SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

AHMEDABAD UNIVERSITY

AHMEDABAD UNIVERSITY, COMMERCE SIX ROADS, NAVRANGPURA
380009
ahduni.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

September 2021

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Background

Ahmedabad University is a private, multidisciplinary research university established in 2009 under the Gujarat Private Universities Act 2009. The University is founded by Ahmedabad Education Society (AES), one of the oldest and prestigious educational societies in India, set up in 1935 at the behest of the great nationalist Sardar Vallabhbhai Patel, industry doyen and philanthropist Kasturbhai Lalbhai, the speaker of the first Lok Sabha, Ganesh Mavalankar, and the leader of Ahmedabad industry, Amrutlal Hargovandas. AES
has an illustrious record of setting up, incubating and mentoring some of the finest educational and research institutions in independent India for over half a century now, like the Physical Research Laboratory in 1947, Gujarat University in 1949, the Indian Institute of Management, Ahmedabad, in 1961 and CEPT in 1962.

The Founding

The university has followed a need blind policy of admission and provided support to all who need financial support. Currently the University has three Schools: Amrut Mody School of Management, School of Arts and Sciences, and School of Engineering and Applied Science and five Centres: Centre for Learning Futures, Venture Studio, Centre for Heritage Management, Global Centre for Environment and Energy, and Centre for Inter Asian Research. It also forged three strategic partnerships with the Centre for Design Research at Stanford University (USA), Olin College of Engineering (USA), and the Judge Business School of University of Cambridge (UK).

The University has been recognised by UGC under Sections 2(F) and 12(B) of the UGC Act. Time Higher Education Impact Ranking has rated Ahmedabad University among the ten best in India and twenty best in Asia for UNDP-SDG Goal of Climate Action. Government of Gujarat has recognised the University as a Centre of Excellence and the Gujarat State Institutional Ranking Framework has ranked the University as the eighth best in the State.

Governance:

The University governance system is defined by autonomy and defined outcomes; a corpus that would grow over time to support the university; focus on learning through student centric pedagogy and deep research; campus that matches the aspirations of the university; and faculty support of global calibre.

Vision

The purpose of Ahmedabad University is to foster continuous progress of self and society.

Education Philosophy

Our education philosophy is redicated on our conviction that students should be able to learn whatever they choose to. They must be able to discover their passion at the university and build a successful life. One aspect

that we are strongly building in our ethos is to proactively scout for and provide academic opportunities to the underprivileged and first-time learners.

Research University

Ahmedabad University supports faculty research by providing best of facilities: state-of-the-art laboratories, equipment, data-bases, international conference funding and associated research support through start-up, seed and challenge grants. We have now started to forge partnerships with industry to make this research and teaching more industry oriented, particularly in the professional schools, and impactful.

Ahmedabad University believes that it can fill a huge lacuna in Indian academic system by making students into important element of faculty research: experimenting with an apprenticeship model for training capacity and initiating undergraduate students into research programs.

Process Oriented

The leadership at Ahmedabad University has a proven track-record of creating and managing institutions of repute. They have been able to do that through operationalising process-orientation in the heart of the governance of these institutions of excellence. Ahmedabad University has a strong foundation in processes in guiding its decision making as well as day-to-day operations.

The Campus in a City

Ahmedabad University has a distinct advantage: in its centre-city location in India's most vibrant and safe city of Ahmedabad. This makes it very attractive for students and faculty to cohabit – as it is in the centre of an ecosystem of other pre-eminent institutions like Physical Research laboratory, National Indstitute of Design, Indian Institute of Management and Indian Space Research Organisation etc.; besides being at the hub of culture, heritage, cuisine and art of a thriving modern Indian city.

Smart Technology

Ahmedabad University is being conceived as a smart Digital Campus. Our staff are trained to be adept at digital technology for transformation of the learning environment. and setting up a fully integrated end-to-end smart Digital Campus.

Mission

• To prepare leaders of outstanding character who will contribute significantly to their fields of study and practice.

• To build an evolving learning environment that is based on inter-disciplinary linkages between the arts, sciences, and professional disciplines, combined with rigor and reflection.

• To actively advance scholarship, research and intellectual enterprise at the university that is widely relevant in the society.

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• To promote independent mindedness and diversity across all dimensions of the university.

• To generate knowledge that provides a context of learning from and contribution to India and the world.

• To actively advance the social, economic, and ecological development of local, national, and international communities.

• To educate young people of India and the world to become contextually-literate global citizens.

• To catalyse students to mature into critical thinkers who are analytically equipped, practically oriented, and ethically driven.

The Organizational Architecture for Building World Class Capabilities

Ahmedabad University has developed a culture of sustained excellence, and consequently reputation, through great student experience and contribution to advances in the disciplines and to the society. This was designed through a series of workshops and conversation with its various stakeholders. We have studied governance of global institutions that are considered world class and have brought all of that experience to bear in designing our unique architecture for building world class capabilities at the university, facilitated by a set of strategic institutional pillars:

(i) Student Centricity: to enhance student-experience to help student learn better and contribute better to the society;

(ii) Impact through Research: to engage with the challenges that the society faces and develop good theory to solve them; advance the field of knowledge;

(iii) Congregation of the Meritorious: to recruit students, staff and faculty globally who are highly capable, sought after, and will help us deliver our goals;

(iv) High Performance Organization: to develop an organization that is responsive, outcome oriented & innovative and create bench marks in academic administration; and

(v) Experimentation: to continuously test assumptions and perceptions; to disrupt and seek higher challenge as soon as an experiment succeeds.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strengths	Plans: Leveraging Strengths	Targets
Outstanding Faculty Profile	Faculty with research and professional experience from some of the best institutions globally	Aim for faculty pool with closed to 100% global exposure
Deep history and credibility of sponsoring body	Plan for exponential growth with stability and ease.	Expand collaborations with Indian Institute of Science, Bangalore, Indian Institutes of Technology at

	Leverage sponsoring body to strengthen national and international collaborations	Gandhinagar, Delhi and Mumbai, Indian Institute of Management, Ahmedabad, National Law School of India University, and Indian School of Business, Hyderabad. Linkages with Stanford, NUS, SOAS.
Robust governance practices at sponsoring body and university	Designing institutional collaborations with foreign universities on a peer-to-peer basis	Plan to reach rank 1 Private University in India in NIRF by 2030. Plan to reach 200th rank in Times Higher Education and QS World University Ratings by 2035
Endowment and land bank	No physical and financial impediments to expansion plans.	Plan to reach an endowment corpus of INR 2000Cr by 2035 and a land holding of 201 acres.
Outcome-oriented learning culture	Theme-based clusters of researchers from diverse disciplinary backgrounds.	4 new interdisciplinary and thematic schools planned in the next 10 years on Public Policy, Public Health, Law and Medicine.
Leadership with exposure and experience	Helping find faculty from foreign universities Helping benchmark practices against global standards Creating mentorship mechanism for younger faculty	To find Deans who are academic leaders globally in Public Health and Strategic Affairs and Public Policy
Need-blind admissions; support for underprivileged	Not turn down a single deserving student for lack of financial resources	Lower fees and targeted funds from endowment to provide education at affordable cost Scout for bright students from underprivileged backgrounds in Navodaya Vidyalayas, Municipal Schools etc.

Institutional Weakness

Weaknesses	Plans: Mitigating Weaknesses	Targets
Lack of diversity in students	Creating a social and regional diversity policy for supporting students from diverse social backgrounds. Creating a nationally representative faculty body by providing above par facilities and opportunities	80% faculty drawn from states outside Gujarat in five years and 40% students from outside state
Research productivity and limited	Establish internal mechanisms to	Low teaching loads for faculty.

exposure to contemporary pedagogic methods	enable faculty to focus on high quality research.	University funded support for research grants: startup grants, seed projects, labs, seminars, conferences and purchase of books and software.
Weak positioning of graduate programmes	Students should be able to choose Ahmedabad University for embarking on a learning path which is research driven	Emerge among top 5 Business Schools and top 5 Engineering Schools in the country by 2030
Low ratio of foreign students and faculty	Visits to noted conferences, presentations to early career academics at foreign universities, and advertisements in academic platforms and domain specific listservs. Creating a student-friendly culture at the university	Our Indian faculty to foreign faculty ratio to reach 75:25 in 15 years. Foreign students to form 15 to 20% of our total student strength Fund at least 10% of foreign students with scholarships and tuition waivers
Slow movement from legacy systems to process and outcome based culture	Strengthen the Office of Human Resources at Ahmedabad University Internal Quality Assurance Cell (IQAC), formed in 2015 Continued investment in IT/ICT to provide suitable environment and tools to promote better online systems. Running awareness and induction workshops for faculty and administrators to enable greater tech-integration	Start Certificate Programme in University Administration, Student Engagement and Processes by 2023 focussing on leading and building institutions of higher learning Launch Digital Campus with help from a tech company like Microsoft or Cisco by 2022

Institutional Opportunity

Opportunities	Plans: Leveraging Opportunities	Targets
Interdisciplinary learning opportunity	Graduates with analytical holism	Create 3 interdisciplinary programmes geared towards solutions delivery to contemporary problems
International collaborations	Strength in developing long lasting linkages with universities overseas	Adding one major research collaboration each in North America, Asia, Europe, Africa. Adding 25 student exchange locations Adding 25 global industry

		partnerships
Opportunity to build industry-government interface in an expanding national economy	Research oriented approach by faculty, coupled with interdisciplinary approach to problems, to help attract industry & government interface / collaborations. VentureStudio to promote entrepreneurship, technology start-ups and facilitate translation of research to solutions for market and society. Establish Research parks to provide environment for companies to operate, and create solutions for challenging problems	Build industry-government-university interface to a turnover value of Rs.30 Cr in 5 years.
Integration of arts and science in higher education and new market opportunities encouraging disciplinary integration	Unified deanship of Arts and Science. Collaborative problem framing, and not just collaborative problem solving	Establishing Centre for Integrated Arts, for research and practice in performing and fine arts Conduct activities around Digital Technology, Creative Industries. Engage with industries to promote the value of integrated programmes.
Integration of arts and sciences with professional education	Allowing multi-disciplinary programmes. Strengthen employability for students in arts and sciences and deepen understanding of the context and society in professional programmes.	Offer programme that are jointly offered by different schools.
Economic and cultural interface with the Indian ocean region	The centuries-long history of trade and maritime engagement with the Indian Ocean region and the Indian West Coast will be leveraged to create an economic and cultural interface with the region	Work with embassies, commerce chambers and academic and cultural institutions as also artists and litterateurs of the Indian ocean rim to create new lines of interactions

Institutional Challenge

Challenges	Plans: Mitigating Strategies	Targets
Excessive regulatory controls, especially on professional programmes	Work with regulatory agencies to remove hurdles consensually Explore diversification of	

	programmes to mitigate single programme dependence	
	Focus on strengthening international research portfolio	
Suboptimal growth in high-skill labour market	Continuous evolution of curriculum to meet and society and industry requirement	
	Business innovation, entrepreneurship and incubation supported through Venture Studio to encourage students to set up enterprises and become employers	Incubate at least 50+ new enterprises annually after 2020, with students being major stakeholders.
	Thrust towards holistic interdisciplinary education which is resilient to changes in the nature of demand in employment market	Engage with new industries (eg. Tech, creative industries) and companies requiring newer skills to first provide internships and then career opportunities.
Restrictions for government funding of R&D at private institutions	Research collaborations with top public institutions in India	Target to generate Rs.200 Cr by 2030 from CSR funds
	Tapping CSR funds of corporate houses. Strong track record in this line: Mumbai Investor, GICT, Amrut Mody School of Management	Ideate and host an annual summit of Governmental bodies and Private Universities to explore the role of serious private institutions in national development.
Regulations restricting mobility of potential foreign faculty and students	Engage with government agencies to create ease-of-movement for foreign faculty and students	Organise workshops with home ministries and other stakeholders both at the Centre and State to evolve new ideas and processes.
	Set up a Foreign Nationals' Help Desk at Ahmedabad University	

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- The programmes of the University have been regularly reviewed to reflect changing needs of industry, society and knowledge advances in the field. 75% of the current programmes have been revised at least once in the last five years. The only programmes not reviewed are the ones started recently after 2019. 86% of our courses are introduced in the last five years and about 82% of them are focused on employability. More than 250 courses provide value added education. The University attempts to capture these diverse courses within the credit structure to ensure that at least 75% students or more have the opportunity every single year to explore deep interdisciplinarity, value addition, and experiential diversity that the University offers. The University has compulsory internship programmes

in all its professional courses and annually caters to about 45% of students. Every single student would have had an internship opportunity at least once during their entire journey of graduation. The University has an elaborate feedback mechanism for various aspects of its functioning. Following are the highlights:

- Every course has two iterations of feedback given by students: one mid-semester and another end-semester. The feedback is both quantitative and qualitative and administered online. The feedback is analysed, and the mean score, and standard deviation along with descriptive comments of students are shared with faculty. Deans and the Vice Chancellor use the feedback to review faculty performance annually. Teaching and other achievement awards given to faculty are based on the student feedback among other factors.

- The University conducts an Annual Retreat. The University leadership retires to a remote location for two full days and nights where every single programme, school, function, and activity of the University is reviewed in terms of its achievements, challenges, and future directions.

- The School Advisory Committees consist of industry representatives and domain experts who comment on programme design and directionality and recommend specific thrust areas.

- Parents are invited to an open house by the Vice-Chancellor annually where their feedback is collected.

Teaching-learning and Evaluation

Ahmedabad University has a very elaborate application process where applicants provide a statement of interest along with several other diagnostic and assessment tests. The number of people who register for the admissions process easily touches 10,000 every year. After weeding out non-serious applicants, about 4000 to 5000 applicants enter the admissions process. Of them about a 1000 make it into the final admissions list, keeping the demand ratio at 1:2.85. In reality, the demand ratio, considering the total number of downloads, may well be close to 1:10. The programmes where students are admitted through the Government of Gujarat's Admission Committee for Professional Courses have seats earmarked for SC, ST and OBC students.

The University has special programmes for tracking, diagnosing, training and mentoring for students who are slow learners and those who are gifted learners. Additionally, the flagship Independent Study Programme allows students to pursue a course in their area of passion or interest, bringing together deep theoretical inquiry and a wide-ranging experiential engagement. We have maintained a healthy student teacher ratio of 1:23 which is fast improving with our increase in faculty hiring and a conscious decision to decrease our approved student intake. The University is a rare exception in actively trying to reduce quantity to enhance quality. The pedagogic experiments of the University have been driven by the Centre for Learning Futures, in collaboration with Olin College of Engineering, USA, and Centre for Design Research, Stanford University. The University has a mentoring programme, called the Circle of Care. Each group of students are assigned a faculty mentor and a Student Mitr (a buddy). The University has a rigorous faculty appointment system where each candidate is screened by multiple committees before being invited to give a research seminar where the candidates will be

interviewed about their research and teaching capabilities and contributions with special focus on their methodological rigour. The faculty have an average experience of about 6 years and a total combined experience of 796 years. The average turnaround time for examination results is one month, with the gap reducing every year.

Research, Innovations and Extension

The University Research Board and the Dean of the Graduate School jointly oversee the research activities of the University. Faculty are provided with generous research support. Faculty can apply for funds by submitting project specific or thematic proposals. The internal research funds are distributed as seed grants (up to Rs.2 lakh funding for initiating new projects), start-up grants (up to Rs.25 lakh funding for newly recruited faculty) or University challenge grants for interdisciplinary projects (up to Rs.25 lakh funding per project). The University has earmarked research fellowships for select PhD students annually, alongside hosting about 54 JRF and SRF research fellows over the past five years. Important research facilities include a Central Instrumentation Centre, Animal House/Green House, Museum, Media Centre, Business Lab, Research/Statistical Databases, Theatre and Art Gallery. The University has mobilised close to 12 Crore Rupees in external research funding.

VentureStudio, the University's start-up incubator, established in 2011, with the help of the Centre for Design Research at Stanford University is a key component of the innovation ecosystem: a) 42% of start-up portfolio are in Revenue Stage b) More than 70% are product based start-ups c) 4 women entrepreneurs in the portfolio d) More than 10 start-ups have applied for either patents or design registrations e) Start-ups together have generated employment of more than 150 people f) 18 start-ups have received awards and accolades g) One start-up exit, Cruxbot bought by KNO publishing for ~USD4Million h) A few start-ups (DiaHappy, Zybra, and CollegeBol) have raised capital from Angels and High Networth Individuals.

The University regularly conducts workshops on innovation in research and technology. Recently, VentureStudio offered an online course in Intellectual Property open to the general public. The University has an Institutional BioSafety Committee and an Interim Ethics Committee to oversee safety and ethical concerns of research. Faculty research output of the University is of a very high quality, with publications in the most elite journals of the Scopus index.

Infrastructure and Learning Resources

University has state-of-the-art facilities for education, research and student recreation. Almost 60% of our budget in the previous five years have been spent on infrastructure augmentation. The University is adding physical infrastructure on a massive scale in the last five years employing the who's-who of maestros in the world of architecture: the famous HPC Design of the Parliament Vista project fame, the world-famous Stephan Paumier Architects, the Swiss architect Mario Botta, and Rahul Mehrotra of Harvard. The University's built infrastructure is fitted with the most modern facilities, including an arboretum, a water harvesting well, solar panels, biogas and waste management plants. Ahmedabad University is spread across a 113+ acre campus at the centre of the city, and in the vicinity of some of the most nationally important educational and research institutions, viz., Indian Institute of Management, Physical Research Laboratory, National Institute of Design, CEPT University, and Gujarat University. The Student Activity Centre (SAC) is designed by the French architect, Stephane Paumier, to be a hub for students & faculty. The centre with a built-up area of 2.7 lakh

square feet is to cater to the campus for all the formal and informal activities involving students. The University library is a digitally advanced system with diverse databases, online resources, and print collection, with a Two Lakh books-holding in physical and digital formats. All classrooms are equipped with digital accessories and IT tools. The campus is 100% digitally connected with a 1 GBPS internet connection. The University has an impressive computer to student ratio of 1:4.

The entire estate of the University is managed professionally through services outsourced to the leading global real estate services firm, Cushman and Wakefield. The University has a Director of Campus Operations and a full-fledged internal team to oversee construction, procurement, maintenance, and upgradation of facilities. The Information Technology Policy of the University is geared towards building Ahmedabad University into a fully-enabled Digital Campus by 2025.

Student Support and Progression

Ahmedabad University follows a needs blind admission policy. No student, once selected to study at the University, will be declined admission for want of financial resources. The University does not maintain any caps on the percentage of financial support as it extends it to every single deserving and needy student. Close to 12% of the students have benefitted from the financial largesse of the University in the past five years but that number is expected to double in the coming five years. Ahmedabad University has a special tie up with YourDost, the largest online counselling platform of India. The Career Development Centre of the University conducts placement and placement-related training and activities to students including sessions in career counselling. About 25% of our students are benefited by such guidance. The University is very particular about combatting any form of harassment, violence, and abuse, on and off the campus, especially if it involves its students and faculty and staff. The statutory committees against sexual harassment, ragging, student grievances and non-academic transgressions are all fully operational and function according to norms.

Located in Ahmedabad, a business-hub of the country, about a third of the University's students take up family-businesses, or incubate start-ups or set up as individual entrepreneurs. Another third of the student population goes on to pursue higher education, in prestigious institutions across the world and India. The remaining 34% of the student body are placed. The University is successful in placing 100% of the students who approach the Career Development Centre seeking employment. The Office of the Dean of Students, with its two wings of the Wellness Function and the Cultural and Sports Activities Function, ensure that student experience at Ahmedabad University is safe, fun-filled, learning-oriented and conducive to initiative-taking. The Student Clubs of the University are a hub of dynamism. These are entirely student-driven and between close to fifty clubs and associations conduct events all through the year and remain active on social media.

Governance, Leadership and Management

The University's governance structure comprises the following levels: the Sponsoring Body, the Board of Governors, and the University Executive. In addition, an Advisory Council reviews programmes and schools and provides global benchmarks.

The Governance Philosophy of the University: i) Autonomy to and accountability from decision making entities based on processes and norms (rather than hard rules) duly established ii) Shared governance and trust as the cornerstones of university governance iii) Compliance and action taken reporting to support execution of strategic and operational plans iv) Non-bureaucratic and quick decision making after due diligence in a time bound manner.

The University's strategic plan focuses on building Ahmedabad University as a forerunner in interdisciplinary thinking and solutions-design. Towards that end, the University designed and implemented a signature Foundation Programme, which, to the best of knowledge of the internal research conducted by the University team, is a truly unique offering in the country.

All the policies of the University are available on the intranet thus ensuring maximal transparency. The University also has a Whistleblower Protection Policy to protect acts of exemplary instances of conscientious criticism. Financial, Academic and Administrative matters are handled through clearly mandated committees, which have both budgetary and operational autonomy. The intranet of the University, AURIS, is an end-to-end, internally developed platform that caters to all our digitisation and Management Information Systems demand, including admissions, accreditations, assessment, scheduling and registration for courses.

The University conducts an annual performance appraisal of all its faculty and staff. Faculty appraisals are based on student feedback, research productivity, and institutional contribution of the faculty annually. It also has a generous welfare package for all its employees including free group term and health insurance. Learning Coalition, a signature faculty development programme of the University, developed in collaboration with the Olin College of Engineering, USA, is a programme worthy of special mention.

The University has raised Rs. 350 Crores in the past five years from private bodies and philanthropists for augmenting its infrastructure, attesting to the deep public trust laid on the University.

Institutional Values and Best Practices

Ahmedabad University has multiple institutional mechanisms to ensure that the academic culture is free, fair, equitable, and conducive to the development of a genuine spirit of inquiry. Towards that end, the University promises its students and staff a campus culture which is safe, joyful, and humane. The Internal Complaints Committee of the University, established according to the guidelines of the Vishaka Judgment of the Hon'ble Supreme Court, ensures that the campus culture is non-toxic and no one, especially, the women members of the University community, face any discrimaination or harassment. The University is extremely conscious of its role as a key steward of the environment and has implemented measures that encourage environmental sustainability. These include solar roof panels, an arboretum which is a large green lung at the centre of the city of Ahmedabad, waste disposal mechanisms, rain water harvesting mechanism, bicycle services in campus, and several other environment friendly initiatives. The University was ranked among the first ten in India and first twenty in Asia for its work in the UNDP SDG Climate Action by the Times Higher Education Impact Ranking Framework 2021. The Quality Audit and Energy and Green Audit undertaken by the University have highlighted best practices of the University in the field of environment and sustainability and identified areas of further improvement. The University also conducts initiatives to reach out to the disadvantaged sections of the society. Anandmela is a famous event organised by the University community inviting orphaned children from local NGOs to spend time at the University with games, fun, food, and cultural programmes. The Anandmela

has been extensively covered by the local media.

The institution's flagship programmes are Independent Study Programme (a winter school where students pursue a subject that is close to their passion in a hands-on studio format) the Foundation Programme, a common core undergraduate programme meant to deliver thematically integrated, multi-domain, multi-faculty studios, and ENABLE (Engagement and Application-based Education and Learning) a pedagogic approach developed by Ahmedabad University in collaboration with Olin College of Engineering, USA.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	AHMEDABAD UNIVERSITY
Address	Ahmedabad University, Commerce Six Roads, Navrangpura
City	Ahmedabad
State	Gujarat
Pin	380009
Website	ahduni.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Vice Chancellor	Pankaj Chandra	079-61911460	9900366861	079-0	quality@ahduni.edu.in
IQAC / CIQA coordinator	Ashwin Kumar	079-61911451	9900366861	079-1	ashwin.kumar@ahduni.edu.in

Nature of University	
Nature of University	State Private University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	24-07-2009
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	07-08-2018	[View Document](#)	
12B of UGC	22-01-2021	[View Document](#)	

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.**	**Program mes Offered**	**Date of Establishment**	**Date of Recognition by UGC/MHRD**
Main campus	Ahmeda bad Uni versity, Commer ce Six Roads, Navrang pura	Urban	113	98968	UG, PG, PhD		

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)	: No

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				25				23				97
Recruited	19	3	0	22	11	5	0	16	58	38	0	96
Yet to Recruit				3				7				1
On Contract	0	0	0	0	2	0	0	2	22	8	0	30

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				130
Recruited	67	63	0	130
Yet to Recruit				0
On Contract	80	85	0	165

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				18
Recruited	16	2	0	18
Yet to Recruit				0
On Contract	1	4	0	5

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	0	0	0	0	0	0	0	0	0	0
Ph.D.	16	3	0	11	5	0	49	34	0	118
M.Phil.	0	0	0	0	0	0	2	1	0	3
PG	3	0	0	0	0	0	7	3	0	13

Temporary Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD	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

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Part Time Teachers									
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	2	0	0	17	6	0	25
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	5	2	0	7

Distinguished Academicians Appointed As

	Male	**Female**	**Others**	**Total**
Emeritus Professor	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	9	4	0	13

Chairs Instituted by the University

Sl.No	**Name of the Department**	**Name of the Chair**	**Name of the Sponsor Organisation/Agency**
1	Ahmedabad University	Shrenik Lalbhai Chair	Ahmedabad University
2	School of Engineering and Applied Science	Distinguished Professor Chair in Engineering	Ahmedabad University
3	Amrut Mody School of Management	Distinguished Professor Chair in Sustainibility	Ahmedabad University
4	School of Arts and Sciences	Distinguished Professor Chair in Humanities	Ahmedabad University
5	Amrut Mody School of Management	Distinguished Professor Chair in Psychology	Ahmedabad University
6	School of Arts and Sciences	Distinguished Professor Chair in Design	Ahmedabad University
7	Amrut Mody School of Management	University Distinguished Professor Chair in Economics	Ahmedabad University

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	1243	165	0	2	1410
	Female	798	122	0	1	921
	Others	0	0	0	0	0
PG	Male	68	27	0	0	95
	Female	87	24	0	0	111
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	12	2	0	0	14
	Female	23	3	0	0	26
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes
Total Number of Integrated Programme	3

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	160	15	0	1	176
Female	351	22	0	0	373
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	10
Total Number of Programmes Conducted (last five years)	10

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Amrut Mody School Of Management	View Document
School Of Arts And Sciences	View Document
School Of Engineering And Applied Science	View Document

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
17	15	13	13	13

File Description	Document
Institutional data in prescribed format	[View Document](#)

1.2

Number of departments offering academic programmes

Response: 3

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
3126	3168	3672	4062	4299

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
827	1104	1260	1118	1149

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.3

Number of students appeared in the University examination year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
3061	3259	3803	4045	4253

File Description	Document
Institutional data in prescribed format	View Document

2.4

Number of revaluation applications year-wise during the last 5 years

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	0	0	0

3 Teachers

3.1

Number of courses in all programs year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
385	389	401	371	424

File Description	Document
Institutional data in prescribed format	View Document

3.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
134	129	128	113	100

File Description	Document
Institutional data in prescribed format	View Document

3.3

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
145	139	130	113	100

File Description	Document
Institutional data in prescribed format	[View Document]

4 Institution

4.1

Number of eligible applications received for admissions to all the programs year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
4325	3500	3110	4015	2620

File Description	Document
Institutional data in prescribed format	[View Document]

4.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
79	52	41	35	55

File Description	Document
Institutional data in prescribed format	[View Document]

4.3

Total number of classrooms and seminar halls

Response: 94

4.4

Total number of computers in the campus for academic purpose

Response: 801

4.5

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

2019-20	2018-19	2017-18	2016-17	2015-16
10062	6082	3026.53	2285.58	3625.58

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, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.

Response:

Ahmedabad University follows a multi-tier system of seeking inputs from stakeholders to its curriculum.

a) The School-specific advisory boards with representation from the industry, and scientific community ensure that key emerging priorities are included in the curriculum

b) The University benchmarks its curriculum with the United Nations Development Programme's (UNDP) Sustainable Development Goals (SDGs). In 2021, Ahmedabad University was ranked among the first 10 institutions in India and the first 20 in Asia for its work in the SDG Climate Action by Times Higher Education. This ranking took into account both our research productivity and our curricular innovation in the relevant field.

c) Ahmedabad University has active collaborations with nationally significant civil-society institutions, which provide us inputs, both formal and informal, about emerging trends in relation to issues of labour, sustainability, gender, technology and innovation among other fields. These inputs are reflected in the University's curriculum.

d) Ahmedabad University faculty are encouraged to devise curricula to ensure maximal integration with national and global goals by benchmarking their efforts with universities highly ranked in the global ranking systems. This is made possible by frequent faculty visits to universities both inland and overseas for conferences and meetings.

e) Our signature Foundation Programme is designed based on emerging areas of concern at the National and Global Levels. It is a system of four studios on Water, Environment and Climate Change, Democracy and Justice, and Neighbourhoods. Each studio brings together domain expertise from data, materials, biology, communication, constitution and civilization, and behaviour, thus ensuring both an interdisciplinary and a holistic approach to these areas of global concern. All students, irrespective of their stream of study, undergo the foundation programme in the University. The Foundation Programme was designed based on extensive consultations both internally and externally and keep in mind the national and global priorities that education at Ahmedabad University has to respond to.

f) The Schools have a vision document that delineates the outcomes of the specific programmes in line with the overall mission of the school, which is itself derived from the vision statement of the University. These POs are then mapped onto course outcomes in terms of their degree of fit. An important consideration in credit allocation for a programme and approval of courses is whether and how well they fit the emerging areas of concerns and developmental needs.

e) A sample of course outlines have been provided mapping them to the UNDP SDGs to demonstrate the focus on developmental needs nationally and globally.

g) A sample of Programme Outline and Course Outline Mapping is provided. Special emphasis needs to be laid on the fact that the University also has an inbuilt intranet system to track student attainments against demonstreable output areas as mentioned in the Course Outcome document.

h) University conducts regular workshops on writing Learning Outcomes, called Learning Coalitions. These are peer driven workshops where faculty edit, revise and suggest framing effective and sharply defined outcomes for courses pertaining to their area of expertise.

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

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 75

1.1.2.1 **How many Programmes were revised out of total number of Programmes offered during the last five years**

Response: 15

1.1.2.2 **Number of all Programmes offered by the institution during the last five years.**

Response: 20

File Description	Document
Minutes of relevant Academic Council/BOS meeting	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Details of Programme syllabus revision in last 5 years	[View Document](#)

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 63.57

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
245	247	254	238	268

File Description	Document
Programme/ Curriculum/ Syllabus of the courses	[View Document](#)
MoU's with relevant organizations for these courses, if any	[View Document](#)
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.2 Academic Flexibility

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

Response: 0.13

1.2.1.1 **How many new courses were introduced within the last five years.**

Response: 1

1.2.1.2 **Number of courses offered by the institution across all programmes during the last five years.**

Response: 786

File Description	Document
Minutes of relevant Academic Council/BOS meeting	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).

Response: 100

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

Response: 17

File Description	Document
Minutes of relevant Academic Council/BOS meetings	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

1.3 Curriculum Enrichment

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

Response:

Ahmedabad University's core commitment is to an education rooted in interdisciplinarity, relevance to local and global contexts and experiential learning. In this regard, the university has championed the following design element in its courses:

a) All programmes in the University, that is, management, engineering, and liberal arts and sciences have a compulsory course in ethics and professional ethics. These courses are taught in a multi-faculty format. This provides students with a holistic perspective on professional ethics.

b) Gender equity is a core concern of the University's curriculum design. The University's winter school, the "Independent Study Programme" pioneers a unique-in-country course on gender titled "Quotidian Story of Gender" which is a hands-on exploration of actual gender discriminations in society and activities-based approach to addressing such discriminations.

c) Humanistic enquiry and human values are represented in a broad variety of courses, across the core and the elective baskets. All students are mandatorily required to take courses in the credit basket titled General University Requirement which includes Philosophy, History, Social Sciences, Literature, Classical Languages and other fields of humanistic enquiry.

d) Global Centre for Environment and Energy drives initiatives in environment and sustainability. Courses offered by this centre in issues pertaining to environment and sustainability are not only popular electives in the University, they are also seen as creating a benchmark for Indian universities, as it is fed by very contemporary and cutting edge research undertaken by the faculty of the centre, as part of their engagement with the Inter-Governmental Panel on Climate Change (an International coalition to which India is a signatory). Prof. P R Shukla, one of the authors of the Climate Change Report tabled by the IPCC is on the faculty of Ahmedabad University, thus providing important leverage to our initiatives in integrating sustainability issues in our curriculum.

e) The University has developed a research programme on sustainability and urban planning issues headed by Prof. Darshini Mahadevia, a leading expert in the country on issues of sustainability and planning.

f) The University regularly organises seminars on issues of sustainability which are attached to specific courses and are considered as compulsory evaluation components for students. Our students also

participate in outreach programmes as part of their assignments in courses dealing with sustainability and the environment.

g) The Biology and Life Sciences programme has a crucial focus on ecology. Some of the most exciting research in the biology group of the University is on habitats and ecological change, thus feeding directly into the environment and sustainability components of the curriculum.

h) The heritage management programme focuses on courses that demonstrate the importance of making heritage tourism both environmentally responsible and sustainable.

e) Students also take up special courses during the Independent Study Programme where they travel to ecological hotspots and places of biodiversity endangerment, to learn first-hand the sensitive interactions between elements of the natural and human environments.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	View Document

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

Response: 154

1.3.2.1 **How many new value-added courses are added within the last five years.**

Response: 154

File Description	Document
Institutional data in prescribed format	View Document
Brochure or any other document relating to value added courses	View Document

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 60.74

1.3.3.1 **Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
2403	2396	2628	1420	1921

1.3.4 Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).

Response: 87.56

1.3.4.1 **Number of students undertaking field projects or research projects or internships.**

Response: 2737

File Description	Document
List of Programmes and number of students undertaking field projects research projects/ / internships (Data Template)	
Any additional information	

1.4 Feedback System

1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni

Response: A. All 4 of the above

File Description	Document
URL for stakeholder feedback report	
Institutional data in prescribed format	
Any additional information	
Action taken report of the University on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	

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

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

File Description	Document
URL for feedback report	
Upload any additional information	
Institutional data in prescribed format	

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Demand Ratio (Average of last five years)

Response: 2.85

2.1.1.1 **Number of seats available year wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
1272	1061	979	1323	1974

File Description	Document
Demand Ratio (Average of Last five years) based on Data Template upload the document	[View Document](#)
• Any additional information	[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years (Excluding Supernumerary Seats)

Response: 71.01

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

2019-20	2018-19	2017-18	2016-17	2015-16
47	31	24	29	52

File Description	Document
Average percentage of seats filled against seats reserved (Data Template)	[View Document](#)
Any additional information	[View Document](#)

2.2 Catering to Student Diversity

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

Response:

- The Admission procedure at Ahmedabad University is based on a four-quadrant holistic assessment criteria which includes i) academic
  performance, ii) a statement of purpose iii) extra-curricular and special achievements and iv) personal interviews. Every single applicant is
  interviewed to assess their various abilities including communication, reflective learning and general awareness.

- Additionally, all applicants take two tests: i) the Cultural Fit Questionnaire (which tests the values, attitudes, and the ability to be serious learners in
  the candidates and ii) the General Skills Assessment, a multiple-choice based test in English comprehension, basic maths and basic computer skills.
  With the help of these two tests the Unuiversity identifies candidates who may need special training either in the form of bridge courses (if they are
  slow learners) or fast-tracked advanced courses (if they are advanced or gifted learners).

- The learners are streamed based on their scores in the General Skills Assessment to one of the three communication courses, CO100, COM101 or
  COM102. The more advanced students have the option to skill COM100 and COM101 and directly enrol in COM102, whereas the students who
  are weak in their communication abilities have to take all three courses in the course of their first three semesters. The same structure is repeated
  for mathematics and data science courses too.

- The Bridge Programme in English and Communication skills is a self-paced study module that entering students who are in need of additional
  support are provided prior to the start of the regular semester. This is a 25 to 30 session programme which students take on the University LMS and
  are evaluated by the Centre for Learning Futures.

- The Language Lab of the University has a special tutorial designed for students with language learning and communication handicaps.

- Outside of the remedial and bridge programmes, the University has a unique Peer Tutoring Programme. The Peer Tutoring programme is designed
  to help students who may need additional academic assistance. The tutors are senior students who have taken the course earlier. A list of Peer
  Tutors selected by the instructors is uploaded on AURIS, the University intranet, along with guidelines for Peer Tutors. The tutors are provided an
  appreciation certificate for their services.

- The University also administers the Undergraduate Learning Competency Survey, which is a longitudinal survey of student attainments based on
  pre-decided learning parameters.

- The University also has a special system of listing courses for independent study. Exceptional and advanced learners can devise a special

curriculum in consultation with a faculty mentor and create a self-study plan for credits. The plan contains objectively verifiable learning outcomes

and evaluation of those outcomes. This is to ensure that highly niche and super-speciality topics which may not have a general uptake are offered to

interested and competent students. Additionally, by recommendation of the programme advisor, exceptional students at the undergraduate and

master's level can take up advanced doctoral level courses for credit with customised evaluation components and assignment requirements.

File Description	Document
Upload Any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 23:1

File Description	Document
Any additional information	[View Document](#)

2.3 Teaching- Learning Process

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

Response:

- Ahmedabad University has developed its own flagship pedagogy called ENABLE: Engagement and Application Based Learning. This pedagogic

protocol was devised after years of our experimentation and collaboration with leading educational institutional across the world, notably the Olin

College of Engineering, US. Their GAPA Framework (Goals, Activities, Products, and Assessments) and the Bloom's Taxonomy of Learning

Outcomes as well as emerging forms of problem-based and project-based learning modules have been the basis of this experiment. Faculty are

given special weightage and recognition when they offer a course in the ENABLE Format. The University has developed a proprietary resource,

ENABLE Handbook, for related courseware development.

- Some programmes in Engineering and Sciences have a special feature of the blank lab, where students, prior to doing experiments in a lab, actually build the rig and the equipment needed to conduct those experiments. This has immense learning potential for students as has been

demonstrated by recent research globally.

- The Route Camp is a unique model of imparting MBA education at Ahmedabad University where the entire coursework is designed to get students

apprenticed to a manufacturing or services firm, or an NGO for an entire semester. Students work with live-problems of institutions they are

apprenticed with and come up with a viable solution to the problems defined in the terms of reference. A joint review by the University and the

representatives of the host agency decides the efficacy and robustness of the solutions designed and implement by our student interns.

- The Foundation Programme introduces students to real-world problem contexts, such as potable water quality in the city of Ahmedabad, democratic

attitudes and political participation across cross-sections of the population, energy consumption indices for households and so on. Students are

expected to go out to the field, collect samples and data, interview people, survey attitudes and analyses the collected data to arrive at a holistic

diagnosis of the problems.

- The University conducts a Semester-End Course Expo where students display the products and projects they have developed as part of their courses. This not only incentivizes project-based learning, it also provides an opportunity for other faculty and students to learn about the

possibilities in problem-driven, solutions-based and projectised learning formats.

- The syllabus and course outline format at the University that Faculty submit their courses for approval is designed with special focus on experiential and participative learning. Apart from the routine courseware, it has session-by-session activities that students have to undertake as part of the syllabus.

- The Independent Study Programme is a winter school with credits attached where the pedagogy is steeped in experiential learning. The subjects range from forensic biology, to acoustics, to urban sociology, where the teaching is based on solving a crime from forensic data gleaned from a mock crime scene and designing a functional and actual musical instrument using principles of the physics of sound and acoustics and cycling through the city and recording urban entrepreneurial and community practices respectively.

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

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

Ahmedabad University has developed its own Learning Management System (LMS) on a moodle-based

platform. This is the default standard for teaching all courses at the University. Especially with the pandemic, the University moved its entire assignment and evaluation onto its LMS.

- In 2021, Ahmedabad University was awarded the "Param Shavak" High Performance Computing System by Gujarat Council on Science and

  Technology. The HPC fills a vital gap in the computing needs of faculty and student research as well as in preparing the next generation of scientists,

  engineers, and social scientists. The Param Shavak system also allows us to do large scale computational studies in diverse fields like

  neuroscience, atmospheric sciences and climate change, transportation planning and scheduling, econometrics in addition to application of AL/ML

  across disciplines. https://ahduni.edu.in/news/param-shavak-high-performance-computing-system-by-gujarat-council-on-science-and-technology/

- Ahmedabad University has signed a memorandum of understanding (MOU) with the Space Applications Centre (SAC) of the Indian Space Research

  Organisation (ISRO) to deepen academic and research interaction. The partnership is built around research to advance the development and

  application of technology, the building of deep tech capabilities, and collaborative conferences and workshops.
  * https://ahduni.edu.in/academics/schools-centres/school-of-engineering-and-applied-science/news/ahmedabad-university-signs-an-mou-with-isros-
  space-applications-centre/

- The Intranet of the University, AURIS, is a single-point repository for all academic administrative actions including attendance and course

  registration. Both LMS and AURIS are integrated to provide a seamless user-experience to students.

- Faculty routinely use resources such as Piazza, Google Classroom, Trello, Tribe, Google Sites and Google Forms for in-class surveys, tests and

  assignments, text annotation and group work.

- Standard data handling software such as SPSS and R Studio are regularly used not only in sciences, engineering, economics, statistics, and

  psychology but also in political science and history.

- Our library subscribes to the Harvard Business Review Case Studies Unit. The HBR Case Studies are an important source of teaching resources in

  all management courses.

- We have access to select online digital databases which our faculty routinely utilise in designing and delivering their courseware. Some of them are

  as follows: ACE Equity V2, BIS Standard, Economic Outlook, Endnote, EPWRF, IndiaStat, ProwessIQ, Scopus, States of India, Tracxn, ACM Digital

  Library, Chronicle of Higher Education, EBSCO Business Source Elite, IEEE Xplore Digital library, JSTOR, Oxford University Press, Project Muse,

  Proquest Ebook Central, Springer LNCS. This also gives us access to thousands of e-journals and about a lakh and half e-books.

- During the pandemic, Ahmedabad University was one of the first in the country to move its entire pedagogy online with almost zero-delay in

 transition. Both faculty and students have used online tools to redesign education effectively by utilising online meeting platforms such as Zoom and

 Google Meet.

 ahduni.edu.in/naac/Mediareports/2.Online_Education.pdf

* Link: https://lms.ahduni.edu.in/login/index.php

 Username:coe.aulms

 Password:coe$2020

File Description	Document
Upload any additional information	[View Document](#)
Provide link for webpage describing the " LMS/ Academic management system"	[View Document](#)

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

Response: 23:1

2.3.3.1 **Number of mentors**

Response: 134

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	[View Document](#)
mentor/mentee ratio	[View Document](#)
Circulars pertaining to assigning mentors to mentees	[View Document](#)

2.4 Teacher Profile and Quality

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

Response: 96.74

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	[View Document](#)
List of the faculty members authenticated by the Head of HEI	[View Document](#)
Any additional information	[View Document](#)

2.4.2 Average percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. year-wise during the last five years

Response: 67.05

2.4.2.1 **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
119	104	83	61	47

File Description	Document
List of number of full time teachers with Ph D/D M/M Ch/D N B Superspeciality/DSc/D Lit and number of full time teachers for 5 years	[View Document](#)
Any additional information	[View Document](#)

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

Response: 5.94

2.4.3.1 **Total experience of full-time teachers**

Response: 796

File Description	Document
List of Teachers including their PAN, designation, dept and experience details	[View Document](#)
Any additional information	[View Document](#)

2.4.4 Average percentage of full time teachers who received awards, recognition, fellowships at State,

National, International level from Government/Govt. recognised bodies during the last five years

Response: 39.74

2.4.4.1 **Number of full time teachers receiving awards from state /national /international level from Government/Govt. recognized bodies year wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
9	13	16	6	4

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document
Any additional information	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 declaration of results year-wise during the last five years

Response: 30.4

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

2019-20	2018-19	2017-18	2016-17	2015-16
26	24	14	44	44

File Description	Document
List of Programmes and date of last semester and date of declaration of results	View Document
Any additional information	View Document

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 0.01

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

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	0	0	0

File Description	Document
Number of complaints and total number of students appeared year wise	[View Document](#)
Any additional information	[View Document](#)

2.5.3 IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution

Response:

Student progression norms are predefined, in terms of grading scales and assessment rubrics. The course instructor has flexibility and autonomy in terms of the components of evaluation, their respective weights and course-level grading rubrics. The norms laid out in the Examination, Evaluation and Student Progression Guidelines are regularly revised.

Reforms in Examination Procedures:

1. Grading rubric: Each course instructor is responsible for designing a grading rubric relevant to the nature of the course, particularly to measure the desired course learning outcomes. The grade scale for calculation of GPA and CGPA remains uniform across the university (a 4.0 point scale is currently being used).

2. Examination Conduct: While the Office of Controller of Examinations looks after the overall conduct and discipline of the examinations; the School Level Examination Committee (SLEC) takes care of the needs of the examination and evaluation at the school-specific courses.

3. Minimising grievances in grades: Faculty members declare the evaluation and component-wise grades to their students. Students are given time to get back to the course instructor in case they are not satisfied with the evaluation.

Continuous Internal Assessment System:

1. Multiple evaluation components: Each student is evaluated based on multiple components. These components vary from course to course based on the level of the course, course objectives and learning outcomes and relevance of the evaluation component. Course instructors use a variety of tools for this purpose, such as case analysis, term paper writing, quiz, project, assignments, viva

voce, presentations, over and above the traditional written form of end-term examination.

2. Autonomy in deciding evaluation components: Each course instructor is responsible for designing a relevant evaluation matrix for the students enrolled for the specific course. The course instructor decides the weightage of each evaluation component.

Processes Integrating IT:

1. Use of IT in scheduling of examinations: The scheduling of mid-term and end-term examinations is done with the help of AURIS, our in-house ERP system, to ensure that there are no clashes and the students do not end up having more than two examinations on any given day.

2. Use of IT in evaluation: Course instructors use various IT tools to evaluate students. Some of these include online examinations, online submission of projects and assignments, etc. The marks or grades are uploaded by faculty on the system and are visible to students.

3. Use of IT based automation in preparation of course-wise and term-end grades: Course instructors submit the final grades received by their respective students in a specially prepared spreadsheet or through the ERP. Programme offices prepare the term-end GPA / CGPA using specially designed IT software that minimises the chance of errors.

4. Respecting student privacy in result declaration: No results are announced publicly on the notice boards of the University. Each faculty member and the programme office communicate the result obtained by a student to her / him alone with the help of the ERP system.

File Description	Document
Year wise number of applications, students and revaluation cases	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.5.4 Status of automation of Examination division along with approved Examination Manual

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

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	[View Document](#)
Current Manual of examination automation system	[View Document](#)
Any additional information	[View Document](#)
Annual reports of examination including the present status of automation	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1 The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents

Response:

- Ahmedabad University undertook a visioning exercise at its inception and then again in 2015-16 and created a master document of learning
 outcomes and graduate attributes at the University-level, School-Level and Programme-Level. The University benchmarked its processes with many
 Euro-American competency descriptor or fluency-descriptor models such as the Dublin Descriptors in this process. This system has then been
 standardised within the University for evaluating programme design and course design.

- The University also utilised the services of the eminent educationist and Chair Professor of Cultural Studies at Lingnan University, Hong Kong, Dr.
  Tejaswini Niranjana, to conduct a series of Curriculum Alignment Workshops with faculty to ensure that the outcomes and the vision articulated at
 the different levels are brought into alignment when designing courses.

- The University's teaching and learning centre, Centre of Learning Futures (CLeF), has developed a Website for internal use of the faculty, titled
  Teaching Resources. This is a one-stop shop for all questions pertaining to curriculum design and pedagogic experimentation with special focus on
 how to design a robust outcomes-based teaching and learning culture at the University. The website has a step-by-step process for articulating and
 systematising the learning outcomes at the various levels of the University, the School, the Programme, and the course.

- The regular peer-to-peer faculty workshop titled "Learning Coalition" organised by Ahmedabad University is our in-house faculty development
  protocol which focuses on articulating outcomes-based instructional design. Faculty go through courses of their peers and provide detailed

comments and feedback on making the courses better tuned to the outcomes articulated at the programme level.

- Ahmedabad University pioneered a new annual conference series in 2021 titled the Ahmedabad Learning Dialogues. This was an international
 confluence of the best minds in higher education instructional design across the globe. The conference focused on articulating a dynamic and
 forward looking model of articulating and assessing learning attributes of higher education graduates.

- The Foundation Programme has created a domain outcomes map which clearly demonstrates to students the different outcomes of each studio and
 maps it to the different modules of study. This provides a terms-of-reference for both faculty and students of the course to know exactly what has
 been achieved in terms of learning competencies at any given point in time.

- The University has developed a Problem Based Learning (PBL) workbook which helps faculty assess their courses against a checklist of outcomes
 at various levels. This workbook is used as a part of the course delivery so that both students and teachers can refer to the programme and course
 outcomes while designing their learning plan.

- All course outlines at the University have to align their objectives, learning outcomes, and assement components to the programme and school-level
 outcomes, failing which the intranet system will not accept the course as ready for approval. This ensures that both generic outcomes and
 programme specific outcomes are addressed in every single course design.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Upload any additional information	View Document
Paste link for Additional Information	View Document

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

Response:

- The University has a system of mapping the course outcomes to the evaluation components of the course. Each of the evaluation components are
 assessed as part of the several formative and summative evaluation components mentioned in the course. A sample of such mapping is given in the
 annexure.

- The intranet of the University, AURIS, has a course development module, through which faculty propose all new courses. The module necessitates
  the alignment of all course building components, such as objectives, learning outcomes, assessment components, evaluative criteria and session
  plans. Unless these components are mentioned and the alignment achieved, the system will not allow the new course to be submitted for approval.

- Centre for Learning Futures, the pedagogic experiments arm of the University, through which IQAC organiises some of its quality initiatives,
   conducts curricular alignment workshops, called Learning Coalition, a model first developed in collaboration with the Olin College of Engineering,
   US. These are regular peer-driven faculty workshops where learning outcomes of programmes and courses are evaluated individually for courses.

* Ahmedabad University Partners with US College

*

- The University has articulated and mapped the learning outcomes at multiple levels, viz, University-Level, School-Level, Programme-Level, Major-
  Level and Course-Level. The annexures give a detailed mapping layout for the entire curricular structure.

- Ahmedabad University has implemented two across-the-University learning attainment tests, one in 2020 for freshmen students, called the Cultural
   Fit Questionnaire, which tries to map desirable values, attitudes, learning and cognitive skills, and then maps it onto learning attainments in the
   courses longitudinally. The second is the Undergraduate Learning Competency Survey, a longitudinal survey consisting of questions on multiple
   meta-learning parameters. This survey is administered to the same cohort of students periodically over the semesters to track their learning
   attainments.

- Special facilities have been designed to address students with below par learning attainments with reference to the course outcomes. Peer Tutoring
   system is an important element of this plan. Additionally there are a range of academic advising and mentoring options available to students who are
   either falling behind in reaching pre-defined learning outcomes, or are exceptional learners requiring a more challenging academic environment.

- The Assurance of Learning module of the University, which is build in accordance with the AACSB (Association to Advance Collegiate Schools of
   Business, USA), norms, ensures that learning attainments are measured and met.

- The University seeks both formal and informal feedback from employers on typical learning skill shortfalls in prospective candidates from the
   University in the job market. Based on the feedback, academic and academic support programmes are designed for students.

- The University conducts course expos at the end of every semester which is an effective way of tracking application-level knowledge and skill-

  attainment of students as it requires that students convert course-level learnings into hands-on projectable outputs. Sample expo material

  produced online during the pandemic are given in these links:

* https://sites.google.com/ahduni.edu.in/expowinter2021/

* https://sites.google.com/ahduni.edu.in/expo/home

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

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 96.84

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

Response: 827

2.6.3.2 **Total number of final year students who appeared for the examination conducted by the Institution.**

Response: 854

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination	[View Document](#)
Paste link for the annual report	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.31

File Description	Document
Upload database of all currently enrolled students	[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 is a well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

- The University has established a dedicated office of the Dean of the Graduate School and Research. This Office is also responsible for the University Research Board (URB), apex research-clearance body of the University.

- The Research Promotion policy of the University is shared with all faculty and is uploaded on the University intranet. Key highlights of the policy are as follows:

  - Research grants from internal funds: the University ensures that all the Schools are well equipped in terms of the research infrastructure - laboratories, equipment and other ancillary facilities.

  - Support for faculty research through internal funds. Faculty can apply for these funds by submitting project specific or thematic proposals. The internal research funds are distributed as seed grants (up to Rs.2 lakh funding for initiating new projects), start-up grants (up to Rs.25 lakh funding for newly recruited faculty) or University challenge grants for interdisciplinary projects (up to Rs.25 lakh funding per project).

  - Teaching Material Development/Innovation Grant: including case writing or development of innovative pedagogy tools. This grant can be used for hiring case support, travel for case writing, development of teaching software etc

  - Organising Conferences & Workshops: either on a standalone basis or in collaboration with appropriate partner/ professional bodies.

  - Conference Travel Support: The grant covers all related expenses including travel, registration, boarding and lodging and other incidentals. The total support is limited to Rs.1,50,000 for an international conference and Rs.35,000 for a domestic conference. Faculty are entitled to one domestic and one international conference grant per academic year.

  - University Grants Office at Ahmedabad University was established in June 2019 to facilitate grant fund raising at different levels. The office provides administrative assistance and guidance in proposal preparation, proposal submission, and oversight of all financial and non-financial aspects of the grants.

- Ahmedabad University is recognized as a Scientific and Industrial Research Organisation (SIRO) by the Department of Science and Industrial Research, Ministry of Science and Technology.

- Our research funding from external agencies has increased from Rs.803.16 lakhs till 2018-19 to

Rs.905.62 lakhs in 2019-20 (including Rs. 90.7 lakhs from international agencies). We expect to have sponsored projects with a total sanctioned budget of Rs.20.0 crores within the next 5 years. Some of our sponsors from the Government sector are Science and Engineering Research Board (SERB), Department of Science and Technology (DST), Indo-German Science and Technology Centre, Biotechnology Industry Research Assistance Council (BIRAC), UK-India Education and Research Initiative (DST-UKIERI), Gujarat State Biotechnology Mission, Department of Bio-Technology, Indian Council of Medical Research (ICMR), Board Of Research In Nuclear Sciences (BRNS) and Indian Institute of Technology, Gandhinagar. We have also been given grants by ITC Limited; Imperial College, Intergovernmental Panel on Climate Change (IPCC), Geneva; University of Applied Sciences in Nysa; and Spencer Foundation, United States of America.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
Any additional information	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response: 36.08

3.1.2.1 **The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).**

2019-20	2018-19	2017-18	2016-17	2015-16
27.74	81.2	55.46	16	0

File Description	Document
Minutes of the relevant bodies of the University	View Document
Institutional data in prescribed format	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document
Any additional information	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: 3.15

3.1.3.1 **The number of teachers who received national / international fellowship / financial support by various agencies for advanced studies / research year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
3	3	10	2	1

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the award letters of the teachers	View Document
Any additional information	View Document

3.1.4 Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the last five years.

Response: 54

3.1.4.1 **The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
18	16	16	4	0

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

3.1.5 Institution has the following facilities to support research

1. **Central Instrumentation Centre**
2. **Animal House/Green House**
3. **Museum**
4. **Media laboratory/Studios**

5. **Business Lab**
6. **Research/Statistical Databases**
7. **Mootcourt**
8. **Theatre**
9. **Art Gallery**
10. **Any other facility to support research**

Response: A. 4 or more of the above

File Description	Document
Upload the list of facilities provided by the university and their year of establishment	View Document
Upload any additional information	View Document
Paste link of videos and geotagged photographs	View Document

3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies (Data for the latest completed academic year)

Response: 100

3.1.6.1 **The Number of departments with UGC-SAP, CAS, DST-FIST , DBT, ICSSR and other similar recognitions by national and international agencies.**

Response: 3

File Description	Document
Institutional data in prescribed format	View Document
e-version of departmental recognition award letters	View Document
Any additional information	View Document

3.2 Resource Mobilization for Research

3.2.1 Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the last five years (INR in Lakhs).

Response: 437

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

2019-20	2018-19	2017-18	2016-17	2015-16
85.72	52.66	170.1	0	128.52

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document
Any additional information	View Document

3.2.2 Grants for research projects sponsored by the government agencies during the last five years (INR in Lakhs).

Response: 702.65

3.2.2.1 **Total Grants for research projects sponsored by the government agencies year-wise during the last five years (INR in Lakhs).**

2019-20	2018-19	2017-18	2016-17	2015-16
147.86	149.82	142.87	184.45	77.65

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the grant award letters for research projects sponsored by government	View Document
Any additional information	View Document

3.2.3 Number of research projects per teacher funded by government and non-government agencies during the last five years

Response: 1.96

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

Response: 47

3.2.3.2 **Number of full time teachers worked in the institution year-wise during the last five years..**

Response: 120

File Description	Document
Supporting document from Funding Agency	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Paste Link for the funding agency website	[View Document](#)

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge.

Response:

- The University established a business incubator, VentureStudio, in 2011 with the help of the Centre for Design Research at Stanford University.

- The development of cutting edge NIDHI Prayas Shala Prototyping Fabrication Shop and the BIRAC BioNEST Bioincubator has attracted product based start-ups in areas such as Life Science/ Healthcare, Agro, Defence, Manufacturing.

- VentureStudio has currently close to 50 active ventures, with over 40% of them in early revenue stage, that cater to domains such as healthcare, defence, education, energy, environment, agro, consumer products, logistics, smart technologies.

- Salient Features of VentureStudio's portfolio:

    - 42% of start-up portfolio are in Revenue Stage

    - More than 70% are product based start-ups

    - 4 women entrepreneurs in the portfolio

    - Entrepreneurs spanning multiple industry verticals with MedTech/Medical Devices constituting the largest portfolio segment

    - More than 10 start-ups have applied for either patents or design registrations

    - Start-ups together have generated employment of more than 150 people

    - 18 start-ups have received awards and accolades

    - One start-up exit, Cruxbot bought by KNO publishing for ~USD4Million. University recieved revenue from this sale. This entreprenure floated another company, "APNA" which

is a UNICORN (evaluated at USD 1 Billion)

- A few start-ups (DiaHappy, Zybra, and CollegeBol) have raised capital from Angels and High Networth Individuals

- Integration of Entrepreneurship in Education: Students at Ahmedabad University can take a structured pathway to incubating their start-ups at VentureStudio, culminating with a final semester VentureStudio Start-up Fellowship Programme. All students can use VentureStudio as an Entrepreneurial Lab to help propel their innovative thoughts into commercial reality.

- Venture Studio Fellowship Programme to support student startups at Ahmedabad University.This program will allow the students greater experiential learning to create a potentially winning venture during their studies. The duration of the program is six months with the option for the student to incubate the venture at VentureStudio after graduation.

- Incubation 101 Webinar Series: workshop series comprising practicing experts from various domains on the critical aspects that an entrepreneur should keep in mind during their entrepreneurial journey. This platform is designed to enable an innovator/ entrepreneur to take the entrepreneurial journey with a Learn-Experience-Execute methodology.

- VentureStudio has been awarded and recognised as follows:

  - National Entrepreneurship Network awarded Ahmedabad University the "Debutante Institution Award" and "High Impact Institution Award" for contributing to developing/ supporting the entrepreneurship ecosystem.

  - Technology Business Incubator (TBI) approved by the National Science Technology Entrepreneurship Development Board (NSTEDB), Department of Science and Technology (DST)

  - DST Nidhi Prayas Shala and an Engineering Prototyping and Fabrication workshop funded by DST Nidhi (National Initiative for Developing and Harnering Innovations) Prayas (PRomoting and Accelerating Young and ASpiring technology entrepreneurs).

  - BioNEST Bioincubator approved by the Biotechnology Industrial Research Assistance Council (BIRAC)Associate BIG (Biotechnology Ignition Grant) Partner by BIRAC

  - Nodal Institute under the Government of Gujarat Startup Scheme

  - Approved for the Student Startup Innovation Policy of Government of Gujarat

  - Multiple pre-seed funding from DST such as NIDHI Prayas (upto Rs 10L for Prototyping), NIDHI Entrepreneur-In-Residence Fellow (Upto Rs 3.6L for an entrepreneur) and NIDHI Seed Support Scheme (Upto Rs 25L per startup)

File Description	Document
Upload any additional information	[View Document]
Paste link for additional information	[View Document]

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development during the last five years.

Response: 526

3.3.2.1 **Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
112	157	56	114	87

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

3.3.3 Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.

Response: 34

3.3.3.1 **Total number of awards / recognitions received for *research /* innovations won by institution / teachers / research scholars / students year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
7	6	10	8	3

File Description	Document
Institutional data in prescribed format	[View Document]
e- copies of award letters	[View Document]
Any additional information	[View Document]

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: A. All of the above

File Description	Document
Code of ethics for Research document, Research Advisory committee and ethics committee constitution and list of members on these committees, software used for Plagiarism check, link to Website	[View Document](#)

3.4.2 The institution provides incentives to teachers who receive state, national and international recognitions/awards 1.Commendation and monetary incentive at a University function 2.Commendation and medal at a University function 3. Certificate of honor 4.Announcement in the Newsletter / website

Response: A.. All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
e- copies of the letters of awards	[View Document](#)
Any additional information	[View Document](#)

3.4.3 Number of Patents published / awarded during the last five years.

Response: 13

3.4.3.1 **Total number of Patents published / awarded year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
5	3	3	2	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

3.4.4 Number of Ph.D's awarded per teacher during the last five years.

Response: 1.43

3.4.4.1 **How many Ph.D's are awarded within last five years.**

Response: 10

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

Response: 7

File Description	Document
Institutional data in prescribed format	<u>View Document</u>
Any additional information	<u>View Document</u>
URL to the research page on HEI web site	<u>View Document</u>

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

Response: 3.62

3.4.5.1 **Number of research papers in the Journals notified on UGC website during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
116	102	102	58	59

File Description	Document
Institutional data in prescribed format	<u>View Document</u>
Any additional information	<u>View Document</u>

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

3.4.7 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 Initiatives**
    6. **For Institutional LMS**

Response: D. Any 2 of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

3.4.8 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

Response: 7.39

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

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

Response: 26

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

3.5 Consultancy

3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy.

Response:

- The University has a detailed and well-articulated consultancy and external engagement policy with norms governing time-sharing and revenue-sharing

- The University encourages its faculty to engage in consulting activity that advances knowledge, aids academic growth, builds deep capabilities that are beneficial for both teaching and research. Faculty is permitted to spend one day in a week towards consulting activity and may receive remuneration for the same. All consulting assignments must be pre-approved by the University and must follow university guidelines for the same.

- University also has a liberal Intellectual Property policy which has voluntarily given up on royalty and proceeds for the institution in the first ten years of its existence.

- Salient features of the policy

Faculty is permitted to spend one day in a week towards consulting activity and may receive remuneration for the same. All consulting assignments are pre-approved by the University and follow university guidelines. Proposals are submitted to the Dean of the School or the Head in case of a Centre in writing for approval. The Dean ensures that the organization is credible and the engagement meets the objectives mentioned above and is beneficial to the University. A copy of the approved form will be sent to the Office of the Vice Chancellor. The faculty also report the details of the activity in their Statement of Work.

Sharing of Income

- All non-salary professional income of a faculty is shared with the University in the ratio of 70% to faculty and 30% to the University for amounts over
  and above Rs 10 lakhs per annum. The University will not seek any sharing of non-salary income from faculty till the total amount from various
  sources is less that equal to Rs 10 lakhs in any year. The faculty reports all such income to the University annually. They seek prior permission for all
  such activities.

- Treatment of Honorarium for lectures: Honorarium for lectures is considered as non-salary professional income. However, income from activities that
  are non-related to the profession are outside the realm of this type of income. Faculty are strongly advised to check from the University if a certain
  income falls with this category prior to undertaking the activity.

- Payments for Board memberships: Income from Board memberships is outside the purview of non-salary professional income. However, the faculty
  will seek University's permission before accepting any board membership to ensure that the University's

mission is protected.

- Royalty for Books etc.: Such income is outside the purview of non-salary professional income. Overheads are charged in case the University has
  invested substantially in the project which led to the book etc.

AURIS
Username:DemoUser@AhdUni.edu.in
Password:1120701
User Type:Employee

File Description	Document
Upload soft copy of the Consultancy Policy	[View Document](#)
Paste URL of the consultancy policy document	[View Document](#)

3.5.2 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response: 296.65

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

2019-20	2018-19	2017-18	2016-17	2015-16
192.88	66.52	0.87	24.67	11.71

File Description	Document
Institutional data in prescribed format	[View Document](#)
Audited statements of accounts indicating the revenue generated through consultancy	[View Document](#)

3.6 Extension Activities

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

Response:

The new undergraduate curriculum structure of the University has a compulsory voluntarism component. Students work pro bono with the local community. The entire programme is managed by a coordinator.

The Social Service Forum of the University is an active student club which independently organises numerous social service and community engagement activities for students of Ahmedabad University. Anandmela, a special event for underprivileged children is a flagship of the Forum.

The MBA programme has an Individual Social Responsibility Initiative (ISRI), a two-year mandatory course where students undertake projects in association with social organisations in relief, rehabilitation, human rights, enterprise creation, environment issues, micro finance, formal and non-formal education, livelihoods generation, community building, public advocacy and rights of physically and mentally challenged people.

Some notable projects of impact under this Initiative are:

- Ex-armed forces Resettlement study and support: to profile the retiring personnel, with the aim of helping them select their future career path, along with identification of possible training needs. This was first carried out for Army veterans and army widows. Currently, it is being carried out for Air Force veterans, in association with the Air Force Association, Gujarat. Air Force Maintenance Command has been sending batches of Air Force officers, nearing retirement from across India, to Ahmedabad for this interaction. Ahmedabad University is helping institutionalise and scale up the process.
- Bharatpur cycle-rickshaw project: A multi-disciplinary team of faculty and students from Ahmedabad University, together with faculty and students of Olin College of Engineering, Boston, visited and stayed at Bharatpur, Rajasthan, to study cycle-rickshaws and their usage. Based on this, they designed and implemented improvements to the cycle-rickshaw to enhance the working conditions and economic support for the rickshaw-drivers.
- Kumbhathon 15: Ahmedabad University Students and faculty participated in this MIT led project to use technology to support the organising of the Kumbha Mela in Nasik in 2015. The application areas included transportation, food, civic management etc.
- School of Engineering and Applied Sciences is working on an Assistance System for the Visually Impaired (ASVI) – a sensor based system – to intimate blind persons of stationary obstacles such as walls, steps, bumps, staircases, and potholes. The device will help improve mobility of the blind, particularly in complex spaces such as cities.
- Centre for Heritage Management has carried out a project involving livelihood promotion through (i) development of heritage tourism plans for multiple locations in Gujarat and (ii) providing business training inputs to several heritage related small ventures.
- The University also runs a diploma programme in Physiotherapy for Visually Impaired and Deaf-Mute individuals. Ms. Shruti from the batch of 2016 became the first deaf-blind girl to receive the University-level Diploma in Physiotherapy. Nearly all of these students go on to practice their profession. The visually impaired students and faculty of Physiotherapy also run a clinic, for patients from underprivileged sections, at extremely low rates.

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

3.6.2 Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the last

five years

Response: 9

3.6.2.1 **Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
5	3	0	1	0

File Description	Document
Institutional data in prescribed format	View Document
e-copy of the award letters	View Document
Any additional information	View Document

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 64

3.6.3.1 **Number of extension and outreach programs conducted by the institution those through NSS/NCC, Government and Government recognised bodies during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
23	15	15	8	3

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

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

Response: 42.43

3.6.4.1 **Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
1480	1598	1609	1650	1287

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

3.7 Collaboration

3.7.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 3

3.7.1.1 **Total number of Collaborative activities with other institutions / research establishment / industry for research and academic development of faculty and students year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
7	4	1	2	1

File Description	Document
Institutional data in prescribed format	View Document
Copies of collaboration	View Document

3.7.2 Number of functional MoUs 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: 102

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

2019-20	2018-19	2017-18	2016-17	2015-16
18	13	18	25	28

File Description	Document
Institutional data in prescribed format	[View Document]()
e-copies of the MoUs with institution/ industry	[View Document]()

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

- Ahmedabad University is spread across a 113+ acre campus at the centre of the city, and in the vicinity of some of the most nationally important educational and research institutions, viz., Indian Institute of Management, Physical Research Laboratory, National Institute of Design, CEPT University, and Gujarat University. This gives students and faculty an easy opportunity to collaborate with members of these institutions.

- All classrooms, laboratories and workshops are WiFi enabled and have basic ICT infrastructure such as overhead projection, and audio and video streaming facilities.We have multiple types of classrooms to meet diverse needs: flat, stepped/ tiered, with flexible furniture arrangement suitable for group project work.

- Life Science, Engineering and Computer Studies schools continuously enhance their laboratories for faculty and students to carry on teaching/learning and research related activities. To foster innovation and entrepreneurship among students, we have a well-equipped design and fabrication Maker Labs, with extensive facilities in mechanical and embedded systems. They enable design of complex systems and multiple levels of prototypes, from proof of concept to near production ready designs. These facilities are open to students from all disciplines.

- The Student Activity Centre (SAC) is designed by the French architect, Stephane Paumier, to be a hub for students & faculty. The centre with a built-up area of 2.7 lakh square feet is to cater to the campus for all the formal & informal activities involving students. The design has a mix of formal spaces like the meeting rooms, activity rooms, seminar rooms to spaces for leisure activities like food and sports.

- There are multiple libraries, auditoriums, computer labs with around 1000 computers, reading and work areas for extended periods of time, allowing optimal utilisation of the infrastructural facilities. Ahmedabad University Campus has a 1GBPS internet connectivity and is fully Wi-Fi enabled, with each student given a unique user ID to make use of the facility. University provides access to an extensive set of online resources like INFLIBNET & DELNET, EBSCO, JStor, Emerald, ACE, IEEE, HBR Cases, and Proquest among others.

- An arboretum, with more than 800 trees of medicinal and biological value spread across two acres is the centerpiece of the campus.

- With a total land area of 4.5 Lakh Sq Mtr and a total built up area of 98,968 Sq Mtr, the University has ample space and provision for all the academic activities of the University.

- Ahmedabad University was awarded the Param Shavak High Performance Computing System by Gujarat Council on Science and Technology. It provides us an unprecedented opportunity for

solving complex societal problems, especially those requiring high levels of computational intensity and data analysis.

The website has an interactive virtual tour of the University that can be accessed through the link provided below. https://ahduni.edu.in/campus-visit/

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

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

Response:

- The Student Activity Centre (SAC) is designed by the French architect, Stephane Paumier, to be a hub for students & faculty. The centre with a built-up area of 2.7 lakh square feet is to cater to the campus for all the formal & informal activities involving students. The design has a mix of formal spaces like the meeting rooms, activity rooms, seminar rooms to spaces for leisure activities like food and sports. It also contains the following facilities:

- A multiplicity of services, such as cafes, lounges, syndicate rooms and workstations

- A plethora of recreational and social amenities

- Modern and well-appointed Sporting facilities

- An eclectic bookstore

- Affinity Clubs & Societies

- Intra-mural sports

- Alumni Centre

- Student Welfare

- Student Wellness Programs

- Housing Office

- Catering Services

- Safe & secure access to all aspects of campus life

- Career Development Centre (CDC)

- International Office

- In addition, we have a dedicated 2 Lakh Sq Mtr of space for sports and amenities, including a large cricket stadium with a pavilion, and a massive Ahmedabad Education Society Sports Complex, with facilities for both indoor and outdoor sports.

- The University organises many cultural events including the famous Navratri Garba and several national and cultural festivals.

- Ahmedabad University campus has a cricket ground, basketball and volleyball courts, and a table-tennis room. The campus has two spacious playgrounds available for outdoor sports like cricket, football, athletics, kabaddi, kho-Kho etc. and also a gymnasium.

- Ahmedabad University is developing this campus over 113 acres of land. In Phase I of this development, about 70 acres have been earmarked for academic buildings and student amenities. This phase will house seven schools and ten centres over the next decade.

- The master planner for the University is HCP Design and Project Management Pvt. Ltd., Ahmedabad led by renowned architect and Padma Awardee, Mr Bimal Patel. This is the same agency that is designing the Parliament Vista Project for the Government of India. The campus's distinctive buildings are designed or currently are being planned by a number of renowned architecture firms from around the World, including Mario Botta Architetto, RMA Associates, SPA Design, Vir Muller and Snehal Shah Architect.

- The Central Campus comprises the School of Engineering and Applied Science, School of Arts and Sciences, Student Activity Centre, Centre for Heritage Management, Biosciences Research Laboratory, BioNEST, Amrut Mody School of Management's Graduate School, a Fabrication Shop, the Central Library, Sports facilities and the Arboretum. In days to come, the Central Campus will also house the Centre for Performing Arts and the Knowledge Centre.

- The Central Campus also has an open air amphitheatre in the midst of the arboretum.

- Some links to our website to show the diversity of resoucrs at the campus:

  - https://ahduni.edu.in/academics/schools-centres/office-of-the-dean-of-students/ahmedabad-and-green-lifestyle/

  - https://ahduni.edu.in/academics/schools-centres/office-of-the-dean-of-students/student-services/wellness/

  - https://ahduni.edu.in/academics/schools-centres/office-of-the-dean-of-students/student-life-1/sports-athletics/

File Description	Document
Geotagged pictures	[View Document](#)
Paste link for additional information	[View Document](#)

4.1.3 Availability of general campus facilities and overall ambience

Response:

University Libraries: The University Library system consists of a central library and the three branch libraries located, one each at the Amrut Mody School of Management, Centre for Heritage Management, and the School of Arts and Sciences. The University library is a digitally advanced system with diverse databases, online resources, and print collection. We have a collection of close to 2 Lakh books in physical and digital formats.

https://ahduni.edu.in/academics/libraries/

Learning Management System: The University has developed its own moodle-based learning management system

https://lms.ahduni.edu.in/login/index.php

AURIS is the ERP system for managing all the logistics and administrative aspects of the University beginning from employee tax planning, leave and travel allowances, student admission, course registration and policy dashboards.

https://auris.ahduni.edu.in/core-emli/code/my_home/

The Ahmedabad University Bookstore: has emerged as a choice destination for serious readers in the city. The Bookstore regularly hosts book releases and reading and discussion events around emerging ideas.

https://ahduni.edu.in/academics/schools-centres/office-of-the-dean-of-students/student-services/university-bookstore/

https://indiaeducationdiary.in/one-kind-bookstore-now-open-ahmedabad-university/

VentureStudio: VentureStudio is a startup incubator established by Ahmedabad University in 2011 in active collaboration with Stanford University - Centre for Design Research. With innovation as its core philosophy, it has close to 50 active ventures, with close to 40% of them in early revenue stage, spanning diverse domains such as healthcare, medical devices and diagnostics, defence, education, energy, environment, agro, consumer products, logistics, smart technologies etc.

https://ahduni.edu.in/academics/schools-centres/venturestudio/

SSETU (Student Support, Engagement & Tutelage) is the Wellness Centre of the University. It provides counselling and promotes good health which is essential for an engaging life at the university and beyond. The Health Centre on campus provides expert consultation.

https://ahduni.edu.in/academics/schools-centres/office-of-the-dean-of-students/ssteu-highlights/

Office of International Affairs (OIA) is a strategic link between the University and external stakeholders internationally across a variety of activities. OIA faciliates implementation of the internationalisation strategy of the University.

https://ahduni.edu.in/academics/schools-centres/office-of-the-dean-of-students/student-services/office-of-international-affairs/

Career Development Centre helps the University students in building placement opportunities and university-industry interface by organizing visits, industry speakers & jury for various students' activities, seminars and understanding industry needs that can be served by the university.

https://ahduni.edu.in/academics/schools-centres/office-of-the-dean-of-students/student-services/career-development-centre/

Cafes on Campus: The University has three cafes on campus: University Cafeteria, Café VentureStudio, and Project Otenga.

https://ahduni.edu.in/academics/schools-centres/office-of-the-dean-of-students/student-life-1/cafes-on-campus/

Clubs and Associations: Ahmedabad University offers several clubs and associations to facilitate participation in an array of co-curricular activities, academic associations, and social & cultural events - all designed, developed and curated by our student community.

https://ahduni.edu.in/academics/schools-centres/office-of-the-dean-of-students/student-life-1/clubs-associations/

https://ahduni.edu.in/academics/schools-centres/office-of-the-dean-of-students/student-life-1/arts/

Campus Housing: for both Boys and Girls are secure and comfortable, and within close proximity to the campus.

https://ahduni.edu.in/academics/schools-centres/office-of-the-dean-of-students/student-services/housing-and-dining/

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

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

Response: 59.15

4.1.4.1 **Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
7667	3936	1507.53	982.58	2248.58

File Description	Document
Upload audited utilization statements	[View Document](#)
Institutional data in prescribed format	[View Document](#)

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS) and has digitisation facility

Response:

- The library is using Integrated Library Management System-KOHA for its operation. The library operations such as budget allocation, Acquisition, Membership registration, Library clearance, Circulation and Serial control are automated which has made the tasks easy and quick. This software also provides SMS and Email alert service to the users for all their library transactions. The library online catalogue (OPAC) helps users not only to search but also for other tasks such as book recommendation, reservation and renewal of books, searching the document related to courses. It also provides details on the number of users who have visited the library catalogue.

- The central library and SAS branch library have implemented RFID system. It enhances security of items and facilitates self-issue or return of items through self-check-in and check-out Kiosks.

- All students, faculty and other staff have been given remote access facilities to provide off campus access to the online resources subscribed by the library.

- The library is providing plagiarism check services to all its users through a renowned software Turnitin. The Library is also a member of INFLIBNET consortium e-shodhsindhu. Through this consortium library has access to similarity check software URKUND. This is very helpful in Plagiarism check for the documents submitted in regional languages.

- The Library has subscribed a reference management software EndNote for all users. This tool helps students in literature search and also to organize their references and citations.

- The Library also has subscribed to the SCOPUS database which helps researchers to identify the top journals in their field. It also helps to get the H-index of the institute and analyze the citations

and publications of the faculty.

- The Library subscribes to at least 17 online databases including 122216 e-books, 4154 e-journals. It is also subscribing to many national and international digital magazines and newspapers.

- The Library has institutional membership and Inter library loan facilities with Vikram Sarabhai Library Ahmedabad (IIMA) , IIT-Gandhinagar Library, CEPT University Library and DELNET. It also provides Document Delivery Services to its users.

- The Library has initiated Discovery Services by subscribing Proquest – Summon. It has also installed Dspace to create an Institutional Repository of in-house publications, multimedia contents and research data.

- The Library conducts three levels of user awareness programmes. The General orientation programme is given at the time of induction. School/Programme specific orientation programmes are given on demand by the faculty and students. Research workshops/training are conducted at periodic intervals. Library also organizes various programmes, sends weekly/monthly mailers to publicize library resources and services.

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

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)

4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 95

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

2019-20	2018-19	2017-18	2016-17	2015-16
137.6	128.24	47.58	108.56	53

File Description	Document
Institutional data in prescribed format	[View Document](#)
Audited statements of accounts	[View Document](#)
Any additional information	[View Document](#)

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

Response: 51.47

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

Response: 1678

File Description	Document
Details of library usage by teachers and students (Library accession register, online accession details to be provided as supporting documents)	[View Document](#)
Any additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1 Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (Data for the latest completed academic year)

Response: 100

4.3.1.1 **Number of classrooms and seminar halls with ICT facilities**

Response: 94

File Description	Document
Institutional data in prescribed format	[View Document](#)
Paste link for additional information	[View Document](#)

4.3.2 Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility

Response:

- The salient features of the policy covers aspects pertaining to, Application & S/W License, Backup Policy, Change Management Policy, Code Of Conduct Policy, Disaster Management Policy, Email Use Policy, Event Management Policy, Hardware And Software Maintenance Policy, Helpdesk & Support Management, Intranet Use Policy, Internet Use Policy, IT Act Policy, IT Inventory And Asset Management Policy, Mobile User Policy, Nondisclosure Agreement, Password Policy, Procurement Policy, Recommended Practices, and Security Policy.

Server and Network Infrastructure

- Our nineteen physical and virtual servers, storage systems with backup devices are powered with fault tolerant UPS systems and support diverse applications and IT services.

- Wired and wireless networks across the University, as well as high speed internet, enable all staff, faculty and students to access University IT resources, including cloud based services. Our 1 GBPS primary internet connection is supplemented with a second 155 MBPS from different providers to enable redundancy.

- Our centrally managed Campus Area Network comprises Optical Fibre backbone and managed networks like WAN, LAN, VLAN & Wireless network.

- Security is maintained at network and individual levels (including our students' personal laptops) using enterprise level firewall and threat handling systems.

- All students, faculty, staff and alumni members at Ahmedabad University have individual email ids along with cloud backup.

Individual Systems

- University has over 1200 systems consisting of desktops, laptops and thin clients from reputed OEMs.

- There are dedicated computer labs for students. Libraries are equipped with computers. Shared network printers are installed at several offices.

Software & Application Setup

- Several licensed softwares, tools and online subscriptions have been procured from vendors like Microsoft, VMware, Tally, Adobe, Matlab, AutoCAD, Turnitin, Cadence, National Instruments among others. Open source software and application platforms like Ubuntu, Open Office, Audacity, WireShark, Hadoop, Python, MAESTRO element, Chem Doodle, PHP, ActivePerl are also in use.

In addition to the above mentioned infrastructure, the University uses Koha for Library management, Moodle as Learning Management System & Biometric time attendance and access control system from eSSL, Matrix & Smarti across its various buildings.

CCTV Security

- Over 450 CCTV cameras with centralised recording facility across the University enable remote monitoring and recording for the purposes of safety and security.

IT Infrastructure enhancements in recent past

- Ahmedabad University regularly enhances its Information Technology capabilities to meet the ever increasing needs. The University upgraded its internet connectivity, from 155 MBPS to 1 GBPS. It has connectivity from two different ISPs, Tata and Airtel, for redundancy. This has been further upgraded beginning 2019.

- Since July 2017, the University added 23 CCTV cameras at its various campuses as per requirement, to enhance monitoring and security coverage.

- In October 2017 the University upgraded its UPS backup capacity from 4 hours to 8 hours for all its critical IT equipment.

- Our campus wide Wi-Fi network has been regularly enhanced. It now uses around 150 controller based high end wireless access points across the campus.

- The University has built a Bio-Informatics Laboratory with high-end computing capacity for advanced bioinformatics design, solution development and simulation.

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

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

Response: 4:1

File Description	Document
Student – computer ratio	[View Document](#)

4.3.4 Available bandwidth of internet connection in the Institution   (Leased line)

Response: A. ?1 GBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	[View Document](#)

4.3.5 Institution has the following Facilities for e-content development

1. **Media centre**
2. **Audio visual centre**
3. **Lecture Capturing System(LCS)**
4. **Mixing equipments and softwares for editing**

Response: A. All of the above

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Links of photographs	[View Document](#)

4.4 Maintenance of Campus Infrastructure

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

Response: 12.51

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

2019-20	2018-19	2017-18	2016-17	2015-16
770.5	665.01	590.27	375.69	290.8

File Description	Document
Institutional data in prescribed format	[View Document](#)
Audited statements of accounts	[View Document](#)

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

Response:

Campus maintenance and operations have been outsourced to Cushman & Wakefield, a global leader in the commercial real estate industry.

https://www.cushmanwakefield.com/en/india

The Director of Campus Operations is in charge of maintenance, logistics and estate management of the University. The Office of the Director of Campus Operations is also the coordinating body for all infrastructure and logistics related work in the University.

Systems and procedures for maintaining and utilizing physical, academic and support facilities:

A. Repair/ Maintenance and minor Addition/ Alteration of buildings and installations.

1.Annual survey is carried out in the month of January by a team consisting of Head Facilities and Services, Project Engineer (Maintenance Team) and the representative from each School to ascertain the requirement of repairs and minor additions / alterations in the existing structures.

2. The recommendations of the team are discussed with the respective head of the School. Estimated costing is done and will be put up to the management for Prioritization / Approval.

3.Once approved and budget allocated, quotations are obtained from the reliable vendors.

B. General cleanliness of buildings and its surroundings and maintenance of high standard of Hygiene and Sanitation of common areas i.e. Wash rooms, Canteens/ Cafeterias etc.

1.Adequate cleaning staff, either internal or from outsourced cleaning agencies, with adequate supervision manages regular cleaning and upkeep.

2.Frequency of cleaning

Carpet area - at least twice a day.

Wash rooms - four times a day.

Cafeterias - as many times as required. Tables need to be cleaned immediately after the use and the waste food removed to the closed bins kept a distance away. Bins are emptied twice a day.

Kitchen and pantry - cleaned regularly throughout the day.

3. Cleaning material be accounted for and use of non-environment friendly substances like Acids be avoided.

4.Staff working in cafeterias to observe the highest standard of hygiene.

C. Maintenance of lawns, hedges, potted and seasonal plants

1.During the rainy season, mass plantation of trees undertaken in consultation with forest department officials.

2.Lawns are mowed every 15 days, weed removal and watering be done at a regular intervals.

3. Seeds of the seasonal plants are preserved for use in the next season by the gardener.

D. Improvement in security and safety

Security:

1.Security agencies are hired to provide guards to the Campus based on actual requirements.

2.Security Agencies are given a comprehensive checklist of duties to be performed by them.

3. The guards are to be checked for their dress, turn out and discipline. They are to be in possession of a whistle and stick. Duties in the daily charter of the guards are:

Regulation of entry and exit

Parking discipline and traffic control inside the campus

Alertness to protect from theft and damage to the property

Familiarisation with the use of First aid fire appliances

Contacting Administrative Assistant or Security Personnel in charge in case of emergency

Extending courtesies and guidance to visitors

Crowd control in major functions

4.Monthly attendance sheet need to be signed by the Administrative Assistant

5.Annual review on the performance of the security.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the institution, Government and non-government agencies (NGOs) during the last five years (other than the students receiving scholarships under the government schemes for reserved categories).

Response: 11.28

5.1.1.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2019-20	2018-19	2017-18	2016-17	2015-16
449	447	423	352	333

File Description	Document
Upload self attested letter with the list of students sanctioned scholarship	[View Document]
Upload any additional information	[View Document]
Institutional data in prescribed format	[View Document]
Link for additional information	[View Document]

5.1.2 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

Response: 21.89

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

2019-20	2018-19	2017-18	2016-17	2015-16
1181	1338	942	153	0

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for 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) 4. Awareness of trends in technology

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link to Institutional website	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
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Link for additional information	View Document

5.2 Student Progression

5.2.1 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 100

5.2.1.1 **Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government**

examinations*, etc.)***) year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
101	72	73	48	26

5.2.1.2 **Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
101	72	73	48	26

File Description	Document
Institutional data in prescribed format	[View Document]()
Any additional information	[View Document]()

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

Response: 35.18

5.2.2.1 **Number of outgoing students placed year - wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
47	399	655	518	411

File Description	Document
Upload any additional information	[View Document]()
Institutional data in prescribed format	[View Document]()

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

Response: 21.89

5.2.3.1 **Number of outgoing student progressing to higher education.**

Response: 181

File Description	Document
Upload supporting data for student/alumni	[View Document](#)
Institutional data in prescribed format	[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: 67

5.3.1.1 **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) year - wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
25	13	22	6	1

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of award letters and certificates	[View Document](#)
Any additional information	[View Document](#)

5.3.2 Presence of Student Council and its activities for institutional development and student welfare.

Response:

- Ahmedabad University Students Events and Activities Committee (AUSEC) is the Student Council of Ahmedabad University. It is the apex body for coordinating all student activities as also the conduit through which student opinions on various aspects of the running of the university are voiced. The Committee has a faculty chair but its membership is through voluntary nomination and selection from the student body.

- In addition to AUSEC, the Committee on Undergraduate Affairs is a joint body of faculty and students with the mandate of reviewing all aspects of academic life at Ahmedabad University and making recommendations and submitting representations to the Academic Council of the University.

- The Student Clubs of the University are completely student-run and student driven enterprises with

students electing and nominating members for the Clubs. These clubs have an annual budget and are fully autonomous and responsible for their budgets. The Clubs also have the privilege to represent the University in various fora pertaining to student activities.

- The Office of the Dean of Students (ODS) offers services and support to students and also organises unified student activities across all Programmes and Schools of the University. The Wellness vertical at the ODS provides access to free physical and mental health consultations and supports the Circle of Care initiative that integrates the incoming students into the system.

- The four components of Academic Support taken together, viz., Undergraduate Research Programme, Advising, Writers' Studio, and Peer Tutoring are all services outside the core-programmatic pathways for students and this is designed keeping in mind the interests of the students. The Dean of the Undergraduate College oversees these initiatives.

- Student Participation in University's Governance

The University has a range of committees to ensure a safe and healthy environment for both students and staff, like the Internal Complaints Committee, Student Grievance and Disciplinary Committees, and several student level committees, including the Committee on Undergraduate Affairs. Students are part of the quorum of many of these committees, thus ensuring that their voice has a strong presence in the governance of the University. Additionally, the Vice Chancellor runs an Open House every month where any student, staff or stakeholder is encouraged to walk in for a discussion about issues and challenges with the University leadership. Schools have student representatives that engage in the management of student and related issues.

Student Orientation:

Students entering Ahmedabad University are given a special week-long orientation. It consists of the following components: Learning and Growing, Programmes and Courses, Academic Support, Wellness, Student Engagement, FAQs.

Circle of Care

Ahmedabad University created a Circle of Care (CoC) programme in academic year 2018-19. Incoming Students are organised into groups of 12-14 students with a Faculty Advisor and Student Mitr who is a senior University student. Students meet their Faculty Advisor regularly, at least twice in the Monsoon Semester and at least once in the Winter Semester. Faculty Advisor (FA) also organises group meetings during the semester to help maintain the cohesiveness of the Friends Circle.

https://ahduni.edu.in/academics/schools-centres/office-of-the-dean-of-students/support-for-new-students/

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

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 75

5.3.3.1 **Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
149	118	63	42	3

File Description	Document
Upload any additional information	[View Document](#)
Report of the event	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Link for additional information	[View Document](#)

5.4 Alumni Engagement

5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

Response:

Ahmedabad University alumni association is digitally hosted on https://www.almashines.com/alumni_au

username: demouser721@gmail.com

password: demouser@123

• Batch Representatives:

Certain alumni who are well connected with their peers at the University are identified and are appointed as Batch Representative of their respective batch. A list of Batch Representatives can be viewed here https://ahduni.edu.in/alumni/ under the head of Office of Alumni Affairs and Advancement.

• Portal Facility :

Services of searching a batch-mate or a contact in a reputed organization to build professional connections, allows alumni to post for a job opening and allows others to apply therein, encourages continuous interaction around their days at the University or share their experience of their first jobs etc.

• Reunions:

Boomerang15, a five yearly reunion was held on the 21st February 2015, to celebrate 15 years of the erstwhile HL Institute Of Commerce, now the BCom Programme at the Amrut Mody School of Management, Ahmedabad University. Over 450 alumni had registered for the event and a souvenir of about 100 pages was published with contributions of articles, poems, anecdotes, paintings etc. from the alumni community and the staff.

Purani Jeans, a University wide Grand Alumni Meet was held on 11th January, 2020, which was a fun filled evening. Campus tours were conducted, games were played, performances were enjoyed while the alumni fostered networking opportunities were explored by the Alumni.

• The Alumni Series:

The Alumni Series is a platform where our distinguished alumni are invited to have a dialogue with the Ahmedabad University community and outside and engage in inspiring conversations.

https://ahduni.edu.in/alumni-events/the-alumni-series-first-conversation/

https://ahduni.edu.in/alumni-events/the-alumni-series-second-conversation/

https://ahduni.edu.in/alumni-events/the-alumni-series-third-conversation/

https://ahduni.edu.in/alumni-events/the-alumni-series-fourth-conversation/

• Alumni in Professional capacity at Ahmedabad University:

- Professor Neha Desai, BCom Programme, Class of 2003, is the Director, Office of Alumni Affairs and Advancement and an Adjunct Faculty at the Amrut Mody School of Management

- Professor Kunal Mankodi, MBA Programme, Class of 2010, is a Senior Lecturer at the Amrut Mody School of Management

- Professor Amrita Bihani, BBA Programme, Class of 1999, is a Assistant Professor at the Amrut Mody School of Management

- Professor Siddhartha Saxena, MBA Programme, Class of 2010, is the Chair, BBA Programme, and an Assistant Professor at the Amrut Mody School of Management

- Ms. Alpa Tripathi, BCA Programme, Class of 2003, and MCA Programme, Class of 2006, is the Senior Executive at the Internal Quality Assurance Cell

- Mr. Chirag Darji, MCA Programme, Class of 2006, is the Assistant Manager, Office of the Academic Registrar

- Mr Utsav Patel, BBA Programme, Class of 2009 and MBA Programme, Class of 2012, is the Senior Manager, Procurement

- Ms. Vrusty Shah, BCom Programme, Class of 2016, Students Events Coordinator at the Office of the Dean of Students

- Mr. Hirak Acharya, BBA Programme, Class of 2018, is an Executive Officer, Office of International Affairs and Executive Education and the Office of Alumni Affairs and Advancement

The Alumni Page on the University Website has more details:

https://ahduni.edu.in/alumni/

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

5.4.2 Alumni contribution during the last five years (INR in Lakhs)

Response: E. <5 Lakhs

File Description	Document
Any additional information	View Document
Link for any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance.

Response:

Vision: The purpose of Ahmedabad University is to foster continuous progress of self and society. This twin purposes will be informed by a combination of elements that intertwines deep inquiry with the interconnectedness of the complex. We aspire to become an exemplar in the transformation of higher education and research in India. Our graduates bear the capabilities, possess the attitude, and uphold the values that make them excel in their pursuits in the context of the civilisation they represent.

Mission:

- To prepare leaders of outstanding character who will contribute significantly to their fields of study and practice

- To build an evolving learning environment that is based on interdisciplinary linkages between the arts, sciences, and professional disciplines, combined with rigor and reflection

- To actively advance scholarship, research and intellectual enterprise at the university that is widely relevant in the society

- To promote independent mindedness and diversity across all dimensions of the university

- To generate knowledge that provides a context of learning from and contribution to India and the world

- To actively advance the social, economic, and ecological development of local, national, and international communities

- To educate young people of India and the world to become contextually-literate global citizens

- To catalyse students to mature into critical thinkers who are analytically equipped, practically oriented, and ethically driven
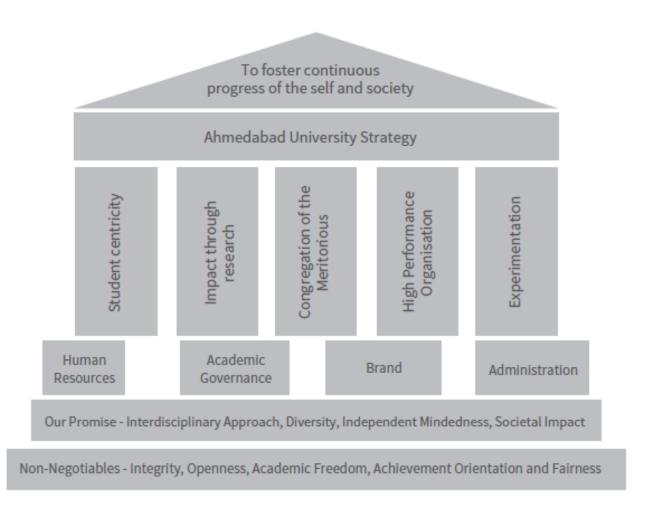
Building the Organisation and its Values

The Organisational Architecture for Building World Class Capabilities Sustained excellence, and consequently reputation, is built through great student experience and contribution to advances in the disciplines and to the society. This requires building a culture that delivers excellence day in and day out and in all aspects of university ranging from shared governance to student learning. For Ahmedabad University we have developed such a framework through a series of workshops and conversation with its various stakeholders. We have studied governance of global institutions that are considered world class and

have brought all of that experience to bear in designing our unique architecture for building world class capabilities at the university.

The University Strategy is delivered through five pillars: student centricity, impact through research, congregation of the meritorious, high performance organization, and experimentation. These pillars become the mechanism of transformation, organizational focus can be directed toward them, and change can be measured. Organizationally, this requires strong foundations in human resource management on the campus; fair, shared and outcome oriented academic governance system; a brand communication that is built inside-out and based on capabilities; and effective operations management in administration. The architecture gets completed through an articulation of our promise to the students and a clear understanding of our values that are non-negotiable.

To foster continuous progress of the self and society

Ahmedabad University Strategy

Student centricity | Impact through research | Congregation of the Meritorious | High Performance Organisation | Experimentation

Human Resources | Academic Governance | Brand | Administration

Our Promise - Interdisciplinary Approach, Diversity, Independent Mindedness, Societal Impact

Non-Negotiables - Integrity, Openness, Academic Freedom, Achievement Orientation and Fairness

The Organizational Architecture for Building World Class Capabilities at Ahmedabad University

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

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

Response:

- The University governance comprises three entities that engage with each other to deliver effective management of the institution. They comprise the Sponsoring Body, the Board of Governors, and the University Executive. In addition, an Advisory Council reviews programmes and schools and provides global benchmarks.

- The Governance Philosophy of the University: i) Autonomy to and accountability from decision making entities based on processes and norms (rather than hard rules) duly established ii) Shared governance and trust as the cornerstones of university governance iii) Compliance and action taken reporting to support execution of strategic and operational plans iv) Non-bureaucratic and quick decision making after due diligence in a time bound manner.

- The Board's decision making is supported by the four standing committees (i.e., Nominations & Compensation Committee, Finance Committee, Campus Sustainability and Building Committee, and Committee for Long Term Support). The University has two other committees, one for coordinating the recruitment across the university (i.e., the Faculty Recruitment Council) and the other for faculty promotion and tenure processes (i.e., the Faculty Development and Evaluation Council). Several other committees like the Library, Admissions, Career Development, Campus Engagement, University Advising, Student Representatives, etc. comprise faculty, staff, alumni, and students.

Shared Governance

- Academic Council: The Academic Council is the apex academic body of the University which plans, implements and monitors academic programmes as also functions as a clearing body for all academic proposals, beginning from course and programme approvals to projects, examinations and other aspects. The Academic Council meets every month and is advised by the School Faculty Councils through the Deans, the University Research Board and various other bodies.

- School Advisory Council: Each School has an Advisory Board that meets once a year to review the achievements of the School, provide insights into the changes in the environment and requirements of the School and its graduates, and develop strategies to engage the School and its skills with the society. An external member who is an expert in that field chairs the Advisory Council.

- The Faculty Council: Each school has a faculty council that meets at least two times in a semester to discuss both academic and administrative matters pertaining to the School. The Faculty Council is also responsible for vetting proposals, both academic and administrative, that originate at the School levels and reach the Academic Council. All course proposals are discussed and approved at the level of the Faculty Council before being taken by the Academic Council for discussion.

Administrative Review Meeting (ARM) held once a month is a non-statutory review and monitoring committee that takes care of all non-academic aspects of the University and is also the apex reporting body for all non-teaching employees at the University. The Meeting is chaired by the Vice Chancellor, assisted by the Registrar and consists of Heads of all functions of the University such as Human Resources, Finance, Admissions and Student Aid, Campus Operations, IT Enablement and Services, External and Internal Communications, Student Residences, and Office of the Dean of Students among others.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed.

Response:

The New Undergraduate Curricular Structure is a fitting example of how our strategic plan is deployed.

- One of the strategic pillars of Ahmedabad University is interdisciplinarity. In order to ensure that, the University moved away from the department and discipline structure and has been working with a School-based structure of academic design.

- While most programmes in interdisciplinarity both nationally and internationally focus on bringing together multiple disciplines and expecting the student to integrate the learnings from multiple disciplines, Ahmedabad University has designed a system which creates an interdisciplinary educational experience. This means, students begin their inquiry not with disciplinary basics but with pre-disciplinary, real-world problems.

- The University created a new Undergraduate Curricular Structure comprising of the following components, for a typical 120 credit programme:

I   Foundation Programme: 12 Credits

II   General Education Requirement: 30 Credits

III   Major Requirements: 60 Credits

IV   Free Electives: 18 Credits

V   Volunteerism: Required Credits

- Almost 50% of the total programme credits, regardless of the programme, comes from a broad-based liberal education and inter and trans-disciplinary requirement. This ensures that every graduate of the University has both disciplinary depth and interdisciplinary breadth, being capable of identifying problems and solutions cross-cutting disciplinary boundaries and also bringing deep analytical rigour in the understanding of problem and solution scenarios.

- The University created a special office of the Dean of the Undergraduate College with a senior professor as a Dean, who is exclusively in charge of ensuring that the interdisciplinary training, especially through the foundation programme, but also through the other General University Requirements are met in a robust manner.

- All courses of the University are cross listed across schools ensuring that students of physics, for instance, have the opportunity to take a course in urban geography if it interests them and vice versa.

- The University also offers a special Minor stream. All programme majors in the University could also be potentially selected for a minor by a student, by fulfilling well-defined credit requirements. This ensures that students have a truly interdisciplinary exposure based on their interests and needs.

- The University offers a special track of Undeclared Majors and Undeclared programmes where students can choose to select their major or programme in the course of their study at the University, giving them opportunity to explore their interests and make an informed choice about their programme of study.

- Students entering the undergraduate programme go through our common core, The Foundation Programme. This Programme builds the foundations of interdisciplinary learning at Ahmedabad University and is built around six domains that define contemporary academic and life skills in the 21st century, areas of innovation that are transforming the world.

- This entire plan for the new Undergraduate Curricular Structure was a result of multiple consultations with the stakeholders of the University. A strategy document was prepared to chart the long term growth plan of the University and the undergraduate plan and structure of the curriculum was an outcome of that process.

File Description	Document
Any additional information	[View Document](#)
Strategic Plan and deployment documents on the website	[View Document](#)

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

Response:

- Financial Management Systems

The finance and accounts department is headed by a Senior Chartered Accountant reporting to a veteran Chief Finance Officer. The Office of the Vice Chancellor reviews the monthly financial statements especially with reference to comparison of the actual with budget and the causes of variances. Half yearly financial performance is also presented to the Board for their information and approval in case of variance with approved budgets.

- Information System for Decision Making

University has been using an Enterprise Reporting System to maintain all accounts, receipt and payments. Our transactions are online with a multi-level authority matrix for release of payments. We use Tally ERP with inbuilt functionalities for budgetary controls. Other standalone solutions include Spine HR, Spine Assets, and our own in-house ERP, AURIS for monitoring project grants and employee benefits.

- Budgetary Autonomy to Programmes and Activity Heads

University follows budgetary control systems. Each school and function is expected to carry out their activity planning. The same, once approved by the office of the Vice Chancellor and the Board of Management, is converted into financial budgets on a zero-base budgeting premise. The draft budget is presented to the Governing Board for their approval. The approved budget is shared with the schools, centers and the functions for execution with full operational autonomy. Where procurement of materials and services are involved, the programme team has to follow the Standard Operating Procedure (SOP) established for the procurement function.

- Asset Management Practices

All our fixed and moveable assets have been well maintained through our facilities team in collaboration with the projects and procurement team. All assets have been fully insured for known perils. The campus has been maintained by outsourced agencies following international service standards.

- Faculty Recruitment

Ahmedabad University has adopted a tenure system with an initial contract of six years for newly appointed junior faculty, with highly competitive remuneration packages differentiated by experience and achievement. The faculty mix includes, in addition to those from academia, adjunct faculty and Professors of Practice. The latter category comprises senior managers and professionals with extensive experience and distinguished record in industry. Joint appointment of faculty has been instituted, that is, appointments across multiple schools and centres of the University based on research interests and competences of the faculty. The faculty handbook of the University documents all the service rules and cadre and promotion rules in a transparent manner and is shared as part of the welcome dossier of all new faculty recruits.

Students have well-defined privileges and responsibilities which are documented in the Student Handbook.

- The University has established all the statutory committees such as Internal complaints Committee, Anti-ragging committee, Women's Development Cell, Grievance Redressal committee and Wellness committee, which handles all complaints from students, faculty and staff.

- The University Code of Conduct is a master document delineating norms of behaviour and conduct for all members of the University. The University also uploaded the following policies on its website to ensure maximum transparency and protection of the interest of students and faculty.

File Description	Document
Any additional information	[View Document](#)
Link to Organogram of the University webpage	[View Document](#)

6.2.3 Institution Implements e-governance covering following areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	[View Document](#)
ERP (Enterprise Resource Planning) Document	[View Document](#)
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1 The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff .

Response:

Ahmedabad University follows a well-defined performance management system for its teaching and non-teaching staff. The teaching staff present an Annual Work Plan at the beginning of the academic year to their Deans. This is followed by an annual Statement of Work submitted at the end of year. The Statement

of Work includes details about teaching, development of educational material, research, publications, research grants, consulting, awards received, conferences attended and related work. As part of the annual appraisal of faculty, the Vice Chancellor and the respective Dean meets every single faculty member and discuss the Statement of Work. The faculty are also given constructive feedback on their future academic directions. The recommendations of this appraisal are linked to performance based monetary and academic incentives.

The Non-Teaching staff fill in a self-appraisal form, listing their activities and achievements against the KPAs decided at the beginning of the year. Training needs, other concern areas are also discussed. The merit based revision takes into account all activities and achievements. The Vice Chancellor and the respective heads of the different functions of the University meet every single employee of the University, staff and faculty alike, individually, annually.

The University also calls for nominations annually for the Rs.1,00,000/- cash prize and citation included Chairman's Award in Teaching, Research and Institution Building. Faculty and staff could either nominate themselves or a colleague for this award. After a rigorous review and discussion in the Board, the Awards are announced for all three categories annually.

Ahmedabad University has several welfare measures for all its employees. These include,

1. Group Term Insurance.

2. Group Medical insurance for all employees and their immediate family

3. A General Physician, Gynecologist, first-aid facility and Counsellor available at the University Office premises for free in-house consultation.

4. Tie-ups with laboratories for medical check-up.

5. General health check-ups and Yoga camps are regularly organized.

6. Flexible working hours for employees.

7. Five day week, encouraging work- life balance.

8. Leaves like Privilege Leave, Casual Leave, Medical Leave, Maternity & Paternity Leave, Sabbatical and Study Leave with Scholarships for the faculty members and their family members to pursue further studies at the University.

9. Tax friendly Salary Structure including House Rent Allowance, Travel Allowance and under Flexible Benefit Plan that covers allowances like Medical, Communication, Meal, Books and Periodicals, Professional Attire, Petrol Bills & Car Maintenance and Driver salary.

10. Provident Fund and Gratuity are also extended to employees as long term care.

11. Guest House Facility for new employees who have relocated from outside Ahmedabad.

12. Relocation Expenses for senior positions.

13. Housing Loan subsidy for confirmed employees.

14.. Staff Credit Society

15. Crèche / daycare centre for the employees of Ahmedabad University.

File Description	Document
Any additional information	[View Document](#)

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

Response: 37.82

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**

2019-20	2018-19	2017-18	2016-17	2015-16
26	43	35	52	63

File Description	Document
Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Data Template)	[View Document](#)
Link for Additional Information	[View Document](#)

Other Upload Files	
1	[View Document](#)

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

Response: 2.6

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

2019-20	2018-19	2017-18	2016-17	2015-16
9	2	2	0	0

File Description	Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	[View Document](#)
Any additional information	[View Document](#)

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 31.02

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

2019-20	2018-19	2017-18	2016-17	2015-16
91	55	22	14	15

File Description	Document
IQAC report summary	[View Document](#)
Details of teachers attending professional development Programmes during the last five years (Data Template)	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

Resource Mobilisation Strategy

Ever since the University was set up in 2009, the Board of Ahmedabad Education Society, the sponsoring body has decided to make this University financially independent. Since the University is a state private

non-affiliating University, it is not eligible for any financial support in terms of grants or any other financial assistance from either the State or Central Government under the provisions of Section 3(7) of the Act. At the inception of the University, the Governing Board of the Society has decided to create a corpus of around Rs. 600 Crore with an unqualified commitment to utilize the interest earned from the investment of this corpus fund to finance the capital projects of the University. In view of the sharp fall in the yield rate from the investments, the Board later decided to raise this limit to Rs.1000/- (Rupees One-Thousand Crores only) Crore. The University received a donation of Rs.300 crores from the Gujarat Institute of Chemical Technologies towards support for teaching and research in engineering. With the University being granted recognition under section 12B of UGC Act, the plan is to raise approximately Rupees One Crore annually beginning from 2022 through UGC-sponsored research.

Key elements of the resource mobilisation strategy: Corpus development by Ahmedabad Education Society, Donations from Philanthropists, Fees rationalised to meet costs of education, (after University was recognised as Centre of Excellence by Goverment of Gujarat), Research and Development Grants, Resource mobilisation from Alumni

Optimal Utilisation of Funds

Ahmedabad University follows the principles of empowerment with proper oversight to ensure sound financial governance, backed by regular financial audits. The university also ensures that the resources like laboratories, classrooms, libraries are shared across schools so that they have high utilisation. Several of our courses are offered across schools, thus increasing the efficiency of our faculty. Our ERP and other IT systems ensure higher efficiency and effectiveness with a smaller staff base. All our new facilities are created keeping energy efficiency and sustainability as important parameters.

Endowments:

The noted Odia writer, Ms Susmita Bagchi, and her renowned entrepreneur husband, Mr Subroto Bagchi, the co-founder of Mindtree, have provided a lavish endowment of five-crore rupees to set up a Chair in PublicHealth.https://ahduni.edu.in/news/ahmedabad-university-institutes-the-susmita-and-subroto-bagchi-chair-professorship-in-public-health/

Experiential Depth of the Board of Governors

The University's Board of Governors consists of global industry leaders and legal luminaries, providing strtegic direction for resource mobilisation and also deep networks with the world of industry and commerce on the one hand, and scientific research and humanistic initiatives on the other.

1. SANJAY LALBHAI, Chancellor, Chairman and MD, Arvind Ltd.

2. PRAFULL ANUBHAI, Academic and Management Consultant

3. NAUSHAD FORBES, Co-Chairman, Forbes Marshall and Former President, Confederation of Indian Industry (CII)

4. PUNIT LALBHAI, Executive Director, Arvind Limited

5. SUDHIR MEHTA, Chairman Emeritus, Torrent Group

6. NAISHADH PARIKH, Chairman and MD, Equinox Solutions Ltd.

7. PANKAJ PATEL, Chairman and MD, Cadilla Healthcare Ltd.

8. SAURABH SOPARKAR, Senior Advocate, Gujarat High Court

along with the Vice Chancellor, Registrar, and Senior Dean of the University.

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

6.4.2 Funds / Grants received from government bodies during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs).

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from government bodies during the last five years (Data Template)	View Document
Any additional information	View Document

6.4.3 Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)

Response: 35019

6.4.3.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
2925	28900	0	994	2200

File Description	Document
Institutional data in prescribed format	View Document
Annual statements of accounts	View Document

6.4.4 Institution conducts internal and external financial audits regularly

Response:

Ahmedabad University conducts regular audits of its finances. Following audits have been carried out in the last five years. The audit reports are placed and evaluated by the Board of Governors and the Board of Management. As a further measure of transparency, The Ahmedabad University Annual report also includes an annual financial report and is uploaded on our website for full public access. This is shared with several stakeholders. https://ahduni.edu.in/annual-reports/

Over the years the following audits have been conducted:

2012-13

Statutory Audit by Sorab S Engineer, Chartered Accountants

Admission Audit by Mehta Sheth & Associates

Leave Audit Report by Mehta Sheth & Associates

2013-14

Statutory Audit by Sorab S Engineer

Admission Audit by Mehta Sheth & Associates

Leave Audit Report by Mehta Sheth & Associates

Audit of HR & Payroll Functions by Mehta Sheth & Associates

2014-15

Statutory Audit by Sorab S Engineer

Admission Audit by Mehta Sheth & Associates

Leave Audit Report by Mehta Sheth & Associates

Fixed Asset Register Verification by Mehta Sheth & Associates

2015-16

Statutory Audit by Sorab S Engineer

Admission Audit by Mehta Sheth & Associates

Leave Audit Report by Mehta Sheth & Associates

2016-17

Statutory Audit by Sorab S Engineer

Admission Audit by Mehta Sheth & Associates

2017-18 to present (annually)

Statutory Audit by Sorab S Engineer

Alongside these financial Audits, the institution was also academically audited in 2015 by the Academic and Administrative Audit system sponsored by the Government of Gujarat. The University has recently initiated the Association to Advance Collegiate Schools of Business, USA, (AACSB) audit process. This peer-driven business school accreditation will place us among the select few institutions of the country who would have gone through the process.

The University also conducts an Annual Review. In this two-day activity, every single school, centre, and function is reviewed in detail by the University leadership and stakeholders and prospective plans are vetted. The inputs from the Annual Review are fed into financial and strategic decisions of the University.

The University has a Chief Finance Officer, with two decades of corporate and industry expereince and a Registrar with four decades of chartered accounting and industry expereince. the University has also automated all of its accounting processes: it uses Tally, an industry-standard software for accounting and the software Spine, for payroll management. Additionally, these software are linked to the University-intranet AURIS, seamlessly.

The financial statements of the University are prepared in accordance with the Indian Generally Accepted Accounting Principles (GAAP) under the
historical cost convention, and on the accrual method of accounting and Accounting Standards as Notified by the Institute of Chartered
Accountants of India. The University has been accorded approval for exemption u/s. 10(23C) (vi) of the Income Tax Act, 1961. The
University is also registered under section 12AA of the Income Tax Act, 1961.

File Description	Document
Any additional information	[View Document](#)

6.5 Internal Quality Assurance System

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

Response:

Reported below are two significant intiatives of the IQAC, to ensure that incremental, continous and goal-directed changesa are brought about in the teaching, leanring, and evaluation culture of the University. The first one is Assurance of Learning practices and the second one is the unique Faculty Development Protocol. .

1. **Assurance of Learning**

- The IQAC works towards innovation in teaching and learning, through a dedicated centre called Centre for Learning Futures (CLeF).

- CLeF began a series of consultations and workshops in 2016 to institute the practice of Curricular Alignment: a practice to bring together course objectives-learning outcomes and evaluation parameters in alignment with each other. Annual workshops have been organised ever since 2016 under the leadership of Professor Tejaswini Niranjana, a leading global expert in higher educational instructional design, from Lingnan University, Hong Kong. These workshops have been attended by about a hundred faculty members in all five years.

- These workshops were supplemented by Learning Coalitions, peer-driven faculty workshops in curricular innovation and interdisciplinary course design. A list of learning coalitions have been attached.

- In 2020, IQAC initiated a university-wide Assurance of Learning exercise. A sample list of about 150 courses where such mapping has been undertaken has been attached.

- The IQAC also runs the Annual Review of University Activities. This is a two-day, residential retreat of all the heads of Schools, administrative functions and activities of the University. The review is chaired by the Vice Chancellor. The Director of IQAC submits a consolidated analytical report of the strategic directions, gaps and recommendations. Sample reports of the IQAC to the Vice Chancellor following the Annual Review attached.

Faculty Development Protocol

- The IQAC has developed a new Faculty Development Protocol at Ahmedabad University. This is in order to establish a high-quality, continuous, feedback driven, activity-oriented, and outcome-focussed in-house faculty developed programme. This contrasts with lecture-based faculty developed programmes that are routinely organised.

- Faculty are assessed at the end of the year during their annual appraisal to measure the duration and quality of training they have undergone throughout the year.

- IQAC through CLeF, conducts regular interactions, both personal and in group, with the faculty to take them through the feedback they have received. This helps faculty revisit their pedagogical styles and also curricular content.

- Centre for Learning Futures also has established a Writers' Studio to help the University community with their written output. The Studio hires professional editors, proofreaders and writing instructors, to go through working papers, articles, case studies and book chapters of faculty to provide detailed editorial feedback and manuscript editing services.

- Learning Coalition is another initiative of the Centre for Learning Futures to promote a culture of collaborative curricular design. Initially designed in collaboration with Olin College of Engineering, US, the Learning Coalition has now grown into a regular feature of the University's in-house, in-service faculty training workshop.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.5.2 Institution has adopted the following for Quality assurance 1. Academic Administrative Audit (AAA) and follow up action taken 2.Confernces, 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 6.Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA).

Response: A. Any 5 or more of the above

File Description	Document
Upload e-copies of the accreditations and certifications	[View Document](#)
Upload details of Quality assurance initiatives of the institution (Data Template)	[View Document](#)
Paste web link of Annual reports of University	[View Document](#)

6.5.3 Incremental improvements made for the preceding five years with regard to quality (in case of first cycle), Post accreditation quality initiatives (second and subsequent cycles).

Response:

Academic Innovation: Timeline of Progression

2011: VentureStudio our business and start-up incubator launched in collaboration with Stanford University's Centre for Design Research. This centre spearheads innovation- and solutions-driven research in the University.

2015: New strategic direction for all University programmes was prepared to align with global leaders in relevant disciplines based on the first 100 ranked universities in QS and Times Higher Education.

2015: University Research Board established to streamline all research activities.

2015: Seed grants, start-up grants, challenge grants, teaching innovation grants, faculty development allowance, conference travel and institutional membership grants established for faculty, to support research and innovation.

2016: In collaboration with Olin College of Engineering, US, a series of faculty development programmes and faculty exchange were held to develop in-house capacity in problem-based learning methodology.

2016: Independent Study Programme, our flagship winter school launched. Domain experts from across the world were invited to offer a three-week, two-credit studio based courses focused on skills, innovation, pedagogic experimentation, hands-on learning and product development. ISP has been a successful annual feature.

2016: ENABLE Pedagogy Launched. (Engagement and Application Based Learning and Education) ENABLE courses are project-driven with a special allowance of small class sizes. Faculty teaching ENABLE courses are given special credit in their annual appraisals. The number of ENABLE courses has been growing to reach in 2020 a total of 58 courses, and impacting 2315 students.

2017: Learning Coalition and Curriculum Alignment Workshops launched. This is a faculty-driven peer- to-peer pedagogic and curricular experiments workshops, to develop a stronger culture of outcomes based education. More than a hundred faculty members have been impacted by these workshops.

2018: General Skills Assessment Launched: an aptitude test in English and communication skills, mathematics and data to gauge learning levels of incoming students. Based on the results, a different bouquet of remedial and bridge courses are designed for each cohort.

2018: Writers' Studio Launched. This is a text-editing and writing consultancy developed by the Centre for Learning Futures. Students facing issues in writing are referred to the studio for consultations. Faculty also submit their writing for proofing and editing to the Writers' Studio.

2018: The New Undergraduate Curriculum Structure Launched. This structure redefined the credit distribution system giving unprecedented flexibility to students in terms of shifting of majors, creating a cafeteria system of credit choice, allowing for deep interdisciplinarity, and an array of minors to choose from. The structure dovetails with the recommendations of the new National Education Policy.

2018: Foundation Programme Launched. This is n interdisciplinary, skill-and-theory blended common core for all undergraduates.

2018: Office of the Dean of Graduate School established to coordinate all doctoral and research programmes across the University.

2019: Student Voluntarism Programme Launched. This is a compulsory non-credit requirement of thirty hours of voluntarism.

2020: Online Education Protocol, developed and implemented. Ahmedabad University was one of the first institutions to move completely online with a delay of less than four days after the announcing of the first national lockdown in 2020.

File Description	Document
Any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

Ahmedabad University takes gender equity as a very critical objective and has taken several steps towards this. Our current enrollment figures show a greater representation of girls to boys in the ratio 53:47. Some of the measures taken by the University to promote gender equity and equally importantly, safe, secure and flourishing work environment free of gender-based discrimination and harasssment asre as follows:

Mechanisms:

1. Gender Sensitisation: This is taken up from the time of Orientation of new entrants to the University. Apart from talks, information is disseminated through the workshops and courses to ensure that awareness is created amongst all students.

2. Women's Development Cell (WDC): WDC is constituted each academic year. It holds sessions that generate debates, invites eminent personalities to talk about various gender related issues, holds panel discussions and provides information about opportunities that exist for women. Both female and male students are invited to engage in youth awareness programs and given training in self-defence. Harmful stereotypes are discouraged and dismantled through events that address gender related issues.

3. Internal Complaints Committee (ICC): In compliance with the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act 2013, the University has an Internal Complaints

Committee. All employees are sensitised to the aforementioned Act and as per the University policy, the ICC is gender neutral and sensitive to the gender related concerns of all. Students are also informed and sensitised.

4. Extra-curricular Activities: Through various student activities during annual Youth Festivals and ongoing events by various student clubs, such topics are taken up. Students are encouraged to evolve thought processes that are in congruence with the larger goal of creating gender parity in the minds and in reality.

5. Courses in Gender Studies: Gender studies are offered to all students through Elective courses.

6. Infrastructure: Exclusive common rooms for girls are provided at all campus locations. Similarly, washrooms with Free sanitary pad vending machines are also provided at all locations. Female security guards and sensitisation of male security guards is another provision for the safety and security of girl students.

7. Emotional Support: Counseling of students is done by faculty and a professional counsellor in an

environment of trust and confidentiality. Online counseling is also offered to students and staff round the

clock. Apart from this senior students are also sensitised to offer initial support and guide the student in distress to the right person.

8. Gender Safe Spaces: Ahmedabad University conducted a wide-ranging consultation involving the Commissioner of Police, Ahmedabad City, senior police officers, members of the Delhi-based NGO "SafetyPin" and members of the University. This resulted in a range of initiatives involving students in gathering data to make public spaces gender safe.

9. Creche for Infant Care: The University provides creche and day care support for children whose parents are working.

File Description	Document
Specific facilities provided for women in terms of: a.Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant 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

Response: A. 4 or All of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	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:

- The University takes care of solid waste and liquid waste separately

- The University has a biogas plant which converts organic waste into biofuel

- The University also has a waste-water recycling plant at the campus

- Old newspapers and used project papers to Andh Kanya Prakash Gruh and Blind Men's Association

- Water emitted from air conditioners are used to water the plants on the campus. All the employees (teaching and non-teaching) utilise waste paper fully by making notepads from one side printed-paper

- The University has established a 'Book Distribution Cell' whereby unused pages of students' project books are bound into notebooks, which the students distribute among municipal school children and children of Blind Men's Association

- The University has distributed cloth bags in order to avoid use of plastic bags and all the communications (within the staff and students) are done through emails to keep the office as paperless as possible

- The University is housed in a lush green serene campus with lawns, gardens, fountains and plantations that makes for a perfect setting to learn. Composting was identified as a strategy to achieve our goal and a composting pilot project was commenced in April 2016 at Ahmedabad University

- Use of plastic bottles is banned at the Campus and insist that faculty use copper and glass bottles and containers. Copper bottles are distributed as University mementoes

- Sewage Treatment Plant (STP)

  The University is striving to build a ZERO discharge campus. Towards achieving of the same, a 200 KLD STP is under construction as Student Activity Centre. The recycled water will be used for

  - Gardening

  - Flushing

  - Make-up water for HVAC chiller

- The University has been audited by LMS Certifications Private Limited, an International Accreditation Service (IAS) and International Accreditation Forum (IAF) recognised company, and has been found to conform to ISO 14001:2015 standards of Environmental Management Systems, ISO 45001:2018 standards of Occupational Health and Safety Management System and ISO 9001:2015 standards of Quality Management System.

- Institutional Biosafety Committee (IBSC) is an internal regulatory committee created under the

guidelines of Department of Biotechnology, Government of India. IBSC reviews all research activities involving biohazardous substances, and has overall responsibility for maintaining the biosafety guidelines within the university. Research involving biohazardous substances including, but not limited to, recombinant DNA, RNAi, genetically modified organisms (GMOs), pathogens, human materials and other potentially infectious material fall under the remit of the IBSC. Following the guidelines of IBSC, it is the duty of the primary investigator (PI) to apprise the IBSC about experiments involving biohazardous substances. The PI needs to obtain approval from IBSC prior to conducting similar experiments within the university premises. https://ahduni.edu.in/academics/schools-centres/graduate-school/research/institutional-biosafety-committee/

- The Interim Ethics Committee of the University reviews all proposals requiring ethical clearances. The committee reviews waste disposal and waste management mechanisms proposed byb specific projects where relevant. https://ahduni.edu.in/research/university-research-board/

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geotagged photographs of the facilities	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 all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

7.1.5 Green campus initiatives include:

1. **Restricted entry of automobiles**
2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly pathways**
4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

Response: Any 4 or All of the above

File Description	Document
Geotagged photos / videos of the facilities	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	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 other diversities (within 500 words).

Response:

From the onset, when new students are oriented to the systems of the University, it is impressed upon them that there can be no place for alienation of any individual on any basis. This attitude is fostered in multiple ways and is inbuilt in many programmes. Following are some initiatives that reiterate to students that at Ahmedabad University, we work towards integrating everyone into the system.

1. FAMILY CONNECT INITIATIVE: The University grants Financial Aid to students on merit cum means basis. Further to the fee waiver that takes care of the family's financial distress, through this initiative, an effort is made to build a rapport with the families of beneficiaries of financial aid by establishing contact, either on phone or through a personal visit to the homes. This sensitivity towards the economically weaker families goes a long way in reassuring them they are respected.

2. CIRCLE OF CARE: Incoming students are clustered in groups of 12-15 and are assigned a senior student as a buddy and a faculty advisor as a guide. Each group is heterogeneous in terms of culture, state, ethnicity etc. Room allocation in student residences is also done keeping diversity of roommates in focus. The senior students are trained to steer the group in a way that new students from out of Gujarat do not feel alienated due to local dominance in terms of language, culture, food etc.

https://ahduni.edu.in/academics/schools-centres/office-of-the-dean-of-students/support-for-new-students/

3. WELLNESS COMMITTEE: The Wellness Committee has representation from amongst the faculty, from the wellness team, from student housing and the campus operations team. The endeavour is to improve systems, understand the student community in its entirety better and offer effective and timely support to them. A circular by the Registrar warns against any discrimination against any minority group. (Copy of the Circular attached in the Appendix)

4. SUPPORT GROUPS: Students who face common issues are supported by University counsellors by engaging them in support groups. A support group for students who feel alienated was formed. (Supporting email attached in the Appendix document)

5. GENDER PARITY: Women Development Cell and Gender Champions, through several student driven activities, foster tolerance for individuals of a different gender or sexual orientation. Gender equity and mutual respect are encouraged.

6. BULLYING: There are mechanisms in place that counter or discourage bullying of any nature. Any kind of aggression towards another person, cyber misconduct and sexual harassment are all addressed and students are sensitised to the rights of others.

Body Shaming is also a form of aggression and students are made aware of the importance of showing sensitivity towards others.

7. FAQs: These address some common concerns.

https://ahduni.edu.in/academics/schools-centres/office-of-the-dean-of-students/orientation-2020/faqs/

8. In addition, the Foundation programme of the University and several elective courses are directly geared towards addressing inequities and making students sensitive to the multiple axes of discrimination that exist and how they can be part of the solution rather than being part of the problem.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Any other relevant information	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

- The Univeristy offers courses on the Constitution of India as also comparative constitutionalism. The courses discusses the fundamental aspects of the constitution and aims to highlight the values inculcated through the constitution. The University also runs a core course on Ethics, where apart from issues of moral philosophy, aspects of constitutional and liberal democractic values are also discussed. These courses are offered to students across all schools and programmes. MGT234 CONSTITUTIONAL LAWS AND COMMERCIAL LAWS, MGT238 CONSTITUTION OF INDIA, SPS103 POLITICS IN INDEPENDENT INDIA, SPS255 INTRODUCTION TO COMPARATIVE POLITICS, HRT612 ETHICS AND PROFESSIONAL PRACTICES FOR HERITAGE MANAGEMENT, MGT536 ETHICS AND EPICS, MGT161 BUSINESS ETHICS, MGT162 BUSINESS ETHICS, CORPORATE GOVERNANCE AND SOCIAL RESPONSIBILITY, MGT163 ETHICS FOR BUSINESS, MGT535 LEGAL AND ETHICAL ASPECTS OF EMERGING TECHNOLOGIES, XPM104 LEGAL ENVIRONMENT, PHARMACOVIGILANCE, & ETHICS, XPM112 ETHICS; PARTNERSHIP MODELS IN PHARMACEUTICAL MANAGEMENT; CLINICAL TRIALS, BIO140 ETHICS IN LIFE SCIENCES, PHI120 INTRODUCTION TO ETHICAL THEORY: VIRTUES, VICES AND VALUES, MGT166 ETHICS, MGT505 PROBLEM SOLVING FOR SOCIAL CHANGE, HST285 POWER IN MOVEMENT: EXPRESSING THE HISTORY OF SOCIAL MOVEMENTS IN INDIA.

- The Student Magazine, Pehchaan, has brought out issues of equality, empowerment of women, access to education for all, removing persisting social inequities, understanding and exercising one's democratic rights, caution from fake news and alternative facts, the idea of dissent in a democracy etc and has made constitutional morality a central theme of many of its issues.

- NAAZ is a flagship event that celebrates the LGBTQIA+ community. In 2019, the club organised this event marking the one-year anniversary of the decriminalisation of Section 377 of the IPC. The purpose of NAAZ is to provide a platform to celebrate the differences. It is a space for everyone to come together and rejoice, no matter the gender they choose to identify with.

- The Foundation Studios has a domain of Constitution and Civilisation. Particularly, the Democracy and Justice studio has modules focusing on comparative constitutional study and a detailed analysis of the democractic and citizenship values of the Indian constitution. The Studio facilitates understanding on procedural and substantive democracy with a focus on the Indian constitution. Students individually read Ambedkar's "Three Warnings'" and know more about the 'Samvidhaan' with a close analysis of the Preamble. Students conduct an open house debate on an

issue of constitutional importance.

- The Student Voluntarism Programme of the University places special emphasis on inculcating citizenship values and positively contributing to societal change. This is a compulsory non-credit component of the graduation requirements at the University. Students engage in social work and voluntarim by apprenticing with an NGO. They produce reports at the end of the project.

- The University code of conduct is a document shared with all students upon to the University. They are expected to abide by the code at all times. All students sign an undertaking to abide by the Code and receive a copy of it as part of their orientation kit. Additionally, students are also given a Student Handbook detailing all their responsibilities and privileges.

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 Code of Conduct is displayed on the website**
2. **There is a committee to monitor adherence to the Code of Conduct**
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
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	[View Document](#)
Code of ethics policy document	[View Document](#)
Any other relevant information	[View Document](#)

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

University celebrates the National and International Festivals with the help of student clubs and other offices. The details about the events are as follows:

· Republic Day: Every year republic day is celebrated by hoisting a flag at the University campus and a live performance of patriotic songs is organised by the Music Club.

· Women's Day: Women's Development Cell, Women Empowerment Forum and Student Magazine

Club came together to release a magazine featuring stories, artwork and stories of the female employees of the University.

·   World Environment Day: Environment club celebrates this day by conducting plantation drives, creative contests and other such activities. The Student Magazine Club also published a magazine depicting the world environment.

·   International Yoga Day: Fitness Club in collaboration with the Wellness Department organise International Yoga Day for the students, staff and faculty. They motivate the University stakeholders to participate and do everyday yoga. They summon the instructors to conduct this session.

·   Independence Day: Independence Day is celebrated with all the enthusiasm and a ceremony of flag hoisting with live music by Music Club cherishes the moment. Typically, a senior faculty member is asked to address the gathering on the Independece Day reflecting on their expereinces of India changing and how they envisage, as a specialist and a citizen, the value of freedom and independence, especially in the historical background of the expereinces of the Indian nation state.

·   Teacher's Day: The best celebration that the students can celebrate is Teacher's Day. The power, enthusiasm, ideas, floats around them to do something for their mentors. All student clubs come together to celebrate this day and make it special for every faculty mentor.

·   Gandhi Jayanti: Every year Photography Club organise a photowalk at Gandhi Ashram, Sabarmati, for the students. They visit the ashram and learn about Mahatma Gandhi's ideology, his lifestyle and organise a small event at the Ashram.

·   University Garba: Navratri celebrations in Gujarat are a great attraction. Ahmedabad University has its own Garba celebration where they also invite the alumni along with the present students to participate and interact with each other. The celebration doubles up with food stalls organised by the Food Club.

·   Children's Day: Social Service Forum in collaboration with few other clubs organise the children's day celebration by calling children's from different NGOs. The celebration includes games, food, gifts, music and dance. The event includes more than 100 children.

- The World heritage Day is an important day for the Centre of Heritage Management where special discussions and events are held to emphasize the importance of the day for heritage practitioners and citizens alike.

·   Other Celebrations: Heritage Club in collaboration with Food Club celebrates other national festivals such as Onam, Durga Puja and Rakshabandhan.

File Description	Document
Geotagged photographs of some of the events	[View Document](#)
Annual report of the celebrations and commemorative events for the last five years	[View Document](#)

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7.2 Best Practices

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

Response:

Best Practice 1: Independent Study Period

1. Title of the Practice

INDEPENDENT STUDY PERIOD

2. Objectives of the Practice

Students often have diverse passions but no means to explore them especially if it is not related to their specialisation. ISP offers them a chance to experiment with their passion, helping them go beyond their classrooms, making academic learning truly interdisciplinary and conceptual and theoretical understanding more rigorous. This is made possible through collaborations with peers in a project-based environment. A range of ISP courses are offered through December, instead of regular curricular periods, including block courses, studio-inspired experiential courses, courses on perspective and skill building, innovative experiments in learning, and more. Independent Study Period courses are rooted in disciplines like Literature, Sociology, Design, Science, Technology, Heritage, Humanities & Languages, and more – but they cut across areas and specialisations.

3. The Context

Rather than following the regular curricular period format, these courses are offered in an 8-hour day format on 15 consecutive days, enabling concentrated learning for students through block courses, studio-inspired experiential courses, perspective, skill building and field courses and innovative experiments in learning.

These courses are offered as Pass/Not Pass and are not graded so students can concentrate on learning without feeling the pressure of performance. The main idea is to learn something new and have fun while doing so.

Students are also given personalized face to face feedback at the end of ISP. This feedback centers on their positives and also the areas that need work. Students find this feedback really constructive and helpful.

By students' and faculty's own admission, ISP is a unique learning experience. From Design Thinking to the Art of Argumentation from the Mahabharata, our courses have become a crucial way for students to experiment with newer ideas and methods of learning.

An example of one such ISP course offered during the last term is "Making of a Musical Instrument". It became a way for students to pursue their interest in music but also fabricate and handle materials, develop a deeper understanding of concepts in Physics and the Science behind sound and learn collaboratively.

Experts from across the world come and teach something different to our students. We have musicians coming and teaching music, artists teaching performance, film makers teaching editing and published authors teaching fiction writing.

4. The Practice

Every Independent Study Period course achieves the following objectives -

• Helps ignite a passion or interest in the students. Every course is based around a passion of students. Could be film making, pottery or music.

• Helps them surpass disciplinary boundaries. The course doesn't just appeal to one set of students since the University offers a variety of specialisations in business, engineering, life sciences, art & humanities and computer science and all courses are open for students from all disciplines.

• Helps develop a better understanding of theory. Independent Study Period makes sure that learning is not trivialised especially because the courses are based around a passion there is always a risk of them becoming "hobby classes". The faculty ensure the course is deeply rooted in concepts and theories and the academic rigour remains uncompromised.

• Help promote learning-by-doing methodology. All courses follow a hands-on approach and classroom teaching is minimised.

• Help produce tangible physical outputs that are showcased during the Independent Study Period exhibition. A public exhibition inviting parents, the University community and people from the city at large, is organised at the end of the Independent Study Period to showcase the work done by our students and faculty. The exhibits are in the form of posters, pictures, products, installations, live performances, prototypes etc.

Each application goes through a rigorous short listing process and every course has to comply with each of the above points.

5. Evidence of Success

Over the years ISP has become a very popular term for the students. While it is not compulsory and has a fee, we see huge interest from the student community. Students also feel that this has a slight departure from the regular semester courses because during ISP they work on a single project for 10-15 days more often than not these courses are rooted in one of their passion areas.

One of our Engineering students did a course on Ornithology called "Birds, Birds, Birds" and discovered his passion. After his engineering degree, he decided to pursue higher studies in WildLife Photography.

One of our BBA students who did the course on "Short Film Making" is now assisting a filmmaker and is very happy pursuing his passion.

6. Problems Encountered and Resources Required

The spirit of ISP is to have independent expert facilitators come and teach personally during the two week period (some of them travel from overseas), the budgeting is very crucial. The first two years, University funded ISP expenses, however, eventually, ISP became optional which meant that students who were interested could pay a fee and get enrolled. ISP has been getting tremendous response as students see real value in it. This also means that we are able to invite high quality facilitators from around the world to come and teach interesting courses during ISP.

The logistics is huge work as well. Right from inviting applications to sorting and shortlisting courses, getting them approved from the Academic Council, listing them for student interest, working with faculty on designing every session of the course and then actually running it seamlessly on campus culminating in an exhibition called ISP Expo work managed by a very small team.

Best Practice 2: Engagement and Application Based Learning and Education (ENABLE)

1. Title of the Practice

ENABLE- "Engagement and Application Based Learning & Education"

2. Objectives of the Practice

Ahmedabad University has evolved a proprietary framework to facilitate better learning, in terms of appreciation of context, understanding of concepts, and retention of ideas for the students. Hence, our pedagogy is named "Engagement and Application Based Learning and Education", in short, "ENABLE". An ENABLE Course lays greater emphasis on "understanding the context" and "applying the concept" vs. merely learning the theoretical aspects of a concept.

3. The Context

Ahmedabad University partnered Olin College of Engineering to develop a new pedagogical approach. As part of the initial scoping exercise for the project, student teams from Olin and Ahmedabad have worked together on joint engineering design projects as part of Olin's Affordable Design and Entrepreneurship (ADE) class. There have also been several reciprocal faculty visits. Faculty from School of Engineering and Applied Science have attended the Olin Collaboratory's Summer Institute. A presentation President Miller gave during a 2013 visit to Ahmedabad was a spur for pursuing closer ties.

The faculty exchange began in January 2016. Two faculty members per semester from the Engineering School join Olin over four semesters to learn about Olin's multidisciplinary, design-based engineering

curriculum. They observe and co-teach in Olin courses and participate in all aspects of faculty life.

At the end of this process, a new pedagogical toolkit was developed and tilted ENABLE.

4. The Practice

Students will be required to work on interdisciplinary problems in teams that are not physically present in the same location and would need to think on their feet. The ENABLE framework is competency based instead of content based and is transdisciplinary. While framing the problem, the students are encouraged to think outside the given domain, applicable to all disciplines.

5. Evidence of Success

From merely 3 ENABLE courses when we began the practice in 2016 to 64 courses in 2020 we have come a long way. Also, a large number of courses are not tagged as ENABLE because we encourage our faculty to run the ENABLE courses as non-ENABLE for the first semester to identify kinks and fix them before launching them properly during the next semester. About 70% of our courses are being taught using the ENABLE framework.

The students who have gone through ENABLE courses come back demanding for more. We see this during registrations where ENABLE courses are routinely oversubscribed as compared to non-ENABLE courses. Students of ENABLE Courses also perform better in capstone and other real-life projects.

6. Problems Encountered and Resources Required

The biggest challenge was convincing the faculty to move to a new way of designing and teaching courses. But, over the years they have found the pedagogy very fulfilling and satisfying and are increasingly designing their courses using the ENABLE format.

Resource requirements are also large for ENABLE courses. From designing system capabilities to holding expert training sessions to having the budgets for students to do real life projects- there is a large budget requirement. Over the years we have found ways to decrease cost and use resources efficiently so that more and more courses can be taught using ENABLE without budgetary cuts.

7.Notes (Optional)

Year	ENABLE Courses Offered
2016	5
2017	24
2018	18
2019	9
2020	64

File Description	Document
Best practices in the Institutional web site	[View Document](#)
Any other relevant information	[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:

Foundation Programme

All students entering the undergraduate programme at Ahmedabad University go through our common core, the Foundation Programme, in the first year. This Programme, started in 2019, after an initial pilot in 2018, builds the foundations of interdisciplinary learning at Ahmedabad University and enables students to engage with issues of the society through project-based learning. The Foundation Programme is built around six domains that define contemporary academic and life skills in the 21st century: Data Science, Materials, Biology and Life, Behaviour, Constitution and Civilization, and Communication.

The delivery of these areas is done through four thematic courses in studio format to develop a holistic approach to thinking and inquiry: Democracy and Justice, Environment and Climate Change, Neighbourhoods, and Water.

Each theme is explored through a set of domains thereby creating interdisciplinary learning. At the same time, domain knowledge is delivered through an application area. For instance, certain topics studied in the Studio on Water include inputs from Biology and Life, Behaviour, Data Science, and Communication. The students thus learn that many systems of knowledge are required to solve challenging problems. The Foundation Programme contributes 12 credits to the total number of credits earned by students at the University.

The Foundation Programme provides students with their first exposure to the interdisciplinary educational philosophy of Ahmedabad University and inculcates critical thinking skills. Students in a Studio first identify issues relevant to the Theme of the Studio, understand the various dimensions to these issues, analyse the related data, and consider solutions. While school education is often focused narrowly on a few related subjects the Foundation Programme expands the outlook of students and teaches them that real-life issues and societal problems are multidimensional and require interdisciplinary solutions.

The new conceptualisation of the Foundation Programme at Ahmedabad University began in 2017. This included an idea and a unique design on evolving a single university-wide undergraduate programme curricular structure with its objectives and deliverables. A university-wide faculty meeting was conducted to introduce the idea of the liberal education programme in 2019 and the Foundation Programme to the faculty and seek their participation in various committees towards the design of the new Foundation Programme. The list included the first set of committees on Designing Thematic Areas in the Foundation Programme: With the teams of faculty from various disciplines, a marathon of brainstorming sessions, meetings, presentations, reviews and feedbacks took place to build an interdisciplinary Foundation

Programme with an appropriate pedagogy (e.g., studio, fieldwork, case-based, project-based etc.) to deliver each domain module.

The idea was to introduce a Foundation Programme to the Ahmedabad University first-year students in 2019 in their first semester. The Objectives of the Foundation Programme were to provide new Perspectives, enhance Skills, provide an appreciation of areas of Innovation, fill cognitive Deficits, and introduce Holistic Thinking. This programme was planned to constitute four 4-week modules on different themes, namely, Water, Environment and Climate Change, Democracy and Justice, and Neighbourhoods (local and national/global). As a dry run, all 4 themes were run as Independent Study Period (ISP) courses (our Winter School) in December 2018. After a rigorous review of the Foundation Programme Studios offered in the ISP 2018, the Studio faculty presented the Course Outlines and the presentations of the Programme to be offered in July 2019 for the first-year students.

The Foundation Programme at Ahmedabad University is a dynamic, intensive, studio-based immersive learning programme. It undergoes a meticulous review after the delivery every semester and accordingly updated, presented and delivered. Despite the disruption in classes due to the threat of the COVID-19 pandemic and the stringent lockdowns, the University was committed to helping students complete the learning of the Foundation Programme. While classes on campus were suspended from March 2020 onwards, the University continued to engage with the students and conduct the sessions online so that the teaching-learning continues. A new set of course outlines for the online delivery Foundation Programme were developed immediately to meet the need of the hour. The course outlines reworked the number of sessions, pedagogy, evaluation and content. The mode of delivery involved online live or recorded lectures, online discussions and surveys, online projects and assignment submissions, etc. As part of the Foundation Programme, a fifth Studio was introduced in April 2020, the fourth round of the Foundation Programme 2019-2020 which was designed and delivered by the Vice Chancellor of the Ahmedabad University, Professor Pankaj Chandra, and two Deans, Professor Sanjay Chaudhary and Professor Patrick French, for 12 students who recorded what was happening around them during the coronavirus pandemic, as a record of unprecedented changes to daily life. The Studio archived a world historical event for which there is no precursor in our lifetime. The last global pandemic on this scale was in 1918. "Archiving the Times" looked at the impact of the coronavirus through four prisms: Resources online (digital, online and phone resources); Outside my window (our immediate neighbourhood); Inside my home (the living archives inside our homes, where we are now all working); and Within my contacts (stories of people who you know and can interview digitally). The Studio has continued in the form of a University project "Archiving The Times Community Project" to understand society and document how the individuals and communities responded to the pandemic (http://archivingthetimes.ahduni.edu.in/)

The Studios engage the students from 9:45 am to 4:30 pm. The morning sessions are faculty-driven and include lectures and discussions while the activities in the afternoon are coordinated by Teaching Assistants, who also attend the morning sessions. The Foundation Programme is conducted in two phases every year, the first in the Monsoon Semester while the second in the Winter Semester involving about 50 faculty members, 32 teaching assistants and around 960 students in each semester.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

Policy-Level Highlights at Ahmedabad University:

- One of the few Universities in the country to provide Teaching Assistant and Research Assistant support to all faculty.
- Generous research funding and support to faculty including seed grants, start-up grants, challenge grants, teaching innovation grants, faculty development allowance, conference and travel grants.
- Relatively low teaching load to support research efforts of faculty
- Whistleblower policy to protect the rights and freedoms of University members, and support courageous and exemplary acts of conscience, even if it involves criticism of institution.
- A generous student scholarship and financial support policy. The University has a Needs Blind Admission Policy, where no student, once selected to the University through the admission process, is denied an opportunity to study at the University for want of financial aid. The University does not cap maximum limits for scholarships and promises to provide aid for all deserving and needy students.
- The University has a robust, non-hierarchical, decentralised governance model, with well-defined roles and responsibilities for committees at various levels. Academic and general affairs are managed by committees ranging from the Area-Level Committees, School Faculty Councils, School Advisory Boards, Academic Council, Board of Management and the Board of Governors. Wellness and safety are managed by the Anti-ragging Committee, Internal Complaints Committee (ICC), Grievance Redressal Committee(s) and Women's Development Cell (WDC). Additionally, all research activity is overseen by the Graduate Faculty Committee, University Research Board, Interim Ethics Committee, and the Institutional Biosafety Committee. Faculty Recruitment Committee, Admissions Committee, Internal Quality Assurance Committee and
- The University programme structure and academic credit policy is in line with the recommendations of the new National Education Policy.
- Gender ratio for both faculty and students are highly equitable. Representation of female students is higher than that of male students in many programmes and the overall ratio is 1:1.
- The University has the highest proportion of foreign-origin and foreign-trained faculty in the state.

Concluding Remarks :

Highlights of Ahmedabad University's achievements demonstrating the overall academic culture:

- Ranked the 3rd best private university in the country in a survey conducted by India Today in 2017.
- Professor Sanjay Singh, Professor P R Shukla, and Professor Anjan Ananda Sen, were named among the world's top 2% scientists in a report by Stanford University and PLOS Biology.
- Ranked among top 10 in India and top 20 in Asia for Climate Action in Impact Rankings of Times Higher Education in 2021.
- Department of Scientific and Industrial Research (DSIR) has registered Ahmedabad University as a Research Institute.
- Professor C Rangarajan, former Governor of the Reserve Bank of India and the University

Distinguished Professor of Economics at Ahmedabad University has been awarded the prestigious Professor PC Mahalanobis National Award in Official Statistics, 2020.

- Founder of MindTree, Subrato Bagchi and famous Odia writer Susmita Bagchi have instituted a Chair Professorship in Public Health with an endowment of Rs Five Crores.
- Graduates of Ahmedabad University have been offered admissions in prestigious universities overseas such as Stanford University and have been top rankers at IIM Lucknow and Indore.
- Ahmedabad University has been awarded Param Shavak High Performance Computing System by Gujarat Council on Science and Technology.
- A student of the University, Bhavita Madhu has been selected to represent India in the international Roller Skating Championship.
- Professor Jeemol Unni has been appointed to the Standing Committee on Economics Statistics by the Government of India.
- Ahmedabad University along with College Board has formed a global alliance to administer a common entrance test for the students.
- In 2017, Professor Pankaj Chandra, Vice Chancellor, was nominated to the BIRAC, Government of India.
- In 2016, students of the Centre for Heritage Management, received letters of interest from the office of the President of India to manage the archival wealth at Rashtrapati Bhavan.

The University has been recognised by UGC under Sections 2(F) and 12(B) of the UGC Act. Government of Gujarat has recognised the University as a Centre of Excellence and the Gujarat State Institutional Ranking Framework has ranked the University as the eighth best in the State.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.3	**Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years** 1.1.3.1. Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years Answer before DVV Verification: 	2019-20	2018-19	2017-18	2016-17	2015-16
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367	370	381	357	402 | Answer After DVV Verification : | 2019-20	2018-19	2017-18	2016-17	2015-16
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245	247	254	238	268	 Remark : Values taken as per pro-rata basis as per HEI input as data not amended for segregation for metric 1.1.3
1.2.1	**Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.** 1.2.1.1. **How many new courses were introduced within the last five years.** Answer before DVV Verification : 617 Answer after DVV Verification: 1 1.2.1.2. **Number of courses offered by the institution across all programmes during the last five years.** Answer before DVV Verification : 786 Answer after DVV Verification: 786 Remark : HEI to attach the list of new courses introduced as well as the minutes of meeting of Board of Studies / Academic council mentioning the same for metric 1.2.1
1.2.2	**Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).** 1.2.2.1. **Number of Programmes in which CBCS / Elective course system implemented.** Answer before DVV Verification : 18 Answer after DVV Verification: 17 Remark : Considering the PhD programs as one in extended profile
3.4.6	**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
99	153	102	87	82

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

3.5.2	**Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).**

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
192.88	66.52	0.87	24.67	11.71

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
192.88	66.52	0.87	24.67	11.71

5.3.3	**Average number of sports and cultural events / competitions organised by the institution per year**

5.3.3.1. **Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
201	159	111	74	3

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
149	118	63	42	3

Remark : Values as per data provided excluding industrial visits , workshops , rectuitment drives , celebrations - teachers day ,etc for metric 5.3.3

6.3.2	**Average percentage of teachers provided with financial support to attend conferences /**

workshops and towards membership fee of professional bodies during the last five years.

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:

2019-20	2018-19	2017-18	2016-17	2015-16
25	43	34	65	70

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
26	43	35	52	63

7.1.6	**Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:**
	1. **Green audit**
	2. **Energy audit**
	3. **Environment audit**
	4. **Clean and green campus recognitions / awards**
	5. **Beyond the campus environmental promotion activities**
	Answer before DVV Verification : A. Any 4 or all of the above
	Answer After DVV Verification: A. Any 4 or all of the above

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of programs offered year-wise for last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
19	17	15	15	15

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
17	15	13	13	13