



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

ATLAS SKILLTECH UNIVERSITY

**BUILDING A, CTS NO. 83,83/1 TO 19 OF VILLAGE KURLA, TALUKA KURLA,
LOCATED AT LBS MARG, KURLA WEST, MUMBAI - 400070
400070**

<https://atlasuniversity.edu.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

October 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

ATLAS SkillTech University, established under the Maharashtra Act No. XV of 2021, is a new-age, urban multidisciplinary university located in India's financial and creative capital Mumbai. ATLAS SkillTech University is dedicated to creating leaders of the future, equipped with the skills of tomorrow. At ATLAS, we are committed to empowering the next generation of leaders, creators, innovators and change-makers who will drive India's transformation into a global superpower propelling an Aatmanirbhar and Viksit Bharat to create a thriving knowledge economy.

We offer a wide array of undergraduate, postgraduate and research programmes in Management & Entrepreneurship, Design & Innovation and Technology.

Through our interdisciplinary approach, industry-integrated experiential learning, and focus on 21st-century skills, we equip our learners with the knowledge, skills and attitude to embrace and engage with the world's most pressing challenges, addressing critical issues in areas including sustainable development goals, community development, sustainability, environmental protection, climate change, employment and Indian culture preservation. By fostering a culture of innovation, entrepreneurship and collaboration, we empower our students to become architects of nation building, propelling India to global leadership for transformative impact, innovation and change.

With India's National Education Policy 2020 as the cornerstone, ATLAS endeavours to deliver a multidisciplinary and interdisciplinary world-class education across all schools. We have adopted a futuristic model co-created with a global community of scholars, academicians, industry experts, and world leaders in education. Our undivided focus on academic excellence, innovative pedagogy for hands-on learning, research and innovation, world-class faculty, state-of-the-art infrastructure, internationalization at home and unique industry linkages empower students to succeed in Industry 4.0 and become socially-responsible global leaders.

ATLAS students go onto join a unique group of educators, learners, and leaders in a passionate pursuit of driving global impact. Therefore, everything we do is designed to equip students with knowledge, skills and experiences that transcend the conventional and enable them to excel in every area of life, industry and society.

Vision

To create leaders of the future, equipped with the skills of tomorrow

Mission

To empower learners with 21st century skills and transdisciplinary knowledge to excel in Industry 4.0

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- ATLAS SKILLTECH UNIVERSITY has been established as a new age University, to enable employability, entrepreneurship and innovation in all programs
- The University has a strong management and leadership team with prior experience of operationalizing Universities and developing policies in the field of education with an extensively experienced Corporate advisory board to translate its vision into action
- Strategically located in the heart of Mumbai, India's financial and commercial capital adding to student experiences and outcomes
- State of the art modern campus with the latest technology fueling both creativity innovation and entrepreneurship
- The Curriculum offered is comprehensive and interdisciplinary which has been developed in collaboration with Industry mentors and partners
- High caliber faculty with their individual experiences in respective industries and in education providing valuable insights and mentorships to students
- Bridging the gap between academia and industry through Professors of Practice, Visiting Corporate Faculty and speakers, Live Projects with Industry Partners and Placement opportunities
- Design ecosystem to inspire the creative sectors of the economy through skill building, practical learning and user led research
- Entrepreneurship ecosystem to support aspiring entrepreneurs through mentorship, access to industry experts, funding and networking opportunities
- Technology ecosystem to leverage the use of traditional thoughts and practices coupled with the use of latest tools and techniques of ICT
- A student environment conducive to globally benchmarked teaching pedagogies coupled with research proficiency
- Access to Global Academic and research collaborations through strong relationships with International Universities
- Vibrant student empowered societies, clubs and events giving students a holistic approach to education
- Importance of Sustainability and Environment with a focus area of creating Socially Responsible Youth driving education with a purpose.
- The University is among the pioneering Institutions in India to introduce the Professor of Practice bringing Industry Expertise directly into the classrooms.

Institutional Weakness

- Relatively younger University at nascent stage
- Alumni base is yet growing and majority are in starting phase of their job hence; their contribution towards the university in skills and funds is limited

Institutional Opportunity

- Industry-Academia Collaboration: Being in a corporate hub allows the university to establish strong ties with industries, facilitating research partnerships, internships, and real-world problem-solving projects for students.
- Talent Pipeline: The university can act as a direct talent pipeline for surrounding corporations, offering specialized courses and certifications that align with industry needs.

- **International Exposure and Collaboration:** With MOUs with international universities, there are opportunities for student exchange programs, dual degrees, collaborative research projects, and joint conferences, providing students and faculty with global perspectives.
- **Corporate-Sponsored Programs:** Corporations may sponsor specific programs, scholarships, and research initiatives, especially in areas like business management, technology, and innovation that align with their operational needs.
- **Executive Education and Corporate Training:** The proximity to corporate headquarters presents an opportunity to offer executive education, leadership development programs, and corporate training sessions tailored to upskilling industry professionals.
- **Incubation and Start-Up Ecosystem:** The university can establish incubation centers and entrepreneurship cells, leveraging corporate mentors and funding, creating a robust start-up ecosystem within the university.
- **Applied Research and Innovation:** Strong industry connections can lead to collaborative applied research opportunities, leading to patents, innovations, and commercialization of academic research.
- **Consulting and Advisory Roles:** Faculty and students can engage in consultancy for corporations, providing research, insights, and strategic advisory based on academic expertise.
- **Global Curriculum Development:** The international MOUs provide opportunities to create a globally aligned curriculum, integrating best practices from multiple countries, enhancing the university's appeal to international students and faculty.

Institutional Challenge

- Being a new university, there is a small alumni base, Alumni are critical for fundraising, mentorship programs, and industry connections.
- Restrictions by regulating bodies for partnering with international universities for joint programs, student exchange, and collaborative research.
- Striking the right balance between adopting new educational methods (such as interdisciplinary studies, project-based learning, or competency-based education) and respecting traditional approaches poses a challenge sometimes for the University
- One major challenge is encouraging students from diverse academic backgrounds to embrace entrepreneurship. To overcome this, the university launches workshops, mentoring sessions, and hands-on training to highlight the importance of entrepreneurial thinking.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

ATLAS SKILLTECH UNIVERSITY (a state Private University) was established in the year 2021. Offering three undergraduate and one postgraduate programs. Curriculum for each programme/course is developed by the respective BOS and after getting the approval by the academic council, university formally notifies curriculum for each programme/course. According to the university, vision and mission of the institute, industrial and societal needs and views of stake holders were taken into account while framing/revising curriculum. Institute has framed programme objectives, programme learning outcomes, course objectives and course learning outcomes for UG and PG programmes. The Institute has clear mechanism for curriculum revision and monitoring. The university has adopted CBCS at both UG and PG levels which provides students with flexibility, allowing them to choose from a range of elective courses that foster interdisciplinary learning

and innovation. Programs at the University are enriched through hands-on industry projects, internships, and courses focused on emerging trends like sustainability, ethics, and entrepreneurship.

Aspects of value framework, emphasized in sustainable development goals and of the New Education Policy (NEP), and Startup India have been part of the ethos of the University and are reflected in the curricula in the form of flexibility of choice in an equitable, inclusive holistic and multidisciplinary educational environment, emphasis on vocational education and skill enhancement, life-long learning, promotion of Indian languages, arts and culture, use of online/ digital technologies etc.

To incorporate and amalgamate the cross-cutting issues relevant to gender, environment and sustainability, human values, and professional ethics into the curriculum, the university has introduced courses as part of the curriculum. University has a Women Development Cell which holds seminars, workshops, group discussions to sensitize the students to gender issues from time to time. As a part of environmental and sustainability initiatives University is motivating the students to take part in all these activities. The university offers over 150 courses across various disciplines, and more than 90% of students engage in internships as part of their curriculum. Various stakeholders such as students, staff, alumni and employer provide inputs to enhance the curriculum and teaching learning from time to time.

Teaching-learning and Evaluation

The University has a widely diverse student population. Strong emphasis is laid in building the strengths and competencies of all the faculty members. Teachers use ICT enabled tools including online resources such as Swayam, NPTEL, Institutional Repository for effective teaching and learning processes. The Wi-Fi enabled campuses encourage blended learning. Atlas has a student-teacher ratio of 20:1, ensuring individualized attention, and more than 70% of faculty members hold PhDs. The university has adopted a student centric approach by providing diverse learning opportunities and choices. Mechanism is in place to identify the learning level and the needs of the students. The slow learners are assisted with bridge and remedial courses, tutorials, additional study materials, mentoring and counselling. The advanced learners are mentored and trained to participate in various competitive challenges at inter-institutional level. Additional workshops, seminars, assignments, paper presentations, participation in hackathons and special advanced projects assists the fast learners. Faculty members are encouraged to prepare and use integrated Teaching Learning Evaluation Plan at each course level. Experiential learning involving internships, project centric learning and hands-on training is adopted by all the faculty members. Besides peer assisted co-operative and participative learning, blended learning and multiple pedagogical tools like case study, simulation, role play, problem-solving skills are also in practice. Web based video conferencing platforms are commonly used by the faculty members.

The Examination management system empowers all the activities involved in the conduct of the examinations. The continuous/internal assessment system underwent gradual improvisation.

The learning outcomes are well articulated and publicized through the OBE manuals prepared by the departments and disseminated to all the stakeholders through the institutional website. The university has established a framework for evaluating the learning outcomes. Definition of Programme Educational Objectives (PEOs), Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) and their appropriate mapping had been carried out for all the programmes. The attainment of course outcome is measured both by direct and indirect assessment processes. After completion of each programme, the attainment is evaluated at the course as well as programme levels.

Research, Innovations and Extension

Atlas SkillTech University has established a **robust ecosystem** to enhance interdisciplinary collaboration, fosters startups, and creates pathways for knowledge dissemination, making significant contributions to local, national, and global developmental needs. The University also has Student Research & Development Cell (SRDC) for multifaced transdisciplinary unit. The innovation is empowered with several dedicated centers such as the Centre for AI & ML Excellence and the Centre for Product Innovation & Incubation. These centers house cutting-edge labs and provide students and faculty with access to global research databases such as Scopus and Web of Science. The university actively promotes research through internal grants, industry partnerships, and interdisciplinary research projects. Its incubation center, recognized by the Ministry of Micro, Small, and Medium Enterprises (MSME), has helped launch over 20 startups, raising more than INR 50 crores in funding. Atlas also emphasizes social responsibility, engaging students in community projects and sustainability initiatives. Faculty and students have published over 200 research papers in high-impact journals in the last three years??.

We encourage research culture among the faculty and students by providing freedom and support for the facilities and seed funding. The institution has been investing in upgrading research facilities constantly and providing support for many projects.

We have 5 Chairs such as Chair in Strategic Management and Leadership with focus for Research on corporate strategy, leadership development, and organizational effectiveness, distinguished Chair in Innovation and Entrepreneurship with focus for research on entrepreneurship, venture capital, and innovation ecosystems, chair in Corporate Social Responsibility and Ethics with focus for Research on ethical management practices, sustainability, and corporate governance, endowed Chair in Supply Chain and Operations Management with focus for Research on supply chain management, logistics, and operational efficiency, Chair in Business Analytics and Data- Driven decision making with focus for Research on Big Data, Predictive Analytics and Data- Driven decision making.

Extension activities are organized under the auspices of various student clubs in collaboration with self-financed NSS unit. These events see an active participation of student community.

The university has become relevant to the neighbourhood mainly through its excellence in community outreach activities.

Infrastructure and Learning Resources

The physical infrastructure supporting Teaching-Learning meets the high-quality standards as well as adequacy norms of classrooms, laboratories, computing equipment and other facilities. The university has spacious and adequate number of classrooms, well-equipped labs, seminar halls, auditorium and hostel facilities. The classrooms are equipped with LCD projectors with Wi-Fi facilities. The computer labs are equipped with the latest versions of tools and platforms having all the necessary Softwares. Further, the campuses are made friendly to people with special needs and differently-abled people by providing the facilities like lifts, ramp and wheelchair. State-of-the-Art sports complex comprises of Gymnasium, multi purpose sports turf etc. The university has enough space for conducting cultural activities and Yoga training. The campus has a canteen, food court facility and common rooms for Girls and Boys. The library in each campus is completely automated with cloud-based KOHA software and is networked.. The university subscribes to diverse digital content (e-Books and e-Journals) with access to popular databases such as Delnet, J- Gate etc. The libraries are also

provided with Turnitin Software along with Drillbit for Plagiarism check for the thesis, conference papers and the like. Spacious reading rooms for students and faculty members exists. The library has an adequate repository, LMS, study materials, NPTEL Videos. The IT policy of the university is well defined and the same has been widely circulated among the faculty members and students. Budgetary provision is made for the upgradation of the IT facilities including Wi-Fi. There are enough number of computers both for academic and administrative use. The Learning Management System and the online resources are widely used by the faculty members in the Teaching-Learning process. The IT infrastructure is updated regularly as per the current industry requirements. Established systems and procedures are in place for maintaining and utilizing physical, academic, sports and other facilities. The cleaning and maintenance of the campuses are outsourced and monitored by the facility management division.

Student Support and Progression

The University gives topmost priority to supporting its students, specially emphasizing progression of students towards professional world and further education. The university provides scholarships and freeships to a large number of students, procuring grants from government and non-government bodies, industries, individuals and philanthropists. The career counseling including e-counseling and guidance to students have been provided for competitive examinations. Capacity building and skill enhancement initiatives have been undertaken with a view to promote soft skills, communication skills, life skills and awareness of technological trends. To redress students' grievances including sexual harassment and ragging cases, the university has organized awareness programmes and tried its best to implement the guidelines of regulatory/statutory bodies. There is an effective mechanism for submission of online/offline students' grievances and timely redressal of grievances through appropriate committees. The Placement Cell of the university invite employers from industry, arrange tests for the students and maintain round-the-year relationship with employers. A large number of students passing from the university also join high professional positions. Progression for research to some eminent Indian institutions can also be marked. Number of students qualifying at examinations like IELTS. The university constantly facilitate students' participation in sports and cultural activities. The students have won a number of prestigious awards and medals at many inter-university, state, national and international events. The university regularly organizes sports competitions, cultural events, technical and academic fests through the student clubs. The Alumni Association contributed in terms of financial and career guidance, placement etc.

Governance, Leadership and Management

The vision and mission statements are clearly stated and disseminated to all the stakeholders. There is a culture of participative and proactive management that is reflected in the academic, administrative and research activities. Faculty Members are actively involved in several administrative roles that groom them for leadership and professional growth. The organizational structure and the effective and efficient functioning of the institutional bodies has contributed to good governance. The university strongly advocates decentralization at all levels by delegating responsibilities through the Deans & Directors of the Schools and the various committees. All the statutory bodies of the university are constituted as per Act and Statute and in line with UGC guidelines. They provide the required direction to achieve excellence. An Institutional Development plan developed by the university has helped in achieving the quality initiatives. The strategic plan is effectively deployed for quality in academic programmes, advances in research, scaling heights in sports and entrepreneurial development. Strategic plan adopted considers the context of emerging national and global scenarios. The e-Governance is implemented in all the areas of its operations. The HR policy and practices are well articulated and implemented. Some of the welfare measures for the teaching and non-teaching staff include

PF, Insurance, fee waiver for Ph.D. and felicitation for special achievements. Financial support is also provided to the faculty members for attending conferences/workshops and towards the membership fees of professional bodies. The university has been conducting internal and external financial audits regularly. The external audit is undertaken annually while the internal audit is carried out twice a year. Performance appraisal of the faculty is undertaken every year through a well-structured format. The performance appraisal for the non-teaching staff is also conducted regularly. The university is completely self-financed. The resource mobilization is mainly through the tuition fees and through collaboration with corporates and industries. The IQAC has institutionalized many strategies and processes for boosting the quality outcomes. The IQAC has set the standards and benchmarks for implementing the quality initiatives and has a wellplanned mechanism to review the Teaching-Learning process, structures and methodologies of operations and learning outcomes at periodic intervals.

Institutional Values and Best Practices

The university has taken care of the promotion of gender sensitivity and to achieve gender equity. It has identified gender champions across its schools to create awareness and conduct programmes on gender equity. Equal opportunities are given to boys and girls in sports, cultural, co-curricular and extra-curricular activities. The institution lays emphasis on a clean and green campus. Care is taken to reduce waste generation. STP has been installed for water recycling. Workshops, seminars, invited talks from eminent environment experts related to waste reduction and recycling are regularly arranged. Effective mechanism exists for disposal of solid waste, liquid waste, biomedical waste, e-waste, hazardous chemicals and radioactive waste. Rainwater harvesting is installed in all campuses and alternative energy sources like solar energy is used extensively. Emphasis is laid on development and preservation of eco-friendly environment. Water recycling and Biogas generation from wastes, maintenance of water bodies is practiced. All its campuses follow zero tolerance policy and emphasis on plastic free zones. The campus has an excellent green landscaping with number of trees and plants. Green, Energy and Environment audit are conducted annually. Opportunities are provided to the students to develop valuable human perspectives and overcoming limitations of personality. The students of all cultural orientation coming from across the globe participate in Teaching Learning process, cultural, sports, co-curricular and extra-curricular activities. It is noteworthy to mention that the university celebrates national and international commemorative days like Republic Day, Independence Day, Gandhi Jayanthi, Holi Celebration, Yoga Day and so on. The institution has implemented a range of best practices. two examples of which is (i) Fostering Design-Led Innovation and Entrepreneurship, (ii) Commitment to Social Impact through the Lighthouse Project. Due to the best practices the university has emerged as a distinct University having a Hub for Design-Led Innovation and Entrepreneurship

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	ATLAS SKILLTECH UNIVERSITY
Address	Building A, CTS No. 83,83/1 to 19 of village Kurla, Taluka Kurla, located at LBS Marg, Kurla West, Mumbai - 400070
City	Mumbai
State	Maharashtra
Pin	400070
Website	https://atlasuniversity.edu.in

Nature of University	
Nature of University	State Private University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	04-08-2021
Status Prior to Establishment, If applicable	

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	07-09-2021	View Document
12B of UGC		

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

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	Building A, CTS No. 83,83/1 to 19 of village Kurla, Taluka Kurla, located at LBS Marg, Kurla West, Mumbai - 400070	Urban	2	28040.7	UG PG PhD		

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

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

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

: No

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	23				37				105			
Recruited	13	10	0	23	18	16	0	34	50	52	0	102
Yet to Recruit	0				3				3			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				150
Recruited	81	68	0	149
Yet to Recruit				1
On Contract	0	0	0	0

Technical Staff				
	Male	Female	Others	Total
Sanctioned				31
Recruited	17	14	0	31
Yet to Recruit				0
On Contract	0	0	0	0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	11	10	0	18	16	0	28	30	0	113
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	2	0	0	0	0	0	22	22	0	46
UG	0	0	0	0	0	0	0	0	0	0

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

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

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	0	0	0	0
Adjunct Professor	14	7	0	21
Visiting Professor	25	10	0	35

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	ISDI School of Design and Innovations	Distinguished Chair in Innovation and Enterprenuership	ATLAS SKILLTECH UNIVERSITY
2	ISME School of Managemnt and Enterprenuership	Endowed Chair in Supply Chain and Operations	ATLAS SKILLTECH UNIVERSITY
3	ISME School of Management and Enterprenuership	Chair in Strategic Managemnt and Leadership	ATLAS SKILLTECH UNIVERSITY
4	ISME School of Managemnt and Enterprenuership	Chair in Corporate Social Responsibility and Ethics	ATLAS SKILLTECH UNIVERSITY
5	uGDX School of Technology	Chair in Business Analytics and Data Driven Decision Making	ATLAS SKILLTECH UNIVERSITY

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	902	223	0	0	1125
	Female	1563	687	0	0	2250
	Others	0	0	0	0	0
PG	Male	217	85	0	0	302
	Female	169	40	0	0	209
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	2	0	0	0	2
	Female	5	0	0	0	5
	Others	0	0	0	0	0
Certificate / Awareness	Male	35	0	0	0	35
	Female	30	0	0	0	30
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	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

Department Name	Upload Report
Atlas Isdi School Of Design And Innovation	View Document
Atlas Isme School Of Management And Entrepreneurship	View Document
Atlas Ugdx School Of Technology	View Document
Center For Research	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>ATLAS University offers a unique approach to education, emphasizing multidisciplinary flexibility in specialization. Students can choose multiple specializations within schools. This allows a total of 50+ multidisciplinary combinations, of which select ones are applicable based on their choice and type of specialization. Students also explore interdisciplinary learning by selecting from over 50 interdisciplinary electives from different schools within the university. This comprehensive approach enables students to combine courses in design, management, entrepreneurship, and technology, fostering critical thinking, versatility, and problem-solving skills. At ATLAS SkillTech University, we offer a dynamic, flexible curriculum by blending Choice Credit-Based Courses (CBCS) with real-world projects in community engagement, environmental education, and value-based learning. Our programs encourage students to explore multiple disciplines, from arts and crafts to STEM courses besides attainment of 17 UN SDGs, while developing essential life skills. By integrating practical learning with ethics, creativity, and critical thinking, we aim to nurture well-rounded individuals who can make meaningful contributions to society. ATLAS has provisioned for multiple entry and exit, where students will have an option of moving out after 1 year, 2 years, 3 years or 4 years. To maintain the rigor of learning, the modular structure ensures that the students moving out of the university at the defined exit points have the requisite skills and knowledge aligned to the National Skills Qualifications Framework. Through the ATLAS Electives, students can explore a diverse range of subjects, from Cross-Cultural Psychology and Graphic Design to Robotics, bridging the worlds of</p>
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	<p>design, management, technology, and more. This forward-thinking approach broadens their perspectives and equips them to tackle the complex challenges of the modern world. By bringing together students from different disciplines into one classroom, we foster a spirit of interdisciplinary collaboration and learning. Additionally, students have the freedom to take courses across various schools, enhancing their adaptability and shaping them into innovative, well-rounded professionals ready for the future. Each course is a 2-credit offering.</p>
2. Academic bank of credits (ABC):	<p>At ATLAS SkillTech University, we carefully maintain each student's credit history through the Choice-Based Credit System (CBCS), ensuring flexibility and personalization in their learning journey. To further support students as they transition in and out of the university, we've set up a Recognition of Prior Learning Committee. We're also proud to be registered on the Academic Bank of Credits (ABC) portal. As of May, 2024, nearly 90% of our students—3,886 in total—have already created their ABC accounts and updated their 12-digit ABC numbers, making it easier to track and transfer their academic credits.</p>
3. Skill development:	<p>Skill development is at the heart of the ATLAS curriculum, embodying the essence of a SkillTech University. Skill development is at the core of ATLAS SkillTech University's curriculum, with a strong focus on preparing students for real-world challenges. Each program is carefully aligned with the academic and career goals of different schools, ensuring students gain the practical expertise they need for future success. The Vocational Skill Up program offers over 20 hands-on courses, providing students with skills in fields such as Flipbook Animation, Solo Filmmaking, Creative Entrepreneurship, and Personal Styling. These courses help students develop a strong foundation in their chosen fields, setting them up for success in a wide range of industries. Additionally, they have access to online learning platforms like Swayam, Udemy, ATLAS Plus etc. with many courses designed by ATLAS faculty. To further enhance career readiness, ATLAS offers Placement Readiness Workshops, Masterclasses, Internships, Live projects through partnerships with leading industries ensuring</p>

	<p>students are job ready upon graduation. These include resume writing, interview techniques, and networking skills. A recent partnership with Board Infinity has further strengthened the MBA program, offering specialized training in Power BI, Excel, and Microsoft Office. Through this partnership, more than 150 MBA students have received targeted career preparation, boosting their confidence and proficiency in key areas valued by employers. ATLAS's commitment to industry alignment is reflected in its strategic partnerships with various Skill Councils and Corporates. These collaborations ensure that students are learning the skills most in demand by employers. With holistic skills developed, our students have been hired across diverse industries and functions including Technology, consulting, banking and financial services, sales and marketing, healthcare, health insurance, financial technology, digital marketing, digital media, digital services, education, engineering and manufacturing, agrochemicals, automotive, aviation, chemical industry, chemicals and fertilizers, construction, consumer goods, creative services, etc.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>ATLAS SkillTech University has actively integrated Indian culture and values into its educational framework, blending global best practices with India's rich heritage. Through a variety of courses, the university aims to provide students with a deep understanding of Indian Knowledge Systems (IKS), offering a holistic educational experience. Courses like "Swadharma" guide students in leading authentic lives rooted in ancient Indian wisdom, while others, such as "Management through Mahabharata," link traditional narratives to modern leadership practices. The university also offers specialized courses on Indian traditional textiles, communication design, and sign language, emphasizing the cultural significance of India's diverse heritage. Beyond classroom learning, ATLAS promotes Indian culture through creative projects, such as the "Roots of Light" installation for the Aatmanirbhar Bharat Centre of Design, which used traditional crafts from West Bengal and Chhattisgarh. The "Niti Shastra through Panchatantra" course bridges ancient Indian epics with contemporary business strategies, while the Indian Aesthetics course invites students to explore the Mahabharata, Ramayana, and Vedas through</p>

	<p>modern mediums like board games and digital designs. The university's initiatives demonstrate a commitment to preserving and promoting India's cultural wealth, while preparing students to apply this knowledge in modern, global contexts.</p>
5. Focus on Outcome based education (OBE):	<ul style="list-style-type: none"> At Atlas SkillTech University's curriculum development, the first step involves identifying desired outcomes at both the program and course levels. Program outcomes(PO) represent the competencies(graduate attributes) students should have upon graduation, while course outcomes(CO) are specific to individual subjects. Faculty members collaborate with industry experts, accrediting bodies, and other stakeholders to define these outcomes and align with the demands of the industry, professional bodies, and societal needs, ensuring that graduates are well-prepared for the workforce or for further academic pursuits. The curriculum is then designed to provide students with opportunities to develop and demonstrate these abilities through various learning activities, assignments, and assessments. Alignment of Teaching Methods with Outcomes Once the learning outcomes are established, we ensure that the teaching methods, learning activities, and resources are aligned to help students achieve these outcomes to ensure that every aspect of the curriculum is purposefully designed to contribute to student success. A variety of teaching methods and strategies are planned to cater to different learning styles and foster the development of specific skills. These methods include problem-based learning, case studies, collaborative projects, simulations, and hands-on laboratory work. The choice of teaching methods is purely guided by the outcomes. For example, if one of the outcomes of a business course is to develop critical thinking and decision-making skills, the curriculum mandates including a case study analysis, where students are required to assess complex business problems and propose solutions. This approach reinforces theoretical knowledge and allows students to practice applying it in a practical context. Assessment of Learning Outcomes Assessments are designed to evaluate whether students have truly developed the skills and knowledge required to meet the learning outcomes. The Universities uses a variety of assessment methods, including formative assessments, which provide feedback during the

	<p>learning process, and summative assessments, which evaluate student achievement at the end of a course. These assessments are aligned with the learning outcomes, ensuring that they accurately measure the intended competencies. For instance, if a learning outcome involves mastering a particular technical skill, the assessment requires students to complete a project that demonstrates their ability to apply that skill in a practical setting. Every assessment plan includes the use of rubrics and performance criteria to ensure that assessments are objective and transparent. Students thus get a clear understanding of what is expected of them and how their performance will be evaluated, fostering a sense of accountability and ownership of their learning. Continuous Improvement of Curriculum Feedback from students, faculty, employers, and accrediting bodies is used to refine learning outcomes, teaching methods, and assessment strategies. This iterative process ensures that the curriculum remains relevant and effective in preparing students for their future careers. The University fosters a student-centered learning environment that prioritizes meaningful learning experiences and prepares learners to meet the challenges of their chosen fields</p>
6. Distance education/online education:	<ul style="list-style-type: none"> • The perspective plan of the Institute includes launching distance and online programs through ODL model as soon as we meet the eligibility criteria. E-content is developed by teachers For Vidyamitra, CEC (Under Graduate), SWAYAM and other MOOCs platform. University faculty's initiative to develop online SWAYAM courses aligns closely with the vision of the National Education Policy (NEP) 2020, which emphasizes the integration of technology and digital platforms to democratize education in India. NEP 2020 advocates for greater access to quality education, promoting flexible learning pathways and lifelong learning, particularly through online modes of delivery. By offering SWAYAM courses, we are actively contributing to this national goal, providing high-quality, affordable, and easily accessible educational content to learners across the country. Currently, the following courses are available on the SWAYAM platform: <ul style="list-style-type: none"> • Consumer Behaviour & Insights -1894 Learners • Selling & Negotiation- 1354 Learners • A Basic Course in Machine Learning for All -18044 Learners

The policy envisions using platforms like SWAYAM to enhance inclusivity, particularly for students in remote, underserved, or economically disadvantaged areas, thereby reducing the digital divide. Additionally, the courses align with NEP's focus on multidisciplinary and skill-based education, allowing students to gain diverse skills and credentials through flexible learning. This initiative also supports the NEP's goal of making India a global hub for online education by providing courses recognized for academic credit and fostering innovation in curriculum delivery. Through SWAYAM, we are fulfilling NEP 2020's aim of leveraging technology to transform and modernize India's education system.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Atlas SkillTech University has taken significant strides toward promoting electoral literacy and encouraging democratic participation among its students and the broader community. The University is committed to fostering responsible citizenship and enhancing awareness about the importance of voting and active political engagement. Yes, the Electoral Literacy Club (ELC) was established at Atlas SkillTech University in 2022. The club is an integral part of the university's efforts to cultivate democratic values, responsible citizenship, and voter awareness among its students. The ELC functions in collaboration with RC ATLAS, the university's social responsibility wing, creating synergies in promoting civic engagement and social good.</p>
<p>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?</p>	<p>The university has appointed a dedicated team of student and faculty coordinators to ensure the effective operation of the ELC. Key roles include: o Director of Student Experience, as the Chairperson. o Faculty In-charge of RC Atlas, as the Faculty Coordinator. o Student Coordinator and Faculty as additional members. The ELC represents the diverse student body, ensuring that students from different academic years, disciplines, and genders are involved. This inclusive approach ensures that the ELC reflects the university's diverse demographics and promotes democratic inclusiveness. The ELC is functioning with the following objectives: • To create</p>

	<p>awareness and interest among faculties and students through awareness activities and camps. • To help students understand the value of their vote to ensure that they exercise their right in a confident, comfortable and ethical manner. • To facilitate voter registration for its eligible members who are not yet registered. ELC's are representative in character as they are structured to ensure that the club reflects the diversity of the student body, as members are from across different years, semesters, and genders. The college emphasizes a neutral and unbiased environment to maintain the integrity of the electoral process.</p>
<p>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.</p>	<p>Inspired by initiatives from universities across India, Atlas SkillTech University's ELC has undertaken several innovative programs to enhance electoral awareness:</p> <ul style="list-style-type: none"> o "Know Your Rights" Campaign: Workshops on educating students about their voting rights, the electoral process, and the significance of their participation in democracy. o Voter Awareness Campaigns: These campaigns, including poster displays, digital contests, and informational sessions, highlight the ethical importance of voting, discouraging practices like vote-buying and encouraging informed choices. o Focus on Marginalized Communities: Special initiatives have been introduced to raise awareness and increase voter turnout among marginalized communities, including transgender individuals, disabled persons, and senior citizens. o Debate Competitions and Mock Elections: These platforms encourage students to engage in debates on current political issues, electoral reforms, and governance while experiencing the electoral process through mock elections. o Mobile Electoral Awareness Programs: The ELC plans to deploy mobile voting information and voter registration forms to engage rural and underserved areas surrounding the university.
<p>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.</p>	<ul style="list-style-type: none"> o Research Projects and Surveys: The ELC conducts surveys and research on voting behavior, trends among youth, and voter registration challenges in collaboration with the university's research departments. o Publications and Content Creation: The ELC publishes newsletters and creates digital content aimed at educating students about key electoral issues and democratic values. Regular social media updates are also provided, keeping the

	<p>university community informed about electoral events and news. o Collaborations with NGOs and Government Authorities: The university has collaborated with NGOs working in voter education and the local election administration to assist in voter registration drives and awareness campaigns.</p>
<p>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.</p>	<p>A key focus of Atlas SkillTech University's ELC is ensuring that all students above the age of 18 are registered voters. The club has set a target of registering at least 1000+ students within the next few months, with plans for regular annual voter registration drives. These drives are aimed at not only registering university students but also extending to the neighboring community, ensuring broader participation in the democratic process. Through the ELC's initiatives, Atlas SkillTech University demonstrates its commitment to fostering a culture of active civic engagement and promoting the principles of democracy within its student body and the surrounding community.</p>

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
3886	2245	938	NA	NA
File Description		Document		
Institutional Data in prescribed format		View Document		

1.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
579	59	0	NA	NA
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
153	119	52	NA	NA
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

Response: 158

File Description	Document
Institutional data in prescribed format	View Document

3 Institution

3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
13303.22	7002.90	365.74	NA	NA

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:

Atlas SkillTech University's curricula are aligned with key government initiatives to support developmental needs at **local, national, regional, and global levels**, as reflected in the **Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs)**. The University follows a rigorous approval process. This involves alignment with University Grants Commission (UGC) guidelines and oversight from the Board of Studies (BoS), Academic Council, and Governing Body. The Programme Outcomes (POs) and Course Outcomes (COs) are aligned with developmental needs at multiple levels, nurturing students to become **responsible, innovative leaders**. By integrating these local, regional, national, and global perspectives into its curricula, we ensure that its graduates are technically skilled professionals and capable of driving development and making a positive impact at multiple levels.

Curriculum Alignment with Local Needs

- **Industry Collaborations and Internships:** The University partners with leading local companies to offer real-world learning opportunities, including internships and collaborative projects.
- **Tailored Course Offerings:** Faculty members collaborate with industry experts, accrediting bodies, and other stakeholders to define COs and POs and align with the demands of the industry, professional bodies, and societal needs, ensuring that graduates are well-prepared for the workforce or for further academic pursuits

Curriculum Alignment with National Needs

The University's curricula are also aligned with **National Education Policy (NEP) 2020, the Skill India Mission, and the Startup India initiative.**

- **Multidisciplinary Education:** In line with NEP 2020, the University offers flexible, multidisciplinary courses that promote innovation, critical thinking, and a comprehensive approach to learning.
- **Skill Development:** The curriculum emphasizes Industry 4.0 + skills, such as digital literacy, artificial intelligence, and data analytics, preparing students to meet the evolving needs of the national job market, supporting the goals of the Skill India Mission.
- **Entrepreneurship and Innovation:** Through the School of Management and Entrepreneurship,

the university fosters an entrepreneurial mindset, contributing to the Startup India initiative by encouraging students to develop innovative solutions to national challenges.

Curriculum Alignment with Regional Needs at Atlas SkillTech University

- The University has strategically developed its curriculum to align with the developmental needs of the region, ensuring that its graduates are equipped to contribute meaningfully to the **South Asian** and **Asian markets**, where India plays a pivotal economic role.
- The University's programs incorporate courses such as **Business Design, Energy and Ecology, Interior Design Studio**, and **Indian Traditional Textile**, all of which are tailored to address the regional market dynamics, sustainability, and innovation challenges.
- Atlas SkillTech's emphasis on **sustainability** and design is evident in courses like **Environment & Sustainability** and **The Materiality of ESG**, which teach students how to integrate sustainable practices in areas like **urban planning, manufacturing, and retail technology**. By embedding **Design Thinking** and **Sustainable Development Goals (SDGs)** across various disciplines, the University ensures that students can reconcile profitability with **social and environmental responsibility**. This comprehensive curriculum positions Atlas SkillTech University as a leader in fostering regionally relevant, future-ready professionals.

Curriculum Alignment with Global Needs : Atlas SkillTech University prepares students for globalized economy by aligning its curricula with international standards.

Please click attachment for detail.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.1.2

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

Response:

In today's rapidly changing global economy, higher education institutions must align their offerings with contemporary demands. Atlas SkillTech University has embraced this challenge, focusing on enhancing **Employability, Entrepreneurship, and Skill Development** through its well-designed and regularly updated programmes.

Focus on Employability

The University's courses, spanning disciplines like **Design, Technology, Management, and Media**, are structured to blend theoretical knowledge with practical skills. Programmes in **Management** emphasize leadership and strategic thinking, while those in **Technology**, such as **Data Science** and **Artificial Intelligence**, equip students with hands-on experience through internships and industry projects. These initiatives ensure graduates are not only knowledgeable but also capable of solving real-world problems.

Enhancing Employability through Value-Added Courses and Training Partnerships

Atlas SkillTech University goes beyond traditional academic programmes by offering **Value-Added Courses and Employability Training** in partnership with industry leaders such as **Board Infinity, Sector Skill, NSE, and BMA**. These collaborations provide students with a winning edge, equipping them with practical skills and **industry-recognized certifications** that significantly enhance their employability.

Promoting an Entrepreneurial Mindset

The University fosters an entrepreneurial mindset across its programmes. In a world driven by innovation, students are encouraged to develop their own ventures. The **Entrepreneurship and Innovation** courses teach practical skills, while **Design** students learn how to market their own products. Incubator partnerships, mentorship, and pitch competitions further enable students to transform ideas into viable businesses, making them job creators rather than just job seekers.

Commitment to Skill Development

Recognizing the need for continuous learning, university places strong emphasis on **Skill Development**. Courses in **Media and Communication** include digital and multimedia tools essential in today's content-driven economy, while **Technology and Engineering** programmes integrate advancements like **Robotics** and **IoT**. This ensures students graduate with up-to-date skills that match industry needs.

Regular Curriculum Updates

To stay relevant, ATSU regularly revises its curricula. Courses in **Business and Management**, for instance, now include contemporary topics such as **Digital Marketing** and **Fintech**, reflecting evolving industry demands. **Design** programmes have added modules on **Sustainable Design** and **User Experience (UX)**, ensuring students are trained in current trends and technologies.

Industry Partnerships and Real-World Learning

The University collaborates with leading companies, providing students opportunities for **internships, live projects**, and exposure to the latest industry trends. These partnerships help students apply their classroom learning in real-world scenarios, enhancing both their employability and professional networks.

Holistic Approach to Education

Beyond academics, the University fosters a well-rounded educational experience. The University offers numerous extracurricular activities, clubs, and leadership opportunities, ensuring students develop interpersonal skills and resilience. The focus on mental well-being and leadership also ensures graduates

are adaptable, socially responsible, and ready for global challenges.

Preparing Graduates for the 21st Century Global Job Market

By offering industry-relevant courses, fostering an entrepreneurial spirit, and regularly updating its curricula, the University ensures graduates are equipped with the skills and mindset necessary to thrive in today's 21st Century global job market.

Due to the number word restrictions only brief description and points are metioned. Please click the attachment for the detail.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 100

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

Response: 1046

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

Response: 1046

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

At Atlas SkillTech University, important topics like **Professional Ethics, Gender Equality, Human Values, Environment, and Sustainability** are thoughtfully woven into the curriculum. This approach aligns with principles of **Sustainable Development Goals (SDGs)** and **National Education Policy (NEP) 2020**, ensuring students are prepared academically and equipped to tackle real-world challenges in a responsible and ethical manner. These values are embedded across various courses, giving students a comprehensive understanding of how to address these critical issues in their personal and professional lives.

Professional Ethics

The University places a strong emphasis on **Professional Ethics**, ensuring that students understand the ethical challenges they may face in their careers. Courses like **Business Law & Ethics, Startup Law, Ethics and Environment in India, Ethics & Values, Ethical and IP Challenges for Analytics Professionals**, to name a few are designed to instill a sense of responsibility and integrity. In these courses, students explore legal frameworks and ethical dilemmas, learning to make well-informed decisions that align with ethical business practices in their core domain areas and beyond. Topics such as **corporate governance, stakeholder value management**, and ethical issues in areas like marketing, media, and climate change help students navigate the complex ethical landscapes they will encounter in the business world.

Gender and Human Values

Promoting **gender sensitivity** and **human values** is a key part of Atlas SkillTech University's commitment to creating an inclusive educational environment. Courses such as **Behavioral Science**, explore important themes like culture, diversity, and psychological principles. Students are encouraged to understand the complexities of human behavior, which helps them develop empathy and strong interpersonal skills. This course also touches on mental health, helping students appreciate the importance of well-being in both personal and organizational contexts. By addressing these topics, the University ensures students leave with a deep respect for diversity and a strong foundation in **human values**.

Environment & Sustainability

The University integrates **environmental stewardship** and **sustainability** into its core teaching. Through the **Environment & Sustainability** course, students dive into the relationships between human societies and the natural environment, exploring critical issues like **climate change**, **pollution**, **resource management**, and **sustainable development**. Hands-on projects related to **CSR and sustainability** allow students to apply their knowledge to real-world problems. For example, the **Sustainability Idea to Impact Showcase** challenges students to propose innovative solutions to pressing environmental issues.

Additionally, the course **Sustainability in Business 1** teaches students about the role of businesses in driving sustainable change. Concepts like the **Triple Bottom Line**, **Circular Economy**, and **Sustainable Business Strategies** are covered, preparing students to develop business models that are environmentally responsible and socially conscious.

Alignment with SDGs and NEP 2020

Atlas SkillTech University's curriculum aligns with the **Sustainable Development Goals (SDGs)** and the principles of the **National Education Policy (NEP) 2020**. By incorporating topics like **Ethical Leadership**, **Gender Equality**, **Human Values**, and **Sustainability** into its programs, the University ensures students develop a well-rounded understanding of these key issues.

Due to the number word restrictions only brief description and points are metioned. Please click the attachment for the detail.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

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

Response: 70

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

1.3.3

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

Response: 100

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

Response: 9

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

Response: 9

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

1.4 Feedback System**1.4.1**

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 94.84

2.1.1.1 Number of sanctioned seats year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
1950	1455	990	NA	NA

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

2023-24	2022-23	2021-22	2020-21	2019-20
1869	1361	938	NA	NA

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

2.1.2

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

Response: 52.74

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

2023-24	2022-23	2021-22	2020-21	2019-20
816	593	422	NA	NA

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

2023-24	2022-23	2021-22	2020-21	2019-20
1540	1150	782	NA	NA

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

2.2 Catering to Student Diversity**2.2.1**

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

Response:

Atlas SkillTech University is dedicated to **fostering an inclusive learning environment** that addresses

the unique needs of all students. The university recognizes that students come with varying levels of preparedness and learning paces. To support both **advanced learners** and those who may require additional assistance, Atlas SkillTech University has implemented a comprehensive strategy that includes **diagnostic assessments, continuous monitoring**, and tailored support programs.

Assessment Strategies:

The university employs a variety of assessment strategies to identify the learning levels of students and to categorize them as either slow or advanced learners:

1. **Diagnostic Assessments:** Students are assessed and categorized into slow or advanced learners based on their mid-term examination performance. Those scoring below 45% are identified as slow learners, while those scoring above 85% are recognized as advanced learners. This structured approach allows the University to provide tailored support to each group, ensuring all students have the opportunity to succeed. Additionally, pre-assessments are conducted to further gauge the current skill levels of students. These assessments include oral questions, and short assignments that target key concepts, allowing the University to identify students who may need additional support.
2. **Formative Assessments:** Regular, low-stakes assessments such as pop- quizzes, in-class puzzles, activities, and homework has helped track student progress and identify areas of difficulty. These assessments are crucial in continuously monitoring student performance and providing timely interventions.
3. **Observations:** Teachers observe students during class activities to assess their active engagement, problem-solving approaches, and interactions with peers. These observations provide valuable insights into students' learning behaviors and challenges. Teachers use Leaderboards which serves a motivation for all students to perform well.
4. **Self-Assessment:** Students are encouraged to reflect on their own learning through reflections and visual diaries which promotes self-awareness and helps students identify their strengths and areas for improvement.
5. **Peer Reviews:** Structured peer reviews offer insights into students' understanding, allowing them to learn from each other and improve through collaborative efforts.

Support programs to assist slow learners:

1. **Remedial and Bridge Programs**
2. **Differentiated Instruction**
3. **Mentorship Programs**
4. **Use of Technology**
5. **Regular Feedback**
6. **Holistic Development Activities**

Programs for Advanced Learners:

Advanced learners at Atlas SkillTech University are offered enriched learning opportunities to further their academic growth:

1. **Engagement in Research and Social Impact Projects:** Advanced learners at Atlas SkillTech University are provided with a wealth of opportunities to deepen their academic pursuits through

engagement in faculty-led research and social impact projects.

2. **Advanced Learning Resources:** Access to advanced notes, online and offline certifications, participation in outdoor summits, fairs, and key academic events provides these learners with additional opportunities to expand their knowledge and skills.
3. **Global and Entrepreneurial Learning:** Faculty expose advanced learners to international faculty, contests, business challenges, government hackathons and corporate events, enhancing their global perspective and entrepreneurial thinking.

Due to the number word restrictions only brief description and points are mentioned. Please click the attachment for the detail.

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

2.2.2

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

Response: 25.4

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	View Document
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.3 Teaching- Learning Process

2.3.1

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

Response:

Commitment to Holistic, Student-Centric Learning

Atlas SkillTech University is dedicated to holistic development of its students through a **student-centric approach to learning**. By integrating hands-on learning experiences, collaborative actions, and problem-solving methodologies into the curriculum, the university ensures that students are equipped with theoretical knowledge and gain practical skills that prepare them for the challenges of the modern world.

Experiential Learning and Industry Integration

Experiential learning is a cornerstone of education at Atlas SkillTech University. The curriculum is designed to include **live projects and field practicums** that provide students with **real-world exposure**. These projects are often conducted in collaboration with **industry partners**, giving students the opportunity to apply their knowledge in practical settings. Students participate in **Industry Live Projects**, where they work **on actual business challenges**, fostering a deep understanding of industry practices and enhancing their problem-solving skills. The mandatory **Corporate Immersions and Industry Visits** enrich learning experience by exposing students to internal workings of organizations and their practical challenges.

Active and Participative Learning

We foster an interactive learning environment through methods such as **Flipped Classrooms, Scrums, Group Discussions, Brainstorming Sessions, and Seminars**. Students actively participate in **Student Seminars, Presentations, and Workshops**, where they engage in **peer learning and collaborative problem-solving**. The University also encourages students to contribute to journals through **collaborative research on contemporary topics**, which enhances their research and communication skills.

Problem Solving Methodologies through Simulation-Based Learning

In line with its commitment to cutting-edge education, Atlas SkillTech University employs **Immersive Learning Techniques** using 3D and simulation technologies. These methods are particularly effective for teaching complex subjects, allowing students to visualize and interact with content in innovative ways. The University's **Media Resource Center (MRC)** supports creation of digital content, including videos and **3D assets**, enhancing the learning experience. **Simulation labs hosted on Atlas@Cloud and AWS provide students with virtual environments to practice and refine their skills.**

Digital and ICT-Enabled Tools

Atlas SkillTech University is at the forefront of integrating digital technologies into the learning process. The University's **Learning Management System (LMS)** is a key tool in this regard, enabling seamless access to e-learning resources, lecture notes, and course materials. Classrooms are equipped with ICT tools such as **Wi-Fi, LCD projectors, and Smart Boards**, which support an interactive and dynamic learning environment.

Online resources for Effective teaching and inquiry-based learning.

- **Google Docs, Sheets and Slides** are used by faculty for conducting **Collaborative Projects**, **Miro** is used for organising group projects, assigning tasks, and tracking progress, **Kahoot!** is used for **Interactive Learning** to create quizzes to test knowledge in a competitive way. **Mentimeter** is used for collecting live feedback and conduct polls during the

lesson. **Padlet** is a tool used by students and faculty of the Design School as collaborative board where students can post their ideas, images, and links.

- **Content-based resources** : To access a vast source of educational resources that effectively can be integrated with the curriculum objectives e.g MHRD-NMEICT, NPTEL-SWAYAM, Blogs.
- **Interactive instructional courseware** : Self-paced learning materials LMS, Video Lecture, Course material in website etc

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

2.3.2

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

Response:

The mentorship program at Atlas SkillTech University is a **comprehensive support system** aimed at helping students excel in both academic and non-academic areas. This initiative is structured to provide **continuous guidance from faculty, alumni, and industry professionals**, ensuring students receive well-rounded support throughout their academic journey.

Key objectives of the program include:

- **Smooth Transition to Campus Life:** Assisting new students in adapting to university life, which includes navigating academic expectations and integrating into the campus community.
- **Academic Counseling:** Offering tailored support to academically weak students, helping them cope with curriculum demands, and enhancing their learning strategies.
- **Career Pathway Guidance:** Facilitating skill development relevant to students' future careers, providing insights into industry trends, and helping them create a clear career path.
- **Overall Well-being:** Fostering an environment that supports the mental and emotional well-being of students, ensuring they have the necessary tools and resources to thrive both personally and academically. **Additionally the University has partnered with The Thought Co. founded by Priyanka Varma, Clinical Psychologist, Counsellor and Psychotherapist.,** an organisation that works towards mental health awareness, to enable students to optimize their academic journey and make it more fulfilling.

Implementation and Structure

Mentorship begins in the first year of a student's enrollment and continues throughout their time at the

university. All **undergraduate and postgraduate students are assigned as mentees to mentors, who include teaching and non-teaching faculty, industry advisors, and alumni.** These mentors are directly supervised by the deans of their respective schools to ensure consistent and effective mentorship across the board.

Mentor-mentee interactions are integrated into the University timetable on a weekly basis, providing regular touchpoints for support and guidance. Additionally, mentors can schedule extra sessions as needed, based on the mentees' requirements. The Academic Dean plays a crucial role in developing the mentor-mentee interaction plan, ensuring uniformity in application across different programs and departments.

Personalized Support and Continuous Feedback

The mentorship program at Atlas SkillTech University is built on a foundation of **personalized support**, allowing mentors to tailor their approach based on the unique needs of each student. The University uses a variety of tools to facilitate this personalized support, such as:

- **Mentee Profile Sheets and Google Forms:** These tools help in maintaining detailed records of each student's progress, areas of strength, and areas needing improvement.

- **Structured Feedback Mechanisms:** Mentors provide continuous feedback to mentees, helping them identify their strengths and work on areas of improvement. This structured feedback loop is essential for keeping students engaged and motivated to achieve their personal and academic goals.

Addressing Psychological Needs

Understanding that academic success is closely tied to psychological well-being, the mentorship program also places a strong emphasis on mental health support. Mentors are trained to recognize signs of psychological distress and provide initial counseling or refer students to The Thought Co. which help provide professional counseling services as needed. This proactive approach ensures that students receive the support they need to maintain a healthy balance between their academic and personal lives.

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2023-24	2022-23	2021-22	2020-21	2019-20
153	119	52	NA	NA

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

2.4.2**Percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt. during the last five years****Response:** 72.78**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: 115

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

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: 17.12

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

Response: 2620

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

2.5 Evaluation Process and Reforms**2.5.1**

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

Response: 12.67

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

2023-24	2022-23	2021-22	2020-21	2019-20
13	13	12	NA	NA

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

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: 0.62

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

2023-24	2022-23	2021-22	2020-21	2019-20
20	15	8	NA	NA

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

2023-24	2022-23	2021-22	2020-21	2019-20
3823	2195	901	NA	NA

File Description**Document**

List the number of students who have applied for re-valuation/re-totalling program wise and the total certified by the Controller of Examinations year-wise for the assessment period.

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

2.5.3

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

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

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Development of Learning Outcomes(CO & PO) Aligned with NEP and Outcome-Based Education

At the beginning of each academic year, our faculty members collaborate to revise or develop the learning outcomes for each course as per defined graduate attributes and program outcomes, **fully aligning with the principles of the National Education Policy (NEP) 2020 and the Outcome-Based Education (OBE) framework of India.** These learning outcomes reflect the knowledge, skills, and competencies (graduate attributes) that students are expected to acquire and demonstrate upon completion of their studies. By aligning our outcomes with the program's objectives and meeting industry standards and requirements, we ensure that our graduates are well-prepared to enter the workforce and contribute meaningfully in their respective fields, supporting the **NEP's vision of developing globally competent professionals.**

Communication of Learning Outcomes to Students

Once the classes commence, our faculty members communicate the learning outcomes to the students through various channels, including the orientation day. This communication is in line with the NEP's emphasis on **transparency and student awareness regarding their educational paths.** During this initial phase, students are provided with a comprehensive understanding of the learning outcomes associated with their program or course, enabling them to set clear goals and objectives for their educational journey. This process ensures that students are aware of the expected learning outcomes from

the outset, fostering a sense of ownership and engagement in their learning, as advocated by the NEP.

Integration of learning outcomes into Assessment Methods

To assess the students' progress and the extent to which they have achieved the stated learning outcomes, we employ **a combination of formative assessment through continuous evaluation methods and term-end summative assessments, in accordance with the OBE framework.** Continuous evaluation methods include MCQs, quizzes, assignments, presentations, group projects, and class participation, enable us to gauge students' progress throughout the academic term. These assessments are designed to allow students to demonstrate their understanding of the subject matter and apply their knowledge and skills in practical contexts. **This approach aligns with the NEP's focus on holistic, multidisciplinary education and skill development.**

Evaluating the Attainment of Outcomes and Classification of Student Performance

A scientific approach to measuring the attainment of CO & PO is adopted by the University. Before the start of assessment process, a performance criteria based on Bloom's Taxonomy is set up by the faculty who develop rubrics and benchmarks to define levels of achievement for each outcome. The next step is to analyze assessment results where the data is evaluated to determine how well students have achieved the outcomes. This analysis of assessment data is used for continuous curriculum and instructional improvements. This process is integral to the OBE approach, which focuses on measurable learning outcomes and continual improvement, supporting **the NEP's vision of fostering critical thinking and problem-solving skills among students.**

The Graduate attributes, Program Outcomes(PO) and Course outcomes(CO) are widely publicised through Program Information Brochures, Course Work Handbooks and these are readily available on the University website.

File Description	Document
Upload any additional information	View Document

2.6.2

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

Response: 99.65

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

Response: 577

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.99

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:

Atlas SkillTech University: Advancing Research Through Innovation and Policy

Atlas SkillTech University is committed to fostering a robust research environment, continuously upgrading its facilities, and implementing clear policies that promote innovative, interdisciplinary, and ethical research practices. The institution's mission is aligned with India's National Education Policy (NEP) 2020, aiming to address societal challenges through design, technology, and entrepreneurship research. These efforts are evidenced through state-of-the-art infrastructure, a dedicated policy framework, and strategic global and industry collaborations.

A. Research Facilities

1. Research Centers: Atlas SkillTech University operates multiple dedicated centers that focus on different areas of research:

- **Centre of Healthcare**
- **Centre of Product Innovation & Incubation**
- **Centre of AI & ML Excellence**
- **Centre of Sustainability**
- **Centre of Doctoral Programs & Research Promotion** These centers serve as the hubs for groundbreaking research and development in respective domains.

2. Advanced Technology & Labs The university provides access to cutting-edge laboratories, including:

- **Data Analytics Lab and Simulation Tools**, which offer researchers advanced computational resources for both experimental and applied research.
- **3D Printers and Prototyping Labs** enable practical experimentation for product development??.

3. Global Databases Access Students and faculty have access to extensive digital resources, including Scopus, Web of Science, and other global research databases. These provide researchers the tools for deep inquiries across disciplines?.

4. Collaborative Spaces: Facilities such as the **Student Success Centre** and open co-working spaces promote dynamic collaboration between students, faculty, and industry experts. These areas are ideal for interdisciplinary brainstorming and project development?.

5. Library and Innovation Access: The e-library at Atlas SkillTech University offers a rich collection of digital and print resources to support academic pursuits, ensuring all disciplines are equipped for

comprehensive research.

6. Funding and Grants: The university actively promotes research by offering internal research grants, research incentives, and industry partnerships to support innovation. This initiative is crucial in enabling faculty and students to focus on their research endeavors??.

7. Mentorship and Expertise: Faculty members and external industry professionals mentor students and young researchers. This guidance enhances the quality of research and innovation across disciplines?.

8. Conference Workshops: The University organizes regular seminars, workshops, and conferences to facilitate knowledge sharing and networking opportunities, essential for enhancing the university's research community?.

9. Entrepreneurship and Incubation : The **Incubation Centre**, supported by the university's Entrepreneurship Development Cell, offers students and faculty an ecosystem for launching start-ups. Through its venture capital networks and incubation support, Atlas encourages entrepreneurial initiatives??.

10. Global Collaboration: The University's international partnerships facilitate cross-border collaborations, student exchange programs, and joint research projects that enhance global perspectives in research.

B. Research Policies: The Research Policy has 11 dimensions such as **Research Incentives, Grants & External Funding, Time Allocation, Capacity Building, Research Collaboration, Publication and Dissemination Support: Research Infrastructure, Ethical Research Standards, Research Output and Evaluation, Student Involvement in Research, Continuous Improvement:**.

Due to the number word restrictions only brief description and points are metioned. Please click the attachment for the detail.

File Description	Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

3.1.2

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

Response: 92.93

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

2023-24	2022-23	2021-22	2020-21	2019-20
174.00	104.8	0	NA	NA

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

3.1.3

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

Response: 35.44

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: 56

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

3.1.4

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

Response: 100

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

Response: 5

3.1.4.2 Number of PhD Scholars enrolled during last five years

Response: 5

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

3.2 Resource Mobilization for Research

3.2.1

Total Grants research funding received by the institution and its faculties through 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: 3555.77

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

3.2.2

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

Response: 2.44

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

Response: 385

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc.	View Document
Institutional data in the prescribed format (data template merged with 3.2.1)	View Document
E-copies of the grant award letters for research projects sponsored by government agencies.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3 Innovation Ecosystem

3.3.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the

creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

Atlas SkillTech University has established a **robust ecosystem** to promote **innovation, entrepreneurship, and knowledge transfer**, aligning with national priorities such as **Intellectual Property Rights (IPR)** awareness and the **integration of Indigenous Knowledge Systems (IKS)**. This framework enhances interdisciplinary collaboration, fosters startups, and creates pathways for knowledge dissemination, making significant contributions to local, national, and global developmental needs.

1. Leadership and Vision The leadership at Atlas is committed to **fostering innovation** and ensuring that **research, IPR, and IKS** are central components of the university's academic and entrepreneurial ecosystem. The policies in place support collaboration with **industry and academic institutions**, enabling the exchange of both traditional and modern knowledge.

2. Research and Development (R&D) Infrastructure Atlas has developed an extensive **R&D infrastructure** that provides access to **high-quality research facilities**, allowing the university to focus on critical areas like **healthcare technology and sustainable systems**. Dedicated **R&D Centers** and resources enable continuous access to **funding, grants, and key academic publications**, with **over 205 board games** created under projects inspired by Indian epics.

3. Indigenous Knowledge System (IKS) Integration Atlas integrates **IKS** into its academic framework through courses such as **Niti Shastra and Swadharma**, incorporating **ancient wisdom** with modern leadership and business practices. Notable projects, such as the **205 board games** inspired by the **Mahabharata and Ramayana**, demonstrate how traditional knowledge is adapted to **modern design thinking**. These initiatives strengthen partnerships with **local communities** and promote the application of indigenous knowledge.

4. Intellectual Property Rights (IPR) Framework The university has established an **IPR Cell** to assist students and faculty in **patent applications, trademarks, and copyrights**, ensuring the **commercialization** of innovations. Regular **workshops and training sessions** educate the university community on IPR, while courses such as **Startup Laws and IPR in India** help students understand the legalities surrounding intellectual property. The **IPR Cell** provides structured support for **patent filing and technology commercialization**.

5. Incubation Centers Atlas operates a **state-of-the-art incubation center**, recognized by the **Ministry of Micro, Small, and Medium Enterprises (MSME)**. Currently, there are **over 10 active incubatees**, with several projects receiving significant funding. For example, through **MSME Hackathon 2.0**, projects such as a **laser cladding system** and a **sleep apnea detection device** were funded with **Rs. 15 lakh each**, showcasing Atlas's dedication to **sustainable technology and healthcare innovations**. The incubation center offers **mentorship, pre-incubation programs**, and a rigorous **12-month incubation program** to guide startups from **ideation to commercialization**.

6. Knowledge Transfer Mechanisms Atlas fosters **industry-academia collaboration** to ensure **real-world applicability** of university research and innovation. Partnerships with external industries enable **licensing agreements** for university-developed technologies, promoting **commercialization**. Faculty members contribute to global innovation hubs such as **Stanford Seed Spark** and the **Atal Incubation Center**, ensuring that both students and startups gain access to **global best practices**.

7. Innovation and Entrepreneurship Programs Atlas has created comprehensive programs to encourage **entrepreneurship**, with initiatives like the **Saturday Startup School** and **Women Hackathons**. The university offers grants of up to **Rs. 1 crore** for high-potential projects, supporting both the development and scaling of startups.

File Description	Document
Upload any additional information	View Document
Link for Additional Informationa	View Document

3.3.2

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

Response: 56

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

3.4 Research Publications and Awards

3.4.1

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

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

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

Response: A. All of the above

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

3.4.2**Total number of Patents awarded during the last five years****Response:** 20

File Description	Document
Patents granted / published in the name of the faculty with the institutional affiliation to the university working during the assessment period only to be given.	View Document
Institutional data in the prescribed format (data template)	View Document
e-copies of letter of patent grant	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.3**Number of Ph.Ds awarded per recognized guide during the last five years****Response:** 1**3.4.3.1 How many Ph.D s were awarded during last 5 years****Response:** 7**3.4.3.2 Number of teachers recognized as guides during the last five years**

Response: 7

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

3.4.4

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

Response: 4.86

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

Response: 768

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

3.4.5

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

Response: 10.63

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

Response: 1680

File Description	Document
Institutional data in the prescribed format (data template)	View Document
E-copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

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: A. Any 5 of the above

File Description	Document
Supporting documents from the sponsoring agency for the e- content developed by the teachers need to be provided.	View Document
Institutional data in the prescribed format (data template)	View Document

3.4.7

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

Response: 0.66

3.4.8

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

Response: 4

3.5 Consultancy

3.5.1

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

Response: 204

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

2023-24	2022-23	2021-22	2020-21	2019-20
200.92	3.08	0	NA	NA

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

3.6 Extension Activities

3.6.1

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

Response:

Atlas SkillTech University has implemented a variety of **extension activities** that address pressing social issues while fostering **holistic development** in students. These initiatives not only impact the local communities but also sensitize students to **social responsibility**, helping them develop into empathetic leaders. We have self-financed NSS Team and following verticals to organize the extension activities.

1. Pechchaan: Bridging Educational Divides

- **Impact on Students:** This program bridges the gap between public and private education systems by pairing students from municipal schools with Atlas SkillTech University students and graduates from BMC schools. Through mentorship and shared learning, students were exposed to educational disparities and are empowered to advocate for **equal access to education**. In 2024, **157 students** actively participated in the program, promoting higher education aspirations among underprivileged children.
- **Community Impact:** Pechchaan fostered mutual learning and empowered underprivileged students, raising their aspirations for higher education while creating awareness of educational inequities among Atlas students.
- **Awards:** Recognized for its contribution to community empowerment with an **Award for Educational Outreach** in 2023.

2. Udaan: Village Adoption Program

- **Impact on Students:** Through the **adoption of Bhopoli village**, students engaged with the community to improve infrastructure, sanitation, and educational standards. Projects such as the installation of **pad dispensers**, a **clean water station**, and **self-defense workshops** enhanced students' understanding of rural development and sustainable interventions.
- **Community Impact:** Over **500 students and villagers** benefited from improved health, hygiene, and education initiatives, fostering a healthier and more empowered community.
- **Awards:** Udaan won the **Sustainable Development Award** in 2022 for its focus on empowering rural women and children.

3. Jeevandaan: Blood Donation and Awareness Campaign

- **Impact on Students:** This blood donation drive at **Churchgate Station** educated students on the importance of blood donation, teamwork, and public health issues. The campaign involved **student volunteers** assisting in the registration and coordination, sensitizing them to the healthcare needs of society.
- **Community Impact:** The event provided **50+ units of blood** and reached out to a wider audience through social media, enhancing public awareness on the life-saving benefits of blood donation.
- **Awards:** Recognized as the **Best Health Campaign** by the **Rotaract Club** in 2023 for its broad outreach and community engagement.

4. Community Fridge Initiative

- **Impact on Students:** Led by the **Rotaract Club of ISME** and **Atlas Fellows**, this initiative allowed students to address **food insecurity** in their neighborhood. By redistributing surplus food to those in need, students were exposed to the critical issues of **hunger and food wastage**. The project promoted empathy and solidarity among students as they actively engaged in solving a

tangible social issue.

- **Community Impact:** The fridge served **over 500 community members**, offering consistent food access to those in need while promoting sustainability by reducing food waste.
- **Awards:** Awarded the **Best Social Innovation Project** in 2022 by the **Mumbai Sustainability Council** for its impactful approach to community welfare?.

The university's **commitment to civic engagement** and **sustainable development** has been recognized through multiple awards, highlighting the **long-term benefits** of these extension activities.

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

3.6.2

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

Response: 103

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

2023-24	2022-23	2021-22	2020-21	2019-20
95	04	04	NA	NA

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

3.7 Collaboration

3.7.1

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

Response: 104

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The institution has adequate infrastructure facilities for

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

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

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

Describe the adequacy of facilities within a maximum of 500 words

Response:

The university stands as a beacon of excellence in higher education, driven by its unwavering commitment to providing superior infrastructure facilities. The first urban university in the country and the campus amongst corporates is committed to excellence in education, the infrastructure is meticulously designed to cater to the diverse needs of students, faculty, and staff. With state-of-the-art facilities for teaching-learning, ICT-enabled resources, and opportunities for cultural and sports activities, with green spaces within the university campus it offers a comprehensive ecosystem for growth and enrichment.

A. Teaching – learning viz. classrooms, laboratories: To ensure that an environment is conducive to holistic learning and development, the educational institution possesses adequate infrastructure facilities. The university boasts **well-equipped classrooms and laboratories** that provide students with hands-on experience and practical exposure to their chosen fields of study. **Each classroom is meticulously designed to facilitate interactive learning, with ergonomic seating arrangements and modern teaching aids** catering to the unique requirements of various disciplines, ensuring that **students have access to cutting-edge technology and resources** to enhance their academic pursuits.

B. ICT enabled facilities such as smart classes, LMS etc: The university houses:

- 75+ ICT-enabled smart classrooms
- 18+ computer labs
- 850 computer systems
- 3 fashion labs,
- Entrepreneurship Incubation Lab
- Well equipped product Innovation lab, seminar halls and an auditorium equipped with advanced audio-visual equipment transforming traditional lectures into dynamic and engaging sessions,
- a spacious library, an experiential learning center and an Amphitheatre.
- Student Success Centre
- University has several licensed softwares like Autocad, IBM SPSS, Adobe Creative Cloud, etc.
- Accsoft 2.0 ERP for all the administrative and academic needs.

- The available internet bandwidth is > 1 GBPS.
- The University has several printers, scanners, and other peripheral devices to support academic teaching-learning.

The University has a well-developed Learning Management System (LMS) and MOOCs which provides students and faculty with a centralized platform for accessing course materials, submitting assignments, and engaging in collaborative learning activities. These technology-driven initiatives not only enhance the effectiveness of teaching but also empower students to embrace digital literacy and innovation.

C. Facilities for cultural and sports activities, yoga center, games (indoor & outdoor) gymnasium, auditorium-

To promote a healthy and active lifestyle, the university offers a plethora of facilities for cultural and sports activities. A dedicated yoga center provides students and faculty with a serene space to practice mindfulness and cultivate inner harmony. Meanwhile, both indoor and outdoor sports facilities cater to a wide range of interests, including basketball, volleyball, cricket, carom room, chess room, and athletics. The university's gymnasium is equipped with modern fitness equipment, enabling individuals to pursue their fitness goals and maintain a balanced lifestyle. The Indoor - Outdoor sports and games facilities hold various annual tournaments / championships throughout the year. Festivals, National holidays and large cultural events such as Diwali, Republic Day, International, Yoga Day are organized in the outdoor Amphitheatre. Along with academics the university also focuses on holistic wellbeing of faculty and students thereby houses two medical rooms, two cafeterias and one atrium for all cultural activities.

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

4.1.2

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

Response: 22.7

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

2023-24	2022-23	2021-22	2020-21	2019-20
3131.34	949.28	611.68	NA	NA

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The Atlas SkillTech University Library, established in August 2021, stands as a cornerstone of academic excellence, fostering a rich environment for learning and research. Spanning 5,000 square feet, this state-of-the-art facility provides a wide range of resources catering to diverse disciplines such as Management, Technology, Design, Communication, and Fashion. To support its mission of enhancing knowledge and research, the library integrates modern technologies through various Integrated Library Management Systems (ILMS) including SOUL 3.0, LIBMAN ERP, and KOHA, which have been progressively implemented to manage key library functions such as acquisition, cataloging, and circulation.

Digitised, Automated and Integrated Library Management System

The library's transition towards full automation is marked by the adoption of KOHA, the latest ILMS in use since 2024. This platform provides seamless access to the **library's Online Public Access Catalogue (OPAC)**, allowing users to browse, search, and reserve resources online. The library also offers an efficient digitization facility, enabling the conversion of physical materials into digital formats, thereby preserving valuable resources and broadening access. For research and academic purposes, the library is equipped with high-speed internet and a **BYOD (Bring Your Own Device) policy**, which enhances flexibility for students and faculty alike.

Subscription to E-Resources and Journals

Atlas SkillTech University Library subscribes to a variety of e-resources, ensuring that both students and faculty have access to the latest academic materials. Subscriptions include databases like **DELNET and J-Gate**, which are critical for research across disciplines. These resources provide extensive academic journals, articles, and other scholarly materials, accessible both on and off campus. The integration of digital tools and e-resources is in line with the library's vision of promoting intellectual growth and lifelong learning.

Usage and Engagement

The library is optimally utilized by both faculty and students, as reflected in the usage statistics. For instance, during the period from June 2022 to May 2023, **the DELNET and J-Gate databases recorded substantial engagement, indicating active use of library resources for research and learning.** The usage metrics reveal that over 1,000 hits were recorded for J-Gate, with the highest engagement in search and document view functionalities. This high level of engagement underscores the library's pivotal role in supporting the academic community at Atlas SkillTech University.

Library Services and User Support

In addition to its robust digital infrastructure, the library offers a variety of services designed to enhance the user experience. These include

- 1.Lending service, Reference service
- 2.Inter-Library Loan, Membership with DELNET
- 3.Membership with National Digital Library
- 4.Membership of e-Shodh Sindhu
- 5.Subscription of URKUND,
- 6.TurnIt-In Anti Plagiarism Software,
- 7.INFLIBNET,
- 8.Multimedia PCs in the library with High-Speed Internet Connectivity for accessing various e-resources,

Information literacy training is also provided to ensure that students and faculty are proficient in navigating digital resources and citing materials accurately.

The Atlas SkillTech University Library is more than just a repository of books; it is a dynamic hub for learning, research, and academic excellence. With its comprehensive collection, cutting-edge technology, and user-centered services, the library is well-positioned to meet the evolving needs of its academic community.

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

4.2.2

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

Response: 2.15

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

2023-24	2022-23	2021-22	2020-21	2019-20
278.42	166.47	0.07	NA	NA

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

Atlas SkillTech University is committed to providing cutting-edge IT infrastructure to support its academic, administrative, and research needs. The university recognizes the importance of a robust and secure IT environment in fostering innovation, collaboration, and continuous learning. The IT infrastructure at Atlas SkillTech University is designed to cater to the evolving needs of its stakeholders by ensuring seamless connectivity, data security, and access to advanced technological tools.

IT Infrastructure Overview

Atlas SkillTech University has developed a comprehensive IT infrastructure that **integrates high-speed internet connectivity, modern computing facilities, and secure access to digital resources**. The university's network is managed through **advanced firewall systems** that monitor and regulate bandwidth usage to ensure optimal performance across campus. The IT department continually updates its infrastructure to keep pace with technological advancements, ensuring that students, faculty, and staff have access to the best possible tools for learning and research.

Internet Connectivity

The university provides extensive internet coverage throughout the campus, supported by high-capacity bandwidth that meets the needs of its academic and administrative operations. The network is designed to handle high volumes of data traffic, which demonstrate consistent and efficient internet utilization across various network ports. **The campus network is segmented into different zones, each** tailored to the specific needs of different user groups. For instance, the academic zones are equipped with **high-speed internet to facilitate research, online learning, and access to digital libraries**. Additionally, wireless access points are strategically placed across the campus, providing students and faculty with seamless connectivity for their mobile devices.

IT Policy and Security Measures

Atlas SkillTech University has implemented a **robust IT policy** to govern the use of its digital resources and ensure the security of its network. This policy includes **guidelines on acceptable use, data protection, and user access management**. The **university's firewall systems** play a critical role in maintaining network security by filtering traffic, preventing unauthorized access, and monitoring bandwidth usage.

To protect against cyber threats, **the university regularly updates its security protocols and conducts vulnerability assessments**. The IT department is also responsible for educating the campus community on best practices for cybersecurity, ensuring that all users are aware of the importance of safeguarding their digital identities and data.

IT Support and Maintenance

The IT department at Atlas SkillTech University is equipped with a team of skilled professionals who provide round-the-clock support to ensure that the IT infrastructure functions smoothly. The department is responsible for **maintaining all hardware and software systems, troubleshooting network issues, and ensuring that all digital resources are up to date**. **Regular audits and updates** are conducted to ensure that the infrastructure remains aligned with the latest technological standards.

Atlas SkillTech University's IT infrastructure is a cornerstone of its academic environment, providing the necessary tools and connectivity to support its educational mission. The integration of high-speed internet, advanced network security, and a comprehensive IT policy underscores the university's dedication to fostering a dynamic and secure learning environment.

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

4.3.2

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

Response: 3.57

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

Response: 1088

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

4.3.3

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

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

Response: A. Any 7 or more of the above

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 37.67

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

2023-24	2022-23	2021-22	2020-21	2019-20
3983.36	3798.48	4.36	NA	NA

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

4.4.2

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

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

Response:

The university has established robust systems and procedures for maintaining and utilizing various facilities on campus, including workshops, fashion labs, sports facilities, IT infrastructure, and electrical systems. These protocols ensure the safety, functionality, and optimal use of all resources, thereby supporting the academic and extracurricular activities of students and faculty alike.

1. Classroom, Seminar Halls, and Auditorium Utilization & Maintenance

The allocation of classrooms is managed daily by the academic administration team, with schedules communicated to floor managers for effective deployment. For the utilization of seminar halls or auditoriums, a formal request must be submitted to the academic admin team. This request should include details such as the number of attendees, timings, and any additional logistical support required from the operations team.

2. Workshops and Fashion Labs

Workshops and fashion labs are critical for hands-on learning and fostering creativity among students. The university has established regular maintenance schedules to ensure that all equipment remains functional and meets safety standards. Additionally, users are provided with clear guidelines on the responsible utilization of tools and resources.

Maintenance Schedule:

- **Cleaning:** Daily cleaning ensures that all classrooms, seminar halls, and auditoriums are tidy and ready for use.
- **Deep Cleaning:** Conducted biannually to maintain a high standard of cleanliness.
- **Fumigation:** Weekly fumigation is performed to control pests and maintain hygiene
- **Repairs:** Promptly addressed whenever any damage or malfunctions are reported by the workshop team to their respective Director of Programs.

3. IT and Electrical Systems

The university implements scheduled maintenance tasks to optimize the performance of these systems and prevent any potential failures. Measures are also in place to minimize downtime during maintenance activities, thereby reducing disruptions to campus operations.

- **Quarterly Maintenance SOP:** This preventive maintenance plan is designed to ensure that all IT assets are functioning correctly and efficiently. It includes regular inspections and cleaning of PCs, printers, projectors, and audio-visual systems.

- **Electrical Maintenance:** Regular inspections and maintenance of electrical systems are carried out as per the established SOPs to ensure continuous and safe operation.

4. Sports Facilities and Turf Maintenance

- **Inspections:** Regular inspections to assess the turf condition and address any maintenance need.
- **Maintenance Practices:** Includes routine mowing, watering, and cleaning to ensure the turf remains in excellent condition.
- **Usage Guidelines:** Established procedures to ensure safe and appropriate use of the turf by all users.

5. Fire Alarm and PA Systems

- **Monthly Testing** of the Fire Alarm System (FAS), PA system, and fire extinguisher inspections.
- **Weekly Inspection** of sprinkler valves to ensure they are in working condition.
- **Quarterly Cleaning** of all detectors to maintain system efficiency and reliability.

Atlas SkillTech University's comprehensive maintenance and utilization policies ensure that all facilities are maintained to the highest standards, supporting the institution's commitment to providing a safe, efficient, and conducive environment for education and personal growth. By adhering to these structured procedures, the university ensures that all physical, academic, and support facilities are consistently available and effectively utilized, thereby enhancing the overall quality of education and campus life.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 70.42

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

2023-24	2022-23	2021-22	2020-21	2019-20
2886	1545	547	NA	NA

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

5.1.2

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

Response:

Atlas SkillTech University's efforts in Career Counseling and guidance for competitive examinations reflect its commitment to student success. Through a combination of personalized counseling, targeted workshops, and strategic partnerships, the University ensures that its students are well-prepared to meet the demands of both higher education and the professional world. The institution's focus on integrating e-

counseling and digital resources further enhances its ability to provide comprehensive support, making it a leader in Student Career Development.

1. Personalized Counseling Sessions

- **Career Counselling for Career Planning:** Regular personal counseling sessions are organized to assist students in mapping out their career paths, including discussions on job opportunities, higher education, and skill development.
- **Master's Progression Department:** The University's Master's Progression Department offers one-on-one counseling sessions to help students identify their academic and career goals. Students can book sessions via the University's email system to discuss their current specializations, career aspirations, and potential study destinations. The counseling sessions are tailored to provide individualized advice on University selections, application processes, and preparation for competitive exams such as GRE, GMAT, IELTS, and TOEFL.

2. Workshops and Masterclasses

- **Mastering GRE & TOEFL:** Workshops are conducted in collaboration with ETS and other industry experts to prepare students for competitive exams such as GRE and TOEFL. These workshops cover exam patterns, preparation strategies, and practice sessions to boost students' confidence and performance.
- **Resume Building and SOP Writing:** Bootcamps and masterclasses on resume building, Statement of Purpose (SOP) writing, and portfolio creation are regularly held to prepare students for the competitive job market and higher education applications. These sessions are essential for students aiming to study abroad or apply for top-tier job positions.
- **Industry-Specific Guidance:** Sessions with industry professionals, such as the SCAD session on Masters with STEM and bootcamps on industry relevance, help students understand the specific requirements and opportunities in their chosen fields.

3. E-Counseling and Digital Resources

- **Online Platforms and Tools:** The University utilizes digital platforms to offer e-counseling services, making it easier for students to access guidance and resources remotely. This includes the use of online forms for master progression applications, virtual workshops, and webinars.
- **Masterclass Recordings and Resources:** To ensure students have continuous access to learning materials, recordings of masterclasses and workshops are made available online.

4. Guidance for Competitive Examinations

- **Comprehensive Exam Preparation:** The Master's Progression Department organizes multiple masterclasses focusing on various competitive exams such as GRE, GMAT, IELTS, and TOEFL. These sessions provide students with essential tips, strategies, and resources to prepare effectively for these exams.
- **Mock Interviews and Test Sessions:** To further prepare students for the challenges of competitive exams and university admissions, mock interviews and test sessions are regularly conducted. These simulations help students refine their responses, manage exam stress, and improve their overall performance.

5. Partnerships and Collaborations

- **Strategic MoUs:** The university has established Memorandums of Understanding (MoUs) with leading educational platforms and career development organizations like Board Infinity, and others for access to additional resources, including online courses, expert-led sessions, and career advancement tools.

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

5.1.3

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

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

Response: A. All of the above

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

5.1.4

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

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

Response: A. All of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Annual report of the committee monitoring the activities and number of grievances	View Document

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students during the last five years

Response: 94.26

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

2023-24	2022-23	2021-22	2020-21	2019-20
490	52	0	NA	NA

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

5.2.2

Percentage of graduated students who have progressed to higher education year-wise during last five years**Response:** 65.63**5.2.2.1 Number of outgoing students progressing to higher education**

2023-24	2022-23	2021-22	2020-21	2019-20
62	1	0	NA	NA

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

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

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

Response: 2.35**5.2.3.1 Number of students qualifying in state/National/International level Examination during last five years (eg. SLET, NET, UPSC etc)****Response:** 15

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

5.3 Student Participation and Activities

5.3.1

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

Response: 103

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

2023-24	2022-23	2021-22	2020-21	2019-20
87	12	4	NA	NA

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

5.3.2

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

bodies/committees of the institution.**Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words****Response:**

The University has a well-structured and active Student Council, which plays a vital role in ensuring that students' voices are heard and that they actively participate in the governance and welfare of the institution.

Student Council Structure & Selection Process: The Student Council represents the entire student body and is comprised of selected/nominated student representatives from various programs. The selection process is rigorous and inclusive, focusing on merit and leadership potential. All students undergo an interview process led by faculty mentors, the current Student Council President, and other senior student representatives. This ensures a democratic and transparent process that allows students with leadership potential to emerge and contribute meaningfully to the institutional development. The Student Council has representation from each of undergraduate and post graduate programs

Roles and Responsibilities: The Student Council at Atlas SkillTech University is tasked with several responsibilities, including:

- Organizing University-wide events, such as Tech fests, Academic workshops, Cultural festivals and Leadership forums, Entrepreneurial showcases that foster community engagement and skill development.
- Acting as a liaison between the administration and the student body, ensuring effective communication and advocacy for student interests. It serves as the primary body responsible for communicating important information about campus activities, policy changes, or upcoming events to the student body
- Promoting student welfare through initiatives aimed at addressing well-being, inclusivity, and community service
- Working closely with the placement cell to assist students in finding internships, placements, and career guidance opportunities.
- Assisting in maintaining discipline on campus and ensuring that students follow University guidelines and regulations
- Helping students connect with alumni for mentorship, networking, and career development.
- Senior members of the council often mentor junior students, helping them navigate university life, both academically and socially.
- Oversee various student clubs ensuring their activities align with students' interests and needs.

Representation on Academic and Administrative Bodies: Students are not only involved in the Student Council but also have representation on various academic and administrative committees, ensuring their participation in decision-making processes. This includes representation on:

- Anti-Ragging Committee
- Grievance Redressal Committee
- Internal Complaints Committee (ICC)
- Cultural Activities Committee

- NSS committee
- Student Attendance Monitoring Committee
- Disciplinary Committee

Notably, students are also active participants in the **Women's Development Cell**, a critical body that promotes gender sensitivity, addresses gender issues, and ensures the safety and empowerment of women on campus?.

Student-Led Initiatives and Clubs: Beyond the Student Council, the University has a vibrant ecosystem of student-led clubs that contribute to the holistic development of students. These clubs, including those focused on finance, marketing, entrepreneurship, public speaking, and community service, provide students with opportunities to explore their passions while honing leadership, project management, and teamwork skills?. Major initiatives such as the intercollegiate cultural fests "Illenium" and "Inferno" serve as platforms for students to demonstrate their leadership and organizational capabilities?.

Atlas SkillTech University's commitment to student involvement is evident through the active Student Council and the wide array of student-led organizations. These platforms ensure that students are well-represented in academic and administrative processes, promoting leadership development, academic advocacy, and community engagement?.

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

5.3.3

The institution conducts / organizes following activities:

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

Response: A. All four of the above

File Description	Document
Report of the Technical fest/academic fests along with photographs appropriately dated and captioned year- wise.	View Document
Report of the Sports competitions/events along with photographs appropriately dated and captioned year- wise.	View Document
Report of the Cultural competitions/events along with photographs appropriately dated and captioned year- wise.	View Document
Report of the Any other events through active clubs and forums along with photographs appropriately dated and captioned year- wise.	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.4 Alumni Engagement

5.4.1

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

Response: 126.8

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

2023-24	2022-23	2021-22	2020-21	2019-20
126.8	0	0	NA	NA

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	View Document
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.4.2

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

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

Response:

Although in its nascent stage, the engagement of alumni at Atlas SkillTech University has been instrumental in enhancing the institution's academic offerings, supporting student development, and fostering a strong, connected community. Through their continued involvement, alumni give back to their alma mater and plays vital role in shaping the future of the university. Following are the initiatives of Alumni engagement,

1. Establishment of the Atlas Alumni Association

The Atlas Alumni Association, officially established on November 8, 2023, serves as a cornerstone for alumni engagement. The association was created with the mission of connecting past and present students, fostering a vibrant community that supports personal and professional growth. The association offers alumni various platforms to contribute, including networking opportunities, career advancement support, and involvement in University activities.

2. Academic Contributions

Alumni have actively contributed to the academic development of the University by participating in various academic activities:

- **Advisory Boards:** Alumni have been included in the Board of Studies to provide strategic advice, industry insights, and feedback on curriculum design, ensuring that academic programs remain relevant to the evolving job market
- **Workshops on New Skills:** Alumni have conducted programs that for practical skills of Digital Marketing, Data Analysis and Power BI
- **Viva Assessments:** Alumni have been involved in assessing the viva voce examinations of current MBA students. Their industry experience has provided invaluable feedback to students, bridging the gap between academic theory and real-world practice.

- **Guest Lectures and Panel Discussions:** Alumni frequently return to campus to deliver guest lectures and participate in panel discussions. These sessions offer current students insights into industry trends, career advice, and the opportunity to learn from the experiences of their predecessors.
- **Mentorship Programs:** Alumni engage in mentorship programs, guiding students through their academic and professional journeys. This mentorship includes advice on career choices, higher education, and entrepreneurship.

3. Financial Contributions and Donations

- **Donation of Equipment:** Alumni have donated state-of-the-art equipment to enhance the University's facilities. For instance, an MBA alumnus, donated a 3D printer to the University's Design School, which has been instrumental in providing hands-on learning experiences for students
- **Support for Scholarships and Research:** Alumni contributions have also been directed towards funding scholarships for deserving students and supporting research initiatives. These contributions ensure that financial constraints do not hinder talented students from achieving their academic goals.

4. Alumni Events and Networking Opportunities

The University regularly organizes alumni events, such as reunions and networking meets, to strengthen the bond between alumni and the institution:

- **Alumni Meet 2023:** The MBA Alumni Meet held in December 2023 was a resounding success, bringing together alumni from various batches to reconnect and share their experiences. The event featured discussions on emerging business trends, networking sessions, and opportunities for alumni to mentor current students.
- **Ongoing Engagement:** The Alumni Association organizes workshops, reunions, and other events that facilitate continuous engagement between alumni and the University. These events help in building a strong, supportive community that benefits both alumni and current students.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Atlas SkillTech University, established under the Maharashtra Act No. XV of 2021, is a new-age, Urban Multidisciplinary University dedicated to creating leaders for the future, equipped with skills for tomorrow. The institution's governance and leadership are closely aligned with its vision, mission, and core values, driving its growth, sustainability, and participation in various academic and administrative processes.

Vision, Mission, and Values

Atlas SkillTech University's vision is to create future leaders equipped with skills relevant to the demands of Industry 4.0. The mission focuses on empowering learners with 21st-century skills and transdisciplinary knowledge, enabling them to excel in management, digital technology, and design. Our Philosophy equips students with experiences that transcend conventional education, fostering global impact.

Leadership and Governance Structure

The leadership is structured to ensure decentralized decision-making and collaboration across various levels. The governing structure includes Governing Body, Board of Management, Academic Council, Board of Studies and multiple committees for finance, admissions, and examinations. The organizational chart illustrates various departments and leadership positions, including the Chancellor, Vice-Chancellor, Pro Vice-Chancellors, and heads of departments and centers.

Alignment with NEP 2020 and Decentralization

Atlas SkillTech University has embraced the National Education Policy (NEP) 2020 by integrating a multidisciplinary curriculum across design, management, and digital technology. The NEP's vision of providing students with holistic and flexible education aligns with University's approach to delivering cross-functional learning experiences and multiple exit options for the students. The University has implemented NEP's guidelines by fostering interdisciplinary collaboration and focusing on experiential learning.

Decentralization through statutory and non statutory committees is a key aspect of Atlas SkillTech's governance model.

Participation in Institutional Governance

The institutional governance model at University encourages broad participation from faculty, students, and administrative staff. Students are represented on several academic and administrative committees, including the Women's Development Cell. This participatory approach ensures that key stakeholders contribute to the University's decision-making processes, fostering collaborative culture.

Sustained Growth and Strategic Planning

Atlas SkillTech University's growth is guided by a robust Institutional Development Plan (IDP) for 2022-2032, which outlines both short-term and long-term strategic goals. The plan includes initiatives to attract world-class faculty, enhance student placements, expand global partnerships, and provide cutting-edge infrastructure. The University has a clear strategic vision that focuses on scaling its operations, improving student outcomes, and achieving national and international accreditations.

Long-Term Perspective Plan

In the long term, Atlas SkillTech University aims to become a global leader in skill development and innovation. The strategic goals focus on creating a unique ecosystem for startups, establishing international collaborations, and achieving high placements for students. The University aims to build a strong and engaged alumni network that supports current students, which fosters lifelong connections, and contributes to the university's growth.

Achievements

Notable achievements include collaborations with top international Universities, hosting global conferences, and providing students with global immersion experiences in the USA, UK, and other countries.

Atlas' strategic initiatives demonstrate its commitment to excellence and continuous improvement. The institution's leadership is focused on making it a "Model SkillTech University" that other institutions will aspire to emulate.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The Perspective plan of Atlas SkillTech University, supported by efficient administrative and academic setup, has been effectively deployed. We focus on policies, service rules, and procedural frameworks to ensure institutional bodies operate smoothly, contributing to its mission of creating leaders equipped with the skills of tomorrow.

Institutional Perspective Plan: Goals and Strategic Vision

Institutional Development Plan (IDP) at Atlas SkillTech University reflects the institution's commitment to equipping students with 21st-century skills. This is anchored in the vision to create future leaders by focusing on the confluence of design, technology, strategy, and leadership. Aligned with India's National Education Policy (NEP) 2020, the university offers a futuristic curriculum spanning new-age disciplines, including Design & Innovation, Management & Entrepreneurship, and Digital Technology.

Key elements of Atlas' perspective plan include:

- Attracting top talent in students and faculty.
- Delivering a contemporary and industry-relevant curriculum that is flexible and interdisciplinary.
- Building more international collaborations to enhance global exposure.
- Developing entrepreneurial ecosystems for startups and innovation?
- Building a strong and engaged alumni network

Administrative and Academic Setup

The administrative framework at Atlas is streamlined for efficiency and transparency. The University's **organizational structure** includes various bodies, such as the Board of Management, Academic Council, IQAC (Internal Quality Assurance Cell), Examination Committee, and Research Committees, all functioning under the leadership of the Vice-Chancellor and Chancellor?. Each body plays a distinct role:

1. **The Governing Body** ensures the overall governance of the University.
2. The Board of Management governs complete operations of the University
3. **The Academic Council** handles academic policies, new courses, and research development.
4. **The Finance Committee** manages financial resources, ensuring sustainability.
5. **The IQAC** focuses on continuous quality improvement, monitoring teaching standards, and internal evaluations of **Policies, Procedures, and Regulations**

Atlas SkillTech University has implemented a comprehensive framework of **statutes, ordinances, and regulations**, which guide the operations of the institution. These cover crucial aspects like admissions, faculty appointments, student discipline, curriculum structure, and assessment procedures. These documents provide a transparent and consistent approach to institutional management.

Efficient Deployment of Committees and Institutional Bodies

The functioning of Atlas SkillTech University's institutional bodies is efficient and strategic. Regular meetings of the Academic Council, Governing Body, and specialized committees ensure that academic and administrative functions are performed seamlessly.

1. **Appointment Procedures:** Appointments for key positions such as the Vice-Chancellor, Deans,

and Registrar are guided by clear protocols that involve a search committee, ensuring transparency?.

2. **Examination and Evaluation:** The Board of Assessment and Evaluation. ensures that the assessment process is fair, transparent, and aligned with academic standards.
3. **Policies on Student Welfare:** The institution places great emphasis on student welfare, with bodies such as the Women's Development Cell, Discipline Committee, and Student Council ensuring that student concerns are addressed efficiently.

Achievements and Continuous Improvement

Since its inception, Atlas SkillTech University has achieved several milestones that are aligned with its strategic vision. From collaborations with international universities to the recognition of its academic programs through awards like the Bombay Management Association (BMA) Special Jury Award, the university's efforts in administration, education, and governance are already being acknowledged.

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

6.2.2

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

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Faculty Empowerment Strategies at Atlas SkillTech University

Atlas SkillTech University's faculty empowerment strategies are aimed at creating an environment of continuous growth and support.

1. Performance Appraisal System evaluates:

- Teaching, Learning, and Evaluation Activities: assessment of lectures, tutorials, seminars, and the use of innovative teaching methods.
- Co-Curricular and Professional Development: Faculty participation in extension activities, mentorship roles, and contribution to institutional development.
- Research and Academic Contributions: research publications, patent filings, and conference presentations.
- Student Experience and Feedback: feedback from student to provide holistic assessment of faculty performance.

2. Welfare Measures for Teaching and Non-Teaching Staff include:

Health & well being

- Gender Equality Policy, Women Development Cell and Internal Complaints Committee (ICC) for

addressing gender-related concerns.

- Medical benefits, health insurance, and wellness programs aimed at promoting the physical and mental health of its employees.
- Access to gym and recreation facilities and regular workshops and counseling sessions organized by the Atlas Staff Academy help work-life balance.
- Maternity and paternity leave are extended to new parents.

Financial benefits:

- Loans and advances for education and personal needs
- Tuition fee concession are provided for employees' children studying at the University
- Fee concession for employees' for all in-house programs

Work-Life Balance and Flexibility:

- Flexible working hours to help balance personal and professional life
- Work from home options in certain cases as and when required
- Sabbatical leave granted of research and personal development
- Childcare facilities like on campus crèche is available for children of staff members.

Social Security and Safety Measures

- Group Insurance coverage in case of accidents, disability, or untimely death.
- Retirement Benefit Schemes like provident fund and gratuity to ensure financial security post-retirement.
- Safety Measures ensuring safe working conditions, especially for non-teaching staff involved in manual labor.

Recognition and Reward Programs

- Awards to recognize outstanding performance among teaching and non-teaching staff.
- Performance-Based Incentives tied to research output, teaching quality, or administrative efficiency.

3. Avenues for Career Development and Progression

We promote the career growth by offering:

- Regular training programs to enhance skills, financial support for attending national and international conferences, grants and financial aid for academic research and development projects, career progression plans for promotions and advancements on merit and seniority.
- Regular FDPs to help faculty member enhance their teaching methodologies, stay updated with new research trends, and foster a culture of interdisciplinary collaboration.
- The university encourages faculty members to participate in consultancy projects and provides them with a revenue-sharing model, enabling them to engage in industry collaborations and generate income.
- Supports faculty members in attending national and international conferences by providing travel

grants and duty leave,

- Provide faculty members with seed funding for setting up research projects. The university also encourages the filing of patents and provides full financial support for patent filing. The Research Promotion Policy outlines specific incentives for high- impact research and interdisciplinary projects, reinforcing the university's commitment to creating a research-centric environment.
- Faculty members are encouraged to engage in research through a structured research incentive policy, which provides financial rewards for research publications, patents, and book chapters published in reputed journals.

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

6.3.2

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

Response: 72.84

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

2023-24	2022-23	2021-22	2020-21	2019-20
113	94	29	NA	NA

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

6.3.3

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

Response: 83.64

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

2023-24	2022-23	2021-22	2020-21	2019-20
153	97	21	NA	NA

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

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

Response:

Atlas SkillTech University's institutional strategies for fund mobilization and optimal resource utilization reflect a proactive and innovative approach to financial management. The University's approach focuses on diverse revenue streams, effective budgeting, and prudent resource allocation to support its long-term growth and academic mission.

1. Resource Mobilization Strategy

The Resource Mobilization Policy at Atlas SkillTech University is designed to guide the effective management and augmentation of financial and other resources. The strategy ensures that the University's operations align with its vision and mission while also addressing the dynamic needs of students, faculty, and staff. Key areas of focus include:

- **Industry Engagement:** The University actively engages with industry through various programs such as industry workshops, consulting projects, and management development programs (MDPs). These initiatives not only foster stronger industry-academia ties but also generate revenue through partnerships.
- **Alumni Funding and Sponsorships:** Atlas encourages contributions from its growing network of alumni. Additionally, the University secures sponsorships and grants from external organizations to support academic and infrastructural development.
- **Consultancy and Collaborative Projects:** Faculty members are encouraged to take on consultancy projects with external organizations. Revenue generated from these projects is shared between the University and the faculty, contributing to both the institution's financial health and professional development.
- **Government and Non-Governmental Funding:** Atlas actively seeks grants and funding from government agencies and non-governmental organizations to support its research initiatives, infrastructural projects, and student welfare programs.

2. Optimal Utilization of Resources

Efficient utilization of resources is integral to Atlas SkillTech University's financial sustainability. The institution has developed a multi-faceted approach to ensure resources are used effectively:

- **Strategic Budgeting:** The University employs a bottom-up budgeting approach where individual schools and departments submit their financial requirements based on projected student intake,

faculty needs, and program activities. These budgets are then consolidated and reviewed by the Chief Finance and Accounts Officer, ensuring that expenditures align with institutional priorities.

- **Automation:** Automated a few administrative tasks such as admissions, fee collection, attendance, and result processing using digital platforms, reducing manual errors and labor costs.
- **Infrastructure Optimization:** Use of efficient scheduling to ensure classrooms and labs are optimally used, reducing underutilization of space during off-peak hours.
- **Sustainable Practices:** In line with global trends in sustainability, the university has adopted environmentally friendly policies to reduce costs related to energy consumption and maintenance. This includes the use of solar energy, energy-efficient lighting, and water conservation practices.
- **Human Resource Optimization:** The recruitment and development of both teaching and non-teaching staff follow strict protocols, ensuring that the University attracts and retains top talent. By maintaining an optimal faculty-student ratio and encouraging professional development, the University ensures that its human resources are both effective and efficient.

3. Monitoring and Review

To ensure that the mobilization and utilization strategies are implemented effectively, Atlas SkillTech University has established a robust monitoring system. The Finance Committee and Board of Management regularly review the financial performance of the university, ensuring transparency and accountability in resource management. Any deviations from the budget are promptly addressed, and strategies are modified to meet emerging challenges.

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

6.4.2

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

Response: 111

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

2023-24	2022-23	2021-22	2020-21	2019-20
111	0	0	NA	NA

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

6.4.3

Institution regularly conducts internal and external financial audits regularly

Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words

Response:

Atlas SkillTech University has established a rigorous and transparent financial audit system to ensure the effective and efficient management of its financial resources. The university regularly conducts both internal and external audits, which are integral to maintaining financial accountability and compliance with statutory requirements.

Internal Financial Audit Mechanism

The Accounts and Finance Department is staffed by highly qualified and experienced professionals who conduct concurrent audits of every financial transaction undertaken by the university. This ensures that all transactions adhere to university policies and statutory requirements.

The internal audit mechanism is designed to verify:

- The adequacy and accuracy of accounting treatments applied to various revenue and expenditure sources.
- Compliance with statutory payments related to TDS, TCS, GST, PF, ESIC, other legal obligations.
- Verification of all capital purchases, ensuring that all materials and services procured are in accordance with the university's policies and approval processes.

The internal audit team also conducts periodic comprehensive audits of financial books. Their findings are reported to the Chief Finance and Accounts Officer (CF&AO), who ensures that any identified

discrepancies are addressed promptly. Interim audit observations are shared with the finance team for immediate corrective actions. The results of internal audits are presented to the university's Finance Committee, which oversees the implementation of corrective measures.

External Financial Audits

In addition to internal audits, Atlas SkillTech University's financial records are regularly subjected to external audits conducted by qualified independent auditors. The university appoints external auditors who review the consolidated annual accounts, which include the Income and Expenditure Account and the Balance Sheet for the fiscal year. This comprehensive audit ensures transparency and compliance with legal standards.

The external audit primarily focuses on:

- Verifying the accuracy of the university's financial statements.
- Ensuring compliance with applicable accounting standards and statutory regulations.
- Reviewing any capital and operational expenditures to ensure they are in line with the university's budgetary framework.

The audited financial statements are submitted to the Finance Committee and the Board of Management, ensuring that the university's financial health is reviewed at the highest level. The external auditors' reports are critical in guiding the management on financial matters, especially in policy formulation and resource optimization.

Mechanism for Settling Audit Objections

Any discrepancies or objections raised during internal or external audits are immediately addressed through a well-defined mechanism:

1. Internal Audit Findings: The internal audit team provides interim reports to the finance department. Any discrepancies are resolved by adjusting procedures or documentation as recommended. The findings are submitted to the CF&AO, who ensures timely rectification.

2. External Audit Observations: The external audit reports are reviewed by the Finance Committee, which works with the CF&AO and the relevant departments to address any audit objections. The university's finance office responds to all queries raised by the external auditors, implementing recommended changes to processes or policies as needed.

This dual-layered audit system, involving both internal and external auditors, ensures that the university's finances are managed with transparency and integrity, providing a strong foundation for sustainable financial management.

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

6.5 Internal Quality Assurance System

6.5.1

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

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

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

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

Response:

The Internal Quality Assurance Cell (IQAC) at Atlas SkillTech University plays a pivotal role in promoting and institutionalizing quality assurance strategies and processes within the University. Since its inception, the IQAC has worked to systematically review and improve the teaching-learning process, operational structures, and methodologies, thereby contributing to overall institutional quality.

Two significant practices that have been institutionalized as a result of IQAC's initiatives are:

Through the adoption of the Outcome-Based Education framework and the institutionalization of a structured feedback mechanism—Atlas SkillTech University has successfully created a sustainable quality assurance system.

1. Implementation of Outcome-Based Education (OBE) Framework

One of the major initiatives of the IQAC at Atlas SkillTech University is the implementation of the Outcome-Based Education (OBE) framework across all academic programs. The IQAC facilitated the development of a learner-centric approach that emphasizes defining clear learning outcomes at the course and program levels. This approach ensures that all courses are aligned with specific, measurable outcomes, and the attainment of these outcomes is closely monitored through various assessment tools.

Key features of the OBE framework include:

- Program Outcomes (POs) and Course Outcomes (COs): Each program has clearly defined outcomes that align with industry and societal needs. The course outcomes feed into the overall program objectives, ensuring a holistic approach to student development.

- Continuous Evaluation Mechanism: Under the guidance of IQAC, a robust continuous assessment system has been institutionalized, where students are evaluated not just through end-semester exams but also through ongoing assessments such as quizzes, assignments, projects, and presentations. This ensures that students engage with the learning material throughout the semester, promoting deeper understanding and application of knowledge.

- Periodic Review of Learning Outcomes: The IQAC facilitates periodic reviews to measure the attainment of learning outcomes. The results of these reviews are used to make data-driven improvements to the curriculum, teaching methods, and assessment processes.

2. Structured Feedback Mechanism and Use of Analytics for Continuous Improvement

The second major initiative led by the IQAC is the establishment of a structured feedback system from various stakeholders, including students, faculty, employers, and alumni. The feedback mechanism is aimed at fostering a culture of continuous improvement by using real-time data to inform academic and administrative decisions.

Key elements of this feedback mechanism include:

- Student Feedback on Teaching: Students provide regular feedback on courses and teaching methodologies through an online platform. This feedback is analyzed to identify areas for improvement in teaching quality and course delivery.

- Stakeholder Involvement in Curriculum Development: IQAC has institutionalized a practice of collecting inputs from industry experts, alumni, and employers regarding the relevance and efficacy of the curriculum. These inputs are taken into consideration during periodic curriculum revisions, ensuring that academic programs remain aligned with industry demands and evolving global standards.

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

6.5.2

Institution has adopted the following for Quality assurance:

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

5.Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**6.Any other quality audit recognized by state, national or international agencies****Response:** B. Any 4 of the above

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

6.5.3**Incremental improvements made for the preceding five years with regard to quality (in case of first cycle NAAC A/A)****Post accreditation quality initiatives (second and subsequent cycles of NAAC A/A)****Response:**

Atlas SkillTech University has consistently prioritized quality enhancement in all aspects of its operations, with a strong focus on academic excellence, infrastructure development, and student outcomes. Under the guidance of the Internal Quality Assurance Cell (IQAC), the university has undertaken several initiatives over the last five years, aimed at improving both teaching methodologies and administrative functions. These efforts are in line with the university's commitment to preparing its students for the challenges of the 21st century.

Here are two significant incremental improvements institutionalized as a result of IQAC's initiatives:

1. Strengthening the Academic and Administrative Audit System

Atlas SkillTech University has developed and refined a comprehensive Academic and Administrative Audit (AAA) system, inspired by global best practices. The audit system is designed to ensure continuous improvement in both academic and administrative processes, with a focus on aligning them with industry needs and regulatory standards. This system, launched in the university's early years, has become an essential tool for quality assurance.

- **Periodic Audits:** The university conducts regular audits, both internal and external, involving peer reviewers from academia and industry. These audits evaluate course effectiveness, faculty performance, and administrative efficiency.
- **Comprehensive Action Plans:** Based on the findings of the audits, the university has developed structured action plans aimed at addressing areas of improvement. This has resulted in enhanced teaching methodologies, streamlined administrative processes, and more effective use of resources.
- **Stakeholder Engagement:** The audit process actively involves feedback from all stakeholders, including students, faculty, industry partners, and alumni, ensuring a holistic approach to institutional development.

The academic audit for the years 2021-22 and 2022-23 demonstrates the university's commitment to regular reviews and improvements in its academic and administrative functions, with a clear focus on achieving academic excellence and operational efficiency.

2. Implementation of the Outcome-Based Education (OBE) Framework

Another critical improvement driven by the IQAC is the implementation of the Outcome-Based Education (OBE) framework. This system aligns with the National Education Policy (NEP) 2020 and focuses on preparing students to meet the demands of Industry 4.0 by fostering critical thinking, problem-solving, and interdisciplinary learning.

- **Clear Definition of Learning Outcomes:** Under the OBE framework, every program offered by the university has specific Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs). These outcomes are clearly defined and integrated into the curriculum to ensure students develop both technical and soft skills.
- **Continuous Evaluation:** A key feature of the OBE framework is the introduction of continuous assessment tools, which include projects, presentations, quizzes, and practical assignments. These tools help monitor student progress throughout the academic year and ensure alignment with the defined learning outcomes.
- **Feedback-Driven Improvements:** Regular feedback from students, faculty, and industry experts is incorporated into the curriculum review process. This feedback has led to the introduction of new interdisciplinary courses and revisions to existing ones to ensure they meet current industry standards.

File Description	Document
Provide the link for additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Atlas SkillTech University is dedicated to creating an environment where gender equity, safety, and inclusivity are at the forefront. The university has put in place comprehensive policies and initiatives to ensure that all students, faculty, and staff are provided with equal opportunities, regardless of gender. By taking proactive steps, such as conducting gender audits, implementing co-curricular programs, and enhancing infrastructure, Atlas SkillTech University addresses gender-related concerns and fosters a supportive campus culture.

1. Gender Equity in Curriculum and Policies

The university is guided by its **Gender Equality Policy**, which ensures that gender discrimination is prevented and diversity is embraced.

To support this commitment, the university has established the **Internal Complaints Committee (ICC)** and the **Women Development Cell (WDC)**. Both bodies play an active role in addressing any gender-related grievances, ensuring a safe and fair environment for all, in line with the **Prevention of Sexual Harassment (POSH) Act, 2013**.

2. Gender Audits and Continuous Improvement

Atlas SkillTech University regularly conducts **Gender Audits** to assess its efforts in promoting gender inclusivity and sensitivity. These audits evaluate various factors, such as student enrolment, faculty representation, and gender-neutral language in the curriculum. The findings from these audits help the university make continuous improvements in policies, recruitment processes, and support systems, ensuring that gender equity remains a priority across all levels of the institution.

3. Facilities for Women's Health, Safety, and Empowerment

The university has made significant investments in creating safe and supportive facilities for women on campus, which include:

- **Sanitary Pad Vending Machines** installed in washrooms across campus to provide easy access to essential hygiene products.
- **Medical Centers** that offer 24/7 assistance, with female health professionals on hand to ensure that women's health needs are met.

- **Common Rooms and Daycare Facilities** designed to cater to the specific needs of female students and staff, ensuring a comfortable and supportive environment.
- **CCTV Surveillance, Women Guards and Night-Time Lighting,**

4. Workshops and Awareness Programs

The university actively organizes workshops and sensitization programs to promote gender inclusivity and awareness of gender-related issues. Some of these initiatives include:

- **Self-Defense Workshops** designed to empower women and boost their confidence.
- **Awareness Programs** that focus on gender equity, diversity, and issues such as sexual harassment and LGBTQIA+ inclusivity.
- Events like “**Saathi – The NGO Mela,**” which bring together the university and external organizations to support women and marginalized groups.

5. Promoting Women’s Entrepreneurship and Leadership

Atlas SkillTech University is committed to fostering women’s leadership and entrepreneurship through various initiatives. Events such as the **Women Entrepreneurship Symposium** and **TEDx Talks** provide female students and entrepreneurs with opportunities to connect with mentors, expand their networks, and gain valuable insights. The university’s focus on empowering women is also reflected in its **student council**, where women hold key leadership positions, demonstrating the university’s belief in gender-balanced leadership.

6. Student Participation in Gender Initiatives

Atlas encourages active participation from both male and female students in gender-related initiatives. By ensuring balanced representation in committees and student clubs, the university fosters a collaborative approach to gender equity.

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

7.1.2

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

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

Response: A. Any 4 or more of the above

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

7.1.3

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

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

Response:

Atlas SkillTech University is dedicated to practicing sustainable waste management, ensuring environmental responsibility and efficient resource use. The university has put in place comprehensive strategies to handle different types of waste, including solid, liquid, biomedical, hazardous, and e-waste. These efforts reflect the university's commitment to minimizing its environmental impact and promoting green practices throughout the campus.

1. Solid Waste Management

Atlas SkillTech University has a well-organized system for managing solid waste at the source. Green bins for wet waste and blue bins for dry waste are strategically placed around the campus to encourage proper segregation. Wet waste, such as food scraps and organic matter, is collected and processed through composting units, with the resulting compost used to enrich the university's gardens. Recyclable materials like plastic, glass, and metal are handed over to authorized vendors for recycling, helping reduce the waste sent to landfills.

2. Liquid Waste Management

The university operates an on-campus **Sewage Treatment Plant (STP)** to manage wastewater generated from daily activities. The treated water is reused for tasks such as watering the campus gardens, significantly cutting down on freshwater use. To make the process even more efficient, drip irrigation systems have been installed to optimize water usage. Regular maintenance and monitoring of the STP ensure that it operates smoothly and meets environmental standards for biological oxygen demand (BOD) and chemical oxygen demand (COD).

3. Biomedical Waste Management

Atlas SkillTech University responsibly handles biomedical waste, particularly waste such as sanitary napkins. The university has partnered with **Hygienetech India Pvt. Ltd.** to manage the collection and disposal of this waste in compliance with regulatory standards. Sanitary napkin disposal units are installed in all women's restrooms, and the waste is collected regularly and incinerated using environmentally safe methods, ensuring proper disposal without harming the environment.

4. E-Waste Management

The university takes an eco-friendly approach to managing e-waste, which includes obsolete electronics like computers and printers. E-waste is collected by authorized vendors who ensure that it is either refurbished or recycled according to environmental guidelines. Additionally, the university has organized awareness drives to educate students and staff about the importance of properly disposing of e-waste, reinforcing the campus community's commitment to sustainability.

5. Hazardous Waste Management

Although Atlas SkillTech University generates very little hazardous waste, strict procedures are in place to handle it safely. **Standard Operating Procedures (SOPs)** are followed to manage any hazardous materials used in labs, ensuring that waste is properly collected, stored, and disposed of in accordance with legal requirements. The university also ensures that personnel handling hazardous waste receive proper training and are equipped with the necessary personal protective equipment (PPE) to safely manage these materials.

6. Sustainability Initiatives

Beyond waste management, the university continues to work on reducing its overall environmental footprint. Atlas SkillTech University has been certified by the **Indian Green Building Council (IGBC)** for its sustainable building design. In line with its commitment to environmental responsibility, the university also promotes paperless administration by encouraging the use of digital platforms.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document

7.1.4

Water conservation facilities available in the Institution:

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

Response: A. Any 4 or more of the above

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

7.1.5**Green campus initiatives include**

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

Response:

Atlas SkillTech University is dedicated to promoting sustainability and environmental responsibility, aligning its campus operations with the United Nations Sustainable Development Goals (SDGs). Through various green initiatives, the university actively contributes to reducing its environmental impact, promoting sustainable practices, and fostering an eco-friendly campus environment. These efforts are deeply integrated into the university's infrastructure, policies, and everyday operations.

1. Restricted Entry of Automobiles

In an effort to reduce air pollution and create a cleaner, quieter campus, Atlas SkillTech University has implemented a restricted vehicle entry policy. Only authorized vehicles are allowed on campus, significantly cutting down traffic and lowering carbon emissions. Additionally, the campus design includes designated areas that are vehicle-free, encouraging students and staff to opt for greener transportation options like walking and cycling.

2. Use of Bicycles/ Battery-Powered Vehicles

To align with SDG 13: Climate Action, Atlas SkillTech encourages the use of electric vehicles (EVs) and bicycles on campus. EV charging stations have been installed, and students and staff are motivated to switch to battery-powered vehicles for getting around campus. This initiative not only reduces greenhouse gas emissions but also helps foster a culture of environmental responsibility within the campus community. The increased use of bicycles and EVs supports SDG 7 (Affordable and Clean Energy) and SDG 11 (Sustainable Cities and Communities) by reducing dependence on fossil fuels.

3. Pedestrian-Friendly Pathways

To further reduce the campus's carbon footprint and promote healthy living, the university has created well-lit, pedestrian-friendly pathways that encourage walking. These paths are designed to be inclusive, ensuring accessibility for differently-abled individuals, aligning with SDG 10: Reduced Inequalities. By creating walkable spaces, the university not only minimizes vehicular traffic but also promotes a healthier, more active lifestyle for everyone on campus.

4. Ban on Single-Use Plastics

In line with SDG 12: Responsible Consumption and Production, We have taken a firm stance on reducing plastic waste by banning single-use plastics across campus. Plastic bottles, bags, and cutlery have been replaced by sustainable, reusable alternatives. To support this initiative, the university distributed steel water bottles to students and staff and installed water refill stations throughout the campus.

5. Landscaping with Trees- Plants

Atlas SkillTech University is deeply committed to increasing the green cover on campus. The campus is home to over 470 species of trees and plants, contributing to the university's sustainability efforts and supporting SDG 15: Life on Land. Sustainable landscaping practices, such as drip irrigation systems powered by recycled water from the on-campus Sewage Treatment Plant (STP), help conserve water and promote efficient resource use, aligning with SDG 6: Clean Water and Sanitation.

6. Alignment with the SDGs.

Atlas SkillTech University's dedication to sustainability is further highlighted in its SDG Report, which documents the university's ongoing efforts to align with global sustainability goals. Key initiatives, such as a solar energy power purchase agreement with Adani Electricity and the installation of solar panels, support SDG 7: Clean Energy and SDG 13: Climate Action. Together, these efforts are helping Atlas move towards becoming a carbon-neutral campus.

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.6

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

The institutional environment and energy initiatives are confirmed through the following

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

Response: B. Any 3 of the above

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

7.1.7

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

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

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

Response:

At Atlas SkillTech University, inclusivity and accessibility are at the heart of campus life, ensuring that differently-abled individuals (Divyangjan) have the same opportunities as everyone else. Through a range of thoughtful initiatives, the university provides a barrier-free environment, supporting accessibility, mobility, and independence. These efforts reflect the institution's strong commitment to inclusivity and align with the principles of the Right of Persons with Disabilities Act, 2016.

1. Accessible Campus with Ramps and Elevators

Atlas SkillTech University has designed its campus to be fully accessible. Ramps are available at all building entrances, making it easier for differently-abled individuals to move around campus smoothly. Additionally, the university has installed spacious elevators equipped with braille buttons and voice-enabled systems to assist those with visual impairments. These measures ensure that classrooms, administrative offices, and other campus facilities are easily accessible, promoting a welcoming and supportive environment for everyone.

2. Divyangjan-Friendly Washrooms

To ensure comfort and privacy, the university has installed specially designed washrooms for differently-abled students and staff on every floor. These washrooms include features such as grab bars, wider doorways, lowered sinks, and non-slip floors to accommodate individuals who use wheelchairs or have mobility challenges. By providing these accessible facilities, Atlas SkillTech University ensures that all members of the community can use campus amenities with dignity and ease.

3. Tactile Pathways and Clear Signage

For individuals with visual impairments, Atlas has introduced tactile pathways throughout the campus, making it easier to navigate independently. These pathways are complemented by clear, well-lit signage and signposts, helping everyone find their way around the campus comfortably. The university continues to improve its signage system to ensure that accessibility is constantly enhanced.

4. Assistive Technology and Accessible Resources

Atlas SkillTech University uses assistive technologies to make academic resources accessible to differently-abled students. The campus library is equipped with NVDA (Non-Visual Desktop Access) software, which allows visually impaired students to access digital content through screen-reading tools. Additionally, the university's website is designed with accessibility features like font enlargement and

screen readers, ensuring that students with disabilities can easily navigate and use online resources.

5. Support for Exams and Academic Activities

The university offers comprehensive support for differently-abled students during exams and academic activities. Through its **Scribe Policy**, Atlas provides scribes for students who are unable to write due to their disabilities. Additional accommodations, such as extra time during exams and separate seating arrangements, are also made to ensure a comfortable and fair testing environment. Furthermore, students can access soft copies of reading materials and use screen-reading software, ensuring that all students have equal access to educational content.

File Description	Document
Upload supporting document	View Document

7.1.8

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

Response:

Atlas SkillTech University is deeply committed to creating an inclusive environment that values and celebrates diversity across all dimensions—cultural, regional, linguistic, communal, and socioeconomic. The university strives to foster tolerance, harmony, and equity, ensuring that all students feel welcomed and empowered, regardless of their background. Through a variety of academic initiatives, cultural activities, and outreach programs.

Cultural and Linguistic Inclusivity: Atlas SkillTech University is proud of its culturally diverse community, with students and faculty hailing from various parts of India and the world. The university hosts numerous cultural events and celebrations to encourage mutual respect and understanding among its students. Festivals like Diwali, Navratri, and World Literacy Day are celebrated on campus, helping students appreciate the richness of different cultural traditions.

The university also supports student talent through platforms like the **STAGE club**, which promotes artistic expression in theatre, dance, and music. Events such as **ILLENIUM 2023** give students the opportunity to showcase their cultural identities, creating an atmosphere of cultural exchange and celebration.

Linguistic inclusivity is another important focus at Atlas. The university offers foreign language courses, including Spanish, German, Mandarin, and French, to help students overcome language barriers and prepare for global opportunities. The **High Flyers Club**, an international student club, plays a key role in promoting cross-cultural activities and global integration, ensuring that international students feel connected and included in campus life.

Regional and Communal Inclusivity: Atlas SkillTech University embraces regional diversity, admitting students from across India. In fact, around 26% of the student body comes from outside Maharashtra, creating a vibrant mix of perspectives and experiences. To celebrate this regional diversity, the university organizes events like **Rakshabandhan**, where students tie rakhis to security guards as a symbol of communal harmony, and **Navrangi Navratri** and **Dil Se Diwali**, which bring together students from all backgrounds.

Socioeconomic Inclusion: Atlas is committed to promoting socioeconomic inclusion, ensuring that students from all financial backgrounds have the opportunity to succeed. The university offers scholarships to students in need and is involved in several community outreach programs to support under-resourced communities.

The **Lighthouse Project** is one such initiative, where students mentor disadvantaged youth and provide them with the skills needed to thrive professionally. Another impactful program, the **STEAM Project**, has trained over 250 students from municipal schools in Mumbai, using gamified learning to make education engaging and accessible.

Atlas also addresses issues of hunger and malnutrition through initiatives like **Project Roti Bank** and the installation of **Community Fridges**, which help reduce food waste and provide meals to those in need.

Communal Inclusivity: Events like **Dil Se Diwali** promote communal and gender inclusivity by involving students from all backgrounds in collective celebrations, further strengthening the sense of community on campus.

Community Service and Outreach Programs: Atlas extends its commitment to inclusivity beyond the campus through various community service and outreach programs. The **Rotaract Club** organizes blood donation camps, environmental drives, and health camps, encouraging students from different backgrounds to come together for a common cause.

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

7.1.9

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

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

Response:

Promoting Constitutional Values and Civic Responsibility at Atlas SkillTech University: We are

dedicated to fostering awareness of the Indian Constitution's core values, rights, duties, and responsibilities. By embedding these principles into academic programs, campus activities, and outreach efforts, the university aims to shape socially responsible and ethically conscious citizens. This commitment is evident in how both students and staff are engaged in understanding and fulfilling their constitutional obligations.

Promoting Constitutional Values and Civic Duties: At Atlas SkillTech, constitutional values are woven into the very fabric of the university's educational approach. The university doesn't just aim for academic excellence; it also seeks to build responsible leaders who will contribute to social harmony and justice. The curriculum and co-curricular activities are designed to help students explore the significance of democratic ideals like equality, freedom, and justice.

Programs Addressing Rights and Civic Responsibilities

To ensure that both students and staff are aware of their rights and civic duties, the university organizes a variety of programs. Some of these include:

- **Voter Awareness Drives:** These drives educate students about the importance of voting and active participation in the democratic process, helping them understand their role in shaping the future.
- **Road Safety Awareness Campaigns:** Held during Road Safety Week, these campaigns inform students about traffic laws, safe driving practices, and the legal implications of road negligence.
- **Republic Day and Independence Day Celebrations:** These events serve as important reminders of the responsibilities we have as citizens, fostering a sense of national pride and duty.

Workshops and Training on Social Responsibilities: The programs like **Workshops on Plagiarism and Academic Integrity, Sessions on Gender Equality and Sexual Harassment Awareness, Sanitation and Hygiene Rallies** raise awareness about civic and social responsibilities.

Engaging with the Community through Social Responsibility: These initiatives include:

- **The Rotaract Club:** This student-led club organizes activities such as blood donation drives, environmental initiatives, and health camps, encouraging students to give back to society and make a tangible impact.
- **The Lighthouse Project:** Through this program, students mentor children from marginalized communities, helping them develop valuable skills and boosting their confidence.
- **Environmental Initiatives:** Students participate in green projects like tree-planting drives and beach clean-up campaigns, fostering environmental stewardship and a commitment to sustainability.

Impact on Campus and Society

These initiatives have had a significant impact on both the campus culture and the wider community. On campus, there has been a **noticeable absence of ragging** and other complaints, reflecting a culture of respect and equality. The university has also seen **high levels of student engagement in outreach programs**, demonstrating a deep understanding of contemporary social issues and a commitment to making a positive difference.

Through these efforts, Atlas SkillTech University ensures that its students and staff are not only aware of their constitutional rights and duties but also actively participate in promoting these values in their everyday lives. By fostering a culture of social responsibility and ethical awareness, the university is helping to shape a generation of future leaders who are ready to contribute to the betterment of society.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	View Document

7.1.10

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

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

Response: A. All of the above

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice 1: Fostering Design-Led Innovation and Entrepreneurship

1. Title of the Practice: Fostering Design-Led Innovation and Entrepreneurship

2. Objectives of the Practice: The main goal of this practice is to equip students with the skills, knowledge, and mindset needed to succeed in a rapidly evolving, technology-driven world. Atlas SkillTech University focuses on nurturing innovation and entrepreneurship, aiming to shape future leaders who can develop solutions to real-world problems. This approach aligns with India's Vision 2030, which emphasizes creating a skilled workforce for emerging industries.

3. The Context: In today's fast-changing economic environment, innovation and entrepreneurship are

key drivers of growth and job creation. Recognizing this, Atlas SkillTech University, located in Mumbai's vibrant entrepreneurial hub, integrated design thinking and entrepreneurial skills into its core curriculum. The challenge was to create a program that balances theoretical learning with hands-on experience, allowing students to move from idea to execution. With access to over 500 leading companies in the area, the university offers a unique opportunity for students to bridge the gap between academic knowledge and real-world business needs.

4. The Practice: Atlas SkillTech University has created a comprehensive entrepreneurial ecosystem, designed to foster innovation and support student ventures from ideation to launch. This ecosystem is built around several key components:

- **Idea Incubators:** Dedicated spaces where students can brainstorm, develop, and refine their business ideas with the support of experienced mentors.
- **Co-Working Spaces:** Collaborative work environments that encourage peer-to-peer learning and networking, helping students connect with like-minded peers.
- **Student-Led Start-Up Accelerators:** Platforms that offer financial backing, market access, and expert mentorship to help students transform their ideas into viable businesses.
- **Partnerships with Leading Companies:** The university has forged strong ties with industry, offering students internships and firsthand insights into market needs, preparing them for the entrepreneurial challenges ahead.

What sets Atlas apart is its dual focus on both **commercial entrepreneurship** and **social entrepreneurship**. Students are encouraged to not only create profitable businesses but also work on projects that address critical social challenges, such as poverty, sustainability, and inequality.

5. Evidence of Success

Atlas SkillTech University's entrepreneurial programs have achieved significant success. In the past two years, students have launched over 20 startups across diverse sectors, including technology, healthcare, and sustainability. Many of these startups have attracted investment and gained recognition in global competitions, showcasing the innovative spirit of Atlas students.

The university also hosts an annual **Entrepreneurship Summit**, which brings together industry leaders, investors, and students to foster collaboration and share insights. Additionally, through the university's **Rotaract Club**, students have initiated projects that enhance digital literacy and entrepreneurship in underprivileged communities, further demonstrating Atlas's commitment to creating both economic and social impact.

6. Problems Encountered and Resources Required

One of the key challenges was aligning the curriculum with industry demands while maintaining the academic rigor necessary for a strong educational foundation. Additionally, securing sufficient funding and resources to support student ventures at the seed stage proved difficult. To address these challenges, Atlas SkillTech University established partnerships with corporate sponsors and investors who provide both financial support and mentorship.

Best Practice 2: Commitment to Social Impact through the Lighthouse Project

1. Title of the Practice: Commitment to Social Impact through the Lighthouse Project

2. Objectives of the Practice: The Lighthouse Project aims to uplift underprivileged youth by providing them with the skills, knowledge, and confidence needed to succeed in today's competitive job market. The main goal is to help bridge the socioeconomic divide by empowering marginalized communities through education and mentorship, giving them the tools they need to thrive in the professional world.

3. The Context: Mumbai, while a city of innovation and opportunity, is also marked by significant economic inequality. Many young people from disadvantaged backgrounds lack access to quality education and career guidance, leaving them unprepared for meaningful employment. Recognizing this gap, Atlas SkillTech University launched the Lighthouse Project as a way to integrate these youth into the broader entrepreneurial ecosystem. The challenge was not just providing skills, but also ensuring sustained engagement from both mentors and mentees, while aligning the project's goals with the personal development of the university's students.

4. The Practice: The Lighthouse Project pairs students from Atlas SkillTech University with underprivileged youth from the community in a one-on-one mentorship model. University students serve as mentors, helping these young individuals develop essential skills to improve their future prospects. The key components of the project include:

- **Workshops on Digital Literacy:** These sessions teach youth how to use digital tools effectively, opening up new opportunities for education and employment.
- **Entrepreneurial Training:** Participants are encouraged to think creatively and explore entrepreneurship as a way to build their own futures.
- **Soft Skills Development:** Training focuses on improving communication, teamwork, and interpersonal skills, all of which are crucial for employability.

In addition to the mentorship program, Atlas SkillTech integrates community service into its curriculum, encouraging students to take part in initiatives like the Lighthouse Project. This not only benefits the community but also instills a strong sense of social responsibility in the university's students, helping them develop empathy, leadership, and a broader understanding of social issues.

5. Evidence of Success

The Lighthouse Project has made a tangible difference in the lives of both mentors and mentees. In the past year alone, over 250 young people from marginalized communities have participated in the program, with many securing internships and jobs as a result. The project has gained recognition from local NGOs and corporate sponsors, who have contributed resources and funding to help it grow.

6. Problems Encountered and Resources Required

One of the main challenges was keeping mentees consistently engaged, especially given the socioeconomic barriers they face. Limited access to digital devices and the internet also posed difficulties, particularly during digital literacy workshops. To address these issues, the university provided laptops and internet access at local community centers, ensuring that mentees could participate fully. Flexible mentorship schedules were also introduced to accommodate the busy lives of the

participants.

File Description	Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Atlas SkillTech University: A Hub for Design-Led Innovation and Entrepreneurship

Atlas SkillTech University has emerged as a leading institution in design-led innovation and entrepreneurship. This focus is not just part of its educational model—it's central to the university's vision. Atlas has built an environment that blends creative design thinking, entrepreneurial culture, and interdisciplinary collaboration, empowering students to become trailblazers in their fields.

Vision and Mission: Developing Creative Entrepreneurs

- The core mission of Atlas SkillTech University is to cultivate a new generation of entrepreneurs and innovators who are ready to tackle the challenges of an increasingly globalized world. The university's curriculum emphasizes practical, hands-on learning, with a focus on design thinking and innovation. Atlas is committed to nurturing students who can create real-world solutions to complex problems, encouraging academic excellence alongside an entrepreneurial mindset.
- Located in Mumbai, a vibrant hub of entrepreneurship, Atlas enjoys close ties with over 500 leading industries and startup incubators. This allows students access to a wealth of real-world experiences and networking opportunities.

Addressing the Need for Design-Led Innovation

- In today's world, where technology is transforming industries at breakneck speed, traditional education often fails to keep pace with the skills students need to succeed. Recognizing this, Atlas SkillTech University was established to fill the gap by fostering interdisciplinary learning. By combining fields like technology, design, and business, the university aims to create graduates who are not only technically skilled but also creative problem solvers.
- Atlas seeks to bridge the divide between theoretical knowledge and practical application. The university creates an academic environment where creativity and innovation meet technical expertise, giving students the tools they need to address real-world challenges and develop entrepreneurial capabilities.

A Holistic Approach to Design-Led Innovation

Atlas SkillTech University's approach to education is comprehensive, blending interdisciplinary learning, industry collaboration, and entrepreneurship support. The key pillars of its educational model include:

1. Interdisciplinary Learning: Atlas integrates design thinking into all its programs, encouraging students from different disciplines—such as management, design, technology, and communication—to collaborate. This cross-pollination of ideas helps students approach problems from various perspectives and craft well-rounded solutions.

2. Entrepreneurship Ecosystem: The university offers state-of-the-art incubators and accelerators to help students turn ideas into businesses. Partnering with local and international investors, Atlas provides financial support and mentorship to young entrepreneurs. The on-campus co-working spaces and startup accelerators further encourage students to test their ideas in the market.

3. Capstone Projects and Industry Collaborations: Atlas's emphasis on real-world application shines through its capstone projects, where students tackle real industry challenges. These projects, often in collaboration with major players in sectors like healthcare, sustainability, and urban development, give students practical experience and prepare them for future careers.

4. Social Impact Initiatives: The university is committed to social responsibility. Initiatives like the Lighthouse Project encourage students to use their entrepreneurial skills to address social challenges. Through this program, students mentor underprivileged youth, helping them improve their employability and quality of life, showcasing Atlas's focus on using innovation for societal good.

5. Global Exposure and Industry Partnerships: Atlas collaborates with leading local and international organizations, offering students internships, global competitions, and exchange programs. This exposure helps broaden their understanding of global business and entrepreneurship.

Evidence of Success: Fostering Innovators and Entrepreneurs

- The success of Atlas SkillTech University is reflected in the achievements of its students and alumni. In recent years, more than 20 student-led startups have emerged, many receiving funding from international investors and winning prestigious industry awards. These startups span various sectors, from healthcare to technology, demonstrating the versatility of the university's graduates.
- Atlas has also gained recognition for its annual Entrepreneurship Summit, which brings together industry leaders, investors, and students to collaborate and share insights. The event has become a significant networking opportunity and solidified Atlas's position as a leader in entrepreneurship education in India.
- On the social front, initiatives like the Lighthouse Project have positively impacted hundreds of underprivileged youth, helping them secure internships, jobs, and skills to improve their lives.

Overcoming Challenges

- As with any ambitious institution, Atlas SkillTech University has faced challenges on its journey. One major challenge was encouraging students from diverse academic backgrounds to embrace entrepreneurship. To overcome this, the university launched workshops, mentoring sessions, and

hands-on training to highlight the importance of entrepreneurial thinking.

- Another challenge was scaling the incubator and accelerator programs to meet the growing interest from students. Atlas tackled this by forging partnerships with a wide range of investors and corporate sponsors, ensuring students have the resources they need to bring their ideas to life.

The Future of Design-Led Innovation at Atlas

- Looking ahead, Atlas SkillTech University is well-positioned to expand its role in design-led innovation and entrepreneurship. The university plans to deepen its global partnerships, offering students even more international exposure and collaboration opportunities. Additionally, Atlas aims to incorporate sustainability into its entrepreneurial ecosystem, ensuring that future startups prioritize both profitability and environmental responsibility.
- The university also intends to broaden its social entrepreneurship efforts, encouraging students to address challenges related to poverty, education, and healthcare. In doing so, Atlas seeks to produce not only successful entrepreneurs but also socially conscious leaders who make a positive impact on society.

Atlas SkillTech University has established itself as a pioneering institution in design-led innovation and entrepreneurship. By combining interdisciplinary learning, real-world experience, and a commitment to social responsibility, Atlas is equipping students to become leaders who drive meaningful change in business and society. Through its innovative approach to education, Atlas is helping shape the future of entrepreneurship in India and beyond.

File Description	Document
Appropriate webpage in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Atlas SkillTech University aims to reverse brain drain by retaining the country's talent and attracting international students to pursue higher education in India. The goal is to create a global hub of learning at ATLAS SkillTech University, enabling cross-cultural collaboration and innovation, contributing to India's knowledge economy. The challenge our country has faced over the last few decades is the outflow of talented students from India, (brain drain). The University aims at becoming a preferred destination for all such aspirants who wish to get, within their home country, an education that matches global standards,

In a span of three years , 42 MoUs have signed with leading International Universities by the University. These partnerships have given us an access to their curriculums, teaching pedagogies and faculty exchange opportunities. The year 2023 began with 26 renowned faculty from these partner Universities being hosted by us for week long teaching assignment each. 26 different courses were taught during this "International Faculty Week" (IFW) to the students across different programs of the University.

The year 2024 began with The University being a host Institution for The Babson Summit 2023, where 50 countries were represented at the conference that had the participants deliberate on Entrepreneurial Education over three days. The University will continue to bring in Global Best Practices and forge on the Internationalisation front

Another noteworthy practice at the University, with a proven track record, is that of Industry involvement in Curriculum Development . Besides the industry representation on the curriculum development committee (BOS) as required by the regulator, the University has gone much beyond , and has invited participation from industry partners at all stages not only for curriculum development but also in the assessment of learning outcomes to gauge whether the real-world skills and insights have been mastered by the learners. In the academic year 2023 -24 there were 15 round table conferences with Talent Recruiters for different sectors of industry to obtain insights and inputs on curriculum

Thus International Partnerships and Industry Connect are both large contributors to the success stories at University

Concluding Remarks :

Atlas SkillTech University has established itself as a leading institution in India's higher education landscape, blending academic excellence with a forward-thinking, industry-integrated approach. Since its inception in 2021, the university has differentiated itself through design-led innovation, interdisciplinary learning, and a strong emphasis on entrepreneurship. Strategically located in Mumbai, the heart of India's financial and business activities, Atlas SkillTech University offers students unparalleled access to industry connections and real-world learning experiences.

With a curriculum aligned with the National Education Policy 2020 and Skill India Mission 2030, the university emphasizes cutting-edge fields such as artificial intelligence, digital transformation, and sustainable practices. Its holistic educational framework encourages entrepreneurial thinking, hands-on learning, and social responsibility, positioning the University as a thought leader in equipping students with the diverse skill sets to

lead and innovate in the industries of tomorrow. The institution's state-of-the-art facilities, modern labs, smart classrooms, and access to global research databases provide students with a world-class learning environment.

Atlas SkillTech University has emerged as a premier institution for higher education in India, seamlessly blending academic excellence with industry collaboration, global partnerships and impactful research. By championing a "brain gain" model, the university empowers the next generation of leaders while fostering a dynamic ecosystem that attracts global talent and fuels innovation. As a dynamic force in shaping the future of education, Atlas SkillTech University continues to meet the global education aspirations of students in India by offering world-class opportunities locally, solidifying its reputation as a premier destination for knowledge, innovation, and transformation in India.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.3.2	<p>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</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :70</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>																																								
2.1.2	<p>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</p> <p>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</p> <p>Answer before DVV Verification:</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>902</td><td>615</td><td>454</td><td>0</td><td>0</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>816</td><td>593</td><td>422</td><td></td><td></td></tr></table> <p>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</p> <p>Answer before DVV Verification:</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>1540</td><td>1150</td><td>782</td><td>0</td><td>0</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>1540</td><td>1150</td><td>782</td><td></td><td></td></tr></table> <p>Remark : As per clarification received from HEI, and number of the students admitted (Total as well as category wise) should not be more than the number of the students earmarked so based on that DVV input is recommended.</p>	2023-24	2022-23	2021-22	2020-21	2019-20	902	615	454	0	0	2023-24	2022-23	2021-22	2020-21	2019-20	816	593	422			2023-24	2022-23	2021-22	2020-21	2019-20	1540	1150	782	0	0	2023-24	2022-23	2021-22	2020-21	2019-20	1540	1150	782		
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1540	1150	782																																							
2.4.1	<p>Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years</p>																																								

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
165	120	52	100	100

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
153	119	52	100	100

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

Answer before DVV Verification : 125

Answer after DVV Verification: 115

Remark : As per clarification received from HEI, and excluding the faculty having less than 10 months experience, thus DVV input is recommended.

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
174	104.8	0	0	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
174.00	104.8	0		

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

	<p>Answer before DVV Verification : 58 Answer after DVV Verification: 56</p> <p>Remark : As per provided E-copies of award letter by HEI, thus DVV input is recommended.</p>
3.1.4	<p>Percentage of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years</p> <p>3.1.4.1. The Number of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years Answer before DVV Verification : 5 Answer after DVV Verification: 5</p> <p>3.1.4.2. Number of PhD Scholars enrolled during last five years Answer before DVV Verification : 7 Answer after DVV Verification: 5</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>
3.2.1	<p>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)</p> <p>Answer before DVV Verification : Answer After DVV Verification :3555.77</p> <p>Remark : As per provided E-copies of award letter by HEI, thus DVV input is recommended.</p>
3.2.2	<p>Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years</p> <p>3.2.2.1. Number of research projects funded by government and non-government agencies during the last five years Answer before DVV Verification : 395 Answer after DVV Verification: 385</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>
3.4.2	<p>Total number of Patents awarded during the last five years</p> <p>Answer before DVV Verification : Answer After DVV Verification :20</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>
3.4.3	<p>Number of Ph.Ds awarded per recognized guide during the last five years</p>

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

Answer before DVV Verification : 7

Answer after DVV Verification: 7

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

Answer before DVV Verification : 6

Answer after DVV Verification: 7

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

Answer before DVV Verification : 806

Answer after DVV Verification: 768

Remark : As per the data and supporting provided by HEI, based on that DVV input is recommended.

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

Answer before DVV Verification : 2240

Answer after DVV Verification: 1680

Remark : As per the data and supporting provided by HEI, based on that DVV input is recommended.

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
200.92	30.82	0	0	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
200.92	3.08	0		

Remark : As per the data and supporting provided by HEI, based on that DVV input is

recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
152	22	10	0	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
95	04	04		

Remark : As per the data and supporting provided by HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
9983.36	4798.48	4.36	0	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
3983.36	3798.48	4.36		

Remark : As per the data and supporting provided by HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
3886	2245	647	0	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
2886	1545	547		

Remark : As per the data and supporting provided by HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
93	30	4	0	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
87	12	4		

Remark : As per clarification received from HEI, and as per SOP Participation and Inter-collegiate awards should not be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
159	97	21	0	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20

153

97

21

Remark : As per clarification received from HEI, and number of teachers who participate in undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) should not be more than total number of teachers available in any academic years so based on that DVV input is recommended.

6.5.2

Institution has adopted the following for Quality assurance:

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

Answer before DVV Verification : A. Any 5 or more of the above

Answer After DVV Verification: B. Any 4 of the above

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

7.1.6

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

The institutional environment and energy initiatives are confirmed through the following

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions				
1.1	Number of full time teachers in the institution year wise during the last five years				
Answer before DVV Verification:					
2023-24	2022-23	2021-22	2020-21	2019-20	
159	119	52	100	100	
Answer After DVV Verification:					
2023-24	2022-23	2021-22	2020-21	2019-20	

	153	119	52	100	100
1.2	Total number of full time teachers worked/working in the institution (without repeat count) during last five years: Answer before DVV Verification : 164 Answer after DVV Verification : 158				