



YEARLY STATUS REPORT - 2020-2021

Part A

Data of the Institution

1.Name of the Institution

Ahmedabad University

- Name of the Head of the institution **Dr. Pankaj Chandra**
- Designation **Vice Chancellor**
- Does the institution function from its own campus? **Yes**
- Phone no./Alternate phone no. **07961911200**
- Mobile no **9900366861**
- Registered e-mail **quality@ahduni.edu.in**
- Alternate e-mail address **ashwin.kumar@ahduni.edu.in**
- City/Town **Ahmedabad**
- State/UT **Gujarat**
- Pin Code **380009**

2.Institutional status

- University **Private**
- Type of Institution **Co-education**
- Location **Urban**
- Name of the IQAC Co-ordinator/Director **Dr. Ashwin Kumar**

- Phone no./Alternate phone no **07961911000**
- Mobile **9900366861**
- IQAC e-mail address **quality@ahduni.edu.in**
- Alternate Email address **ashwin.kumar@ahduni.edu.in**

**3. Website address (Web link of the AQAR
(Previous Academic Year)**

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

- if yes, whether it is uploaded in the Institutional website Web link: <https://ahduni.edu.in/academics/schools-centres/office-of-the-dean-of-students/academic-calendar/>

5. Accreditation Details

| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
|----------------|----------|-------------|-----------------------|-------------------|-------------------|
| Cycle 1 | A | 3.12 | 2022 | 11/10/2022 | 10/10/2027 |

6. Date of Establishment of IQAC **01/01/2015**

7. Provide the list of Special Status conferred by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

| Institution/ Department/Faculty | Scheme | Funding agency | Year of award with duration | Amount |
|---------------------------------|--|--------------------------|-----------------------------|--------------|
| Ahmedabad University | 2f | UGC | 2018 | Nil |
| Ahmedabad University | 12B | UGC | 2021 | Nil |
| Ahmedabad University | SIRO | DSIR, Govt. of India | 2019 | Nil |
| Ahmedabad University | Centre of Excellence | Govt. of Gujarat | 2021 | Nil |
| Ahmedabad University | Biotechnology Industry Research Assistance Council | DBT, Government of India | 2016 | Rs. 52800000 |
| Ahmedabad University | Foreign Contribution Regulation Act | Govt. of India | 2017 | Nil |
| Ahmedabad University | Social Economic Research Fund | J-PAL (MIT) | 2021 | USD 74478 |

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

- Upload latest notification of formation of IQAC [View File](#)

9.No. of IQAC meetings held during the year **3**

- The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website. (Please upload, minutes of meetings and action taken report) **Yes**

- (Please upload, minutes of meetings and action taken report) [View File](#)

10. Whether IQAC received funding from any of the funding agency to support its activities during the year? No

- If yes, mention the amount

11. Significant contributions made by IQAC during the current year (maximum five bullets)

An internal Faculty Development Programme protocol has been finalized by IQAC and is pending Academic Council approval. Once implemented, it will become a truly innovative in-house, peer-driven, faculty development programme of the University (- https://ahduni.edu.in/naac/Criteria6/6.5.1/Faculty_Development_Tool.pdf).

IQAC conducted the Annual Review of the University, which was a 360-degree in-depth review of all Schools, Centres, Functions, and Activities of the University. The two-day long Review was Chaired by the Vice Chancellor and was attended by all the Deans and Associate Deans of Schools, Directors of Centres, and Heads of Functions and Activities and many senior functionaries of the administrative and support staff of the University. IQAC also submitted a comprehensive report to the Vice Chancellor for future action and will be monitoring implementation on a real-time basis. (https://ahduni.edu.in/naac/Criteria6/6.5.2/IQAC_Audit_Report_2020.pdf)

IQAC, in collaboration with the Centre for Learning Futures, conducted the New Faculty Orientation Week. This had sessions on various aspects of on boarding new faculty into the University including sessions on course design, research support systems and outcomes-based learning.

IQAC in collaboration with the Office of the Dean of Students, Alumni Office, the Career Development Centre, and International Office has put together a comprehensive student progression and advancement tracking mechanism. This mechanism is currently being automated and once completed will become the comprehensive student progression database for the University

12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

| Plan of Action | Achievements/Outcomes |
|--|---|
| <p>1. A 360-degree feedback management system which will integrate feedback on curricular and other aspects from all stakeholders viz., students, faculty, staff, alumni, parents and employers.</p> | <p>1. The wireframes for the feedback management system have been prepared and submitted for internal circulation and review among the Alumni Office, The Career Development Centre, the Dean of the Undergraduate College, and the Office of the Dean of Students. The system should be up and running by the end of 2022.</p> |
| <p>2. A multi-pronged Assurance of Learning Module which will track outcomes-based learning and assessment modules and corresponding student attainments. This system will be responsive to multiple requirements such as those originating from international accreditation agencies such as AACSB, and ABET, national accreditors and assessors such as NAAC and NBA, and also other professional bodies. This will be a real-time and dynamic system which will automatically track attainments as the marks of students from several courses start pouring in into the system.</p> | <p>2. The Assurance of Learning Module has been beta tested and is ready for implementation. Once the Academic Council of the University approves the final cut of the programme, it will be rolled out as the default and mandatory method of automated course design and delivery system for across Ahmedabad University.</p> |
| <p>3. An automated Meeting and Minutes Module, which provided a through-a-through solution for calling for meetings, finalizing agendas, recording discussion points, preparing, reviewing and ratifying minutes and locking the records away for posterity in a tamper-proof system. This allows for greater procedural transparency in the system and effective institutional memory,</p> | <p>3. The Meeting and Minutes Module is ready for implementation from the current academic year. All meetings of statutory, non-statutory, standing, and ad-hoc committees will be recorded through this app henceforth.</p> |

| | |
|--|--|
| ensuring continuity in policy and action. | |
| 4. A separate dashboard for university-wide tracking of quality indicators and collecting relevant data. | 4. The terms of reference for the Dashboard project have been finalized. The contract for the development of the MIS is being finalized with an alumni of the University. The project will be ready for deployment by December 2022. |

13. Whether the AQAR was placed before statutory body? Yes

- Name of the statutory body

| Name | Date of meeting(s) |
|------------------|--------------------|
| Academic Council | 02/09/2022 |

14. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning? Yes

15. Whether institutional data submitted to AISHE

Part A**Data of the Institution**

| | |
|--|----------------------------|
| 1.Name of the Institution | Ahmedabad University |
| • Name of the Head of the institution | Dr. Pankaj Chandra |
| • Designation | Vice Chancellor |
| • Does the institution function from its own campus? | Yes |
| • Phone no./Alternate phone no. | 07961911200 |
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| • Registered e-mail | quality@ahduni.edu.in |
| • Alternate e-mail address | ashwin.kumar@ahduni.edu.in |
| • City/Town | Ahmedabad |
| • State/UT | Gujarat |
| • Pin Code | 380009 |
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| • Type of Institution | Co-education |
| • Location | Urban |
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| | | | | | |

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| <p>An internal Faculty Development Programme protocol has been finalized by IQAC and is pending Academic Council approval. Once implemented, it will become a truly innovative in-house, peer-driven, faculty development programme of the University (- https://ahduni.edu.in/naac/Criteria6/6.5.1/Faculty_Development_Tool.pdf).</p> | |
| <p>IQAC conducted the Annual Review of the University, which was a 360-degree in-depth review of all Schools, Centres, Functions, and Activities of the University. The two-day long Review was Chaired by the Vice Chancellor and was attended by all the Deans and Associate Deans of Schools, Directors of Centres, and Heads of Functions and Activities and many senior functionaries of the administrative and support staff of the University. IQAC also submitted a comprehensive report to the Vice Chancellor for future action and will be monitoring implementation on a real-time basis. (https://ahduni.edu.in/naac/Criteria6/6.5.2/IQAC_Audit_Report_2020.pdf)</p> | |
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| <p>IQAC in collaboration with the Office of the Dean of Students, Alumni Office, the Career Development Centre, and International Office has put together a comprehensive student progression and advancement tracking mechanism. This mechanism is currently being automated and once completed will become the comprehensive student progression database for the University</p> | |
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| Plan of Action | Achievements/Outcomes |
|--|---|
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| institutional memory, ensuring continuity in policy and action. | |
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| <ul style="list-style-type: none"> Name of the statutory body | |
| Name | Date of meeting(s) |
| Academic Council | 02/09/2022 |
| 14. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning? | Yes |
| 15. Whether institutional data submitted to AISHE | |
| Year | Date of Submission |
| 2020-2021 | 31/03/2022 |
| 16. Multidisciplinary / interdisciplinary | |
| <ul style="list-style-type: none"> The University increased its minors offerings to 26, which now include the following: Accounting, Business Analytics, Chemical Engineering, Computer Science, Computer Science Engineering, Design, Economics, Entrepreneurship, Environment and Sustainability, Finance, General Engineering, General Management, Heritage Studies, History, Human Resource and Organisations, Life Sciences, Marketing, Mathematics, Mechanical Engineering, Operations Management, Operation Research and Statistics, Philosophy, Physics, Psychology, Social and Political Science, Supply Chain Management. https://ahduni.edu.in/minors/ The number of students taking these minors and count of | |

students taking minors from other than their own disciplines is also annexed in this

URL:

<https://ahduni.edu.in/naac/AQAR2020-21/MinorRegistrations.pdf>

- The University conducted the international conclave on interdisciplinary education, the Ahmedabad Learning Dialogues, on 14-15 May, 2021 (<https://ahduni.edu.in/all-events/ahmedabad-learning-dialogues-a-conference-on-teaching-and-learning/>). 400 people participated in the online conclave from various countries. The Ahmedabad Learning Dialogue is fast emerging as a go-to place for conversations regarding emerging trends and experiments in higher education globally.
- The University follows a cafeteria system of credits. Students choose from multiple courses across many disciplines and work towards acquiring credits in a way that they can graduate from a programme of their choice.

17.Academic bank of credits (ABC):

- Ahmedabad University has implemented the Digital Locker facility of the Ministry of Education, Government of India. About 832 degree certificates are uploaded there for easy access by students and other relevant stakeholders. <https://ahduni.edu.in/naac/AQAR2020-21/Criteria2/2.6.3/DigitalLocker.pdf>
- Ahmedabad University has approved an internal policy of credit transfer from recognised MOOCs such as Coursera and SWAYAM-NPTEL, subject to the case-by-case approval of the academic council. Additionally, lateral entry students get to carry their credits from their previous institution, upon establishment of equivalence by relevant authorities at the University.
- The Academic Council is considering a policy draft on operationalizing the Academic Bank of Credit mechanism at the University keeping in mind the institutional variations and high standards of academic integrity expected from students at Ahmedabad University. <https://ahduni.edu.in/ug-programme-related-links/experiences-and-learning-design/>

18.Skill development:

- The University has a compulsory internship component for all technical and professional courses. In 2020-21,

1409 students underwent internships. <https://ahduni.edu.in/academics/schools-centres/school-of-engineering-and-applied-science/students-engineering/placements/>

- The University offers courses such as Machine Learning, Cloud Computing, Family Business Management and policies, Economics of Human Resources, Financial Accounting, etc. which are specifically skill-based. <https://ahduni.edu.in/ug-programme-related-links/course-catalogue-2021-22/>
- The Career Development Centre of the University administers a skill profiling aptitude test service where students can, upon taking a pre-defined test, gain insights into their specific skill sets, strengths, and weaknesses. This helps them find courses, programmes, and micro-credentialing opportunities which will best suit their requirements. (<https://ahduni.edu.in/academics/schools-centres/office-of-the-dean-of-students/student-services/career-development-centre/>)
- The Route Camp of the Management School is a compulsory component of the MBA programme where students are apprenticed with a company to work on an open and real-life challenge faced by the company. The students design solutions with the help of their project mentors and implement in the actual work context of the company and evaluate its effectiveness in mitigating the identified challenge. 70 students completed the Route Camp in 2020-21 from the following companies: Accumax Lab Devices Private Ltd., Nila Infrastructures Ltd., Oases Technovations LLP, Niva Nutrifoods LLP, IBCC (India) Industries Pvt. Ltd., Inner Engineering Products & Systems Pvt. Ltd., Sewa Gram Mahila Haat, Mobileaty, Novotel Ahmedabad Unit of Atithya Inn Pvt. Ltd., Simulations Public Affairs Management Services Pvt Ltd., Tracom Stock Brokers Pvt. Ltd., Venus Engineering Works, We Positive Parenting. (<https://ahduni.edu.in/academics/programmes/graduate-programmes/master-of-business-administration/>)

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

- The University has faculty dedicatedly working in Indian knowledge systems, such as Purva Mimamsa and comparing the logical inferential systems of Purva Mimamsa with modern first order logic. Research into the Dharmashastra

traditions, especially around women's property right are a focus.

(<https://ahduni.edu.in/academics/schools-centres/school-of-arts-and-sciences/faculty/manomohini-dutta/> , <https://ahduni.edu.in/academics/schools-centres/school-of-arts-and-sciences/faculty/shishir-saxena/>)

- Courses in Sanskrit and Persian have been offered. The BA triple major in Philosophy History Languages focusses equally on Indian philosophy as it does on modern western philosophy. <https://ahduni.edu.in/ug-programme-related-links/languages/>
- Additionally, other traditional language courses are offered to aid the students to learn and appreciate Indian culture: Learning Sanskrit Through Sanskrit Literature, Reading Sanskrit Scholastic Texts, Urdu Prose and Poetry, Conversational French, Conversational Spanish, Conversational Japanese, and Conversational Mandarin. <https://ahduni.edu.in/ug-programme-related-links/languages/>
- Centre for Heritage Management has integrated the study of indigenous technologies and traditional built heritage in India into its curriculum. Students regularly examine Indian knowledge cultures embedded in several practices that they study. <https://ahduni.edu.in/academics/schools-centres/centre-for-heritage-management/>
- The University has floated a Post Graduate Diploma in Literary Translation, with massive financial aid from the JCB Literature foundation. This programme focuses on Indian languages and translations from these languages into English and between themselves. Applicants to this programme include budding translators from Hindi, Tamil, Telugu, Kannada, Bengali, Malayalam, Marathi, Gujarati, Marwadi, and Tulu. <https://ahduni.edu.in/academics/programmes/continuing-executive-education/long-duration-certificate-diploma-programmes/literary-translation/>

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

- The University is developing an automated system for tracking the implementation and effectiveness of Outcomes Based Education, called Assurance of Learning. This system is a comprehensive one and is in sync with the philosophy of national accreditors and quality assessors such as NAAC, NBA, and AICTE, as also international agencies such as ABET

and AACSB and EQUIS.

(
https://ahduni.edu.in/naac/Criteria2/2.6.2/Assurance_learning.pdf,
<https://ahduni.edu.in/naac/Criteria2/2.6.2/MappingEvaluationComponent.pdf>,
<https://ahduni.edu.in/naac/AQAR2020-21/Criterial/1.1.1/5.MappingEvaluationComponentsandLOs.pdf>)

- The Learning Coalition is a peer-driven faculty development model developed and owned by Ahmedabad University. The Learning Coalition annually conducts workshops on outcomes-based education to all faculty and provides a community of mentors for young teachers to work with in designing their courses to ensure alignment between Objectives, Outcomes, and Assessment. (<https://ahduni.edu.in/academics/schools-centres/centre-for-learning-futures/learning-initiatives/learning-coalition/>)
- The New Faculty Induction Week has a dedicated section on Outcomes Based Learning where new faculty are oriented to the Outcomes Based Learning Culture at the University.
- The Foundation Programme has evolved an elaborate Outcomes Tracking Mechanism available for view here (<https://ahduni.edu.in/ug-programme-related-links/foundation-programme/>)
- The University has developed a website with the collation of Outcomes-Based Learning resources for the internal use of the faculty. (<https://sites.google.com/ahduni.edu.in/teaching-resources/home>)

21.Distance education/online education:

- The University appointed senior academic, translator, and cultural theorist Professor Tejaswini Niranjana, as Dean of Online Programmes in 2021. She has experience with online education design and delivery from her long stint as Chair Professor and Head, Department of Cultural Studies, Lingnan University, Hong Kong.
- The following micro-credentialling certificates have been offered by the University as part of its online education bouquet:
(<https://ahduni.edu.in/academics/programmes/continuing-executive-education/long-duration-certificate-diploma-programmes/>)
- The PG Diploma in Literary Translation offered by the Centre for Learning Futures is a blended programme,

including many online components.

(<https://ahduni.edu.in/academics/programmes/continuing-executive-education/long-duration-certificate-diploma-programmes/literary-translation/>)

- The Global Executive MBA in Pharma Management, offered in collaboration with the University of California, San Diego, is a blended programme with a significant online component. This is a flagship of the University attracting corporate leaders and mid-career professionals to the University in search of avenues for skill upgradation.

(<https://ahduni.edu.in/academics/programmes/continuing-executive-education/the-global-executive-mba-in-pharmaceutical-management/>)

Extended Profile

| 1.Programme | |
|--|------|
| 1.1 Number of programmes offered during the year: | 17 |
| 1.2 Number of departments offering academic programmes | 3 |
| 2.Student | |
| 2.1 Number of students during the year | 3246 |
| 2.2 Number of outgoing / final year students during the year: | 833 |
| 2.3 Number of students appeared in the University examination during the year | 3106 |
| 2.4 Number of revaluation applications during the year | 2 |
| 3.Academic | |
| 3.1 Number of courses in all Programmes during the year | 435 |

| | |
|---|-------|
| 3.2 | 138 |
| Number of full time teachers during the year | |
| 3.3 | 138 |
| Number of sanctioned posts during the year | |
| 4.Institution | |
| 4.1 | 36869 |
| Number of eligible applications received for admissions to all the Programmes during the year | |
| 4.2 | 113 |
| Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year | |
| 4.3 | 94 |
| Total number of classrooms and seminar halls | |
| 4.4 | 801 |
| Total number of computers in the campus for academic purpose | |
| 4.5 | 6293 |
| Total expenditure excluding salary during the year (INR in lakhs) | |

Part B

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 University

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).

c) Ahmedabad University has active collaborations with nationally significant civil-society institutions, which provide us with inputs, both formal and informal, about emerging trends and innovation among other fields.

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.

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.

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.

h) University conducts regular workshops on writing Learning Outcomes, called Learning Coalitions.

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

7

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

1.1.3 - Total number of courses having focus on employability/ entrepreneurship/ skill development offered by the University during the year

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

392

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
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1.2 - Academic Flexibility

1.2.1 - Number of new courses introduced of the total number of courses across all programs offered during the year

89

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
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1.2.2 - Number of Programmes in which Choice Based Credit System (CBCS)/elective course system has been implemented during the year

16

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
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1.3 - Curriculum Enrichment

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

Ahmedabad University's core commitment is to an education rooted in interdisciplinarity, relevance to local and global contexts and experiential learning.

a) All programmes in the University, that is, management, engineering, and liberal arts and sciences have a compulsory course in ethics and professional ethics.

b) Gender equity is a core concern of the University's curriculum design.

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 and offers courses in issues pertaining to environment and sustainability.

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.

g) The Biology and Life Sciences programme has a crucial focus on ecology.

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

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|-------------------------------------|---------------------------|
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1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

61

| File Description | Documents |
|-------------------------------------|---------------------------|
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1.3.3 - Total number of students enrolled in the courses under 1.3.2 above

1.3.3.1 - Number of students enrolled in value-added courses imparting transferable and life skills offered during the year

4774

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

1.3.4 - Number of students undertaking field projects / research projects / internships during the year

1970

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
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1.4 - Feedback System

1.4.1 - Structured feedback for design and review of syllabus – semester wise / is received from Students Teachers Employers Alumni

- Any 3 of the above

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

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

- Feedback collected, analysed and action taken and feedback available on website

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Demand Ratio

2.1.1.1 - Number of seats available during the year

1298

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

2.1.2 - Total number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the year (Excluding Supernumerary Seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

90

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

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

The Admission procedure at Ahmedabad University is based on four-quadrant holistic assessment criteria which include 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 ability to be serious learners in the candidates and ii) the General Skills Assessment, a multiple-choice based test in English comprehension, basic math and basic computer skills. With the help of these two tests, the University 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 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 University also administers the Undergraduate Learning Competency Survey, which is a longitudinal survey of student attainments based on pre-decided learning parameters.

Exceptional and advanced learners can devise a special curriculum in consultation with a faculty mentor and create a self-study plan for credits. 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 | Documents |
|-------------------------------------|---|
| Upload relevant supporting document | View File |
| Link For Additional Information | https://ahduni.edu.in/academics/schools-centres/centre-for-learning-futures/ |

2.2.2 - Student - Full time teacher ratio during the year

| Number of Students | Number of Teachers |
|--------------------|--------------------|
| 3252 | 138 |

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

2.3 - Teaching- Learning Process

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

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 institutions across the world, notably the Olin College of Engineering, US. 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.

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.

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.

The University conducts a Semester-End Course Expo where students display the products and projects they have developed as part of their courses.

The Independent Study Programme is a winter school with credits attached where the pedagogy is steeped in experiential learning.

The syllabus and course outline format at the University that Faculty submit their courses for approval is designed with a special focus on experiential and participative learning.

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

2.3.2 - Teachers use ICT enabled tools including online resources for effective teaching and learning processes during the year

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 Param Shavak system allows us to do large-scale computational studies in diverse fields like neuroscience, atmospheric sciences and climate change, transportation planning and scheduling, and econometrics in addition to the application of AI/ML across disciplines.

* <https://ahduni.edu.in/news/param-shavak-high-performance-computing-system-bygujarat-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-appliedscience/news/ahmedabad-university-signs-an-mou-with-isrosspace-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.

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

- Faculty routinely use resources such as Piazza, Google Classroom, Trello, Tribe, Google Sites, and Google Forms.

- Our library subscribes to the Harvard Business Review Case Studies Unit.

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

2.3.3 - Ratio of students to mentor for academic and other related issues during the year

2.3.3.1 - Number of mentors

138

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

2.4 - Teacher Profile and Quality

2.4.1 - Total Number of full time teachers against sanctioned posts during the year

138

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

2.4.2 - Total Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit. during the year

125

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
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2.4.3 - Total teaching experience of full time teachers in the same institution during the year

2.4.3.1 - Total experience of full-time teachers

889

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

2.4.4 - Total number of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the year

19

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

2.5 - Evaluation Process and Reforms

2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

15

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 year

15

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

2.5.2 - Total number of student complaints/grievances about evaluation against total number appeared in the examinations during the year

2

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

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

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.

Examination Procedures:

1. 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.
2. 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. 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.

Processes Integrating IT:

1. The scheduling of mid-term and end-term examinations is done with the help of AURIS, our in-house ERP system.
2. 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. Courseinstructors submit the final grades received by their respective students in a specially prepared spreadsheet or through the ERP.
4. Respecting student privacy in result declaration: No results are announced publicly on the noticeboards of the University.

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

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

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

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

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

- 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 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 the 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.

- Ahmedabad University pioneered a new annual conference series in 2021 titled the Ahmedabad LearningDialogues. This was an international confluence of the best minds in higher education instructional design across the globe.

- The University has developed a Problem Based Learning (PBL) workbook which helps faculty assess their courses against a checklist of outcomes at various levels.

- All course outlines at the University have to align their objectives, learning outcomes, and assessment components to the programme and school-level outcomes, failing which the intranet system will not accept the course as ready for approval.

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

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

- 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 organises 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 the learning outcomes of programmes and courses are evaluated individually for courses.
- 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 Assurance of Learning module of the University, which is built 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.

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

2.6.3 - Number of students passed during the year

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

833

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a web link)

https://ahduni.edu.in/naac/AOAR2020-21/Criteria2/2.7.1/Student_Satisfaction_Survey2020-21.pdf

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

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

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
- Teaching Material Development/Innovation Grant
- Conference Travel Support

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. 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 ITCLimited; Imperial College, Intergovernmental Panel on Climate Change (IPCC), Geneva; University of Applied Sciences in Nysa; and Spencer Foundation, United States of America.

| File Description | Documents |
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| Upload relevant supporting document | View File |

3.1.2 - The institution provides seed money to its teachers for research (amount INR in Lakhs)

85.29

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

3.1.3 - Number of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the year

2

| File Description | Documents |
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| Upload the data template | View File |
| Upload relevant supporting document | View File |

3.1.4 - Number of JRFs, SRFs, Post-Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the year

26

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

3.1.5 - Institution has the following facilities to support research

Central Instrumentation Centre Animal House/Green House Museum Media laboratory/Studios Business Lab Research/Statistical Databases Moot court Theatre Art Gallery

A. Any 4 or more of the above

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

3.1.6 - Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies during the year

3

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

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 year (INR in Lakhs)

128.76

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

3.2.2 - Grants for research projects sponsored by the government agencies during the year (INR in Lakhs)

241.85

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

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

1

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

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

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

VentureStudio Start-up Fellowship Programme: All students can use VentureStudio as an Entrepreneurial Lab to help propel their innovative thoughts into commercial reality. 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.

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

86

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

86

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

3.3.3 - Number of awards / recognitions received for research/innovations by the institution/teachers/research scholars/students during the year

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

20

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

3.4 - Research Publications and Awards

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

3.4.1.1 - The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following **A. All of the above**

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

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

3.4.2 - The institution provides incentives to teachers who receive state, national and international recognitions/awards **A. All of the above**
 Commendation and monetary incentive at a University function Commendation and

medal at a University function Certificate of honor Announcement in the Newsletter / website

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

3.4.3 - Number of Patents published/awarded during the year

3.4.3.1 - Total number of Patents published/awarded year wise during the year

1

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

3.4.4 - Number of Ph.D's awarded per teacher during the year

3.4.4.1 - How many Ph.D's are awarded during the year

3

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

3.4.5 - Number of research papers per teacher in the Journals notified on UGC website during the year

1

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

3.4.6 - Number of books and chapters in edited volumes published per teacher during the year

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

35

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

3.4.7 - E-content is developed by teachers For e-PG-Pathshala For CEC (Under Graduate) For SWAYAM For other MOOCs platform For NPTEL/NMEICT/any other Government Initiatives For Institutional LMS

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

3.4.8 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

| Scopus | Web of Science |
|--------|----------------|
| - | - |

| File Description | Documents |
|---|------------------|
| Any additional information | No File Uploaded |
| Bibliometrics of the publications during the year | No File Uploaded |

3.4.9 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

| Scopus | Web of Science |
|--------|----------------|
| - | - |

| File Description | Documents |
|--|------------------|
| Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution | No File Uploaded |
| Any additional information | No File Uploaded |

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

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.

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.
- 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 than equal to Rs 10 lakhs in any year.

| File Description | Documents |
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| Upload relevant supporting document | View File |

3.5.2 - Revenue generated from consultancy and corporate training during the year (INR in Lakhs)

3.5.2.1 - Total amount generated from consultancy and corporate training during the year (INR in lakhs)

166.72

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

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 year

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.

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 | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

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 year

3.6.2.1 - Total number of awards and recognition received for extension activities from Government / Government recognised bodies during the year

22

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

3.6.3 - Number of extension and outreach programs conducted by the institution including those through NSS/NCC/Red cross/YRC during the year(including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

6

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

3.6.4 - Total number of students participating in extension activities listed at 3.6.3 above during the year

255

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

3.7 - Collaboration

3.7.1 - Number of collaborative activities with other institutions/ research

establishment/industry for research and academic development of faculty and students during the year

3.7.1.1 - Total number of Collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year

126

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

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 year

50

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

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.

Ahmedabad University is spread across a 158+ acre campus at the center 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.

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 arrangements 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 well-equipped design and fabrication maker Labs, with extensive facilities in mechanical and embedded systems. They enable the 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 University 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 meeting rooms, activity rooms, and seminar rooms to spaces for leisure activities like food and sports.

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

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

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

The University Centre (UC) 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 meeting rooms, activity rooms, and 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
- Intramural 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.

| File Description | Documents |
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| Upload relevant supporting document | View File |

4.1.3 - Availability of general campus facilities and overall ambience

The University library is a digitally advanced system with diverse databases, online resources, and print collection. (<https://ahduni.edu.in/academics/libraries/>)

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 (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. (<https://ahduni.edu.in/academics/schools-centres/office-of-the-dean-of-students/student-services/universitybookstore/>)

VentureStudio is a startup incubator established by Ahmedabad University in 2011 inactive collaboration with Stanford University (<https://ahduni.edu.in/academics/schools-centres/venturestudio/>)

SSETU (Student Support, Engagement & Tutelage) is the Wellness Centre of the University. (<https://ahduni.edu.in/academics/schools-centres/office-of-the-dean-of-students/ssteu-highlights/>)

The Office of International Affairs (OIA) is a strategic link between the University and external stakeholders internationally across a variety of activities. (<https://ahduni.edu.in/academics/schools-centres/office-of-the-dean-of-students/student-services/office-ofinternational-affairs/>)

Career Development Centre helps University students in building placement opportunities and university-industry interface (<https://ahduni.edu.in/academics/schools-centres/office-of-the-dean-of-students/student-services/careerdevelopment-centre/>)

Cafes on Campus. (<https://ahduni.edu.in/academics/schools-centres/office-of-the-dean-of-students/student-life-1/cafes-on-campus/>)

Clubs and Associations: to facilitate participation in an array of co-curricular activities, academic associations, and social & cultural events (<https://ahduni.edu.in/academics/schools-centres/office-of-the-dean-of-students/student-life-1/clubsassociations/>)

Campus Housing (<https://ahduni.edu.in/academics/schools-centres/office-of-the-dean-of-students/student-services/housingand-dining/>)

Student and Faculty Lounge

Individual Faculty Cabins

Reprography

| File Description | Documents |
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4.1.4 - Total expenditure excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4046

| File Description | Documents |
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| Upload the data template | View File |
| Upload relevant supporting document | View File |

4.2 - Library as a Learning Resource

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

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.

The library has an RFID system. It enhances the security of items and facilitates the 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 to the library.

The library is providing plagiarism check services to all its users through the renowned software Turnitin. The Library is also a member of the INFLIBNET consortium e-shodhsindhu. Through this consortium, the library has access to similarity check software URKUND.

The Library also has subscribed to the SCOPUS database which helps researchers to identify the top journals in their field. The Library subscribes to at least 17 online databases including 122216 e-books, 4154 e-journals.

The Library has institutional membership and Inter library loan facilities with Vikram Sarabhai library Ahmedabad (IIMA) , IIT-Gandhinagar Library, CEPT University Library and DELNET.

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

4.2.2 - Institution has subscription for e-Library resources Library has regular subscription for the following: e – journals e-books e-ShodhSindhu Shodhganga Databases

A. Any 4 or all of the above

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

4.2.3 - Annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the year (INR in Lakhs)

134.36

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
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4.2.4 - Number of usage of library by teachers and students per day (foot falls and login data for online access)

164300

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

4.3 - IT Infrastructure

4.3.1 - Number of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities during the year

94

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

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

The salient features of the policy cover 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.

Our nineteen physical and virtual servers and 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.

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

University has over 1200 systems consisting of desktops, laptops and thin clients from reputed OEMs. There are dedicated computer labs for students.

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, Active Perl are also in use.

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

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

4.3.3 - Student - Computer ratio during the year

| | |
|--------------------|---|
| Number of students | Number of Computers available to students for academic purposes |
| 3246 | 801 |

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

- 1 GBPS

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

4.3.5 - Institution has the following Facilities A. All of the above for e-content development Media centre Audio visual centre Lecture Capturing System(LCS) Mixing equipment's and softwares for editing

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |
| Upload the data template | View File |

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Total expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the year

725

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

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

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:

- Repair/ Maintenance and minor Addition/ Alteration of buildings and installations

- 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.
- Maintenance of lawns, hedges, potted and seasonal plants
- Improvement in security and safety security

| File Description | Documents |
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| Upload relevant supporting document | View File |

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Total number of students benefited by scholarships and free ships provided by the institution, Government and non-government agencies (NGOs) during the year (other than the students receiving scholarships under the government schemes for reserved categories)

642

| File Description | Documents |
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5.1.2 - Total number of students benefited by career counselling and guidance for competitive examinations offered by the Institution during the year

625

| File Description | Documents |
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| Upload the data template | View File |
| Upload relevant supporting document | View File |

5.1.3 - Following Capacity development and skills enhancement initiatives are taken by the institution Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) Awareness of trends in technology

A. All of the above

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
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5.1.4 - The Institution adopts the following for redressal of student grievances including sexual harassment and ragging cases
Implementation of guidelines of statutory/regulatory bodies
Organisation wide awareness and undertakings on policies with zero tolerance
Mechanisms for submission of online/offline students' grievances
Timely redressal of the grievances through appropriate committees

- All of the above

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

5.2 - Student Progression

5.2.1 - Number of students qualifying in state/ national/ international level examinations during the year (eg:NET/SLET/GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations)

5.2.1.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

243

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
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5.2.2 - Total number of placement of outgoing students during the year

297

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
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5.2.3 - Number of recently graduated students who have progressed to higher education (previous graduating batch) during the year

383

| File Description | Documents |
|-------------------------------------|---------------------------|
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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 year

14

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
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5.3.2 - Presence of Student Council and its activities for institutional development and student welfare

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.

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 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. 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.

| File Description | Documents |
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5.3.3 - Number of sports and cultural events / competitions organised by the institution during the year

269

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

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 during the year

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

username: demouser721@gmail.com

password: demouser@123

- Certain alumni who are well connected with their peers at the University are identified and are appointed as Batch representatives of their respective batch.
- Services of searching for 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.
- 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.

| File Description | Documents |
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5.4.2 - Alumni contribution during the year (INR in Lakhs) D. 1 Lakhs - 3Lakhs

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

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

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

<https://ahduni.edu.in/our-purpose/>

| File Description | Documents |
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| Upload relevant supporting document | View File |

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

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.

| File Description | Documents |
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6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

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 the 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.

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.

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.

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

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 the comparison of the actual budget and the causes of variances.

Information System for Decision Making

University has been using an Enterprise Reporting System to maintain all accounts, receipts 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, SpineAssets, and our own in-house ERP, AURIS for monitoring project grants and employee benefits.

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 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.

| File Description | Documents |
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6.2.3 - Institution Implements e-governance in its areas of operations

6.2.3.1 - e-governance is implemented covering following areas of operation

A. All of the above

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

| File Description | Documents |
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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

Ahmedabad University follows a well-defined performance management system for its teaching and non-teaching staff. The teaching staff presents 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.

| File Description | Documents |
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6.3.2 - Total number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

22

| File Description | Documents |
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| Upload the data template | View File |
| Upload relevant supporting document | View File |

6.3.3 - Number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the year

9

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

6.3.4 - Total number of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes Refresher Course, Short Term Course)

126

| File Description | Documents |
|-------------------------------------|---------------------------|
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6.4 - Financial Management and Resource Mobilization

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

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 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-ThousandCrores 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 OneCrore 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 Government of Gujarat), Research and Development Grants, Resource mobilisation from Alumni.

| File Description | Documents |
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6.4.2 - Funds / Grants received from government bodies during the year for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs)

0

| File Description | Documents |
|-------------------------------------|---------------------------|
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6.4.3 - Funds / Grants received from non-government bodies, individuals, philanthropists during the year for development and maintenance of infrastructure (not covered under Criteria III and V)(INR in Lakhs)

3500

| File Description | Documents |
|-------------------------------------|---------------------------|
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6.4.4 - Institution conducts internal and external financial audits regularly

Ahmedabad University conducts regular audits of its finances. 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.

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 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 in the country that 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 the financial and strategic decisions of the University.

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 | Documents |
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| Upload relevant supporting document | View File |

6.5 - Internal Quality Assurance System

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

Reported below are two significant initiatives of the IQAC, to ensure that incremental, continuous and goal directed changes are brought about in the teaching, learning, 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 Centro for Learning Futures (CLeF).
- CLeF began a series of consultations and workshops in 2016 to institute the practice of CurricularAlignment: a practice to bring together course objectives-learning outcomes and evaluation parameters in alignment with each other.
- 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.

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.

Centre for Learning Futures also has established a Writers' Studio to help the University community with their written output.

Learning Coalition is another initiative of the Centre for Learning Futures to promote a culture of collaborative curricular design.

<https://ahduni.edu.in/academics/schools-centres/centre-for-learning-futures/learning-initiatives/learning-coalition/>

| File Description | Documents |
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| Upload relevant supporting document | View File |

6.5.2 - Institution has adopted the following for Quality assurance Academic Administrative Audit (AAA) and follow up action taken Confernces, Seminars, Workshops on quality conducted Collaborative quality initiatives with other institution(s) Orientation programme on quality issues for teachers and studens Participation in NIRF Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

A. Any 5 or all of the above

| File Description | Documents |
|-------------------------------------|---------------------------|
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6.5.3 - Incremental improvements made for the preceding during the year with regard to quality (in case of first cycle) Post accreditation quality initiatives(second and subsequent cycles)

- Revision of courses and programmes for improvements

- Introduction of new online and diploma programmes
- Plan for QS World University Rankings and The Times Higher Education Impact Rankings
- Implement Assurance of learning module for all courses of the University.
- Organized Ahmedabad Learning Dialogue: A conference on teaching and learning
- Workshop on course design for new faculty members.

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

Ahmedabad University takes gender equity as a very critical objective and has taken several steps towards this. 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 harassment are as follows:

1. Gender Sensitisation is taken up from the time of Orientation of new entrants to the University.
2. Women's Development Cell (WDC) is constituted each academic year
3. Internal Complaints Committee (ICC)
4. Extra-curricular Activities to encourage thought processes that are in congruence with the larger goal of creating gender parity in the minds and in reality.
5. Gender studies are offered to all students through Elective courses.
6. Exclusive common rooms for girls are provided at all campus locations.

7. Female security guards and sensitisation of male security guards is another provision for the safety and security of girl students.

8. Counseling of students is done by faculty and a professional counselor in an environment of trust and confidentiality.

9. 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.

| File Description | Documents |
|--|---|
| Upload relevant supporting document | View File |
| Annual gender sensitization action plan(s) | https://ahduni.edu.in/naac/AQAR2020-21/Criteria7/7.1.1/GenderSensitizationAnnualPlan.pdf |
| Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common rooms d. Daycare Centre e. Any other relevant information | a. Internal Complaints Committee b. Female security staff c. On campus female doctor d. Common room e. Physical and Mental health counsellor |

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation Solar energy plant Wheeling to the Grid energy conservation Use of LED bulbs/power-efficient equipment

A. Any 4 or All of the above

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste

management Biomedical waste management E-waste management Waste recycling system
Hazardous chemicals and radioactive waste management

- 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.
- 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.
- Use of plastic bottles is banned at the Campus and insists that faculty use copper and glass bottles and containers.
- The University is striving to build a ZERO discharge campus. Towards achieving of the same, a 200 KLD Sewage Treatment Plan is under construction.
- The University has been audited by LMS Certifications 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.

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

7.1.4 - Water conservation facilities available A. Any 4 or all of the above

**in the Institution: Rain water harvesting
Bore well /Open well recharge Construction
of tanks and bunds Waste water recycling
Maintenance of water bodies and distribution
system in the campus**

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

A. Any 4 or All of the above

- 1. Restricted entry of automobiles**
- 2. Use of bicycles/ Battery-powered vehicles**
- 3. Pedestrian-friendly pathways**
- 4. Ban on use of plastic**
- 5. Landscaping**

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

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

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:

A. Any 4 or all of the above

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

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

7.1.7 - The Institution has a disabled-friendly and barrier-free environment Ramps/lifts for easy access to classrooms and centres. Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words)

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.

- FAMILY CONNECT INITIATIVE
- CIRCLE OF CARE
- WELLNESS COMMITTEE
- SUPPORT GROUPS
- GENDER PARITY
- BULLYING
- 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 | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

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

The University offers courses on the Constitution of India as also comparative constitutionalism. The courses discuss 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 democratic values are also discussed.

The Foundation Studios has a domain of Constitution and Civilisation. Particularly, the Democracy and Justice studio has modules focusing on the comparative constitutional study and a detailed analysis of the democratic and citizenship values of the Indian constitution.

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

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

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 and Independence 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.
- Teacher's Day: The best celebration that the students can celebrate is Teacher's Day.
- Gandhi Jayanti: Every year Photography Club organise a photowalk at Gandhi Ashram, Sabarmati, for the students.
- University Garba
- 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.
- 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.

Part B

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 University

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).

c) Ahmedabad University has active collaborations with nationally significant civil-society institutions, which provide us with inputs, both formal and informal, about emerging trends and innovation among other fields.

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.

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.

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.

h) University conducts regular workshops on writing Learning Outcomes, called Learning Coalitions.

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

7

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

1.1.3 - Total number of courses having focus on employability/ entrepreneurship/ skill development offered by the University during the year**1.1.3.1 - Number of courses having focus on employability/ entrepreneurship/ skill development during the year**

392

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

1.2 - Academic Flexibility**1.2.1 - Number of new courses introduced of the total number of courses across all programs offered during the year**

89

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

1.2.2 - Number of Programmes in which Choice Based Credit System (CBCS)/elective course system has been implemented during the year

16

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

1.3 - Curriculum Enrichment

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

Ahmedabad University's core commitment is to an education rooted in interdisciplinarity, relevance to local and global contexts and experiential learning.

a) All programmes in the University, that is, management, engineering, and liberal arts and sciences have a compulsory course in ethics and professional ethics.

b) Gender equity is a core concern of the University's curriculum design.

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 and offers courses in issues pertaining to environment and sustainability.

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.

g) The Biology and Life Sciences programme has a crucial focus on ecology.

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

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

61

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

1.3.3 - Total number of students enrolled in the courses under 1.3.2 above

1.3.3.1 - Number of students enrolled in value-added courses imparting transferable and life skills offered during the year

4774

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

1.3.4 - Number of students undertaking field projects / research projects / internships during the year

1970

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

1.4 - Feedback System

1.4.1 - Structured feedback for design and review of syllabus – semester wise / is received from Students Teachers Employers Alumni

- Any 3 of the above

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

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

- Feedback collected, analysed and action taken and feedback available on website

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Demand Ratio

2.1.1.1 - Number of seats available during the year

1298

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

2.1.2 - Total number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the year (Excluding Supernumerary Seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

90

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

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

The Admission procedure at Ahmedabad University is based on

four-quadrant holistic assessment criteria which include 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 ability to be serious learners in the candidates and ii) the General Skills Assessment, a multiple-choice based test in English comprehension, basic math and basic computer skills. With the help of these two tests, the University 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 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 University also administers the Undergraduate Learning Competency Survey, which is a longitudinal survey of student attainments based on pre-decided learning parameters.

Exceptional and advanced learners can devise a special curriculum in consultation with a faculty mentor and create a self-study plan for credits. 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 | Documents |
|-------------------------------------|---|
| Upload relevant supporting document | View File |
| Link For Additional Information | https://ahduni.edu.in/academics/schools-centres/centre-for-learning-futures/ |

2.2.2 - Student - Full time teacher ratio during the year

| Number of Students | Number of Teachers |
|--------------------|--------------------|
| 3252 | 138 |

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

2.3 - Teaching- Learning Process

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

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 institutions across the world, notably the Olin College of Engineering, US. 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.

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.

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.

The University conducts a Semester-End Course Expo where students display the products and projects they have developed as part of their courses.

The Independent Study Programme is a winter school with credits attached where the pedagogy is steeped in experiential learning.

The syllabus and course outline format at the University that Faculty submit their courses for approval is designed with a special focus on experiential and participative learning.

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

2.3.2 - Teachers use ICT enabled tools including online resources for effective teaching and learning processes during the year

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 Param Shavak system allows us to do large-scale computational studies in diverse fields like neuroscience, atmospheric sciences and climate change, transportation planning and scheduling, and econometrics in addition to the application of AI/ML across disciplines.

* <https://ahduni.edu.in/news/param-shavak-high-performance-computing-system-bygujarat-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-appliedscience/news/ahmedabad-university-signs-an-mou-with-isrosspace-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.

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

- Faculty routinely use resources such as Piazza, Google Classroom, Trello, Tribe, Google Sites, and Google Forms.

- Our library subscribes to the Harvard Business Review Case Studies Unit.

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

2.3.3 - Ratio of students to mentor for academic and other related issues during the year

2.3.3.1 - Number of mentors

138

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

2.4 - Teacher Profile and Quality

2.4.1 - Total Number of full time teachers against sanctioned posts during the year

138

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

2.4.2 - Total Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. during the year

125

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
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2.4.3 - Total teaching experience of full time teachers in the same institution during the year

2.4.3.1 - Total experience of full-time teachers

889

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

2.4.4 - Total number of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the year

19

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

2.5 - Evaluation Process and Reforms

2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

15

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 year

15

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

2.5.2 - Total number of student complaints/grievances about evaluation against total number appeared in the examinations during the year

2

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

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

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.

Examination Procedures:

1. 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.
2. 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. 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.

Processes Integrating IT:

1. The scheduling of mid-term and end-term examinations is done with the help of AURIS, our in-house ERP system.
2. 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. Courseinstructors submit the final grades received by their respective students in a specially prepared spreadsheet or through the ERP.
4. Respecting student privacy in result declaration: No results are announced publicly on the noticeboards of the University.

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

| | |
|---|--|
| 2.5.4 - Status of automation of Examination division along with approved Examination Manual | A. 100% automation of entire division & implementation of Examination Management System (EMS) |
| File Description | Documents |
| Upload the data template | View File |
| Upload relevant supporting document | View File |
| 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 | |
| <p>- 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.</p> <p>- 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.</p> <p>- The University's teaching and learning centre, Centre of Learning Futures (CLeF), has developed a website for the 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.</p> <p>- Ahmedabad University pioneered a new annual conference series in 2021 titled the Ahmedabad LearningDialogues. This was an international confluence of the best minds in higher education instructional design across the globe.</p> <p>- The University has developed a Problem Based Learning (PBL) workbook which helps faculty assess their courses against a checklist of outcomes at various levels.</p> | |

- All course outlines at the University have to align their objectives, learning outcomes, and assessment components to the programme and school-level outcomes, failing which the intranet system will not accept the course as ready for approval.

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

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

- 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 organises 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 the learning outcomes of programmes and courses are evaluated individually for courses.

- 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 Assurance of Learning module of the University, which is built 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.

| File Description | Documents |
|-------------------------------------|---------------------------|
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2.6.3 - Number of students passed during the year

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

833

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a web link)

https://ahduni.edu.in/naac/AQAR2020-21/Criteria2/2.7.1/Student_Satisfaction_Survey2020-21.pdf

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

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

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
- Teaching Material Development/Innovation Grant
- Conference Travel Support

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. 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 ITCLimited; Imperial College, Intergovernmental Panel on Climate Change (IPCC), Geneva; University of Applied Sciences in Nysa; and Spencer Foundation, United States of America.

| File Description | Documents |
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| Upload relevant supporting document | View File |

3.1.2 - The institution provides seed money to its teachers for research (amount INR in Lakhs)

85.29

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

3.1.3 - Number of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the year

2

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

3.1.4 - Number of JRFs, SRFs, Post-Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the year

26

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

3.1.5 - Institution has the following facilities to support research
Central Instrumentation Centre
Animal House/Green House
Museum Media laboratory/Studios
Business Lab Research/Statistical Databases
Moot court Theatre Art Gallery

A. Any 4 or more of the above

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

3.1.6 - Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies during the year

3

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

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 year (INR in Lakhs)

128.76

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

3.2.2 - Grants for research projects sponsored by the government agencies during the year (INR in Lakhs)

241.85

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

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

1

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

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

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

VentureStudio Start-up Fellowship Programme: All students can use VentureStudio as an Entrepreneurial Lab to help propel their innovative thoughts into commercial reality. 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.

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

86

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

86

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

3.3.3 - Number of awards / recognitions received for research/innovations by the institution/teachers/research scholars/students during the year

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

20

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

3.4 - Research Publications and Awards

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

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

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

A. All of the above

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

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

A. All of the above

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

3.4.3 - Number of Patents published/awarded during the year

3.4.3.1 - Total number of Patents published/awarded year wise during the year

1

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

3.4.4 - Number of Ph.D's awarded per teacher during the year

3.4.4.1 - How many Ph.D's are awarded during the year

3

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

3.4.5 - Number of research papers per teacher in the Journals notified on UGC website during the year

1

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

3.4.6 - Number of books and chapters in edited volumes published per teacher during the year

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

35

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

3.4.7 - E-content is developed by teachers For e-PG-Pathshala For CEC (Under Graduate) For SWAYAM For other MOOCs platform For NPTEL/NMEICT/any other Government

D. Any 2 of the above

| Initiatives For Institutional LMS | |
|--|---------------------------|
| File Description | Documents |
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |
| 3.4.8 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed | |
| Scopus | Web of Science |
| - | - |
| File Description | Documents |
| Any additional information | No File Uploaded |
| Bibliometrics of the publications during the year | No File Uploaded |
| 3.4.9 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University | |
| Scopus | Web of Science |
| - | - |
| File Description | Documents |
| Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution | No File Uploaded |
| Any additional information | No File Uploaded |
| 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 | |
| <p>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.</p> | |

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.
- 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 than equal to Rs 10 lakhs in any year.

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

3.5.2 - Revenue generated from consultancy and corporate training during the year (INR in Lakhs)**3.5.2.1 - Total amount generated from consultancy and corporate training during the year (INR in lakhs)****166.72**

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

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 year

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.

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 | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

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 year

3.6.2.1 - Total number of awards and recognition received for extension activities from Government / Government recognised bodies during the year

22

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

3.6.3 - Number of extension and outreach programs conducted by the institution including those through NSS/NCC/Red cross/YRC during the year(including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

6

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

3.6.4 - Total number of students participating in extension activities listed at 3.6.3 above during the year

255

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

3.7 - Collaboration

3.7.1 - Number of collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year

3.7.1.1 - Total number of Collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year

126

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

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 year

50

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

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.

Ahmedabad University is spread across a 158+ acre campus at the center 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.

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 arrangements 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 well-equipped design and fabrication maker Labs, with extensive facilities in mechanical and embedded systems. They enable the 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 University 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 meeting rooms, activity rooms, and seminar rooms to spaces for leisure activities like food and sports.

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

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

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

The University Centre (UC) 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 meeting rooms, activity rooms, and 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
- Intramural 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.

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

4.1.3 - Availability of general campus facilities and overall ambience

The University library is a digitally advanced system with diverse databases, online resources, and print collection. (<https://ahduni.edu.in/academics/libraries/>)

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 (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. (<https://ahduni.edu.in/academics/schools-centres/office-of-the-dean-of-students/student-services/universitybookstore/>)

VentureStudio is a startup incubator established by Ahmedabad University in 2011 inactive collaboration with Stanford University (<https://ahduni.edu.in/academics/schools-centres/venturestudio/>)

SSETU (Student Support, Engagement & Tutelage) is the Wellness Centre of the University. (<https://ahduni.edu.in/academics/schools-centres/office-of-the-dean-of-students/ssteu-highlights/>)

The Office of International Affairs (OIA) is a strategic link between the University and external stakeholders internationally across a variety of activities. (<https://ahduni.edu.in/academics/schools-centres/office-of-the-dean-of-students/student-services/office-ofinternational-affairs/>)

Career Development Centre helps University students in building

placement opportunities and university-industry interface (<http://ahduni.edu.in/academics/schools-centres/office-of-the-dean-of-students/student-services/careerdevelopment-centre/>)

Cafes on Campus. (<https://ahduni.edu.in/academics/schools-centres/office-of-the-dean-of-students/student-life-1/cafes-on-campus/>)

Clubs and Associations: to facilitate participation in an array of co-curricular activities, academic associations, and social & cultural events (<https://ahduni.edu.in/academics/schools-centres/office-of-the-dean-of-students/student-life-1/clubsassociations/>)

Campus Housing (<https://ahduni.edu.in/academics/schools-centres/office-of-the-dean-of-students/student-services/housingand-dining/>)

Student and Faculty Lounge

Individual Faculty Cabins

Reprography

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

4.1.4 - Total expenditure excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4046

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

4.2 - Library as a Learning Resource

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

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.

The library has an RFID system. It enhances the security of items and facilitates the 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 to the library.

The library is providing plagiarism check services to all its users through the renowned software Turnitin. The Library is also a member of the INFLIBNET consortium e-shodhsindhu. Through this consortium, the library has access to similarity check software URKUND.

The Library also has subscribed to the SCOPUS database which helps researchers to identify the top journals in their field. The Library subscribes to at least 17 online databases including 122216 e-books, 4154 e-journals.

The Library has institutional membership and Inter library loan facilities with Vikram Sarabhai library Ahmedabad (IIMA) , IIT-Gandhinagar Library, CEPT University Library and DELNET.

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

4.2.2 - Institution has subscription for e-Library resources Library has regular subscription for the following: e – journals e-books e-ShodhSindhu Shodhganga Databases

A. Any 4 or all of the above

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

4.2.3 - Annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the year (INR in Lakhs)

134.36

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

4.2.4 - Number of usage of library by teachers and students per day (foot falls and login data for online access)

164300

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

4.3 - IT Infrastructure

4.3.1 - Number of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities during the year

94

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

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

The salient features of the policy cover 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, ITInventory And Asset Management Policy, Mobile User Policy,

Nondisclosure Agreement, Password Policy, Procurement Policy, Recommended Practices, and Security Policy.

Our nineteen physical and virtual servers and 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.

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

University has over 1200 systems consisting of desktops, laptops and thin clients from reputed OEMs. There are dedicated computer labs for students.

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, Active Perl are also in use.

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

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

4.3.3 - Student - Computer ratio during the year

| Number of students | Number of Computers available to students for academic purposes |
|--------------------|---|
| 3246 | 801 |

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

- 1 GBPS

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

4.3.5 - Institution has the following Facilities for e-content development Media centre Audio visual centre Lecture Capturing System(LCS) Mixing equipment's and softwares for editing

A. All of the above

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |
| Upload the data template | View File |

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Total expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the year

725

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

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

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:

- Repair/ Maintenance and minor Addition/ Alteration of buildings and installations

- 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.
- Maintenance of lawns, hedges, potted and seasonal plants
- Improvement in security and safety security

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Total number of students benefited by scholarships and free ships provided by the institution, Government and non-government agencies (NGOs) during the year (other than the students receiving scholarships under the government schemes for reserved categories)

642

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

5.1.2 - Total number of students benefited by career counselling and guidance for competitive examinations offered by the Institution during the year

625

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

5.1.3 - Following Capacity development and skills enhancement initiatives are taken by the institution Soft skills Language and

A. All of the above

| communication skills Life skills (Yoga, physical fitness, health and hygiene) Awareness of trends in technology | |
|---|--|
| File Description | Documents |
| Upload the data template | View File |
| Upload relevant supporting document | View File |
| 5.1.4 - The Institution adopts the following for redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organisation wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees | <ul style="list-style-type: none"> • All of the above |
| File Description | Documents |
| Upload relevant supporting document | View File |
| 5.2 - Student Progression | |
| 5.2.1 - Number of students qualifying in state/ national/ international level examinations during the year (eg:NET/SLET/GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations) | |
| 5.2.1.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year | |
| 243 | |
| File Description | Documents |
| Upload the data template | View File |
| Upload relevant supporting document | View File |
| 5.2.2 - Total number of placement of outgoing students during the year | |
| 297 | |

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

5.2.3 - Number of recently graduated students who have progressed to higher education (previous graduating batch) during the year

383

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

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 year

14

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

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

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.

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 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. 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.

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

5.3.3 - Number of sports and cultural events / competitions organised by the institution during the year

269

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | View File |

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 during the year

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

username: demouser721@gmail.com

password: demouser@123

- Certain alumni who are well connected with their peers at the University are identified and are appointed as Batch representatives of their respective batch.
- Services of searching for 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.
- 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.

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

5.4.2 - Alumni contribution during the year (INR in Lakhs) D. 1 Lakhs - 3Lakhs

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

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

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

<https://ahduni.edu.in/our-purpose/>

| File Description | Documents |
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6.1.2 - The effective leadership is reflected in various institutional practices such as decentralization and participative management

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.

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6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

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 the 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.

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.

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.

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

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 the comparison of the actual budget and the causes of variances.

Information System for Decision Making

University has been using an Enterprise Reporting System to maintain all accounts, receipts 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, SpineAssets, and our own in-house ERP, AURIS for monitoring project grants and employee benefits.

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 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.

| File Description | Documents |
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6.2.3 - Institution Implements e-governance in its areas of operations

6.2.3.1 - e-governance is implemented covering following areas of operation

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

A. All of the above

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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

Ahmedabad University follows a well-defined performance management system for its teaching and non-teaching staff. The teaching staff presents 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.

| File Description | Documents |
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6.3.2 - Total number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

22

| File Description | Documents |
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6.3.3 - Number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the year

9

| File Description | Documents |
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6.3.4 - Total number of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the year(Professional Development Programmes, Orientation / Induction Programmes Refresher Course, Short Term Course)

126

| File Description | Documents |
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6.4 - Financial Management and Resource Mobilization

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

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 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-ThousandCrores 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 OneCrore 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 Government of Gujarat), Research and Development Grants, Resource mobilisation from Alumni.

| File Description | Documents |
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6.4.2 - Funds / Grants received from government bodies during the year for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs)

0

| File Description | Documents |
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6.4.3 - Funds / Grants received from non-government bodies, individuals, philanthropists during the year for development and maintenance of infrastructure (not covered under Criteria III and V)(INR in Lakhs)

3500

| File Description | Documents |
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6.4.4 - Institution conducts internal and external financial audits regularly

Ahmedabad University conducts regular audits of its finances. 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.

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 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 in the country that 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 the financial and strategic decisions of the University.

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 | Documents |
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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

Reported below are two significant initiatives of the IQAC, to ensure that incremental, continuous and goal directed changes are brought about in the teaching, learning, 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 Centro 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.
- 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.

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.

Centre for Learning Futures also has established a Writers' Studio to help the University community with their written output.

Learning Coalition is another initiative of the Centre for Learning Futures to promote a culture of collaborative curricular design.

<https://ahduni.edu.in/academics/schools-centres/centre-for-learning-futures/learning-initiatives/learning-coalition/>

| File Description | Documents |
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6.5.2 - Institution has adopted the following for Quality assurance Academic Administrative Audit (AAA) and follow up action taken Confernces, Seminars, Workshops on quality conducted Collaborative quality initiatives with other institution(s) Orientation programme on quality issues for teachers and studens Participation in NIRF Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

A. Any 5 or all of the above

| File Description | Documents |
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6.5.3 - Incremental improvements made for the preceding during the year with regard to quality (in case of first cycle) Post accreditation quality initiatives(second and subsequent cycles)

- Revision of courses and programmes for improvements
- Introduction of new online and diploma programmes
- Plan for QS World University Rankings and The Times Higher Education Impact Rankings
- Implement Assurance of learning module for all courses of the University.
- Organized Ahmedabad Learning Dialogue: A conference on teaching and learning
- Workshop on course design for new faculty members.

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INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

Ahmedabad University takes gender equity as a very critical objective and has taken several steps towards this. 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 harassment are as follows:

1. Gender Sensitisation is taken up from the time of Orientation of new entrants to the University.
2. Women's Development Cell (WDC) is constituted each academic

year

3. Internal Complaints Committee (ICC)

4. Extra-curricular Activities to encourage thought processes that are in congruence with the larger goal of creating gender parity in the minds and in reality.

5. Gender studies are offered to all students through Elective courses.

6. Exclusive common rooms for girls are provided at all campus locations.

7. Female security guards and sensitisation of male security guards is another provision for the safety and security of girl students.

8. Counseling of students is done by faculty and a professional counselor in an environment of trust and confidentiality.

9. 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.

| File Description | Documents |
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| Upload relevant supporting document | View File |
| Annual gender sensitization action plan(s) | https://ahduni.edu.in/naac/AQAR2020-21/Criteria7/7.1.1/GenderSensitizationAnnualPlan.pdf |
| Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common rooms d. Daycare Centre e. Any other relevant information | a. Internal Complaints Committee b. Female security staff c. On campus female doctor d. Common room e. Physical and Mental health counsellor |

| | |
|---|-------------------------------------|
| 7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment | A. Any 4 or All of the above |
|---|-------------------------------------|

| File Description | Documents |
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7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

- 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.
- 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.
- Use of plastic bottles is banned at the Campus and insists that faculty use copper and glass bottles and containers.
- The University is striving to build a ZERO discharge campus. Towards achieving of the same, a 200 KLD Sewage Treatment Plan is under construction.

- The University has been audited by LMS Certifications 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.

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| | |
|--|-------------------------------------|
| 7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus | A. Any 4 or all of the above |
|--|-------------------------------------|

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| | |
|---|-------------------------------------|
| 7.1.5 - Green campus initiatives include | |
| 7.1.5.1 - The institutional initiatives for greening the campus are as follows: <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of bicycles/ Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastic 5. Landscaping | A. Any 4 or All of the above |

| File Description | Documents |
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| | |
|---|-------------------------------------|
| 7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution | |
| 7.1.6.1 - The institution's initiatives to preserve and improve the environment and | A. Any 4 or all of the above |

harness energy are confirmed through the following:

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

| File Description | Documents |
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7.1.7 - The Institution has a disabled-friendly and barrier-free environment Ramps/lifts for easy access to classrooms and centres. Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software,mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.

A. Any 4 or all of the above

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7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words)

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.

- FAMILY CONNECT INITIATIVE**

- CIRCLE OF CARE
- WELLNESS COMMITTEE
- SUPPORT GROUPS
- GENDER PARITY
- BULLYING
- 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.

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

The University offers courses on the Constitution of India as also comparative constitutionalism. The courses discuss 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 democratic values are also discussed.

The Foundation Studios has a domain of Constitution and Civilisation. Particularly, the Democracy and Justice studio has modules focusing on the comparative constitutional study and a detailed analysis of the democratic and citizenship values of the Indian constitution.

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

All of the above

| File Description | Documents |
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7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

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 and Independence 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.
- Teacher's Day: The best celebration that the students can celebrate is Teacher's Day.
- Gandhi Jayanti: Every year Photography Club organise a photowalk at Gandhi Ashram, Sabarmati, for the students.

- University Garba
- Children's Day: Social Service Forum in collaboration with few other clubs organise the children's daycelebration by calling children's from different NGOs.
- 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.

| File Description | Documents |
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7.2 - Best Practices

7.2.1 - Describe one best practice successfully implemented by the Institution as per NAAC format provided in the Manual

ENABLE- "Engagement and Application Based Learning & Education".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.

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.

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 costs and use resources efficiently so that more and more courses can be taught using ENABLE without budgetary cuts.

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

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 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. 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.

7.3.2 - Plan of action for the next academic year

It was decided at the meeting of IQAC to work on the following points as a part of the Action Plan for the next academic year:

- Prepare for data submission for AISHE, GSIRF, and other government agencies.
- Prepare Annual Quality Assurance Report 2020-21 for NAAC
- Plan and prepare an application for Times Higher Education Rankings
- Plan and organize Arrangements for NAAC Peer Team Visit.
- Plan for faculty and staff development programmes to be conducted throughout the Year.
- Plan implementation of Assurance of Learning module for all courses of the University using University ERP "AURIS".
- Plan an annual review meeting of Schools and Functions at the end of the Academic Year.

NAAC