AMITY UNIVERSITY
UTTAR PRADESH

PROGRAMME HANDBOOK

MODEL FRAMEWORK, PROGRAMME STRUCTURE, GRADUATE ATTRIBUTES, PROGRAMME EDUCATIONAL OBJECTIVES, PROGRAMME LEARNING OUTCOMES, EMPLOYABILITY, ASSESSMENT PLAN AND SCHEME OF INSTRUCTIONS FOR two year MASTER'S PROGRAMMES

AGRICULTURE SCIENCES

DOMAIN: AGRICULTURE SCIENCES

DOMAIN COORDINATOR: NALEENI RAMAWAT

PROGRAMME GROUP: TWO YEARS MASTERS PROGRAMME IN AGRICULTURE
: TWO YEARS MASTERS PROGRAMME IN HORTICULTURE
: TWO YEARS MASTERS PROGRAMME IN AGRICULTURE & FOOD BUSINESS

2020-21

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1. **Introduction: About Amity University**

Amity University Uttar Pradesh is a research and innovation driven University that seeks to develop graduates of international distinction by providing high quality education. Amity is at the forefront of cutting edge technology and scientific research. It has a strong R&D infrastructure and has numerous facilities and labs with modern state of the art equipments. Today, Amity is the hub of scientific learning, innovation and high-end research.

The University looks to serve as a vibrant platform for scientists, researchers and academicians drawn from world-renowned scientific and research organizations as well as academic institutions.

At Amity University Uttar Pradesh, academic excellence is the central focus of teaching and learning. The academic rigor and relevancy provide the students an advantage to grow into leaders in their chosen fields. Students can choose from more than 300 programmes in more than 50 disciplines. Conferences, Workshops and Seminars are conducted throughout the academic year, with active participation from the Industry and Academia.

The academic atmosphere of the University is encouraging, engaging, equitable and non-discriminatory. The Students, Faculty and Staff work as a community, as Amitian's, for the holistic development of each and every student. Students are encouraged to participate in various co-curricular and extra-curricular National and International Competitions as well as in Military Training Camps.

At Amity we benchmark only against the best institutions around the world. Our faculty and senior team travel all over the globe to learn and imbibe the best practices so that we can give a solid foundation for learning. As part of this endeavour, we have air-conditioned amphitheatre style classrooms that provide the most conducive atmosphere for dynamic and focused discussions, while the libraries at our campus are equipped with over 1,00,000 books, periodicals, national and international journals, CD-ROMS, covering all aspects of academic studies and research material. The hi-tech labs act as ideal training grounds for budding professionals that allow students to experiment and bring to practice what they have learnt in theory.

Amity's focus on path-breaking innovations in science & technology, a globally benchmarked infrastructure and record job offers have directly resulted in Amity Institutes emerging among the most sought after education destinations. Amity's fast expanding network of globally benchmarked institutions has resulted in campuses across Noida, Greater Noida, Lucknow and Dubai. Amity's focus on path-breaking innovations in science & technology, a globally benchmarked infrastructure and record job offers have directly resulted in Amity institutes emerging among the most sought after education destinations.

1.1 University Vision, Mission and Core Values

Vision

Building the nation and the society through providing total, integrated and trans-cultural quality education and to be the global front runner in value education and nurturing talent in which Modernity Blends with Tradition

Mission

To provide education at all levels in all disciplines of modern times and in the futuristic and emerging frontier areas of knowledge, learning and research and to develop the overall personality of students by making them not only excellent professionals but also good individuals, with understanding and regard for human values, pride in their heritage and culture, a sense of right and wrong and yearning for perfection and imbibe attributes of courage of conviction and action.

Core Values

Academic Excellence

University strives for the uncompromising quality and highest standard of excellence in teaching, learning, research and scholarship across various disciplines.

Integrity & Ethics

University upholds the highest ethical values, integrity and professionalism and an unwavering commitment to academic freedom, transparency and accountability.

Diversity & Mutual Respect

University nurtures an environment of safety, trust & mutual respect and embeds equality & diversity in its Strategy by ensuring that the strategic plans are fair and inclusive.

Expand horizons of Knowledge

University is driven by research and innovation and ensures continuous engagement in the scholarly activities in the pursuit of innovation, creativity and excellence

Shared governance

University encourages shared decision-making through a process that rests upon collaborative consultation, open flow of information, diverse involvement and collective deliberations of all stake holders

Social responsibility

University creates and nurtures an inclusive environment where every one can develop their full potential and contribute to the interest of the society as a whole.

Environmental responsibility

University is acutely aware of its environmental responsibilities and embraces principle of sustainable development to ensure that any adverse environmental impact of its activities is minimized.

Service

University seeks to serve the diverse, personal and professional development needs of its constituents and encourage habit of engagement, caring, and civic responsibility by emphasizing on a connect between service, excellence, and career growth.

1.2 Broad Based Goals and Strategic Plan

Broad based Goals and strategic plan describe the desired results of the various academic and operational activities and establish the foundation for assessment. These Goals are broad, clear, and a

general statement of what the University intends to accomplish in terms of learning and operational effectiveness. It describes the general aims and aspirations of the University. Our broad based goals are

1. Educational Excellence
2. Holistic Development of Students
3. Innovation & Research Excellence
4. Intellectual Capital Enhancement
5. Maintain High Ethical Values and Foster Social & Environmental Responsibility
6. Internationalisation
7. Attaining & Retaining Accreditations and Enhance Rankings
8. Building Strong Industry Linkages And Alumni Network
9. Enhance employability and entrepreneurial capabilities among students
10. Adopt Good Governance

Each broad-based goal has multiple strategic initiatives and evidences. Strategic initiatives and evidences are articulated for each goal in order to describes in precise and measurable terms the specific, observable, and desired results pertaining to student learning and the operational effectiveness

The broad based goals are consistent with the mission of the University. The University's broad-based goals are blueprint for implementing the mission, setting targets and developing measurable outcomes.

The Broad based goals at Amity University are articulated from the University's Objectives. These Objectives flow from the Mission and vision of the University and are associated with, contribute to and mapped to some aspect of the University's mission

1.3 University Graduate Attributes

Amity University students gain an impressive range of knowledge and skills whilst at University. To make these clear to our students and to the future employers of students, **'The Amity Graduate' attributes**' have been identified as a part of our commitment towards supporting student's development.

Graduate Attributes are central to the design, delivery and assessment of student learning in all faculty of Management Studies at the University. These University Graduate attributes are as follows:

#	Graduate Attribute
1	Knowledge & Expertise of a Discipline
2	Research and Enquiry
3	Information & Digital Literacy
4	Problem Solving
5	Communication
6	Behavioral Skills, Teamwork and Leadership
7	Global Citizen
8	Ethical, Social and Professional Understanding
9	Employability, Enterprise & Entrepreneurship
10	Lifelong Learning

The Graduate attributes flow from University level to domain level, from domain level to institution level, from institution to programme level. For each programme ion the management domain, graduate attributes are defined and the programme aims to inculcate these attributes in the students during their course of study.

2. Introduction to Domain/ Faculty of Agriculture Science

The **Faculty of Agriculture Science** ensures to provide ample opportunities to its students' to excel in their careers and strives to fulfill its mission

"Mission: To provide education at all levels in Agriculture Sciences and allied areas and in the futuristic and emerging frontier areas of knowledge, learning and research and to develop the overall personality of students by making them not only excellent professionals but also good individuals, with understanding and regards for human values, pride in their heritage and culture, a sense of right and wrong and yearning for perfection and imbibe attributes of courage of conviction and action."

About the Faculty

Faculty of Agricultural Sciences focuses to improve the Technical skills of students and also develops skills that help them to turn out as excellent future managers. Agricultural Education is the teaching of agriculture, natural resources, and land management through hands on experience and guidance to prepare students for entry level jobs or to further education to prepare them for advanced agricultural jobs. A well designed course also imparts the business skills needed by successful producers and agribusiness companies that is continuously becoming more complex and challenging. Apart from these opportunities students can make their carrier in field of banks, Govt. Services like ADO, AEO etc. they can also for food processing based FMCG industries or can work as consultant. Agriculture education system is very vast it includes Horticulture Sciences also, offering great carrier options for students.

2.1 Academic System

At Amity University Uttar Pradesh, academic excellence is the central focus of teaching and learning. The academic rigor and relevancy provide the students an advantage to grow into leaders in their chosen fields. Students can choose from more than 300 programmes in more than 50 disciplines. Conferences, Workshops and Seminars are conducted throughout the academic year, with active participation from the Industry and Academia.

The academic atmosphere of the University is encouraging, engaging, equitable and non-discriminatory. The Students, Faculty and Staff work as a community, as Amitian's, for the holistic development of each and every student. Students are encouraged to participate in various co-curricular and extra-curricular National and International Competitions as well as in Military Training Camps.

Amity University, as per Guidelines of UGC and related regulatory bodies follows semester /year based system of study. Degree nomenclature and credits for all the programmes are consistent with levels of quality and rigor appropriate to higher education ensuring compliance with the norms and standards of all the relevant statutory and regulatory bodies. Evaluation of the students is done through appropriate mode of continuous evaluation during the semester and through end semester examinations.

Annual Academic Calendar & Semester System

Amity University follows semester system for conduct of classes. Annual Academic calendar have odd Semesters (I, III, V, VII etc) and even semesters (II, IV, VI, VIII etc.). Each semester consists of 15-18 weeks excluding examination period and semester break period. Odd Semesters normally commence in the month of July/August and end in October/November and Even Semesters commence in December and end in April/May on specified dates mentioned in Annual Academic Calendar. The Summer Break normally covers practical training, field based / industry centric courses called **Non- Teaching Credit Courses** (NTCC). Duration of summer break is variable in length for different programmes

Date of Commencement of each semester and last teaching day of semester is finalized well in advance in the detailed 'Annual Academic Calendar' for a programme in accordance with 'Block Academic Calendar' of the University

2.2 Choice Based Credit System & Flexi Timings

To maintain uniformity in all the programmes and at the same time offer more choice of courses to students, **Model Framework** for Programme Structure for all UG and PG programme / degree has been defined which includes semester-wise credit distribution for various course types. The courses and credits offered by the institutions in the programme structure are as per the model framework.

Amity University offers the **Choice Based Credit System** (CBCS) in its academic curriculum, in its endeavor to provide quality education. Under this system, the students can register for courses according to their interests, academic abilities and career aspirations. Students decide their academic plan and alter it, if required, in their academic progression in pursuit of degree.

A **Master Academic Planning Worksheet (APW)** is available on AMIZONE for students as per the Programme Structure and Model Framework for their respective programme. Student is expected to earn the minimum number of credits for a course type/ semester as prescribed in the model framework of their programme.

A student is required to choose the courses from the offerings and make their own Academic Planning worksheet. However, a student can choose 15% extra credits from the Specialisation Electives, Open Electives, Domain Electives, Outdoor Activity Based Courses (OABC) and FBL Electives in addition to the minimum prescribed credit units to choose interdisciplinary courses from other institutions/domains.

Apart from core, allied and Non Teaching Credit Courses which are compulsory in nature, ample options are available in the Master Academic Planning Worksheet for a semester, which help the students to make their own basket of courses to develop additional skills in there area of interest.

Students are also allowed to add or drop registered courses to balance workload to optimize or maximize grade points, course substitution option, grade improvement, credit transfer for course migration as per the University Policy on Credit System, Academic Credit Hour and Time Tabling.

Flexi Timings

Flexi Time tabling help students to choose the courses they want to study and when to study from the slot-based timetable, coupled with on-line Course Registration, through Amizone, in each semester.

The Institutions/departments prepare, review and publish the weekly class time-table on AMIZONE prior to the start of each semester to ensure that all classes are scheduled for the minimum number of session(s) of 50 minutes each. The Students select and register for the course time slot. Students make their own time-table and each student in a class may have a different timetable of his / her own.

3. Approach to Curriculum Review & Development

As a major objective of Degree programmes in Agriculture Science domain is to lay special emphasis on educating/preparing the students well for being able to demonstrate the following abilities:

a. Agricultural Knowledge
b. Horticulture Production
c. Post harvest management
d. Processing and value addition
e. Problem solving skills
f. Time management
g. Agri-preneurship
h. Farmer Knowledge Management

These requirements call for the following objectives to the Approach to Curriculum relating to programmes in Agriculture Science Degree in the country:

1) *Preparation:* Interdisciplinary methods and learning objectives addressing biophysical, socio-cultural, and political economic problems and solutions

2) *Core Competence:* Predominantly natural science focus on production problems, biophysical experiments and technological solutions

3) *Breadth:* Experiential and practical learning both on and off campus covering National and International Standards

4) *Professionalism:* Facilitation of active and interdependent engagement of students. Professional development programmes/opportunities to the faculty and staff   to regularly upgrade their knowledge and skills and bring excellence in teaching, learning and research

5) *Learning Environment:* Conducive learning environment for excellence in teaching, learning, research and professional development of students

The programme structure for each programme is developed carefully ensuring that the content and curriculum is current and appropriate to the programmes objectives and learning outcomes.

Content, Curriculum and Scheme of Examinations

Content, Curriculum and scheme of examinations are the most important components of academic excellence and their development and approval is a detailed exercise which involves screening at various levels.

Heads of Institutions/Departments constitute **Course Review Committee (CRC)**, **Area Advisory Board (AAB) and Programme Review Committee (PRC)** to develop/ review the curriculum and programme structure respectively.

The Course Review Committee (CRC) defines the course Objectives, course contents, and Students Learning Outcomes and assessment tools/components for each course. The recommendations of the CRC are put up to specific Area Advisory Board

Area Advisory Board is constituted to ensure that the course and syllabus are as per the needs of profession / industry at a specific level (UG/PG) and to benchmark as per the National/International curriculum.

The Programme Review Committee (PRC) defines the Programme Educational Objectives (PEOs), Programme Operational Goals, Programme Learning Outcome (PLO), Programme Structure (PS) and the Assessment plan for evaluating operational and educational outcomes, based on inputs from various stakeholders.

Recommendations of AAB and PRC are put up to the "Board of Studies" (BoS)

Board of Studies (BoS) reviews and recommends appropriate Programme structure, curricula & syllabi designed and developed by PRC and AAB.

The recommendations of BoS along with the final Programme structure (Programme Educational Objectives (PEOs), Programme Learning Outcomes (PLOs), and Outcome assessment plan), Course curriculum, and scheme of examinations for each course are further put up for the final approval of Academic Council.

After the approval of Academic council, the Programme Structure, Course curriculum, scheme of examinations and other relevant information is uploaded on Amizone for student access

3.1 Institutions / Programmes

    a. Faculty of Agriculture Science has following institutions/Programme in various campuses of the University:

#	Institution
Campus – Noida	
1	Amity Institute of Organic Agriculture (AIOA)
2	Amity Institute of Horticulture Studies and Research (AIHSR)
3	
Lucknow	
1	
Greater Noida	
1	
Dubai	
1	

b. Programmes Offered

S.No	Programme Groups/ Programmes	Noida	Greater Noida	Lucknow	AUD
1	Two Years Masters Programmes in Agriculture (Agronomy)	AIOA	-	-	-
2	Two Years Masters Programmes in Agriculture & Food Business	AIOA	-	-	-
3	Two Years Masters Programmes in Horticulture (PHT)	AIHSR	-	-	-

3.2 Domain Graduate Attributes

Domain Graduate attributes – The graduate attributes are defined at the domain level and the programme level aligned with the University Graduate Attributes. The domain graduate attributes for the **Faculty of Agriculture Science** are given as under:

#	University Graduate Attribute	Domain Graduate Attributes	Indicators
1	Knowledge & Expertise of a Discipline	Knowledge of Agronomy	Able to acquire basic knowledge of concepts of agriculture and more specifically agronomy at local, national and international levels. Utilisation of these acquired skills for the betterment of the farmers and community as at large.
2	Research and Enquiry	Research & Analytical Ability	Able to evaluate critical and intricate agricultural related issues by using quantitative and qualitative research techniques and evolve effective solutions
3	Information & Digital Literacy	Information & Communication Technology	Able to design effective ICT solutions for farming community and also able to diffuse knowledge of advancements to farmers and researchers.
4	Problem Solving	Problem Solving	Able to formulate solutions to field and scientific problems in crop production and cropping systems.
5	Communication	Extension & Communication	Develop and Design effective extension methods and materials targeted predominantly for easy comprehension and applicability by the farming community.
6	Behavioral Skills,	Leadership and Behaviour skills	Demonstrate ability for self directed learning, time management and dedication to serve the community by working effectively individually as well as in teams. Display

	Teamwork and Leadership		initiative, honesty, integrity and deligence by empathising with farmers.
7	Global Citizen	Global Techno-Researchers	Evaluate impact of globalization and liberalisation on the agriculture sector and farmers in particular. Ability to understand technological advancements and implications and applying them for developing adaptability and managing diversity in global complex situations.
8	Ethical, Social and Professional Understanding	Ethics and professional conduct	Analyze the role and impact of agriculture in society and the international community Learn to appreciate diversity and equality, demonstrate ethical and professional behaviours in all situations.
9	Employability, Enterprise & Entrepreneurship		
10	Lifelong Learning	Lifelong Learning	Relate the value of linkages and networks with their importance in self reliance and research. Linking learning to real world problems to stimulate professionalism in research.

4. **Domain Educational and Operational goals**

The broad based goal of the domain is aligned with the University Goals and Objectives. The Broad based goals are broadly defined as Domain Educational Objectives and Operational Objectives as under:

a. **Educational Objectives:**

Broad-Based Student Learning Goals:	
1.	Students will **acquire** a combination of theoretical, conceptual, analytical, computational, and experimental knowledge and skills of agriculture and allied sciences.
2.	Students will be able to **develop and demonstrate** the understanding of global environment and relate agricultural and food issues to the broader social, economic, legal, cultural and environmental contexts
3.	Students will develop and apply understanding to **analyze and formulate** scientific approach for solving agricultural and allied sector problems
4.	Students will **analyze** the scientific information and infer the results for successful and productive careers or advance studies/research in the field of Agriculture and allied Sciences.

	Broad-Based Student Learning Goals:
5.	Students will able to **compile** the skill set to design and develop crop production & protection practices.
6.	Students will able to **assess and compare** the scientific information to enable them to effectively participate and contribute to the farming community in particular and society in general.
7.	Students will **demonstrate** professional attitudes, effective communication and behavioral skills that support and enhance individual's performance and bridge the gap.
8.	Students will **develop professional** ethics and academic integrity and demonstrate these as an individual/ team member/ leader in diverse teams.
9.	Students will critically evaluate and reflect learning and development throughout their career

b. **Operational Objectives:**

	Broad-Based Operational Goals:
1	Faculty of Agriculture Sciences intends to facilitate academically conducive environment and infrastructure to achieve excellence in teaching, learning and research.
2	Faculty of Agriculture Sciences will provide ample opportunities to its students to participate in curricular, co-curricular and extracurricular activities for their holistic development.
3	Faculty of Agriculture Sciences will facilitate environment for innovation and research excellence for the intellectual growth of faculty.
4	Faculty of Agriculture Sciences will inculcate core values and ethical conduct amongst students, faculty and staff.
5	Faculty of Agriculture Sciences will encourage cultural diversity and a sense of social and environmental responsibility.
6	Faculty of Agriculture Sciences will provide ample opportunities for international exposure to faculty and students.
7	Faculty of Agriculture Sciences will be involved in continual improvement of processes and systems and aim to attain national and international accreditations and university rankings.
8	Faculty of Agriculture Sciences will build a strong industry interaction by way of alumni networks and empanelment of expertise from industry.

Broad-Based Operational Goals:	
9	Faculty of Agriculture Sciences will facilitate employment opportunities and also support students to start their own ventures.
10	Faculty of Agriculture Sciences will facilitate good governance in discharge of responsibilities and execution of policies and programs.

5. **Programme Group-Wise Model Framework:**

All the programmes offered at Amity University are grouped. Programme in each group share the similar model framework. The model framework for each group describes the course wise credit distribution which is followed by each institution while making the programme structure of all the programmes offered by them.

The Model framework of Programme Group of the respective Master's programme of the domain for designing the programme structure is given as under:

Group 1: Two Years Full-Times Masters' Programme in_____

(Semester-Wise Course 'Credit distribution)

(MSc (Agri) Agronomy - Semester-Wise Course 'Credit distribution)

S.No.	Courses	Sem 1 (CU)	Sem 2 (CU)	Summer Break (CU)	Sem 3 (CU)	Sem 4 (CU)
1	Core Courses	Min :18 Max :23	Min :15 Max :18	3	Min :6 Max :9	Min :0 Max :6
2	Allied Courses	Min :0 Max :4	Min :0 Max :0		Min :0 Max :0	Min :0 Max :0
3	Specialisation Elective Courses	Min :0 Max :0	Min :4 Max :7		Min :7 Max :10	Min :0 Max :8
4	Domain Elective Courses	Min :0 Max :1	Min :0 Max :1		Min :0 Max :3	Min :0 Max :0
5	Open Elective Courses	Min :0 Max :1	Min :0 Max :1		Min :0 Max :2	Min :0 Max :0
6	Non Teaching Credit Courses	Min :0 Max :2	Min :0 Max :2		Min :3 Max :5	Min :9 Max :19

#	Course					
7	Mandatory Courses	Min : Max :	Min : Max :		Min : Max :	Min : Max :
8	Value Addition Courses ➡Behavioural Science	Min :1 Max :1	Min :1 Max :1		Min :1 Max :1	Min :0 Max :0
	Value Addition Courses ➡Communication Skills	Min :1 Max :1	Min :1 Max :1		Min :1 Max :1	Min :0 Max :0
	Value Addition Courses ➡Foreign Business Language	Min :2 Max :2	Min :2 Max :2		Min :2 Max :2	Min :0 Max :0
9	Outdoor Activity Based Courses	Min :0 Max :1	Min :0 Max :1		Min :0 Max :2	Min :0 Max :2
10	SAP Courses (Optional)	Min :0 Max :0	Min :0 Max :16		Min :0 Max :12	Min :0 Max :0
11	Employability & Skill Enhancement Courses	Min :0 Max :0	Min :0 Max :2		Min :0 Max :2	Min :0 Max :0
12	Industry Specific Courses	Min :0 Max :0	Min :0 Max :7		Min :0 Max :10	Min :0 Max :8
13	MOOC (Amity On - line / NPTEL / SWAYAM / Future Learn)	Min :0 Max :5	Min :0 Max :5		Min :0 Max :5	Min :0 Max :5
	Value Addition Courses ➡Professional Ethics	Min :0 Max :0	Min :0 Max :0		Min :2 Max :2	Min :0 Max :0
	Total	**27**	**27**	**3**	**27**	**19**

Minimum Credits Prescribed For Programmes : 102

MBA(A&FB) - Semester-Wise Course 'Credit distribution)

S.No.	Courses	Sem 1 (CU)	Sem 2 (CU)	Summer Break (CU)	Sem 3 (CU)	Sem 4 (CU)
1	Core Courses	Min :18 Max :24	Min :15 Max :20	3	Min :4 Max :4	Min :4 Max :4
2	Specialisation Elective Courses	Min :0 Max :6	Min :0 Max :6		Min :18 Max :20	Min :13 Max :16
3	Domain Elective Courses	Min :0 Max :0	Min :0 Max :6		Min :0 Max :8	Min :0 Max :8
4	Open Elective Courses	Min :0 Max :0	Min :0 Max :3		Min :0 Max :4	Min :0 Max :4
5	Non Teaching Credit Courses	Min :0 Max :3	Min :0 Max :3		Min :0 Max :0	Min :6 Max :6
6	Mandatory Courses	Min :0 Max :0	Min :0 Max :0		Min :3 Max :3	Min :0 Max :0
7	Value Addition Courses ➡Behavioural Science	Min :1 Max :1	Min :1 Max :1		Min :2 Max :2	Min :0 Max :0
	Value Addition Courses ➡Business Communication	Min :1 Max :1	Min :1 Max :1		Min :2 Max :2	Min :0 Max :0
	Value Addition Courses ➡Foreign Business Language	Min :2 Max :2	Min :2 Max :2		Min :2 Max :2	Min :2 Max :2
8	Outdoor Activity Based Courses	Min :0 Max :1	Min :0 Max :1		Min :0 Max :2	Min :0 Max :2
9	SAP Courses (Optional)	Min :0 Max :0	Min :0 Max :12		Min :0 Max :12	Min :0 Max :12

MBA(A&FB) - Semester-Wise Course 'Credit distribution)

#	Category					
10	SAP Courses (Inclusive)	Min :0 Max :0	Min :0 Max :12		Min :0 Max :12	Min :0 Max :12
11	Employability & Skill Enhancement Courses	Min :0 Max :3	Min :0 Max :6		Min :0 Max :3	Min :0 Max :3
12	Industry Specific Courses	Min :0 Max :0	Min :0 Max :6		Min :0 Max :8	Min :0 Max :8
13	Specialization Core (Functional/Sectoral)	Min :0 Max :6	Min :0 Max :6		Min :0 Max :0	Min :0 Max :0
14	MOOC (Amity On - line / NPTEL / SWAYAM / Future Learn)	Min :0 Max :3	Min :0 Max :6		Min :0 Max :6	Min :0 Max :6
	Value Addition Courses ➡Professional Ethics	Min :0 Max :0	Min :0 Max :0		Min :0 Max :0	Min :2 Max :2
	Total	**25**	**25**	**3**	**28**	**27**

7.1 Detailed Programme Structure:

The detailed programme structure with courses under various categories and types as per prescribed Credit Units are developed. The programme structure includes the courses which are compulsory in nature and specialisation electives are given with course title and credit units semester-wise as approved by Academic Council. Compulsory Courses includes Core Courses, Allied courses, Value Addition Courses, Mandatory Courses, NTCC courses. Further, Course Titles and Credit Units of the Specialisation Electives and NTCC elective courses are given. However, courses which are not compulsory to take in order to get a degree. These course may be taken by the students to meet the minimum requirement of Credit units for semester/programme for the award of the degree. These Electives Courses include Domain Electives (DE), Open Electives (OE), Outdoor Activities Based Courses (OABC), Skill Enhancement Courses (SKE), Study Abroad Programmes (SAP) Courses etc. These courses are offered by institutions of other domains or other institutions / campuses of the university and vary batch to batch. The detailed programme structure of all the programmes of the group(s) of the **Agriculture Science** domain are given in Appendix b.1, b.2 and b.3

6. **Programme Educational Objectives (PEOs)**

Programme Educational Objectives (PEOs) lay the foundation for what students are expected to do, know or value as a result of the educational experience. Objectives are the critical link between gaps and outcomes. Objectives guide the choice of content, the educational format, pedagogy and methodologies, and the methods for assessment.

The various levels that an objective is written, beginning with the lowest level and advancing to the highest are as follows:

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

The Master's programme majorly focuses on the advance levels of learning like application analysis, evaluate and create

The Programme Educational Objectives (PEOs) are well defined and given in the programme structure of each programme, attached as **Appendix** b.1, b.2 and b.3

7. **Intended Programme Learning Outcomes (PLO)**

Intended Programme learning outcomes are statements that describe the desired learning that students should have acquired and should be able to demonstrate at the end of their course of study. Through these statements, programmes identify what students should know and be able to do as a result of completing their degree programs.

Consequently, statements of intended learning outcomes clearly articulates the intended knowledge, skills, abilities, competencies, attitudes, and values that characterize the essential learning required of a graduate of a particular programme of study.

Each Learning outcome is measurable and includes appropriate action verb relating to the desired action or performance associated with the intended cognitive level. The programme learning outcome (PLOs) are well defined and given in the programme structure of each programme, attached as **Appendix** b.1, b.2 and b.3

8. Course Delivery & Pedagogy

Course Delivery may use a combination of the following formats: Lectures, classroom discussions, case studies, internship, term papers, role plays and dissertations.

Students are provided with curriculum and session plan of all the courses that they have chosen in their Academic Planning Worksheet. A Master Session Plan covers the following:

- Objectives of the course
- Session-wise details of topics
- Plan type (L-T-P)and reference material for each topic in the module
- Pedagogy to be adopted
- Prerequisites, if any
- Required readings, additional readings and assignments
- Student learning Outcomes for each module
- Assessment component used to assess the SLO's for each module
- Scheme of evaluation and weightage of each assessment component

Pedagogy

The approach to pedagogy combines fieldwork, case studies and instrumented feedback with a strong emphasis on concepts and theory. A continuous quality interface with industry through internships, industrial visits, participation in business competitions, group discussions, workshops, seminars, etc. is encouraged

To stimulate, motivate and foster learning culture, diversified modes of content delivery are adopted by the faculty, in order to help students in achieving learning goals and to attain desired learning outcomes.

The objectives of focusing on the implementation of innovative teaching methodologies in traditional classrooms are:

- ➢ To make an effective combination of classroom activities and other instructional strategies ensuring that the students achieve the learning goals set by the teacher.
- ➢ To develop flexibility in content delivery
- ➢ To foster learning through several modes of information processing.
- ➢ To develop student's understanding of application and implementation of classroom learning
- ➢ To cater for the range of learning needs of students
- ➢ To enhance students skills and competencies
- ➢ To promote students participation and engagement
- ➢ To shift focus from 'surface learning to 'deep learning'
- ➢ To emphasize on more student centric interactive teaching methods
- ➢ To improve teaching to match students needs and learning style
- ➢ To involve students in higher level of thinking
- ➢ To provide students an opportunity to bridge gap between academic theory and real world practices

Some of the Teaching Learning approaches adopted by the faculty are as follows:

#	Approaches	Description
1	Blended Learning	A mixed-mode of instruction strategy that creates an integrated approach for both teachers and students by the convergence of face-to-face classroom methods and computer-mediated activities
2	Case Based Learning	A teaching approach that refers to the analytical thinking and reflective judgment of learners by reading and discussing complex, real-life scenarios
3	Cooperative Learning	Students work in groups to complete tasks collectively toward academic goals
4	Field Based Learning	In field-based learning, students, guided by faculty, take up a professional role and work directly with organizations to solve real problems and offer feasible solutions
5	Inquiry/ Research Based Learning	Students make observations, collect, analyze, and synthesize information, and draw conclusions to develop problem-solving skills which can be applied to situations that students will encounter in future
6	Lab Based Learning	Integrates theory with practice and blending other active learning strategies such as web or computer based learning
7	Problem Based learning	Students collaboratively work toward the resolution of complex and challenging problem
8	Community Service Learning	A technique of experiential learning that fosters a partnership between educational institutions and community organizations to facilitate a greater learning experience for students
9	Just-in-Time Teaching	Use of brief web-based questions delivered by faculty before a class meeting. Students' responses are reviewed few hours before class and are used to develop classroom activities addressing learning gaps
10	Role Plays	A problem situation is briefly acted out so that the individual student can identify with the characters and empathize with them.

Students have an access to an unparalleled range of extra-curricular and co-curricular activities to develop various competencies & skills and develop an extra edge to face the challenges that the corporate world offers

9. Competency – Role Matrix

A competency-role matrix is developed for each programme which is a list of skills and behaviours that a Agriculture Science graduate needs to exhibit in order to perform well in their careers. The competencies are defined in consideration with the requirement of the industry and to ensure that the students are industry ready by the end of their programme of study.

This competency – role matrix helps students in understanding the different competencies required to observe various job roles. Some competencies are generic in nature and applicable to the full range of employers in the sector, and across the wide variety of roles appropriate to graduates. There are some specific competencies which are appropriate to the specific profession. The Competency – Role matrix is defined in the following format:

Competencies & Skill Developed

Job Role / Competencies	Agronomist	Agriculture Inspector	Agriculture Development Officers	Researcher
• **General competencies / skills**				
1. Analytical Ability	√		√	√
2. Planning & Decision Making	√	√		√
3. Communication Skills	√	√	√	
• **Professional competencies/skills**				
1. Accountability	√	√	√	√
2. Initiative	√	√		√
3. Building Relationships	√	√		

10. Employability of Graduands -

In order to develop an understanding of the job prospects available to our students in various sectors, an industry/sector-role matrix has been developed for each programme which defines the roles that student can observe in the relevant industries after completing their programme of study. It maps the prospective job roles with the industry / sectors where the students may be placed after completing their graduation.

The Employability of Graduands are well defined and given in the programme structure of each programme, attached as **Appendix** b.1, b.2 and b.3

11. Learning Resources

Amity University has appropriate information & learning resources to support educational objectives of all our management programmes. The University has very rich learning resources as:

- Central and Institutional Library
- Online Journals
- Computer Labs

Appropriate number of books needed for study and teaching as recommended by the course faculty and other experts are maintained in the library.

Amity Central Library

The students and Faculty members have an open access to library during the operating hours. University has more than 3,00,000 books and 700 journals

- Amity University Central Library's sprawling building has three floors of resources which has more than 2,00,000 books, 17,000 e-journals, CDs and many other useful reference materials for students to get knowledge and expertise in their respective fields.

- The 58000 sq ft of knowledge is organized and managed by a dedicated team of Library professionals who are available to guide the students. There are cubicles and Research Rooms for PhD Scholars.

- A large number of computer terminals with Wi-Fi enabled internet facilities is available for students to access the online resources in the Library and search the catalogue of books in KOHA, an advanced Library Software System. They can be checked in the Amity Portal (library.amizone.net).

- Students can search for details of books by title, author, subject or keywords to get to the relevant resource for borrowing.

- The Circulation staff helps in issuing and returns of books and the latest new technological system helps them to self -check in and check out for easy circulation.

In addition to central library some departments have departmental libraries. Amity is also a member of the **British Council Library** and **American Library Centre.**
In addition to the libraries Amity University **has also subscribed to the following on-line journals. :**

a) **UGC- Infonet Digital Library Consortium – about 3559 leading journals**

   Under this consortium Amity University has subscribed to a number of Online Journals that are available on Amizone (Intranet) from UGC – Infonet. Through this the Faculty and Students get access to world class online research articles, journals, research papers by the best Publishers, Universities, Research Institutes etc.

b) **EBSCO- host** offers a variety of proprietary of 2300 journals and full text and popular databases from leading information providers.

University is the Institutional Member of **DELNET**, a database that has been established with the prime objective of promoting resource sharing among the libraries through the development of a network of libraries.

c) **Scopus** is a bibliographic database containing abstracts and citations for academic journal article

d) **E-LEARNING STUDIO (**Accessing Knowledge Online): e-Learning Studios are for blended teaching-learning.

The libraries have subscriptions to on-line journals and databases in various areas of learning/subjects which are accessible through the intranet from all the terminals. There is a downloading facility for e-material.

The University has over 309 **stat-of-the-art labs** in various domains with high-end Research Equipments.

External Libraries:

Amity University is an educational member for various other professional / academic institutions. Students, Faculty and Staff members of the University are given access to avail/utilize the online library of such external institutions. Details of learning resources provided by some of such external libraries are as below:

- **The Association to Advance Collegiate School of Business (AACSB, USA)**

o *BizEd: BizEd* is an award-winning, bi-monthly magazine on business education. *BizEd*articles include interviews with executives, challenges and trends facing business schools, business education news and insights, book reviews, professional development opportunities, and technology advancements in the classroom.

o **eNEWSLINE and eNEWSLINE Live:** NEWSLINE is a bi-monthly electronic newsletter on business education. It includes business school news, articles from business school deans, data analysis, open business school positions, and more. eNEWSLINE Live is a bi-monthly live broadcast featuring guests from the management education industry.

o **White Papers:** AACSB International produces a variety of white papers on specific topics for management educators. Topics have included distance learning, faculty qualifications, and Assurance of Learning. White papers are available to the general public for download.

- **Thomson Reuters, USA:** Following Intellectual Property are online accessible:
  o Online Journals
  o eBooks
  o Webinars, etc.

IT Infrastructure At Amity:

As a hi-tech smart campuses, Amity University at Noida & Lucknow have wireless broadband internet connectivity with over 75 kms. of fiber optic/ LAN cable backbone structure. Some of the features that it can boast of as part of its hi – tech IT infrastructure are:

- 600 MB Internet Bandwidth from multiple ISP to maintain redundancy and hassle free internet connectivity.
- 40 Servers are Virtualized through VM ware on HP Blades (HP-C3000 with BL 460).
- 24 TB of useable EMC NAS storage with fiber channel connectivity.
- One Network across the country. All Amity Campuses are connected through MPLS VPN of 4MB/2 MB link each.
- High end Catalyst CISCO 6500 Series Switches with Hot Standby Router Protocol (HSRP) for load balancing and high availability.
- Three Firewall box in redundant mode with high level of content/URL filtering and bandwidth management.
- Mac. Address base authentication for all Wi-Fi users and tracking.
- BGP Router with own IP Pool for bandwidth aggregation and load balancing.
- Campus is covered with high through put Wi-Fi with 400 Nos. APs Access point by using secured and managed Controller of Aruba.
- Centrally IT resource management, monitoring and communication over intranet in between campuses.
- Smart Camera Surveillance with IP Cameras through the Campus.
- Lecture Recordings & Live transmission of 'on demand' Class Lectures & Events over Intranet & Internet.

All the faculty members are provided with computers / laptops with internet browsing facility for the preparation of teaching, learning material and research in their respective departments.

12. **Outcome Assessment Plan- Direct and Indirect methods for Assessment of Programme Learning Outcomes –** An outcome assessment plan is developed to ensure that the Programme learning outcomes are assessed, each by atleast one direct and one indirect method. The Assessment tools used to evaluate the extent of accomplishment of each learning outcomes are

given in the assessment plan for the Master's programme of faculty of Agriculture Science, mentioned as under:

#	PLO	Direct	Indirect
1	Able to acquire basic knowledge of concepts of agriculture and more specifically agronomy at local, national and international levels. Utilisation of these acquired skills for the betterment of the farmersand community as at large.	*Comprehensive Exam/Viva on annual basis	Student Exit Survey
2	Able to evaluate critical and intricate agricultural related issues by using quantitative and qualitative research techniques and evolve effective solutions	Thesis Comprehensive Exam	Feedback of Thesis Guide
3	Able to design effective ICT solutions for farming community and also able to diffuse knowledge of advancements to farmers and researchers.	*Comprehensive Exam	Student Exit Survey
4	Able to formulate solutions to field and scientific problems in crop production and cropping systems.	*Comprehensive Exam	Student Exit Survey
5	Develop and Design effective extension methods and materials targeted predominantly for easy comprehension and applicability by the farming community.	*Business Communication Course Result analysis of all semesters *Rubrics *Comprehensive Exam	Student Exit Survey
6	Demonstrate ability for self directed learning, time management and dedication to serve the community by working effectively individually as well as in teams. Display initiative, honesty, integrity and deligence by empathising with farmers.	* Behavioural Science Course Result analysis of all semesters, Journal of Success * Rubrics * Comprehensive Exam	Student Exit Survey

7	Evaluate impact of globalization and liberalisation on the agriculture sector and farmers in particular. Ability to understand technological advancements and implications and applying them for developing adaptability and managing diversity in global complex situations.	*Foreign Business Language Result Analysis of all semesters	Student Exit Survey
		* Rubrics	
		* Comprehensive Exam	
8	Analyze the role and impact of agriculture in society and the international community Learn to appreciate diversity and equality, demonstrate ethical and professional behaviours in all situations.	*Plagiarism Checking of Thesis	Feedback of Thesis Guide
		* Comprehensive Exam	Indiscipline Cases
9	Relate the value of linkages and networks with their importance in self reliance and research. Linking learning to real world problems to stimulate professionalism in research.	*Quiz (Rubrics)	Student Exit Survey
		*Comprehensive Exam	

13. Examination System Progression & Passing Standards –

13.1 Attendance

a) Students are expected to have 100% attendance.
b) Every teaching faculty handling a class will take attendance till the last day of the class. The percentage of attendance upto this day will be calculated and forwarded to Examination Department by the HoI for issue of Admit Cards.
c) Relaxation of maximum 25% may be allowed to cater for sickness or other valid reasons beyond the control of the students for which written permission of HoI/ HoD is mandatory.
d) A student whose attendance is less than 75%, whatever may be the reason for shortfall, will not be permitted to appear in the End Semester Examination (ESE).
e) Under extreme special circumstances, Vice Chancellor may condone attendance up to 5% below 75% on the recommendation of HoI.

13.2 Course Assessment

a. The assessment components at the course level are defined in consideration with Course objectives

b. The assessment plan for the **theory courses** clearly defines the weightage of Continuous Internal Assessment and Final Assessment, which have various components to assess various learning outcomes. The weightage of CIA and Final Assessment is as under:

#	Continuous Internal Assessment	Attendance	Final Assessment	Course Type
1	35	5	60	Value addition courses
2	25	5	70	All other courses

c. **Components of Continuous Internal Assessment (CIA)**

Depending upon the nature of the course, the components of internal assessment may vary. The internal assessment will be completed within the semester. Some of the components of Internal Assessment are as follows:

S.No.	Component of Evaluation
1	Case Discussion/Analysis
2	Presentation
3	Home Assignment
4	Project
5	Seminar
6	Viva - Voce
7	Quiz
8	Class Test (s)
9	Term Paper
10	Rubrics
11	Any other, as recommended by the Board of Studies (BoS)

d. **Assessment of Lab based Courses**

The weightage of CIA and Final Assessment for lab/studio based courses will be as under as prescribed in the course syllabus:

S.No.	Continuous Internal Assessment	Final Assessment

1	50	50
2	40	60
3	30	70

e. Assessment of Non Teaching Credit Courses (NTCC)

The weightage of CIA and Final Assessment will be as under as per NTCC regulations and Guidelines:

S.No.	Continuous Internal Assessment	Final Assessment	Credit Units
1	50	50	> 8 Credit Units
2	40	60	5-8 Credit Units
3	30	70	Upto 4 Credit Units

The breaks up (components and their weightage) of continuous internal assessment are given as under:

#	Title	(CIA = 40%)	(CIA = 50%)
1	Timely Registration	1	1
2	Topics & Synopsis Approv	2	2
3	**WPRs** No. of WPR Submitted) Satisfactory WPR)	8 7	10 10
4	2 Periodic Progress Review by a board of faculty through presentation	8	8
5	1st Draft on time	1	1
6	2nd Draft on time	1	1
7	Final Report (Report with <10% Plagiarism)	1	1
8	Final Report timely submission	1	1
9	Final Report Assessment	10	15

13.3 Minimum & Maximum Duration Of Academic Programmes

a. The maximum permissible period for completing a programme for the programmes of more than two academic years duration, the maximum permissible period shall be n+2 academic years (four semesters), where "n" represents the minimum duration of the programme. On request from the student and recommendation of HoI/Dean, Vice Chancellor may grant extension of one more year(1) i.e. n+1+(1) for 2 years course

13.4 Grading System

a. The level of students academic performance as the aggregate of continuous evaluation and end term examination shall be reflected by letter grades on a ten point scale according to the connotation as per Table - A

TABLE - A

Grade	Qualitative Meaning	Grade Point Attached
A+	Outstanding	10
A	Excellent	9
A-	Very Good	8
B+	Good	7
B	Above Average	6
B-	Average	5
C+	Satisfactory	4
C	Border Line	3
F	Fail	0
I	Incomplete	0
(F) DE	Debarred	0
AB	Absent	0
U	Unsuccessful	-
S	Successful	-

13.5 Passing Criteria

A student has to fulfill the following conditions to pass in their programme of study:

a) A student who has earned minimum number of credits prescribed for their programme as per the Structure, Curriculum and Scheme of Examinations, shall be declared to have passed the programme of study.

b) Internal Assessment Evaluation

i) A student is required to secure minimum 30% marks to pass in End Semester Examination and minimum aggregate marks 40% to be considered 'PASS' in each course unit. Passing

in Internal Assessment is not mandatory

ii) **There will be no provision for re-appearing in any component of Internal Assessment in subsequent semesters.**
The students who are unable to score passing SGPA & CGPA for award of degree because of having obtained Zero mark in the Internal assessment in any course/courses shall be eligible to repeat the internal assessment of the relevant course/courses in the following cases:

a) *Extended period (n+1) or (n+2) or beyond as the case may be*

b) *Year Back*

c) Students should also pass in each term/semester separately by securing a minimum Semester Grade Point Average (SGPA) of 5.0 for PG on a 10 point scale.

d) A student who has reappeared/repeated the examination of course unit(s), the best of the two scores obtained shall be taken into consideration for calculating the SGPA and CGPA and eligibility for award of a degree.

The student must pass in Summer Training / Internship, Project, Dissertation (wherever prescribed), by securing at least C+ Grade.

13.6 Promotion To Next Semester/Year

Promotion will be considered at the end of each academic year.

a) A student will be eligible for promotion from 1st year to 2nd year and so on provided he has minimum SGPA and CGPA as under:

SGPA (First Year)	4.5
CGPA	5.0

b) Promotion from 1st year to 2nd year: – If a student does not fulfill the above criteria may be promoted to 2nd year on the recommendation of HoI and he/she will be placed on "Academic Probation" provided he/ she has cleared at least 60% of number of Courses /Credit units.

c) Student who is promoted to next year by meeting the promotion criteria but is not meeting qualifying criteria (passing criteria) for award of degree, will be placed on Academic Probation for one year to improve his/her SGPA/CGPA.

d) A student who is not eligible for promotion will have the option to either Repeat the Year

/ take an Academic Break/Repeat a Semester or Withdraw from the programme

13.7 Academic Probation (PAP)

o Students who fail to clear Promotion Criteria but are promoted to next Academic Year or not meeting qualifying criteria for award of Degree will be placed on Academic Probation for one year.

o The student who does not clear the Passing Criteria at the end of the Academic Probation will not be eligible for promotion to the subsequent years. She/he will have the option either to Repeat the Year or Withdraw from the Programme.

13.8 Promotion with Academic Warning (PAW)

Students who fail to get promoted under PAP may be promoted to next Academic year under following conditions:-

(i) if a student meets passing/promotion SGPA & CGPA criteria but has back papers in any of previous semesters

(ii) if the student has scored Passing Criteria of SGPA in all semesters except one, in which he/she has Promotion Criteria of SGPA of previous year(s) and also has Promotion Criteria of SGPA & CGPA in current year.

All students who are promoted to next year under PAP/PAW category will be required to sign an Undertaking stating that they are under Academic Probation/ Warning and will be required to score minimum passing/promotion SGPA & CGPA criteria as required at the end of Academic Probation/ Warning Period.

13.9 Academic Break

a) Students who apply for Academic Break and the case is recommended by the Heads of Institutions for justifiable reasons to be recorded, can be granted Academic Break of one year to the students of two years course.

b) However, the total period to qualify the course will not exceed the prescribed n+1 year for upto two years course and n+2 years for three years and above courses.

13.10   Re-Appearing

a) A student who has fulfilled the attendance requirements and is eligible to appear in an Examination, fails to appear in the examination shall be required to subsequently appear in the examination when scheduled for next batch of students on payment of prescribed fee.

b) A student who has not fulfilled the minimum attendance requirement in any Course Unit(s)

shall not be allowed to appear in the end term Examination of that Course Unit but shall be allowed to subsequently appear in the examination when scheduled for the next batch of students, on payment of prescribed examination fee and fulfillment of such eligibility conditions as prescribed in the Regulations.

c)   Guided Self Study Course

    i)   All students having back paper are required to register themselves for GSSC within one week (7 days) from the date of commencement of the semester.

    ii)   Any assignment/evaluation of GSSC will not be considered for award of marks for continuous Internal Assessment.

    iii)   No Student will be permitted to appear for back paper(s) in the end term examinations without registering for GSSC and getting suitability report from allotted faculty.

d)   A student who has failed to secure minimum C+ Grade (Grade Point 4) in a course unit shall be eligible to re-appear / repeat the examination of such course units with a view to secure minimum qualifying/passing score.

e)   A student, who has failed to secure the required qualifying/passing SGPA i.e. 5.0 for PG Courses shall, in order to secure a passing SGPA, apart from fulfilling the requirements has the option to reappear in the end term examinations also of the Course Units of the concerned term in which he/she desires to improve his/her performance, when these examinations are held on normal schedule.

f)   Students who have passed all courses (Minimum C+ Grade) but not meeting Promotion/Passing SGPA criteria i may be permitted to appear in Supplementary Examination with a view to improve grade and score Passing/Promotion SGPA of the respective semesters.

g)   Students who are eligible to re-appear in an examination, or are repeating the course(s) shall have to apply to the Controller of Examinations to be allowed to reappear in an examination or to repeat the course(s), and pay the fees prescribed by the University.

h)   The Departments/Constituent Units may, at their discretion, arrange for additional teaching in the form of GSSC for students repeating the examination of course(s) during the breaks. The modus operandi of such instructions shall be as notified by the Department/Constituent Unit. Extra fee shall be charged from such students for attending GSSC.

In all cases of re-appearing, the marks obtained by the students who have re-appeared will be converted to the appropriate letter grade not exceeding B+.

13.11   Supplementary Examinations

a)   For the final year & pre-final students, supplementary examinations for those who have not

secured passing grades, or were debarred/detained from appearing in any examination and they made up the deficiency in attendance as per provisions of these Regulations, will normally be held within thirty days after the declaration of results of the final Semester Examinations.

b) A student who fails to appear or qualify in Supplementary Examinations shall reappear in the examinations when scheduled for the next batch of students within the time span prescribed for the programme.

c) A student wishing to appear/reappear in the Supplementary Examination shall apply to the Head of Department/Constituent Unit on line in the prescribed form within fifteen days of the date of declaration of result or date announced by Exam Department along with prescribed Examination Fee.

d) The eligibility of a student for appearing in the Supplementary Examination shall be verified by the Head of Department/Constituent Unit and a list of eligible students containing the details of Course Units in which the students are recommended for appearing in the supplementary examination shall be forwarded to the Controller of Examinations within one week along with prescribed fee payment receipts, after the last date for submission of examination forms.

e) Better of two scores obtained after Supplementary Examination in repeat course unit(s) shall be taken into consideration for calculating the SGPA and CGPA and eligibility for award of a degree/diploma.

14. Academic Discipline

14.1 Acts of Unfair Means:
The following are considered as the act of unfair means:

- Talking to another student or any person, inside or outside the examination hall, during the examination without the permission of a member of the supervisory staff.
- Leaving the examination hall without handing over the answer book and/ or continuation sheet, if any, or any other specifically designed response sheet to the Invigilator or Supervisor concerned or Centre Superintendent or the authorized officer of the University deputed to the examination centre, and taking away, tearing off or otherwise disposing off the same or any part thereof.
- Writing matter connected with or relating to a question or solving a question any thing (such as piece of paper or cloth, scribbling pad) , other than the answer book, the continuation sheet, any other response sheet specifically provided by the University to the student.
- Writing or sketching abusive or obscene expressions on the answer book or the continuation sheet or any other response sheet.
- Deliberately disclosing one's identity or making any distinctive marks in the answer book for that purpose.
- Making appeal to the Examiner/Evaluator soliciting favour through the answer book or through any other mode.
- Possession by a Student or having access to books, notes, paper or any other material, whether written, inscribed or engraved, or any other device, which could be of help or assistance to him in answering any part of the question paper.
- Possession of mobile phone, laptop or any electronic device which can be of help or assistance to the student in answering any part of the question paper.

- Concealing, destroying, disfiguring, swallowing, running away with, causing disappearance of or attempting to do any of these things in respect of any book, notes, paper or other material or device, used or attempted to be used by a student for assistance or help in answering a question or a part thereof.
- Passing on or attempting to pass on, during the examination hours, a copy of a question paper, or a part thereof, or solution to a question paper or a part thereof, to any other student or to any person.
- Smuggling into the examination hall and/ or receiving/attempting to receive an answer book or a continuation sheet, or any other form of response sheet or a solution to a question paper or to a part thereof or taking out or arranging to send an answer book or continuation sheet, or replacing or attempting to get replaced the answer book or continuation sheet or any other response sheet during or after the examination with or without the help of or in connivance with any person connected with the examination, or through any other agency, whatsoever.
- Approaching or influencing directly or indirectly a paper setter, examiner, evaluator, moderator, tabulator or printer or any other person connected with the university examination with the object, directly or indirectly, of influencing him to leak out the question paper or any part thereof, or stealing/procuring the question paper from any source before the examination or to enhance marks, or favourably evaluate, or to change the award in favour of the student.
- Any attempt by a student or by any person on his behalf to influence, or interfere with, directly or indirectly, the discharge of the duties of a member of the supervisory or inspecting staff of an examination centre before, during or after the examination. Provided that without prejudice to the generality of the provision of the clause, this would include any such person who:

  (i) abuses, insults, intimidates, assaults any member of the supervisory or inspecting staff, or threatens to do so.

  (ii) abuses, insults, intimidates, assaults any other student or threatens to do so, shall be deemed to have interfered with or influenced the discharge of the duties of the Supervisory and the inspecting staff.

- Copying, attempting to copy, taking assistance or help from any book, notes, paper or any other material or device or from any other student, to do any of these things or facilitating or rendering any assistance to any other student to do any of these things.
- Arranging to impersonate for any person, whosoever he may be, or for himself or impersonating for the other student at the examination.
- Forging a document or using a forged document knowing it to be forged in any manner relating to the examination.
- Any other act of omission or commission declared by the Academic Council/Executive Council to be unfair means in respect of any or all the examinations.

14.2 Discipline Committee: A student discipline committee is constituted to ensure disciplinary control in the University

   a. At the time of admission, every student signs a declaration that on admission, he submits himself

to the disciplinary jurisdiction of the Vice Chancellor and several authorities of the University vested with the authority to exercise discipline.

b. Without prejudice to the generality of the power to maintain and enforce discipline, the following amounts to acts of indiscipline or misconduct on the part of a student of the University:

   i. Physical assault or threat to use physical force against any member of the teaching and non-teaching staff of any Department / Institution / School / College / Constituent Unit / Centre and against any student within Amity University Uttar Pradesh.
   ii. Unauthorisedly remaining absent from the class, test or examination or any other curricular or co-curricular activity which he/she is expected to participate in.
   iii. Carrying of, use of or threat to use of any weapons.
   iv. Misbehavior or cruelty towards any other student, teacher or any other employee of the University, a college or institution.
   v. Use of drugs or other intoxicants except those prescribed by a qualified doctor.
   vi. Any violation of the provisions of the Civil Rights Protection Act, 1976.
   vii. Indulging in or encouraging violence or any conduct which involves moral turpitude.
   viii. Any form of gambling.
   ix. Discrimination against any student or a member of staff on grounds of caste, creed, language, place of origin, social and cultural background or any of them.
   x. Practicing casteism and untouchability in any form or inciting any other person to do so.
   xi. Any act, whether verbal or otherwise, derogatory to women.
   xii. Smoking, use of narcotics, possession and consumption of alcoholic beverages or gambling in any form.
   xiii. Any attempt at bribing or corruption of any manner or description.
   xiv. Willful destruction of the property of the University or its Departments / Institutions / Schools / Colleges / Constituent Units / Centre's etc.
   xv. Behaving in rowdy, intemperate or disorderly manner in the premises of the University or the college or the institution, as the case may be, or encouraging or inciting any other person to do so;
   xvi. Creating discord, ill-will or intolerance among the students on sectarian or communal grounds or inciting any other student to do so
   xvii. Causing disruption of any manner of the academic functioning of the University system
   xviii. Indulging in or encouraging any form of disruptive activity connected with tests, examinations or any other activity of the University or the college or the institution, as the case may be
   xix. Unpunctuality
   xx. Ragging
   xxi. Violation of the status, dignity and honour of students, in particular female students and those belonging to a scheduled caste or a scheduled tribe or other backward class
   xxii. Any practice whether verbal or otherwise, derogatory to women
   xxiii. Verbal abuse, mental or physical torture, aggression, corporal punishment, harassment, trauma, indecent gesture and obscene behaviour of students
   xxiv. Indulging in or encouraging any form of disruptive activity connected with tests, examinations or any other activity of the University or the college or the institution, as the case may be.

14.3 Anti Ragging Cell: A cell is constituted to ensure that students do not induldge in any kind of ragging activities. Following comes under ragging and accounts to disciplinary action

(a) Any conduct by any student or students whether by words spoken or written or by an act which has the effect of teasing, treating or handling with rudeness a fresher or any other student.

(b) Indulging in rowdy or indisciplined activities by any student or students which causes or is likely to cause annoyance, hardship, physical or psychological harm or to raise fear or apprehension thereof in any fresher or any other student;

(c) Asking any student to do any act which such student will not in the ordinary course do and which has the effect of causing or generating a sense of shame, or torment or embarrassment so as to adversely affect the physique or psyche of such fresher or any other student.

(d) Any act by a senior student that prevents, disrupts or disturbs the regular academic activity of any other student or a fresher;

(e) Exploiting the services of a fresher or any other student for completing the academic tasks assigned to an individual or a group of students;

(f) Any act of financial extortion or forceful expenditure burden put on a fresher or any other student by students;

(g) Any act of physical abuse including all variants of it: sexual abuse, homosexual assaults, stripping, forcing obscene and lewd acts, gestures, causing bodily harm or any other danger to health or person;

(h) Any act or abuse by spoken words, emails, post, public insults which would also include deriving perverted pleasure, vicarious or sadistic thrill from actively or passively participating in the discomfiture to fresher or any other student;

(i) Any act that affects the mental health and self-confidence of a fresher or any other student with or without an intent to derive a sadistic pleasure or showing off power, authority or superiority by a student over any fresher or any other student.

Prohibition of Ragging

a) Ragging within the University Campus including its Institutions / Departments /Hostels or/ and any part of Amity University system as well as on public transport system outside the campus is strictly prohibited.

b) Ragging in any form is prohibited also in the private lodges/buildings where these University students are staying.

15. Student Support System & Services – In order to provide support to students, following systems are in place

15.1 – Amizone - The University has an intranet known as "**Amizone**" where information and learning resources are uploaded regularly. The following are the online facilities under Amizone:

- o On-line journals
- o Conference / Workshop / Seminars
- o Session Plan and Course materials
- o Class Time-table / Schedule
- o Student's Handbook
- o University Regulations & Guidelines
- o Syllabus and Programme Structures for various batches / semesters / programmes
- o Display of various information/circulars/notices such as:

  - Academic Calendar

  - Examination schedule
  - Calendar of events and event details with photos
  - Guidelines for Placements, Events, Guest Lectures, Projects, Term Papers, Farewell Party, Orientation Programmes etc.,
  - Holidays list
  - Invites are being sent for various conferences, meets, summits and admission boards
  - Online poll/Quiz

15.2 Programme Leaders/Coordinators – A programme leader is appointed for every programme who is responsible for:

- Timely uploading of information on Amizone
- Dissemination of information related to academics to all the students enrolled in the respective programme
- Addressing students' queries and doubts
- Smooth conduct of routine activities

15.3 **Guided Self Study Course (GSSC)** - Guided Self Study courses are conducted to prepare the

students for back papers

- The institutions prescribe " Guided Self Study Course" for the course units in which the students failed or are detained due to shortage of attendance in a semester and arrange counseling sessions for the students on week ends and holidays in the same odd or even semesters.
- The students who are detained due to shortage of attendance in any subject of a semester shall register with their Department/Constituent Unit for guided self study course in the beginning of next semester/trimester/year scheduled for next batch of students. They will be required to pay a fee per subject as prescribed by the Department/Constituent units.
- The Departments/Constituent Units may prescribe term papers / home assignments which the students will submit to their teachers subject-wise within the due dates.
- The regularity in attending the classes and prompt submission of assignments by due date will determine whether a debarred or detained candidate is permitted to take the re-examination or not. The schedule for regular collection and submission of term paper/ home assignments will be announced by the Department/ Constituent Unit.
- Only those students who register for Guided Self Study Course (GSSC) and complete the requirements as prescribed by the Department/Constituent Units will be permitted to take the examination in the respective subject when the examinations of such Course Units are conducted in normal schedule along with the next batch of students. The scheme of re-examination will be announced by the University on receipt of report from the Department/Constituent Unit. The student will be permitted to appear in examination on satisfactory performance in GSSC.

15.4 Class Representative (CR) System - A Class Representative is a responsible, prestigious and challenging position. Students are encouraged to take up this leadership position. To become a representative of the class, a student must have the values of trustworthiness, honesty, transparency and commitment.

The roles and responsibilities of the Class Representative –

Class Data Collection & Analysis: for each student for various activities and issues.

- Advocacy: influencing the student community for positive outcomes with respect to academics, discipline and participation in co-curricular and extra-curricular activities.
- Monitoring: attendance, time table, syllabus progress, discipline and related issues.
- Quality enhancement: by representing the legitimate concerns and problems of classmates and giving feedback to both the classmates and authorities.
- Coordination: with various authorities in the Institute and University.

15.5 Mentor-Mentee System - Mentoring is to support and encourage students to manage their own learning in order that they may maximise their potential, develop their skills, improve their performance and become the person they want to be.

Mentoring is a partnership between two people, Mentor & Mentee, based on mutual trust and respect.

At Amity, mentoring encourages students to take guidance and develop partnerships with four types of mentors:

- Faculty Mentor
- Alumni Mentor
- Industry Mentor
- Parent Mentor

All four Mentors jointly collaborate towards the development of the student through a process of experiential guidance and learning.

Every Amity institution arranges appointment of faculty, industry and alumni mentor for each student. Formal meetings are scheduled between mentors and mentees so that learning is progressed across functions, groupings, and cultures for maximum benefit. Students aims are decided mutually between mentor and mentee and the progress towards the desired goals would be tracked throughout the duration of his/her stay with Amity. We are proud to say that our mentoring system is unique to Amity and has helped many of our students stand out amongst their peers. They have excelled on both their personal and professional fronts as a result of the mentoring system.

15.6 **Educational Loan, Financial Support and Scholarships** - Amity University offers a variety of scholarships to the meritorious students. The scholarship is in the form of financial aid. Following are the types of scholarships offered to the Amity students:

a) On Admission Merit Scholarship – There are three types of these scholarships as mentioned below:
- 100% Dr. Ashok K. Chauhan Scholarships
- 50% On Admission Merit Scholarships
- 25% On Admission Merit Scholarships (Applicable to Lucknow Campus)

These scholarships are granted at the time of admission on the basis of school and /or graduation results. Scholarship is granted on annual basis and continuation in second and further years of the program is subject to the academic performance (Merit List based on CGPA) & other conditions as laid down in the regulations.

b) On Admission Sports Scholarship – To attract talent in sports scholarship are given –
a) 100% Scholarship – International Players*
b) 50% Scholarship – National Medal Winners*
c) 25% Scholarship – National Participation*

c) Merit-Scholarship During the Programme – These scholarships are granted from second year onwards for encouraging students to achieve higher performance during their studies in their respective academic programme. The amount of scholarship is 30% of the academic year tuition fee. The number of scholarships depends upon the no. of students in the programme. (max.limit is three).

d) Merit-Cum-Means (MCM) Scholarship - These scholarships is granted to the students who are academically good and need financial assistance to continue their education in the University. The amount of scholarship is upto 50% of academic year tuition fee. Students need to apply for such scholarships to their respective Head of Institution as per the prescribed format (uploaded on Amizone) & support documents at the commencement of the Academic Session. Continuation of the scholarship is based on students' merit, academic & extra/co-curricular activities performances & family financial position.

e) Special Scholarships - These scholarships are granted to the students showing extraordinary achievements in extra- curricular activities. The amount of scholarship depends on individual cases. Students are required to apply for the same as per the prescribed format (uploaded on Amizone) at the commencement of the Academic Session.

f) Other Scholarships – These scholarships are instituted by Grants from individuals, Trusts, Organizations, Institutions etc with a view to provide financial assistance to needy students

15.7 **Medical Services** - Hostellers are advised to get themselves inoculated against communicable diseases at their own initiative and expense.

First-aid Medical Treatment is available within the campus. Amity Clinic has a resident doctor and nursing staff. Students contributing to group medi-claim policy are provided medical treatment of up to Rs 25,000/- in the following hospitals - Kailash Hospital (Noida), Indraparstha Apollo Hospital (New Delhi), Noida Medicare Centre, Vinayak Hospital (Noida).

On falling sick, the hostellers are to inform the Warden who will arrange medical help. If a hosteller is advised hospital admission, necessary communication is sent to parents/local guardians, Programme Director and Director Finance. Amity University also offers a medical insurance plan to all students.

15.8 **Career Counseling & Placement**

Amity endeavors to nurture competitive and accomplished business leaders, entrepreneurs and professionals. The Corporate Resource Center (CRC) at Institutional level, is established to groom the students to take up the corporate responsibilities, soon after they pass out from the campus

The CRC provides holistic comprehensive career-planning services to students by providing expertise, resources, and support. The CRC empowers students to build bridges to successful future careers.

It aims to help students make a successful transition from their educational environment to employment or further educational pursuits. The programs and services are designed to increase the students' confidence and provide the necessary skills and information to succeed in pursuing a career.

15.9 **Guidance and Counseling Cell** - Students face difficulties like separation from their families, growing up and learning to function as independent adults, developing new and closer relationships, as well as defining and establishing themselves on a possible career. The counseling center is committed to provide a broad range of high quality, innovative and ethical services that address the psychological, educational, social and development needs of the students.

Students are advised to make full use of the ACGC whenever they wish to share thoughts regarding their emotional, personal & professional needs. All interactions with students are kept strictly confidential.

15.10 **Amity Women Help Desk**

Amity Women Help Desk has been established as a part of the measures undertaken for the welfare of the female fraternity of the University. Following the UGC mandate, it focuses on women safety and security in all respects and provides support services to ensure safe environment.

Female students, faculty and staff members may contact Amity Women Help Desk 24X7 for any kind of complaints (sexual, physical, psychological /emotional harassment etc.,), queries and suggestions. The same may be posted on Amizone (Amity intranet).

The help Desk acts as a link between the complainant and Redressal Authority in the University and ensure grievance redressal within a stipulated period of time.

15.11 **Suggestions and Grievance Redressal System** - In order to make student's stay in AUUP comfortable and stress free, Amity has a multi layered student grievance redressal system. Student having a problem will approach the Academic and General Counseling Cell at his/ her department level. Student's problems that cannot be resolved at the department level will be referred to the appropriate Committee. Issue will definitely get resolved within a short period of time.

    a) The suggestion / grievances by students/parents can also be sent on-line through Amizone.

    b) In addition, problems related to the wellbeing of students warranting urgent attention can be submitted directly to the Dean Student Welfare (msahni@amity.edu) and/or Students Satisfaction and Happiness Mission (SSHM) at sshm@amity.edu

    c) Pursuant to regulation of UGC on promtion of Equity in HIE's as notified in the Gazette of India, dated January 19, 2013, all the issues related to "Equity" as defined in the said UGC Regulations shall be dealt by Equal Opportunity Cell, constituted for the purpose.

16. Extra-curricular and Co-curricular activities

Various Extra curricular and Co-curricular activities are organized beyond classroom for the holistic development of students. Some of the activities are:

    i. Club –Committee Activities
- Sports Club
- Cultural Committee
- Specialty Club, eg. Marketing Club, HR Club, IT Club, Robotics Club, etc.
- Placement Committee
- Alumni Committee

    ii. Conferences, workshops seminars, etc

    iii. Inter-University competitions, Sports Competitions, corporate competitions

    iv. Conducting Outdoor Activities Based Courses (OABC) which includes
- Military training camps (MTC) for both boys and girls
- Imparting training to students through amity cadet corps (ACC)
- Human Values and Community Outreach (HVCO)Course
- Entrepreneurship Awareness Camps(EAC)
- Performing Arts (PA) Courses
- Basic skills course in sports
- Yoga classes for mental and physical wellbeing

    v. Human Values Quarter/year where students organize various activities such as blood donation camp, visit to old age homes, spastic children home & orphanages etc, street plays, awareness campaigns, debates etc.

17. Relevant Policy, Regulations & Guidelines

The students are governed by the regulations and guidelines of AUUP and such other regulations and guidelines as may be notified by AUUP from to time. It is important that the students read these regulations and guidelines, already available in the 'Amizone' which can be accessed by the students using their password.

17.1 Regulations

1. Conduct of Examinations Scheme of Evaluation and Discipline among Students in Examinations.

2. Research Degree Programmes: M.Phil, Ph.D and Post-Doctoral Programmes D.Litt, D.Sc. and LLD.

3. Lateral Entry Admissions and Transfer of Credits.

4. Maintenance of Discipline among Students.

5. Hostel Accommodation.

6. Scholarship, Awards, Medals and Special Awards.

7. Conduct of Convocation.

8. Admissions & Enrolment of Students and Examination & Evaluation for Distance Learning Programmes.

9. Admissions & Enrolment of Students and Examination & Evaluation for Online Programmes.

10. Prevention of Sexual Harassment.

11. Regulation/ Directive for Banning Ragging & Anti-Ragging Measures.

12. Regulations on Choice Based Credit System

17.2 Guidelines

1. Attendance for Official Duty.

2. Conduct of Concluding Ceremony.

3. Student's educational Tour/Industry visits/Seminars/Conference.

4.   Guidelines for Fresher's Party.

5.   Guidelines for Farewell Function.

6.   Library Guidelines.

7.   Students Grievance Redressal.

8.   Guidelines for PG students for early joining for final placement.

9.   Mentoring Programme.

10.   Project Training.

18. **Concluding Ceremony**

Concluding Ceremony

There has been a tradition at the Amity Institutions to conduct a Concluding Ceremony when the students of a programme have undergone and completed all the academic activities of a programme. The students of the outgoing batch are awarded Provisional Certificate for completion of the programme and selected students are presented awards (in the form of Citations, Salvers, Books etc.) in recognition of their contribution and achievements in various fields.

19. Convocation

Amity Convocation for successfully qualified Graduands of several Programs, is held every year in the month of December for award of Degrees/ Diplomas, Medals (Gold, Silver and Bronze), Trophies, Citations and Corporate Awards. Few selected eminent personalities having outstanding contribution in their respective fields, are also conferred upon honorary degrees to acknowledge their work. Alumni are specially invited for the Convocation, and during the ceremony, they handover the flag to the passing out graduands to welcome them for being part of the great Amity Alumni Family.

Appendix

Definition and Descriptions

Thus, in framing a suitable curriculum for the *programme in* Management *domain,* the following definitions/descriptions must be followed. This is expected to help in maintaining uniformity of preparing the final programme structure, *Syllabi* and scheme of instructions for *Programmes* offered by various institutions.

4.1 Semester System: Each *Master's programme in* Management *domain* to be ordinarily of 2 academic years (=4 Semesters) with the year being divided into two Semesters, each for course work, followed by Continuous Assessment *(CA/IA)* in the Semester & End Semester Examination *(ESE).*

4.2 **Annual Academic Calendar -** Amity University follows semester system for conduct of classes. Annual Academic calendar have odd Semesters (I, III) and even semesters (II, IV). Date of Commencement of each semester and last teaching day of semester is finalized well in advance in the detailed 'Annual Academic Calendar' for a programme in accordance with 'Block Academic Calendar' of the University.

4.3 Credit System: A system enabling quantification of course work, with *one credit being assigned to each unit* after a student completes its teaching-learning process, and assessment (both *CA/IA & ESE).* Further, *Choice Based Credit System (CBCS)* to be helpful in customizing the course work for a student, through *Core & Electives (both professional and open electives).*

4.4 Credit Courses: All Courses registered by a student in a *Semester* to earn *credits*; In a widely accepted definition, students to earn *One Credit* by registering and passing:
- One hour/week/Semester for *Theory/Lecture (L) Courses;* or *Tutorials (T)* and,
- Two hours/week/Semester for *Laboratory/Practical(P) Courses;*

NOTE: Other student activities not demanding intellectual work or enabling proper assessment like, study tour, club Committee activities and guest lectures not to carry *Credits;*

4.5 Credit Representation: Credit values for different academic activities to be represented by following the well accepted practice, as per the example in Table 1:

Table 1: Credit Representation

Lectures (hrs/wk/Sem.)	Tutorials (hrs/wk/Sem.)	Practical Work (hrs/wk/Sem.)	*Credits* (L: T: P)	Total *Credits*
3	0	0	3:0:0	3
2	2	0	2:2:0	4
2	0	2	2:0:1	3
2	2	2	2:2:1	5
0	0	6	0:0:3	3

One Credit Unit will be equivalent to 10-12 hrs of Classroom Teaching (L-T) and 20-24 hrs of Lab practical's and 50-60 hrs of field work/industry work.

4.6 Course Load: Every student to register for a set of *Courses* in each *Semester,* with the total number of their *Credits* being limited by considering the permissible *weekly Credit hours load: 30/Week*. This is meant to enable the students to engage in home work assignments, self-learning outside the Class rooms/Laboratories, Extra/Co-Curricular activities and *add-on Courses,* if any, for their overall development. UGC guidelines prescribe:
   a. **The total periods provided for contact teaching shall not be less than 30 hours a week.**
   b. **The time provided for practical, fieldwork, Library, utilization of computer and such other facilities shall not be less than 10 hours a week**

4.7 Course Registration: Every student to formally re-register for programme and prescribed *Courses (Credits)* under **HoD/PL/PC** advice in each *Semester* for the Institution to maintain proper record; Helpful for monitoring the *CA/IA, ESE* performance in each case and to assist the students in self-paced learning by dropping/withdrawing from *Course(s)* and add new programmes to avail *Course Flexibility for CBCS with prior approval of Course Advisory Committee (CAC)/HoI.*

4.8 Course Evaluation: CA/IA and *ESE* to constitute the major evaluations prescribed for each *Course,* with only those students maintaining a minimum standard in *CA/IA* (to be fixed by the institution) being permitted to appear in *SEE* of the *Course; CA/IA* and E*SE* to carry 30% and 70% respectively, to enable each *Course* to be evaluated for 100 marks, irrespective of its *Credits;*

4.9 CA/IA: To be normally conducted by the *Course faculty* and include mid-term/weekly/ fortnightly class tests, home work, problem solving, group discussion, quiz, mini-project & seminar throughout the *Semester*, with weightage for the different components being fixed at the institutional level; *Faculty* also to discuss on *CA/IA* performance with students;

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4.10   ESE: To be normally conducted at the institutional level as per the University Examination regulations and guidelines. For this purpose, *Syllabi* to be modularized and *ESE* questions to be set from each module, with choice if any, to be confined to module concerned only. The questions to be comprehensive emphasizing analysis, synthesis, design, problems & numerical quantities;

4.11   Grading: To be normally done using *Letter Grades* as qualitative measure of achievement in each *Course,* as described in student handbook and examination regulations, based on the marks(%) scored in *(CA/IA+ESE)* of the *Course* and conversion to *Grade* done by *Relative Grading.*

4.12   Grade Point(GP): Students to earn *GP* for a *Course* based on its *Letter Grade;* e.g., on a typical 10-point scale, *GP* to be: *A+=10, A=09, A⁻=08,B+=07,B=06,B-=5, C+=04 & F=00;* Useful to assess students" achievement quantitatively & to compute *Credit Points (CrP)= GP X Credits* for the *Course;* Student passing a *Course* only when getting *C+ Grade.* Minimum passing marks in a course shall be 40%

4.13   Grade Point Average(GPA): Computation of *Semester GPA (SGPA)* to be done by dividing the sum of *CrP* of all *Courses* by the total number of *Cr* registered in a Semester, leading finally to *CGPA* for evaluating student's performance at the end of two or more *Semesters* cumulatively; This reform serving as a better performance index than total marks or %;

4.14   Passing Standards: Both *SGPA & CGPA* serving as useful performance measures in the *Semester System;* Student to be declared successful at the *Semester-end or Programme-end* only when getting *SGPA >=5 and CGPA >=6.00 for Master's Degree.*

4.15   Credits Required for Degree Award: Number of *Credits* to be earned by a student for the *Award* of degree fixed by Institutions and approved by Academic council to be normally in the range of:

- *Master's Degree programme in* Management - 100- 117 Credit Units (CU) i.e. equivalent to 30+hrs /Sem.

4.16   Organization of Course Curriculum: The Content of each Course has been organized into:

- **Course Description:** general introduction to the course
- **Course Objectives:** to elucidate the basic aims of the course
- **Pre-Requisite:** courses, Equivalent skills or prior experience that a student possesses that prior to registration in a specific course
- **Student Learning Outcomes (SLOs):** focus on the intended abilities, knowledge, values, and attitudes of the student after completion of the program
- **Course Syllabus –** having 5-6 modules having topics/descriptors under each

module depending depth, width to be covered in order to achieve the course objectives and Student learning Outcomes.

- **Teaching Learning Pedagogy:** an array of different teaching learning strategies best suitable for the delivery of particular course used in different combinations to improve learning outcomes.
- **Assessment Plan -** The plan providing details of all methods of assessing student learning within the classroom environment, using course goals, objectives and content to gauge the extent of the learning that is taking place.
- **Text Books & Reference Books –** list of books that matches the course contents
- **Additional reading material –** list of journals, research papers or any other study material other than books which can be referred by student

4.17 **Model Curriculum Framework / Programme Structure:** The Model Framework includes following:

- Programme description: brief introduction of the programme
- Programme Educational Objectives/goal: statements that describe the expected accomplishments and professional status of the students after completion of the program
- Programme Learning Outcomes: describes the measurable knowledge, skills, abilities, or behaviors that students to be able to demonstrate by the time they complete their degree
- Curriculum Programme Structure /Framework - defines the course type and credit structure semester wise and overall credits prescribed as per University norms
- Outcome Assessment Plan: The plan providing details of all methods of assessing student learning outcome in the programme to gauge the extent of the learning that is taking place. (As per attached format)
- Employability of Graduands: embedding set of attributes in the curriculum and imparting knowledge to develop desired skills & competencies and equip students to compete in the global marketplace
- Resource Planning

4.18 **Outcome Based Education System** - The Learning outcomes are clearly defined at the programme level and course level. The **Programme Learning Outcomes (PLOs)** describes the student learning, i.e. what students will know and be able to do as a result of completing the programme. The **Student Learning Outcomes** (SLOs) describes the learning of student after completing a course.

4.19 **Course Types**

#	Course Types	Description
1	Core Courses	Courses that are relevant to the chosen specialization/branch of particular programme and must successfully be completed to

		receive the Degree and which cannot be substituted by any other course.
2	Allied Courses	These courses are from the allied / multidisciplinary area which supports the main discipline. Students have to take all the courses offered as allied by the institution and there is no choice available with them
3	Specialisation Elective Courses	These courses are discipline centric and students make a choice of courses from the list of specialization electives offered by the institution. They are relevant to the chosen specialization/branch of a particular programme
4	Mandatory Courses	Course work on peripheral subjects in a programme, wherein familiarity considered mandatory. These courses are included as non-Credit Courses with only a pass in each required to qualify for award of Degree from the concerned institution.
5	Open Elective Courses	Courses offered by other domains and chosen as per interest of the students. This course can be chosen from a **Basket of courses** and provides an extended scope and exposure to some other discipline/ domain or nurtures the candidate's proficiency/ skill.
6	Domain Electives	These courses are offered by the institutions under the same domain of study. Numbers of courses are offered by the institutions under the same domain and the students make their choice as per their interest and academic abilities
7	Value Addition Courses	VAC is considered as add on courses to add professional and ethical values in students. The courses like Behavioral Science, Business Communication (BC), Business Communication/ Communication Skills and Foreign Business Language (FBL) under VAC. Multiple Language Options such as Sanskrit, Russian, Chinese, Arabic, Japanese, French, and German & Spanish are being offered and it's mandatory that a student takes one language in each semester. A student can not choose more than one language during the programme of study.
8	Non Teaching Credit Courses	Non Teaching Credit Courses are self exploratory courses for professional development of students as well as to allow them to pursue their interest. It includes Summer Training, Dissertation, Term paper, Seminar and/or Minor project; these courses are conducted as per University Guidelines.
9	Outdoor Activity Based Courses (OABC)	OABC are offered centrally to all the students of UG and PG level. These are general education courses which includes courses like Military Training Camp (MTC), various Sports and Human Values & Community Outreach
10	Study Abroad Programme (SAP) Courses	SAP courses are offered in lieu of Open Electives, Domain Electives, Specialisation Electives, Outdoor Activity Based Courses and Value Addition Courses. The compulsory /core

		courses of a programme and their credits are not permitted to be replaced by other courses studied and assessed during SAP.
11	Skill Enhancement Courses	Skill enhancement courses are designed to develop the profession skills of students in the chosen area of study so that the students become industry ready.

21a Programme Structure of MBA (Agri & Food Business) Programme
21 b Programme Structure of MSc (Agri)Agronomy Programme
21.c Programme Structure of MSc Horticulture(PHT) Programme

21a Programme Structure of MBA (Agri & Food Business) Programme

Programme : MBA (A&FB)
Batch : 2021

Programme Mission The mission of the MBA (Agriculture & Food Business) degree program is to impart necessary knowledge and skills for application in the entire value chain from production on farms, via processing, trading, distribution & consumption of food and also to develop the overall personality of management students by making them not only excellent management professionals but also good individuals, with understanding and regards for human values, pride in their heritage and culture, a sense of right and wrong and yearning for perfection and imbibe attributes of courage of conviction and action.

Programme Description This postgraduate program will impart necessary knowledge and skills for application in the entire value chain from production on farms, via processing, trading, distribution & consumption of food. This Agriculture & Food Business specialization covers the whole range of management issues within the agricultural and food sector. Students will gain in-depth problem solving knowledge in a multitude of fields including financial accounting and farm management, production planning, retail, Agri risk management, regulatory environment, Agri Marketing Systems & trading of commodities.

Programme Educational Objectives/Goals

Programme Educational Objectives/Goals

PEO 1	Students will acquire a combination of theoretical, conceptual, analytical, computational, and experimental knowledge and skills of Agribusiness & food business and its subsectors.
PEO 2	Students will be able to develop and demonstrate the understanding of global environment and relate agricultural and food issues to the broader social, economic, legal, cultural and environmental contexts
PEO 3	Students will develop and apply understanding to analyze and formulate scientific approach for solving agricultural and rural sector problems

PEO 4	Students will analyze the scientific information and infer the results for successful and productive careers or advance studies/research in the field of Agriculture Sciences.
PEO 5	Students will able to compile the skill set to design and develop crop production & protection practices
PEO 6	Students will able to assess and compare the scientific information to enable them to effectively participate and contribute to the farming community in particular and society in general.
PEO 7	Students will demonstrate professional attitudes, effective communication and behavioral skills that support and enhance individual's performance and bridge the gap.
PEO 8	Students will develop professional ethics and academic integrity and demonstrate these as an individual/ team member/ leader in diverse teams
PEO 9	Students will critically evaluate and reflect learning and development throughout their career

MBA(A&FB)

Semester I

S.No.	Course Code	Course Title	Course Type	L	T	PS	FW	SW	Arch/Des Studio	Credit Units
1	ACCT602	Accounting for Managers(PG) Syllabus	Core Courses	3	0	0	0	0	0	3.00
2	AGRI601	On Farm Project(PG) Syllabus	Specialization Core (Functional/Sectoral)	2	0	2	0	0	0	3.00
3	AGRI603	Agricultural Production System(PG) Syllabus	Specialization Core (Functional/Sectoral)	3	0	0	0	0	0	3.00
4	CSIT648	Applications of Disruptive Technologies in Business(PG) Syllabus	Core Courses	2	0	0	0	2	0	3.00
5	ECON605	Managerial Economics(PG) Syllabus	Core Courses	3	0	0	0	0	0	3.00
6	ENTR601	Entrepreneurship and New Venture Creation(PG) Syllabus	Employability & Skill Enhancement Courses	2	0	0	0	2	0	3.00

7	HR601	Organizational Behavior(PG) Syllabus	Core Courses	2	0	0	0	2	0	3.00
8	MKTG601	Marketing Management(PG) Syllabus	Core Courses	3	0	0	0	0	0	3.00
9	QAM601	Statistics for Management(PG) Syllabus	Core Courses	3	0	0	0	0	0	3.00

Semester II

| S.No. | Course Code | Course Title | Course Type | Credit | | | | | | Credit Units |
				L	T	PS	FW	SW	Arch/Des Studio	
1	AGRI605	Agricultural Marketing System(PG) Syllabus	Specialization Core (Functional/Sectoral)	2	1	0	0	0	0	3.00
2	AGRI611	Farm Management and Contract Farming(PG) Syllabus	Specialization Core (Functional/Sectoral)	3	0	0	0	0	0	3.00
3	AGRI701	Organic Agriculture and Certification(PG) Syllabus	Specialization Core (Functional/Sectoral)	3	0	0	0	0	0	3.00
4	CSIT660	Business Analytics and Modelling(PG) Syllabus	Employability & Skill Enhancement Courses	2	0	0	0	2	0	3.00
5	FIBA601	Financial Management(PG) Syllabus	Core Courses	3	0	0	0	0	0	3.00
6	HR612	Human Resource Management(PG) Syllabus	Core Courses	3	0	0	0	0	0	3.00
7	LAW670	Legal Aspects of Business(PG) Syllabus	Core Courses	3	0	0	0	0	0	3.00

| 8 | MGMT603 | Business Research Methods(PG) Syllabus | Core Courses | 3 | 0 | 0 | 0 | 0 | 0 | 3.00 |
| 9 | POM602 | Operations Management(PG) Syllabus | Core Courses | 3 | 0 | 0 | 0 | 0 | 0 | 3.00 |

Semester III

S.No.	Course Code	Course Title	Course Type	Credit L	T	PS	FW	SW	Arch/Des Studio	Credit Units
1	AGRI702	Management of Agri Inputs(PG) Syllabus	Specialisation Elective Courses	2	0	0	0	2	0	3.00
2	AGRI703	Food Security Management(PG) Syllabus	Specialisation Elective Courses	2	0	0	0	2	0	3.00
3	AGRI704	Food Retailing(PG) Syllabus	Specialisation Elective Courses	2	0	0	0	2	0	3.00
4	AGRI705	Agricultural Risk Management(PG) Syllabus	Specialisation Elective Courses	2	0	0	0	2	0	3.00
5	AGRI711	Rural Credit and Finance(PG) Syllabus	Specialisation Elective Courses	2	0	0	0	2	0	3.00
6	ASSI600	Summer Internship(PG) Guidelines	Mandatory Courses	0	0	0	0	0	0	3.00
7	ENTR732	Agri-preneurship(PG) Syllabus	Specialisation Elective Courses	2	0	0	0	2	0	3.00
8	PHT701	Post Harvest Management(PG) Syllabus	Specialisation Elective Courses	2	0	0	0	2	0	3.00
9	STRA701	Strategic Management(PG) Syllabus	Core Courses	3	0	0	0	2	0	4.00

Semester IV

S.No.	Course Code	Course Title	Course Type	L T PS FW SW	Arch/Des Studio	Credit Units
1	AGRI712	Commodity Trading and Futures(PG) Syllabus	Specialisation Elective Courses	3 0 0 0 0	0	3.00
2	AGRI713	Micro Finance Management(PG) Syllabus	Specialisation Elective Courses	2 0 0 0 2	0	3.00
3	AGRI714	WTO and Agriculture(PG) Syllabus	Specialisation Elective Courses	2 0 0 0 2	0	3.00
4	AGRI715	Food Import and Export Management(PG) Syllabus	Specialisation Elective Courses	2 0 0 0 2	0	3.00
5	AGRI722	Warehouse Management(PG) Syllabus	Specialisation Elective Courses	2 0 0 0 4	0	4.00
6	ASDS600	Dissertation(PG) Guidelines	Non Teaching Credit Courses	0 0 0 0 0	0	6.00
7	MGMT705	Management in Action - Social Economic and Ethical Issues(PG) Syllabus	Core Courses	3 0 0 0 2	0	4.00

Programme Learning Outcomes(PLOs)

PLO 1	Able to acquire basic knowledge of agricultural concepts, agri business sector and food industry at local as well as national and international levels. Comprehension of forward and backward integration of these acquired skills for the betterment of the farmers, industry and community at large
PLO 2	Able to evaluate critical and intricate agricultural as well as food industry related issues by using quantitative and qualitative research techniques and evolve effective solutions which value add to the areas studied
PLO 3	Able to design solutions to bridge the communication gap with farming community and food industry using Information & Communication Technology. Able to diffuse knowledge of these advancements to end users in agricultural and food domain for development of the sectors
PLO 4	Able to define solutions to field and scientific problems in crop production, protection, marketing, food processing, logistics and other micro and macro level areas related to agri and food sectors

PLO 5	Develop and Design effective communication methods and materials targeted predominantly for easy comprehension by farming community. Understand, communicate, negotiate and function effectively and efficiently within and between relevant food and agribusiness sectors and the industry by using a range of communication modes for a range of purposes.
PLO 6	Demonstrate ability for self directed learning, time management and accountability through working effectively in teams, individually as well as during industry interactions. Display initiative, honesty, integrity and trust by empowering and empathising with team members
PLO 7	Demonstrate understanding of impact of globalization and liberalisation on the industry. Ability to understand technological advancements and implications and applying them for developing adaptability, valuing human diversity and managerial competencies in global complex situations
PLO 8	Seek to understand the role and impact of agriculture and food resources in society and the international community Learn to appreciate diversity and equality, demonstrate ethical and professional behaviours in all situations
PLO 9	Able to identify, plan and develop opportunities within the disciplines of Agriculture and food Domain. Learn the skills necessary to independently plan and execute a business idea
PLO 10	Understand the value of industry and professional networks and their importance in self reliance and career progression. Linking learning to real world problems to stimulate professionalism
PLO 11	Be capable of rigorous and independent thinking. Be open to, be able to develop Business plans, strategise and evaluate Agri & Food business horizons.

Programme Operational Objective(POOs)

POO 1	AIOA intends to provide educational excellence in Teaching/Academic Delivery, extension and Research
POO 2	AIOA will facilitate an academically conducive environment for holistic development of students and scholars.
POO 3	AIOA will encourage the spirit of enquiry & foster an environment for innovation & research intellectual growth in students and scholars as also nurture industry linkages for students
POO 4	AIOA will promote collaborations between academia & Industry as well as facilitate cultivation of core values of the university and ethical conduct amongst students, scholars, staff and faculty
POO 5	AIOA will encourage cultural diversity, global issues and a sense of social and environmental responsibility & literacy in teaching, theory & practice
POO 6	AIOA will provide ample opportunities for international exposure by encouraging student exchange programs, joint research collaborations, international scholarships/ fellowships and grants to students/scholars & faculty
POO 7	AIOA will try to realign, streamline and improve systems and processes so as to get reputed & relevant National / International Accreditations
POO 8	AIOA will build a strong industry interaction for the bright future of its students and scholars Enhance Employability and Entrepreneurial Capabilities Among Students
POO 9	AIOA will motivate students for higher studies, venture into agri-preneurship as well as facilitate employment opportunities for them

POO 10	AIOA will facilitate good governance through continuous process improvement

Matix Of PEO`s and PLO`s

PEO/PLO	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6	PEO 7	PEO 8	PEO 9
PLO 1	☑	☑	☑	☑	☑	☑	☑	☑	☑
PLO 2	☑	☐	☐	☑	☐	☑	☐	☑	☐
PLO 3	☐	☑	☐	☐	☑	☐	☑	☐	☑
PLO 4	☐	☐	☑	☐	☐	☐	☐	☐	☐
PLO 5	☑	☐	☐	☑	☐	☑	☐	☑	☐
PLO 6	☐	☑	☐	☐	☑	☐	☑	☐	☑
PLO 7	☐	☐	☑	☐	☐	☐	☐	☐	☐
PLO 8	☑	☐	☐	☑	☐	☑	☐	☑	☐
PLO 9	☐	☑	☐	☐	☑	☐	☑	☐	☑
PLO 10	☐	☐	☐	☑	☐	☐	☐	☑	☐
PLO 11	☑	☐	☑	☐	☐	☑	☑	☐	☑

Competencies & Skill Developed

Attributes	Business Development Executive	Agriculture Officer	Technical Reviewer
Agribusiness Knowledge	Expert	Expert	Advanced
Research & Analytical Ability	Advanced	Advanced	Expert
Information & Communication Technology	Advanced	Advanced	Advanced
Problem Solving	Expert	Expert	Advanced
Effective Communication	Advanced	Advanced	Advanced
Leadership and Behaviour skills	Advanced	Advanced	Advanced
Global Techno-Managers	Advanced	Advanced	Intermediate
Ethics and professional conduct	Expert	Expert	Expert
Agri-preneurship	Advanced	Advanced	Basic
Lifelong learning	Advanced	Advanced	Advanced
Decision Making	Advanced	Advanced	Expert

Employability of graduands(Specify Industry/Sector & Level):

Industry/Sector	Business Development Executive	Agriculture Officer	Technical Reviewer
Agriculture	☑	☑	☑
Education	☑	☑	☐
Drugs & Pharmaceuticals	☑	☐	☐
Knowledge Management	☐	☑	☑
Banking & Insurance	☐	☑	☐

Education Outcome Assessment Plan:(as per the University format)

Type	Assessment/PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
Direct	Course-embedded assignments (e.g. Class Tests, Home Assignments, Quiz, Seminar, Term Paper , Presentations)	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐
	Behavioral Observations	☐	☐	☐	☐	☑	☑	☑	☑	☐	☐	☑
	Comprehensive examinations	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐
	Scoring Rubrics	☐	☐	☐	☐	☑	☑	☑	☐	☐	☑	☐
Indirect	Exit interviews	☑	☐	☑	☑	☑	☑	☑	☐	☑	☑	☐
	External Reviewers	☐	☑	☐	☐	☐	☐	☐	☑	☐	☐	☐

Programme Operational Outcomes Matrix

Assessment/POO`s	POO 1	POO 2	POO 3	POO 4	POO 5	POO 6	POO 7	POO 8	POO 9	POO 10
Alumni/Employer Surveys	☐	☐	☑	☑	☐	☐	☐	☐	☐	☑
Student Satisfaction Surveys	☑	☑	☐	☑	☑	☑	☑	☑	☑	☐
Exit Surveys	☑	☐	☐	☑	☑	☑	☑	☑	☑	☑
Curriculum/Program Reviews	☐	☐	☑	☐	☐	☐	☐	☐	☐	☑

Resource Planning Optimal usage of faculty resources within institution & University. Arrangement of regular Industry/Guest speakers, which become part of annual planning. Stipulated visits to industry for practical interface. Industry facing activities & programs for learning & placements High internships & dissertations with industry & research institutions.

Name of Relevant Statutory/Accrediting Body /Bodies Other than UGC,if any Yes : ICAR, AICTE

21 b Programme Structure of MSc (Agri)Agronomy Programme

Programme : M.Sc. (Agri) Agronomy
Batch : 2021

Programme Mission The mission of the Master of Science in Agriculture degree program is to enhance the career trajectory of agricultural professionals, practitioners, and educators by improving their ability to apply new and emerging scientific findings and technologies to the advancement and expansion of their disciplines.

Programme Description The Master of Science (AGRI) Agronomy is a professional two year degree program designed for imparting an advanced knowledge of agronomic systems and superior problem-solving skills emphasizing practical, professional, and technical skills involved in crop management, soil and water management, and integrated nutrient management.

Programme Educational Objectives/Goals

PEO 1	Students will acquire a combination of theoretical, conceptual, analytical, computational, and experimental knowledge and applied aspects of Agronomical practices
PEO 2	Students will be able to design and conduct independent experiments with analyze and interpretation of results
PEO 3	Students will be able to develop and demonstrate the understanding of global environment and relate agricultural and food issues to the broader social, economic, legal, cultural and environmental contexts
PEO 4	Students will develop and apply understanding to analyze and formulate scientific approach for solving agricultural and rural sector problems
PEO 5	Students will analyze the scientific information from field experimentation and infer the results for successful and productive careers or advance studies/research in the field of Agriculture Sciences
PEO 6	Students will able to compile the skill set to design and develop crop production practices
PEO 7	Students will able to assess and compare the scientific information to enable them to effectively participate and contribute to the farming community in particular and society in general
PEO 8	Students will demonstrate professional attitudes, effective communication and behavioral skills that support and enhance individual's performance and bridge the gap.
PEO 9	Students will develop professional ethics and academic integrity and demonstrate these as an individual/ team member/ leader in diverse teams
PEO 10	Students will critically evaluate and reflect learning and development throughout their career.

MSc(Agri) AgronomySemester I

S.No.	Course Code	Course Title	Course Type	Credit L T PS FW SW Arch/Des Studio	Credit Units
1	AGRI606	Modern Concepts in Crop Production(PG) Syllabus	Core Courses	2 0 2 0 2 0	4.00
2	AGRI607	Principles and Practices of Water Management(PG) Syllabus	Core Courses	2 0 2 0 2 0	4.00

S.No.	Course Code	Course Title	Course Type	L	T	PS	FW	SW	Arch/Des Studio	Credit Units
3	AGRI609	Agronomy of Kharif Season Crops(PG) Syllabus	Core Courses	3	0	0	0	0	0	3.00
4	AGRI613	Principles and Practices of Weed Management(PG) Syllabus	Core Courses	2	0	2	0	2	0	4.00
5	AGRI619	Advances in Soil Microbiology(PG) Syllabus	Core Courses	2	0	2	0	2	0	4.00
6	AGRI620	Agricultural Statistics and Field Experimentation(PG) Syllabus	Allied Courses	3	0	0	0	0	0	3.00

Semester II

S.No.	Course Code	Course Title	Course Type	Credit L T PS FW SW Arch/Des Studio						Credit Units
				L	T	PS	FW	SW	Arch/Des Studio	
1	AGRI608	Crop Ecology & Agrometeorology(PG) Syllabus	Core Courses	2	0	2	0	0	0	3.00
2	AGRI610	Advances in Soil Fertility Management(PG) Syllabus	Core Courses	2	0	2	0	2	0	4.00
3	AGRI614	Agronomy of Rabi Season Crops(PG) Syllabus	Core Courses	2	0	2	0	2	0	4.00
4	AGRI615	Integrated Farming System Management(PG) Syllabus	Core Courses	3	0	0	0	0	0	3.00
5	AGRI616	Agronomy of Cereal Crops(PG) Syllabus	Specialisation Elective Courses	2	0	2	0	2	0	4.00
6	AGRI617	Agronomy of Commercial Crops(PG) Syllabus	Specialisation Elective Courses	2	0	2	0	2	0	4.00
7	AGRI618	Agronomy of Pulses & Oilseed Crops(PG) Syllabus	Specialisation Elective Courses	2	0	2	0	2	0	4.00

8	AGRI716	Crop & Seed Physiology(PG) Syllabus	Core Courses	2	0	2	0	2	0	4.00

Semester III

S.No.	Course Code	Course Title	Course Type	L	T	PS	FW	SW	Arch/Des Studio	Credit Units
1	AGRI707	Agronomy of Vegetable & Spices(PG) Syllabus	Specialisation Elective Courses	2	0	2	0	2	0	4.00
2	AGRI708	Agronomy of Medicinal and Aromatic Crops(PG) Syllabus	Specialisation Elective Courses	2	0	2	0	2	0	4.00
3	AGRI710	Seed Production & Legislation(PG) Syllabus	Core Courses	2	0	0	0	2	0	3.00
4	AGRI718	Physiology and Biochemistry of Herbicide Action(PG) Syllabus	Core Courses	2	0	0	0	2	0	3.00
5	AGRI720	Systems Research & Crop Modeling(PG) Syllabus	Specialisation Elective Courses	3	0	0	0	2	0	4.00
6	ASTP600	Term Paper(PG) Guidelines	Non Teaching Credit Courses	0	0	0	0	0	0	3.00
7	MBB701	Research Methodology and Scientific Writing(PG) Syllabus	Core Courses	2	0	0	0	2	0	3.00

Semester IV

S.No.	Course Code	Course Title	Course Type	L	T	PS	FW	SW	Arch/Des Studio	Credit Units
1	AADTP600	Thesis Project(PG) Guidelines	Non Teaching Credit Courses	0	0	0	0	0	0	19.00

PLO 1	Able to acquire basic knowledge of concepts of agriculture and more specifically agronomy at local, national and international levels. Utilisation of these acquired skills for the betterment of the farmers and community as at large.
PLO 2	Able to evaluate critical and intricate agricultural related issues by using quantitative and qualitative research techniques and evolve effective solutions
PLO 3	Able to design effective ICT solutions for farming community and also able to diffuse knowledge of advancements to farmers and researchers.
PLO 4	Able to formulate solutions to field and scientific problems in crop production and cropping systems.
PLO 5	Develop and Design effective extension methods and materials targeted predominantly for easy comprehension and applicability by the farming community.
PLO 6	Demonstrate ability for self directed learning, time management and dedication to serve the community by working effectively individually as well as in teams. Display initiative, honesty, integrity and diligence by empathizing with farmers.
PLO 7	Evaluate impact of globalization and liberalisation on the agriculture sector and farmers in particular. Ability to understand technological advancements and implications and applying them for developing adaptability and managing diversity in global complex situations.
PLO 8	Analyze the role and impact of agriculture in society and the international community Learn to appreciate diversity and equality, demonstrate ethical and professional behaviours in all situations.
PLO 9	Able to be entrepreneurial, industrious and be able to recognize opportunities; turn them into ideas for enterprises. One shall have business acumen and display basic business skills. Able to identify, plan, develop & execute opportunities within the disciplines of Agricultural Domain.
PLO 10	Relate the value of linkages and networks with their importance in self reliance and research. Linking learning to real world problems to stimulate professionalism in research.

Programme Operational Objective(POOs)

POO 1	The Programme intends to facilitate academically conducive environment and infrastructure to achieve excellence in teaching, learning and research.
POO 2	The Programme will provide ample opportunities to its students to participate in curricular, co-curricular and extracurricular activities for their holistic development.
POO 3	The Programme will facilitate environment for innovation and research excellence for the intellectual growth of faculty.
POO 4	The Programme will inculcate core values and ethical conduct amongst students, faculty and staff.
POO 5	The Programme will encourage cultural diversity and a sense of social and environmental responsibility.
POO 6	The Programme will provide ample opportunities for international exposure to faculty and students

POO 7	The Programme will be involved in continual improvement of processes and systems and aim to attain national and international accreditations and university rankings.
POO 8	The Programme will build a strong industry interaction by way of alumni networks and empanelment of expertise from industry.
POO 9	The Programme will facilitate employment opportunities and also support students to start their own ventures.
POO 10	The Programme will facilitate good governance in discharge of responsibilities and execution of policies and programs.

Matix Of PEO`s and PLO`s

PEO/PLO	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6	PEO 7	PEO 8	PEO 9	PEO 10
PLO 1	☑	☑	☑	☑	☑	☐	☐	☐	☐	☑
PLO 2	☐	☐	☐	☐	☑	☑	☑	☐	☐	☑
PLO 3	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐
PLO 4	☐	☐	☐	☑	☑	☐	☑	☑	☑	☐
PLO 5	☐	☑	☐	☐	☑	☑	☑	☐	☑	☐
PLO 6	☐	☐	☑	☐	☑	☑	☑	☐	☑	☑
PLO 7	☑	☐	☐	☐	☐	☑	☑	☐	☐	☐
PLO 8	☐	☐	☐	☑	☐	☐	☑	☑	☐	☐
PLO 9	☐	☐	☐	☐	☐	☐	☐	☐	☑	☑
PLO 10	☑	☑	☑	☐	☐	☐	☐	☐	☑	☑

Competencies & Skill Developed

Attributes	Research Assistant	Farm manager	Subject Matter Specialist	Agronomist
Knowledge of Agronomy	Advanced	Intermediate	Expert	Expert
Research & Analytical Ability	Expert	Intermediate	Advanced	Expert
Information & Communication Technology	Intermediate	Advanced	Advanced	Advanced
Problem Solving	Advanced	Advanced	Advanced	Advanced
Extension & Communication	Intermediate	Intermediate	Intermediate	Advanced
Leadership and Behaviour skills	Intermediate	Intermediate	Advanced	Advanced
Global Techno-Researchers	Advanced	Advanced	Intermediate	Advanced
Ethics and professional conduct	Advanced	Advanced	Advanced	Advanced
Agri-preneural Skills	Advanced	Advanced	Intermediate	Advanced
Lifelong Learning	Advanced	Advanced	Advanced	Advanced

Employability of graduands(Specify Industry/Sector & Level):

Industry/Sector	Research Assistant	Farm manager	Subject Matter Specialist	Agronomist	Specialist Officer Banks	Agriculture Development Officer
Agriculture	✓	✓	✓	✓	✓	✓
Education			✓	✓		
Banking & Insurance					✓	
Consultancy firms			✓			✓
Research & Innovation	✓	✓		✓		
Chemicals & fertilizers	✓		✓	✓		✓

Education Outcome Assessment Plan:(as per the University format)

Type	Assessment/PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
Direct	Comprehensive examinations	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Viva Voce	✓	✓	✓	✓						
	Course-embedded assignments (e.g. Class Tests, Home Assignments, Quiz, Seminar, Term Paper , Presentations)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Practicum / Internship evaluations	✓	✓	✓	✓	✓	✓		✓	✓	✓
	Scoring Rubrics			✓	✓	✓	✓	✓	✓	✓	✓
	Thesis or Dissertation Projects									✓	✓
	End Semester Examinations	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Plagiarism check	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Indirect	Alumni surveys										✓
	Continued scholarly success of graduates								✓		✓
	Curriculum and Syllabus Analysis	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Programme Operational Outcomes Matrix

Assessment/POO`s	POO 1	POO 2	POO 3	POO 4	POO 5	POO 6	POO 7	POO 8	POO 9	POO 10
Exit Surveys	✓									
Course Evaluations		✓	✓			✓	✓	✓		
Curriculum/Program Reviews		✓	✓	✓	✓	✓	✓	✓		✓
Strategic Plan Performance (achievement of goals and objectives)	✓	✓	✓						✓	
Faculty and Staff Performance Reviews	✓	✓	✓	✓						✓

Resource Planning Optimal usage of faculty resources within institution & University. Arrangement of regular Field Visit/Guest speakers, which become part of annual planning. Stipulated visits to industry for practical interface. Field / Farmer Internship with industry/farmers field & research institutions.

Name of Relevant Statutory/Accrediting Body /Bodies Other than UGC,if any Yes, ICAR

21.c Programme Structure of MSc Horticulture(PHT) Programme

Educational Goals	
PEO 1	Students will acquire a combination of theoretical, conceptual, analytical, computational, and experimental knowledge and skills of plant growth, soil fertility & Natural Resource Management
PEO 2	Students will be able to develop and demonstrate the understanding of global environment and related agricultural and food issues to the broader social, economic, legal, cultural and environmental contexts
PEO 3	Students will develop and apply understanding to analyze and formulate scientific approach for solving agricultural and rural sector problems
PEO 4	Students will analyze the scientific information and infer the results for successful and productive careers or advance studies/research in the field of Agriculture Sciences
PEO 5	Develop methods for handling, storing and marketing of fruits, vegetables, flowers crops.
PEO 6	Students will able to assess and compare the scientific information to enable them to effectively participate and contribute to the farming community in particular and society in general
PEO 7	Students will demonstrate professional attitudes, effective communication and behavioral skills that support and enhance individual's performance and bridge the gap.
PEO 8	Students will develop professional ethics and academic integrity and demonstrate these as an individual/ team member/ leader in diverse teams.
PEO 9	Students will critically evaluate and reflect learning and development throPGhout their career.

M.Sc. (HORTICULTURE – POST HARVEST TECHNOLOGY) SEMESTER I

Course Code	Course Title	L	T	P	Total Credits
PHT601	Post Harvest Management of Horticultural Produce (Core Course)	2	0	2	3
PHT605	Microbiology for Horticulture Produce (Core Course)	2	0	2	3
PHT602	Processing and Value Addition of Horticultural Produce (Core Course)	2	0	1	3
HORT615	Avenues in Horticulture (Core Course)	3	0	0	3
HORT601	Climate Management in Horticultural Production (Core Course)	1	0	0	1
	Commercial Horticulture I: Fruits (Core Course)	**3**	**0**	**0**	**3**
PHT614	**Non Chemical Approaches for Post Harvest Management (Core Course)**	**2**	**0**	**0**	**2**
BS601	Self Development and Interpersonal Skills (VAC)	1	0	0	1
BC604	Advanced Communication (VAC)	1	0	0	1
FREN101/SPAN144/SANS116	Introduction to Francophone culture/Introduction to Hispanic Culture & Language/Introduction to Vedic Culture & Language (FBL)	2	0	0	2
STAT652	Statistical Methods of Analysis (Allied Course)	3	0	0	3
FOOD625	Nutrition Through Life Cycle (Open Elective)	2	0	0	2
Total					**27**

M.Sc. (HORTICULTURE – POST HARVEST TECHNOLOGY) SEMESTER II

Course Code	Course Title	L	T	P	Total Credits
HORT612	Growth and Development of Horticultural Crops (Core Course)	3	0	2	4
PHT611	Packaging Technology (Core Course)	2	0	2	3
HORT602	Gap for Horticulture Productions (Core Course)	1	0	0	1
PHT613	Post Harvest Engineering (Specialisation Elective Course)	3	0	2	4
	Commercial Horticulture II: Vegetables (Core Course)	**3**	**0**	**0**	**3**

Course Code	Course Title	L	T	P	Total Credits
	Post Harvest Physiology and Biochemistry of Fruits and Vegetables (Core Course)	2	0	2	3
	Safety and Quality Assurance for Processed Horticultural Produce (Core Course)	3	0	0	3
HORT704	Fundamentals of Horticulture Project Management (Core Course)	1	0	0	1
BS602	Conflict Resolution and Management (VAC)	1	0	0	1
BC611	Communication for Employment (VAC)	1	0	0	1
FREN104/SANS102/SPAN103	French Grammar – I/Sanskrit – I/Spanish Grammar – I (FBL)	2	0	0	2
ECE315/PSYC628/FOOD701	Multimedia Applications/Resilience Building for Success/Functional Foods and Nutraceuticals (Open Elective Courses)	3	0	0	3
Total					29

M.Sc. (HORTICULTURE – POST HARVEST TECHNOLOGY)SEMESTER III

Course Code	Course Title	L	T	P	Total Credits
PHT703	Post Harvest Technology and Management of Flowers (Specialisation Elective Course)	2	0	2	3
PHT711	Cold Chain Management (Core Course)	3	0	0	3
HORT701	Methods of Breeding in Horticultural Crops (Core Course)	3	0	0	3
	Commercial Horticulture III: Flowers, Spices and Plantation Crops (Core Course)	3	0	0	3
PHT702	Post Harvest Technology and Management of Fruits and Vegetables (Specialisation Elective Course)	2	0	2	3
PHT704	Post Harvest Technology and Management of Spices Plantation Crops, Medicinal and Aromatic Plants (Specialisation Elective Course)	2	0	2	3
ASSI600	Summer Internship (Non Teaching Credit Course)	3	0	0	3
BS701	Professional Competencies and Career Development VAC)	1	0	0	1
BC701	Professional Communication Skills (VAC)	1	0	0	1
FOOD723	Food Product Development (Open Elective)	3	0	0	3

Course Code	Course Title	L	T	P	Total Credits
SANS118	Written Expression & Comprehension in Sanskrit- I (FBL)	2	0	0	2
AGRI704	Food Retailing (Domain Elective)	3	0	0	3
Total					**31**

M.Sc. (HORTICULTURE – POST HARVEST TECHNOLOGY) SEMESTER IV

Course Code	Course Title	L	T	P	Total Credits
AADTP600	Master's Thesis (NTCC)				19
Total					**19**

Intended Learning Outcomes

PLO 1	Able to acquire basic knowledge of concepts of horticulture and more specifically post harvest technology at local, national and international levels. Utilisation of these acquired skills for the betterment of the farmers and community as at large.
PLO 2	Able to evaluate critical and intricate agricultural related issues by using quantitative and qualitative research techniques and evolve effective solutions
PLO 3	Able to design effective solutions for reducing post harvest losses for farming community and also able to diffuse knowledge of advancements to farmers and researchers.
PLO 4	Able to formulate technological solutions related to processing and value addition of horticultural produce.
PLO 5	Develop and Design effective methods and materials targeted predominantly for easy comprehension and applicability by the farming community.
PLO 6	Demonstrate ability for self-directed learning, time management and dedication to serve the community by working effectively individually as well as in teams. Display initiative, honesty, integrity and diligence by empathizing with farmers.

PLO 7	Evaluate impact of globalization and liberalisation on the horticulture sector and farmers in particular. Ability to understand technological advancements and implications and applying them for developing adaptability and managing diversity in global complex situations.
PLO 8	Analyze the role and impact of horticulture on society and the international community. Learn to appreciate diversity and equality, demonstrate ethical and professional behaviours in all situations.
PLO 9	Able to be entrepreneurial, industrious and be able to recognize opportunities; turn them into ideas for enterprises. One shall have business acumen and display basic business skills. Able to identify, plan, develop & execute opportunities within the disciplines of Agricultural Domain.
PLO 10	Relate the value of linkages and networks with their importance in self reliance and research. Linking learning to real world problems to stimulate professionalism in research.
PLO 11	Able to Demonstrate depth of specialized disciplinary knowledge and skills and be able to apply them in different contexts to solve problems.

5.1.5 **Programme Operational Outcomes**

Operational Outcomes	
POO 1	AIHSR intends to provide educational excellence in Teaching/Academic Delivery, extension and Research
POO 2	AIHSR will facilitate an academically conducive environment for holistic development of students and scholars.
POO 3	AIHSR will encourage the spirit of enquiry & foster an environment for innovation & research intellectual growth in students and scholars as also nurture industry linkages for students.
POO 4	AIHSR will promote collaborations between academia & Industry as well as facilitate cultivation of core values of the university and ethical conduct amongst students, scholars, staff and faculty.

POO 5	AIHSR will encourage cultural diversity, global issues and a sense of social and environmental responsibility & literacy in teaching, theory & practice.
POO 6	AIHSR will provide ample opportunities for international exposure by encouraging student exchange programs, joint research collaborations, international scholarships/ fellowships and grants to students/scholars & faculty.
POO 7	AIHSR will try to realign, streamline and improve systems and processes so as to get reputed & relevant National / International Accreditations.
POO 8	AIHSR will build a strong industry interaction for the bright future of its students and scholars Enhance Employability and Entrepreneurial Capabilities Among Students.
POO 9	AIHSR will motivate students for higher studies, venture into agri-preneurship as well as facilitate employment opportunities for them
POO 10	AIHSR will facilitate good governance throPGh continuous process improvement.

5.1.6 PEOs-PLOs Mapping

Matrix Of PEO`s and PLO`s – M.Sc. (Horticulture-Post Harvest Technology)

PEO/PLO	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6	PEO 7	PEO 8	PEO 9
PLO 1	☑	☑	☐	☐	☑	☐	☐	☐	☐
PLO 2	☑	☐	☐	☐	☐	☐	☐	☐	☐
PLO 3	☑	☐	☑	☑	☐	☐	☐	☐	☐
PLO 4	☐	☐	☑	☐	☑	☑	☐	☐	☐
PLO 5	☐	☐	☑	☐	☐	☑	☐	☐	☐
PLO 6	☑	☐	☑	☑	☑	☑	☐	☐	☐
PLO 7	☑	☐	☐	☑	☐	☐	☐	☐	☐
PLO 8	☐	☐	☐	☑	☐	☐	☑	☑	☐
PLO 9	☑	☐	☑	☐	☐	☐	☐	☐	☑
PLO 10	☐	☐	☐	☑	☐	☐	☐	☑	☑
PLO 11	☑	☑	☐	☐	☑	☑			