



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**ADAMAS UNIVERSITY**

**BARASAT-BARRACKPORE ROAD P.O- JAGANNATHPUR DIST- 24 PARGANAS  
(NORTH) KOLKATA- 700126 WEST BENGAL, INDIA  
700126**

**[www.adamasuniversity.ac.in](http://www.adamasuniversity.ac.in)**

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Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**March 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Adamas University, established on 11.4.2014 and situated on a vast 120-acre of lush green campus in Barasat, with a built-up area of 71378 sq mts and just 13 kilometres from the Netaji Subash Chandra Bose International Airport in Kolkata, is now entering its 10th year of operation. Dedicated to delivering top-notch education, this Higher Education Institution is credited with a high-quality research facility and a dynamic team of educators.

With a commitment to pursue excellence, Adamas University actively engages itself with numerous international initiatives, fostering collaborations with industries and educational institutions, both at national and international realms. This collaborative approach aims to enrich the University's teaching-learning process, research endeavors, and facilitate national and international connectivity. Presently, the campus is home to over 5000 current students, of which 1,064 stay in campus hostels. Twenty members of the staff reside in the campus.

### **Vision**

Adamas University aspires to achieve global recognition by excelling in interdisciplinary education, groundbreaking research, and innovation. Its commitment is to produce socially responsible, well-grounded individuals who can actively contribute to nation-building. Through a focus on international standards of excellence, the institution aims to create a dynamic academic environment that fosters innovation, research, and produce academically proficient and socially responsible individuals, who are not only academically proficient but also socially responsible, thus enabling them to make meaningful contribution to the progress of our nation.

### **Mission**

Enhance employability by integrating forward-looking curricula and progressive teaching methods infused with cutting-edge technology.

Cultivate an outcome-based education system to perpetually enhance educational, research, and all associated endeavors.

Imbibe a commitment to lifelong learning by fostering a culture of research and innovation.

Forge partnerships with industries, research centers, and professional bodies to ensure ongoing relevance and currency.

Instill ethical principles and foster an understanding of environmental and social realities, thereby nurturing socially responsible graduates.

Preparing students to meet their current challenges and equipping them with the skills and mindset to navigate the evolving landscape of the future.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

- **Strong Academic Reputation:** Adamas University is renowned for its high-quality education and diverse range of programs across various disciplines.
- **Modern Infrastructure:** The campus boasts state-of-the-art facilities including advanced laboratories, a well-stocked library, and modern classrooms with ICT facilities.
- **Experienced Faculty:** The university has a team of highly qualified and experienced faculty members who are experts in their respective fields. Professor Chiranjib Chakravarty and Dr. Banani Kundu, both of the School of Life Science and Biotechnology featured in the 2023 Stanford list of the top 2% of world scientists. The institution has an academic advisory board which comprises national and international experts.
- **Industry Connections:** Adamas University has strong ties with industry partners, providing students with opportunities for internships, placements, and practical experience.
- **Focus on Research:** The university encourages research activities among both faculty and students, leading to publications and innovations.
- Well articulated innovation and start-up policy
- **Student and faculty Diversity:** Adamas University attracts students and faculty from diverse backgrounds, fostering a multicultural and inclusive environment.
- **Student Support Services:** Various support services such as counselling, career guidance, value-added courses for skill enhancement and academic advising are available to help students succeed.
- International connectivity through academic exchanges and collaborative teaching-learning process.
- Located in a rural area the Institution caters to the need of many first-generation educated, which is India's urgent need.

### Institutional Weakness

- **Recognition:** While the university has a strong local reputation, its recognition nationally or internationally is not adequately reflected.
- **Transportation Accessibility:** Accessibility to the university, particularly for students commuting from outside areas, could be improved.
- **Faculty Retention:** Retaining experienced faculty members in a competitive academic landscape may require additional efforts.
- **Financial Constraints:** Like many educational institutions, funding constraints may limit the implementation of certain programs or initiatives.
- **Accommodation:** Increase of hostels for students and quarters for teaching and non-teaching staff.

### Institutional Opportunity

- **Collaborations:** Opportunities for partnerships with other universities or research institutions at national and international levels can enhance academic excellence, research capabilities and participation in National Innovation and Start-up policy.
- **Online Learning:** The rise of online education presents opportunities to expand reach and offer flexible learning options.

- **Global Exposure:** Promoting international exchange programs and collaborations can provide students and faculty with global exposure.
- **Government Initiatives:** Benefiting from government initiatives and funding for higher education and research projects, especially in the aftermath of NEP-2020.
- **Expansion of Programs:** Introducing new and innovative programs in emerging fields can attract more students and faculty, by establishing greater connectivity with industry.

### Institutional Challenge

- **Competition:** The competitive landscape among universities in Kolkata and beyond presents a challenge for attracting top talent.
- **Regulatory Compliance:** Adhering to changing regulatory requirements and accreditation standards globally can be demanding.
- **Adapting to Technological Changes:** Keeping up with rapidly evolving technology and integrating it into education can be a challenge.
- **Public Perception:** Managing and improving the public perception of the university through effective communication and reputation management strategies.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

Adamas University prioritizes the development of relevant and comprehensive curricula to meet the diverse needs of its students and society. The institution aligns its curricula with local, national, regional, and global developmental needs, ensuring students are well-prepared for various contexts. The incorporation of Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) provides a robust framework for defining learning objectives and assessing program effectiveness.

Dedicated to fostering employability, entrepreneurship, and skill development, the University's programs undergo meticulous design and frequent updates to align with industry demands. Students not only gain technical knowledge but also cultivate critical thinking, problem-solving, communication, leadership, and teamwork skills. The University encourages a creative mindset and entrepreneurial thinking, preparing students for self-sufficiency and success in a dynamic world.

Adamas University aims to create well-rounded individuals by addressing all educational needs under one roof. The Center for Life Long Learning (CLL), including the former Center for Professional Studies (CPS) and Career Development Cell (CDC), implements capacity development and skill enhancement initiatives.

The integration of cross-cutting issues such as gender, environment and sustainability, human values, and professional ethics into the curriculum reflects the university's commitment to holistic education. This inclusion ensures students gain a comprehensive understanding of societal challenges and opportunities.

Through outreach programs like gender sensitization, mental health awareness, and initiatives for marginalized communities, including transgender individuals, Adamas University demonstrates a strong commitment to social inclusivity and awareness. These programs raise awareness about challenges faced by marginalized groups, break down stereotypes, and promote empathy and understanding. The university's holistic approach to

education prepares students not only academically but also socially, ethically, and professionally for the challenges of the real world.

### **Teaching-learning and Evaluation**

Adamas University is committed to addressing diverse student comprehension levels through an inclusive approach, fostering an environment where all students can excel with tailored support. Instead of dividing students based on comprehension levels, the institution utilizes tools like classroom observation, interaction, continuous assessment, and periodic evaluations to gauge progress over time, promoting equality and avoiding stigmatization.

The decision not to group students according to their comprehension levels aligns with a practical and respectful approach. The use of various measuring tools ensures a comprehensive understanding of students' learning levels, allowing for individualized assistance.

The institution's commitment to individualized education is evident in the implementation of remedial classes for slow learners. By encouraging students to voluntarily opt for these classes, the university promotes a proactive attitude toward learning improvement, avoiding any negative stigma associated with such support.

To cater to different learning styles, Adamas University employs a diverse range of teaching methods, including lectures, interactive sessions, project-based learning, fieldwork, computer-assisted methods, and experiments. This holistic approach ensures exposure to various learning styles, accommodating individual strengths and preferences. The mentorship program further strengthens the teacher-student bond, aiming to create an environment where students feel comfortable confiding in their mentors. This ongoing mentor-student relationship reflects the university's dedication to nurturing academic excellence and the holistic development of each student throughout their academic career.

Recognizing the importance of research and development in a globalized world, the institution emphasizes application-based learning. This approach allows students to delve into multidisciplinary and transdisciplinary knowledge, fostering a broader understanding of how various fields intersect.

### **Research, Innovations and Extension**

Adamas University is actively pursuing its vision to become a leading research institution in India, and this goal is supported by robust research promotion policies and incentives. The university is dedicated to instilling a culture of research and innovation among its faculty members, emphasizing academic excellence and global recognition. Ten research centers, including the Subhash Mukhopadhyay Centre for Stem Cell Biology and Regenerative Medicine and the Centre for High-End Computing and Research and E-YUVA centre contribute significantly to advancing knowledge and research excellence.

To ensure effective implementation, the university has established a Research Advisory Board comprising internal and external members from academia and industry. This Board provides valuable guidance to align research efforts with outlined objectives. The Internal Quality Enhancement and Excellence in Research (IQEER) Committee, led by the Vice-Chancellor and the Dean (R&D), oversees the quality and excellence of

research activities.

The Centre for Incubation plays a crucial role in supporting students and individuals interested in entrepreneurship, start-ups, providing mentorship, technological assistance, office space, IT peripherals, interns, and more, the center facilitates the transformation of ideas into viable businesses. In addition to its research focus, Adamas University prioritizes meaningful connections with the local community, contributing to comprehensive development. The institution is committed to establishing a collaborative Institution-Neighbourhood-Community network, deeply rooted in the ethical framework of Social Responsibility. This commitment is evident in various aspects such as ethical actions, legal compliance, economic interests, and philanthropic responsibilities. The university actively engages students in social service activities, recognizing the importance of such engagement from psychological, sociological, pragmatic, and aesthetic perspectives.

The University has developed an effective partnership programme with the industry. This is seen both in student recruitment & Research Development realms.

### **Infrastructure and Learning Resources**

Adamas University, a beacon of academic excellence, boasts a meticulously designed high-tech campus dedicated to achieving educational and research objectives. With 134 classrooms, including 2 smart classrooms featuring audio-video recording and interactive LED/LCD panels, the campus provides an environment conducive to learning. Ninety-six well-equipped laboratories offer hands-on experiences, while three auditoriums host significant events. Specialized labs for advanced computing in Geoinformatics and Bioinformatics underscore the institution's commitment to practical skills aligned with industry demands.

Embracing digitalization, Adamas University leverages platforms like TCSion Digital Learning, CANVAS, and TimeTables for streamlined teaching and learning. These systems facilitate administrative efficiency, course-related information dissemination, attendance monitoring, assessment, and exam management.

The University's IT infrastructure is strategically designed, with a 400Mbps Internet Leased Line (ILL) from Airtel serving office tasks and online classes, complemented by a 1Gbps Broadband connection from Alliance for redundancy and student/faculty connectivity. A 25Mbps MPLS link ensures dedicated office network communication.

The campus-wide ICT-enabled infrastructure encompasses projectors, WiFi, and LAN facilities in buildings, classrooms, labs, seminar halls, conference halls, and the convention center. Following a Star topology, the network architecture features a Core Switch, Distribution Switches via optical fiber, and Access Switches connecting individual floors with copper cables.

Research at Adamas University is supported by world-class laboratories, including the Stem Cell Research Lab, Central Instrumentation Centre, and BIRAC-E-YUVA Centers. Specialized labs like Geoinformatics and Bioinformatics provide hands-on learning experiences, preparing students for real-world applications.

In the realm of IT, the university's commitment is evident through advanced computing labs and specialized systems like Learning Management Systems. Additionally, a media studio facilitates the creation of e-lectures, enhancing the digital learning experience for students.

## **Student Support and Progression**

Adamas University places a robust focus on the holistic development and career success of its students, exemplified through dedicated support offices, student affairs initiatives, and an active alumni association.

The Career Development Cell (CDC) and the Center for Professional Studies (CPS) serve as vital support entities, steering career counseling and competitive examination guidance initiatives. These offices play a pivotal role in equipping students with the essential skills and guidance needed to excel in their chosen fields, ensuring they are well-prepared for the professional landscape.

The Office of Student Affairs at Adamas University goes beyond mere administration, acting as a vibrant hub for diverse curricular and co-curricular activities. With a primary objective of shaping and nurturing students' futures, the department oversees 16 student-led Co-Curricular Clubs. These clubs, led by both male and female student co-coordinators, contribute to the holistic development of students by catering to varied interests and passions. The Biotechnology Club, for instance, focuses on implementing innovations in biotechnology and collaborates with industry professionals for marketing strategies.

Complementing the Co-Curricular Clubs is the Student Representative Body, consisting of nine core committee members from each of the nine schools and five sub-core committee members per school. With a total of 54 student representatives, this body initiates various student-led activities catering to the diverse interests of the university's student population.

The Alumni Association at Adamas University serves as an integral part of the institution's framework, aiming to establish and maintain strong connections among alumni, the university, and between alumni themselves.

## **Governance, Leadership and Management**

Adamas University, guided by a clear vision and mission, has established itself as a leading institution committed to providing exceptional education that transcends conventional boundaries. The university's journey is marked by a steadfast dedication to fostering a healthier society and empowering aspiring minds to achieve unprecedented heights for the collective betterment of self and community. It has emerged as a beacon of excellence in interdisciplinary education, research, and innovation.

The overarching vision of Adamas University is to attain national & international recognition through excellence in interdisciplinary education, research, and innovation. The goal is to nurture socially responsible individuals who contribute significantly to nation-building. To realize this vision, the university has implemented strategic initiatives, including the establishment of a Central Research and Development (R&D) Office and a Central Instrumentation Center. These initiatives underscore the commitment to strengthening and promoting research and development activities.

Key initiatives such as SEED grants, ARISE funding to enhance student research, and reward policies contribute to creating an ecosystem conducive to impactful research endeavors. The university places a strong emphasis on the welfare of its teaching and non-teaching staff, providing comprehensive measures that prioritize their well-being, personal development, and work-life balance.

In line with its commitment to innovation and research, the university has established research and development centers, including the BIRAC-supported E-Yuva Center. The university envisions generating revenue through intellectual property licensing, including patents and technology transfers to startups and corporations. Quality enhancement initiatives, spearheaded by the Internal Quality Assurance Cell (IQAC), include the implementation of Outcome-Based Education (OBE). This approach emphasizes specific learning outcomes as a measure of educational effectiveness, ensuring students acquire essential skills and knowledge. Adamas University's commitment to excellence and innovation positions it as a transformative force in the higher education landscape.

The University is committed to promoting academic excellence but in tune with principles of equity and access. This is reflected in a number of welfare schemes extended to students by the University, along with ensuring the highest levels of academic excellence.

### **Institutional Values and Best Practices**

Adamas University has implemented a comprehensive action plan to uphold gender sensitization, emphasizing a policy of zero tolerance for gender discrimination. The Internal Complaints Committee (ICC) diligently addresses workplace grievances in alignment with UGC regulations 2015, fostering an inclusive environment. The campus prioritizes safety with standard measures, including CCTV cameras at entry and exit points and throughout buildings.

In addressing environmental concerns, Adamas University actively manages organic waste through a Pit Composting unit, collaborating with the Biotechnology club. This initiative focuses on bio converting kitchen waste, demonstrating the institution's commitment to sustainability. The university also tackles plastic pollution by enforcing a ban on plastic usage within its premises, contributing to environmental conservation.

To ensure equal access for persons with disabilities, the University has developed ramp facilities and installed lifts across various buildings. These infrastructural enhancements promote easy and equal access to classrooms, fostering inclusivity and enabling disabled students to navigate the campus without hindrance.

Adamas University celebrates cultural harmony and diversity, actively promoting an inclusive environment where every religion, caste, and creed is respected and celebrated. The institution engages in vibrant celebrations of festivals like Basant Utsab, Diwali, Saraswati Puja, and global events like Christmas, creating a rich tapestry of unity and cultural sensitivity among its diverse community. Through these celebrations, the university strives to create an environment where students develop a holistic understanding of their roles as responsible citizens and contribute meaningfully to the nation's progress and development

Overall, Adamas University's commitment to gender sensitization, environmental sustainability, accessibility, and cultural inclusivity positions it as an institution dedicated to fostering an environment where every individual feels valued and included.

### **BEST PRACTICES:**

#### **1. School Connect:**

The University has a robust 'School Connect' programme, which is a unique one of its kind. It enables the institution to establish its 'Connect' with the future entrants to the realm of higher education of the country.



Under the aegis of this practice, the University organizes programmes in schools throughout West Bengal, including the Hills. Each year at least 200 schools are connected, engaging 100-150 students studying in classes 10 between 10 and 12 in each school. In these 'Connect' programmes the students are imparted training in skill development, Intelligent Quotient, stress management, artificial intelligence and virtual learning, basic communication skill, ethics, personality development, environmental awareness and cyber-crime. The University organizes winter summer camps in its campus where inter-school interactions are organized between the school children.

The aim of this 'School Connect' is two-fold: (a) initiating the school children to a holistic and modern knowledge system and (b) introducing the school children to the world higher education.

## **2. Social Empowerment through Community Engagement**

Community engagement is central to the core values of the university and its curriculum. The university involves students in multifarious people centric practices through field action projects in remote and neighbouring villages, collaboration with civil society organisations, community-based programmes and interaction with governmental institutions. Through these programmes, the beneficiaries are empowered through the dissemination of knowledge which help them to venture into productive activities.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the University	
Name	ADAMAS UNIVERSITY
Address	Barasat-Barrackpore Road P.O- Jagannathpur Dist-24 Parganas (North) Kolkata- 700126 West Bengal, India
City	Barasat
State	West Bengal
Pin	700126
Website	<a href="http://www.adamasuniversity.ac.in">www.adamasuniversity.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Suranjan Das	0091-9830202966	9830202966	-	adamas.qaa@gmail.com
IQAC / CIQA coordinator	Sushanta Kumar Mandal	0091-8249415702	8249415702	-	sushanta1.mandal@adamasuniversity.ac.in

Nature of University	
Nature of University	State Private University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	11-04-2014
Status Prior to Establishment, If applicable	

<b>Recognition Details</b>		
<b>Date of Recognition as a University by UGC or Any Other National Agency :</b>		
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>
2f of UGC	14-07-2016	<a href="#">View Document</a>
12B of UGC		

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

<b>Location, Area and Activity of Campus</b>							
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>	<b>Programmes Offered</b>	<b>Date of Establishment</b>	<b>Date of Recognition by UGC/MHRD</b>
Main campus	Barasat-Barrack pore Road P.O- Jagannathpur Dist-24 Parganas (North) Kolkata-700126 West Bengal, India	Rural	120	71378	One Hundred and two		

## 2.2 ACADEMIC INFORMATION

**Furnish the Details of Colleges of University**

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

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes										
<table border="1"> <thead> <tr> <th>SRA program</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>AICTE</td> <td><a href="#">109573_9850_1_1703684358.PDF</a></td> </tr> <tr> <td>NCTE</td> <td><a href="#">109573_9850_4_1703734869.pdf</a></td> </tr> <tr> <td>PCI</td> <td><a href="#">109573_9850_6_1703829691.pdf</a></td> </tr> <tr> <td>BCI</td> <td><a href="#">109573_9850_8_1703829993.pdf</a></td> </tr> </tbody> </table>	SRA program	Document	AICTE	<a href="#">109573_9850_1_1703684358.PDF</a>	NCTE	<a href="#">109573_9850_4_1703734869.pdf</a>	PCI	<a href="#">109573_9850_6_1703829691.pdf</a>	BCI	<a href="#">109573_9850_8_1703829993.pdf</a>	
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BCI	<a href="#">109573_9850_8_1703829993.pdf</a>										

### Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	23				39				193			
Recruited	21	2	0	23	28	11	0	39	94	99	0	193
Yet to Recruit	0				0				0			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				191
Recruited	135	55	1	191
Yet to Recruit				0
On Contract	0	0	0	0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				37
Recruited	28	9	0	37
Yet to Recruit				0
On Contract	0	0	0	0

### Qualification Details of the Teaching Staff

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	21	2	0	26	10	0	45	42	0	146
M.Phil.	0	0	0	0	0	0	2	3	0	5
PG	0	0	0	0	0	0	49	55	0	104
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	3	0	4
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	10	15	0	25
UG	0	0	0	0	0	0	0	0	0	0

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	2	0	4
M.Phil.	0	0	0	0	0	0	1	2	0	3
PG	0	0	0	0	0	0	14	7	0	21
UG	0	0	0	0	0	0	0	0	0	0

**Distinguished Academicians Appointed As**

	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Emeritus Professor	13	2	0	15
Adjunct Professor	0	0	0	0
Visiting Professor	2	1	0	3

**Chairs Instituted by the University**

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

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	2248	99	0	20	2367
	Female	1675	88	0	12	1775
	Others	0	0	0	0	0
PG	Male	391	23	0	3	417
	Female	469	30	0	2	501
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

<b>Does the University offer any Integrated Programmes?</b>	No
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**Details of UGC Human Resource Development Centre, If applicable**

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

## 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

<b>Department Name</b>	<b>Upload Report</b>
Department Of Allied Health Sciences	<a href="#">View Document</a>
Department Of Bengali Language And Literature	<a href="#">View Document</a>
Department Of Biological Sciences	<a href="#">View Document</a>
Department Of Biotechnology	<a href="#">View Document</a>
Department Of Chemistry	<a href="#">View Document</a>
Department Of Civil Engineering	<a href="#">View Document</a>
Department Of Commerce And Economics	<a href="#">View Document</a>
Department Of Computer Science And Engineering	<a href="#">View Document</a>
Department Of Education	<a href="#">View Document</a>
Department Of Electrical And Electronics Engineering	<a href="#">View Document</a>
Department Of English Language And Literature	<a href="#">View Document</a>
Department Of Films And Animation	<a href="#">View Document</a>
Department Of Forensic Science	<a href="#">View Document</a>
Department Of Geography	<a href="#">View Document</a>
Department Of History	<a href="#">View Document</a>
Department Of Journalism And Mass Communication	<a href="#">View Document</a>
Department Of Law	<a href="#">View Document</a>
Department Of Management	<a href="#">View Document</a>
Department Of Mathematics	<a href="#">View Document</a>
Department Of Mechanical Engineering	<a href="#">View Document</a>
Department Of Pharmaceutical Technology	<a href="#">View Document</a>
Department Of Physics	<a href="#">View Document</a>
Department Of Political Science	<a href="#">View Document</a>
Department Of Psychology	<a href="#">View Document</a>
Department Of Smart Agriculture	<a href="#">View Document</a>
Department Of Sociology	<a href="#">View Document</a>



**Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	<p>In accordance with NEP 2020, Adamas University is committed to embrace a comprehensive perspective, aiming to achieve international recognition by excelling in interdisciplinary education, research, and innovation. The University is dedicated to cultivating socially responsible individuals with a strong foundation, empowering them to contribute significantly to nation-building. The institutional mission centers on enhancing employability through a forward-thinking curriculum, progressive teaching methods, outcome-focused education, a commitment to lifelong learning, industry partnerships, ethical principles, and a deep understanding of environmental and social realities. Adamas University has adopted NEP 2020 and has taken steps to appoint professors of practice. It distinguishes itself by offering adaptable and innovative curricula structured around credit-based courses. The University emphasizes interdisciplinary projects in areas such as community engagement and service, environmental education, and value-based education across its various Schools. This approach reflects Adamas University's commitment to providing students with a well-rounded education, preparing them for the dynamic challenges of the modern world. The NEP was introduced from academic year 2023-24.</p>
2. Academic bank of credits (ABC):	<p>Adamas University, registered with the National Academic Depository (NAD) in ABC, prioritizes student flexibility by allowing multiple entries/exits within chosen programs. As NAD account holders, students benefit from services like credit verification, accumulation, transfer/redemption, and degree authentication. The University's cutting-edge facilities, including the Stem Cell Research Lab, Central Instrumentation Centre, and BIRAC-E-YUVA Centers, play a pivotal role in advancing experiential learning. These state-of-the-art resources empower both students and faculty, fostering a dynamic educational environment that emphasizes hands-on experiences and innovation in various disciplines.</p>
3. Skill development:	<p>Adamas University and its constituent Schools have embraced numerous initiatives for capacity development and skill enhancement, aiming to</p>

	<p>cultivate industry-ready professionals. The Center for Life-Long Learning (CLL) stands as a specialized wing catering to students' soft skill augmentation. Comprising three divisions – Life Skills, Professional Skills, and Upskilling – CLL is dedicated to honing diverse competencies. In the future, the University envisions introducing a B.Voc. program in collaboration with the National Skill Development Corporation (NSDC), further enhancing its commitment to providing students with practical and industry-relevant education for a successful and fulfilling career.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The School of Liberal Arts and Cultural Studies (SOLACs) at Adamas University is dedicated to providing exclusive undergraduate, postgraduate, and doctoral programs in Bengali. The School actively conducts diverse programs aimed at nurturing and showcasing linguistic and cultural heritage, fostering a deep understanding and appreciation among students for the linguistic and cultural tapestry of the region. Through its academic offerings and cultural initiatives, SOLACs contribute to the scholarly and artistic enrichment of the community. At the same time the E-Yuva Centre, the Subhash Mukhopadhyay Stem Cell Research Centre and the Department of Pharmaceutical Engineering are collaborating with the Ministry of Ayush, Government of India, to undertake researches on indigenous medical system. It is now proposed to establish a separate Centre For Studies in Indigenous Knowledge Systems to bring together the University's existing expertise on indigenous knowledge system to promote and preserve the country's traditional knowledge, language system and rich legacy of arts and cultural traditions.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Adamas University has adopted a comprehensive approach to education known as outcome-based education, with a specific emphasis on constructive alignment. This methodology involves aligning teaching activities with planned learning outcomes, assessing not only knowledge and skills within the chosen discipline but also evaluating the attitudes and values acquired throughout the educational process. This approach encompasses various stages, including curriculum design, teaching and learning activities, and assessment mechanisms, ensuring a cohesive and purposeful educational journey for students. By</p>

	focusing on constructive alignment, Adamas University strives to create a well-rounded and effective learning experience that goes beyond traditional academic measures to encompass broader personal and professional development.
6. Distance education/online education:	NIL

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, the Electoral Literacy club is in the University from 2022 onwards, and various awareness events and quiz extempore were organized at the University/school level
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Student coordinators and coordinating faculty members are appointed from the Department of Political Science, School of Liberal Arts and Cultural Studies (SoLACS), Adamas University, Kolkata. At present: Raj Shekhar Lodh UG Semester VI, Department of Political Science (Public Administration Specialization and Sahin Khan PG Semester II, Department of Political Science (Public Administration Specialization are the student coordinator. Dr. Suvasish Chakraborty is the coordinating faculty member from the Department of Political Science, SoLACS , Adamas University
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Activities conducted for ELC: Votes Awareness Program, SVEEP Quiz/Extempore, Interactive Session with West Bengal Government Representative from BDO office, Barasat, Student-Interactive Session with West Bengal Government Representative from BDO office, Barasat, BDO officers Felicitation at SoLACS, Faculty Felicitation by the BDO office-Barasat,
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Initiatives include: One day Voter Awareness Program under SVEEP Programme, special programs were conducted by the Electoral club of the University, special summary revision of photo electoral roll were conducted.

5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.

In a regular meeting, they are informed about how to register and update their name in the voter list of their respective constituencies. They are also taught to help and assist the elders to verify and update or correct their details via an online portal.

## Extended Profile

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### 1 Students

#### 1.1

##### Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
4069	3471	3388	3028	2553
File Description		Document		
Institutional Data in prescribed format		<a href="#">View Document</a>		

#### 1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
1230	1070	1063	754	284
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
206	203	198	216	164
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 2.2

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

**Response: 371**

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 3 Institution

#### 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
4064.624	2867.727	2435.777	3857.716	2849.657

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Design and Development

##### 1.1.1

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

**Response:**

Curricula developed and implemented by the University 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.

Adamas University places a strong emphasis on developing relevant and comprehensive curricula that cater to the needs of its students and the broader society. By aligning the curricula with NEP 2020 the Institution is ensuring that its students are equipped with necessary skills and knowledge to negotiate the modern world with confidence.

The students are trained not only to succeed in their chosen careers but also to make a positive contribution to society. The local needs are incorporated in the courses of biotechnology, education, media and journalism. The country's eastern region requires integration of emerging technology with production process and this concern is reflected in the syllabi of computer science and other engineering departments. Inculcation of innovation spirit is the guiding principle of courses in science & technology and pharmacy departments. The courses in economics, political science, history and Law help students to relate themselves to national and global issues, while Business and Management students are trained in entrepreneurial skills. History students are trained in archaeology and heritage studies; literature courses impart creative learning.

Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) ensure outcome- based education, which constitute the cornerstone of the New Education Policy. This inculcates among the students the skill competency required to pursue successful careers and become constructive members of civil society. At the same time by incorporating global developments within the curricula, the University prepares students for a rapidly changing global landscape where individuals need to navigate diverse cultures, work across national borders, and stay updated with international trends.

The courses are flexible and allows students to choose electives that interest them. Each course has well-defined Cos within the ambit of Pos and PSOs. Inclusion of experiential learning as an essential component of teaching-learning process through projects, professional training, and industrial exposure bridges the gap between class-room learning and application of the acquired knowledge. At the same time, the reflection of local socio-economic conditions in relevant courses prepare the graduates to contribute to the development of local economy and society effectively.

The commitment to quality education is evident through the involvement of experts and regular curriculum reviews by the academic council. The Board of Studies (BoS) in each Department, Faculty Council for each School and the Academic Council for the whole university meet whenever needed to introduce new courses as well as update the syllabi to keep pace with the rapidly changing local, regional, national and global scenarios. This practice ensures that the curricula remain relevant and aligned with the dynamic demands of the economy and society. This contributes to the maintenance of high educational standards and preparation of students in meeting the challenges of a competitive world.

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

### 1.1.2

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

**Response:**

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

Dedicated to fostering employability, entrepreneurship, and skill development among its students, the institution's programs are meticulously designed to align with contemporary requirements, ensuring that course syllabi are regularly revised to incorporate the latest industry demands. Adamas stresses cultivation of diverse skills essential for success in today's dynamic world. Students are not only equipped with technical knowledge, but also trained in critical thinking, problem-solving, communication, leadership, and teamwork. Recognizing the need for self-sufficiency and self-reliance, the University encourages a creative mindset and entrepreneurial thinking.

Established to address all educational needs under one roof, Adamas strives to create an environment that not only imparts knowledge, but also moulds students as well-rounded citizens. The Center for Life Long Learning (CLL), comprising the former Center for Professional Studies (CPS) and Career Development Cell (CDC), alongside the university's schools, implements various capacity development and skill enhancement initiatives.

The CLL operates through three dedicated divisions:

1. **Life Skills Division:** This division offers courses related to lifelong learning, including Venture Ideation, Critical Thinking, Campus to Corporate, and Dynamic Paradigm, fostering personal and professional growth.
2. **Professional Skills Division:** Catering to bureaucratic and competitive examinations, as well as foreign language courses, this division prepares students for a wide range of career opportunities.



3. Upskilling Division: Focused on the needs of Adamas University alumni, this division provides short-term and certified courses in both online and offline modes, ensuring continuous learning and development.

Additionally, the Department of Language and Literature, part of the School of Liberal Arts and Cultural Studies, offers soft skill courses under a choice-based credit system. These courses aim to enhance students' communication skills through verbal and oral communication, improve listening skills, and develop their overall personality through goal setting and creative thinking.

The university believes in empowering students with language proficiency, offering regular classes on language and communication at both undergraduate and postgraduate levels. These courses cover the basics of grammar, language dynamics, and effective message conveyance, preparing students for interviews and the screening process.

In line with its vision to become a globally respected institute, Adamas University organizes seminars, webinars, workshops, and conferences across its schools and departments. These events keep students informed about emerging trends in advanced technology, and various initiatives are undertaken to train students in areas such as Data Science, Simulation, Robotics, AI, ML, IoT, 5G technologies, and cloud computing.

To enhance the digitalization of university processes and activities, Adamas University has implemented advanced learning management systems such as Canvas and collaborated with platforms like TCSion Digital Learning, Office 365, Coursera, Simplilearn, and LinkedIn. The ongoing development of a Database Repository System reflects the university's commitment to systematizing automation across various levels, including Teaching-Learning, Evaluation, HR, Finance, Student Support, Placement, and Career Development.

Adamas University thus stands as a comprehensive institution, prioritizing holistic education, skill development, and technological advancements to prepare students for success in a rapidly evolving world.

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 27.18

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

Response: 1320

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

Response: 4857

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	<a href="#">View Document</a>
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

### 1.3 Curriculum Enrichment

#### 1.3.1

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

**Response:**

The Institution integrates with the curriculum crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, thus demonstrating its commitment to holistic education in tune with the NEP 2020.

Adamas University remains deeply committed to nurturing holistic individuals having academic expertise along with essential values, skills, and sensitivities required for responsible and compassionate citizenship. By striking a balance between theory and practice, the gap between classroom learning and real-world the students are imparted experiential learning to prepare them to negotiate the complexities of life.

**Gender-** Discussions and debates on gender issues and rights are regularly organised in the campus. Courses in sociology, education, history and law address the gender question from specialized angles. The University organizes outreach programs for sensitization of gender issues.

**Human Values and Professional Ethics:** Teaching-learning process familiarize the students with the **Ethical Code of Conduct, Ethical Dilemma and Conflict of Interest**, helping them become critical individuals. Students are introduced to human values of social inclusion and human rights. Further, the University has zero tolerance policy regarding plagiarism. All research papers and dissertations submitted to the University undergo plagiarism checks. To address any gender discrimination at work place, the **Internal Complaints Committee (ICC) has been instituted following the UGC Regulation of 2015**. Workshops on professional ethics, environmental ethics, and gender ethics prepare the students

to meet ethical challenges as they enter the social mainstream.

### **Environmental and Sustainability Issues**

All undergraduate teaching courses have mandatory modules on environment and sustainability issues. This is supplemented by awareness programmes. Adamas University is a **Green Campus**, conserving natural resources and pursuing tobacco free and plastic free policy. Specialised interdisciplinary courses on environmental security and sustainable development are jointly coordinated by departments of biotechnology, chemistry and education among others.

The cross-cutting issues that are integrated into the Adamas University curriculum include:

- \* Sustainability that is essential for students to understand the impact of their actions on the natural environment and to promote sustainable practices.
- \* Social Justice which is essential for students to understand the challenges faced by marginalized communities and to prepare them to work for a more just and equitable world.
- \* Global citizenship a value which is essential for students to be global citizens and be prepared to face the evolving challenges facing the world.

The cross-cutting issues are integrated into the Adamas University curriculum in a variety of ways. These include:

- \* Interdisciplinary courses that allow students to develop critical thinking skills and to see the world from different perspectives.
- \* Internship which offers the students options to apply their learning to real-world problems.
- \* Global partnerships with institutions of higher learning which enable students to experience international teaching-learning process and learn about different cultures and to develop global perspectives.

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

### **1.3.2**

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

**completed during the last five years**

**Response: 52**

<b>File Description</b>	<b>Document</b>
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc.	<a href="#">View Document</a>

### 1.3.3

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

**Response: 88.89**

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

Response: 96

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

Response: 108

<b>File Description</b>	<b>Document</b>
Sample Internship completion letter provided by host institutions	<a href="#">View Document</a>
Program and course contents having element of field projects / research projects / internships as approved by BOS	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1

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

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

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Feedback analysis report submitted to appropriate committee/bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis and its report to appropriate committee/bodies	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 73.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
2048	1430	1947	1445	1651

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

2022-23	2021-22	2020-21	2019-20	2018-19
1790	1107	1257	992	1120

#### File Description

#### Document

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

Admission extract signed by the competent authority (only fresh admissions to be considered)

[View Document](#)

#### 2.1.2

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

**Response:** 32.38

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

2022-23	2021-22	2020-21	2019-20	2018-19
315	241	291	237	183

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

2022-23	2021-22	2020-21	2019-20	2018-19
922	670	903	675	743

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	<a href="#">View Document</a>

## 2.2 Catering to Student Diversity

### 2.2.1

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

**Response:**

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

Adamas University addresses diverse student comprehension levels by recognizing the need for inclusivity. The institution is fostering an environment where all students can excel by receiving assistance through tailored support. The identification of students who may be potentially slow learners

start from the time of admission itself on the basis of admission tests and interviews. Once the students are enrolled in courses, a number of steps are taken to address the gaps encountered by the slow learners. This is a continuous process and the improvements are closely monitored by the respective course instructors on the basis on class tests and various modes of continuous internal assessments.

### Measures to close the gap between slow learners and advanced learners

- Regular remedial classes to address the special needs of the slow learners are conducted across various schools. The remedial coaching program is designed to provide students with the extra support they need to succeed in their classes. The students are formed into small groups and special remedial classes are organized outside the class hours, so students can get the help they need without having to miss their regular classes. Tutorial classes are specially meant to clear doubts in the mind of the students who need longer time to grasp the subject matters.
- Bridge courses are organised before the classes commence in areas where the students need additional knowledge to start their core courses.
- Group study system is also a very important practice in Adamas University- for example group projects is a major boost for the slow learners to interact closely with the advanced learners. The synergy generated in the process is observed to be long-lasting.
- Bilingual approach to explain course materials taught in the class after class hours is a major help for the slow learners, especially for those who had passed out of vernacular medium schools

### Assessment of learning levels of the students

- Monitoring, mentoring, revision classes, and counseling sessions are organized in Adamas University for ensuring that students are progressing effectively. Regular feedback and support help keep students on track and provide opportunities for them to voice their concerns.
- In line with the goal of the NEP, skill enhancement and ability enhancement courses are re-designed to help the students keep up with the fast changing environment in industry and society.
- Experiential learning is another pillar of NEP and the scope of this is considerably expanded in recent years to help the students firmly grounded to the surrounding reality.
- Students participation in debates and quizzes, both intra and inter university levels are strongly encouraged to develop communicative skills of the students. The achievements of students are rewarded through awards like medals, certificates as well scholarships.
- Internship of the students in various industries, NGOs and media houses enhances the practical skills of the students
- Adamas University encourages its students to share their research and ideas through student publications at reputed journals.

File Description	Document
Provide link for additional information	<a href="#">View Document</a>



## 2.2.2

**Student - Full time teacher ratio (Data for the latest completed academic year)****Response:** 19.75

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	<a href="#">View Document</a>
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	<a href="#">View Document</a>

## 2.3 Teaching- Learning Process

## 2.3.1

**Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process**

**Response:**

- Adamas University showcases a commitment to creating dynamic and engaging learning experiences for students. By incorporating a range of approaches, the institution is catering to different learning styles and fostering a comprehensive understanding of the subjects. Adamas University adopts a **student-centric approach** through **Project based learning, Session with Industry Experts, Learning from Smart Labs, Collaborative Learning, Learning from Storytelling Methodology, Participative Learning & Learning from problem solving methodology.**
- **Project Method:**
- All students in Adamas University are required to complete credit based micro projects on some contemporary issues. This is followed in different schools with appropriate subject matters- like in School of Life Sciences and Bio technology, the students do projects on bio safety and sustainability issues while in School of Business and Economics, students do projects on contemporary issues in economics and management. The projects then have to be defended in front of faculty and students. This inculcates a practice of innovative thinking and an inquisitive mind among the students.
- **Participatory and problem-solving Methods:**
- Adamas University emphasizes on participative learning as a student-centered approach to education with active engagement and collaboration. In this context, The problem solving takes various different patterns- for example, from solving mathematical puzzles in school of basic and applied sciences to discussing case studies in school of law and justice. Case studies are integral part of different technical and non-technical programs and allow students to apply theoretical

concepts to real-world situations. The students are required to participate in community services through value added courses, which creates a sense of responsibility as well as accountability in young minds.

- **ICT Enabled teaching Method:**

- The utilization of various ICT-enabled tools by faculty members is a testament to the institution's commitment to innovation in education. From multimedia presentations to online learning platforms, simulations, and virtual labs, these tools cater to diverse learning preferences and styles. The class-rooms are WiFi enabled so that the students can be given access to online resources. This also helps in promoting blended learning in the institution. The university uses a learning management system (LMS) as a learning resource. The LMS is a web-based platform that provides students with access to course materials, assignments, and assessments. It also allows students to communicate with their teachers and classmates.

- **Experiential Learning method:**

- Experiential learning is now given more emphasis due to the introduction of NEP courses. The University was already incorporated such methods in different courses in the form field visits, industry interaction, mooc courts, attending business meets and conferences, story-telling sessions, interactions with established media persons and many more. The internship program at Adamas University Kolkata encourages students to participate in a variety of activities that promote active learning and collaboration. In this context a noteworthy aspect of Adamas University's educational program is the emphasis on webinars, workshops, and guest lectures conducted by industry experts and alumni.

File Description	Document
Provide Link for Additional Information	<a href="#">View Document</a>

### 2.3.2

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

##### **Response:**

Mentor-Mentee Schemes are an effective way for Adamas University to address academics and student-psychological issues. In the beginning of the academic year, a circular is issued with the name of the mentor and the mentee students. The circular is displayed in the notice board and the name of the mentor is communicated to the students. Mentor-mentee schemes can help students to succeed academically in a number of ways.

First, mentors can provide students with guidance and support. They can help students to set goals, develop study plans, and stay on track. Mentors can also help students to develop their critical thinking and problem-solving skills. They can teach students how to approach difficult problems, and how to find solutions.

Second, mentors can provide students with a sounding board. They can listen to students' concerns and offer advice. Mentors can help students to work through problems, and to develop strategies for dealing

with challenges. Mentors can also help students to stay motivated, and to keep going when things get tough.

Mentor-mentee schemes can also help students to deal with stress and other psychological issues. Mentors can provide students with a safe and supportive space to talk about their problems. They can help students to develop coping mechanisms, and to learn how to manage stress. Mentors can also help students to develop a positive self-image, and to believe in themselves.

Adamas University implements mentor-mentee schemes in a number of ways. First, the university pairs students with mentors who are matched based on their interests and goals. Second, the university provides mentors with training on how to support students. Third, the university offers a variety of resources to support mentor-mentee relationships. These resources include workshops, online forums, and one-on-one consultations.

Towards the end of each semester, mentor along with mentees meet with the parents of the students to discuss various aspects of teaching-learning process to improve students' performance by addressing their specific problems.

Mentor-mentee schemes offer a number of benefits to students. These benefits include:

- \* Improved academic performance
- \* Increased critical thinking and problem-solving skills
- \* Reduced stress and anxiety
- \* Increased self-confidence and self-esteem
- \* Improved social and emotional skills
- \* Increased motivation and engagement

Mentors maintain a mentor book for each mentee. Interactions with the students are noted in the mentor book.

File Description	Document
Provide Link for Additional Information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response: 97****2.4.1.1 Total Number of Sanctioned year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
216	212	207	219	164

<b>File Description</b>	<b>Document</b>
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	<a href="#">View Document</a>

**2.4.2****Percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt. during the last five years****Response: 71.43****2.4.2.1 Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt Superspecialist during the last five years**

Response: 265

<b>File Description</b>	<b>Document</b>
List of faculty having Ph.D./D.M/M.Ch./D.N. Superspeciality/ along with particulars of the degree awarding university, subject and the year of award per academic year.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copies of Ph.D./D.M/M.Ch./D.N.B Superspeciality awarded by UGC recognized universities	<a href="#">View Document</a>

**2.4.3****Average teaching experience of full time teachers (Data to be provided only for the latest**

**completed academic year, in number of years)**

**Response:** 7.99

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

Response: 1645

<b>File Description</b>	<b>Document</b>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

**2.5.1**

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

**Response:** 18.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
25	14	18	12	23

<b>File Description</b>	<b>Document</b>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

**2.5.2**

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

**Response:** 0.31

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

2022-23	2021-22	2020-21	2019-20	2018-19
35	9	3	2	2

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

2022-23	2021-22	2020-21	2019-20	2018-19
4140	3489	3420	3016	2248

File Description	Document
List the number of students who have applied for re- valuation/re-totalling program wise and the total certified by the Controller of Examinations year-wise for the assessment period.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

## 2.5.3

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

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

File Description	Document
The report on the present status of automation of examination division including screenshots of various modules of the software.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
If the EMS is outsourced, copy of the relevant contract and copies of bills of payment to be provided.	<a href="#">View Document</a>
Copies of the purchase order and bills/AMC of the software.	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

**Response:**

The 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.

Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) are essential components of a quality education. These POs, PSOs and COs are published for each course and is made available to the students at the beginning of each semester, both online (university website) and offline (notice boards or through course instructors). During end semester examinations, the external moderators are provided with these details to ensure holistic nature of question setting.

The Program Outcomes at Adamas University are aligned with the University's mission and vision, namely to be an internationally recognised university with a goal of imparting skill and enhancing employability along with inculcating ethical values.

The Course Outcomes at Adamas University Kolkata are specific to each course. They are designed to ensure that students acquire the knowledge, skills, and values they need to be successful in that particular course. The Course Outcomes are also aligned with the Program Outcomes.

The program outcome, program specific outcomes and course outcomes of Adamas University are evaluated through a variety of direct and indirect assessment methods. These methods are designed to ensure that students have mastered the knowledge, skills, and abilities necessary to succeed in their chosen field.

Direct assessment methods involve directly measuring students' knowledge and skills through a variety of methods, such as:

\* Examinations: Examinations are a common form of direct assessment. They can be written, oral, or a combination of both. Exams can assess students' knowledge of course material, their ability to apply that knowledge to new problems, and their critical thinking skills.

\* Projects: Projects are another form of direct assessment. They allow students to demonstrate their ability to apply their knowledge to real-world problems. Projects can be individual or group projects, and they can be completed in class or outside of class.

\* Presentations: Presentations allow students to demonstrate their ability to communicate their ideas effectively. Presentations can be given in class, to small groups, or to large audiences.

\* **Portfolios:** Portfolios are collections of students' work that can be used to assess their progress over time. Portfolios can include essays, projects, presentations, and other work samples.

Adamas University ensures that the questions formed for direct assessment are mapped to various program outcomes and course outcomes by the faculties. The end semester and mid term examinations require all question setters to map their questions to POs and COs along with the level of difficulty and extent of coverage. The questions and marks are uploaded to centralized portal and attainment is calculated accordingly.

A number of indirect assessment methods are also used, such as:

\* **Class participation:** Class participation can be used to assess students' understanding of course material and the effectiveness of teaching methodologies for attaining intended course outcome and program outcome.

\* **Internship:** Student performance and attainment of outcome is assessed through their performance in various internship projects.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>

## 2.6.2

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

**Response:** 92.28

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

**Response:** 1135

<b>File Description</b>	<b>Document</b>
percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Certified report from the Controller of Examinations indicating the pass	<a href="#">View Document</a>
Annual report of COE highlighting the pass percentage of students	<a href="#">View Document</a>



## 2.7 Student Satisfaction Survey

2.7.1

**Online student satisfaction survey regarding teaching learning process**

**Response:**

## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

#### 3.1.1

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

#### **Response:**

Adamas University aspires to position itself as a leading research institution in India, and to achieve this, it has implemented robust research promotion policies with various schemes and incentives. The university is committed to fostering a culture of research and innovation among its faculty members. The primary objectives of the research policy are designed to propel the institution toward academic excellence and global recognition. There are ten centers of excellence out of which two are funded by the central government. All these centers are dedicated to the creation of new knowledge and contribute significantly to research and academic excellence.

The university's research policy outlines several key objectives:

#### 1. Publication of Quality Research Articles:

The faculty is encouraged to publish high-quality research articles in reputed journals with global citations, contributing to the academic knowledge pool.

#### 2. Patent Publications:

The university aims to promote innovation by encouraging the publication of patents with strong commercial potential.

#### 3. Extramural Funding and State-of-the-Art Facilities:

Initiatives are in place to secure extramural funding to establish cutting-edge laboratories and research facilities, ensuring the university stays at the forefront of research.

#### 4. Consultancy Services and Central Instrumentation Facility:

The university seeks to provide consultancy services to industries and organizations, and it aims to establish a central instrumentation facility equipped with advanced tools to support research endeavors.

#### 5. Recognition and Incentives for Faculty:

Faculty members engaging in notable research initiatives are recognized and rewarded with incentives and awards, fostering a sense of accomplishment and motivation.

#### 6. Collaborations with Govt./NGOs/Industries:

The university actively collaborates with government bodies, non-governmental organizations, and industries to create synergies, share expertise, and enhance the impact of research outcomes.

#### 7. Establishment of Centers of Excellence:

Centers of excellence are established in focus areas to concentrate expertise and resources for targeted, impactful research.

#### 8. Support for Conference Attendance:

The university provides support to staff members to attend conferences, seminars, workshops, etc., facilitating the exchange of ideas and exposure to the latest developments in their respective fields.

To ensure the effective implementation of these objectives, the university has constituted a Research Advisory Board comprising internal and external members from both academia and industry which provides valuable direction in aligning research efforts with the outlined objectives.

In an effort to recognize and reward faculty members for their outstanding research contributions, the university has instituted an annual Research Excellence Awards program. These awards are granted competitively, acknowledging and appreciating faculty members for their commendable research endeavors. Moreover, to further encourage faculty research, the university allocates seed money to cover expenses related to research activities. The details of eligibility, distribution methods, and fund amounts for different categories of teachers are periodically communicated by the university. This seed money, earmarked in the university budget, serves as initial support for faculty members to kickstart and sustain their research initiatives.

File Description	Document
Provide links as Additional Information	<a href="#">View Document</a>

### 3.1.2

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

**Response:** 62.87

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

2022-23	2021-22	2020-21	2019-20	2018-19
95.44	105.27	55.2	58.44	0

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

**3.1.3**

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

**Response:** 5.66

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

**Response:** 21

<b>File Description</b>	<b>Document</b>
List of teachers who have received the awards along with the nature of award, the awarding agency etc.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copies of the award letters of the teachers.	<a href="#">View Document</a>

**3.1.4**

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

**Response:** 5.56

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

**Response:** 13

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

Response: 234

<b>File Description</b>	<b>Document</b>
List of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows along with the details of the funding agency is to be provided.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E copies of fellowship award letters (mandatory)	<a href="#">View Document</a>

**3.2 Resource Mobilization for Research****3.2.1**

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

Response: 509.915

<b>File Description</b>	<b>Document</b>
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	<a href="#">View Document</a>

**3.2.2**

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

Response: 0.11

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

Response: 42

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

### 3.3 Innovation Ecosystem

#### 3.3.1

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

#### Response:

Adamas University places a significant emphasis on Entrepreneurship Development in today's education landscape, encouraging a shift from being 'job seekers' to 'job givers.' The Centre for Incubation has been established not just for students but also to benefit the larger community. The Centre for Incubation, with its primary focus on fostering a start-up culture, engages in the following key activities:

#### 1) Creation of Awareness and Popularization of Entrepreneurship Development:

The center aims to spread awareness about entrepreneurship and make it more accessible.

#### 2) Collaboration and Handholding for Incubates:

Providing support and guidance to those looking to establish their enterprises.

#### 3) Capacity Building Program for Faculty Members and Students:

Conducting programs to enhance the skills and knowledge of both faculty members and students.

#### 4) Outreach and Extension Activities:

Engaging in activities that extend the benefits of entrepreneurship beyond the university.

#### 5) Organizing Hackathons and Ideation Events:

Fostering innovation through events that encourage idea generation and problem-solving.

The Centre for Incubation extends its support to students and anyone interested in creating their enterprise. This support includes mentorship, technological assistance, office space, IT peripherals, interns, and more to help turn ideas into viable businesses. Mentorship and support cover various aspects such as marketing, business development, intellectual property rights (IPR), finance, regulatory compliance, social entrepreneurship, technology-based initiatives, and research and development (R&D).

To further support innovation and incubation, Adamas University has established several entities:

1. Institutions Innovation Council (IIC): Aligned with the Innovation Cell, MoE, Govt. of India, IIC-AU participates in activities related to innovation and entrepreneurship. The university presently holds a 2-star (\*\*) rating in IIC and has received a grant for the 'Impact Lecture Series' from MoE, GoI.
2. Industry-Academia Collaboration Centre (BOSCH-AU): In collaboration with BOSCH, this center fosters skill entrepreneurs and conducts activities for societal benefit, bridging the gap between industry and academia.
3. ACIC-Adamas Innovation and Incubation Foundation: This not-for-profit company serves as a Special Purpose Vehicle (SPV) to promote innovation and entrepreneurship.
4. E-YUVA Centre, Adamas University: Established in 2021 with support from BIRAC (a Govt. of India enterprise), this center supports E-YUVA Fellow (UG) and Innovation Fellow (PG and PDF) with fellowships and innovation grants.
5. Centre for Incubation (Approved by MSME, Govt. of India): Set up in 2020, this center promotes and supports start-ups at the pre-incubation and incubation levels. In 2022, it was recognized by the MSME Govt of India as a Host Institute through their Innovation Scheme.
6. IPR Cell: Created to enhance IP awareness and support innovators, students, and faculty members, the IPR Cell is supported by the Department of Science and Technology & Biotechnology, Govt. of West Bengal.

In essence, Adamas University, through its innovative initiatives and support structures, not only imparts academic knowledge but also cultivates a culture of entrepreneurship, innovation, and practical skills, preparing students and the community for success in the dynamic world beyond academia.

File Description	Document
Link for Additional Informationa	<a href="#">View Document</a>

### 3.3.2

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

**Response:** 95

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
e- Copies of award letters issued by the awarding agency	<a href="#">View Document</a>

### 3.4 Research Publications and Awards

#### 3.4.1

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

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

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

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	<a href="#">View Document</a>
Constitution of the ethics committee and its proceedings as approved by the appropriate body.	<a href="#">View Document</a>
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	<a href="#">View Document</a>
Bills of purchase of licensed plagiarism check software in the name of the HEI.	<a href="#">View Document</a>

#### 3.4.2

**Total number of Patents awarded during the last five years**

**Response:** 10



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

**3.4.3****Number of Ph.Ds awarded per recognized guide during the last five years****Response:** 1.29**3.4.3.1 How many Ph.D s were awarded during last 5 years**

Response: 27

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

Response: 21

<b>File Description</b>	<b>Document</b>
PhD Award letters to PhD students.	<a href="#">View Document</a>
Letter from the university indicating name of the PhD student with title of the doctoral study and the name of the guide.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

**3.4.4****Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years****Response:** 2.85**3.4.4.1 Number of research papers published in the Journals as notified on UGC CARE list during the last five years**

Response: 1057

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link to the institutional website where the first page/full paper (with author and affiliation details) is published	<a href="#">View Document</a>
Link re-directing to journal source-cite website in case of digital journals	<a href="#">View Document</a>

### 3.4.5

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

**Response:** 2.1

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

Response: 779

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.4.6

***E-content is developed by teachers :***

- 1. For e-PG-Pathshala***
- 2. For CEC (Under Graduate)***
- 3. For SWAYAM***
- 4. For other MOOCs platform***
- 5. Any other Government initiative***
- 6. For institutional LMS***

**Response:** C. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Supporting documents from the sponsoring agency for the e- content developed by the teachers need to be provided.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
For institution LMS a summary of the e-content developed and the links to the e-content should be provided	<a href="#">View Document</a>

**3.4.7****Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science****Response: 0****3.4.8****Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution****Response: 0****3.5 Consultancy****3.5.1****Revenue generated from consultancy and corporate training during the last five years****Response: 124.61****3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

2022-23	2021-22	2020-21	2019-20	2018-19
111.61	10	3	0	0

<b>File Description</b>	<b>Document</b>
Letter from the corporate to whom training was imparted along with the fee paid	<a href="#">View Document</a>
Letter from the beneficiary of the consultancy along with details of the consultancy fee.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Audited statements of accounts indicating the revenue generated through and corporate training/consultancy.	<a href="#">View Document</a>

### 3.6 Extension Activities

#### 3.6.1

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

**Response:**

Neighborhood-Community network. Adamas University is deeply rooted in the ethical framework of Social Responsibility, recognizing the individual's obligation to contribute positively to society. This commitment is reflected in key aspects such as Ethical Actions, Legal Compliance, Economic Interests, and Philanthropic Responsibilities. The university believes that engaging students in social service activities is essential from psychological, sociological, pragmatic, and aesthetic perspectives.

- To channel these efforts effectively, Adamas University operates National Service Scheme and National Cadet Corps Units, which play a pivotal role in conducting various extension activities within the local community.
- The university, under the Unnat Bharat Abhiyan, has adopted five nearby villages, actively working for their benefit. Adamas University, with NSS approval from the Ministry of Youth Affairs and Sports, encourages students to voluntarily participate in activities that contribute to the betterment of society, aligned with NSS guidelines.
- To prevent ragging on campus, Adamas University implements comprehensive measures before and during the classes of a new batch. The institution celebrates various events such as Fresher day, Independence Day, Republic Day, Science Day, and Teachers' Day regularly, fostering a sense of community and celebration among students and faculty.

Furthermore, the university places a strong focus on encouraging and supporting faculty members to actively participate in various National and International fora. This initiative not only enriches the academic environment within the university but also facilitates the exchange of knowledge and expertise

on a broader scale. Beyond academic forums, the institution extends its expertise to personnel both within and outside the institute through various channels, thereby contributing to knowledge dissemination and societal development.

Extension activities carried out includes:

- From 02/10/20 - 08/10/20 Adamas University celebrated Daan Utsav which consisted of collecting funds and using them to buy ration items for the local orphan at Belghoria.
- On 15/01/21 a dog feeding event was organized where the stray dogs were given food. This event was organized to create awareness among people regarding the urgent need for care and safety for the street animals.
- On 27/01/2021 a yoga session was organized to become more aware about stress and anxiety and ways to handle it by teenagers these days with special reference to covid-19 with 32 active members.
- On 29/10/21 the CSR club jointly arranged a visit to the orphanage in Kazipara, Barasat.

The School of Education , Adamas University had organized a Clean Village Drive program at the nearby village Sadarpur and Jagannathpur village on 15.02.2021. The students from different Schools of Adamas University actively participated in this program along with the teachers.

File Description	Document
Provide the link for additional information	<a href="#">View Document</a>

### 3.6.2

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

**Response:** 115

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

2022-23	2021-22	2020-21	2019-20	2018-19
34	32	26	12	11

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

### 3.7 Collaboration

#### 3.7.1

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

**Response:** 82

<b>File Description</b>	<b>Document</b>
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functiona MoUs/linkage/collaboration activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

*The institution has adequate infrastructure facilities for*

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

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

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

**Describe the adequacy of facilities within a maximum of 500 words**

#### **Response:**

Adamas University has a professed goal of providing students with the best and state of the Art teaching and research facilities. This commitment is made credible by the excellent infrastructure it has built over the years. The institution has adequate infrastructure facilities for a. teaching - learning. viz., classrooms, laboratories, ICT enabled facilities such as smart classes, LMS etc., a well-equipped library, facilities for cultural and sports activities, yoga centre, games (indoor and outdoor) gymnasium, auditorium etc.

Adamas Institute stands as a beacon of academic excellence, housed within a meticulously designed and state-of-the-art high-tech campus that serves as the nucleus for its pursuit of educational and research objectives. The institution's commitment to providing an environment conducive to learning is evident in the diverse and well-equipped facilities it offers.

At the forefront of the institute's commitment to academic excellence is its Learning Resources category, encompassing a comprehensive array of essential elements. The campus boasts cutting-edge library facilities, providing students and faculty with access to an extensive collection of knowledge resources. The library serves as a vital hub for research, offering a diverse range of books, journals, and digital resources namely JSTOR, Shodhganga, NDL etc. that cater to the scholarly pursuits of both students and faculty members. University has the following facilities namely Classroom: 154, Building: 11 (SOET-6, AU1-1, PHARMACY-1, SOMC-1, SOE-1, SOLJ-1) and Seminar Halls: 5

There are 10 labs and 900 plus computers are available for faculties and students.

Laboratories within the campus are well-equipped, providing students with hands-on experiences and practical insights. The sophisticated computer center ensures that students have access to the latest computing technologies, fostering a technologically advanced learning environment. State-of-the-art classrooms equipped with modern teaching aids contribute to a dynamic and interactive learning experience.

Well-furnished hostels provide accommodation for non-resident students, creating a conducive living environment that complements their academic journey. The institute recognizes the importance of

comprehensive support services and has established centers to assist students in areas such as career counseling, health and wellness, and overall personal development. Canteens on campus cater to culinary requirements, ensuring that students have access to nutritious and diverse meal options. Grand convocation halls stand as symbols of momentous academic achievements, providing spaces for significant events and ceremonies that celebrate the accomplishments of the institute's academic community. Additionally, seminar halls facilitate the exchange of ideas, hosting academic discussions, workshops, and conferences that contribute to a vibrant and collaborative intellectual atmosphere.

The Training and Placement Cell plays a pivotal role in shaping students' future prospects. By meticulously preparing students for both on-campus and off-campus placements, the cell acts as a bridge between students and potential employers. Its proactive approach involves fostering relationships with various industries, paving the way for impactful professional engagements and career avenues for students. This commitment reflects the institute's dedication to ensuring that students are not only academically proficient but also well-prepared for the demands of the professional world.

File Description	Document
Provide the link for additional information	<a href="#">View Document</a>

#### 4.1.2

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

**Response:** 24.13

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

2022-23	2021-22	2020-21	2019-20	2018-19
1631.529	671.712	481.848	118.796	975.241

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



## 4.2 Library as a Learning Resource

### 4.2.1

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

#### **Response:**

Our University has implemented the KOHA Integrated Library Management System (ILMS) to streamline and enhance its library services. KOHA is an open-source ILMS that provides a comprehensive set of tools for library automation, cataloging, circulation, and more. Here is an overview of how Adamas University is leveraging KOHA to manage its library resources effectively:

#### **Features and Capabilities:**

##### **1. Cataloging and Classification:**

- KOHA allows librarians at Adamas University to catalog and classify a wide range of library materials, including books, journals, multimedia, and digital resources.
- The system supports various cataloging standards such as MARC (Machine-Readable Cataloging) format, enabling standardized and efficient record-keeping.

##### **2. Online Public Access Catalog (OPAC):**

- Adamas University library users have access to the OPAC, a user-friendly online catalog where they can search, browse, and locate library materials remotely.
- OPAC provides detailed information about available items, their locations, availability status, and even allows users to place holds or requests.

##### **3. Circulation Management:**

- The circulation module of KOHA facilitates efficient borrowing and returning of library materials.
- Librarians can manage loan periods, renewals, fines, and holds through the system, ensuring smooth transactions for both staff and users.

##### **4. Acquisition and Budget Management:**

- KOHA enables Adamas University to manage the acquisition process seamlessly, from creating purchase orders to tracking budgets and vendor information.
- Librarians can monitor expenditures, generate reports, and make informed decisions about collection development and resource allocation.

##### **5. Reporting and Analytics:**

- KOHA offers robust reporting tools that allow librarians to generate customized reports on library usage, circulation trends, inventory status, and more.

- These analytics provide valuable insights for decision-making, collection assessment, and resource planning.

**6. Interlibrary Loan (ILL):**

- Adamas University can participate in interlibrary loan services, allowing users to request materials from external libraries that are not available in the university's collection.
- KOHA streamlines the ILL process, facilitating efficient resource sharing and expanding access to a broader range of materials.

**Benefits for Adamas University:**

**Efficiency and Productivity:** KOHA automates routine library tasks, saving time for librarians and staff to focus on user services and collection development.

**Enhanced User Experience:** The user-friendly OPAC and online services improve accessibility, allowing students, faculty, and researchers to find and access resources easily.

**Resource Optimization:** With detailed analytics and reports, the library can make data-driven decisions to optimize its collection, subscriptions, and budget allocations.

**Cost-Effective Solution:** As an open-source system, KOHA offers cost savings for the university, including reduced licensing fees and the ability to customize according to specific needs.

The implementation of the KOHA Integrated Library Management System at Adamas University has transformed the library's operations, improving efficiency, accessibility, and user satisfaction. Through cataloging, circulation management, electronic resource management, and more, KOHA has empowered the university library to provide exceptional services to its academic community. As Adamas University continues to grow, KOHA will remain a valuable tool for managing and expanding its library resources in alignment with its educational goals

File Description	Document
Provide the Paste link for additional information	<a href="#">View Document</a>

**4.2.2**

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

**Response:** 0.73

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

2022-23	2021-22	2020-21	2019-20	2018-19
11.260	9.244	15.111	36.602	45.458

  

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 4.3 IT Infrastructure

#### 4.3.1

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

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

**Response:**

Adamas University (AU) stands at the forefront of embracing digitalization in higher education, recognizing the pivotal role of Information Technology (IT) infrastructure in supporting governance, academics, and research. The institution has made strategic investments in establishing a robust network and technology ecosystem to cater to the diverse needs of its faculty, staff, and students. The backbone of Adamas University's connectivity lies in its Internet Leased Line (ILL) and Broadband services procured from two distinct service providers. A 400Mbps ILL from Airtel serves office-related tasks, internet browsing, and online classes, while a 1Gbps Broadband connection from Alliance facilitates internet browsing, serves as a backup for other links, and ensures connectivity for students and faculty. Additionally, an MPLS link with a speed of 25Mbps from Airtel is dedicated to office network communication.

The redundancy and load balancing mechanisms are in place, with ILL and Broadband links configured for load balancing to ensure uninterrupted connectivity. In case of link unavailability, these links seamlessly act as backups for each other, enhancing the reliability of the network.

On the campus, all buildings, classrooms, labs, and offices are equipped with copper LAN and WiFi

facilities, creating a seamless digital environment. ICT-enabled infrastructure, including projectors, WiFi, and LAN, extends to seminar halls, conference halls, and the convention center. The network architecture follows a Star topology, with a Core Switch at the central location, Distribution Switches connecting buildings via optical fiber, and Access Switches connecting individual floors through copper cables.

AU adopts a 3-Layer network architecture model (Core-Distribution-Access), ensuring efficient network management. The network employs 802.1x network-level authentication with Radius authentication, bolstering security against unauthorized access. Firewall protection at the gateway level safeguards the internet, and auto internet failover with different ISPs enhances network resilience. Device security is a priority, with desktops and laptops equipped with Microsoft Defender/Microsoft Security Essentials to combat malicious activities. The client-server architecture, complemented by VLANs for different segments, is managed centrally. The university relies on Microsoft Volume license for advanced protection, while the ERP system, TCSS ion, operates on the SAAS model. The CANVAS LMS facilitates teaching, learning, and evaluation processes seamlessly.

A comprehensive CCTV security surveillance system, comprising over 550 cameras and 45 DVR/NVR systems, is deployed across the campus, ensuring a secure environment. The IT infrastructure boasts seven physical servers and twenty virtual servers, including HP 3PAR SAN storage, supporting the university's diverse IT needs.

For networking, AU utilizes CISCO equipment, featuring a 4500 series Core switch and SD500/SD300 across the campus. The institution leverages Microsoft Cloud for individual Office 365 IDs, incorporating services like OneDrive and SharePoint.

The institution IT policy is reviewed every year as updated as necessary.

In conclusion, Adamas University's commitment to digital excellence is evident through its comprehensive and state-of-the-art IT infrastructure. The integration of advanced technologies, robust security measures, and strategic partnerships with service providers position AU as a leading institution in the digital landscape of higher education.

File Description	Document
Provide the link for additional information	<a href="#">View Document</a>

#### 4.3.2

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

**Response:** 4.2

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

**Response:** 968

File Description	Document
Stock register/extracts highlighting the computers issued to respective departments for student's usage	<a href="#">View Document</a>
Purchased Bills/Copies	<a href="#">View Document</a>

### 4.3.3

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

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

**Response:** A. Any 7 or more of the above

File Description	Document
Videos and geo-tagged photographs of each of the facilities available in the HEI. Details of the structures of each of the facilities available in the HEI.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

## 4.4 Maintenance of Campus Infrastructure

### 4.4.1

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

**Response:** 46.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
1887.669	1171.323	825.846	2128.928	1429.660

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

#### 4.4.2

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

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

#### **Response:**

The classroom is at the heart of the learning process, and Adamas University takes special care to manage it effectively. Systems and procedures recommended by the university's management are incorporated and followed and all the necessary steps are taken to create a modern and effective teaching environment. These classrooms are equipped with modern technology like smart boards, microphone systems, and other tools that enhance teaching and learning. A comprehensive system of Annual Maintenance Contract as well as well monitored in house maintenance keep the facilities in the university running at its near full potential

1. Computers and ICT and its maintenance. The role of IT department is immense in this university in maintaining day to day needs of internet connection and maintenance of PCs and laptops. The electrical departments ensure the working of electrical equipments for each classroom, faculty rooms and offices, such as air-conditioners, overhead projectors in classrooms and other electrical gadgets.
2. Administration is responsible for general maintenance of civil, electrical and mechanical assets. Also the department of planning and monitoring is entrusted with the responsibility of ensuring proper allocation of space and classroom needs in the university. To maintain sports facilities like gymnasium and playground like basketball, volleyball, tennis, football and cricket, a separate directorate is maintained.
3. The librarian has overall responsibility to look after the digital resources and electronic journals. Subscription to electronic resources are regularly renewed. Special care is taken to keep the library neat and clean and a place of self-learning for the students. The library gives access to

NVDA (Non Visual Desktop Access) technology to vision impaired students and allow them to interact with the windows operating system and this system is well maintained.

4. Maintenance of sports complex which helps the university to produce some of the best athletes in the eastern region as well as the country. The gymnasium also has state of the art facilities which is maintained with utmost care
5. The maintenance of laboratories is one of the strengths of this university. It has regular AMC to keep the equipments running at their best capacities. The details of these are provided in annexure.
6. Transportation department is responsible of maintaining very efficiently a fleet buses and cars used for transportation of faculty, staff and students to and fro campus.
7. The university is committed to support differently abled individuals through ramps in every building and provision of golf carts for commuting within the sprawling university campus
8. A Medical Center on Campus and ambulances, are always available and facilities are regularly maintained throughout the year.

File Description	Document
Provide the link for additional information	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 70.37

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

2022-23	2021-22	2020-21	2019-20	2018-19
2860	2448	2379	2142	1789

#### File Description

#### Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority

[View Document](#)

Upload Sanction letter of scholarship and free ships (in English).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

#### 5.1.2

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

**Response:**

Adamas University places a strong emphasis on nurturing the career development of its students, recognizing the importance of equipping them with the skills and guidance necessary for achieving success in their chosen fields. The university has established two key support offices, namely

1. Career Development Cell (CDC) which has a separate vertical that mainly focuses on aptitude training, improving employability skills, career counseling for the student



2.Center for Professional Studies (CPS), which is later renamed as the Centre for Lifelong Learning, provides interdisciplinary, rigorous sessions that bridge the needs of employers with current and future employees. Providing opportunities for students and preparing them through professionals to learn and grow in their careers

The CDC operates with a dedicated focus on enhancing students' aptitude and employability skills, providing comprehensive career counseling sessions. These sessions are designed to empower students with the knowledge and insights needed to make informed decisions about their career paths.

On the other hand, the CPS, later renamed the Centre for Lifelong Learning (CLL), focuses on providing interdisciplinary and rigorous sessions that align with the evolving needs of employers. These sessions bridge the gap between academia and industry, offering students opportunities to develop the skills required in the professional landscape. By collaborating with professionals, the CPS ensures that students receive practical insights into their respective fields, preparing them for the challenges of the workforce.

In tandem with the efforts of the CDC and CPS, individual schools and departments within the university regularly organize events and sessions on career opportunities and competitive examination guidance. These initiatives are conducted through diverse mediums, including workshops, webinars, and training sessions. The participation of guest lecturers, industry experts, and professors from other institutions enriches these events, providing students with valuable perspectives and insights.

By facilitating engagement in multiple sessions, students benefit from a well-rounded exposure to career counseling and competitive examination guidance. The wealth of knowledge and experiences shared during these events contributes significantly to the overall academic and professional development of the student body.

To maintain transparency and document the impact of these initiatives, the university diligently compiles reports covering the programs and activities conducted by the CDC and CPS over the past five years. These reports offer a comprehensive overview of the university's commitment to guiding students through career choices and competitive examinations. Additionally, sample flyers from sessions organized by the CDC provide a visual representation of the diverse topics covered, showcasing the breadth of opportunities available to students.

Furthermore, the university maintains a detailed list of students who have benefited from the career counseling and guidance provided by the CDC over the past five years. In essence, Adams University stands as a beacon of comprehensive career development, ensuring that each student is equipped with the tools and knowledge needed to navigate their future endeavors successfully.

File Description	Document
Provide the link for additional information	<a href="#">View Document</a>

**5.1.3**

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

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

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Report with photographs on soft skills enhancement programs	<a href="#">View Document</a>
Report with photographs on Life skills (Yoga, physical fitness, health and hygiene) enhancement programs	<a href="#">View Document</a>
Report with photographs on Language & communication skills enhancement programs	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

#### **5.1.4**

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

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

**Response:** A. All of the above

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

## 5.2 Student Progression

### 5.2.1

#### Percentage of placement of outgoing students during the last five years

**Response:** 28.39

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

2022-23	2021-22	2020-21	2019-20	2018-19
298	294	222	162	73

<b>File Description</b>	<b>Document</b>
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order (the above list should be available in institutional website)	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

### 5.2.2

**Percentage of graduated students who have progressed to higher education year-wise during last five years****Response:** 21.06**5.2.2.1 Number of outgoing students progressing to higher education**

2022-23	2021-22	2020-21	2019-20	2018-19
98	313	114	131	50

<b>File Description</b>	<b>Document</b>
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education. (the above list should be available in institutional website)	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

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

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

**Response:** 1.02**5.2.3.1 Number of students qualifying in state/National/International level Examination during last five years (eg. SLET, NET, UPSC etc)**

Response: 45

<b>File Description</b>	<b>Document</b>
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

**5.3 Student Participation and Activities**

**5.3.1**

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

**Response:** 130

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

2022-23	2021-22	2020-21	2019-20	2018-19
39	5	21	40	25

**File Description****Document**

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

**5.3.2**

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

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

**Response:**

The Office of Student Affairs at Adamas University is not merely an administrative entity but a vibrant hub, fostering a dynamic collection of students engaged in a myriad of curricular and co-curricular activities. Under the expansive umbrella of the Department of Students' Affairs, 16 student-led Co-Curricular Clubs thrive, each contributing to the holistic development of students. These Co-Curricular Clubs are spearheaded by two student co-coordinators, one male and one female, providing an inclusive and balanced leadership. The Biotechnology Club focuses on implementing innovations in the field of biotechnology.

- The Book Club, known as Inklinks, acts as a cultural crosscurrent, creating a labyrinth through the rich exchange of creativity, fostering a passion for dialogue, and embracing heterogeneity. The Health Club, named The Crossfit, envisions creating physically and mentally well-groomed individuals who can navigate education and fitness with equal prowess.

- Empathy, also known as the CSR Club, revolves around evoking empathy, humanity, leadership, and concern for various social issues. The Entrepreneurship Club aims to instill a culture of entrepreneurship through collaboration and the proper utilization of innovative skills. Jhankar, the Dance Club, creates a healthy atmosphere of passion through rhythmic movements, providing a refreshing escape from monotonous life.
- Kissewala, the Film Club, organizes film festivals and screenings to define filmmaking and nurture mutual love and encouragement for the cinematic arts. Katha Kolaaj, the Recitation Club, focuses on chiseling out one's creativity and talent with proper improvisation. Musicorum, the Music Club, endeavors to inculcate the habit of singing and instrumental practice, fostering self-esteem for a better future.
- Nature Nurturers, the Environmental Club, aims to educate and cultivate environmentally responsible citizens with gratitude towards the environment. Artsysm, the Painting, Sculpture, and Photography Club, plans to nurture creativity among budding artists for the development of visual arts.
- The Quiz Club, known as Inquizitive Mind, aspires to stimulate inquisitiveness. The Robotics and Artificial Intelligence (Robotics and AI Club) desire to enrich young minds with ideas, prospects, and innovations in world-class projects and research. The Actomaniacs, the Dramatics Club, aspires to nurture the knowledge of theater and the art of theatrics.
- The Scribblers, the Writer's Club, focuses on collaborative and creative writing as a means of expressing thoughts and emotions through words. The Cy-Coders club (Coding and Cyber Security Club) nurtures budding coders and helps them learn the most advanced technologies used for coding and cyber security.

In addition to these vibrant Co-Curricular Clubs, a Student Representative Body has been established, comprising nine core committee members across nine Schools of studies and five sub-core committee members per School. This body, consisting of 54 student representatives, is poised to initiate numerous student-led activities that cater to the diverse interests of the University's student population.

Taking student welfare and support a step further, the initiative to establish a Student Facilitation Centre is underway. This center aims to facilitate and resolve academic and non-academic issues faced by students, providing guidance and requisite information under one roof.

File Description	Document
Provide the link for additional information	<a href="#">View Document</a>

### 5.3.3

**The institution conducts / organizes following activities:**

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

**Response:** A. All four of the above

<b>File Description</b>	<b>Document</b>
Report of the Technical fest/academic fests along with photographs appropriately dated and captioned year- wise.	<a href="#">View Document</a>
Report of the Sports competitions/events along with photographs appropriately dated and captioned year- wise.	<a href="#">View Document</a>
Report of the Cultural competitions/events along with photographs appropriately dated and captioned year- wise.	<a href="#">View Document</a>
Report of the Any other events through active clubs and forums along with photographs appropriately dated and captioned year- wise.	<a href="#">View Document</a>
List of students participated in different events year wise signed by the head of the Institution.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of circular/brochure indicating such kind of activities	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:** 108.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
18.5	38	21	17	14

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

## 5.4.2

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

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

#### **Response:**

The Alumni Association at Adamas University is an integral part of the institution's framework, aiming to establish and maintain strong connections between the university, its alumni, and among the alumni themselves. This association is guided by a set of well-defined objectives that collectively contribute to fostering a sense of community, supporting the university's growth, and nurturing the ongoing success of its graduates.

The Alumni Association seeks to create a network of close relations between the university and its alumni, as well as among the alumni themselves. By facilitating these connections, the association fosters a sense of belonging and encourages a strong bond that lasts beyond the academic years. Promoting friendly relations among alumni members and nurturing their interest in the institution's affairs and well-being is another crucial objective. The association acts as a bridge, keeping graduates informed about the university's developments, achievements, and future plans, thus maintaining their engagement and involvement even after they've left the campus.

The Adamas University Alumni Association serves as a dynamic force in providing substantial advantages to its members through a range of impactful programs. These initiatives are carefully designed to foster the professional and personal growth of alumni, creating a lasting impact on their careers and lives. The association orchestrates career development workshops, networking events, seminars, and mentorship opportunities, providing a holistic support system for alumni at various stages of their journeys.

Career development workshops equip alumni with valuable skills and insights, helping them navigate the dynamic professional landscape. Networking events facilitate connections between alumni, fostering collaboration and the exchange of experiences. Seminars offer a platform for continued learning and intellectual engagement. Mentorship opportunities create meaningful relationships between alumni and current students, imparting wisdom and guidance.

A pivotal objective of the Alumni Association is actively supporting the university's fundraising endeavors for crucial development projects. Alumni, having excelled in diverse fields, contribute not only financially but also play a vital role as advocates for the institution. Their influence and networks



are instrumental in attracting resources and support for the university's continuous progress.

Reunions stand out as a central element in the array of activities orchestrated by the Alumni Association. Meticulously planned and coordinated, these events provide a poignant platform for alumni to reconnect with former peers, express gratitude to their alma mater, and relive the cherished moments of their shared educational journey. Reunions serve as a testament to the enduring bonds forged during their time at the university, fostering a sense of belonging and nostalgia.

The Alumni Association's role extends beyond individual benefits, encompassing a broader mission to cultivate a robust bond between the institution and its graduates. With a diverse set of objectives, the association actively contributes to the growth and advancement of both the alumni community and the university as a whole. This active involvement fosters a profound sense of community, facilitating meaningful engagement among alumni and creating a network that transcends geographical and professional boundaries.

<b>File Description</b>	<b>Document</b>
Provide the link for additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

**Response:**

**Vision of Adamas University:**

The overarching vision of Adamas University is to be internationally recognized through excellence in interdisciplinary education, research, and innovation. The goal is to prepare socially responsible individuals who are well-grounded and contribute significantly to nation-building.

**Mission of Adamas University:**

- Improve employability through a futuristic curriculum and progressive pedagogy with cutting-edge technology
- Foster outcomes-based education system for continuous improvement in education, research, and all allied activities
- Instill the notion of lifelong learning through a culture of research and innovation
- Collaborate with industries, research centers, and professional bodies to stay relevant and up-to-date
- Inculcate ethical principles and develop an understanding of environmental and social realities

To achieve its vision and mission, Adamas University has adopted the mechanism of a robust **institutional governance system** monitored by **Governing Body, Academic Council, and Faculty Councils**. The **Vice-Chancellor** is the Chief Executive of the University. He along with the **Pro-Vice-Chancellor(s), Deans of Academic Affairs and Research, Deans of various schools, Director IQAC, Director of Planning and Monitoring** steer the University in fulfillment of its vision, mission, and objectives. **The Registrar** is responsible for the general administration and maintenance and/or creation of appropriate infrastructure. The **faculty members** are nominated by various statutory bodies and committees for decision-making and managing the various functions of the University. They provide their **feedback** based on their experiences. This leads to refining the system making it more impactful and robust. All statutory and academic bodies meet regularly to discharge their duties.

Adamas University aligns with the National Education Policy (NEP) by embracing a holistic vision, aiming to achieve international recognition through excellence in interdisciplinary education, research, and innovation. The institution is dedicated to producing socially responsible individuals who contribute to nation-building.

The university prioritizes multidisciplinary and interdisciplinary education, offering flexible curricula with credit-based courses and interdisciplinary projects in areas like community engagement,

environmental education, and value-based education. To enhance student flexibility, the university is registered with the National Academic Depository, utilizing the Academic Bank of Credits (ABC) for services such as credit verification, accumulation, transfer, and degree authentication.

Adamas University places a strong emphasis on skill development through initiatives like the Centre for Life-Long Learning (CLL), featuring divisions for life skills, professional skills, and upskilling. The institution is planning to offer B.Voc. programs in association with the National Skill Development Corporation (NSDC) to further enhance industry readiness.

The integration of the Indian Knowledge System is evident in the School of Liberal Arts and Cultural Studies (SOLACs), which exclusively offers programs in Bengali, preserving and promoting regional language, traditional knowledge, arts, culture, and traditions.

Outcome-Based Education (OBE) is a key focus, with the university implementing a system aligned with constructive alignment principles.

File Description	Document
Provide the link for additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

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

#### Response:

Adamas University has meticulously executed its strategic plan, demonstrating a steadfast commitment to becoming a research-intensive institution. This strategic goal revolves around prioritizing research development and consultancy, propelling the institution to the forefront of academic excellence. The strategic deployment of its institutional plan reflects the university's dedication to enhancing research capabilities, fostering excellence in research, and establishing a robust research network that impacts society on a global and local scale.

To effectively execute this strategic vision, Adamas University has implemented a series of initiatives and predetermined strategies. The establishment of a Central Research and Development (R&D) Office and a Central Instrumentation Center stands as a testament to the university's commitment to strengthening and promoting research and development activities. Initiatives such as SEED grants, ARISE (funding to enhance student research), and reward policies further contribute to creating an ecosystem conducive to impactful research endeavors.

The University's Research Centers, overseen by the Office of Research and Development, have been strategically established to provide top-notch research facilities. Aligned with the university's mission,

each center possesses a distinct mission that not only supports core strategic goals but also enhances the overall academic mission of the institution. These centers play a crucial role in pushing the boundaries of research in science and technology.

The creation of a Central Instrumentation Centre has augmented the university's research capabilities by providing a home for a diverse range of high-end instruments. The Centre for Scientific Research has collaborated with the government and corporate bodies to establish specialized laboratories, creating an ideal platform for collaborative research and development. The introduction of a facility for R&D product development powered by Robotics and AI showcases the university's commitment to cutting-edge technological advancements.

Adamas University has taken a pioneering step in establishing the Center for High-End Computing and Research, creating a facility dedicated to advanced computation. The institution has also introduced a special intramural R&D award program, encouraging entrepreneurship and innovation among both students and professors.

These strategic initiatives have proven to be immensely successful, enhancing the university's research ecosystem and positioning it as a hub for excellent research. **Over the past five years, university faculty members have successfully secured funding amounting to 8.8 crores from government, non-government, and industry sponsors.** The university has invested in state-of-the-art facilities, including a cutting-edge STEM cell research laboratory, and **has allocated seed funding of Rs. 3.6 crore to faculty members.**

**The Center for Scientific Research, through extramural projects sponsored by both public and private sectors, has attracted funding totaling approximately Rupees 8.8 crores. Additionally, the university has allocated Rupees 3.6 crores for intramural research within this center. Faculty members have contributed significantly to research output, publishing over 500 books and book chapters, 1,400 highly cited articles in SCI/Scopus/UGC Care, and filing 33 patents to date. The university's h-index stands at 36, and faculty members' work has garnered over 7400 citations,** reflecting the impactful contributions to the field of research.

File Description	Document
Provide the link for additional information	<a href="#">View Document</a>

## 6.2.2

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

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

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>

### 6.3 Faculty Empowerment Strategies

#### 6.3.1

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

**Response:**

Adamas University demonstrates a strong commitment to the welfare of its teaching and non-teaching staff by providing a comprehensive range of welfare measures that prioritize their well-being, personal development, and work-life balance.

**Welfare measures for teaching and non-teaching staff**

1. Maternity Benefits: The university adheres to the Maternity Benefits Act of 1961, ensuring that female employees receive 26 weeks of maternity leave for up to two children.
2. Sabbatical/Study Leaves: To encourage research and personal development, the university grants sabbatical leaves of up to 24 months.
3. Compensatory Leave: Employees working on their off days or holidays are eligible for compensatory leave.
4. Internal Complaints Committee (ICC): The university ensures a safe and respectful work environment by maintaining a fully functional ICC. This committee follows the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013, and UGC Guidelines, offering a platform for addressing complaints and concerns.
5. Concessional Fee for Wards: Employees' children can avail a 33% discount on tuition fees.

6. Sponsorship for Conferences: Adamas University supports employees' professional development by sponsoring their participation in conferences, both in India and abroad.
7. Ph.D. Fee Concession: Faculty members pursuing their Ph.D. at Adamas University receive a 33% discount on tuition fees. f.
8. . Employee Interaction and Recognition: The university acknowledges employees' contributions through an annual Awards for Excellence ceremony and the "Adamas Dialogue" town hall meetings.
11. Dedicated Service Award: Long-serving employees are recognized and appreciated through a Dedicated Service Award Policy
12. Birthday and Anniversary Leave: As a people-first initiative, employees are granted an additional day of leave to celebrate birthdays or marriage anniversaries of themselves.
13. Employee Health and Well-being:

**a. campus medical facility**

**b. 24\*7 Ambulance**

1. Periodic yoga sessions and **Psychological Counselling**
2. **Subsidized rates of food for faculty and staff** at canteen and Cafeterias
3. **Recreational and sports facilities**, Sports ground, Gym
4. **Wi-Fi facility**
5. **Dedicated cabins & workstations** for faculty/staff wherein they can perform their duties effectively
6. **ATM facility**
7. **Salon and Spa** inside the campus
8. **Laundry** service
9. **Health Insurance**

**Promotional measures:**

Adamas University is committed to achieving optimal performance across all aspects of its operations, with faculty members playing a pivotal role in realizing our objectives. To harness the full potential of our faculty, the university has implemented a comprehensive Performance Based Appraisal System (PBAS). Faculty members undergo an annual performance review, during which they detail their contributions in teaching, research, service, and other relevant areas for the academic year under review. This information is captured through a template and the self-appraisal section of the performance appraisal form. which more or less follows UGC guidelines.

The reporting managers evaluate faculty members, considering their performance relative to peers within the department and the school. This holistic approach ensures a thorough and fair assessment, fostering continuous improvement and excellence among our faculty members.

File Description	Document
Provide the link for additional information	<a href="#">View Document</a>

**6.3.2**

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

**Response:** 99.7

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

2022-23	2021-22	2020-21	2019-20	2018-19
228	201	197	203	155

File Description	Document
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies.	<a href="#">View Document</a>

**6.3.3**

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

**Response:** 90.37

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

2022-23	2021-22	2020-21	2019-20	2018-19
201	159	190	197	145

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

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

#### **Response:**

Adamas University, a private unaided institution, sustains its operational and academic activities primarily through student fees. The university, sponsored by the Sachis Kiran Roy Memorial Trust (SKRMT), relies on the trust's general fund and endowment fund for financial backing. SKRMT plays a pivotal role by not only contributing to the general and endowment funds but also by extending loans to support the enhancement and construction of new infrastructure within the university.

Internal Resources are largely based on student fees and trust contributions, the university diversifies its financial revenue streams. Training and consultancy services, along with participation fees from conferences and seminars organized by the institution, contribute significantly to the financial pool. Furthermore, the university secures external funding for certain research projects from external agencies such as the Department of Science and Technology (DST), Defense Research and Development Organization (DRDO), Department of Biotechnology (DBT), and Biotechnology Industry Research Assistance Council (BIRAC). Philanthropic donations from various individuals and industry-academia cooperation also play a role in bolstering the university's financial health.

To foster innovation and research, the university has established research and development centers. The E-Yuva Center, supported by BIRAC, exemplifies the institution's commitment to advancing research initiatives. Moreover, the university envisions creating a revenue stream through the licensing of intellectual property, including patents and technology transfers to startups and corporations.

The financial oversight of the university is entrusted to the Finance Committee, a key authority established under Section 11 of the Adamas University Act, 2014. As outlined in Section 21 of the Act,



the Finance Committee operates in accordance with the prescribed functions detailed in paragraph 6 of the first statutes of the university. Chaired by the Chancellor, the Finance Committee plays a crucial role in the budgetary process. The annual budget and estimates proposal, shaped by inputs from various university office bearers, undergo initial scrutiny and approval by the Finance Committee. Once approved, these recommendations, along with the annual budget, are presented to the governing body.

**Optimal utilisation of resources** is a core responsibility of the Finance Committee which ensures strict adherence to the rules and regulations of the university. It oversees compliance with accounting standards set forth by the Institute of Chartered Accountants of India (ICAI) and generally accepted Accounting Principles (GAAP) in India. This includes overseeing the maintenance of accurate books of accounts and the preparation of comprehensive financial statements, comprising the Balance Sheet and Statement of Income and Expenditure. The committee also addresses any other relevant financial matters as applicable to ensure the university's financial stability and sustainability. The funds are carefully allocated to infrastructure which includes classrooms and general facilities. Purchase of equipments and modernisation of library are part of this exercise too. Strict adherence to rules framed by the finance committee along with publication of annual accounts and monitoring of quarterly, half-yearly and annual cash-flow statements ensure fiscal discipline of the institution.

#### 6.4.2

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

**Response:** 110.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	110.401	0	0	0

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the sanction letters received from government/ nongovernment bodies and philanthropists for development and maintenance of infrastructure	<a href="#">View Document</a>
Annual audited statements of accounts highlighting the grants received.	<a href="#">View Document</a>

**6.4.3****Institution regularly conducts internal and external financial audits regularly****Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words****Response:**

Adamas University prides itself on maintaining a robust financial management structure designed to ensure the accuracy, transparency, and security of its financial information and records. This intricate system is overseen by a dedicated Accounts and Finance Department, led by a Chief Financial Officer (CFO). The department's responsibilities extend beyond routine financial operations to encompass critical tasks, including the preparation and finalization of the Annual Financial Statements. These comprehensive statements include the Balance Sheet, Statement of Income and Expenditure, and Cash Flow Statement.

Internal audits serve as a cornerstone in guaranteeing the integrity of financial processes. Srikumar Banerjee & Co. traditionally conducts these audits, providing an external perspective to enhance accountability. However, the unprecedented disruptions caused by the COVID-19 pandemic led to the temporary postponement of internal audits. In response to this challenge, the university has adapted by appointing an internal auditor for the Financial Year 2022-23, highlighting its unwavering commitment to maintaining stringent financial oversight despite external challenges.

The Finance Officer, a qualified chartered accountant (CA), assumes a pivotal role in the university's financial landscape. This individual not only maintains accurate financial records but also oversees the meticulous preparation of annual Financial Statements. The presence of a CA in this key position emphasizes the institution's dedication to ensuring financial accuracy and compliance with industry standards.

Adamas University's commitment to adhering to statutory requirements is evident through its yearly statutory audit. Mandated by the Adamas University Act, 2014, and the tax audit under section 12A (b) of the Income Tax Act, 1961, this audit is entrusted to Mr Arup Adhya, an independent audit firm renowned in eastern India. The engagement with such a reputable auditor underscores the institution's dedication to financial transparency, accountability, and compliance with regulatory standards.

To enhance data security and operational efficiency, the university has implemented an Enterprise Resource Planning (ERP) system provided by TCSiON. This cutting-edge platform not only facilitates accounting functions but also ensures robust data security through structured access and password mechanisms. The integration of this system with TCS Ltd provides an additional layer of data protection, ensuring a complete audit trail that enhances accountability and traceability.

The university's financial management approach is not just about compliance; it is a testament to its commitment to best practices, transparency, and efficiency. The intricate web of checks and balances, internal and external audits, and the use of advanced technology collectively contribute to a financial ecosystem that not only meets regulatory standards but also aligns with the institution's commitment to excellence and responsible financial stewardship. Through these measures, Adamas University

safeguards its financial integrity and reinforces its position as a trusted institution in the academic landscape.

## 6.5 Internal Quality Assurance System

### 6.5.1

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

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

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

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

#### **Response:**

Adamas University, committed to excellence in education, has established an Internal Quality Assurance Cell (IQAC) at the university level. The primary purpose of IQAC is to contribute to enhancing and institutionalizing quality assurance strategies and processes across various academic programs and activities, aligning with the Vision and Mission of the University.

In pursuit of quality enhancement, IQAC has proposed and implemented various initiatives spanning different areas and levels within the university. One significant step is the implementation of Outcome-Based Education (OBE), which emphasizes the achievement of specific learning outcomes as a measure of educational effectiveness.

To further solidify the quality assurance framework, IQAC has introduced an Internal Quality Assurance Framework & Guidelines for Assessment. This mechanism provides a structured approach to assessment practices, ensuring fairness, transparency, and alignment with educational objectives.

A crucial aspect of quality assurance is feedback, and IQAC recognizes its importance in shaping the teaching, learning, and course curriculum. Therefore, a Structured Feedback System has been institutionalized, allowing students to provide insights into these key aspects at the end of each semester. The feedback encompasses multiple dimensions, including teaching and learning experiences, course structure and design, and the overall quality of the course.

The university has successfully implemented the Teaching Learning Feedback Questionnaire (TLFQ)

online, facilitated through TCSion. This questionnaire is comprehensive, covering diverse aspects of the educational experience. The feedback process is designed to be systematic, involving analysis at the faculty, school, and university levels. Maintaining confidentiality is a priority, and the results are shared with faculty members after grades have been submitted. This feedback not only provides a quantitative score but also includes qualitative remarks on pedagogy, syllabus, and suggestions for improvement, thereby offering a holistic view of the students' perspective.

In addition to these initiatives, IQAC has introduced the Annual Program Review Report System and Adamas Comprehensive Excellence (ACE) Score across schools. This systematic approach ensures a periodic evaluation of academic programs, fostering a culture of continuous improvement and innovation. Longer-term roadmap has been prepared in the form of institutional development plan in tune of NEP 2020 and has been uploaded in the website.

Recognizing the importance of mentorship in student development, IQAC has proposed a mentorship program based on Psychometric Profiling of Students. This personalized approach aims to cater to the unique needs and aspirations of individual students, contributing to their holistic growth and development.

An overarching academic model called AU Internal Quality Assurance Framework (IQAF) has been developed, aligning with accreditation requirements, rankings, and national and international recognition. This framework, released on 18th December 2021, ensures that the university's processes and policies remain in sync with the evolving landscape of higher education, including the implications of the New Education Policy 2020.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

## 6.5.2

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

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

**Response:** A. Any 5 or more of the above

<b>File Description</b>	<b>Document</b>
Supporting documents pertaining to NIRF (along with link to the HEI's ranking in the NIRF portal) / NBA / ISO as applicable and valid for the assessment period.	<a href="#">View Document</a>
List of Orientation programmes conducted on quality issues for teachers and students along with geotagged photos and supporting documents	<a href="#">View Document</a>
List of Conferences / Seminars / Workshops on quality conducted along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

### 6.5.3

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

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

#### **Response:**

Adamas University envisions itself as a leading institution in the realm of learning, with a distinct focus on employability, innovation for the future, research-driven excellence, and interdisciplinary approaches. This aspiration is grounded in a commitment to staying ahead of the curve by benchmarking against successful institutions and adopting best practices. The university's leadership continuously seeks out proven procedures employed by reputable counterparts to enhance its operational strategies, thereby ensuring the delivery of quality higher education and maintaining a competitive edge.

The university's approach to remaining at the forefront of education is characterized by a proactive embrace of cutting-edge technologies. This commitment to technology adoption enhances the teaching and learning experience, facilitates efficient administrative processes, and empowers students and faculty to engage with the latest tools and methodologies.

Central to the academic and administrative coordination is the Internal Quality Assurance Cell (IQAC), which plays a pivotal role in maintaining and enhancing the quality of education. The IQAC oversees the evaluation of departments through the submission of annual evaluative reports that encompass various quality benchmarks, non financial audits like academic and administrative audit, Green audit, environment audit and a SWOC (Strengths, Weaknesses, Opportunities, Challenges) analysis. The IQAC's examination of these reports, in conjunction with the Academic Council, leads to the formulation

of guidelines for the implementation of quality improvement activities. This continuous evaluation process ensures the institution's commitment to enhancing educational excellence.

The Board of Studies in different faculties continuously try to improve the syllabi by introducing new papers and topics to make it comparable to the best practices

Adamas University's remarkable growth trajectory is unmistakably reflected in its consistent increase in student enrollment over the years. This growth is a testament to the institution's widespread appeal, attracting students from diverse backgrounds who seek quality education aligned with their career aspirations. Started **with only 47 programs**, Adamas University has grown with a vision and expanded its offering in specialized fields of student from Science, Technology, Management, Social Sciences, Life Science, Education, Legal Studies to Pharmacy, Smart Agriculture. Currently, the **University is offering 109 programs** with multi-disciplinary and inter-disciplinary domain.

Equally notable are the strides made in the realm of research. The university has witness:

ed a significant upswing in research publications, citations, extramural funding, and collaborations. With the number of SCI (Science Citation Index) and Scopus publications exceeding **1300 and citations surpassing 6694 in the current academic year**, the faculty's commitment to producing high-quality research is evident. These numbers underscore the university's dedication to scholarly contributions that impact not only the academic community but also the broader society.

Collaboration stands out as a hallmark of Adamas University's research endeavors. The faculty's success in establishing partnerships with both government and non-government organizations has resulted in the acquisition of extramural research funds. This external financial support emphasizes the significance of the university's research initiatives .

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

#### **Response:**

Adamas University, nestled within the expansive premises of Adamas Knowledge City in Kolkata, has been unwavering in its commitment to fostering gender equity and sensitivity since its inception. These values have been integrated with academic curriculum; a myriad of programs and courses are organized that inculcate the cause of gender parity. These initiatives serve as platforms for students, faculty members, and staff to engage in meaningful discussions on social inclusion. An exemplary program, titled "BANGLA VASHA-VALOBASHA O LINGO RAJNITI: SOKHYO, NOIKOTTO O DUROTTTO" ('Love for Bengali Language and Gender Politics: Friendship, Intimacy, and Distance'), testifies to the University's commitment to sensitize issues regarding gender justice.

Adamas University has The Internal Complaints Committee (ICC), established in accordance with UGC Regulations 2015, diligently addresses any grievance raised in the workplace. The institution, guided by a policy of zero tolerance for gender discrimination, actively promotes an inclusive environment.

Ensuring the safety and security of its educational environment is a paramount concern for the University. The campus is fortified with standard safety measures, including Close Circuit Television (CCTV) cameras at entry and exit points and throughout all buildings. A well-structured perimeter wall and robust security lighting further enhance the overall safety within the campus. Complementing these modern safety features, dedicated security personnel are deployed around the clock. The girls' hostel within the campus adheres to stringent safety protocols, providing a secure residence for female students. Recognizing the importance of safe transportation, especially for female staff and students living off-campus, the university offers reliable transport facilities. Additionally, night transport services are available for female staff members for official purposes, subject to due permissions from higher authorities.

Counseling plays a pivotal role in nurturing healthy mental well-being within an educational setting, and Adamas University recognizes this need. The institution has established a dedicated counseling cell, the Center for Counseling and Psychotherapy, where both staff and students can seek guidance to improve their mental condition. Faculty members who are registered counselors with the Rehabilitation Council of India (RCI) provide regular consultations in this center. In addition, mentors in each department take special efforts to address any gender related issues of their mentees as and when required. Furthermore, the university boasts a medical center equipped with five beds, a pharmacy, and a resident doctor to provide essential medical services. An ambulance with necessary equipment is also available to facilitate the transfer of students or staff in case of severe illness to nearby hospitals.

In fostering a supportive community, the university has created a well-furnished faculty common room. This space provides lady faculty members with a conducive environment to unwind during their free time, offering newspapers, magazines, and indoor facilities such as chess and Carom board. The common room serves as a hub for camaraderie and relaxation, contributing to the overall well-being of the faculty members. Adamas University not only excels in academic pursuits but also stands as a beacon of commitment to gender equity, safety, and holistic well-being for its academic community.

File Description	Document
Provide the link for additional information	<a href="#">View Document</a>

### 7.1.2

*The Institution has facilities for alternate sources of energy and energy conservation measures*

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

**Response:** A. Any 4 or more of the above

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Geo-tagged photographs of the facilities.	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>

### 7.1.3

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

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

**Response:**



Adamas University is committed to fostering a sustainable and hygienic campus through a comprehensive waste management strategy. This approach underscores the institution's commitment for environmental security in alignment with global efforts to minimize ecological footprint of academic institutions.

Recognizing the adverse environmental impact of the kitchen waste, the University has implemented a proactive solution in the form of a Pit Composting unit. In collaboration with the Biotechnology club of Adamas University, this initiative focuses on the bioconversion of organic kitchen waste through the addition of specific microorganisms. The resulting nutrient-rich bio-manure serves a dual purpose by not only addressing organic waste but also promoting sustainable practices in the University garden. By utilizing this bio-manure in place of chemical fertilizers, the University contributes to reducing the environmental impact associated with traditional farming practices.

For non-degradable waste, the University has established a well-structured system that ensures its collection and subsequent disposal in designated landfill sites. This systematic approach is crucial in preventing the accumulation of non-biodegradable waste on the campus and mitigating potential environmental hazards associated with improper disposal.

Biomedical waste management is a critical aspect of maintaining health and safety standards on the campus. The School of Life Science and Biotechnology (SOLB) oversees this process, implementing specific procedures for the disposal of different categories of biomedical waste, classified as "Yellow," "Red," and "Blue." These processes include autoclaving, incineration, sterilization, and recycling. Collaborative efforts with external organizations, such as Medicare Environmental Management Pvt. Ltd, further emphasize the University's commitment to responsible biomedical waste disposal.

In addressing the growing concern of e-waste, Adamas University has partnered with Hulladek Recycling Private Limited. This collaboration ensures the proper management and disposal of electronic waste generated on the campus, aligning with the principles of responsible e-waste recycling.

The University's waste management system is designed with efficiency and organization in mind, aiming to transform the campus into a 'zero-waste campus.' A comprehensive approach encompassing segregation, collection, disposal, transport, recycling, and awareness campaigns is employed to create a culture of reduced waste production, reuse, and responsible waste management practices. The emphasis on awareness campaigns underscores the importance of engaging the University community in sustainable practices, fostering a sense of environmental responsibility among students, faculty, and staff.

In dealing with hazardous chemical waste, the School of Basic and Applied Sciences (SOBAS) and the School of Medical Sciences (SOMS) have developed stringent policies. These policies focus on minimizing the generation of hazardous waste and ensuring compliant disposal in adherence to applicable regulations. Satellite Accumulation Areas designated for temporary storage near the point of generation ensure a safe and responsible approach to the management of hazardous waste.

In conclusion, Adamas University's waste management strategy stands as a testament to its commitment to environmental sustainability and responsible campus stewardship. By addressing various waste streams through innovative initiatives, collaborations, and awareness campaigns, the University strives to create an eco-friendly campus environment that fosters a culture of environmental responsibility among its stakeholders.

File Description	Document
Any other relevant information	<a href="#">View Document</a>

**7.1.4****Water conservation facilities available in the Institution:**

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

**Response:** A. Any 4 or more of the above

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Green audit reports on water conservation by recognised bodies	<a href="#">View Document</a>
Geo-tagged photographs of the facilities.	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric.	<a href="#">View Document</a>

**7.1.5****Green campus initiatives include**

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

**Response:**

Adamas University is committed to creating an environmentally sustainable campus by actively promoting measures to reduce plastic usage and implementing policies that prioritize eco-friendly practices. The university recognizes the detrimental impact of plastic pollution on the environment and has taken significant steps to enforce a ban on the use of plastic materials within its premises.

To effectively communicate and reinforce this commitment, placards have been strategically placed at various locations across the campus, serving as visual reminders to discourage the use of plastic. These placards play a crucial role in raising awareness among students, faculty, and visitors about the university's stance on plastic usage and its dedication to environmental conservation.

The lush green campus of Adamas University is a testament to its commitment to environmental sustainability. Various types of vegetation, including trees and plants, adorn the central and arterial roads, contributing to the aesthetic beauty of the campus. This greenery not only enhances the visual appeal but also plays a vital role in creating a healthy and vibrant environment. The university's dedication to maintaining a beautiful and eco-friendly campus is evident in the thoughtful landscaping and strategic placement of greenery.

To ensure the safety and convenience of pedestrians within the campus, Adamas University has developed pedestrian-friendly pathways along most of the roads. These pathways prioritize the safe movement of individuals on foot, fostering a sense of community and promoting a healthy lifestyle. The commitment to pedestrian-friendly infrastructure aligns with the university's broader vision of creating a campus that is not only environmentally conscious but also designed with the well-being of its occupants in mind. In a bid to reduce vehicular pollution and create a pollution-free ambiance, the university has implemented strict restrictions on the movement of vehicles within the campus. A well-secured main gate serves as a checkpoint to prevent unauthorized vehicle entry, ensuring a controlled and secure environment. Designated areas for student vehicles help organize and manage parking, contributing to a more orderly and efficient use of space.

Certain areas within the campus have been identified as restricted zones where vehicle movement is prohibited. This strategic planning aids in minimizing the environmental impact of vehicular traffic within the university premises. To facilitate easy movement, the university encourages the use of pedestrian pathways and promotes the use of environmentally friendly transportation options. To cater to the needs of elderly and disabled individuals, Adamas University has introduced e-vehicles within the campus. These battery-powered vehicles provide a convenient and sustainable mode of transportation, aligning with the university's commitment to inclusivity and accessibility.

Furthermore, the university actively encourages the use of bicycles as an eco-friendly means of commuting within the campus. Multiple bicycle stands are strategically placed around different blocks, providing users with designated areas to park their bicycles. This initiative not only promotes sustainable transportation but also contributes to a healthier and more active lifestyle among the university community.

<b>File Description</b>	<b>Document</b>
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### **7.1.6**

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

**The institutional environment and energy initiatives are confirmed through the following**

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

**Response:** A. All of the above

File Description	Document
Report on environmental promotional activities conducted beyond the campus with geo-tagged photographs with caption and date	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Green audit report of all the years from recognized bodies	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>

### 7.1.7

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

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

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

**Response:**

Adamas University steadfastly fosters an inclusive and accessible environment for all, particularly with a particular focus on ensuring equal opportunities for persons with disabilities. Recognizing that providing a level playing field for every student is a fundamental academic ethos, it has initiated initiatives to create an environment that is not only disabled-friendly but also promotes holistic inclusion of all individuals.

A major step undertaken by Adamas University to facilitate equal access for persons with disabilities is development of ramp facilities and installation of lifts in buildings across the campus. These infrastructural enhancements ensure easy and equal access to classrooms and enable disabled students to navigate the university premises without hindrance. An environment is created where every student can participate fully in academic activities, generating a sense of equality and belonging.

The commitment to inclusivity extends to restroom facilities within the university. Disabled-friendly washrooms have been strategically installed in different buildings, providing a more inclusive environment for all members of the university community. This thoughtful provision recognizes the importance of accessibility in every aspect of campus life, promoting dignity and convenience for individuals with disabilities.

To further reinforce the commitment to inclusiveness and equal opportunity, the university has implemented measures to support disabled students in their academic pursuits. Recognizing the importance of technology in education, the institution has ensured that disabled students have access to screen reading software. This technology empowers visually impaired students by converting text into speech, facilitating their engagement with academic content on an equal footing with their peers.

Additionally, Adamas University has invested in mechanized equipment, including wheelchairs, to enhance the mobility of disabled students within the university blocks. These devices are strategically available to ensure easy movement, creating a barrier-free environment that enables disabled students to navigate the campus independently. The battery powered golf carts add to this by ensuring hassle free movements of students with disability across the campus. By providing such resources, the university aims not only to meet the physical needs of its students but also to foster a sense of autonomy and freedom of movement.

The commitment to equal opportunity is not confined to physical accessibility alone. Adamas University recognizes the importance of addressing diverse learning needs. To this end, the institution has taken proactive steps to ensure that the academic environment is conducive to the needs of disabled students. The provision of screen reading software is just one example of how technology is leveraged to bridge gaps and create a more inclusive learning experience.

In essence, the inclusive and equal opportunity ethos is woven into the very fabric of Adamas University. The institution's commitment goes beyond compliance with accessibility standards, aiming to create a campus culture where diversity is celebrated, and every student, regardless of ability, is provided with the tools and environment necessary to thrive. By continually evolving its facilities, technology, and support mechanisms, Adamas University stands as a beacon of inclusivity, setting a commendable standard for educational institutions committed to providing equal opportunities for all.

File Description	Document
Upload supporting document	<a href="#">View Document</a>

### 7.1.8

**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance**

**and harmony towards cultural, regional, linguistic, communal socioeconomic and such other diversities (within 500 words).**

**Response:**

Adamas University stands as a beacon of cultural harmony and diversity, championing an inclusive environment where every religion, caste, and creed is not only respected but celebrated. The institution actively promotes religious practices and traditions, recognizing the profound significance of inclusivity and the importance of respecting diverse faiths. Through vibrant celebrations of festivals such as Basant Utsab, Diwali, Saraswati Puja, ADINOVA and global events like Christmas, the university strives to create a rich tapestry of unity and cultural sensitivity among its diverse community. These festive occasions serve as meaningful platforms for fostering understanding, empathy, and an appreciation of the myriad cultural practices that coexist within the university's vibrant community.

A testament to its commitment to breaking linguistic barriers and promoting unity is the observance of events like International Mother Language Day or Bhasha Divas on 21st February each year. By commemorating this day, the university acknowledges the importance of linguistic diversity and the need to preserve and celebrate various languages, fostering an environment that values every linguistic expression. University also celebrates Human Rights Day and Ambedkar's Birthday.

Recognizing the broader spectrum of diversity encompassing socio-economic levels, Adamas University actively participates in initiatives like the Farmers' Meet under the Government of India's Unnat Bharat Abhiyan program. Spearheaded by the Department of Social Responsibility, this initiative underscores the institution's commitment to engaging with and contributing to the welfare of communities at different socio-economic strata, thereby creating a more inclusive and equitable society.

The university's dedication to integrating diversity as a catalyst for innovation and productivity is prominently reflected in its array of academic and extra-curricular programs. These initiatives celebrate the contributions of professionals from diverse fields, including engineering, physics, mathematics, and microbiology, to education and society at large. Marking occasions such as Engineers' Day, S. N. Bose's Birthday Celebration, and Pi Day, the university underscores the multifaceted impact of various disciplines on human progress. Furthermore, events like Champions Talk on the Scope of Microbiology and the Being Biologist Lecture Series highlight the interdisciplinary nature of knowledge and inspire students and faculty to explore the intersections of different domains. This deliberate focus on interdisciplinary thinking and collaboration contributes to fostering a culture that values diverse perspectives, encourages innovation, and prepares individuals to navigate the complexities of the modern world.

In essence, Adamas University's commitment to cultural harmony and diversity extends beyond symbolic celebrations to encompass a holistic approach that permeates every aspect of its academic and social fabric. By actively promoting inclusivity, respecting diverse traditions, breaking linguistic barriers, engaging with different socio-economic strata, and celebrating the interdisciplinary nature of knowledge, the university lays the foundation for a harmonious and enriched educational community. In doing so, it not only prepares students for a globalized world but also contributes to the larger goal of building a society that thrives on the strength of its diversity.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>

### 7.1.9

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

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

**Response:**

Adamas University places paramount importance on instilling values that foster the development of responsible citizens, both within the country and on a global scale. This commitment is manifested through various initiatives aimed at sensitizing students and staff to their constitutional obligations, rights, duties, and responsibilities. These efforts contribute to nurturing a sense of civic duty and promoting a deeper understanding of the principles that guide the nation.

The university actively engages in organizing a range of activities that promote these values. Constitution Day holds particular significance, and all schools within Adamas University come together to commemorate this occasion. A mass reading of the preamble to the Constitution is conducted simultaneously, symbolizing a collective commitment to upholding the fundamental principles enshrined within the document. This event not only educates students and staff about the Constitution's guiding principles but also underscores the importance of unity in diversity.

Republic Day, celebrated annually on the 26th of January, is another significant occasion where the university takes steps to emphasize the relevance of the Indian Constitution. Activities are organized that highlight the pivotal role of the Constitution in shaping the nation's democratic framework. The flag hoisting ceremony serves as a reminder of the principles of justice, liberty, equality, and fraternity that are the cornerstones of the Constitution.

Independence Day, observed on the 15th of August, serves as a significant occasion at Adamas University, providing a platform for the entire academic community to come together and celebrate the spirit of patriotism. This day holds special importance as it commemorates the pivotal role of the Indian Constitution in securing the nation's freedom. The university organizes a range of programs and events on Independence Day, allowing students, faculty, and staff to pay homage to the sacrifices of the freedom fighters who played a crucial role in shaping the destiny of India.

Adamas University places a strong emphasis on inculcating values and fostering a robust sense of citizenship and responsibility among its students. The institution actively engages in commemorating significant national events such as Constitution Day, Republic Day, and Independence Day through meaningful activities and events. The law students visit high court and lower judicial courts. By

fostering a sense of responsibility and a commitment to upholding the core ideals of the nation, the university contributes to shaping individuals who are not only academically proficient but also socially conscious and actively involved in the betterment of society.

In essence, Adamas University's observance of Independence Day goes beyond a mere ceremonial event; it serves as a powerful reminder of the nation's history and the responsibility that comes with the freedom gained. Through these celebrations, the university strives to create an environment where students develop a holistic understanding of their roles as responsible citizens and contribute meaningfully to the nation's progress and development.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 7.1.10

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

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

**Response:** A. All of the above



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

## 7.2 Best Practices

### 7.2.1

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

**Response:**

Best Practice 1: *School Connect*

Best Practice 2: *Social Empowerment through Community Engagement*

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>

## 7.3 Institutional Distinctiveness

### 7.3.1

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

**Response:**

In tune with its well-defined research policy, Adamas University supports ten research centers. The following two Centres are funded by the DST-SERB and Ministry of Ayush: the E-YUVA Centre for 'Undertaking Value Added Innovative Translational Research' and the Subhash Mukhopadhyay, Centre for Stem Cell Biology and Regenerative Medicine. Besides the university directly provides financial support for Centre for High-End Computing and Research; Centre for Logistic and Supply Chain Management; Centre for Research in Business Analytics; Centre for Human Health and Wellness; Centre for Research in Media Convergence; Centre for Research in Climate Change and Environmental Laws; Centre for Education, Research and Development; Centre for Material Research; Centre for Study of Contemporary Theory and Research.:

The University has developed linkages with leading industries to transform inventions to innovations. Teachers and colleagues showcase their products in Global Bio-India and Young Entrepreneurs Summit. Adamas University is also now a part of a Multi-Institutional Innovation Network.

The students in the University's School of Smart Agriculture, a unique of its kind, are taught the latest techniques in precision farming with the use of various sensors, drones and unmanned Aerial vehicles and robots They also learn about uses of nano-technology in fertilizers and herbicides as well as the basics of Artificial intelligence/Machine Learning/Deep Learning as applicable to agriculture. In their projects the students prepare working models of different modern farming methods. The students have hands on knowledge component where they learn about the cultivation of various crops ( agronomic and horticultural) and farm economics under earn while you learn program. Researchers, faculty members and students are actively contributing to make India ready to meet the challenges of 21st-century agriculture.

The University is an enthusiastic participant in the internationalization of India's higher education. It has 88 active MOUs with international institutions of higher learning which ensures academic mobility across national frontiers and international collaborative researches, teaching and seminars. International summer camps are organized.

In tune with the NEP 2020 the University is engaged in unfolding the Indian knowledge system which had been stultified by colonialism. This unfolding ranges from history, sociology, culture, literature to science and technology. Such exercises enable the University community to help India strike a balance between tradition and modernity. Since its inception the University has stressed multi-disciplinarity and inter-disciplinarity in the teaching-learning process and when the NEP-2020 was implemented the University was well-equipped to adopt it.

Our students have excelled in sports. This is evident from 90 bronze, 152 silver and 98 gold medals in national competitions like Khelo India, East Zone Inter University and Santosh Trophy. In Khelo India programme the University ranked 125th in 2019, while in 2023 its position had improved to 9th. Mehuli Ghosh, 2nd year of BA. Education won bronze in shooting at the Asian Games in 2023.

The University community's social responsibility was demonstrated during the Covid-19 days. The students, and staff proved their sense of compassion in treating the victims and making medicine and health-care reach the needy. A quarantine center was opened in the campus at the height of the pandemic.

<b>File Description</b>	<b>Document</b>
Appropriate webpage in the Institutional website	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

No information

### **Concluding Remarks :**

In conclusion, Adamas University stands as a beacon of excellence, committed to shaping a future-ready generation. With a sprawling campus, forward-looking curriculum, a dedicated faculty, a motivated and spirited student community, the University is not merely an educational institution but a hub of innovation, research, and ethical growth. By fostering a culture of continuous improvement, lifelong learning, and strategic collaborations, Adamas University aims to not only enhance employability but also contribute meaningfully to societal progress. As the University celebrates its 10th year, the journey towards national and international recognition is marked by a relentless pursuit of academic excellence, technological advancement, and a deep-rooted commitment to producing socially responsible individuals who are equipped to make significant contributions to nation-building. The future of Adamas University is promising, and is at the forefront of higher education institutions in the country, maintaining its quest for excellence with unwavering dedication.