness and Sustainability Initiatives University prioritizes physical and mental well-being. A partnership with Gujarat State Yog Board (GSYB) fosters yoga practices among students and staff, with International Yoga Day celebrated annually. Sustainability practices under School of Sustainability include promoting holistic development, environmental

	consciousness, and sustainable living. Conclusion Atmiya University integrates Indian cultural heritage with transformative education, preparing students to address global challenges while remaining rooted in Indian values. Through its holistic approach, University exemplifies ideals of NEP 2020, cultivating well-rounded individuals who contribute meaningfully to society.
5. Focus on Outcome based education (OBE):	The University's approach to education emphasizes changing the curriculum, pedagogy, and assessment procedures to reflect higher-order learning performance rather than the mere accrual of course credits. This learner-centric paradigm, known as Outcome-Based Education (OBE), focuses on what students learn rather than what is taught, a stark contrast to traditional education. To support this transition, the University has organized several Faculty Development Programs (FDPs) and faculty empowerment programs on understanding and implementing the OBE concept, inviting national-level resource persons to share their expertise. The University's vision and mission are aligned with those of the managing trust, ensuring a cohesive approach to education that reflects shared core values. Graduate attributes have been carefully framed, and all programs have been redesigned using the OBE framework. This includes the development of Programme Outcomes (PO), Programme Specific Outcomes (PSO), and Course Outcomes (CO), all of which are based on the extensive training provided. The academic year 2019-20 marked the integration of OBE into the postgraduate curriculum, and by 2021-22, undergraduate programs were also restructured in light of the recommendations of NEP 2020, making OBE an integral part of the University's curricular framework. The student induction program now includes an orientation to the concept of outcome-based education, along with a detailed explanation of the program outcomes. This ensures that students understand the goals of their education from the outset. Innovation in OBE implementation is a key focus for the University. It has introduced innovative assessment tools and a question bank mapped to course outcomes and taxonomy levels. Additionally, the University has adopted advanced methods for implementing Assurance of Learning (AoL) and for performing

	attainment mapping calculations. These methods help identify and differentiate among slow learners, advanced learners, and outliers, ensuring that each student receives the support and challenges they need to succeed. Through these initiatives, the University is committed to provide an educational environment that prioritizes meaningful learning outcomes over traditional metrics. This approach not only enhances the quality of education but also ensures that graduates are well-prepared to meet the demands of their respective fields. The focus on OBE aligns with global educational standards and reflects the University's dedication to continuous improvement and innovation in teaching and learning.
6. Distance education/online education:	The University has demonstrated a proactive and progressive approach in its integration of SWAYAM NPTEL courses and other MOOCs within its academic framework. Currently, students are afforded the opportunity to select MOOCs as Extra credit courses. The selection of the NPTEL platform as an accredited provider is underpinned by its practice of conducting proctored examinations, with the added convenience to Rajkot for serving as an examination centre for NPTEL exams. As NPTEL Local chapter & characterized by its consistent and progressive participation, the University has earned the prestigious designation of an "Active Local Chapter," recognition maintained for a continuous period of 5 years. Total 1022 student & 122 staff members have completed NPTEL-MOOCs since past five years, 481 students and 71 staff members got recognition as Elite, Elite+Silver and Elite+Gold. The University has partnered with COURSERA (American MOOC provider) during C-19 pandemic and total 14917 courses have been successfully completed by the stakeholders of the University. Total 1738 Coursera MOOCs like Communication Skills for University Success, Storytelling and influencing: Communicate with impact, Preparation for job interviews and Build a professional resume using Canva have been completed by the first batch students (2021-22 & onwards) of UG programs under NEP curriculum as an assignment of the course entitled Career Acceleration Program. Looking ahead, the University remains steadfast in its commitment to explore additional avenues for the integration of the SWAYAM-NPTEL & IGNOU

	initiative, in the context of implementing credit transfer mechanisms for MOOCs, as recommended by UGC.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. An Electoral Literacy Club is a platform to engage students through interesting activities and hands-on experience to sensitise them on their electoral rights and familiarise them with the electoral process of registration and voting. ELCs are also present in colleges and rural communities. Through ELC, Election Commission of India, aims at strengthening the culture of electoral participation among young and future voters. The Electoral Literacy Club (ELC) is set up by Atmiya University right from the inception of the University i.e. from 2019-20 and onwards. Since then it is working effectively to fulfill its goals. ELC is set up with the primary goal of building the awareness among stakeholders of the University on Electoral rights and duties. It enables the young minds to envision the democratic values of the nation and builds strong sense of belonging among stakeholders. The awareness instilled at this juncture helps students grow as good citizen. The Composition of the ELC at the university consists of Vice Chancellor as Chairman, NSS Coordinator as Member Secretary, one member each from NCC Girls and Boys Unit, Campus Ambassador of Voter Ambassador Forum (VAF – approved by local administration) student member, one male and one female representative students, two male and two female students as members, one invited member from local administration and 1 co-opted member.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes. ELC is fully functional at the University as per the guideline of Government of Gujarat as well as Election Commission of India and gets revised as per the norms on timely basis. The student and faculty co ordinators are appointed by the university through an established method and they regularly report to the vice chancellor. The local administration has approved the University appointed Voter Awareness Forum VAF Campus Ambassador. As a member of the ELC the VAF ambassador serves as bridge

	between administration and the University. The VAF ambassador actively participates in the innovative activities of building electoral awareness. The members of the ELC is guided and trained on timely basis through various events, camps and meetings on their roles and responsibilities for enhancing voting awareness among masses. This process helps students identify leadership qualities. ELC is in character and mentioned above metrics-1.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	ELC of the University focuses on Awareness Building among in house & community stakeholders of various age group through Rally, Events like, Poster presentations, Competitions like Elocution, Debate, Group-discussions, Street play, Survey etc. The University Staff members bear election duties in the capacity of Presiding officer, Polling officer, Booth Level Officer, Supervisor, Peon etc. Their election duty experience and exposure to EVM and election procedures enable ELC to organize awareness events efficiently. Do's and don'ts during election, things to be considered before and after elections are being addressed through interactive experience sharing sessions of the senior faculties with students of the University and other institution. The University has conducted innovative activities each year and total 18000+ beneficiary have been benefited since past five years. In support of local governing authorities, registering, updated - voter ID card and voting awareness are being strengthened on timely basis. Students coming from diverse geo-socio background are trained to build awareness among their family and society members at various levels on timely basis. The University has introduced NSS & NCC as credit course under ability enhancement elective course category of the curriculum. The course is spread over four semesters and the syllabus

	includes Leadership Quality Development and Rights & Responsibilities as citizen of India. The Awareness drives, Assignments, Surveys, PBL etc. are the evaluation tools of the course. The ELC circulates awareness literature received from local administration among students, staff and community members. The students are motivated to prepare reports of ELC activities and the best performing student volunteers are felicitated for their contribution. The ELC events are covered in the annual activity calendar of NSS & NCC. Socially important and relevant initiatives are taken by ELC keeping the need major election events in center for enhancing the awareness of youth on elections, voting, democracy and rights of citizens. Awareness drives have been conducted among students by contacting class to class. Awareness for Voting is spread by students and NSS Volunteers and NCC Cadets. District Collector appointed NSS Volunteer as Campus Ambassador to co-ordinate the ELC. Surveys have been taken for EPIC during NSS Camp.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Students over the age of 18 who qualify for voter registration are being educated on their democratic rights, including the right to vote. ELC celebrates Voter's day, Constitution Day, Voter Awareness Forum activities etc. to help students understand about the democracy. The University also have events and activities where participants may learn about the election process, such as hands on training for EVM operation, poster presentations, debates, mock parliaments, elocution, and essay writing.

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
6279	5980	6279	5387	3926
File Description			Document	
Institutional Data in prescribed format			[View Document](#)	

1.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
1945	1985	2016	1433	448
File Description			Document	
Institutional data in prescribed format			[View Document](#)	

2 Teachers

2.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
318	263	246	224	232
File Description			Document	
Institutional data in prescribed format			[View Document](#)	

2.2

Total number of full time teachers worked/working in the institution (without repeat count) during last five years:

Response: 451

File Description	Document
Institutional data in prescribed fomat	**View Document**

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years   (INR in lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
2663.12	2809.22	2959.07	2843.58	1432.46

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs), and Course Outcomes(COs) of the Programmes offered by the University

Response:

Atmiya University's curriculum reflects its vision *"To Nurture Creative Thinkers and Leaders Through Transformative Learning"*. With a steadfast commitment to addressing local, regional, national, and global developmental needs, the University fosters holistic education through innovative, learner-centric programs. The University's Transformative Education model integrates domain knowledge, professional skills, and life skills, with *Jeevan Vidya* at its core.

The University's rigorous curriculum development process aligns **Programme Educational Objectives (PEOs)**, **Programme Outcomes (POs)**, **Programme Specific Outcomes (PSOs)**, and **Course Outcomes (COs)** with UGC's Graduate Attributes. The framework is shaped by local-to-global need assessments, stakeholder feedback, regulatory guidelines, ensuring the relevance and adaptability of academic programs.

Core Principles of the Curriculum Design & Development

- **Vision-Driven Learning**: Programs are designed to nurture creativity and leadership by emphasizing interdisciplinary knowledge, critical thinking, innovation and empathy.
- **Outcome-Based Education**: The curriculum follows UGC's Learning Outcome-Based Curriculum Framework and the CBCS, incorporating Bloom's Taxonomy for effective teaching-learning-evaluation.
- **NEP-2020 Integration**: In alignment with the National Education Policy 2020, the University undertook a comprehensive revision of its curriculum incorporating NHEQF & NCrF and implemented from AY 2021-22. The curriculum aligns with UGC's FYUGP Framework (2022), Government of Gujarat's NEP- SOP & Credit Framework (2023), fostering academic flexibility and global readiness. The curriculum also meets standards set by regulatory bodies AICTE & PCI.

The university has taken pioneering steps by investing 25,000+ man-hours to state-level taskforces in implementing NEP-2020, becoming the first institution in Gujarat to do so in 2021. Its multidisciplinary approach and emphasis on skill-&-value based learning have significantly enriched academic frameworks. University's efforts in NEP (University's) implementation; nationally recognized at the Vice-Chancellors Meet on NEP in 2022, earning it a place in the commemorative souvenir.

- **Flexibility and Holistic Development**: The conceptual framework is structured across seven undergraduate, five postgraduate, and one integrated program, with three-tier components viz.,

Language, Domain specific core, and Ability enhancement courses. Emphasizing interdisciplinary and skill-based learning, it promotes creativity, innovation, and industry/social immersion.

- **Integration of Indian Knowledge Systems (IKS)**: With *Jeevan Vidya* at its core, the curriculum harmonizes IKS with contemporary education, fostering culturally rooted yet globally relevant perspectives.

Distinctive Programs and Initiatives

- Industry-integrated BCA-IIP program with Rajkot IT Association and BBA in Entrepreneurship & Family Business tailored to regional business dynamics.
- Mandatory courses in Design Thinking, Universal Human Values, Sustainable Development Goals, and Environmental Science.
- Career Acceleration Programs, elective courses aligned with NSDC and SSC standards, and industry-driven projects.
- Industry/social immersion opportunities, *Concept to Practice* courses, and creativity-focused projects.
- Partnerships with industries, NGOs, and GOs to bridge academia and real-world applications.
- Comprehensive capacity-building programs for faculty to ensure effective implementation of the OBE framework.

The **Curriculum Restructuring Committee (CRC)** oversees curriculum design in collaboration with academic departments, supported by the Board of Studies (BoS) and Academic Council. Over 75 BoS and expert peer meetings have been conducted to keep programs aligned with emerging technologies and trends.

Atmiya University remains dedicated to creating an ecosystem where learners transform to visionary leaders and creative thinkers, equipped to address complex challenges and drive transformative change in society.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.1.2

The Programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements

Response:

Atmiya University is committed to addressing societal critical needs: ensuring Industry Ready Professionals with 21st-Century Skills reducing unemployment of the educated youth and fostering

entrepreneurship among India's young population. The curriculum of the programmes is designed and regularly revised to equip students with the knowledge and skills imbibed with values required to excel in today's dynamic job market and to launch innovative ventures thereby creating more employment opportunities i.e. transforming youth from job seeker to job creator.

This educational paradigm fosters holistic transformation across cognitive, psychomotor, and affective domains. Beyond foundational learning (major disciplines, internships), post-establishment of the University several innovative approaches such as interdisciplinary courses (IDCs, TDEs, MOOCs), skill development (Design thinking, C2P, CAP), and holistic engagement (UHV, SDGs) have been adopted. It integrates values-driven, multidisciplinary, and experiential education, enabling lifelong learning and societal impact.

The curriculum comprises of three tier components: Language Courses - enhance communication and language proficiency; Domain Courses - develop in-depth knowledge in specific field with exposure of inter- and trans-disciplinary areas; and Ability Enhancement Courses - nurture professional skills and life skills. The curriculum offers a flexible blend of mandatory and elective courses, categorized into fundamental, advanced, and applied levels based on Bloom's taxonomy.

The University has introduced a total of 2848 new courses during the assessment period all directly relevant to enhancing employability, entrepreneurship, or skill development. This is well evident in outcome mapping.

Some of the unique initiatives include:

- Experiential learning, through internships, training, and field/research projects, is ingrained into every program. Further, to enhance theoretical understanding, practical components are embedded with project/problem-based-learning assignments.
- The University fosters industry partnerships to offer students real-world experiences through guest lectures, workshops, and field visits.
- To foster creativity and innovation a unique course - Concept to Practice (C2P) is introduced. Over four semesters, students engage in design thinking, identifying societal problems, developing prototypes, and testing solutions through community engagement. For instance, students addressed local waste management, reducing unmanaged waste, by 40% through sustainable solutions.
- Career Acceleration Program (CAP) that is offered across semesters equips students with 21st-century skills for career advancement focusing on critical thinking, problem-solving, communication, leadership, teamwork, etc. through activity-based engagement.
- UHV courses promote ethical consciousness, life skills, and harmonious coexistence, while SDG-aligned initiatives encourage climate action and sustainable consumption.
- Internships, mini-projects, and product development programmes enables transition from theoretical knowledge to practical, community-focused solutions.
- University integrates certificate and skill development courses in the mainstream curriculum. These courses offered as electives provides students an opportunity to develop primary, secondary, and tertiary skills crucial for the workforce.

University offers 100% placement tailored programs like BCA- Industry Integrated Programme in collaboration with the Rajkot IT Association, B.Com. (Logistics), an apprenticeship-based programme, in collaboration with Logistics Skill Council of India and a B. Com (Professional Accounting), a

programme aligned with the Chartered Accountant (CA) exam, offered in association ICAI and practicing CA. Understanding regional family business culture, the University also offers BBA-Entrepreneurship & Family business program.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years

Response: 41.94

1.2.1.1 **Number of new courses introduced during the last five years:**

Response: 2848

1.2.1.2 **Consolidated number of courses offered by the institution across all   Programmes (without repeat count) during the last five years :**

Response: 6790

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum

Response:

Atmiya University is dedicated to providing a holistic, learner-centric education that nurtures creative thinkers and ethical leaders. By aligning its curriculum framework with the NEP-2020, the University integrates cross-cutting issues such as professional ethics, gender equality, human values, and sustainability into its curriculum.

The University's commitment to "*Suhradam Sarvabhutanam*" - **universal friendship and harmony** - is reflected in its curriculum. By incorporating the **Preamble to the Indian Constitution**, students are exposed to the values of justice, liberty, equality, and fraternity through relevant courses and co-curricular activities.

Atmiya University actively integrates the **UN SDGs into its curriculum**, addressing global challenges like water scarcity, climate change, and urbanization. This course, offered via the Atmiya Learning Management System (LMS), has been completed by **around 5,000 students and faculty**, highlighting its strong commitment to sustainability education. Initiatives in sustainability, renewable energy, rainwater harvesting, and healthcare innovation, coupled with community projects, empower students to become socially responsible leaders and interdisciplinary problem-solvers. Faculty research and partnerships with NGOs and industries further amplify this impact, contributing to Rajkot's aspiration as an SDG-aware smart city.

The **Faculty of Transformative Education**, through its *Chetna Vikas Mulya Shiksha (CVMS)* cell, integrates core human values such as compassion, empathy, diversity, and integrity, aligning with the University's vision. Drawing inspiration from the Co-Existential Vedant theory of A. Nagrajji, the curriculum promotes holistic understanding, ethical living, and universal harmony. Courses on *Madhyasth Darshan*, combined with practical experiences, inspire students to embrace interconnectedness and mutual prosperity. With offerings ranging from **certificate courses to PhD programs**, the faculty equips students to embody and apply these transformative values in their personal and professional lives.

The curriculum, enriched by **courses** like **Research and Publication Ethics**, **IPR, and Business Ethics & Corporate Governance**, instills a strong sense of ethical conduct. Students learn to uphold integrity, respect qualities and values, and make ethical decisions in professional settings. The inclusion of **courses on Human Values** further reinforces the importance of ethical behaviour in personal and professional life, preparing students to become ethical leaders who contribute positively to society.

Atmiya University is committed to **gender equality and environmental sustainability**. Initiatives like the **Gender Equality Policy, Equal Opportunities Cell**, and **Women Empowerment Cell** create a safe and inclusive environment for female students, faculty, and staff. Integrating an **Internal Complaints Committee (ICC)** further supports a respectful and supportive environment, addressing gender-based issues and grievances effectively. The University also offers **courses on Environmental Conservation and Sustainable Development**, equipping students with knowledge and skills to address environmental challenges. Various sustainability initiatives, such as *499.5 kW solar energy capacity*, *17,00,000 liters of rainwater harvesting*, and **waste management,** reinforce the University's commitment to a green

campus.

By integrating cross-cutting issues into its curriculum, University ensures that its graduates are well-prepared to address contemporary challenges with a strong ethical foundation, a commitment to global well-being, and the ability to contribute to a sustainable and inclusive future. Details of various courses and other initiatives at the University towards integrating cross-cutting issues into curriculum is given as additional information.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.3.2

Number of certificate/value added courses/Diploma Programme offered by the institutions and online courses of MOOCs, SWAYAM/e Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years

Response: 278

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Evidence of course completion, like course completion certificate etc.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.3.3

Percentage of programmes that have components of field projects / research projects / internships during the last five years.

Response: 100

1.3.3.1 **Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years**

Response: 47

1.3.3.2 **Total Number of programmes offered (without repeat count) during the last five years**

Response: 47

File Description	Document
Sample Internship completion letter provided by host institutions	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Program and course contents having element of field projects / research projects / internships as approved by BOS	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.4 Feedback System

1.4.1

Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:

Response: A. Feedback collected, analysed, action taken & communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Feedback analysis report submitted to appropriate committee/bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis and its report to appropriate committee/bodies	[View Document](#)
Provide Links for any other relevant document to support the claim (if any	[View Document](#)	
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)	

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 91.11

2.1.1.1 **Number of sanctioned seats year wise during last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
2660	2250	2818	2428	2212

2.1.1.2 **Number of seats filled year wise during last five years (Only first year admissions to be considered)**

2023-24	2022-23	2021-22	2020-21	2019-20
2600	2140	2484	2122	1922

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Document relating to sanction of intake as approved by competent authority	[View Document](#)
Admission extract signed by the competent authority (only fresh admissions to be considered)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

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

Response: 100

2.1.2.1 Number of actual students admitted against the reserved categories in the first year of the programme year-wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
751	635	636	510	475

2.1.2.2 Total number of seats earmarked for reserved category as per GOI or State Government rule year-wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
751	635	636	510	475

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)
Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.2 Catering to Student Diversity

2.2.1

The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Response:

The university aligns with UGC guidelines by conducting a comprehensive "Diksharambh" program for

new students. This induction familiarizes them with the university's ethos, culture, and academic framework. Orientation sessions clarify curriculum, examinations, regulations, and learning opportunities. The university also invites distinguished alumni and experts to share their knowledge and inspire students.

Assessment Strategies & Tools:

Primary need analysis & diagnosis of learning level requirement happens during SIP, departmental level programs & the same is supported by the admission committee analysis. Approximately 85% of new entrants from vernacular and rural backgrounds exhibit potential communication and soft skill weaknesses. To address this, the university offers a comprehensive curriculum, including language courses, communication workshops, and self-study programs. Additional strategies and tools include:

- Mentor-Mentee Scheme
- Curriculum Component Coordinators for VAC, CoC, TDE, C2P, CAP, IKS, etc. to guide students effectively across various courses.
- Additional classes like bridge course, boot workshops, sensitization programs for new entrants to bridging learning gap.
- Academic Calendars & Planners for better learning monitoring
- Less PAN India representation, which reduces amalgamation of student's diversity.
- At the +2 level, students can choose between standard and basic mathematics, along with PCM or PCB. To facilitate a smooth transition to diverse undergraduate programs under the CBCS pattern, appropriate strategies and tools are employed to address potential learning gaps in all domains including commerce, science, pharmacy, and engineering.

Assessment of Learning Levels:

- Students are initially categorized as Slow Learners & Advanced Learners based on:
    - 12th standard results & State level merit list
    - Student Induction Program (SIP)
    - Mentors' observations of classroom performance
    - Continuous Internal Assessment & Class activities like debate, group discussions, diagnostic assignments etc
    - Semester End Examinations results
    - Student Feedback & its analysis

Curriculum Integration for Holistic Development:

The university has implemented customized components designed for UG and PG programs.

- **Ability Enhancement Courses:**
    - Value Added Courses
    - Co-curricular Courses
    - Transdisciplinary Courses
    - UN-SDG, Finishing School programs
    - Concept to Practice (a progressive course from semester1 to semester-4)
    - Design Thinking
- **Communication Skills & Soft Skills:** Tailored programs address communication needs: Slow

learners focus on basic communication, while advanced learners on soft skills.

- Minor/Major Research Project / Dissertation
- Internship : Social, Domain specific
- Courses based on Universal Human Values
- Concept Recapitulation Test (CRT)
- Self-Study Course
- Provision for Mandatory MOOC's courses for PG programs

Teaching Methodologies:

- **Slow Learners & Intermediate learners:**
    - Bridge courses for foundational concepts
    - Regular remedial coaching by faculty and advanced learners (peer learning)
    - Visual aids and participatory activities to enhance understanding
    - Shared and discussed assignments for self-improvement
    - Individual counselling by faculty mentors
    - Simplified study materials & Question Banks
    - Real-life examples for better understanding of concepts
    - Learning commons for collaborative learning in small groups
- **Advanced Learners:**
    - Encouragement to enrol in MOOCs (SWAYAM, NPTEL, Coursera etc) for career advancement
    - Organizing participative learning sessions
    - Extra Credit Courses with successful completion leading to additional credits
    - Design Thinking programs
    - Students as peers
    - Ignite program

File Description	Document
Upload Any additional information	View Document
Provide link for additional information	View Document

2.2.2

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

Response: 19.75

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	[View Document](#)
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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 experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

The University has adopted a learner-centric approach to equip students with practical skills. By incorporating Innovative-T&L-methods and ICT-tools, it aims to create an interactive learning environment that promotes critical thinking and lifelong learning. The C-19 pandemic further accelerated this shift, leading to the adoption of virtual and blended learning strategies.

To enhance learner-centric T&L, the University has developed a curriculum based on OBE, integrating transformative pedagogical tools, amalgamation of e-resources, and MOOCs.

Curriculum Based Learning Methods includes

- Flexibility of Curriculum – structure & models
- CBCS- Cafeteria approach
- Learners curation
- Progressive & cumulative learning
- Need based courses & components
- Experiential & Trans/cross disciplinary courses
- Facilitative learning methods & tools

Pedagogy	Andragogy	Heutagogy
Instructor led	Self-directed	Self-determined
- Instructor is centre	- Instructor & learner is centre	- Learners are centre
- Process – unidirectional	- Process – bidirectional	- Process – multidirectional

- Learner contribution limited	- Learners contribute	- Learners contribute & create
- Cognition	Meta – cognition	Epistemic-cognition
Realisation	Engagement	Cultivation

Teaching Learning Methods & Tools:

- **Traditional:** Chalk & Talk, Model assisted teaching, Continuous Internal Assessment, Tutorials etc.
- **Technology-Enhanced:** Presentations, Animations, Infographics, Videos, Virtual Lab, Webinars, SWAYAM – NPTEL, Flipped Class Room etc.
- **Participatory:** Concept Mapping / Mind Charts, Preparation of MCQ Bank, Games, Quiz and Puzzles, Peer Learning / Learning Commons, Sci-Simulations etc.
- **Experiential:** On-site Demonstrative Teaching, Skill based Assignments etc.
- **Exploratory:** Lab to Land, Outreach Activities, Pilot Plant, Project & Problem Based Learning Method etc.

Level	Type of Course	Method -% Usage				
		Traditional	Technology Enhanced	Participatory	Experiential	Exploratory
UG	Fundamental	35	26	20	15	4
	Advanced	30	20	25	20	5
	Applied	20	20	25	25	10
PG	Fundamental	25	20	25	15	15
	Advanced	20	15	30	20	15
	Applied	14	16	25	25	20

Curriculum Integration for Collaborative Learning:

- **Online Courses and Self-Study Options:** The curriculum incorporates online courses, self-study options like CRT, LMS, and access to digital platforms like NPTEL, SWAYAM, Coursera, and EdX, promoting autonomous learning and aligning with NEP-2020.
- **Digital Assessment:** Faculty utilize e-resources and platforms like Quizzes, Kahoot, and Google Forms for assessments, providing efficient and insightful feedback mechanisms.

Classrooms Teaching & Learning:

- **Interactive Technology:** LCD projectors and smart boards facilitate engaging and multimedia-rich presentations, enhancing student understanding and retention.
- **Specialized Labs:** ICT-equipped labs support various programs, providing students with hands-on experience and practical application of knowledge.
- **Functional Language Lab:** This lab caters to communication skills development, career acceleration programs, and the Cambridge Certification Exam by Government of Gujarat's SCOPE initiative.
- **Assignment:** Advance level, Self-study course.

Digital Learning and Information Access:

- **Extensive Resources:** The ICT-enabled library offers a vast collection of e-books, journals, e-Databases and efficient retrieval systems, streamlining the research process.
- **NLIST Program:** Faculty and students have access to over 2 Lakhs e-books and 6000+ e-journals through the UGC's NLIST program, further enriching the learning experience.
- **MOOC's completed by students and staff (NPTEL = 1,141, Coursera = 14,917).**

E-content developed by teachers (LMS = 11, Udemy =02, Dr. Babasaheb Ambedkar Open University =01, NPTEL translation = 18, YouTube =83, Recorded lectures & Virtual labs during C-19 pandemic).

File Description	Document
Upload any additional information	[View Document](#)
Provide Link for Additional Information	[View Document](#)

2.3.2

The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues

Response:

The Centre for Student and Customer Initiatives (CSCI) spearheads student growth through career guidance, counselling, and mentoring activities like the Mentor-Mentee Scheme & Student Council. The University's Mentor-Mentee Scheme, aligned with UGC guidelines, offers comprehensive support for students' academic, professional, and psychological well-being.

Mentor-Mentee Scheme:

Objective:

- To create interest for Academics as well as for overall development in students and provide support for the same.
- To understand and enhance student's physical, mental, intellectual, emotional and spiritual capacity & capability.
- To make students responsible for the harmony with self, family, society and nature.
- To establish sustainable environment in University campus.

Scheme Implementation:

The implementation, involves participation at various level. Deans of Faculties ensure its smooth

functioning within their faculties, while Heads of Departments oversee the departmental implementation and coordinate with class teachers for effective pairings. Class teachers facilitate initial pairings, monitor mentees' progress. Mentors provide guidance, organize activities, and share experiences, while mentees actively participate, seek support, and attend program events especially the target groups i.e, new entrants. Each mentor overseeing a group of 20-30 mentees. Monthly meetings are conducted to discuss academic progress, extracurricular activities, and personal concerns.

The program generates comprehensive reports, including a detailed mentor-mentee list, a record of mentoring activities, individual mentoring forms, and an assessment of the program's overall impact. It involves results analysis of exam followed by Action-Taken-Reports to identify slow learners and advanced learners. Additionally, regular Parent-Teacher Meetings are conducted for effective communication and collaboration between parents, teachers, and mentors. These reports provide valuable insights into the effectiveness of the scheme and help in its continuous improvement.

Special Measures for Implementation:

- For psychological issues University has implemented "SAMVAD-&-SARATHI" program where special issues are discussed and resolved, keeping confidentiality of the issue of mentees.
- University has Faculty of Humanities and Social Sciences, the Professors do guide the specific psychological issues of mentees.
- University has tie-up with Department of Psychology of nearby Saurashtra University, Rajkot for guidance and support.
- University has unique **Chetna Vikas Mulya Shiksha Cell**, which provide guidance with reference to harmony with self, family, social and nature level.
- During C-19 pandemic, the scheme has adapted to provide virtual mentorship and support services. Mentors and mentees have utilized online platforms to connect, share resources, and discuss academic and personal concerns.

Impacts & Outcomes:

The mentor-mentee scheme is seamlessly integrated with the University's Internal Complaint Committee, ensuring effective grievance redressal. Mentees benefit from regular guidance and support, leading to improved academic performance. Mentors help mentees develop crucial skills like time management, problem-solving, and critical thinking. The scheme also provides invaluable career advice, psychosocial support for the students and helps in development of the interpersonal skills and inculcate values. University has created a supportive and inclusive campus environment, leading to significant improvements in student outcomes and overall institutional well-being.

- No incidence reported for ragging.
- Zero-tolerance policy for harassment and discrimination.
- Ensures equal opportunities for all gender at all level.
- Socio-economically disadvantaged students receive adequate support and guidance.

File Description	Document
Upload any additional information	[View Document](#)
List of Active mentors	[View Document](#)
Provide Link for Additional Information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 85

2.4.1.1 **Total Number of Sanctioned year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
345	322	347	290	211

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.2

Percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt. during the last five years

Response: 34.15

2.4.2.1 **Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt Superspecialist during the last five years**

Response: 154

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
List of faculty having Ph.D./D.M/M.Ch./D.N. Superspeciality/ along with particulars of the degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copies of Ph.D./D.M/M.Ch./D.N.B Superspeciality awarded by UGC recognized universities	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.3

Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)

Response: 10.25

2.4.3.1 **Total teaching experience of full-time teachers as of latest completed academic year**

Response: 3259

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years

Response: 19

2.5.1.1 **Number of days from the date of last semester-end/ year- end examination till the last date of declaration of results year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
18	19	25	23	10

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5.2

Percentage of student complaints/grievances about evaluation against total number of students appeared in the examinations during the last five years

Response: 0.71

2.5.2.1 Number of complaints/grievances about evaluation year-wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
23	33	67	39	36

2.5.2.2 **Number of students appeared in the examination conducted by the institution year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
6279	5980	6279	5387	3926

File Description	Document
List the number of students who have applied for re- valuation/re-totalling program wise and the total certified by the Controller of Examinations year-wise for the assessment period.	**View Document**
Institutional data in the prescribed format (data template)	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

2.5.3

Status of automation of Examination division along with approved Examination Manual/ordinance

Response: A. 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
The screenshot should reflect the HEI name and the name of the module.	**View Document**
The report on the present status of automation of examination division including screenshots of various modules of the software.	**View Document**
Institutional data in the prescribed format (data template)	**View Document**
If the EMS is outsourced, copy of the relevant contract and copies of bills of payment to be provided.	**View Document**
Copies of the purchase order and bills/AMC of the software.	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (Program and Course outcomes)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Response:

The University has embraced Outcome-Based Education (OBE) including Graduate Attributes as per UGC framework/model as a cornerstone. Implemented in postgraduate (PG) programs since 2018 and subsequently extended to undergraduate (UG) programs in 2021.

The Learning Outcome's (LO's) in light of NEP-2020 are being prepared for approval by the BoS, AC, BoM, and GB. The BoS comprises experts from academia, industry, and alumni. The LOs will be disseminated to:

1. **Students:** Through Student-Induction-Programs (SIPs), Mentor-Mentee-Scheme, Student Council, Notice Boards with QR codes, Library, Website, and CMS.
2. **Parents:** During Parent-Teacher-Meetings & SIP orientation program.
3. **Industry:** Through Placement, MoU activities, Statutory bodies & Non-statutory Bodies, and industry visits and trainings.
4. **Society:** Through courses like Internship, C2P, NSS/NCC activities, OBE-activities as well as through Ranking & Ratings.
5. **GO's & NGO's:** Through MoU's-activities, Compliance to regulatory-bodies, Sponsoring-bodies-activities, Various Schemes & Proposals.

Integration into Assessment Process

- **Curriculum Development:** POs, COs, and GAs are explicitly incorporated into the curriculum development process, ensuring that teaching-learning activities are directly linked to desired outcomes. Introduction of unique programs like Industry Integrated Programs with Sector Skill Council.
- **Assessment Methods:** Direct methods & Indirect Methods, including continuous internal assessment, assignments, projects, seminars, and semester end examinations.
- **Blue print of K-level Questions in SEE:** Semester-end-examinations will evaluate students' knowledge and skills through K-level questions, which are based on the revised Bloom's taxonomy and designed to promote higher-order thinking.
- **Continuous Evaluation:** More of formative evaluation and less of summative evaluation as per the need and nature of the course/component viz Theory/Practical/Dissertation/C2P/CRT etc.

Learning-Outcome Attainment:

Attainment of the LO's is reflected by various awards received by the University like IDA award for University with Innovative Learning-&-Assessment Learning, Divya-Bhaskar-Leading Newspaper Award for Pride of Saurashtra in implementing aspirations of NEP-2020 and many more. The University assesses students' attainment of Learning Outcomes (LOs) through the following components: student performance, employability, alumni feedback, and skill development programs.

University employs a diverse range of assessment methods to effectively evaluate students' attainment of Program Outcomes (POs) and Course Outcomes (COs). These methods are designed to holistically assess students' knowledge, skills, and abilities.

Continuous Internal Assessment (CIA)

Regular Assignments and Quizzes: These assess students' understanding of course content and their ability to apply knowledge.

Presentations and Seminars: These evaluate students' communication, research, and critical thinking skills.

Laboratory/Practical Work: This assesses students' practical skills and their ability to apply theoretical knowledge.

Online Assessments: This includes online quizzes, assignments, and projects to enhance flexibility and accessibility.

Semester End Examinations

Theory Examinations: These assess students' in-depth understanding of the subject matter.

Practical Examinations: These evaluate students' practical skills and problem-solving abilities.

Project-Based Assessments: These assess students' ability to apply knowledge to real-world problems and their research capabilities.

Other Assessment Methods

- Peer-Assessment
- Self-Assessment
- Industry Defined Projects
- Curriculum components like AECC courses
- Dissertation
- On-Job-Training

Mapping Assessment Methods to POs and COs

A detailed mapping process, facilitated by in-house-developed software, ensures that each assessment method is directly linked to specific POs and COs. This comprehensive matrix enables a thorough evaluation of student learning outcomes.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	[View Document](#)
Upload any additional information	[View Document](#)
Provide links as Additional Information	[View Document](#)

2.6.2

Pass percentage of students (excluding backlog students) (Data to be provided only for the latest completed academic year)

Response: 91.93

2.6.2.1 **Total number of final year students who passed the examination conducted by Institution.**

Response: 1788

File Description	Document
percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Certified report from the Controller of Examinations indicating the pass	[View Document](#)
Annual report of COE highlighting the pass percentage of students	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.98

File Description	Document
Upload any additional information	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

The institution's Research facilities are frequently updated and there are well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

Atmiya University actively supports domain-specific, interdisciplinary, multidisciplinary, and transdisciplinary research aligned with its philosophy of transformative learning that emphasizes humane values and skill development. University's **Knowledge Creation and Knowledge Dissemination (KCKD) policy** is central to promoting academic and applied research, supported by sub-policies on **IPR, Plagiarism, Seed Money, Consultancy, Financial Support, and Sharing**. These policies work cohesively to ensure clarity and effectiveness in research initiatives, with processes regularly updated to align with emerging needs.

Using a **bottom-up approach**, departments identify broad research thrust areas **Sustainable Technology, Sustainable Business, Sustainable Health,** and **Sustainable Indian Knowledge Systems**—each containing 4-5 sub-thrust areas designed to address critical societal challenges. This research focus aligns with University's core value of **"co-existence in existence with Atmiyata"** and is bolstered by principles of sustainability co-promoted through Jeevan Vidya.

Research at Atmiya University is structured to support impactful outcomes, with **60-75% of academic and sponsored research** aligned to identify thrust areas and **60-70% of research budget** allocated accordingly. University supports its researchers by providing **seed money grants** for early-career faculty and creating a **research career ladder** specifically designed for research-oriented faculty. An **Academic Performance Indicator (API)** system includes significant recognition for research contributions, encouraging capacity building and active participation in research.

Faculty members are encouraged to document their research contributions, including publications, sponsored projects, patents, and consultancy, using standardized identifiers such as **Vidwan ID, SCOPUS ID, ORCID, Researcher ID,** and **Google Scholar ID** within University's **in-house data repository**. Collaborative efforts are enhanced through **75 national and international MoUs** with government bodies, NGOs, and industries, fostering joint publications, knowledge exchange, and access to specialized resources, thus expanding University's research visibility.

To enhance research capacity, University offers **financial support and training** in data analytics, research writing, publication practices, and advanced methodologies, benefiting faculty, research scholars, and students. Accessible laboratories, libraries, and databases further support research activities, both internally and externally.

Upgradation of research facilities is optimized through **critically evaluated feedback**s from statutory bodies/FM/researchers/experts/peers. As a result, **Centre for Research, Innovation, and Translation (CRIT)** was established, focusing on academic and sponsored research, alongside **Centre for Business and Entrepreneurial Initiatives**. Both centres have dedicated Directors and Coordinators who are

custodians of all activities & documentation of awareness, planning, implementation, **gap analysis,** and **timely troubleshooting** to enhance progressive research.

Periodic equipment audits ensure that research facilities remain up-to-date, properly calibrated, and safe, fostering a productive research environment in alignment with health and safety standards. These efforts are further supported by well-defined policies on **Procurement, Maintenance, Augmentation,** and **Waste Management & Disposal**, which facilitate continuous updating and upgrading of research facilities.

Impact:

·   **Seed Money: 33** Faculty Members | Rs. **26.466 Lakh** | **Outcome/Impact:** 3-Patents, 21-Research Papers, 3-Book Chapters, 5-Extramural funding-Applied

·   **Journal Papers: 697** | Published in Scopus/WoS/ABDC/PubMed/SCI/SCIE/UGC

·   **Book/Book Chapters: 616** | International/National Publishers | Springer/IGI/T&F/ CRC/Wiley/Himalaya

·   **Patents: 9–Granted** | **24-Published** | IndianPatentOffice/PatentOfficeUK

·   **Funded Projects: 345** | Rs. **2148 Lakh** | MoE/DBT/DST/GoG/GSBTM

·   **Consultancy:** Rs. **244 Lakh** | Environment/Material Testing/Academic/Management

File Description	Document
Upload COs for all courses (exemplars from Glossary)	[View Document](#)
Upload any additional information	[View Document](#)
Provide links as Additional Information	[View Document](#)

3.1.2

The institution provides seed money to its teachers for research (average per year)

Response: 2.79

3.1.2.1 **Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
8.2	3.22	2.51	0	0

File Description	Document
Sanction letters of seed money to the teachers is mandatory	[View Document](#)
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	[View Document](#)

3.1.3

Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.

Response: 35.03

3.1.3.1 **Number of teachers who received national/ international fellowship/financial support from various agencies, for advanced studies / research; year-wise during the last five years**

Response: 158

File Description	Document
List of teachers who have received the awards along with the nature of award, the awarding agency etc.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E-copies of the award letters of the teachers.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.1.4

Percentage of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years

Response: 81.48

3.1.4.1 **The Number of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years**

Response: 44

3.1.4.2 **Number of PhD Scholars enrolled during last five years**

Response: 54

File Description	Document
List of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows along with the details of the funding agency is to be provided.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E copies of fellowship award letters (mandatory)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.2 Resource Mobilization for Research

3.2.1

Total Grants research funding received by the institution and its faculties through Governme006Et and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 2009.07

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E-copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.2.2

Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years

Response: 0.72

3.2.2.1 **Number of research projects funded by government and non-government agencies during the last five years**

Response: 325

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc.	[View Document](#)
Institutional data in the prescribed format (data template merged with 3.2.1)	[View Document](#)
E-copies of the grant award letters for research projects sponsored by government agencies.	[View Document](#)

3.3 Innovation Ecosystem

3.3.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

Atmiya University has established a comprehensive ecosystem to foster innovation, Indian Knowledge System (IKS) research, Intellectual Property Rights (IPR) awareness, and technology transfer. University's initiatives include dedicated centres, supportive policies, and a focus on both modern and traditional knowledge systems to create impactful research and entrepreneurial outcomes that supports inter and trans-disciplinary research and innovation all aligned with University's core philosophy of holistic development through inculcation of Values with Skills.

Organizational Structure

Centre for Research, Innovation, and Translation (CRIT) is at core of Atmiya University's organizational structure for research and innovation. CRIT is responsible for overseeing academic research, sponsored projects, consultancy, and knowledge resource management. Collaborating closely with University **Research Advisory Board** and **University Innovation Council**, Together, these entities ensure adherence to best practices and regulatory standards, creating a strong foundation for research excellence and innovation.

Research, Innovation, and Entrepreneurial Ecosystem

Aligned with India's "**Make in India**" and "**Viksit Bharat 2047**" visions, Atmiya University's research and entrepreneurial ecosystem encourages indigenous innovation and societal contribution. This ecosystem includes **Knowledge Resource Centre (KRC)**, which serves as a base for knowledge-sharing and skill-building. Through KRC, students and faculty engage in two primary pathways: **deep research** via **Centres of Excellence (CoEs)** in collaboration with industry and **entrepreneurship development** through certification programs, prototyping, and product creation. Facilities such as **Tinkering Labs, Ideation Rooms, Makers Spaces, Fab Labs, and Design Thinking Labs** provide environments conducive to experimentation, supporting students, faculty, and alumni as future innovators.

IPR Cell

University has an **IPR Cell** that organizes workshops guiding stakeholders in IPR protection. In past five years, University has 8 granted and 23 published patents, highlighting Atmiya's commitment to protecting innovations.

Indian Knowledge System (IKS) Centre

University's **IKS Centre** promotes research into traditional Indian knowledge systems. Projects worth Rs. 13.48 lakh have been funded by by AICTE's IKS division, and 13 faculty members and 24 students have been appointed as mentors and interns, respectively, receiving stipends totaling Rs. 6 lakh. In collaboration with **Bhishma School of Indian Knowledge Systems**, University established **A-BHI-GYAN Centre** and offer a co-curricular & 3 transdisciplinary electives to enrich knowledge of India's heritage.

Grants

University has secured **SSIP grants from GoG** of Rs. 3.2 crore and a **BIRAC E-Yuva** grant of Rs. 2.66 crore, supporting numerous student projects.

Technology Transfer

University's impactful technology transfer initiatives (e.g. smart lighting, smart dustbin etc), co-created digital initiatives for evaluation & mapping and digital solutions for local institutions highlight its commitment to sustainable innovation and societal & environmental impact.

Promotion of R&I

Defined Policies and initiatives such as Seed money, Consultancy, financial assistance, annual appraisal & Research Career Ladder helps in promoting conducive environment for research and innovation.

Curriculum Integration

University's curriculum emphasizes **employability, entrepreneurship, and skill development**. **Concept to Practice (C2P)** course encourages students to apply design thinking and problem-solving to real-world challenges.

Skill Centres

Skill centres **Sarjan-**Wealth from waste**, Samarth-Consumer Chemicals, Niramay-Advanced Farming Technology, Parivartan-Paper Recycling Unit and Pravartanam-Automotive Skill Centre** equip students with hands-on skills and provide opportunities to earn through "**earn while learn**" scheme.

File Description	Document
Upload any additional information	[View Document](#)
Link for Additional Informationa	[View Document](#)

3.3.2

Total number of awards received for *research/*innovations by institution/teachers/research scholars/students during the last five years

Response: 66

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
e- Copies of award letters issued by the awarding agency	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4 Research Publications and Awards

3.4.1

The institution ensures implementation of its stated Code of Ethics for research

The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:

1. **Inclusion of research ethics in the research methodology course work**
2. **Presence of institutional Ethics committees (Animal, chemical,bio-ethics etc.,)**
3. **Plagiarism check through sofware**
4. **Research Advisory Committee**

Response: A. All of the above

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	[View Document](#)
Constitution of the ethics committee and its proceedings as approved by the appropriate body.	[View Document](#)
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	[View Document](#)
Bills of purchase of licensed plagiarism check software in the name of the HEI.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.2

Total number of Patents awarded during the last five years

Response: 14

File Description	Document
Patents granted / published in the name of the faculty with the institutional affiliation to the university working during the assessment period only to be given.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
e-copies of letter of patent grant	[View Document](#)

3.4.3

Number of Ph.Ds awarded per recognized guide during the last five years

Response: 1.17

3.4.3.1 **How many Ph.D s were awarded during last 5 years**

Response: 42

3.4.3.2 *Number of teachers recognized as guides during the last five years*

Response: 36

File Description	Document
PhD Award letters to PhD students.	[View Document](#)
Letter from the university indicating name of the PhD student with title of the doctoral study and the name of the guide.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.4

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

Response: 1.52

3.4.4.1 **Number of research papers published in the Journals as notified on UGC CARE list during the last five years**

Response: 684

File Description	Document
List and links of the papers published in journals listed in UGC CARE list and	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link to the institutional website where the first page/full paper (with author and affiliation details) is published	[View Document](#)
Link re-directing to journal source-cite website in case of digital journals	[View Document](#)

3.4.5

Number of books and chapters in edited volumes published per teacher during the last five years

Response: 1.37

3.4.5.1 **Total Number of books and chapters in edited volumes published during the last five years**

Response: 616

File Description	Document
List of chapter/book with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E-copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.6

E-content is developed by teachers :

>   1. *For e-PG-Pathshala*
>   2. *For CEC (Under Graduate)*

3. For SWAYAM
4. For other MOOCs platform
5. Any other Government initiative
6. For institutional LMS

Response: C. Any 3 of the above

File Description	Document
Supporting documents from the sponsoring agency for the e- content developed by the teachers need to be provided.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Give links to upload document of e-content developed showing the authorship/contribution	[View Document](#)
For institution LMS a summary of the e-content developed and the links to the e-content should be provided	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.7

Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science

Response: 4.65

File Description	Document
Bibliometrics of the publications during the last five years	[View Document](#)
Any additional information	[View Document](#)

3.4.8

Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution

Response: 10.5

File Description	Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document View Document
Any additional information	View Document

3.5 Consultancy

3.5.1

Revenue generated from consultancy and corporate training during the last five years

Response: 244.34

3.5.1.1 **Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

2023-24	2022-23	2021-22	2020-21	2019-20
50.82	61.63	54.69	44.82	32.38

File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid	View Document
Letter from the beneficiary of the consultancy along with details of the consultancy fee.	View Document
Institutional data in the prescribed format (data template)	View Document
CA certified copy of statement of accounts as attested by head of the institution.	View Document
Audited statements of accounts indicating the revenue generated through and corporate training/consultancy.	View Document

3.6 Extension Activities

3.6.1

Outcomes of extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)

Response:

Atmiya University's extension activities are rooted in **Samvedansheelta** through **Atmiyata**, emphasizing compassion and holistic development. These initiatives nurture physical, emotional, intellectual, and spiritual growth while fostering education, environmental stewardship, and humane values. Integrated into University's curricular, co-curricular, and extracurricular frameworks, they include community outreach, environmental conservation, health programs, disaster management, and social awareness. By promoting skill development, cultural heritage, and NGO collaborations, and incorporating NSS, NCC & CVMS initiatives, University empowers students to address societal challenges and contribute meaningfully to transformative education.

Through its parent trust, **Sarvoday Kelavani Samaj (SKS)**, University participates extensively in community services. MoUs with organizations like **Bhartiya Jain Sangathana (BJS)** and **S-VYASA** support relief camps, empowerment programs, health services, and yoga promotion. These programs, guided by faculty, align with **UNSDGs**, focusing on health, hygiene, and sustainable development. Partnerships/Collaborations with **Project LIFE, Kundariya Cancer Prevention Foundation, Rajkot Municipal Corporation(RMC), Vedant Foundation**, **Government/Non-Government blood banks, Invincible NGO, NDRF** have resulted in thalassemia screenings (3363 Beneficiaries), blood donation camps (1383 Units of Blood), anaemia screenings (110 Beneficiaries), Cervical cancer awareness(457 Beneficiaries), menstrual hygiene education (7500+ beneficiaries), Youth Brigade Programs such as self-defence-rifle shooting-team building-map reading-fire safety-stress management (1000+ Beneficiaries). Through NSS and NCC, over **50,000 students** have participated in 500+ programs, impacting **20+ Lakh people** through initiatives like Digital India, Swachh Bharat Abhiyan, Azadi ka Amrit Mahotsav, Tree plantation drives (5000+ Trees Planted), village adoption, Rajkot SDG Aware City and other social programs.

Under **University Social Responsibility**, Atmiya has adopted 5 villages, mentoring them in **technology, health, disaster management**, and **sustainability**, with a focus on promoting **Yoga** and **Jeevan Vidya**.

Over **1 lakh beneficiaries** have explored concept of humane value education (Jeeevan Vidya) through **Curriculum**, **Shivirs, Workshops, SIPs, FDPs, Pathan Satras, Goshthis, Parivaar Sabhas, Sammelans**, **NL/IL Conferences** and **Deep Adhyayan** sessions, fostering harmony across all four orders.

University's **South-South 17: Educational Alliance for Sustainable Development**, in collaboration with seven global partners, promotes sustainable education. An MoU with **Gujarat Government & Nagrik Foundation** initiated **Rajkot SDG Aware City** campaign, conducted in partnership with **RMC, PGVCL, and DEO**, impacting over 5,00,000 residents through 20+ activities.

During COVID-19 pandemic, Atmiya served society through awareness campaigns, vaccination drives, AYUSH supplement distribution, psychological counselling, food assistance, converting hostels into isolation wards, and offering free learning opportunities through collaboration with international platforms like Coursera/Microsoft-GitHub/IEEE/EnergySwaraj etc.

Extension activities are supported by clubs such as **Happiness, Nature & Environment, Social Service, Health & Wellness,** and **Energy Conservation**, addressing mental well-being, social welfare, environmental conservation, and energy-saving practices. As a **Schedule-1 Environment Auditor**, University conducted 54 environmental audits. Additionally, **GSBTM's capacity-building program** has

benefitted **1,000+ students** in Saurashtra region.

Atmiya makes the largest contribution to the **Sainik Welfare Fund** through individual donations and funds raised by students, NCC, and NSS volunteers from the community. A total of Rs. 26,41,747/- has been contributed to the fund in last five years.

Atmiya University promotes natural farming & organizes fairs focused on sustainable agriculture, benefiting 5,000+ farmers through Palekar Krishi workshops and sustainable agriculture fairs.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

3.6.2

Number of extension and outreach programs conducted by the institution through organized forums like NSS/NCC with involvement of community year wise during the last five years

Response: 133

3.6.2.1 **Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.**

2023-24	2022-23	2021-22	2020-21	2019-20
32	45	31	09	16

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Geo-tagged Photographs and any other supporting document of relevance should have proper captions and dates.	[View Document](#)
Detailed list and report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.7 Collaboration

3.7.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years

Response: 63

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	[View Document](#)
List of year wise activities and exchange should be provided	[View Document](#)
List and Copies of documents indicating the functiona MoUs/linkage/collaboration activity-wise and year-wise	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The institution has adequate infrastructure facilities for

a. teaching - learning. viz., classrooms, laboratories,

b. ICT enabled facilities such as smart classes, LMS etc.

c. Facilities for cultural and sports activities , yoga centre, games (indoor and outdoor) gymnasium, auditorium etc.

Describe the adequacy of facilities within a maximum of 500 words

Response:

The university campus spans 23.25 acres of lush green land, featuring state-of-the-art inclusive infrastructure that meets standards of regulatory bodies-AICTE-PCI-UGC; designed to support a wide range of academic-co-&-extra-curricular activities, fostering holistic humane development in line with NEP-2020.

The University has **04Academic Buildings** with total **built-up area of 1,06,552Sq.Mt.**adequate to accommodate 6 faculties with 16 departments and total 51 UG, PG and Ph.D. programs and**03 Hostel Buildings** with **4264.39 Sq.Mt.** built up area.

All **buildings** are equipped with latest **fire safety measures** and have **earthquake resistant** structures.

(a) Teaching – learning facilities

1. well ventilated, spacious, and adequate **ICT enabled classrooms** (75 to 96 Sq.Mt.) including Theatre rooms, Learning Common rooms, Demonstration classrooms, Moot court.
2. **140+ laboratories (**65 to 96 Sq.Mt.**)** including 40 Computer Lab, **15** dedicated **Research Laboratories** and **10 Special Laboratories** like, Central Instrumentation Facility, Language Labs, Business Labs, CADD Lab, Apple iOS Lab, Tinkering Lab, Fab Lab etc.
3. **Skill Centres**: Centre of Excellence in Embedded Systems & Robotics, Incubation Centre, BIRAC-EYUVA Centre, *Pravartanam* - Automotive Skill Lab, Advanced Manufacturing Facility housing 3D Printers, CNC / VMC machines and Laser cutters.
4. **Centres &Cells:**Centre for TQM,Centre for Student & Customer Initiative,Centre for Research, Innovation & Translation, etc.**Cells:** Education Learning Technology**,** GPCB-Environment Audit & Consultancy Cell, Material Testing Cell, Energy Audit & Management Cell, ChetnaVikasMulyaShiksha Cell-CVMS, Career & Placement Cell, Entrepreneurship DevelopmentCell, IPR Cell, etc.
5. **Sustainable Development Initiatives:** 499.5 KW Rooftop Solar Power Plant,Waste Management and Disposal Facility, EVAC Charging Station, *Sarjan*-Wealth from Waste Unit, *Parivartan*-Paper Recycling Unit, *Niramay*-Advanced Farming

Techniques,*Samarth*-Formulation of Household Chemicals,Medicinal Plant Garden and *Satyakam*-Gaushala.

6. The University ensured seamless Teaching & Learning during COVID-19, adhering to all guidelines.

(b) ICT enabled facilities

1. ICT enabled Classrooms/ Seminar rooms:200+ ICT enabled classrooms (177 LCD Projectors)including 15 AV step rooms, 27 Smart Classrooms (outfitted with interactive 75' LED flat TV), 2000+ Computers, 122 Printers, 2 GBPS Internet speed, 108 WiFi Routers, Audio-Video Systems and Verbal sets.
2. IntegratedLearning Management System-ILMS fully automated via NewGenLib 3.03, Centrally Air Conditioned premises wise 03 E-Library and Reading room. (Detail given in 4.2.1)
3. Lecture Capturing System, Studio, Project Development and ICT maintenance Cell

c) Co-&-Extra-curricular activity facilities:

1. Cultural and Sports activities:

- Club and Forum rooms, Green rooms, Practice rooms, Music Instrument room, AV Control room
- Indoor sports: 5 Table-Tennis boards, 6 Carrom boards, 15 Chess sets, 2 Badminton court, etc.
- Outdoor sports: 12,725 Sq.Mt. for outdoor activities such as Basketball, Tennis, Cricket, Volleyball, Kabbadi, Kho-kho, Athletics, etc.

2. Health and wellness centre: Yoga-Meditation Centre, Gymnasium (22-stations), Cardiac & Zumba Aerobic.

3. Support facilities:

- **Centrally Air Conditioned 01 GyanYagna Auditorium** (5388 Sq.Mt.), **01 Theatre/Step Auditorium** (789.1 Sq.Mt.), **02 Chair Auditorium** (529.88Sq.Mt.), **02 Seminar Hall** (239.33 Sq.Mt.), Prayer Hall.
- Girl's rest rooms with PM-Jan Aushadhi Kendra-&-PHC.
- Student Store,*fssai*-licenced Mess-Canteens, ATM, Adequate Transport & Parking facility.
- RO Water System,Power Generators, 1842 CCTV, Fire Safety-Security Unit.
- 24x7 Central Stock Warehouse & Maintenance Cell.

File Description	Document
Upload any additional information	[View Document](#)

4.1.2

Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years

Response: 42.93

4.1.2.1 **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
823.86	1020.28	1326.89	1794.57	490.22

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

The University's **Library and Learning Centre** spans **4 floors** at a central location, facilitating access for students and faculty.

It houses **1.20lakh books, 127 print periodicals, 6,825 bound journals, and 2,099 theses, dissertations-reports, multimedia collection 12474**(including BISAG lectures)**.**

LLC received the **Best Library Award** from ISTE.

We are members of Library network-**DELNET, IITGandhinagar** and Sister institutes on campus Library, to avail Inter Library Loan and online article requests, The Library Technology requirements are fulfilled through MOU, training and handholding by **INFLIBNET** Centre.

LLC subscribes to **eresources, provides online services** and promotes using the same through various Information and Digital Literacy Programs and workshops, also provides technical mentoring support to other libraries.

Integrated Library Management System (ILMS): LLC is **fully automated** via **NewGenLib 3.03**, improving efficiency.

- **Cataloging and Patron Management**: Streamlines data and user handling.
- **Circulation Management**: Patrons can reserve books and view transaction history.
- **Stock Verification**: Ensures collection accuracy.
- **WebOPAC**: Provides online search options for books, e-books, and includes Google Preview. Accessible at http://libraryopac.atmiyauni.ac.in:8080/newgenlibctxt/
- **Serials and Binding Management**: Optimizes subscriptions and orders.
- **Online Acquisition and MIS Reports**: Aids in data-driven decisions.
- **Metadata and Standardized Forms**: Enhances catalog quality and library communication.

E-Resource Subscriptions (Last 5 Years):

- **IEEE Journals and Conference Proceedings**.
- **Taylor and Francis**: Subject collection (1,076 titles).
- **Knimbus**: For remote access and federated search.
- **J-Gate**: Access to subscribed and open-access articles.
- **ACEKP**: Company and market data.
- **CMIE Prowess IQ**: Indian company financial database.
- **Manupatra**: Indian legal and business information.
- **Grammarly**: Writing assistance.
- **Magzter**: Digital newsstand.

Online services:

- **Library Website** (library.atmiyauni.ac.in)&**Library App** (LLC Atmiya):
- **Institutional Repository (IR)**: Built on DSpace7,

Access at ir.atmiyauni.ac.in.

- **Research Information Management (IRINS)**:

available at atmiyauni.irins.org.

- **Remote Access via INFED**: Access to online e-resources through and Shibboleth.
- **Calibre E-book Webserver**: Hosts e-books, accessible on campus and Kindle-compatible.
- **Plagiarism Detection**: DrillBit software available under INFLIBNET's e-Shodhshudhi
- **NPTEL Video Server**: Houses 800+ NPTEL courses (9 TB), accessible via the campus network, [Local Chapter (1068)].
- **Learning Management System (LMS)**: Built on Moodle with INFLIBNET ILMS, offering 613 courses, e-PG Pathshala subjects, and university-created MOOCs accessible online: lms.atmiyauni.ac.in.
- **Member** of **Shodhganga** and **Shodhsindhu**
- **NDLI Club** established for library resources access.

Library Optimal Usage:

Library Hours: Library **operates** for **16 hrs.** per **day** from 6.00am to 10:00pm on weekdays and 9.00am to 5.00pm on Sundays and holidays.

- **Usage statistics:** with 487475 visits recorded A.Y. 2023-2024 (average of 1,336 daily).
- Library provides all contemporary **services** and utilizes communication technologies and newsletters to engage its user community, enhance usage, and build research capacity.
- Organizes **activities** such as author workshops, research sessions, book-talks, exhibitions, and thematic events.
- LLC also offers **Earn while Learn Scheme.**

Library Services during the COVID-19 pandemic:

- Access to online databases, research tools were set up.
- Online workshops were organized for capacity building in research.
- Collaborate with faculty to introduce the course entitled "**Introduction to SDGs**" on the LMS.

File Description	Document
Upload any additional information	View Document
Provide the Paste link for additional information	View Document

4.2.2

Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

Response: 1.23

4.2.2.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
26.56	27.63	18.62	39.07	44.59

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	[View Document](#)

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

The well-defined policies and mechanisms of Atmiya University ensure judicious procurement, optimal usage, efficient maintenance, and effective disposal of ICT infrastructure.

Teaching-Learning:

- **High-Speed Internet Connectivity:**The current high-speed **2 GBPS Internet Bandwidth is delivered via a 1:1 leased line** with last-mile connectivity on **Fiber**. It supports **concurrent connections 2,000+ computer systems**-Mobile devices.

Network is powered by **108 dual-band Wi-Fi access points and 173 network Switches**with redundancy, ensuring seamless connectivity across campus. system is **future-ready** to scale to **4 GBPS**.

- **ICT-Enabled Classrooms:**Total**177** LCD projectors& **30**interactive**75' LED**Flat Screen**with sufficient internetbandwidth**enable dynamic and interactive TLE.
- **40 Computer Laboratories** including **Special-Advance Laboratories** for skill development in **CAD, Apple iOS, Tinkering, AWS-DevOps &IoT Labs.**
- **Language Labs: 40 stations**housing Words Worth software for LSRW skill for **Cambridge** certification.
- **Studio:**Recording, Editing, Live streaming & relevant operations for AV resources facilities.
- **Blended Learning Solutions:**Virtual learning platforms like **Webex, Zoom, and Google Meet** enable seamless in-person and online participation.**2000+ video lectures** & **virtual labs** for remote access for practice.

Resources:

- **Servers:** Synology NAS DS1821+ (8x 8TB/10TB Seagate HDDs) for university data, video, and CCTV storage (via DS1821+ and D920+). IBM X386 and backup server. Dedicated servers support accounting software, EMS (employee management, leave, maintenance, and procurement), cloud-hosted CMS, AU-LMS, NPTL, OPAC, INFEED,Oracle server and library systems.
- **Security:** Sophos Firewall and antivirus solutions provide real-time threat detection, ransomware protection, firewall integration, VLAN segmentation for data isolation, AAA monitoring, role-based access control, NAT, and encrypted-VPN for secure remote connectivity, all managed centrally for secure campus networks and remote access.
- **Printers and Scanners: 120+**Multipurpose Printers
- **Software:** IT ecosystem integrates **Licensed**software like Microsoft Campus Licence, Antivirus, Sophos and Tally.**Open-source** tools such as Linux OS, Android-Studio, Python, R, XAMPP, Arduino-IDE, Eclipse, Oracle and etc.
- **Campus Management System** with **4**major modules **and 50+** submodules, enables efficient e-governance and resource management campus-wide.
- **Library& Learning Centre:** Automated systems like Campus Lib and Web OPAC provide seamless access to DELNET, INFLIBNET, NDL, e-books, journals, and research databases. It also offers tools like Taylor and Francis, CMIE Prowess, Drillbit-plagiarism, ACEKP, IEEE, Knimbus, N-List& Library App, along with remote access via INFED and an Institutional Repository.
- **Auditoriums-Seminar Hall:**LED screens, projectors, laptops, audio mixers, and live-streaming technologies.
- **Project Development-Skill Centres:**Advanced labs and centres, including **Embedded Systems, Robotics, 3D printing, and CNC/VMC machining**.

Evaluation:

- Controller of Examination: Assessment & Evaluation Process
- Online Assessment platforms with Secure Proctoring
- QP drawing and CO-PO mapping with repot generation
- After-Lecture Feedback System
- Hackathons, Workshops, and Competitions

Maintenance and Security:

- **Online Maintenance System** ensures efficient IT issue resolution and maintenance**.**
- **Intercom Systems:**Campus-wide IPbased Intercoms
- **CCTV Surveillance:** 1,842 HD IP cameras

Sustainability and e-Waste Management:

- Bandwidth Load balancing using SOPHOS tool
- Responsible e-Waste disposal via certified e-recyclers
- UPS, Solar Electricity, Green Generators&Mobile Network Boosters

File Description	Document
Upload any additional information	[View Document](#)

4.3.2

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

Response: 3.66

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

Response: 1717

File Description	Document
Stock register/extracts highlighting the computers issued to respective departments for student's usage	[View Document](#)
Purchased Bills/Copies	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.3.3

Institution has the following Facilities for e-content development and other resource development

1. Audio visual center, mixing equipment, editing facilities and Media Studio
2. Lecture Capturing System(LCS)
3. Central Instrumentation Centre
4. Animal House
5. Museum
6. Business Lab
7. Research/statistical database
8. Moot court
9. Theatre
10. Art Gallery
11. Any other facility to support research

Response: A. Any 7 or more of the above

File Description	Document
Videos and geo-tagged photographs of each of the facilities available in the HEI. Details of the structures of each of the facilities available in the HEI.	[View Document](#)
Purchase Bill / stock register, entry for lecture capturing system, mixing equipment, software for editing	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the subscription letter for database is essential for Option Research/Statistical Databases	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years

Response: 33.25

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

2023-24	2022-23	2021-22	2020-21	2019-20
1109.30	1158.32	901.90	575.56	480.06

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[View Document](#)

4.4.2

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

Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words

Response:

The **Sarvodaya Kelavani Samaj**, managing the **Atmiya Group of Institutions**, is committed to creating quality academics in light of NEP 2020 with state-of-the-art facilities. This dedication is supported by a structured Quality Management System, Comprehensive Maintenance& IT policies integrating risk management within the Plan-Do-Check-Act-PDCA cycle. The university systematically develops, maintains, and upgrades resources through well-defined mechanism. **Annual academic audits**, aligned with the Policies-Processes & Systems-Structures, ensure continuous assessment, planning, implementation, and risk management, fostering sustainable institutional growth.

The university employs a structured, **cyclical digitalized process** for maintaining and utilizing its facilities, beginning with a **need analysis** conducted by various statutory and non-statutory committees. Based on identified needs, **decision-makers** deliberate on essential actions, and approved proposals progress to the **procurement phase**, overseen by finance, purchase, account and audit departments to ensure transparent acquisition. After procurement, staff, students & dedicated operators undergo **training –OQ** for optimal use the resources augmented, followed by installation-IQ, performance- PQ and distribution to various departments. Continuous maintenance by institutional engineers & AMCs, updating, and upgrading keep resources in optimal calibrated condition and technologically current. Finally, a **disposal- waste management process** responsibly handles all types of resources viz., electronic-biomedical-agri-civil-food-plastic etc. waste that have reached the end of their lifecycle, ensuring sustainable resource management.

To optimize infrastructure, the university, particularly during covid-19, relied on its *"Chidakash"* a centralized, 24/7 augmentation, strengthening and maintenance cell with dedicated staff managing essential facilities, including civil, ICT, electrical, housekeeping, security and transportation services. The maintenance process incorporates a **lab equipment maintenance schedule**, ensuring regular inspections and servicing. The enabling structure of the university comprises of various committees/cells viz., Library Committee-Extra-Co-Curricular-activity Committee etc. & Quality Assurance Cell oversee the specific needs to ensure adequacy of the recourses and upgrade & updates the facilities. The **Campus Management System**, with **10 modules and 140+ sub modules**, enables efficient e-governance and resource management campus-wide. With **dedicated team of service engineers** and systematic **records of usage & maintenance**, the system ensures a **preventive maintenance inspection** and **servicing activities**.

The university's maintenance procedures emphasize **sustainability**, supporting environmental stewardship and resource efficiency.

The 499.5 KW Grid-Tied **Rooftop Solar Power Plant** is monitored for optimal energy output, advancing renewable energy goals. Water management, including rainwater harvesting, conserves and distributes water, while waste facilities ensure eco-friendly processing. The **EVAC Charging Station**

promotes sustainable transportation. Initiatives like **_Sarjan-_**Wealth from waste unit, and **_Parivartan_**-Paper recycling unit. **_Niramay-_**Advanced farming center **_Samarth_**-household chemicals and **Pravartanam** - Automative Skill Lab, while the Botanical-Medicinal Garden and **_Satyakam Gaushala_** foster agricultural innovation and conservation, aligning with the university's & UN sustainable development goals.

File Description	Document
Upload any additional information	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 68.11

5.1.1.1 *Number of students benefited by scholarships and freeships provided by the institution, Government and (NGOs)non-government bodies, industries, individuals, philanthropists year-wise during the last five years*

2023-24	2022-23	2021-22	2020-21	2019-20
5118	4032	3654	3267	2899

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority	[View Document](#)
Upload Sanction letter of scholarship and free ships (in English).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years

Response:

Atmiya University has diligently enhanced its career counseling support to cater to evolving needs of its prime stakeholders during their student life cycle. Recognizing importance of comprehensive guidance, University has implemented a framework that includes both group and personal counseling platforms.

At University level, first stage of student counseling is conducted at the time of admission through integration of career counseling policy with University's curriculum structure. The **admission counseling cell** assists students in selecting various career paths. Second stage of counseling occurs during the **student induction program**, where students are enlightened through bridge course activities. In the third stage, staff, heads of departments, directors, and deans continuously guide students through the **mentor-mentee program** at the departmental and faculty levels.

University has adopted a three-tier curriculum structure, in which value-added courses (VAC) and co-curricular courses (CoC) play a vital role in preparing students for competitive exams related to placement and progression. Under the light of NEP 2020, counseling activities are centrally performed by **Training and Placement (T&P) cell** through need and trend analysis. These activities are delivered through Career Acceleration Program (CAP) and communication/soft skill courses offered under Finishing School. The Concept Recapitulation Test (CRT) course aids students in representing their domains in technical competitive exams. University is also a Nodal Centre for Capacity Building under Department of Science and Technology (DST) and Gujarat State Biotechnology Mission (GSBTM) for science students, specifically supporting them in the competitive examination structure for biotechnology field. The primary goal is to develop qualified, competent, and globally competitive students.

University actively participates in various education fairs and counseling seminars at regional and national levels. It has a dedicated student aspiration, guidance, and support unit named **SAMVAD** for personal, social, and psychological counseling. Additionally, the **Chetna Vikas Mulya Siksha (CVMS) cell** provides life skills guidance and counseling. Group counselling through Shivirs, Workshops, SIPs, Pathan-Satras, Goshthi sessions help students to emphasize self-development.

Library and learning center are committed to students' betterment through departmental library, offering both physical and digital resources. Library's reference section, dedicated to competitive exam preparation, ensures that students have access to materials for both national and international competitive exams, as well as government and non-government sector examinations.

A special competitive examination club/forum, '**Lakshya'**, regularly guides students on preparation patterns for various competitive examinations.

University's web portal provides a digital e-counseling facility, allowing students to access guidance and contact faculty members directly through platform. As part of its COVID-19 initiatives, University arranged e-counseling sessions on COVID prevention measures, academic support, and career counseling.

Outcome and Impact: Through University's dedicated efforts in career counseling and competitive exam preparation, a total of 166 students successfully passed various competitive exams related to progression and placement fields. Over last five years, 90+ activities (seminars, workshops, annual events, and alumni support, etc.) related to career counseling and competitive examinations were organized by different departments across University, benefiting over 5,500 students.

File Description	Document
Upload any additional information	[View Document](#)

5.1.3

Following capacity development and skills enhancement activities are organised for improving students' capability

1. **Soft skills**
2. **Language and communication skills**
3. **Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)**
4. **Awareness of trends in technology**

Response: B. Any 3 of the above

File Description	Document
Report with photographs on soft skills enhancement programs	[View Document](#)
Report with photographs on Life skills (Yoga, physical fitness, health and hygiene) enhancement programs	[View Document](#)
Report with photographs on Language & communication skills enhancement programs	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

1. **Implementation of guidelines of statutory/regulatory bodies**
2. **Organisation wide awareness and undertakings on policies with zero tolerance**
3. **Mechanisms for submission of online/offline students' grievances**
4. **Timely redressal of the grievances through appropriate committees**

Response: A. All of the above

File Description	Document
Report of Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee monitoring the activities and number of grievances	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students during the last five years

Response: 74.01

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

2023-24	2022-23	2021-22	2020-21	2019-20
1044	1098	1179	935	337

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order (the above list should be available in institutional website)	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2.2

Percentage of graduated students who have progressed to higher education year-wise during last five years

Response: 50.12

5.2.2.1 **Number of outgoing students progressing to higher education**

2023-24	2022-23	2021-22	2020-21	2019-20
407	474	456	277	7

File Description	Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education. (the above list should be available in institutional website)	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2.3

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

(eg: NET/SLET/ Civil Services/State government examinations etc.)

Response: 1.57

5.2.3.1 *Number of students qualifying in state/National/International level Examination during last five years (eg. SLET, NET, UPSC etc)*

Response: 123

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3 Student Participation and Activities

5.3.1

Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national/international events (award for a team event should be counted as one) during the last five years

Response: 124

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

2023-24	2022-23	2021-22	2020-21	2019-20
44	55	16	3	6

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

Presence of an active Student Council & representation of students on academic & administrative

bodies/committees of the institution.

Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words

Response:

The University Student Council advocates for students and creates a conducive learning environment. Composed of dedicated members, they embody punctuality, discipline, and excellence in academics, skill development, co-curricular, and extracurricular activities. Atmiya University Student Council serves as a bridge between the administration and students.

Communication: Student Council Coordinators actively engage in university activities, disseminating policies, procedural changes, and academic updates to their classes. This participatory approach ensures student voices influence decision-making through interactions with the Core Committee and Leadership Team. The University provided Ignite, a platform showcasing student talent, based on student suggestions.

Facilitation: Coordinators play a pivotal role in facilitating departmental and university-wide events. They effectively disseminate announcements and actively encourage participation. Additionally, they actively advocate for enhancements in academic programs, including syllabi, curriculum, co-curricular activities, internships, and placements, thereby significantly improving the overall student experience.

Nomination: The selection of Student Council Coordinators involves class nominations considering the acceptance of the majority of students ensuring gender diversity and representation. For larger classes, two coordinators (one male and one female) are chosen, while smaller classes have one coordinator. These coordinators then nominate overall representatives at Faculty & university level fostering cohesion with the Core Committee and Mentor/Class Teachers.

Governance & Management: The Council's operations are supported by a well-organized constitution that adheres to NEP-2020 guidelines, mandating collaboration with university officials, including the Vice Chancellor, Registrar, Deans, Heads of Departments, Mentors and Class Teachers. This framework, inspired by NEP-2020, ensures transparency and accountability in decision-making, supported by regular meetings at department, Faculty and university levels.

Coordination: Monthly department level meetings, conducted by Faculty co-ordinator in conjunction with Student representatives in the presence of Head of the Department facilitate dialogue on pertinent issues and initiatives. Before this meeting, Student representatives coordinate class meetings in the presence of Mentor/Class Teacher. It includes sharing of ideas and taking constructive feedback from the class students. Faculty and University-level meetings, held bi-annually to discuss broader strategies and policies, ensuring alignment with institutional goals.

Representation in Academic/Administrative Bodies/Committees: Over 100 student representatives are engaged in 20+ centres, cells and committees along with statutory committees. 45+ prominent alumni contribute to the BoS, while 100+ students are actively involved in clubs. Moreover, they participate in outreach activities like tree plantation blood donation and extension programs under NSS/NCC.

Outcome and Impact: The academic and administrative activities manifold, enriching student leaders'

skills in leadership, teamwork, communication, and event management. It fosters a sense of ownership and responsibility within the university community, promoting a culture of accountability and collaboration. Students engage in a participatory approach, presenting constructive suggestions on academic, co-curricular, extracurricular activities, internships, and placements. This also reflected in objectives of NEP-2020.

With 200+ members, the Student Council is key to student governance, promoting academic growth, personal development. A strong emphasis on gender equality ensures that all voices are heard and respected, creating an equitable platform where every member, regardless of gender, can participate fully. It fosters an inclusive environment that values all perspectives, enriching university culture with respect and empowerment.

File Description	Document
Upload any additional information	[View Document](#)

5.3.3

The institution conducts / organizes following activities:

1. Sports competitions/events
2. Cultural competitions/events
3. Technical fest/Academic fest
4. Any other events through Active clubs and forums

Response: A. All four of the above

File Description	Document
Report of the Technical fest/academic fests along with photographs appropriately dated and captioned year- wise.	[View Document](#)
Report of the Sports competitions/events along with photographs appropriately dated and captioned year- wise.	[View Document](#)
Report of the Cultural competitions/events along with photographs appropriately dated and captioned year- wise.	[View Document](#)
Report of the Any other events through active clubs and forums along with photographs appropriately dated and captioned year- wise.	[View Document](#)
List of students participated in different events year wise signed by the head of the Institution.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of circular/brochure indicating such kind of activities	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.4 Alumni Engagement

5.4.1

Alumni contribution during the last five years to the University through registered Alumni Association

Response: 265.47

5.4.1.1 **Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

2023-24	2022-23	2021-22	2020-21	2019-20
43.74	64.14	81.20	53.58	22.81

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	View Document
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer.	View Document

5.4.2

Alumni contributes and engages significantly to the development of institution through academic and other support system

Describe the alumni contributions and engagements within a maximum of 500 words

Response:

Alumni is former students who, through professional achievements and continued involvement, contribute to the university's reputation and growth. They play a crucial role in development, with the Alumni Association and its chapters acting as vital links among stakeholders, even without formal registration. Following the University guideline and procedure, alumni contribute expert sessions, industry insights, academic support, and other valuable contributions, all of which contribute in University Development and enhance the university's progress and foster meaningful engagement across the community

Curriculum Design & Development: Alumni, as part of each board of studies, lead curriculum development, using their extensive experiences to keep academic programs relevant and cross cutting-issues. They bridge the gap between theory and real-world applications, enhancing learning journeys and contributing to the procurement of teaching-learning resources.

Training & Mentorship: Prominent alumni boost the university's growth by sharing practical knowledge and expertise across fields, bridging theory and practice to enhance students' skills and career paths. Through expert lectures, workshops, and mentorship, they provide up-to-date insights and personalized guidance, preparing students effectively for professional success.

Placement, Filed Visit & Internship: Alumni from diverse professional backgrounds are collaborating with faculty and placement officers to facilitate students' exploration of job opportunities. Through field visits, they expose students to practical work environments, enabling them to gain first-hand insights into industry practices. Internships, guided by alumni mentorship, provide students with valuable practical experience, enhancing their comprehension of their chosen fields. This collaborative effort empowers students to excel during interviews and make informed career choices, ultimately enhancing their employment prospects.

Sponsorships/Scholarships: Alumni sponsorships, including financial aid, infrastructure, and special projects, have greatly enhanced our academic and extracurricular activities. Donations of books, E-books and support for event management and sponsorships have significantly contributed to university growth.

Networking: Alumni leverage their industry expertise and networks to provide valuable opportunities for students and faculty. They connect us with employers, enrich our academic environment, and boost our reputation for producing industry-ready graduates. Through collaborations, consultancy, and support for research, they strengthen our innovation ecosystem. Alumni play a crucial role in admissions by promoting the university through word-of-mouth publicity. Their positive experiences and testimonials attract prospective students, contributing to our universities growth and reputation.

Entrepreneurship Promotion: Several of alumni have ventured into entrepreneurial endeavours across diverse sectors, many as first-generation entrepreneurs. Their success stories and challenges provide invaluable lessons and inspiration to students. They also assist students aspiring to become entrepreneurs by offering guidance in various aspects of entrepreneurship.

E-governance: Streamlining admin processes and boosting efficiency. They support event-management, research, collaborations, consultancy, website and digitally initiative to drive university progress and innovation.

Outcome and Impact:

Alumni significantly enhance the university's academic and professional environment. 47 alumni served as BoS members, influencing curricula, 50+ alumni conducted expert sessions to enrich student learning, 7 alumni supported placements and internships, and 17 contributed to the library through book donations and talks. Moreover, 700+ alumni have collectively contributed 265.47 lakhs, further bridging academic learning with real-world experience and fostering the university's growth.

File Description	Document
Upload any additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

Atmiya University-AU, under stewardship of the **Sarvoday Kelavani Samaj trust**, situated at educationally-
&-economically underprivileged has devoted over five decades to Youth Empowerment through education, consistently aspiring to global standards of academic excellence. AU masterfully integrates values, spirituality, science, and technology, embodying an "organization with a difference" that actively "makes a difference."

AU's educational philosophy is deeply rooted in ethos of "*Sanskar*," fostering a purposeful approach to life. It nurtures enlightened minds and visionary leaders committed to creating a harmonious and humane society. Today, University's 1.0 lakh+ alumni serves as global ambassadors of its vision, making meaningful societal contributions across diverse fields.

AU's governance reflects a robust and experienced leadership structure, perfectly aligned with its vision-mission to foster transformative education. By blending research-driven teaching with practical applications in industry and society, AU creates a nurturing environment for holistic development.

Since 2012, AU has embedded Universal Human Values-*Jeevan Vidya* into its policies-&-practices. AU implements these principles through decentralized governance and participatory decision-making. This framework ensures inclusivity and adaptability, fostering an environment of trust and collaboration.

AU offers a transformative educational experience designed to broaden horizons and instill values. Through experiential learning and a supportive academic ecosystem, AU cultivates critical thinking, creativity, and leadership qualities among students. These competencies equip them to address future challenges and contribute to a **knowledge-driven economy and society**.

AU, first-in-Gujarat to implement NEP-2020 in 2021, pioneered multidisciplinary and value-based learning. Guided by an NEP Taskforce and four Sub-Task Forces, it devoted over 20,000+ man-hours to reshaping its curricula, significantly enriching its academic frameworks. These efforts earned national recognition at the 2022 Vice-Chancellors Meet on NEP, where AU was featured in the commemorative souvenir, showcasing its transformative contribution to education. The governance-leadership alignment with vision-mission is evident in several institutional endeavours, such as:

1. **NEP-2020 Implementation**: AU has successfully adopted key principles of NEP, including multidisciplinary learning, skill-based education, and a focus on increasing the GER.
2. **Sustained Growth**: AU demonstrates consistent progress, evident in expansion of academic

programs and development of quality educational frameworks.

3. **Decentralization-Participation**: Governance is inclusive, promoting over 100 staff-members engagement in statutory bodies and empowering departments through committees/sub-committees/cells indicates decentralized decision-making for ensuring dynamic and effective operations.

4. **Perspective Planning**: AU integrates short-term and long-term strategic goals into its operational frameworks. This planning ensures adaptability and alignment with future trends while remaining rooted in its foundational values.

Leading Global Initiatives

In response to post-COVID-19 challenges, **AU** co-founded the **South-South 17: Educational Alliance for Sustainable Development**, empowering over 4,000 students to advance sustainability. Collaborating with SDG Choupal and Rajkot Municipal Corporation, AU has positioned Rajkot as the **world's first SDG-aware city**.

AU honored with prestigious awards, including "Leader in Adopting the Aspiration in NEP-2020 in India" by Divyabhaskar and "Best University for Excellence in Transformative Education" by the Dr. A.P.J. Abdul Kalam Award. AU exemplifies its steadfast commitment to building a brighter and more inclusive future by seamlessly aligning its vision with educational excellence, sustainability, and societal impact.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

Transformative Education and Effective Governance: Atmiya University

Atmiya University-AU, is a pioneer in integrating Universal Human Values-Jeevan Vidya into its curriculum, fostering a holistic learning environment. With a commitment to producing graduates who are not only skilled professionals but also socially responsible citizens. AU creates a transformative academic experience rooted in the *Guru-Shishya-Parampara*. The sanctified ambiance of the *Yogidham Gurukul* Campus provides a nurturing environment for imparting cutting-edge 21st century skills, knowledge and life values.

Guided by a strategic plan aligned with its vision and mission, AU emphasizes participation, transparency, and excellence in education, research, and sustainability. Since 2021, the university has implemented a curriculum framework aligned with the National Credit Framework (NCrF) and NEP-2020, integrating Outcome-Based Education (OBE).

AU's research achievements are remarkable, with **35 published (09 granted) patents**, over **600 quality publications**, and **INR 20+ crores** in extramural funding. The university has generated INR 240 Lakhs through consultancy services and supported two DPIIT-certified start-ups. With **50+ functional MoUs**, AU has forged strong academic-industry collaborations through training, expert sessions, and corporate partnerships. Skill-based courses, workshops, and co-curricular initiatives further enrich students' holistic development.

The University's excellence recognized with **15+ prestigious awards**, including accolades from AICTE, IDA, ISTE etc. AU achieved Diamond Band in the **WI-OBE Rankings** and maintains a 3+ star **IIC-rating**. As a Ministry of Education-**IIC Mentor Institute**, AU supports five HEIs in fostering innovation and entrepreneurship.

AU leads in sustainability initiatives with a 499.5 kW rooftop solar system, *"Parivartan"* paper recycling, *"Sarjan"* waste-to-wealth projects, *"Samarth"* eco-friendly chemicals, *"Niramay"* organic terrace farming, and *"Satyakam Gaushala"* Cow-Tech products. Its holistic development initiatives include organization of over **100 *Jeevan Vidya Shivirs*** to promote harmonious living and well-rounded growth.

Governance and Administrative Excellence

AU operates under a structured governance framework, encompassing academic, administrative, and enabling functions. Leadership at Atmiya University is dynamic and inclusive, adhering to the established governance framework of State Private universities; with the **President** as the head and the **Vice-Chancellor** as principal executive officer. The **Registrar** acts as the custodian of records and statutory authorization, facilitating the smooth functioning of A&A processes, **Deans** manage faculties, and the **CoE** ensures transparent examination processes. Statutory bodies uphold governance, fostering academic excellence and institutional accountability.

The **Centre for Total Quality Management** monitors departmental progress through annual plans covering academics, faculty development, resource mobilization, and MoUs. A robust talent acquisition process ensures merit-based recruitment, with employee performance appraised for promotions and benefits. Comprehensive policies, service rules, including a code of conduct, career advancement guidelines, research incentives, welfare measures, and disciplinary procedures, are in place.

This structured approach, coupled with initiatives recognized by **prestigious-awards** such as the **Top 100 Higher-Ed Pioneering Digital Transformation** by Digii100, New Delhi in 2023, **Excellence in Impactful Social Initiative by an Institute towards Humanity & Nation Building 2023** by Ardorcomm Media, and **Research-based Teaching Learning** by Academic Insights in 2023, has been testament of Atmiya University for its efficient and effective functioning of institutional bodies through policies, administrative setup, appointment procedures, service rules, and other operational mechanisms.

File Description	Document
Upload any additional information	[View Document](#)
Strategic Plan and deployment documents on the website	[View Document](#)
Provide the link for additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:

1. **Administration including complaint management**
2. **Finance and Accounts**
3. **Student Admission and Support**
4. **Examinations**

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

Atmiya University-AU recognizes its employees as its most valuable assets and is dedicated to providing ample opportunities for showcasing their potential. In alignment with UGC-guidelines, AU has implemented a comprehensive & transparent **Annual Appraisal System** for self-assessment, combining a holistic overview with objective-based performance evaluation.

Performance Appraisal Framework

AU's appraisal system ensures individual contributions align with the institution's strategic goals while fostering personal and professional development. The evaluation framework structured to assess teaching and non-teaching staff annually, from July-to-June, based on key performance indicators.

Teaching Staff: Evaluations emphasize parameters such as teaching effectiveness, professional development, student feedback, research output, and notable achievements.

Non-Teaching Staff: Evaluation criteria such as punctuality, discipline, efficiency, proactivity, teamwork, procedural adherence, and trustworthiness.

The University observes to the **Career Advancement Scheme (CAS)** for promotions, ensuring transparent and merit-based growth opportunities.

A notable example of AU's commitment to career development is promotion of support staff to clerical roles, highlighting the institution's inclusive approach to employee progression.

Structured Policies and Career Opportunities

AU supports career growth and employee satisfaction through clear and robust service rules, promotion policies, leave frameworks, welfare schemes, and grievance redressal mechanisms. Faculty members progress along **three distinct career paths/ladders-Teaching, Research, and Jeevan Vidya**—enabling diverse opportunities for advancement.

Comprehensive Staff Welfare Measures

AU committed to fostering a supportive environment through flexible and inclusive welfare initiatives that enhance employee well-being and satisfaction:

1. **Research and Development**:
    - Research Awards and Seed-Grants encourage academic contributions.
    - Financial support for professional capacity-building programs.
    - Sharing policy incentivizes consultancy and knowledge dissemination.
2. **Financial Support**:
    - Provident Fund, Gratuity, and zero-interest housing loans for confirmed employees.
    - Festival loans and subsidized mess services.
    - 50% tuition fee waivers for staff pursuing higher education.
    - Scholarships/free-ships to children of Class- IV staff
3. **Work-Life Balance and Family Support**:

- On-campus Daycare facilities and flexible leave policies, including maternity, paternity, sabbatical, and study leave.
- Counseling services and admission concessions & priority for employees' children.
- Complimentary uniform materials to all staff members.
- Subsidized Mess services & Gym facility.

4. **Community and Well-being**:
   - Free access to **Jeevan Vidya Residential Shibirs** for staff and their families.
   - Working women's hostel and residential facilities for relocating employees & need based off campus service apartment facility.
   - Complimentary transportation for staff from nearby villages.
   - *Nadi Chikitsa* and general medical services & Doctor-on-call on campus, alongside **PM-B-Janaushadhi-Kendra** for affordable medicines.
   - Discounted hospitalization through managing trust networking & MoUs.
   - Group Accidental & Accidental Death **Insurance coverage**.

5. **Recreational Facilities**: Access to on-campus amenities, such as sports facilities and cultural events, encourages holistic engagement.

6. **Grievance Redressal Mechanisms**: Transparent grievance handling systems provide employees with a platform to voice concerns and seek resolution promptly.

7. **C-19-Pandemic Response**: AU provided free ration kits, health supplies, and medical assistance to all staff members.

The **IDA Award 2024** for excellence in faculty and staff well-being, safety, and development, conferred to the University; reflecting its commitment to fostering supportive and growth-oriented environment for employees.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.3.2

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

Response: 78.72

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

2023-24	2022-23	2021-22	2020-21	2019-20
285	211	240	131	143

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head	[View Document](#)
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3.3

Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

Response: 81.06

6.3.3.1 **Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/** *Management Development Programs (MDP)* **during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
325	231	182	149	153

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E-copy of the certificates of the program attended by teachers.	[View Document](#)
Annual reports highlighting the programmes undertaken by the teachers	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources

Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words

Response:

Strategies for Fund Mobilization and Optimal Resource Utilization

Atmiya University (AU) demonstrates a comprehensive and structured approach to mobilizing funds and ensuring their optimal utilization. The process is overseen by the Finance Committee to align financial operations with the university's vision of excellence and sustainability.

Strategies for Fund Mobilization

AU emphasizes a diversified funding model to secure financial sustainability while supporting academic, research, and infrastructure development. Key strategies include:

1. **Revenue Streams**:
   - Tuition, hostel, and transportation fees.
   - Income from training, testing, and consultancy services.
   - Proceeds from energy and environmental audits conducted by the university.
2. **Research Grants**:
   - Securing grants from prominent funding agencies such as DST, SERB, GUJCOST, GKS, GSBTM, CSIR, AIC SSIP, DBT, E-YUVA etc to support research and innovation.

- Encouraging faculty to apply for competitive grants and submit funded projects aligned with institutional priorities.
3. **Alumni and External Contributions**:
    - Encouraging alumni donations to fund scholarships, infrastructure upgrades, and academic initiatives.
    - Partnering with NGOs and external organizations for project-based funding and community-oriented programs.
4. **Faculty Consultancy**:
    - Generating revenue through faculty consultancy services & technology transfer such as Refresher courses & Executive training programs.
5. **Endowment Fund**:
    - The university has established an Endowment Fund of INR3 crore, deposited with Gujarat State Financial Services Ltd. (GSFS).
    - Interest earned allocated for infrastructure maintenance and developmental projects.
6. **Support from Sponsoring Trust**:
    - Additional financial needs are being addressed by the sponsoring Trust, ensuring consistent support for planned activities and unforeseen requirements.

Strategies for Optimal Resource Utilization

To ensure effective deployment of financial resources, AU follows a meticulous planning, budgeting, and monitoring framework:

1. **Budget Preparation and Review**:
    - Before each financial year, departments submit projected expenditures under Capital Expenditures (CAPEX) and Operational Expenditures (OPEX).
    - Faculty-level budgets are consolidated into a university-wide financial plan, which is presented to the Finance Committee for review and statutory approval.
2. **Resource Allocation**:
    - OPEX funds cover routine expenses, including research support, professional memberships, statutory fees, and operational needs.
    - CAPEX funds are allocated for infrastructure development and strategic projects, managed under the guidance of the sponsoring Trust.
3. **Monitoring and Auditing**:
    - All expenditures are strictly tied to the approved budget, ensuring compliance and financial discipline.
    - A dedicated Accounts Office processes payments for authorized requests following thorough verification.
    - Grants and extramural funding are maintained in separate accounts, with regular internal & external audits to ensure proper utilization.
4. **Transparency and Accountability**:
    - Appointed and nominated Chartered Accountant/s conducts regular quarterly & annually audits to verify financial transactions, ensuring documentation with bills and vouchers.
    - Utilization certificates are submitted to grant agencies, confirming appropriate use of funds.

By employing a robust system for fund mobilization and resource utilization, AU ensures financial sustainability while advancing its mission of academic excellence and societal impact. This integrated

approach reflects a commitment to transparency, accountability, and strategic growth.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.4.2

Funds / Grants received from government bodies/non government and philanthropists during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V)

Response: 168.55

6.4.2.1 **Total Grants received from government and non-government bodies and philanthropists for development and maintenance of infrastructure (not covered under Criteria III and V) year-wise during the last five years (INR in** *Lakhs*)

2023-24	2022-23	2021-22	2020-21	2019-20
53.65	11.78	42.18	30.51	30.43

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the sanction letters received from government/ nongovernment bodies and philanthropists for development and maintenance of infrastructure	[View Document](#)
Annual audited statements of accounts highlighting the grants received.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.4.3

Institution regularly conducts internal and external financial audits regularly

Enumerate the various internal and external financial audits carried out during the last five years

with the mechanism for settling audit objections within a maximum of 500 words

Response:

Ensuring Financial Transparency through Regular Audits

At Atmiya University, financial compliance, accountability, and transparency are paramount. The University has developed structured framework for conducting regular internal & external audits of its financial transactions, ensuring adherence to statutory regulations, efficient resource utilization, and alignment with regulatory bodies.

Internal Audit System: The key elements of the internal audit process include:

- **Real-Time Monitoring:** Regular expenses are recorded in the Campus Management System (CMS) and verified by the accountant
- **Concurrent Audit:** A Chartered Accountant (CA) appointed as the Internal Auditor conducts concurrent audits of all bills and vouchers in accordance with university regulations and the Delegation of Powers framework
- **Daily Reporting:** The Chief Finance and Accounts Officer (CF & AO) oversees daily reporting and verification of financial transactions
- **Quarterly Monitoring:** Certified CAs conduct quarterly audits, ensuring compliance with financial processes
- **Pre-Audit Mechanism:** All expenditures undergo pre-audit process via the university's ERP system. Bills, cash memos, and vouchers are approved by competent authorities and audited by the designated Accounts Section staff
- **Annual Audit:** An annual review is conducted by a CA nominated by the sponsoring trust, ensuring financial accountability across the institution for the approval & certification

This multi-layered approach ensures that, all financial activities are thoroughly documented and audited, promoting accuracy, transparency, and accountability.

External Audit System: The external audit process encompasses:

- **Review and Finalization:** The audit involves finalizing the books of accounts and preparing financial statements, including the balance sheet and income and expenditure reports, in compliance with statutory standards.
- **Compliance Verification:** The external audit team reviews records, tests transactions, and addresses discrepancies. Internal audit reports examined to ensure alignment and resolution of issues.
- **Government and Agency Audits:** The institution accommodates audits from government and non-government agencies, such as industrial project partners, to verify the utilization of grants and funds.
- **Regulatory Compliance:** Financial reports, utilization certificates (UCs), and statutory documents like income and expenditure statements are prepared to meet audit requirements from various bodies, including the Accountant General's office, GST department, IT scrutiny, PF office, and Charity Commissioner.

Integrated Audit and Resource Optimization

As part of its TQM initiative, AU integrates academic and administrative audits with financial reviews, ensuring that funds used efficiently and facilities optimally utilized. The institution's audit framework prevents misuse of resources and reinforces its commitment to financial discipline.

Transparent Reporting and Accountability

The audited financial statements signed by the Registrar, the Secretary of the Trust and certified by the CA, ensuring compliance with all statutory requirements.

Audit objections, if any, are addressed promptly through a structured resolution mechanism:

1. **Audit Observation Reporting:** Audit findings are documented and communicated to the Accounts Department.
2. **Review and Action Plan:** The Finance Committee reviews objections and forms an action plan to resolve discrepancies.
3. **Departmental Coordination:** The concerned department is informed, and required clarifications or additional documentation are sought.
4. **Corrective Measures:** Errors are rectified, and systems are improved to prevent recurrence.
5. **Final Resolution:** The auditor reviews the corrective measures, and objections are cleared post-verification.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –

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

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words

Response:

1.Decentralized Governance for Quality Enhancement (SDG-4 & 17)

The **Centre for Total Quality Management (CTQM),** established in 2021, embodies a best practice in fostering decentralized governance and institutionalizing quality enhancement through well-defined framework ensures quality assurance system across academic and administrative domains.

The **CTQM** through **Quality Assurance Council**, focused on devising quality strategies, and responsible for compliance & monitoring of quality circles and 12 A-&-A verticals of HEIs.

Various Committees-**Enabling Structure** under quality circles drive initiatives such as IQAC, **Academic-and-Administrative-Audit-AAA**, capacity building, feedback & SSS, co-&extra-curricular activities, placement, parent–teacher association, alumni networking, MoUs, etc. Regular faculty-departmental-university level meetings ensure coordinated action aligned with regulatory guidelines.

Each department prepares **progressive/perspective plans & annual targets** aligned with university goals, covering key-areas including academics, admissions, student progression-placement, student-teacher ratio, research outputs, and collaborations. The Institutional **AAA** evaluates these targets, identifying strengths and areas for improvement.

The **CTQM's decentralized approach** empowers departments and faculty to take ownership of quality initiatives, fostering shared responsibility and accountability. Curriculum updates aligned with **NEP-2020** and latest trends, coupled with CO-PO mapping and targeted attainment tracking, ensure continuous improvement in achieving University vision.

By emphasizing academic rigor, administrative efficiency, and student success, CTQM upholds AU's vision to nurture creative thinkers and leaders through transformative education.

2.STEAM Education for Holistic Transformation

AU committed to fostering transformative education through STEAM Education framework, which is the heart of its vision for societal transformation. By integrating design thinking, interdisciplinary learning, and experiential opportunities. AU equip students to address real-world challenges while promoting behavioural changes align with SDGs.

AU's approach focuses on key components that ensure holistic development:

1. **Concept to Practice-C2P**: Over four semesters, students immerse themselves in the process of **design thinking**, where they identify societal problems, develop prototypes, and test solutions through **community engagement**.
2. **UHV and Sustainability**: AU integrate **UHV courses** into curriculum, imparting essential life skills and promoting peaceful coexistence. Additionally, **Environmental Studies** and other

courses incorporate SDGs, encouraging students to engage in climate action, sustainable consumption, and other pressing environmental concerns.
3. **Innovation Stream**: AU provides students with opportunities through **internships**, **mini-projects**, etc… to innovate and transition from theoretical knowledge to practical, real-world solutions. These initiatives guide in identifying problems, creating solutions, and testing ideas with community involvement.

Through these efforts, AU empowers students and cultivates **critical thinking**, **collaboration**, and **empathy**—key competencies for leadership in 21st century. The framework also emphasizes **experiential learning**, which drives innovation and problem-solving. It incorporates a model of **transformative learning** that integrates **affective-**feeling, **cognitive-**thinking, and **psychomotor-**doing domains to induce **behavioural changes**. This learning process moves from identifying **problems-**affective to developing **solutions-**psychomotor based on **knowledge-**cognitive, leading to **transformative outcomes**.

Recognized as **Best University** for excellence in transformative education by Dr. A.P.J. Abdul Kalam Inspiration Award 2024 and the **Impactful Social Initiative Award** 2023 by Ardorcomm Media and Government of Nagaland, AU is committed to nurturing the next generation of leaders who can transform society by solving real-world problems through sustainable and value-driven education.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.5.2

Institution has adopted the following for Quality assurance*:*

1. **Academic and Administrative Audit (AAA) and follow up action taken**
2. **Conferences, Seminars, Workshops on quality conducted**
3. **Collaborative quality initiatives with other institution(s)**
4. **Orientation programme on quality issues for teachers and students**
5. **Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
6. **Any other quality audit recognized by state, national or international agencies**

Response: B. Any 4 of the above

File Description	Document
Supporting documents pertaining to NIRF (along with link to the HEI's ranking in the NIRF portal) / NBA / ISO as applicable and valid for the assessment period.	[View Document](#)
List of Orientation programmes conducted on quality issues for teachers and students along with geotagged photos and supporting documents	[View Document](#)
List of Conferences / Seminars / Workshops on quality conducted along with brochures and geo-tagged photos with caption and date.	[View Document](#)
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.5.3

Incremental improvements made for the preceding five years with regard to quality (in case of first cycle NAAC A/A)

Post accreditation quality initiatives (second and subsequent cycles of NAAC A/A)

Response:

Academic Excellence

CTQM has driven **academic & administrative excellence** at AU since 2021. The transition to **Outcome-Based Education** and integration of over 200 Value-Added Courses have enhanced skill development, ethics, and sustainable practices in curriculum. **Experiential learning** and **project-problem-based approaches** with the essence of **UHV,** promoting **behavioural changes** that align with **SDGs**.

Student Outcomes and Employability

AU has maintained a 92% **Pass Ratio**, increased its **Enrollment Ratio** from 87% to **98%,** with notable inclusivity across gender, and reserved categories. Initiatives like career counselling, industry visits and **750+ Co-Curricular** & **Extra-Curricular** events have empowered **4000+ students** with diverse career opportunities. AU's **Alumni** play key-role in shaping students' careers through **60+ expert sessions**, industry tie-ups, placements, and contributions.

Research and Knowledge Dissemination

The **Centre for Research, Innovation, and Translation-(CRIT)** published **600+ research papers**. Its efforts include developing 24 **published & 09 granted** and providing **54 consultancy services**. Support for **34 seed-projects** and numerous industry supported major-minor research projects reflects AU's commitment to advancing research-and-innovation.

Governance and Institutional Leadership

CTQM, through **IQAC**, ensures compliance with quality standards, reflecting strong **participative & decentralized governance**. Advanced **e-governance** ERP System (Atmiya-CMS) strengthen transparency and decision-making, fostering trust among stakeholders and enhancing institutional effectiveness.

Infrastructure and Technological Integration

AU's campus integrated with **100% ICT-enabled classrooms**, over 100 labs, and advanced e-content recording **studios**, providing a modern, interactive learning environment. This robust infrastructure has contributed to a **4.2/5 student satisfaction score**, aligning with contemporary educational standards. **Inclusive infrastructural facilities exhibits empathy for all.**

Community Engagement and Social Responsibility

AU has organized **250+ outreach activities** that create impact over **28,000** stakeholders & neighbouring community, including *Jeevan Vidhya Shivirs*, tree planting, blood donation, SDG Awareness campaigns, etc. Social-Industry immersion internships-Projects and Concept-to-Practice initiatives ensure that students develop a sense of responsibility and contribute to sustainable community development.

Internationalization and Global Presence

AU's international presence through 5 MoU's, inclusive and diverse educational model aligns with global standards, promoting **sustainability and human values**. Today, the University's **1.0 lakh+ alumni** serves as global ambassadors of its vision, making meaningful societal contributions across diverse fields.

Financial Sustainability and Resource Mobilization

AU has demonstrated strong financial integrity through effective resource mobilization, including INR**20+ Cr. in research funding, INR240+ lakhs** from consultancy and INR**100+ Lakhs** from Alumni. This sustainable financial model supports continuous institutional growth and development.

Quality Assurance and Continuous Improvement

CTQM's quality management framework, through its initiatives like **Perspective Planning & Targets supported by AAA** and **quality circles** equipped with **cells and committees** ensures efficient and effective implementation of various processes of 12 A-&-A verticals of HEIs.

Institutional Sustainability and Future Readiness

AU's focus on **participative governance through decentralized enabling structure**, technological advancement, and sustainable practices ensures long-term viability. 15+ sustainable practices on campus sensitizes the stakeholders towards **co-existential reality**.

Through inclusive practices, sustainable initiatives, and transparent and participative governance, AU-**beacon of academic excellence**, empowers stakeholders to excel academically, contribute meaningfully to society, and navigate the opportunities of a knowledge driven globalized world with values - *"Shruhadam Sarva Bhutanam".*

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

Atmiya University has implemented a comprehensive framework to ensure gender equality, aligned with **SDG 5 (Gender Equality) and SDG 10 (Reduced Inequalities)**. Through a well-defined and regularly updated **Gender Equality Policy**, University fosters an inclusive, respectful, and safe environment for all stakeholders.

Key Initiatives

1. **Inclusive and Supportive Workplace Environment**:
   - Ensured through statutory bodies like **Internal Compliance Committee**, **Grievance Redressal Committee**, and **Equal Opportunity Committee**.
   - A workplace culture free from harassment and discrimination.
2. **Recruitment and Promotion**:
   - Recruitment and promotion based on qualifications and competency levels (45.56% female working at University).
   - Gender-neutral language in job descriptions to ensure inclusivity.
   - Women in leadership roles, including ProChancellor-1,Directors-1,HoDs-5, Librarian-1,Coordinators of Cells/Committees-7,Security-3.
3. **Benefits**:
   - Special Leaves(Study/Marriage/Maternity) and KG-to-PG education for children of Staff.
4. **Curriculum Integration:**
   - NCC is offered as co-curricular course. University has a Girls Wing with Intake of 120(472-Beneficiaries). Additional 30% Reservation in Boys Division from 2023-24(6-Beneficiaries).
5. **Facilities**:
   - **HARIMAY**: Working Women Hostel.
   - **Day Care Centre** to support work-life balance(31-Beneficiaries)
   - Girls' common rooms with attached bathrooms, vending machines, incinerators, and recreation facilities.
   - Secure work environment with facilities like ventilated offices, Faculty Blocks and CCTV surveillance.
6. **Women Empowerment Initiatives**:
   - **Empowerment of Girls** program with BJS to develop Confidence, Character, Comradeship, Leadership and Service Ideals(2700+Beneficiaries).
   - **Jagrut:Women Empowerment Cell** organizes cultural events and awareness programs

- on health , life skills , self-defence , parenting etc. (2700+Beneficiaries).
  - Celebration of **Shakti Parva** to promote cultural heritage(5000+Participants).
  - Recognizing Achievers on Women's Day Celebration
  - **79** Girls has shared their knowledge through presentations, workshops, and interactive sessions in **IGNITE(Peer-to-Peer Sharing Platform)** and enhanced their essential skills & confidence
  - Promoting gender sensitivity for transforming attitudes and behaviours to value women's rights.
  - **MoU-Vedant Foundation** for menstrual hygiene management awareness and girls' volunteership programs.
  - **MoU-Invincible NGO** for Rifle Shooting, Team Building, Moon Gazing, Public Speaking, Fire Safety, Stress Management and Self Defence training.
  - Awareness and assistance workshops on government scholarships and other schemes.

7. **Health and Wellness**:
   - Free Blood Grouping & Anemia Screening Camp followed by Medication in association with **Saurashtra Kidney Research Foundation** (110-Beneficiaries)
   - Cervical Cancer Awareness & subsidized vaccination in association with **Kundariya Cancer Research Foundation** and **Life Blood Centre**(457-Beneficiaries)
   - Free Thalassemia screening Camp(3363-Beneficiaries)
   - Free Eye Check-up Camp(820-Beneficiaries)

8. **Mentorship and Counselling**:
   - **Person to Person(P2P) Model Counselling** with renowned psychologists.
   - JeevanVidya sessions to strengthen emotional and psychological well-being.
   - Spiritual discourses and assemblies on every Sunday for Yoga-Meditation and holistic growth.

9. **Scholarships and Fellowship**:

- University has given Scholarship of Rs 1 Cr+ to UG/PG Girls and annual Fellowship of Rs. 55,000/- to Girl Scholars of PhD program(Commencement-July 2024) in Consciousness Development & Value Education (4000+Beneficieries).
- Additionally Scholarship of Rs. 8.5+ Cr. has been given to Girls under various schemes by NSP, AICTE-Pragati, Swanath, PM YASASVI, MYSY, GoG etc. (4000+Girls Beneficiaries).

These initiatives underscore University's commitment to gender equality, fostering an inclusive and supportive ecosystem for holistic growth.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

7.1.2

The Institution has facilities for alternate sources of energy and energy conservation measures
1. Solar energy

2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

Response: A. Any 4 or more of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Geo-tagged photographs of the facilities.	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.3

Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **e-Waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

Atmiya University is committed to sustainable waste management through systematic handling of **solid, liquid, biomedical, and e-waste**, alongside innovative water recycling systems. Guided by **Jeevan Vidya** principles that emphasize **Harmony with Nature**, these initiatives promote environmental responsibility, resource conservation, and practical learning opportunities for students.

1. Solid Waste Management

- **Segregated waste bins** for Plastic Waste and Paper Waste ensures waste segregation at source into recyclables, organic, and non-recyclables.
- **Composting**: Row food waste and flower waste is composted which in turn is fortified with **Panchgavya. Cooked Food waste** is processed through waste treatment plant.

- **Skill Centres:**
    1. **Sarjan: Agricultural Waste Recycling Unit**: Over **1,000 kg of agricultural waste** has been transformed into **10,000+ sustainable products** like Handy & table-top bouquets, photoframes, Garland, Pen-stand etc.
    2. **Parivartan: Paper Recycling Unit**: Over **3,090 kg of paper** has been recycled in five years, saving **74 trees**. The products include **printing paper, packaging materials, eco-friendly bags, and art supplies**.
    3. Students contribute in these skill centres through **Value-Added Courses** and needy students take benefits from **earn-while-you-learn scheme**.
- **Plastic Recycling Unit:** Collaborating with DDU-Smriti-Manch, Unit transforms plastic waste into sustainable products like bags and packaging materials.
- **Glass Blowing Facility:** Atmiya University's Glass Blowing Facility promotes a circular economy through glass repair, reuse, customization, and recycling. Over 1,200 glasswares have been repaired, 500 customizations completed, and 2,400 capillary packets produced, collectively valued at INR1,20,000+.

2. Liquid Waste Management

- **Solvent Recycling Unit:** 25-liter distillations Pilot Plant is installed for synthesis & solvent recycling to achieve laboratory purity. Recycling of 300-ltr.commercial solvent is done through this plant.
- **RO Water:** University has installed two tanks with a combined capacity of 1.15 lakh liters for storing waste RO water, effectively eliminating use of freshwater for landscaping.
- Liquid food waste from canteens and dining halls is processed into organic fertilizers or treated to minimize environmental impact.
- High-quality taps and fixtures are installed to prevent leakage, conserving resources.

3. Biomedical Waste Management

In collaboration with **Distromed Bio Clean Pvt. Ltd.**, biomedical waste is segregated into color-coded, leak-proof containers. Recycling reduces environmental impact, while infection control measures, PPE usage, and eco-friendly practices ensure safety and sustainability.

4. E-Waste Management

E-waste is managed responsibly by reusing components like **BLDC fans, motors, display screens, SMPS etc** from depreciated equipment. Refurbishment programs extend the lifespan of electronic devices, reducing demand for new products. Students gain hands-on experience in handling and recycling e-waste, fostering skills and awareness. Guidelines for e-waste management are followed to ensure toxic materials do not harm environment. 1400+ Kgs of E-Waste has been disposed through Government Authorized Agency.

5. Water Recycling System

Efficient sewage systems treat wastewater through physical, biological, and chemical processes, ensuring safe reuse for **irrigation, toilet flushing, and chemical applications and for** reducing freshwater consumption. Practical learning opportunities and community engagement programs foster awareness of

water conservation and sustainable practices.

In addition to these, University has Wet Scrubber and Air Handling Unit to manage Air Pollution.

These integrated initiatives showcase Atmiya University's dedication to **environmental stewardship**, ensuring a healthier campus environment for future generations.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	[View Document](#)
Geo-tagged photographs of the facilities	[View Document](#)
Any other relevant information	[View Document](#)

7.1.4

Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

Response: A. Any 4 or more of the above

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Green audit reports on water conservation by recognised bodies	[View Document](#)
Geo-tagged photographs of the facilities.	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.5

Green campus initiatives include

Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words

Response:

Atmiya University demonstrates its commitment to environmental sustainability by taking various green campus initiatives aligned with SDGs, fostering eco-consciousness among stakeholders while setting benchmarks for a greener future

Key Initiatives (SDGs: 2/3/4/6/7/8/9/11/12/13/14/15/17)

1. **Green Energy**
   - A **499.5 KW Rooftop Solar Power Plant** generates 60% of campus energy, reducing greenhouse gas emissions, with plans to meet 80% by 2029.
   - Use Solar, Save Nature Awareness Drive among stakeholders of University and other Institutes.
2. **Energy Efficiency**
   - Energy-efficient devices and smart systems optimize power usage, maintaining a near-perfect power factor.
   - Well-ventilated, naturally lit, Eco-friendly building structure maximize natural light and ventilation, reducing artificial lighting and cooling needs.
3. **Holistic and Integrated Waste Minimization, Management and Recycling Initiatives**
   - **Segregated waste bins** for Plastic Waste and Paper Waste ensures waste segregation at source into recyclables, organic, and non-recyclables.
   - **Composting**: Row food waste and flower waste is composted which in turn is fortified with **Panchgavya. Cooked Food waste** is processed through waste treatment plant.
   - **Skill Centres:**
     1. **Sarjan: Agricultural Waste Recycling Unit**: Over **1,000 kg of agricultural waste** has been transformed into **10,000+ sustainable products**
     2. **Parivartan: Paper Recycling Unit**: Over **3,090 kg of paper** has been recycled in five years.
     3. Students contribute in these skill centres through **Value-Added Courses** and needy students take benefits from **earn-while-you-learn scheme**.
4. Plastic use is banned/restricted on campus, with a Recycling Unit transforming waste into reusable products.
5. Solvent Recycling Unit achieves laboratory-grade purity while reducing waste.
6. RO Waste water is used for landscaping hence nullifying requirement of fresh water.
7. Installation of Alkali Wet Scrubbers, Fume hoods, Air Handling Unit and Air Quality Index (AQI) display reduces air pollution
8. **Rainwater Harvesting**
   - 17 lakh-liter capacity tanks store harvested rainwater, reducing reliance on external sources. Declared as model system by RMC.
9. **Other Initiatives**
   - 5000+ Tree Plantation on & Off Campus
   - Promoting 4R's, encouraging eco-friendly practices like clean-ups, bike-sharing, use of public Transport, reusable dining ware, sustainable products, and celebrating environmental awareness days.

- Initiatives include tree plantations, energy conservation club activities, and community engagement campaigns like Rajkot SDG Aware City.
- Ather and MG sponsored EV charging stations for 2&4-wheelers.
- Installation of Noise Free Sensor based Green Power Generator for Backup
- CMS Co-Created with Alumni and in-house developed ERP for reduced use of papers.
- Production of Amrut Soil(Mitti) from Neem leaves/Cow manure/pee/earthworms and Jivamrut from cow urine/farm waste liquid manure.

Evidence of Success

Atmiya University has generated 18.73 lakh units of energy, saving Rs.150 lakhs and 85,150 trees, while mentoring 2757 KW solar plants and 1425 solar heaters. Received rebate of Rs.578019 from PGVCL by maintaining perfect PF. Initiatives like paper recycling saved 74 trees. Needy students took benefits of earn-while-you-learn scheme.Rainwater harvesting conserved 5.84 crore liters, saving Rs.35 lakhs, and recharged nearby borewells. Campus digitization reduced paper use by 30%. Produced 1000+ litres Jivamrut and 1000+ Kgs Amrut Mitti. Environmental audits earned INR400+ lakhs. Over 15,000 students have been sensitized, fostering sustainability awareness.

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Institutional data in the prescribed format (data template)	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document

7.1.6

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

The institutional environment and energy initiatives are confirmed through the following

1. **Green audit / Environmental audit**
2. **Energy audit**
3. **Clean and green campus recognitions/awards**
4. **Beyond the campus environmental promotion and sustainability activities**

Response: C. Any 2 of the above

File Description	Document
Report on environmental promotional activities conducted beyond the campus with geo-tagged photographs with caption and date	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Green audit report of all the years from recognized bodies	[View Document](#)
Certificates of the awards received from recognized agency (if any).	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.7

The Institution has Differently-abled (Divyangjan) friendly, barrier free environment

Write description covering the various components of barrier free environment in your institution in maximum of 500 words

- **Built environment with Ramps/lifts for easy access to classrooms**
- **Divyangjan friendly washrooms**
- **Signage including tactile path, lights, display boards and signposts**
- **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response:

Ensuring Accessibility through Comprehensive Assessment and Audit

Atmiya University is committed to fostering an inclusive and barrier-free campus that guarantees equal access to education and facilities for all stakeholders, including individuals with disabilities. By integrating accessibility into every aspect of its infrastructure and services, the university ensures compliance with policy norms and enhances the quality of life for differently-abled individuals. Regular assessment and audit processes ensure these initiatives remain effective and evolve with emerging needs.

Key Initiatives and Facilities:

1. **Admission Reservation:**
   - University strictly adheres to government reservation policies for differently-abled individuals.
   - Scholarships tailored to Divyangjan provided in addition to government support, ensuring financial inclusivity.
2. **Accessible Infrastructure:**
   - A dedicated helpdesk is stationed at reception to guide differently-abled individuals, ensuring seamless access across the campus.
   - All critical areas, including classrooms, seminar halls, libraries, and administrative offices, are designed for full accessibility, audited to confirm usability from ground to top floors.
3. **Accessible Amenities:**
   - Lightweight, folding wheelchairs and mobility aids are available for immediate use.
   - 20 elevators with braille buttons, sensor-driven doors, and alarm systems enhance vertical mobility and safety.
   - Battery-operated vehicles facilitate effortless campus navigation for differently-abled individuals.
   - Divyangjan-friendly washrooms feature ramps, sensor-based lighting, and emergency alarms, with periodic evaluations ensuring continued functionality.
   - Tactile pathways, signposts, and visual indicators simplify navigation across the campus.
   - Classroom layouts, walkways, and emergency exits reviewed regularly for accessibility compliance.
4. **Assistive Technologies:**
   - AU's accessible website incorporates screen-reading tools and mechanized support, making educational resources fully usable by differently-abled individuals.
   - Assistive technologies such as electronic text, large-print materials, and audio books ensure equitable academic participation.
   - Learning Management Systems-LMS are continuously audited for compliance with universal design standards.
5. **Evaluation Support:**
   - Differently-abled students can request writers during Continuous Internal Assessments-CIA and Semester End Examinations-SEE to assist with examinations.
   - Special examination blocks on ground floors are designed for ease of access and comfort.
   - Assessment tools and assignments are tailored to the specific needs of differently-abled students, with periodic review to maintain their effectiveness.
6. **Support Services:**
   - Emergency support includes a first-aid kit, doctor-on-call, and ambulance services.
   - Personal counselling, career guidance, and peer support systems are in place to boost morale and emotional well-being.
   - Navigation human assistance is made available on request.
7. **Awareness and Sensitization:**
   - Workshops and programs are conducted to educate faculty, staff, and students about disability issues, fostering an inclusive culture.
   - Feedback from stakeholders informs ongoing improvements.
8. **Inclusive Campus Design:**
   - All construction and renovations adhere to universal design principles, with regular audits ensuring compliance and future-proofing accessibility.

To maintain the efficacy of these measures, the university conducts regular audits of infrastructure, technology, and services. Stakeholder feedback is integral to assessing the success of these initiatives and identifying areas for enhancement.

Best Practice of the University - Employment Opportunities: Differently-abled individuals are employed in roles such as lift operators, lab assistants, and mess managers, enhancing their financial well-being and social integration.

File Description	Document
Upload supporting document	[View Document](#)

7.1.8

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and such other diversities (within 500 words).

Response:

Fostering Inclusivity and Diversity at Atmiya University

Atmiya University is committed to creating an inclusive, supportive, and respectful environment that celebrates cultural, regional, linguistic, communal, and socio-economic diversity. Guided by its vision to nurture creative thinkers and compassionate leaders, the University integrates inclusivity into its academic, administrative, and community frameworks.

Cultural and Regional Inclusivity

University celebrates India's rich cultural heritage through various initiatives:

- **Annual Cultural Fest:** Showcasing traditional music, dance, and art from across India to promote cultural exchange and understanding.
- **Regional Food Festivals:** Allowing students to experience diverse culinary traditions, fostering unity.
- **Festival Celebrations:** Observing festivals like Holi, Janmashtami, Navratri, Durga Puja, and special days like Constitution Day and Independence Day, encouraging respect for cultural and linguistic identities.
- **Prayer Rooms:** Providing inclusive spaces for spiritual reflection.

Linguistic Diversity

To embrace the linguistic diversity of its students, University has introduced several measures:

- **Multilingual Education:** Offering courses and resources in various languages to ensure effective learning.

- **Language Labs:** Establishing clubs to facilitate learning new languages and practicing native tongues.
- **Regional NPTEL Translations:** Faculty translated 18 NPTEL courses into Gujarati and Hindi.
- **Bilingual Examinations:** Question papers for Ph.D. programs are available in English and regional languages.

Communal Harmony

Promoting interfaith dialogue, the University organizes:

- **Interfaith Forums:** Facilitating discussions to encourage understanding among students of diverse faiths.
- **Celebration of Religious Festivals:** Hosting events to educate and engage students in various cultural and religious practices.

Socio-Economic Inclusivity

University ensures access to education for students from all economic backgrounds through:

- **Scholarships and Financial Aid:** Offering flexible payment plans and financial support.
- **Work-Study Programs:** Enabling students to earn while they learn.

Gender Inclusivity and Equality

The University prioritizes gender inclusivity through:

- **Empowerment Programs:** Workshops and mentorship opportunities to foster leadership among female students.
- **Supportive Policies:** Providing gender-neutral restrooms, anti-harassment measures, and counselling(on request) for LGBTQIA+ individuals.
- **Diversity Metrics:** Faculty (45% female, 55% male from 8 states) and students (37% female, 63% male from 12 states).

Curriculum and Research Initiatives

Diversity is integral to University's academic and research frameworks:

- **Diverse Curriculum:** Language-based elective courses like *Sanskrit* and culture-based courses like *Panchgavya.* Courses on social justice, multiculturalism, and global perspectives.
- **Bhartiya Gyan Parampara(IKS):** Promoting Indian Knowledge Systems through curriculum integration (3 Courses), student interns (24 with Stipend worth Rs. 6 Lakhs), staff mentors (13), funded projects (1 of Rs. 13.48 Lakhs), Sessions in Ignite and Abhyutthan (15).
- **Jeevan Vidya:** With over 1 lakh beneficiaries from diverse genders, age groups, regions, cultures, and linguistic backgrounds across the nation, Jeevan Vidya fosters harmony across self, family, society, and nature through **curriculum, workshops, Shivirs, FDPs, Pathan Satras**, **Sammelans**, and **Deep Adhyayan** sessions.
- **SAMVAAD-&-SARATHI** provides emotional support/guidance for managing Stress/Pressure/Tension and real-life challenges through Counselling in light of JV.

- **Happiness Meets:** Focusing on human values and holistic living (1400+ Beneficiaries).

University's initiatives enrich its community by valuing and respecting diversity. Through cultural celebrations, multilingual education, interfaith dialogues, financial support, and inclusive curricula, the University prepares students to become empathetic leaders in an interconnected world, fostering harmony and inclusivity in all spheres.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)

7.1.9

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

Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.

Response:

Atmiya University is dedicated to instilling constitutional values, civic responsibilities, and a sense of patriotism among its stakeholders through its multidimensional initiatives. It is pioneer in Nation to introduce Value Education in academic curriculum and other academic and research activities addressing responsibilities of citizens to be in harmony with self, family, society, nation and mother earth. University integrates these principles into its academic and extracurricular frameworks, promoting holistic development and responsible citizenship.

Key Initiatives & Activities

1. Promoting National Identity:

- **Indian Tri-Colour:** With official permission, University proudly hoists national flag atop its main building, symbolizing its unwavering commitment to "Nation First" philosophy.
- **Har Ghar Tiranga Rally:** This initiative instills national pride and civic values, with over 5000 participants.

2. Civic Engagement:

- **Electoral Literacy Club (ELC):** University's Electoral Literacy Club (ELC), actively promotes electoral awareness among students and community through rallies, debates, surveys, street plays, and workshops. ELC collaborates with local authorities to assist in voter registration and awareness drives, benefiting over 18,000 individuals. Initiatives include EVM training, Voter-ID registration, and interactive sessions on electoral rights and ethical voting. ELC integrates NSS

and NCC credit courses to instill democratic values and leadership skills. Celebrating Constitution Day, Voter's Day, and awareness campaigns, ELC ensures eligible students are registered as voters, fostering active democratic participation. Faculty actively participate in election duties as presiding officers, polling officers, and booth-level officers, enriching ELC activities with their experience.

- **Partnerships with NGOs:** Collaborations with NGOs like Rakshin, Invincible, Pathshala and others enhance civic services and constitutional awareness.

3. Community-Oriented NSS & NCC Activities: Through plantation drives (5,000+ participants), blood donation camps (1,500+ donors), self-defense training, disaster management training, yoga programs, Swachhata Abhiyan and Azadi ka Amrit Mahotsav, University fosters civic values and community involvement. Cadets have **represented** University at **Republic Day Camps** and **Thal Sainik Camps**.

4. Observing National Days: Special events on Kargil Vijay Diwas, Constitution Day, Independence Day, and others engage 2150+ participants through speeches, quizzes, and essay competitions focused on Constitution and national values.

5. Educational Integration:

- National Service Scheme (100 intakes) and National Cadet Course (170 intakes) are integrated in curriculum promoting unity, discipline, and active citizenship.
- Classroom discussions on real-life examples of constitutional rights and duties enhance critical thinking.
- Role-plays and debates on freedom of speech, equality, and voting rights foster active engagement.

6. Spreading Awareness: Posters and infographics around campus highlight constitutional values and duties. Awareness campaigns on traffic safety, environmental conservation, and social issues emphasize civic responsibilities.

7. Specialized Programs: Child protection under POCSO Act, human rights, constitutional values, Traffic awareness have benefited 3550+ participants.

8. Sainik Welfare Fund: Atmiya University has contributed **INR 26,41,747** to Sainik Welfare Fund through donations raised by students, NCC, and NSS volunteers.

Recognition and Awards

University's activities has been appreciated by Govt. of Nagaland, Govt. of India, Govt. of Gujarat, District Education Office and other NGOs in terms of Awards/Appreciation/Recognition

Through these initiatives, University nurtures patriotism, constitutional respect, and civic engagement, shaping informed citizens for nation-building and societal harmony.

File Description	Document
Any other relevant information	[View Document](#)
Details of activities that inculcate values necessary to nurture students to become responsible citizens	[View Document](#)

7.1.10

The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. **The institutional Code of Conduct principles are displayed on the website**
2. **There is a committee to monitor adherence to the institutional Code of Conduct principles**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

Response: A. All of the above

File Description	Document
Report on the student attributes facilitated by the Institution	[View Document](#)
Policy document on code of ethics.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Handbooks, manuals and brochures on human values and professional ethics	[View Document](#)
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	[View Document](#)
Constitution and proceedings of the monitoring committee.	[View Document](#)
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff.	[View Document](#)

7.2 Best Practices

7.2.1

Describe two best practices successfully implemented as per NAAC format provided in the Manual.

Response:

Best Practice 1: Sustainability Practices on Campus

Atmiya University integrates sustainability into operations, education, research, and community engagement. These initiatives aim to establish environmentally responsible campus and promote eco-conscious leadership aligned with **Sustainable Development Goals (SDGs)**.

Objectives

Develop and evaluate an Environmental Sustainability Policy, reduce ecological footprints, integrate sustainability into curriculum, and address biodiversity and pollution through research and community engagement.

Key Practices (SDGs: 2/3/4/6/7/8/9/11/12/13/14/15/17)

1. **Green Energy**
   - A **499.5 KW Rooftop Solar Power Plant** generates 60% of campus energy, reducing greenhouse gas emissions, with plans to meet 80% by 2029.
   - Use Solar, Save Nature Awareness Drive among stakeholders of the University and other Institutes
2. **Energy Efficiency**
   - Energy-efficient devices and smart systems optimize power usage, maintaining a near-perfect power factor.
   - Well-ventilated, naturally lit, Eco-friendly building structure maximize natural light and ventilation, reducing artificial lighting and cooling needs.
3. **Holistic and Integrated Waste Minimization, Management and Recycling Initiatives**
   - **Segregated waste bins** for Plastic & Paper Waste ensures waste segregation at source.
   - **Composting**: Row food and flower waste is composted then fortified with **Panchgavya. Cooked Food waste** is processed through waste treatment plant.
   - **Skill Centres:**
     1. **Sarjan: 1,000+ kg of agricultural waste** has been transformed into **10,000+ sustainable products**
     2. **Parivartan: 3,090 kg of paper** has been recycled into Paper Products.
     3. **Samarth:** Production of Consumer Chemical Formulations
     4. Students actively participate through value-added courses and earn-while-you-learn opportunities.
4. Plastic Recycling Unit transforms waste into reusable products.
5. Solvent Recycling Unit achieves laboratory-grade purity while reducing waste.
6. RO Waste water is used for landscaping hence nullifying requirement of fresh water.
7. Glass repair, reuse, customization and recycling through Glass Blowing Facility support a circular economy
8. Installation of Alkali Wet Scrubbers, Fume hoods, Air Handling Unit and Air Quality Index (AQI) ensure energy efficiency and air quality
9. **Rainwater Harvesting**
   - 17 lakh-liter capacity tanks store harvested rainwater, reducing reliance on external

        sources. Declared as model system by RMC.

10. **Other Initiatives**
    - 5000+ tree plantations, eco-friendly practices, EV charging stations, noise-free green power generators, Amrut Soil and Jivamrut production, paper-saving ERP, and community campaigns

Evidence of Success

University has achieved remarkable sustainability milestones, generating 18.73 lakh units of energy, saving ?150 lakhs and 85,150 trees, while mentoring 2,757 KW solar plants and 1,425 solar heaters. Maintaining a perfect power factor earned INR5,78,019 rebate from PGVCL. Initiatives like paper recycling saved 74 trees. Earn-while-you-learn scheme benefitted needy students. Recycling 300 liters of commercial solvent, utilizing RO wastewater for landscaping, repairing/production of 1,200+ glassware/2,400+ capillary packets worth   INR1, 20,000 highlight eco-efficiency.

Sustainable agriculture yielded 20-25kg vegetables and 3-6kg fruit weekly, supported by Scopus-indexed research. Rainwater harvesting conserved 5.84 crore liters, saving INR35 lakhs and recharging nearby borewells. Campus digitization reduced paper usage by 30%, Production of 1,000+ liters of Jivamrut and 1,000+ kg of Amrut Mitti enriched biodiversity. Environmental audits earned INR244 lakhs. 15,000+ students have been sensitized, fostering a culture of sustainability and environmental stewardship.

Problems Encountered and Resources Required

Challenges included high initial costs, maintenance, scalability, and stakeholder engagement. Resources required include financial investment, skilled workforce, infrastructure, technology support, educational campaigns, and strategic partnerships for effective implementation. Addressing these challenges and ensuring availability of required resources will further strengthen University's sustainability initiatives.

Best Practice 2: Cultivating Empathy: A Journey of Caring Through Sharing

Objectives

1. Foster knowledge sharing, innovation, and sustainable practices.
2. Empower communities through education, health, and awareness.
3. Promote environmental responsibility and collective social welfare.

Key Practices

1. Information & Knowledge Sharing

A. IGNITE- Initiate, Innovate, Express

- A peer-to-peer learning platform for students fostering academic, professional, and personal growth through knowledge sharing.
- **Engagement:** 96 sessions by 164 students(85 boys, 79 girls) with participation of 9800+ students.
- Includes SDGs, emerging technologies, Indian Knowledge Systems-IKS, entrepreneurship, and hobbies/passion.

B. ABHYUTTHAN

- Facilitates peer learning among faculty to promote interdisciplinary knowledge sharing.
- Integrates SDGs, IKS, and innovative teaching practices into academic programs.
- **Engagement:** 38 sessions conducted by 24-Male and 14-Female faculty members

C. BOOK TALK

- Promotes a culture of reading and intellectual exchange through book discussions on philosophy, management, psychology, and self-help.
- Conducted weekly at Library and Learning Centre

2. Creative Commons

- A student-driven innovation group focused on addressing societal challenges through creativity and technology.
- **Initiatives:** Organized INSEF-National-Level Science & Engineering Fair, Launched Google Developer Student Club-GDSC and Women in Cybersecurity (WiCyS) chapters, organized hackathons, encouraged culture of innovation and published newsletters.

3. Environment Protection & Pollution Control

- Operates an Environmental Audit and Consultancy Cell-EACC, recognized by Gujarat Pollution Control Board(GPCB).
- Conducts annual environmental audits for 10–15 industries, focusing on sustainable practices and pollution control.

4. University Social Responsibility(USR)

- Atmiya University fosters social responsibility by raising awareness on menstrual hygiene, self-defense, and health through workshops and partnerships. Adopting five villages, it promotes Yoga, Jeevan Vidya, sustainability, and organizes health camps, environmental drives, and fundraising events, empowering communities with dignity, confidence, and collective responsibility.

Evidence of Success

- **IGNITE:** confidence, leadership, public speaking, and teamwork
- **Abhyutthan:** Improved curriculum design, research output, and leadership qualities.
- **Book Talk:** Inculcation of Reading habits, Clear Articulation of Ideas, Effective Summarization of content, Improvement in analytical and reflective thinking, Enhancement in comprehension, empathy, and ability to appreciate diverse perspectives.
- **Creative Commons:** Secured research grants worth INR5 Lakhs, Published three patents and transferred technologies, such as E-Vehicle, Smart Lighting Systems, Smart Dustbins, Spilling Milk and AI-powered robots, Decentralized Solar Power System, Won Devang Mehta IT state level Award (INR1 Lakh), INSEF facilitated regional participation in innovative projects, fostering problem solving and creativity.
- **EACC:** Played pivotal role in encouraging industries to adopt eco-friendly measures and reduce

their ecological footprint.
- **USR:** Social awareness campaigns empowered rural women and created gender-equal opportunities.

Problems Encountered

- **Student Participation:** Initial hesitation required mentoring and counselling.
- **Resource Allocation:** Balancing faculty and infrastructure for simultaneous initiatives.
- **Rural Outreach:** Addressing logistical challenges to ensure impactful social campaigns.

Resources Required

Faculty mentorship, tech infrastructure, funding, partnerships, and outreach foster inclusivity, innovation, and effective rural engagement.

Concluding Remarks of Best Practices:

Atmiya University fosters sustainability, empathy, and innovation, shaping socially responsible leaders through transformative education, community engagement, and impactful environmental and social initiatives.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Institutional Distinctiveness: Jeevan Vidya for Harmonious Living

Atmiya University's transformative education emphasizes integration of **Madhyastha Darshan Philosophy** for holistic living, fostering ethical and human values alongside academic and professional skills. This approach aligns with institution's vision of creating compassionate, responsible, and socially conscious citizens.

1. **Philosophical Foundation**: Jeevan Vidya (JV), based on *Madhyastha Darshan*, emphasizes interconnectedness of all beings and importance of living in harmony with oneself, Family, Society and Nature. Introduced in 2014 at Atmiya Group of Institutions and fully integrated into Atmiya University by 2018, it became a cornerstone of education through **Chetna Vikas Mulya Shiksha (CVMS) Cell**.
2. **Key Characteristics**:

- Mindfulness and self-awareness.
- Building trust, respect, and responsibility.
- Encouraging a life of purpose, ethical leadership, and sustainability.
- **Human Goals:** Right Understanding in Individual, Prosperity in Family, Fearlessness in Society, Co-existence in Nature
- **Dimensions of Human Endeavour:** Education-Right Living, Health-Self Regulation, Justice-Preservation, Production-Work, Exchange-Storage
- **Established Values:** Trust(*Vishvas*), Respect(*Sanman*), Affection(*Sneh*), Care(*Mamta*), Guidance(*Vatsalya*), Reverence(*Shraddha*), Glory(*Gaurav*), Gratitude(*Kritagyata*), Love(*Prem*)
- Universal, Rational, Logical, Verifiable, Practicable, Replicable

3. **Graduate Attributes**(*Swayat Manav Ke Lakshan*): Holistic growth through:
    - Trust within oneself(*Swayam me Vishvas*)
    - Respect for Qualities & Values(*Shreshthta ka Sanman*)
    - Balanced & Integrated Personality(*Pratibha aur Vyaktitva Me Santulan*)
    - Social in Behaviour(*Vyavhar me Samajik*)
    - Self-Reliance in Occupation(*Vyavsay me Swavlambi*)
4. Process of JV Education is to identify Innateness(*Svatva*) and moving towards Self-Organization(*Swatantrata*) and Self-Expression(*Swarajya*)

Practices and Implementation

1. **Curriculum Integration**:
    - Credit courses in UG/PG programs emphasize ethical and humane values.
    - Specialized transdisciplinary electives and experiential assignments / research projects encourage a deeper understanding of ethical living.
    - Translation of JV content into regional languages aims to make its teachings accessible, inclusive, and culturally relevant to a wider audience.
    - Content of Core subjects are given flavour of JV.
2. **Capacity Building**:
    - Increased understanding and transformation through 1 Day to 6 Months long residential and non-residential **Leadership Development Programs, Workshop, Shivir, FDPs, Happiness Meet, Sammelan**, **Family Goshthi**, and **Adhyayan(deep study)** sessions on **"***Madhyastha Darshan"* benefitting **1+ Lakh** Individuals.
    - Weekly Family Goshthis foster dialogue in families, strengthening connections and reinforcing JV principles at home and within community.
3. **Pedagogical Innovations**:
    - Amalgamation of **ICT** & **Bharatiya Bethak Vyavastha** for reflection and discussions.
    - Specialized Assignment/research projects/Project based learning/Surveys/Internships based on JV.
4. **Research and Recognition**:
    - Ph.D. in *Consciousness Development and Value Education* under **Faculty of Transformative Education-FoTE**.
    - University has recognized self-less contributions of Shri Sadhan Bhattacharyaji-President and Shri Ajay Jainji-Prabodhak, Divyapath Sansthan-MP and conferred honorary Doctorate Degree.
5. **Collaboration:**
    - University has collaborated with Divyapath Sansthan-MP to engage renowned 30+

Probodhaks(**Facilitators**) and organize activities that promote concepts of JV.
  - Additionally, faculty members worked with GOs-NGOs to help them understand true meaning of education and role of JV, while contributing to community development through extension activities.

6. **Life Long Learning & Happiness Club:**
  - University fosters lifelong learning by integrating ethical decision-making, cultural respect, and integrity into education. Initiatives include **Student Induction Program (SIP)** to transition first-year students and promote *JV*, co-curricular and extracurricular activities for emotional resilience, and **Happiness Club** to encourage active learning, personal growth, and meaningful engagement. Programs emphasize physical well-being, real-world connections, cross-cultural understanding, and holistic development—focusing on intellectual, emotional, ethical, and spiritual growth, preparing students for purposeful societal contributions while embracing global citizenship.
  - **FoTE** with three Schools for Sustainability, IKS and Consciousness Development is established for life-long learning.

7. **SAMVAAD-&-SARATHI** provides emotional support and guidance for managing Stress/Pressure/Tension and real-life challenges through Counselling in light of JV.

Key Achievements (Past Five Years):

1. **Cognitive and Holistic Growth:**
  - Organization of 250+ Student Induction Programs, Workshops, Sessions, Happiness Meets(10000+ Beneficiaries)
  - 1000+ students have developed improved academic focus, ethical decision-making skills, and self-awareness by integrating **JV** into their daily lives.
  - 76% of faculty have adopted **JV** principles, enriching teaching practices and creating a harmonious academic environment.

2. **Capacity-Building Programs:**
  - Conducted 100+ FDPs, workshops, seminars, webinars, shivirs, Adhyayan benefiting 9000+ individuals. Topics spanned JV principles, responsibility towards all 4 orders.
  - 150+ staff members have excelled in **AICTE-certified Level 1 and Level 2 programs.**
  - 7 Faculty members are designated as resource persons and 4 as potential resource persons.

3. **Research Excellence:**
  - 15 research scholars from 5 diverse states are carrying their research in co-existential philosophy using their domain skills.
  - Organization of 2 National, 1 International conferences/Convention addressing human values and co-existential futures. These conferences served as platforms for scholars, educators, and thought leaders to exchange ideas, share research, and discuss practical ways to implement JV in educational curricula and societal practices. 350+ Dignitaries from Educational Institutes, NGOs, Government Authorities and 5000+ Participants from 13 Countries and 13 States of India.
  - Scopus Indexed Research Paper Publication on Case Study on Impact of Credit Course of Value Education on Happiness and Self Discipline among students.

4. **Community Outreach:**
  - **Neighbouring communities in Rajkot** were impacted through sessions, workshops and shivirs, benefiting 2,200+ individuals.
  - Collaborations with local organizations like 20+ **Industries, Institutions, Govt. Administration** and **Charitable Trusts** delivered workshops on harmony, relationships,

and sustainable development.

5. **National & International Presence:**
   - Extended **JV** into rural and educational sectors through MOUs with organizations like **Divya Path Sansthan**, **KJIT** and **Lokbharti University**.
   - Additionally 13 other organizations/Group of institutions were given support in terms of facilitating in understanding concepts of JV through Teachers Development Programs

6. **Environmental and Agricultural Advocacy:**
   - Promoted **organic farming** through terrace farming demonstrations and an **Organic Fair** that educated students and farmers on eco-friendly practices.
   - Initiatives like **Food Waste Notice Board**, which helped reducing food waste from **350 kg to 65 kg weekly**.

7. **COVID-19 Relief:**
   - Provided Psychological Counselling to individuals/family in need.

8. **Societal Empowerment:**
   - Empowered **33,938 individuals** through year-wise events, including workshops, residential training, and community extension programs.
   - Significant initiatives included **family sessions, happiness meets, and community-focused programs** for both urban and rural populations.

9. **Feedbacks - Transformation:**
   - Essence of JV has brought profound clarity, shifting perspectives from Imagination to Strategic Planning, Confusion to Effective Communication, Complexity to Simplicity, Specialization to Excellence, Personal Career to Societal Contribution, and Poverty to Prosperity.

University exemplifies its mission to nurture harmony, ethical education, and sustainability by seamlessly integrating JV into its academic, research, and societal frameworks. Through these initiatives, University develops compassionate leaders and fosters societal well-being, setting a benchmark for transformative education across academic, social, and environmental dimensions.

File Description	Document
Appropriate webpage in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

Guided by a University's Strategic Plan aligned with its vision and mission, Atmiya University emphasizes participation, transparency, and excellence in education, research, and sustainability Since its inception, University has shown its strong commitment towards academic excellence and has received number of prestigious award and recognitions. To name the few –

- Since 2021, AU has adopted a curriculum framework aligned with **National Higher Education Qualifications Framework-NHEQF** and **National Credit Framework-NCrF,** as envisioned by **NEP-2020**. This framework seamlessly integrates **Outcome-Based Education-OBE** to ensure holistic and competency-driven learning outcomes.
- University has remarkable research achievements with **24 published & 9 granted patents**, over **600+ indexed publications**, and **INR 20+ crores** in extramural funding.
- University has generated **INR 240+ Lakhs** through **consultancy services** and supported two DPIIT-certified start-ups.
- University has been one among ten institutions in India to receive **DBT sponsored BIRAC E-Yuva** centre with total grant of INR **266 lakhs.**
- **Institution's Innovation Council** (under **MoE**, Innovation Cell), at University remained top performer in State and is recognized as a **mentor institute**.
- **Nodal centre** of Student Start-up and Innovation Policy-**SSIP**; Govt. of Gujarat has sanctioned matching grant of INR 200 lakhs to promote innovation and Start-Up.
- University is well recognised by various Central and State Government Agencies like DST, DBT, CSIR, AICTE, GSBTM, etc. for their funding schemes.
- University is GSBTM nodal centre for capacity building since 2012.
- University's excellence is recognized with **15+ prestigious awards** some of which are as under.

- AICTE – Green Campus Award (2017)
- Kirloskar Vasundhara - Green Campus Clean Campus Award (2024),
- Honored with Diamond Badge in WI-OBE Ranking (2024),
- IDA award for University with Inventive Learning and Assessment models (2023),
- Ardorcomm Media award for Excellence in Impactful Social Initiative by an Institute towards Humanity & Nation Building (2023)

- University is Environmental Auditor Schedule-1 accredited by GPCB since 2010.
- Active Local Chapter of SWAYAM-NPTEL, contributing to online education initiatives.
- **University has 50+ functional MoUs forging** strong collaboration with national and international academic institutions, industries and community in general. This has facilitated into number of significant accomplishments like National/International conferences, boot-camps, collaborative research work, etc.

Concluding Remarks :

In this exiting journey of empowering and transforming youth the University is poised to become a **beacon of spiritual and academic excellence**. University's unwavering commitment lies in fostering holistic

development, nurturing individuals who are not only intellectually adept but also morally upright and spiritually enlightened. By harmonizing **ancient wisdom** with **modern knowledge**, we strive to create a unique and transformative learning experience that **empowers students to live in harmony at all four levels viz. self, family, society and nature**.

In accordance with the University's perspective-strategic development plan, the following aspirations are envisioned for the future

- Continue to **emphasize transformative education** as the core of the University's mission and **promote** *Jeevan Vidya* **as its distinctiveness**.
- Evolve as a Multidisciplinary Education and Research University **(MERU)** as per NEP 2020.
- Expand academic offerings in Education, Health Science (AYUSH, Nursing, etc) and law.
- Position the University as a **leading centre for** *Jeevan Vidya* at both **national and global levels.**
- Introduce academic programs and initiatives that incorporate internships, apprenticeships, industry partnerships, executive programs, and online/distance learning.
- Emphasize **intellectual property**, facilitate **technology transfer**, and strengthening of **campus company.**
- Foster national and international collaborations, including student and faculty exchange, twinning programs, and COIL initiatives.
- Set up research and innovation labs and centres in collaboration with industry partners.
- Strive for national and international accreditation and ranking.

Atmiya University remains steadfast in its mission to empower and transform youth through holistic education, harmonizing ancient wisdom-*Jeevan Vidya* with modern knowledge. Guided by its perspective-strategic development plan, the University aspires to become a beacon of **academic excellence**, empowers stakeholders to excel academically, contribute meaningfully to society, and navigate the opportunities of a knowledge driven globalized world with values – ***"Shruhadam Sarva Bhutanam".***

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
2.4.2	**Percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt. during the last five years** 2.4.2.1. **Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt Superspecialist during the last five years** Answer before DVV Verification : 158 Answer after DVV Verification: 154 Remark : s per documents excluding the other than PhD certificates the value has been updated .
2.4.3	**Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)** 2.4.3.1. **Total teaching experience of full-time teachers as of latest completed academic year** Answer before DVV Verification : 3370 Answer after DVV Verification: 3259 Remark : As per SOP teachers with less than 10 months experiences has been excluded for all assessment years. Hence value updated
3.1.3	**Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.** 3.1.3.1. **Number of teachers who received national/ international fellowship/financial support from various agencies, for advanced studies / research; year-wise during the last five years** Answer before DVV Verification : 210 Answer after DVV Verification: 158
3.2.1	**Total Grants research funding received by the institution and its faculties through Governme006Et and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)** Answer before DVV Verification : Answer After DVV Verification :2009.07 Remark : As per SOP Only research grants have been considered and Value updated .
3.2.2	**Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years** 3.2.2.1. **Number of research projects funded by government and non-government agencies during the last five years** Answer before DVV Verification : 345 Answer after DVV Verification: 325

	Remark : Updated as per data provided by HEI
3.3.2	**Total number of awards received for *research*/innovations by institution/teachers/research scholars/students during the last five years** Answer before DVV Verification : Answer After DVV Verification :66 Remark : As per SOP Participation/ presentation certificates in workshops/conferences etc., are not to be included. Hence value updated
3.4.2	**Total number of Patents awarded during the last five years** Answer before DVV Verification : Answer After DVV Verification :14 Remark : As per documents the value updated
3.4.4	**Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years** 3.4.4.1. **Number of research papers published in the Journals as notified on UGC CARE list during the last five years** Answer before DVV Verification : 693 Answer after DVV Verification: 684
3.4.6	***E-content is developed by teachers :*** *1. For e-PG-Pathshala* *2. For CEC (Under Graduate)* *3. For SWAYAM* *4. For other MOOCs platform* *5. Any other Government initiative* *6. For institutional LMS* Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: C. Any 3 of the above Remark : As per documents the value updated
3.6.2	**Number of extension and outreach programs conducted by the institution through organized forums like NSS/NCC with involvement of community year wise during the last five years** 3.6.2.1. **Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.** Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
66	83	66	15	24

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
32	45	31	09	16

Remark : As per documents excluding the other than outreach and extension programmes the values updated

3.7.1	**Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years** Answer before DVV Verification : 120 Answer After DVV Verification :63
4.4.1	**Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years** 4.4.1.1. *Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year - wise during the last five years (INR in lakhs)* Answer before DVV Verification: {{TABLE1}} Answer After DVV Verification : {{TABLE2}}
5.1.3	**Following capacity development and skills enhancement activities are organised for improving students' capability** 1. **Soft skills** 2. **Language and communication skills** 3. **Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)** 4. **Awareness of trends in technology** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : As per documents the value updated.
5.2.3	**Percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years** **(eg: NET/SLET/ Civil Services/State government examinations etc.)**

Table (4.4.1.1 before):

2023-24	2022-23	2021-22	2020-21	2019-20
1109.30	1158.32	901.90	575.56	480.06

Table (4.4.1.1 after):

2023-24	2022-23	2021-22	2020-21	2019-20
1109.30	1158.32	901.90	575.56	480.06

	5.2.3.1. Number of students qualifying in state/National/International level Examination during last five years (eg. SLET, NET, UPSC etc) Answer before DVV Verification : 211 Answer after DVV Verification: 123
5.3.1	*Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national/international events (award for a team event should be counted as one) during the last five years* 5.3.1.1. Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/ national/international level (award for a team event should be counted as one) year-wise during the last five years Answer before DVV Verification: | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | | 73 | 97 | 40 | 9 | 24 | Answer After DVV Verification : | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | | 44 | 55 | 16 | 3 | 6 |

5.3.1.1 Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
73	97	40	9	24

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
44	55	16	3	6

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
324	228	264	142	149

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
285	211	240	131	143

Remark : As per documents Multiple financial supports provided to teacher in a year has been considered once only. Hence, the values updated

6.5.2 — **Institution has adopted the following for Quality assurance:**

1. **Academic and Administrative Audit (AAA) and follow up action taken**
2. **Conferences, Seminars, Workshops on quality conducted**
3. **Collaborative quality initiatives with other institution(s)**
4. **Orientation programme on quality issues for teachers and students**

	5. **Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc** 6. **Any other quality audit recognized by state, national or international agencies** Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: B. Any 4 of the above Remark : As per documents four options has been considered.
7.1.6	**Quality audits on environment and energy are regularly undertaken by the institution** **The institutional environment and energy initiatives are confirmed through the following** 1. **Green audit / Environmental audit** 2. **Energy audit** 3. **Clean and green campus recognitions/awards** 4. **Beyond the campus environmental promotion and sustainability activities** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : as per documents provided by hei

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of full time teachers in the institution year wise during the last five years** Answer before DVV Verification:

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
338	302	281	245	233

Answer After DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
318	263	246	224	232