

AMITY UNIVERSITY

UTTAR PRADESH

Accredited by NAAC with 'A' Grade

ANNUAL QUALITY ASSURANCE REPORT

(AQAR) of the IQAC

2016 - 2017

Submitted to



NATIONAL ASSESSMENT & ACCREDITATION COUNCIL

P.O. Box No. 1075, Nagarbhavi, Bengaluru-560072

Annual Quality Assurance Report (AQAR)

(2016-2017)

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The Annual Quality Assurance Report (AQAR) of the IQAC
(Academic Year: 2016-17)

All NAAC accredited institutions will submit an annual self-reviewed progress report to NAAC, through its IQAC. The report is to detail the tangible results achieved in key areas, specifically identified by the institutional IQAC at the beginning of the academic year. The AQAR will detail the results of the perspective plan worked out by the IQAC. (Note: The AQAR period would be the Academic Year. For example, July 1, 2012 to June 30, 2013)

Part – A

1. Details of the Institution

1.1 Name of the Institution	AMITY UNIVERSITY UTTAR PRADESH
1.2 Address Line 1	Amity Campus, Sector-125
Address Line 2	Distt: Gautam Buddha Nagar
City/Town	Noida
State	Uttar Pradesh
Pin Code	201313
Institution e-mail address	vcauup@amity.edu
Contact Nos.	0120-4392251
Name of the Head of the Institution:	Prof. (Dr.) Balvinder Shukla

Tel. No. with STD Code:

0120-4392251

Mobile:

+91-9810199453

Name of the IQAC Co-ordinator:

Brig. Om Parkash, (Retd.)
Dy. Director QAE

Mobile:

+91-9971603443

IQAC e-mail address:

qaemail@amity.edu

1.3 NAAC Track ID(For ex. MHCOGN 18879)

13866

1.4 NAAC Executive Committee No. & Date:

(For Example EC/32/A&A/143 dated 3-5-2004.

This EC no. is available in the right corner- bottom
of your institution's Accreditation Certificate)

EC/59/A&A/68 dated 21-04-2012

1.5 Website address:

www.amity.edu

Web-link of the AQAR:

[http://auup.amity.edu/Committee-University-IQAC.aspx-AQAR-2012-13, 2013-14, 2014-15, 2015-16 & 2016-17.](http://auup.amity.edu/Committee-University-IQAC.aspx-AQAR-2012-13,2013-14,2014-15,2015-16&2016-17)

For ex. <http://www.ladykeanecollege.edu.in/AQAR2012-13.doc>

1.6 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1 st Cycle	A	3.13	2012	5 years
2	2 nd Cycle				
3	3 rd Cycle				
4	4 th Cycle				

1.7 Date of Establishment of IQAC: DD/MM/YYYY

22/05/2007

1.8 AQAR for the year(for example 2010-11)

AQAR for the Academic Year 2016-17

1.9 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC ((for example AQAR 2010-11 submitted to NAAC on 12-10-2011)

- i. AQAR _____ 2012-13 Submitted to NAAC on 28/11/2013.
- ii. AQAR _____ 2013-14 Submitted to NAAC on 11/02/2015.
- iii. AQAR _____ 2014-15 Submitted to NAAC on 02/06/2016.
- iv. AQAR _____ 2015-16 submitted to NAAC on 16/02/2017.
- v. AQAR _____ 2016-17 submitted to NAAC on 04/01/2018.

1.10 Institutional Status

University State Central Deemed Private

Affiliated College Yes No

Constituent College Yes No

Autonomous college of UGC Yes No

Regulatory Agency approved Institution Yes No

(eg. AICTE, BCI, MCI, PCI, NCI)

Type of Institution Co-education Men Women

Urban Rural Tribal

Financial Status Grant-in-aid UGC 2(f) UGC 12B

Grant-in-aid + Self Financing Totally Self-financing

1.11 Type of Faculty/Programme ✓

Arts Science Commerce Law PEI (PhysEdu)

TEI (Edu) Engineering Health Science Management

Others (Specify)

Humanities & Social Science, BioSciences & Bio Technology, Agricultural & Allied Discipline, Journalism & Mass Communication/Media, Hotel Management/Hospitality/Tourism/Travel, Natural Resources & Environmental Sciences, Rehabilitation Sciences.

1.12 Name of the Affiliating University (for the Colleges)

1.13 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc

Autonomy by State/Central Govt. / University

University with Potential for Excellence UGC-CPE

DST Star Scheme UGC-CE

UGC-Special Assistance Programme DST-FIST

UGC-Innovative PG programmes Any other (Specify)

UGC-COP Programmes

2. IQAC Composition and Activities

Composition of University IQAC:

2.1 No. of Teachers	<input type="text" value="17"/>
2.2 No. of Administrative/Technical staff	<input type="text" value="2"/>
2.3 No. of students	<input type="text" value="-"/>
2.4 No. of Management representatives	<input type="text" value="-"/>
2.5 No. of Alumni	<input type="text" value="7"/>
2.6 No. of any other stakeholder and Community representatives	<input type="text" value="1"/>
2.7 No. of Employers/ Industrialists	<input type="text" value="4"/>
2.8 No. of other External Experts	<input type="text" value="1"/>
2.9 Total No. of members	<input type="text" value="32"/>

* **Note:** Apart from the University IQAC, the University has established IQAC at Domain/Faculty Level (total 12 Domain IQACs) and Institutional Level (Total 96 Institutional IQACs-*including LKO, GN, Dubai*). The Domain/Faculty IQAC is chaired by the Dean of the respective Faculty and the Institutional IQAC is chaired by Head of the Institution. The total members of the both the Institutional and Domain/Faculty IQACs have 450. The Institutional IQAC members meet once every month and domain/faculty IQAC meet once every semester.

2.10 No. of IQAC meetings held

Level	No .of Meetings
University	10
Campus	3
Domain	45
Institutional	326

2.11 No. of meetings with various stakeholders: No. Faculty
 Non-Teaching Staff Students Alumni Others

2.12 Has IQAC received any funding from UGC during the year? Yes No

If yes, mention the amount

2.13 Seminars and Conferences (only quality related)

(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC

Total Nos. International National Institution / University Level

(ii) Themes

S.No	THEME	DATE OF THE EVENT
A	International	
1.	Amity International Tourism & Hospitality Conference: Advances in Tourism, Hospitality and Aviation Global viz-a viz Indian Perspective Vision 2020	2-3 Sept 2016
2.	World History Conference 2016	6 Sept 2016
3.	One day International seminar on Bio Safety and Regulatory Affairs on GMOs & GE	9 Sept 2016
4.	6 th International Academia Meet-Unleashing the potential of youth in Next generation.	28 Sept 2016
5.	13 th Annual Convention on World Tourism Day	25 Sept 2016

B.	National	
1.	Air, Water & Soil Pollution prevention Paradigm	1 Dec 2016
2.	National Conference on Social Work 2017; New Dimensions and Challenges of Social Work and the Road Map Ahead	31 Jan 2017
3.	Epitome 2017; Conference on :Research in Architecture Cross Roads	3 March 2017
4.	Positive Psychology and spirituality for holistic health	21 March 2017
5.	Shaping India 2030: Sustainable Development & Socio-Economic Perspective and Challenges.	23 March 2017
6.	Innovations in Visual Arts	23 March 2017
7.	Workshop on Air Pollution sources and mitigations strategies.	15 May 2017
C.	Institutional/University	
1.	Training programme on audit requirement of institute.	4 July, 2016
2.	Workshop on Changing and evolving expectations from a business school teacher	5 July, 2016
3.	Briefing Session for HOIs and Various Coordinators on Choice Based Credit System	7 July, 2016
4.	Briefing Session on Outdoor Activities Based Courses (OABC)	8 July, 2016
5.	Briefing Session on Campus Discipline , Anti Ragging Etc.	8 July, 2016
6.	Awareness session of Lab Staff on hazardous waste management	19 July, 2016
7.	Energy Conservation Workshop for faculty and staff	20 July 2016
8.	General Awareness on Food Safety Management System (FSMs) Policies and Procedures	21 July 2016
9.	Workshop on Excellence in Industry Interaction and Placement	30 August 2016
10.	Environmental Awareness workshop for faculty and staff	5 Sept. 2016
11.	Training on Food Safety and Hygiene Practices	16 Sept. 2016
12.	FDP on Scientific meditation :uses in health and quality of life Quantitative Research Methods and Application	29 Sept 2016
13.	Session on “Mind-Body Medicine for well-being and success”	7 Oct. 2016
14.	Orientation on effective usage of Learning Resources for newly joined faculty members and Visiting faculty	8 Oct. 2016
15.	2 Days Workshop on Energy Conservation	24-25 Oct 2016
16.	Special Sessions for faculty members, to sensitize them to interact more effectively with the Students, identify their problems and stress level before it adversely affect their performance in studies, health and inter-personal relationship and also enhance their coping skills to withstand the normal pressure/ stress of life.	6 - 8 Dec. 2016
17.	Special Session on Holistic development of the Students through Support, Guidance and Counseling (HOIs)	9 Dec. 2016

18.	FDP on Teaching to Learning - A New Paradigm for Education	15-16 Dec. 2016
19.	Session on “New Perspectives in Stress Management”	6 Jan 2017
20.	Workshop on learning Outcome Assessment	23-24 Jan 2017
21.	Training on Hazard Analysis & Critical Control Point HACCP, Personal Hygiene and Basic of FSMS	6 Feb 2017
22.	Session on Teaching Methodology and Innovation in the classroom	2 Mar 2017
23.	Review of Institutional Performance Assessment	17 Mar 2017
24.	Workshop on Energy management System	17 Mar 2017
25.	Workshop on Microbial Analysis conducted on food samples from cafeterias	20 Mar 2017
26.	Workshop on Learning Outcomes Assessment through Scoring Rubrics and its Online Implementation	3 April 2017
27.	Briefing Session on five year Strategic plan 2017-2022	7 April 2017
28.	Training on Flow Chart and BSI Observations, Policies and Critical Control points(CCPs) (Wall Street)	11 April 2017
29.	Workshop on Operation & Management of Load	21 April 2017
30.	Awareness workshop on Hazard Identification, Risk Assessment & Control (HIRAC) Procedure and Occupational Health Safety Management System (OHSMS) Policy for Laboratory Assistants and Laboratory Attendants	17 May 2017
31.	Presentation : Deliberations on Strategic Plan for Broad Based Goals	18,19,22,24,25 & 26 May 2017
32.	FDP on Transforming Education for transforming Lives-Adopting a 5Es Framework	29 May 2017
33.	SDP on Personal and Professional Excellence	30 May 2017
34.	Workshop on Electrical Safety	1 June 2017
35.	SDP on Communication Skills and Team Building	8 June 2017
36.	Electrical Safety Training for electricians	12 June 2017

2.14 Significant Activities and Contributions made by IQAC

The following significant activities and contributions were made by University as well as Institutional IQAC in the year 2016-17:

1. The three levels IQAC were involved in detailed Strategic and Annual Planning before the commencement of academic year 2016-17. This year was significant as the strategic planning of 2012-17 was coming to an end and the university was preparing the next five year Plan 2017-22. The Following areas/aspects were included in the planning :
 - (a) Academic Planning and Strategy
 - (i) Academic & Teaching-Learning Strategies
 - (ii) Faculty Development Programmes
 - (iii) Annual Calendars-University, Institutional & Departmental level.
 - (b) Resource Planning
 - (i) Infrastructure,
 - (ii) Human Resource – Teaching & Non Teaching Staff Planning including Visiting Faculty
 - (iii) Lab /Equipment/ Software requirements.
 - (iv) Learning Resources Planning
 - (v) Teaching aids requirements.
 - (c) Research & Innovation Planning
 - (i) Faculty Annual Target
 - (ii) Research Projects. Collaborations and Patent targets
 - (iii) Research Guidance
 - (iv) Seminar, Workshops & Conferences
 - (v) Club Committee Activities
 - (d) Industry Interaction and Placement Planning
 - (i) Planning of Events, Corporate Meetings, etc.
 - (ii) Internship Planning
 - (iii) Pre Placement Talks
 - (iv) Placement Grooming Activities
 - (v) Placement Calendar
 - (e) Internationalisation Planning
 - (vi) Tie-ups
 - (vii) Collaborations
 - (viii) Faculty/Student Exchange Programmes
 - (ix) Study Abroad Programme
 - (f) Student Development Activities Planning.

2. The University also acquired the certification in Occupational health and Safety Management System through the contributions by IQACs. The IQACs prepared and conducted the Hazard Analysis & Risk Assessment of their Institutions and participated in the training workshops and audits held at the university level.
3. The Faculty/Domain level meetings are chaired by the respective Deans and University level meetings were chaired by the Vice Chancellor. The Agenda points of the Meetings were:
 - To review the suitability, adequacy and effectiveness of the processes and systems listed in the Manual/s.
 - To assess opportunities for improvement.
 - Examine the need for changes in policies and objectives.
 - Results of the audits, analysis, corrective actions taken and gaps identified in the feedback from various stakeholders.
 - Recommendations for improvement in systems and processes.
 - Based on the deliberations, the progresses on the points discussed during the previous Review Meeting were also projected.
4. Automation of the Self-Assessment Tool was done in the beginning of the academic year 2016. The University IQAC monitored the online SWOC analysis based on the self-assessment and status of the objectives set by the Institutional IQAC on the areas identified as opportunities for improvement.
5. Inventory Management System based on ERP software TCS ION has been activated during the year 2016-17 (1 Sept 2016) which covered major support activities pertaining to Procurement and Inventory of the University. This enabled the smooth conduct of stock taking and procurement process and maintaining records pertaining to purchases for the university.
6. Conducted 20 training workshops at the Institutional and Domain level for strengthening of IQAC.
7. Monitoring and Review of Action Taken Reports of the Satisfaction surveys conducted at the university level.
8. The Institutional IQAC & University IQAC members ensured the implementation of PEOs, PLOs and SLOs and outcome assessment plans OAP). The action plan for the gaps to be closed were plotted based on the root cause analysis and changes were made in the OAP accordingly.

(b) 2.14 Plan of Action by IQAC/Outcome

S No.	Plan of Action/Objective	Achievements
1.	To revise the Broad Based Goals of the University for the year 2017-22.	<ol style="list-style-type: none">1. The IQAC at the University level brainstormed and reviewed the Broad Based Goals (BBGs) of the previous years.2. The committee along with its team, constituted by the University framed the strategic initiatives and set the targets for 2017-22 for their BBG.3. The draft BBGs were discussed by the Chairperson of each Committee during the University IQAC meeting held between May-June 2017.4. The finalised BBGs were then sent for the approval of the Academic Council.
2.	To prepare a comprehensive Annual Academic Planning 2017-18.	<ol style="list-style-type: none">i. The Annual Academic planning 2017-18 was compiled and coordinated by the University IQAC. The following Sub Committees were formed who coordinated with the Domain IQAC for finalisation of the plans of the respective areas:<ol style="list-style-type: none">a) Academic Infrastructure Planning Sub-Committee.b) Manpower Planning Sub-committee.c) Learning Resources Planning Sub-Committee.d) Annual Research Planning Sub-Committees.e) Lab Equipment and Software Planning Sub-Committee.f) Annual Activities Calendar Sub-Committee & Industry Interaction, Placement & Alumni Sub-Committeeg) International Planning Sub-Committee.h) Financial Planning Sub-Committee
3	To Participate in the NIRF Ranking.	<ol style="list-style-type: none">(a) The online registration was done for five streams (University, Engineering & Technology, Management, Pharmacy & Law) in the NBA portal for NIRF.(b) The University IQAC member nominated for the NIRF Rankling checked out the prescribed formats for each parameter.(c) The data in the prescribed format was prepared.(d) After the approval of University IQAC, the data was entered in the online portal and was finally submitted.(e) The NBA intimated the ranking results on 24 April 2017. The University was ranked 52 in the University ranking.

4	To acquire the certification of Occupational Health & Safety Management System (OHSMS) from BSI.	<p>(a) To conduct an awareness workshops for all IQAC members and concerned support offices on the requirements of OHSMS.</p> <p>(b) To prepare the Hazard Analysis & Risk Assessment of all institutions.</p> <p>(c) To conduct internal audit and gap analysis of the preparations of the institutions.</p> <p>(d) To prepare for the pre-visit (Stage 1) by the external audit team.</p> <p>(e) To prepare for the final audit by the external audit team.</p> <p>(f) To monitor the progress and coordinate with the IQACs of all institutions for taking corrective action on the observations of the audit team.</p>
5	Automation of Self-Assessment Tool based on NAAC criteria.	<p>(a) The Self-Assessment Tool developed and being practiced from 2015 was put online for submission of the institutions.</p> <p>(b) The institutional IQAC entered the data online for both even and odd semester.</p> <p>(c) The Institutional IQAC was able to derive the SWOC online.</p> <p>(d) This helped the Institutions to work on the weak areas and set their objectives accordingly.</p>
6	Participated in the Swachhta Ranking of Higher Educational Institutions, MHRD, GOI.	<p>(a) The University IQAC prepared the checklist and earmarked the audit teams to conduct the audit of various blocks and institutions.</p> <p>(b) The audit team included faculties from Institutional IQAC.</p> <p>(c) The block wise reports of the audit were sent to the concerned authorities for closing the gaps before the visit of the team on 24 August, 2017.</p>

2.15 Whether the AQAR was placed in statutory body Yes No

Management Syndicate any other body

Provide the details of the action taken

The action taken to compile the AQAR 2016-2017 are as under:

1. The AQAR was compiled by IQAC members both at Institutional Level, Faculty/Domain Level and University Level.
2. The format of the AQAR was circulated to all Institutional IQAC members who compiled the data and evidences and had forwarded to the Members Secretary University IQAC.
3. At the University level, the Institutional IQAC Members discussed and submitted the AQAR 2016-17, between 1-30 September 2016, wherein the members discussed in detail the data submitted by the institutions and their evidential records.
4. The data was then compiled and put in the AQAR format as per the guidelines of NAAC.

Part – B

Criterion – I

1. Curricular Aspects

1.1 Details about Academic Programmes:

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD	57		57	57
PG	150	34	150	150
UG	103	-	103	103
PG Diploma	3		3	3
Advanced Diploma	1	1	1	1
Diploma	6	1	6	6
Certificate	2	2	2	2
Others M.Phil	5	1	5	5
Total	327	39	327	327
Interdisciplinary	20	1	20	20
Innovative	15	1	15	15

1.2 (i) Flexibility of the Curriculum: CBCS/Core/Elective option / Open options: **CBCS**

- (a) The University is following the Choice Based Credit System (CBCS) since 2014-15 and the system is strengthened now. As a result of implementation of CBCS, the students have a choice of selecting from a basket of courses (Core, Domain electives, Open Electives, Outdoor Activity Based Courses, etc).
- (b) The CBCS and Flexi timing allow students to decide their weekly academic plan and make informed decisions on their own and have multi-disciplinary competency and leadership skills.

(ii) Pattern of programmes:

Pattern	Number of programmes
Semester	325
Trimester	-
Annual	2

1.3 Feedback from stakeholders* (On all aspects)

Alumni	<input checked="" type="checkbox"/>	Parents	<input checked="" type="checkbox"/>	Employers	<input checked="" type="checkbox"/>	Students	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				<input type="checkbox"/>

**Please provide an analysis of the feedback in the Annexure*



Student Alumni and
Faculty Feedback Gra

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

1. There has been revision in the Model Frameworks for following programme groups;
 - (a) MBA (RICS)
 - (b) BBA (RICS)
 - (c) B.Arch 2016-2021 Batch
 - (d) M.Arch 2016-2018 Batch
 - (e) BOT – 2016-2020 Batch

2. There had been revision in existing Programme Structures of various programmes by the Programme Review Committee and its recommendations to the Board of Studies and approval of Academic Council held in August 2016.

3. There had been revision in existing course curriculum of various courses by the Course Review Committee and its recommendations to the Area Advisory Board and approval of Academic Council held in August 2016. The salient aspects of the revision were:
 - (a) Integrate self-work in course
 - (b) Update in Module contents
 - (c) Align module weightage and number of sessions for course delivery

1.5 Any new Department/Centre introduced during the year. If yes, give details.

The following departments/centres/institutions have been established during the year 2016-17:

S No	Name of the Dept./Centre/ Institution	Date of Establishment
1.	Amity Centre for Astronomy and Astrophysics	4 July 2016

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

	Total	Asst. Professors	Associate Professors	Professors	Others
2018	1619	161	238	0	

2.2 No. of permanent faculty with Ph.D.

905

2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
1481	-	163	107	169	-	83	-	1896	107

2.4 No. of Guest and Visiting faculty and Temporary faculty

126

287 (odd sem)

212 (even sem)

250

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended	328	344	16
Presented papers	339	326	22
Resource Persons	73	87	13

2.6 Innovative processes adopted by the institution in Teaching and Learning:

1. The implementation of **Outcome Based Assessment Plans** was initiated with effect from 2015-16. In the year 2016-17, the results of outcome assessment are integrated in the strategic planning of the university in order to ensure continued improvement in our academic processes and systems for better student learning.
2. The University has systematic process of collecting and analysing data on student learning outcomes and uses it to overcome the barriers to learning. **Programme Outcome Assessment Committee (POAC)** – is constituted by each to implement the outcome assessment tools under the guidance of Institution Assessment Committee.
3. The Committee ensures institution-wide understanding of Educational, Operational objectives and outcomes, enhance programme effectiveness and the continuous improvement of student learning.
4. Institution Outcome Assessment Committee – (IOAC) is constituted by each institution for statistical analysis of learning / operational outcome data pertaining to student's, faculty, alumni, etc. such as admissions, examinations, student feedback and other surveys and analyse.

5. Institutional Research and Planning Committee (IRPC) - IRPC is constituted by each institution chaired by the Head of Institution. The committee together with outcome assessment committee analyse the results of outcome assessment (learning outcomes and operational outcomes) of each programme of their respective institution.
6. The results of assessment of outcomes guide the choice of programme structure and course content, pedagogy and appropriate assessment methods.
7. The students are given opportunities to involve themselves in writing research papers through Independent study and research Course in which student gets credit for doing research work. As the outcome of this course many students have published Research Papers and Patents.
8. Master Session Plan of all skill enhancement courses and Entrepreneurship Awareness Camp were developed.
9. Number of students started their own ventures and joined their family business.
10. Master Session Plan of all courses running under Flipped Mode were also developed and approved by the Academic Council.
11. Buddy System was introduced in the Mentor-mentee System.

2.7 Total No. of actual teaching days
During this academic year

180

2.8 Examination/ Evaluation Reforms initiated by the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, and Online Multiple Choice Questions)

- (a) Centralized publishing of on-line Examination Schedule:** With the introduction of Choice Based Credit System and Uniform Course Coding, there was need to shift conduct of examinations from institution level to University level. Since courses having common syllabus were integrated under one course code, publishing of on-line centralized examination schedule helped in conduct of common examination using one question paper for one course code taught across various institutions.
- (b) Change in the format of OMR Answer Book and Introduction of ICR Award Sheet:** This helped in saving of time as the evaluators can fill details of 15 students in one award sheet. Previously evaluators had to fill one part in each OMR answer book for the same, which was detached post evaluation and had to be scanned separately. The change in above procedure resulted in faster compilation of results. Scanned award sheets are checked for correctness by doing quality check (QC). New system of codification using barcoded stickers has been introduced and accountability and secrecy of answer books are maintained through Barcode Numbers.
- (c) Introduction of Model Answer:** The procedure for uploading of model answer for each course prepared by the course faculty and verified & uploaded by stream coordinator has been implemented. All faculties who have been assigned evaluation duty for the course then use the model answer. Introduction of model answers has led to standardization in evaluation.
- (d)** The procedure of **setting of question papers** by paper setters has been automated with a view to bring confidentiality and secrecy by eliminating use of hard copies. This change also helped in better compliance with Guidelines for Setting of Question paper by checking coverage of entire syllabus in question papers as per weightage of the module. Provision has also been given to paper setters to link questions with Student Learning Outcomes expected from modules/syllabus in order to achieve the objective of Outcome Assessment.
- (e)** Printing of photographs of the students on their Grade Cards has been implemented.

2.9 No. of faculty members involved in curriculum Restructuring/revision/syllabus development

392	299	1619
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as member of Board of Study/Faculty/Curriculum Development workshop

2.10 Average percentage of attendance of students

94

2.11 Course/Programme wise distribution of pass percentage: The summary of average pass percentage at the University level is given below:

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
ALL AUUP Programmes	8355	6.62	51.42	29.49	-	87.53

The Programme wise distribution of pass percentage is attached.



Result
2016-2017.xlsx

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes:

1. The Institutional IQAC members along with Domain and University IQAC monitor the following activities of Teaching-Learning processes:
 - (a) Students class attendance on Daily, Weekly, Monthly & Semester basis.
 - (b) Time-Tabling activities to be planned and uploaded in the intranet for the information of students & all stakeholders.
 - (c) Conduct of classes (Course Register) with respect to planned classes.
 - (d) Results of the students, programme wise, course wise.
 - (e) Students Feedback twice a semester and ensure that the action taken report is uploaded and monitored for implementation on continuous basis.
2. The following contributions are evident through the monitoring of the above processes by IQAC:
 - (a) The gaps are identified in the conduct of process.
 - (b) The corrective and preventive actions are taken immediately.
 - (c) The Progress on implementation of the action plans according to the target dates are monitored through IQAC.
 - (d) Monitoring of class attendance has enabled the Institutions in sending timely warning of low attendance to students and their parent/guardians.
 - (e) Every month and mid semester, the IQAC analyses the classes conducted vs. planned through a prescribed format given by the University for each Programme and course. This has helped the HOI/faculty in knowing the gaps in the classes conducted and rectification measures are taken immediately.
 - (f) Through the result analysis, weak students are identified who are then mentored/ counselled and are given extra classes, if required.
 - (g) Analysis of feedback on faculty from students enables HOI to identify the faculty with low score who are then suitably counselled and guided.
 - (h) The action taken report on surveys help the Institutions to plan their activities and the monitoring by IQAC helps in taking the actions as per plan.
3. All the above activities are discussed during the IQAC meetings held at Institutional/Domain and University Level. After the review at Institutional and Faculty/Domain level, the University monitors and evaluates the conduct of above processes through Academics Office and QAE who gives the report to the Management and follows up with the Institution till the points are closed based on the corrective/preventive action taken by the Institutions.

2.13 Initiatives undertaken towards faculty development

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	2797
UGC – Faculty Improvement Programme	
HRD programmes	-

Orientation programmes	852
Faculty exchange programme	23
Staff training conducted by the university	690
Staff training conducted by other institutions	93
Summer / Winter schools, Workshops, etc.	2191
Others	

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	1814	-	300	0
Technical Staff	200	-	4	0

Criterion – III

3. Research, Consultancy and Extension

3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

In order to give a sharp focus on bringing the qualitative improvement in R&D, the University has adopted multipronged strategies as given below.

- Clear guidelines have been framed to elaborate University Policies which creates enabling environment to foster a research culture.
- Amity Science Technology and Innovation Foundation (ASTIF) has been established to promote cutting edge research in frontier areas of science & technology including other emerging fields of National & International importance as one of the main objective.
- Research activity is promoted at two levels: Funded research projects carried out basically by Faculty members/ Researchers and student research work carried out by students including Ph.D Scholars. Separate monitoring mechanisms to coordinate, monitor, facilitate and address issues related to research for both these level have been created.
- Information relating to schemes announced by various National & International agencies in disseminated to the targeted researchers/ faculty members.
- The University makes multipronged efforts to promote interdisciplinary research by holding regular meetings, lectures, interactions with faculties of different disciplines.
- Inter-institutional/ Departmental as well as National/ International collaboration to complement the expertise is promoted.
- While seeking collaboration with other investigators, care is taken to see that
 - It fills the gaps in expertise & training of the investigator.
 - It adds to critical skills which boosts the overall value.
- Training & mentoring is provided for writing successful project proposal, research paper in high impact factor, indexed journals.
- Faculty members/ researchers are encouraged to apply for bilateral, multilateral, industry related and fellowship schemes.
- The faculty mapping has been done with regard to their expertise and research experience and maintained in a central database to locate the collaborative partners from other disciplines within all campuses of the Amity University.
- Review meetings are held before submitting research proposal where Investigators are advised to prepare proposal which have deliverables focussed on societal needs.
- The University has signed a number of Memorandum of Understanding with many organizations and institutions at national and international level for undertaking research collaboration including laboratory support, joint Ph.Ds.

- The university recruits young, dynamic, and vibrant faculty at junior level and experienced renowned faculty at senior level to mentor and channelize the youngsters. Research activities are being carried out in the University by the faculty members/research scholars through funded projects and by students including Ph.D and Post-doctoral fellows.
- The University provides research scholarship to meritorious full time Ph.D Scholars.
- Financial assistance is given for attending and presenting papers at conference organized in India and abroad.
- Special academic allowance to those having Ph.D.
- On Duty leave is given to the researcher faculty members for attending conferences/ workshops etc.
- Research Cell is established in every institute to disseminate information regarding upcoming projects, call for paper presentations, enrolment in Ph.D, knowledge sharing by faculties who are expert in their field, encourage research oriented projects for Graduate & PG students, encourage publication in renowned indexed journals of higher impact factor.
- Amity University has also set up following six Directorates to coordinate, augment and generate research and innovation for continuous enhancement of research in addition to academics.

- ✓ Amity Directorate of Science & Innovation
- ✓ Amity Directorate of Engineering and Technology
- ✓ Amity Directorate of Management & Allied Areas
- ✓ Amity Directorate of Applied Arts, Humanities, Social Sciences
- ✓ Amity Directorate of Research and Innovation in Law and Allied Areas
- ✓ Amity Directorate of Research and Innovation in Health and Allied Sciences
- ✓ Directorate of Technology Transfer (DITT)

a) The Directorate of Innovation and Technology Transfer helps in interfacing Amity with Industries for commercialization. Some of the technologies which have been transferred recently to Industries include:

- Iodine Based Finger print powder for developing Latent Fingerprint which has been transferred to Pyramid Cyber Security and Forensic Pvt. Ltd., New Delhi.
- A novel composition for the preparation of herbal mosquito repellent and the process thereof transferred to M/s Tarini Herbal Company.
- A novel room temperature, low cost, alarm based LPG sensor transferred to Realty Automation & Security Systems Pvt. Ltd.
- Novel extraction procedure for dark colored herbals transferred to Shubh Laxmi Industries.
- A Rechargeable Battery System from Waste Material transferred to M/s Welspun Energy Pvt. Ltd.
- Rootonics transferred to M/ s. Sinon (Taiwan based company)
- Biodegradable Plastic transferred to MNC GXT Green Inc., Boston
- Milk Adulteration Kit transferred to M/s Everest Industries Pvt. Ltd., Ahmedabad
- Process for decolorization and photocatalytic removal of organic pollutants and dyes present in real effluent of textile and dyeing industry transferred to M/s Dew Specialty

3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	36	97	79	393
Outlay in Rs. Lakhs	9,10,30,805/-	27,38,99,736/-	31,37,16,401/-	190.10 Lacs

3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	10	09	20	NIL
Outlay in Rs. Lakhs	21,29,198/-	22,09,200/-	34,96,475/-	NIL

3.4 Details on research publications

	International	National	Others
Peer Review Journals	3016	11	-
Non-Peer Review Journals	-	-	-
e-Journals	-	-	-
Conference proceedings	1621	18	-
Case studies	1725		

3.5 Details on Impact factor of publications:

Range Average h-index Nos. in SCOPUS

3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major projects	2016-17	79	31,37,16,401/-	-
Minor Projects	2016-17	20	34,96,475/-	-
Interdisciplinary Projects	2016-17	07	1,99,80,237/-	-
Industry sponsored	2016-17	02	1,43,08,664/-	-
Projects sponsored by the University/ College	NIL			
Students research projects <i>(other than compulsory by the University)</i>	NIL			
Any other (Specify)	NIL			
Total		108	3,51,501,777	-

3.7 No. of books published i) With ISBN No.

Chapters in Edited Books

ii) Without ISBN No.

3.8 No. of University Departments receiving funds from

UGC-SAP

CAS

DST-FIST

DPE DBT Scheme/funds

3.9 For colleges NA Autonomy CPE DBT Star Scheme
INSPIRE CE Any Other (specify)

3.10 Revenue generated through consultancy

3.11 No. of conferences Organized by the Institution

Level	International	National	State	University	College
Number	23	38	7	40	NA
Sponsoring agencies	I OA, CSI,IEEE,IETE, DST, DeITY, MNRE, CSIR, ICSSR, SSD, PNS, DRDO, ISRO,UN SPIDER, Indian Science academy, ICMR,IRCT, American Centre (US Embassy), DBT & ICMR, Partnership for Nuclear Security, US Dept. Of State, MNRE, Delink Academy, Indian Council of Medical Research., European Commission, International Association of World English, etc.	RNS,DAE, IWID, ICMR, ICAR, TATA Technologies, BRNS, DAE, NCTE, ONGC, IWID, Ministry of HRD, READ India Initiatives, etc.	DEB, JK Cement, Birla White, NSE, Archie's, secure A+ Antivirus, etc.	Funding Body of the University.	

3.12 No. of faculty served as experts, chairpersons or resource persons

3.13 No. of collaborations International National Any other

3.14 No. of linkages created during this year

3.15 Total budget for research for current year in lakhs:

From funding agency From Management of University/College

Total

3.16 No. of patents received this year

Type of Patent		Number
National	Applied	107
	Granted	3
International	Applied	-
	Granted	-
Commercialised	Applied	-
	Granted	4

3.17 No. of research awards/ recognitions received by faculty and research fellows
Of the institute in the year

Total	International	National	State	University	Dist	College
72	16	56	-	-	-	NA

3.18 No. of faculty from the Institution
who are Ph. D. Guides
and students registered under them

643

1529

3.19 No. of Ph.D. awarded by faculty from the Institution

40

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

JRF SRF Project Fellows Any other

3.21 No. of students Participated in NSS events: NA

University level State level
National level International level

3.22 No. of students participated in NCC events: NA

University level State level
National level International level

3.23 No. of Awards won in NSS: NA

University level State level
National level International level

3.24 No. of Awards won in NCC: NA

University level	<input type="text"/>	State level	<input type="text"/>
National level	<input type="text"/>	International level	<input type="text"/>

3.25 No. of Extension activities organized

University forum	<input type="text" value="353"/>	College forum	<input type="text" value="NA"/>
NCC	<input type="text" value="-"/>	NSS	<input type="text" value="-"/>
		Any other	<input type="text" value="34"/>

3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

The University is committed to sustained local community development. The faculty and staff are continually engaged in various voluntary activities for societal benefit. These are:

The University promotes regular engagement of students with neighborhood community for their holistic development and sustained community development through various activities. Every Year, a programme known as Human Value Quarter is organized under which students and staff participate voluntarily in community based activities with neighborhood.

1. Every Year, a program known as **Human Value Quarter (HVQ)** is organized under which students and staff participate voluntarily in community based activities with neighborhood. Activities include organizing blood donation camps, health Camps, field training program for farmers, environmental awareness workshops, teaching the underprivileged, working with NGOs etc. Various awareness programs, workshops, rallies and road shows with themes like cleanliness, green environment & tree plantation, gender sensitization, traffic rule awareness, demonetization and digital payment, and empowerment of girls and women; and help acid-attack survivors are organized.
2. Continuous voluntary activities by students to maintain cleanliness in and around the Campus, create awareness about the role of clean environment in human health and contribute to the National **Swachh Bharat Abhiyan**
3. **Free Physiotherapy Clinic** is operated on all working days for the Community on the University Campus.
4. **Blood Donation camps** have been organized and approximately 2000 units of blood have been collected.
5. **Mental Health Clinic** "Sambodhi" wherein behaviour Science experts give treatment to mentally ill people within the campus

6. **Awareness of Legal Rights:** Creating awareness through “Samadhan- legal aid and literacy cell”, areas relating to "fundamental rights & duties", "sexual offences against women."
7. **Engagement with NGOs** like Goonj, Sahaj Swachta Aviyaan in JJ cluster, Azadpur Sabzi Mandi to name a few.
8. **Survey of Bonded Labor** in Gautam Buddha Nagar and in Ghaziabad where students are involved.
9. **Oral Health Camps** association with YouWeCan (Yuvraj Singh Cancer Foundation) and ATTAC (Aim to Terminate Tobacco and Cancer).
10. **‘Rainbow Drive’** for birds by feeding them ‘Bajra’ and water.
11. **Radio Amity 107.8** where students from various Institutions make programmes. The 3 major popular ongoing most popular program of the station with time band are Legal Aid, Agri Show & Bharat Bhagya Vidhata.
12. **Health Checkup Camp** in nearby village Sadarpur, Sector 45, Noida.
13. **‘Well Women’s Health Checkup Camp’** in association with Kailash Hospitals for spreading awareness of health and fitness amongst women.
14. **Farmer Training by Amity Centre for Agricultural Extension Services** on sustainable agricultural practices.
15. **Training of Rural Women** at Krishi Vigyan Kendras for simple post-harvest technologies like use of “Zero Cool Chamber” for storage of agricultural produce at farm site to minimize post-harvest losses, production of puree, paste and leather for value-addition, packaging of agricultural produce, etc.
16. Organization of annual **Amity Polo Cup** to sponsor support for the education of under-privileged girl children through AMITASHA and of the male child through ATULASHA.

Criterion – IV

4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	106 acres	-	By sponsoring body i.e. (RBEF).	106
Class rooms+ Tutorial	644	9		644
Laboratories	362	35		362
Seminar Halls (Including Seminar Hall, MDP & Moot Courts)	15	-		15
No. of important equipments purchased (\geq 1-0 lakhs) during the current year.	-	6		
Value of the equipment purchased during the year (Rs. in Lakhs)	1967.96			1967.96
Others : Sports Ground	15 acre			15 acre
Lounge & Meetings Rooms	5			5
Hostels	12	-		12
Studio	10	2		10
Psychology Lab	1			1
Physiotherapy Clinic	1			1
Mental health Clinic	1	1		2

(a) Lucknow Campus:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	40 acres	0	By sponsoring body i.e. (RBEF). through AUUP.	40 acres
Class rooms	215			215
Laboratories	142			225
Seminar Halls	10			10
No. of important equipments purchased (\geq 1-0 lakh) during the current year.				
Value of the equipment purchased during the year (Rs. in Lakhs)				

Others : Sports Ground	1	0		1
Lounge & Meetings Rooms	Lounge- 1 & Meeting Rooms - 2	0		3

(b) Dubai Campus:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	10,251.27 SQM	-	By sponsoring body i.e. (RBEF)	10,251.27 SQM
Class rooms	52	-		53
Laboratories	56	-		28
Seminar Halls	6	-		6
No. of important equipments purchased (\geq 1-0 lakh) during the current year.	-	110		
Value of the equipment purchased during the year (Rs. in Lakhs)	-	-		
Others :	-	-		-
Lounge & Meetings Rooms	4	-		4
Hostels	2 (190 inmates)	-		

4.2 Computerization of administration and library:

- The libraries at Amity are more like Integrated Knowledge Resource Centres that are stocked with over 2 lac books in total; periodicals, references, national and international journals, covering all aspects of academic studies and research materials. Amity Library has over 17,000 online journals. Some of the online resources Amity students have access to are Ebsco Host, IEEE Explore, ACM Digital Library, Scopus etc. Access to e-journals, databases etc is provided through AUUP Portal "Amizone" (www.amizone.net). All e-resources are accessible locally within the campus as well as remotely.
- OPAC/Web OPAC is main tool to provide access to the library collection. Library website also provides information about resources, sources, rules and regulations.
- AUUP Libraries are automated using open source software "KOHA". Description of ILMS is as follows:
 - Name of the ILMS software – KOHA
 - Nature of automation (fully or partially)– Fully
 - Version– 3.18.05.100
 - Year of automation– 2012–13
- Each library has adequate number of work stations to facilitate searching/accessing OPAC, e-resources, web browsing and for other academic works. Provision has also been made to allow downloading/printing of material from these resources. AUUP has installed excellent ICT infrastructure with adequate bandwidth for fast and seamless access to Internet. AUUP Libraries are also members of DELNET. Free WI-FI, internet access, free download and printout facility have been provided.
- All students and faculty have access to electronic data bases which encourages them to use e-learning resources, Database/Software packages provided to the staff and students are given below as:

(a) Digital Library	(b) Digital Signage	(c) SSC Online
(d) Manupatra Online	(e) Saba e-learning	(f) SCOPUS

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	171493	75753182	8135	5897875	179628	81651057
Reference Books	46996	22913519	875	656250	47871	23569769
e-Books	93 databases of sites having above 150000 books.					
Journals	127	401290	22	358835	149	760125
e-Journals	7247	-	-	-	7247	-
Digital Database	15				15	
CD & Video	4400				4400	

The **libraries** at Amity are integrated Knowledge Resource Centres that are stocked with over 1,25,000 books in total, periodicals, references, national and international journals, CD-ROMs covering all aspects of academic studies and research material. Amity Students have access to various electronic information resources for **online databases, Journals, Case studies, research materials** etc. Some of the popular online resources accessible to amity students/faculty are EBSCO, OXFORD JOURNALS, CAMBRIDGE, UNIVERSITY PRESS, TAYLOR & FRANCIS, UGC-INFONET, SpringerLink, RSC, IOP, Portland Press Limited etc.

4.4 Technology upgradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Others
Existing	16151 (including laptops and desktops)	72	1. The University does not have any separate internet/browsing centres or computer centres. Computer labs are centrally available to students/Institutions. 2. Dedicated computing facilities a) Internet in All Computer Labs b) Internet in Residential area c) Wi-Fi in entire campus including Hostels d) High speed printers and scanners in various blocks for students. e) LCD Projectors f) Audio Visual Class rooms 3. LAN facility - One network across the campus and access internet/intranet resources under uniform network policy. 4. Number of nodes with internet facility - More than 100 Servers on virtual platform using VMware and HP Blade servers. Free high speed internet connectivity from multiple ISP's.					
Added	1200	2						
Total	16151	72						

4.5 Computer, Internet access, training to teachers and students and any other programme for technology

Upgradation (Networking, e-Governance etc.)

1. Computers: The configuration of the computers and laptops issued to the Institutions/faculty are given as under:
 - (a) Desktop (Intel i3 , Dual Core, Celeron Processor with 2-4 GB RAM and 250 GB to 500 GB HDD).
 - (b) Laptop (Core2duo 2.4 Ghz/i3-4030U 1.90 GHZ,i5-5200U, 2 GB to 4 GB RAM,250 GB to 500 GB HDD).
2. The following IT facilities have been added during the year 2016-17:
 - (a) Access Points (CISCO) installation for 100% secure WiFi coverage was done in April 2017.
 - (b) Up-gradation of Projector with individual PA system for classroom and seminar halls.
 - (c) Firewall up-gradation (Fortinet)
 - (d) Access Control System up-graded with Biometric by Solus.
 - (e) Academic Lab up-gradation as per software requirement.
 - (f) End point Security with Forti certificate.
 - (g) Visitor Management System with QR code.
 - (h) Training to Students: During the Orientation Programme students are given presentation on the rules & regulations, Information and details of the reports available to them in the intranet Amizone. Number of Workshops/Seminars/Debates/Quiz related to Digital Literacy such as Cyber Security, Digital India, and Social Media have been conducted for students apart from IT courses embedded in their programmes.
3. The implementation of e-governance is evident in all the areas of operation such as:
 - (a) Planning & Development
 - (b) Administration
 - (c) Finance and Accounts
 - (d) Student Admission and Support

4.6 Amount spent on maintenance in lakhs:

i) ICT	868.48
ii) Campus Infrastructure and facilities	319.64
iii) Equipments	33.99
iv) Others	2112.63
Total:	3334.74

Criterion – V

5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

The information about Student Support Services, available in the University, is being given to students and all stakeholders through the University web site. However, the IQAC, both at Institutional & University level, enhances the awareness about the Student Support Services by the following ways:

1. Students are members of IQAC at the Institutional Level.
2. During the time of admission, students are given the Brochure which contains all the information and details of the support services available to the students.
3. During the Orientation programme, the Heads of the various Support services address the students about the services in details through presentations. Some of the support services/systems available to the student are given below:
 - (a) Cafeterias
 - (b) Clinic
 - (c) Banks
 - (d) Post Office
 - (e) Shopping Plaza
 - (f) Library
 - (g) Examination
 - (h) Guidance & Counselling Cell
 - (i) Quality Assurance & Enhancement.
 - (j) Military Training Camps
 - (k) Placement
 - (l) Mentor-Mentee System
4. The Quality & Environmental Policy of the University is displayed at all prominent places, seminar halls, offices of the Institutions, corridors, etc.
5. The IQAC ensures that notices and the information about the various support services are displayed in the Amity intranet, Amizone.
6. The IQAC also conducts awareness workshops and seminars on updating the knowledge of the students about the various support services and environmental issues.
7. In addition to the above, the University is one of the earliest to implement the mandate given by the Hon'ble Supreme Court to conduct Environment Module, through Amity Institute of Environmental Sciences. Accordingly, all the students in the university undergo a compulsory four credit course on Environmental Science. The students during this course visit various facilities (services) provided by the University to familiarise themselves with the services and does an in-house project under the guidance of a faculty.

5.2 Efforts made by the institution for tracking the progression

1. The students' progression is tracked in two phase:
 - (a) During the stay of the student while completing the programme
 - (b) After the students has competed the programme
- (a) During the stay of the student in the university:
 - The Academic progression of each student is tracked at various level within the Institution :
Prog. Leader (PL) → Head of the Department/Institution → Dean/Domain Head
 - The students achievement in extra curricular activities are also tracked through Club / Committee participation and awards.
 - During the programme, the Institutional Corporate Resource Cell with the help of Programme Leaders and Faculties identifies students career needs, whether the students desires to go for corporate jobs, higher studies, join family business, ventures into his own start-up or appear for competitive examination. Accordingly, the students are groomed and trained.
- (b) After completion of the programme:
 - The University has created an Alumni Web Portal through which the Alumni progression is tracked.
 - Also, each Institution has few alumnus who are part of the alumni network and they participate in the activities of the institutions as members of various bodies like IQAC, Mentor-Mentee System, Board of Studies, Admission Committee, etc.
 - Illustrious and prominent alumni are invited to deliver special lectures which are motivating to the students.
 - List of outstanding performers are available in the Alumni Portal.

5.3 (a) Total Number of students

(b) No. of students outside the state

20375

(c) No. of international students

1374

Men	No	%	Women	No	%
	21085	53		18761	47

Last Year						This Year					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
31994	455	233	3264	0	35946	34750	614	287	4195	0	39846

Demand ratio: 3.77

Dropout: 8%

5.4 Details of student support mechanism for coaching for competitive examinations (If any)

1. The students are during the time of orientation briefed about the industry expectation through address by experts from Academics and Industry experts, which is periodically repeated during the duration the programme.
2. Based on the interest of students as mentioned in 5.2.1 above, further guidance for coaching for competitive examination is done through various modes by expert departments at the University level:
 - (a) Amity Institute of Competitive Examination
 - (b) Amity SSB Academy
 - (c) Amity Innovation Incubator
 - (d) Amity Centre for Entrepreneurship Development
3. Amity Institute of Competitive Examination enhances the knowledge base of students by developing their analytical skills and ability to succeed in competitive examination. Apart from preparing students for examination such as CAT, MAT, GMAT, Pre-CAT, etc, it also conducts seminars/workshops and interactive sessions wherein students are given training to attempt aptitude paper and appear for GDs and PI trainings and help the student to identify the best suited competitive examination they should appear for based on their skills, specialisation and preference.
4. Amity SSB Academy provides quality pre-selection training to candidates aspiring to join Indian Defence and Police Forces, NDA, CDSE, NCC & AFCAT.
5. The Amity Innovation Incubator comprises of a richly experienced team of Domain and industry mentors to ensure that the right guidance is available to budding entrepreneurs. The incubator selects students with great ideas and burning desire to become successful entrepreneur.
6. Amity Centre for Entrepreneurship Development is established with the objective to “**create awareness and interest in entrepreneurs among students**”. The centre is dedicated to conduct various courses, workshops, training and counseling sessions to generate ideas, work on business development plan and coordinate with Institutional Faculty Coordinator to conduct various activities to support the students. The Centre also organised “Lakshya 2016” –National Level Business Plan Competitions were held to make the students think out of the box ideas. Once the students are fully ready with their plan and passion for their idea, they are moved to Amity Innovation Incubator through a rigorous selection process.
7. Also, the curriculum of the final year students are so designed that their analytical skills are enhanced and the students are able to clear the entrance examination.

No. of students beneficiaries

5.5 No. of students qualified in these examinations

NET SET/SLET GATE CAT /GMAT
IAS/IPS etc State PSC UPSC Others

5.6 Details of student counselling and career guidance

1. The University has the following well established processes and departments that supports the students for counselling and career guidance:
 - (a) Industry Interaction Cell (IIC)/Corporate Resource Cell (CRC) at Institutional level.
 - (b) Amity Technical Placement Centre (ATPC) for Engineering, Science & Technology students.
 - (c) Amity Centre for Entrepreneurship Development
 - (d) Amity Institute of Competitive Examination
2. The above departments interact with the students and Institutional faculty Coordinators to conduct various workshops/ seminars, sessions and talks for counselling and guiding the student to avail the best options based on their performance, interest, aptitude and merit.
3. Special workshops are conducted for:
 - (a) Resume writing by experts
 - (b) Entrepreneurship Awareness Camps
 - (c) Guest lectures by Successful Entrepreneurs
 - (d) Sessions by Funding Agencies, venture capitalists
 - (e) Idea Generation Workshops
 - (f) Workshop on Business Plan Development
 - (g) Workshop on Training the Trainer in Entrepreneurship
 - (h) Women Entrepreneurship Development Programme
 - (i) Technology Entrepreneurship development Programme
 - (j) Counseling and Mentoring of Students
4. **Unique Mentor-Mentee system at institution level:** to provide sound counseling on emotional, personal, academic and career concerns to students. A faculty mentor, in is assigned to each student, who acts as friend, philosopher, guide and help the student in academic, non-academic and career related activities.
5. **Counseling and Guidance Centre at University:** to provide, personalize professional and confidential guidance, counseling and supports to students. A variety of issues handled by the centre include career related ammeters apart from emotional, personal, interpersonal relationships, depression, lack of motivation, etc.

No. of Students benefitted

11207

5.7 Details of campus placement

On Campus			Off Campus
Number of organizations visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
1006	8295	2823*	9

* students opt for higher studies and start their own ventures/family business

5.8 Details of gender sensitization programmes

1. At Amity University, gender sensitivity and gender sensitisation is accomplished through amalgamation of theory and practice. Gender related courses are inbuilt in various degree programmes offered as open/ domain electives. To name a few, Amity University offers courses like Sociology of Gender, Gender & Education, Gender psychology, Gender & Social work, Gender and Development.
2. Through these courses students are apprised about conceptual, theoretical and analytical understanding about gender as a social construction and various approaches to work towards gender equity with in India and from a cross-cultural perspective.
3. There are many platforms for hands-on experiences related to gender sensitivity which enable students to interface with real life situations such as field work, community outreach, gender sensitization activities under Amity Human Values celebrations, seminars, conferences, guest lectures, events such as gender talk cum photo exhibition in collaboration with NGOs, street plays and the like.
4. Student and Faculty are also actively engaged in various programmes of Amity Community Radio on social relevant themes. 2,281 students have been engaged in planning conducting programmes on Amity Community Radio related to Health, Spirituality, career, cleanliness, women empowerment, yoga, **gender issues**, environment, child health, agriculture, mental health, legal issues etc.
5. Total of 19 programmes **gender equity promotion programs organized by the institution during the year 2016-17 in which** 7544 students participating in extension activities with Government Organisations, Non- Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc.
6. The University promotes gender sensitive environment. The academic ambience of the University promotes sensitivity & respect to one another. The life skills education training to the students, faculty & staff has developed a conducive professional relationship. All new faculty members undergo an induction programme to understand, be sensitive, and be able to adapt to the various needs, concerns, and characteristics of a multitude of different people including women.
7. All programmes offered by the university are common to both the genders, therefore there is no gender bias or reservation with reference to the gender. In addition workshop /training programmes are conducted on legal rights, protection from domestic / social violence, gender sensitivity etc.
8. The University has established a Complaint Committee & Women Helpdesk at university level to address the issues related to sexual harassment.

5.9 Students Activities

5.9.1 No. of students participated in Sports, Games and other events

State/ University level National level International level

No. of students participated in cultural events

State/ University level National level International level

5.9.2 No. of medals /awards won by students in Sports, Games and other events

Sports: State/ University level National level International level

Cultural: State/ University level National level International level

Some of the events in which the students of Amity University Uttar Pradesh participated and won are listed below:

1. National Shooting Championship, Pune - Gold Medal by Kamal Setia
2. All India Inter University (Shot Gun) – Silver Medal by Prithvi Singh Chahal
3. National Field Indoor Archery Championship - Cup National (Senior Men- Five Spot)- Silver Medal by Monu Kumar H. Baiju Rai
4. National Field Indoor Archery Championship - Cup National (Senior Men-Team Event)- Gold Medal by Monu Kumar H. Baiju Rai
5. National Field Indoor Archery Championship - Cup National (Senior Men- Single Spot)- Gold Medal by Monu Kumar H. Baiju Rai
6. National Field Indoor Archery Championship - Cup National (Senior Men-Over All- Gold Medal by Monu Kumar H. Baiju Rai
7. National Field Indoor Archery Championship - Cup National (Senior Men- Mix Spot)- Silver Medal by Monu Kumar H. Baiju Rai
8. "Miss Diva2016" - Miss Universe India 2016 by Avantika Masand
9. Performed at main event of North east fest in front of Hon'ble PM by Suprakash Majumdar
10. Inter Institution Competition at IIT Guwahati - Alcheringa 2016 - First Position , Cash Prize Rs. 70,000/- and Goodies worth Rs. 60,000/- by Kabir Agarwal
11. Inter-Institute Fashion Competition-Vogue 2016- Second Prize by Avantika Masand
12. Research Grant awarded from international Bat Conservation Fund by Reetika Maheshwary
13. Inter-Institution Wild Life Photography competition -First Prize by Parazual Gurung
14. Secured Fellowship from IISER Mohali for Internship on Bird feeding ecology by Paul Pop Mampilly
15. World Nuclear Olympiad - Finalist 2016 by Diksha Sharma
16. Inter-Institution Competition at IIT Kanpur-Synchronicity-Best Bassist Award by Suprakash Majumdar and Best Instrumentalist Award by Suprakash Majumdar
17. Uttarakhand State Rifle Competition, State Level Shooting Open sight rifle -10 mts. - Second Position , Silver Medal by Himanshu Bhardwaj

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18. Won Silver Medal - Second Position 2016 in All India Senior Nationals 15s Kolkatta by Ria Bisht
19. Inter institution Western Group Dance competition IIT Delhi RENDEZVOUS- 1st prize by Sujoy Kar
20. Ms. Earth India 2016. by Ms. Sakshi Gupta
21. Inter Institution MUN competition 2016 -Grant of Rs 2000 by Mr. Pankit Arora
22. Inter Institution Hindu Policy Summit /Head of Photography- prize of Rs 2000 by Mr. Pankit Arora
23. Inter Institution MUN competition - Best Speaker in Turcoat Debate - 1st prize by Jai Sharma

5.10 Scholarships and Financial Support

	Number of students	Amount
Financial support from institution	3323	219,268,075
Financial support from government	3 +81	120,000 -
Financial support from other sources	339	8,552,292
Number of students who received International/ National recognitions	468	5,075,150

5.11 Student organised / initiatives

Fairs	: State/ University level	<input type="text" value="20"/>	National level	<input type="text" value="1"/>	International level	<input type="text" value="1"/>
Exhibition:	State/ University level	<input type="text" value="12"/>	National level	<input type="text" value="0"/>	International level	<input type="text" value="0"/>

5.12 No. of social initiatives undertaken by the students

5.13 Major grievances of students (if any) redressed:

Amity has a multi layered student grievance redressal system. The students have facility to lodge their grievances both ways i.e. offline and online.

The grievances are resolved at Institutional as well as University level through a well laid down Guidelines for Grievance Redressal Mechanism.

Student having a problem approach the Programme Leader/HoD/HoI at his/ her institute/department level. Student's problems that cannot be resolved at the Institutional level are escalated to appropriate University Officials.

All grievances of the students are addresses as per the Escalation matrix laid down by the University. There had been no major grievance of the students, however the following grievances were noticed and redressed by the University:

1. Student staying in the hostel complained that they felt security threat as the entry to the hostels was manual.

The turnstiles were created to restrict the entry of external members to the hostels. The hostels students have the access to entry and exit through punching their identity cards.

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

VISION

“Building the nation and the society through providing total, integrated and trans-cultural quality education and be the global front runner in value education & 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.”

6.2 Does the Institution have a Management Information System

Yes, Amity University has a well designed Management Information System and has developed in-house enterprise wise information on intra-net known as AMIZONE.

1. The University intranet AMIZONE is the most comprehensive source of information on academic and non academic matters, programmes and policies of relevance to students, parents, faculty, and staff members of Amity and other interested parties of AUUP. AMIZONE describes the University’s code of conduct and fundamental standards stating the expectation from all key stakeholders and interested parties. All university Regulations and Policy Guidelines are outlines and published in AMIZONE.
2. Few reports generated on AMIZONE is given below:
 - (a) Academics:
 - (i) Registration:
 - Report of Enrolled Students
 - Registration analysis
 - Report of generation of student & parent Amizone password
 - (ii) Uniform Course Coding:
 - Master Academic Planning Worksheet
 - Domain/Open Elective Courses: Students attendance, session plans and Internal/External marks.
 - (iii) Time Table:
 - Faculty Allotment
 - Consolidated time table report
 - Tracking the classes

- (iv) Course Management
 - Report on course material uploaded
 - Sessions planned report
 - Consolidated Attendance Report
 - Classroom Recordings
 - (b) Examination and Evaluation
 - (v) Result Analysis:
 - Promotion report
 - Course-wise result report
 - Debarred/Permitted List
 - Admit Card Status
 - Preparation of question papers
 - Moderation of Question papers
 - OMR Sheets
 - Model Answers
 - (vi) Non Teaching Credit Courses (NTCC):
 - NTCC Registration
 - Weekly Progress Report
 - NTCC Reports
 - (vii) Guided Self Study Course (GSSC):
 - Faculty Allotment
 - Back papers payment
 - (c) Feedback & Surveys
 - (i) Faculty Feedback:
 - Faculty wise feedback analysis
 - Area wise feedback analysis
 - (ii) Student Exit Survey-Exit survey feedback & report.
 - (iii) Students Surveys on various activities/processes.
 - (iv) Alumni Survey and action taken report
 - (v) Industry Survey and action taken report
 - (vi) Parent Survey and action taken report
 - (d) HR:
 - Employee Grievance/Suggestion Box
 - Employee attendance
 - Employee leave
 - Leave register
 - (e) Inventory Management System:
 - Stock Taking
 - Procurement
 - Maintaining Purchase records
 - Online Purchase Orders and Requisites
3. The reports /analysis are disseminated horizontally and vertically and are incorporated in the institutional review, planning and decision making. Periodic reviews are conducted at institutional domain and university level where the analyzed and interpreted data is considered for the effectiveness of the research function and the suitability and usefulness of the data generated.
4. Data generated through Institutional Performance tool based on the National Accreditation and Assessment Criteria (NAAC) is used for conduct the SWOT analysis of department/institution.

6.3 Quality improvement strategies adopted by the institution for each of the following:

6.3.1 Curriculum Development

1. To adopt the requirements of UGC/Statutory and regulatory bodies in curriculum development.
2. The latest technological developments to be incorporated in the syllabus while reviewing the curriculum.
3. Benchmarking our performance with international best institutions.
4. Have a meaningful feedback from international accreditation bodies and renowned researchers and academicians.
5. Identification of training needs for updating the knowledge and skills in faculty as per

6.3.2 Teaching and Learning

1. Adoption of international best practices in academic delivery.
2. Feedback from the students and industry.
3. Continuous upgradation of infrastructure and resources.
4. Continuous improvement of support processes.
5. Assessment of students progression.
6. Skill Based Learning: University to introduce a variety of courses in order to enhance entrepreneurial as well as social skills of the students.

6.3.3 Examination and Evaluation

- 1. Centralized publishing of Examination Schedule:** With the introduction of Choice Based Credit System and Uniform Course Coding, there was need to shift conduct of examinations from institution level to University level. Since courses having common syllabus were integrated under one course code, publishing of centralized examination schedule helped in conduct of common examination using one question paper for one course code taught across various institutions.
- 2. Change in the format of OMR Answer Book and Introduction of ICR Award Sheet:** This helped in saving of time as the evaluators can fill details of 15 students in one award sheet. Scanned award sheets are checked for correctness by doing quality check (QC). New system of codification using barcoded stickers has been introduced and accountability and secrecy of answer books are maintained.
- 3. Introduction of Model Answer:** The procedure for uploading of model answer for each course prepared by the course faculty and verified & uploaded by stream coordinator has been implemented.
- 4. The procedure of setting of question papers** by paper setters has been automated with a view to bring confidentiality and secrecy by eliminating use of hard copies. This change also helped in better compliance with Guidelines for Setting of Question paper by checking coverage of entire syllabus in question papers as per weightage of the module. Provision has also been given to paper setters to link questions with Student Learning Outcomes expected from modules/syllabus in order to achieve the objective of Outcome Assessment.
- 5. Printing of photographs of the students on their Grade Cards has been implemented.**

6.3.4 Research and Development

In order to give a sharp focus on bringing the qualitative improvement in R&D, the University has adopted multipronged strategies as given below:

1. Clear guidelines have been framed to elaborate University Policies, which creates enabling environment to foster a research culture.
2. Promote cutting edge research in frontier areas of science & technology including other emerging fields of National & International importance as one of the main objective.
3. Research activity is promoted at two levels: Funded research projects carried out basically by Faculty members/ Researchers and student research work carried out by students including Ph.D Scholars. Separate monitoring mechanisms to coordinate, monitor, facilitate and address issues related to research for both these level have been created.
4. Information relating to schemes announced by various National & International agencies is disseminated to the targeted researchers/ faculty members.
5. The University makes multipronged efforts to promote interdisciplinary research by holding regular meetings, lectures, interactions with faculties of different disciplines.
6. Inter-institutional/ Departmental as well as National/ International collaboration to complement the expertise is promoted.
7. Young faculty is encouraged to collaborate with experienced mentors.
8. While seeking collaboration with other investigators, care is taken to see that it fills the gaps in expertise & training of the investigator and adds to critical skills which boosts the overall value.
9. Training & mentoring is provided for writing successful project proposal, research paper in high impact factor, indexed journals.
10. Faculty members/ researchers are encouraged to apply for bilateral, multilateral, industry related and fellowship schemes.
11. The faculty mapping has been done with regard to their expertise and research experience and maintained in a central database to locate the collaborative partners from other disciplines within all campuses of the Amity University.
12. Review meetings are held before submitting research proposal where Investigators are advised to prepare proposal which have deliverables focussed on societal needs.
13. The University has signed a number of Memorandum of Understanding with many organizations and institutions at national and international for undertaking research collaboration including laboratory support, joint Ph.Ds.
14. Creation of World-class Infrastructure, Notably Stem Cell Culture facility Lab, Spintronic Materials Laboratory have been created during the year 2015-16 with University fund. In addition, high end instruments like Confocal Microscope, High Performance Liquid Chromatograph, Gas Chromatograph, Atomic Force Microscope, X-Ray Diffractometer, DLS spectrometer and many other equipment have been procured.

6.3.5 Library, ICT and physical infrastructure / instrumentation

Library:

1. Ensure availability of books and journals as per the statutory body requirements at all the times by conducting regular Library Management Committee meetings.
2. Regularly analysing the issuing of books, footfalls, etc.to further improve on the gaps observed.
3. Automating upgradation of titles and volumes of books.
4. Reducing the time of indenting and procurement of books, journals, e-journals, etc.
5. Take action on the suggestions received by the students and faculty.

ICT:

1. Upgradation of Multi-Protocol Level Switching (MPLS) connectivity.
2. Provide fiber connectivity to all Wi-Fi access control.
3. Keeping abreast with latest technology and implementing them in the University.

Physical Infrastructure/instrumentation:

1. Upgrading the physical infrastructure as per the Annual Academic Planning approved by the University IQAC and other relevant bodies of the University.
2. Establishing and maintaining Science & Technology instrumentation centre at the campus.

6.3.6 Human Resource Management

1. Fully automated system outsourced from TCS-ION for the Human Resource Management.
2. Have an transparent system of grievance handling for faculty and staff ensuring confidentiality and fair process.
3. Analyze the issues raised during the exit interviews for revision in the procedures and guidelines of the university.
4. Ensuring the happiness quotient among the faculties and staff.
5. Conducting regular faculty development programmes to create awareness and increase the knowledge level of faculty in university regulations and guidelines.
6. Consider the requirements and suggestion of the faculty and staff to create welfare schemes.
7. Improvement in HR Procedures through periodic satisfaction surveys of employees and taking action on the gaps wherever the satisfaction level is low.
8. Providing equal opportunity for employment and growth irrespective of gender, religion, race, disabilities, etc.

6.3.7 Faculty and Staff recruitment

1. Mechanism for fair and equitable allocation of resources to all institutions through University Resource Planning and Strategy Sub-committee under the University Annual Academic Planning and have a periodic review.
2. Building competency mapping for each level of faculty and staff and process the recruit as per the skills and requirements.

6.3.8 Industry Interaction / Collaboration

- 1) Continuous interaction with the industry for identification of gaps between industry aspirations and skills imparted to students. Providing timely solutions for bridging the gap to the Management.
- 2) Analyzing near term, mid term and long term developments in technology, industrial and commercial scenario for evolving, matching solutions for skill development.
- 3) Preparing a roadmap and placement calendar for each and every activity and process of placement activities..
- 4) Coordinating for collaborations from industry in partnership for academic activities.
- 5) The strategies adopted as above have resulted in following :
 - (a) CII School Of logistics: The Confederation of Indian Industry (CII) and Amity University together will be launching The CII School of Logistics (wef Academic Session 2016-17) to bridge the gap between industry and academia. This will help large companies to tie up with the right academic institutions and provide necessary input to tailor their academic programmes, through the program, the two bodies hope students will have access to work on live cases and that would improve the employment opportunities.
 - (b) RICS is another example of industry led academic institution wherein the RICS School of Built Environment has been established to bridge the professional skills along with academic knowledge.
 - (c) Collaboration with TATA Technologies. Some of the major highlights of this alliance are:
 - Curriculum will be industry based and designed by Tata Technologies.
 - Technological solutions will be used for collaborative learning.
 - Simulated environment, state of the art machinery and high-end software will be used for the best experience.
 - Students will be able to pursue internship in top global OEMs in a professional set up thereby equipping them for the future.

6.3.9 Admission of Students

1. Identification of students and parent needs and demands of industry .
2. Analysing the changes in education policy by Government/UGC/Regulatory Bodies.
3. Continuous tracking of education policies and related developments for inputs to Management.
4. Gauging the aptitude and skill of students coming for admission to various programmes.
5. Finding the best fit for incoming students to match their aptitude and skills with programmes where they can show their best results.
6. Counselling and guiding the students for the right choice of programmes and courses.

6.4 Welfare schemes for:
Teaching & Non-Teaching:

1. The University has a welfare mechanism in place, for teaching and non-teaching staff. The various welfare schemes are:
 - (a) Opportunities for international exposure, as per laid down scheme.
 - (b) Financial assistance to meet emergency medical expenses of staff and family members.
 - (c) All the non-doctoral faculties are encouraged to get enrolled for Ph.D. program through their HOI.
 - (d) Medical Insurance: For all faculty and staff members. On campus free medical facilities.
 - (e) Fee Concession is given to the faculty members and other employees who are doing PhD with Amity to promote Research Excellence.
 - (f) Priority given in the school admission of wards of the faculty and staff.
 - (g) Short term advances including salary, etc.
 - (h) Child Allowance
2. The following facilities are also provided to employees by the AUUP, which help in maintaining healthcare, morale, safety and satisfaction:
 - (a) Amity Clinic.
 - (b) Maternity benefits.
 - (c) Medical leave.
 - (d) Yoga classes.
 - (e) Psychological counseling & rehabilitation clinic apart from employees insurance
 - (f) 24 hour power back-up (100%).
 - (g) Wi-Fi facility.
3. The faculty members are having dedicated cabins & workstations wherein they can perform their duties effectively.
 - (a) Crèche facility.
 - (b) Cafeterias.
 - (c) Transport.
 - (d) Bank facility.
 - (e) Post office
 - (f) Synergy cards.
 - (g) Marriage gifts.
 - (h) Shopping complex.
 - (i) Swimming pool.
4. A committee of Faculties examine annual feedback of employees and accordingly submits welfare proposals to the HR Department for consideration.

Students:

1. Services of office of Dean Students Welfare are available to students on 24X7 basis.
2. Comprehensive Medical insurance cover for all students
3. Amity Clinic where 24 hours doctor is available for consultancy and treatment.
4. Full fledged establishment of counselling and guidance centre in the campus
5. Dedicated Laundry facility.
6. Loan Facilities with options from various banks.
7. Scholarships for merit and need basis.
8. Yoga Classes.
9. Psychological Counselling by experts.
10. Wi-Fi Facility.
11. Synergy Cards wherein discounted items can be purchased at prominent shopping areas in the vicinity of NCR.
12. Cafeteria facilities.
13. Food Court, Book shop & shopping complex.
14. Transport
15. Bank & ATM facilities inside the campus.
16. Gym and Bowling Alley inside the campus.
17. Personality development classes for better placements
18. SSB Academy training by professional from Army background.

6.5 Total corpus fund generated

391.36 crores

6.6 Whether annual financial audit has been done

Yes

No

6.7 Whether Academic and Administrative Audit (AAA) has been prepared?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	BSI	YES	IQAC/QAE/ University Internal Team
Administrative	Yes	BSI		

6.8 Does the University/ Autonomous College declare results within 30 days?

For UG Programmes

Yes

No

For PG Programmes

Yes

No

6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?

1. The following efforts have been made by the University to bring in examination reforms:
 - (a) Question Paper Setting Process has been automated :
 - Submission of 03 sets of Question Papers online on Amizone by the appointed faculty / paper setter.
 - In case any course is offered at all 03 Campuses, i.e. Noida, Gr. Noida and Lucknow then one paper setter from Lucknow campus is mandatory.
 - No question paper is accepted in Hard Copy.
 - Moderation is also done online.
 - (b) On - line availability of Model Answers for standardization of evaluation.
 - (c) On -line submission of evaluation bills by the evaluators thus fast processing of bills to speed up the process, centralized evaluation is done.
 - (d) Introduction of New OMR Answer Books. New OMR answer book has 2 Parts. Part II is details of the student which is scanned first. After Evaluation the marks are transferred to award sheet which consists marks for 15 students in single award sheet, hence the scanning time is reduced considerably. Scanned award sheet is checked for correctness (QC) thereafter it is uploaded on Amizone. The bar code number provided to each answer-book to maintain the secrecy.
 - (e) Automation of Result Moderation - Once moderation is approved by Chairperson of Result Moderation Committee, marks and grades automatically get updated in the results.
 - (f) Deputation of separate team of checkers to ensure that no question is left un-evaluated and all marks awarded are transferred on OMR and are correct. The system has becomes so effective that hardly any change in marks is noticed after rechecking.
 - (g) On- line submission of GSSC & back paper fees with semester fees.
 - (h) On -line marking of attendance and satisfactory status for GSSC students has been linked with admit Card.
 - (i) Enforcement of Regulation and Guide Lines of NTCC to ensure the seriousness for the course and its mandatory requirement (a) students self effort Weekly Progress Report (WPR) (b) Plagiarism check (c) Timely conduct of viva voce by external experts.
 - (j) On- line processes of exam activities and improvements in the system have facilitated timely declaration of results and conduct of convocation on schedule. (98% results declared before 14 June 2016)
 - (k) Online system for Examination Form, Admit Cards, Results and Degree, submission of practical, Projects and Continuous Internal Assessment marks, Debarred status, has made the process transparent and less error prone and streamlined examination department.
 - (l) Format of question paper, distribution of marks and evaluation process is informed in advance to the HoI's.
 - (m) On line process has reduced the students grievance to minimal, Redressal of grievances of students is resolved same day or by next day.
 - (n) The Results are declared within one month after examination as per the Calendar of Examination Activities. Declared results are informed on the same day to the HoI's.

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges? NA

6.11 Activities and support from the Alumni Association

The activities and support where Amity is utilizing the Alumni Network are given below:

- (a) Invited for Talks/ Guest Lectures/ Alumni Forums
- (b) Member of admissions boards
- (c) Selected Group of Alumni as the Alumni Association Flag Bearer and to lead the Academic Procession during convocation every year
- (d) As the Participants/ Speakers/ Sponsors during workshops and conference like Confluence, INBUSH etc.
- (e) Representatives of the company during recruitments and motivating existing set of students by having the presence of their seniors in the company
- (f) Supporters for events like Amity Youth Festival as sponsors
- (g) Engaged with institutions in the capacity of Visiting Faculty members.
- (h) Alumni also form the active member for Area Advisory Board and contribute in review and development of the curriculum and keeping Amity Teaching Methodologies Industry Oriented and up to date.
- (i) Sharing of Lateral Job Postings for fellow Alumni
- (j) Exclusive engagement with existing students of Amity and its Alumni under Mentor Mentee Programme
- (k) Alumni also form the active members of IQAC at various levels. Their inputs are very significant in bringing developments and quality enhancements
- (l) Alumni also take part in various Social Activities like Amity Polo Cup, youth Festivals, Human Value Quarter, Amitasha and Atulasha.
- (m) Amity Alumni are also engaged in various students driven activities like clubs and committees as a Jury Member, felicitator and activities supporters.

6.11 Activities and support from the Alumni Association

A total of 13 alumni meetings were held during the year 2016-17. The Alumni contribution was 30.22 lakhs. The alumni also supported the university in the activities mentioned in 6.11 above.

6.12 Activities and support from the Parent – Teacher Association

Though AUUP has no formal structure like parent teacher association, parents are an integral and important stakeholders in enhancing the institutional performance. There is a formal procedure of obtaining parent feedback and conducting their satisfaction survey so as to involve them in decision making processes which impact the academic experience of the students.

6.13 Development programmes for support staff

The University has the Gudieliens the Guidelines for Professional Development Programmes.

1. The University has policy guidelines (G-77) for Staff Development Programmes (SDP) which include the following:
 - (a) Orientation Programmes
 - (b) Effectiveness Programmes
 - (c) Domain Specific Refresher Programmes
 - (d) Specialized Programmes
2. Number of staff who attended the workshops during the year 2016-17 was 690.
3. Apart from the AASC, QAE also organizes and permits staff to attend the training programme to upgrade the staff on the processes and activities of the University. Some of the workshops conducted by QAE are mentioned below:
 - (a) Training on documentation and Record-Keeping
 - (b) Briefing about Processes and systems.
 - (c) Awareness of Lab Staff on Hazardous Waste Disposal.
 - (d) Workshops on understating systems and processes of the University/Institutions.

6.14 Initiatives taken by the institution to make the campus eco-friendly

1. AUUP has taken various initiatives towards protection of the environment. Some of these are:
 - (a) Obtained the following ISO certification
 - Environment Management System (ISO 14001:2004) Certification in 2006.
 - Information Security Management System (ISO 27001:2005) in 2008.
 - Food Safety Management System (ISO 22000:2005) Certification in 2009.
 - Energy Management System (ISO 50001:2011) Certification in 2012
 - Occupational Health & Safety Systems (BS 18001:2007): certification in May 2017.
 - (b) The University has established Green Audit Steering Committee to lay down a strategy to conduct periodic green audit of the campus to monitor and identify areas wherein there is a gap in the environmental acceptable limits.
 - (c) The University has installed 1 Mega Watt (mW) Solar Power Plant in addition to a dedicated 30 kV line from UPCCCL and 80% of total load back up power supply system.
 - (d) The University has 42 Rain Water Harvesting Wells with the capacity of 40000 litres.
 - (e) It also has 4 Sewage Treatment Plants with capacity of over 10 lac litres per day and 9 Effluent Treatment Plants with a capacity of over 50 lac litres per day.
 - (f) Smoke Free Campus.
 - (g) Zero water discharge campus
 - (h) Liquid effluents are treated in ETPs. Solid hazardous waste is handled and disposed off as per the SOP evolved for the same. Hazard categorization of labs has been done.
 - (i) Organizing and also participating in environmental conferences and seminars.
 - (j) Conduct of environmental awareness workshops for students, faculty, staff and lab personnel
 - (k) Research Projects and consultancy have been taken in the area of environment.
 - (l) Conduct of a compulsory 4 credit environment module as a part of all UG Programmes.
 - (m) In house Environment related projects are given to the students for exposure to the environmental related issues in the campus.
 - (n) Promoting organic farming amongst the farmers of the area by way of training and consultancy.
 - (o) Gifting of plants to various dignitaries to spread the environment protection message.

Criterion – VII

7. Innovations and Best Practices

7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

1. **Outdoor Activity Based Course -**

Outdoor Activities Based Courses (OABC) is a 1 credit course and can be taken by students in any semester during their programme as per Model Framework. Some of the OABC courses offered are Military training camps (MTC), Human Values and Community Outreach (HVCO) Course, Entrepreneurship Awareness Camps(EAC), Basic skills course in sports, Yoga classes for mental and physical wellbeing. The OABC courses aims at developing the human values, leadership qualities among the students and also building their character.

2. **Military Training Course**

Amity University offers a once credit camp in line with the objectives enshrined in the National Youth Policy. The Amity Indian Military Education Society has established a Camp in tented accommodation at the Amity Education Valley Manesar, to give the students an exposure to outdoor life in a natural habitat. Students attending MTC as Open Elective (OABC) are assessed on their performance on the course and awarded marks based on their performance.

3. **Industry led programmes**

University also offers industry led/regional need based programmes in collaboration with following industry partners:

1. CII - MBA Supply Chain Management and MBA Logistics Management
2. Tata Technologies- B.Tech (Aeronautical Engineering), B.Tech (Automobile Engineering) and B.Tech (Industrial Heavy Machinery)
3. RICS –BBA & MBA programmes in Real Estate, Infrastructure and Construction Management.
4. Indian Fertility Society (IFS) - Diploma Programmes in Clinical Embryology, Diploma in Clinical ART (First in India)

University also offers number of industry led skill based courses in collaboration with industry

4. **Framework for assessment of PLOs**

University follows OBE system. Programme Learning Outcomes (PLOs) and Programme Operational Outcomes (POOs) are defined for each programme. Various direct and indirect assessment tools have been developed by the institutions to assess the level of student's learning at the end of the course as well as the programme. The results of assessment of programme learning and operational outcomes is reported in the standardized format. It provides basis for the effectiveness and continuous quality improvement

5. EDP

Entrepreneurship development programmes are organised by ACED. Those who are passionate to become entrepreneurs, they are mentored to become entrepreneurs and venture out on their own. Under this premise, ACED also offers four Value added course to all student across the university. The basic idea is to develop entrepreneurial mind-set and human values amongst the Amityans and translate them into world class professionals.

6. Nobel Laureate Lecture Series:

In the Nobel Laureate lecture series, Prof. Harry Kroto, Prof. Warner Arbar, Prof. (Dr.) Yuan T Lee have visited university and interacted with student Nobel Laureate visit amity to interact with faculty and students. Prof. Sir Richard John, world renowned biochemist and molecular biologist, nobel Laureate from England delivered lecture on "The Path to the Nobel Prize". On this occasion, Amity Genetically Modified Organism (GMO) centre has been established.. In Addition, various International experts like Philip Kotler, Dr. Edward De Bono, Dr. Robert Kaplan, Dr. Kenichi Ohmae, Steven Covey, Claus Moller, Sir John Frazer Robinson, Harry Beckwit and many more have visited Amity to interact with the students.

7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the Beginning of the year

1. Planning/Annual Academic Planning: The University follows a well established strategic plan which enables each individual/Institution/Domain to set annual targets. The Plan is established by involving all three levels of IQAC (Institution, Domain & University) which goes through the recommendations of University Planning Sub Committees. The annual academic planning is based on the strategic plan which revolves around the strategic initiatives established under University's Broad Based Goals. The Broad Based Goals are consistent with University Vision and Mission.
2. The action taken report is given below:

#	Goal	Targets set for the year 2016-17	Action Taken Report
1.	Ranking & Accreditations	<ul style="list-style-type: none">(a) QS Ranking within Top 100 Universities(b) Re-visit processes and systems - key deliverables to benchmark levels and achieve higher accreditations from international accreditation bodies.(c) To get reputed & relevant National / International Accreditations for Programme / Institution / University	<ul style="list-style-type: none">a) The University was ranked in QS University Ranking: BRICS 2016 and was in top 200 – QS Ranking: Asia 2016.b) The process of curriculum design and development, Tutorial- Lecture, Evaluation and research was revised and monitored for implementation.c) The University acquired WASC accreditation in July 2016. The programs of management were accredited by IACBE.
2	Policies, Processes & Systems	<ul style="list-style-type: none">(a) To develop various policies and SOPs for efficient and effective working of departments.(b) To realign, streamline and improve systems and processes for institutional performance ranking.	<ul style="list-style-type: none">a) The Policy guidelines were reviewed and amended after the approval of Academic Council held on Nov 2016.b) Assessment of institution was made online.c) Moderation of question paper was automated.

		(c) To ensure automation of all processes of Academics, Examinations, Industry Interaction, Alumni, Student activities, HR, Admin & Finance	d) All the processes were automated and reports were generated online.
3.	Internationalizations:	<ul style="list-style-type: none"> (a) To increase diversity and numbers of International Students to 300 by 2017. (b) To increase International Faculty. (c) To increase Exchange Programmes for Faculty and Students. (d) To increase numbers in in-bound Students exchange programmes to 500 students by 2017 (e) To Increase students in out-bound exchange programmes to 1000 students by 2017. (f) To Increase Joint Research Collaborations with reputed international universities. (g) To increase number of international delegates and speakers for conferences & workshops 	<ul style="list-style-type: none"> a) The University has an International affair department and International student felicitation centre. The university is in collaboration with foreign university/organisation and participates in various international exhibitions and educational fares such as GITEX – UAE, SAARC, etc. b) Theme based activities are organised to celebrate International Youth Day. c) MOU's with international universities, industries, etc. were signed during the year. d) Number of international students during the year was 1374. e) Acquired international accreditations like WASC, IACBE, Un-WTO, IET, etc. Also, University is processing its application for QAA accreditation.
4	Intellectual Capital Enhancement:	<ul style="list-style-type: none"> (a) Quality Faculty Recruitment (b) Faculty development through rigorous training programmes: (c) General programmes (d) Domain specific (e) Area Specific (f) Induction of International Faculty (g) Appointment of External Examiners for various programmes as per international standards. (h) Increase participation of faculty in seminars/conferences/workshops etc. 	<ul style="list-style-type: none"> a) The University appoints only Ph.D. qualified faculty. b) During the year 2016 – 2017 PDP's were organised for teaching and non – teaching staff. c) The international faculty are co – guides of Ph.D. scholars. d) Number of Globalisation programmes increased.
5	Student Progression:	<ul style="list-style-type: none"> (a) Quality of placement to be enhanced. (b) * % of students getting placed from the campus with multiple options. (c) Alumni's Field performance and career progression to be tracked 	<ul style="list-style-type: none"> a) The University organised domain – wise alumni meet in the month of March 2017. b) Number of students started their own venture/ family business. c) 34 % of students were placed while 60% of students opted for higher studies and 6% started their own venture. d) During the Alumni meet held in March 2017, the alumni databases were updated alongwith the records of their progression.
6	Academic:	(a) Review of Course Curriculum of all Programmes to be implemented from	(a) The model framework for following courses were developed such as

		<p>2017-18.</p> <p>(b) Include industry led course in model framework of various programme.</p> <p>(c) Incorporate feedback of all stakeholders for course development. – Continuous.</p>	<p>i. skill enhancement courses</p> <p>ii. Flipped classes</p> <p>iii. Entrepreneurship awareness</p> <p>(b) The model framework of Industry led courses were developed e.g. CII- MBA Supply Chain Management and MBA Logistics Management, Tata Technologies- B.Tech (Aeronautical Engineering), B.Tech (Automobile Engineering) and B.Tech (Industrial Heavy Machinery), RICS –BBA & MBA programmes in Real Estate, Infrastructure and Construction Management and Indian Fertility Society (IFS) - Diploma Programmes in Clinical Embryology, Diploma in Clinical ART (First in India)</p> <p>(c) The action taken report on the feedback received were automated both at Institutional level and University Level.</p>
7	Field-centric Learning	<p>(a) Increase participation and winning in external co-curricular and extra-curricular competitions.</p> <p>(b) Industry centric assignment/learning programmes.</p> <p>(c) Improve student learning outcome assessment.</p>	<p>a) Use of technologies in assignments, projects, and internship.</p> <p>b) Revisited Learning Outcomes according to the gaps identified during the Assessment analysis.</p>
8	Research, Innovation & Consultancy	<p>(a) Enhance the academic reputation of University through research and innovation.</p> <p>(b) Increase research publications per faculty in reputed indexed journals</p> <p>(c) Enhance quality of research publications evidenced by high impact factor and citation index per paper.</p> <p>(d) Increase prolific academic experts</p> <p>(e) At least have 250 Research Projects funded by Govt., Industry and Informational Agencies.</p>	<p>a) Research notices have been put online on Amizone so that the faculties are aware of the latest projects, proposals, etc.</p> <p>b) Faculties are encouraged to write papers in indexed journal only.</p> <p>c) Increase in student scholarly work.</p> <p>d) Number of professors appointed as emeritus under USER scheme of UGC.</p> <p>e) Inter – disciplinary resource output facilities and schemes have been encouraged among different field of science and technology.</p>

7.3 Give two Best Practices of the institution (please see the format in the NAAC Self-study Manuals)

Best Practice- I	
Title of the Practice	Amizone (Amity Intranet Zone)
Objectives of the Practice	To standardize & automate various processes across all the departments/institutions/campuses to ensure transparency, accuracy and institutional research for decision making and continual improvement.
The Context	Amity University offers programmes in various disciplines which are run under multiple institutions located in different campuses in India and abroad. Amizone (Amity Intranet Zone) was implemented with Admission Management system initially and other modules were added in phases to cover all Academics, Fees, Hostels, Human Resource Management, Examination, Research, Alumni and other related processes of the university.
The Practice	Amizone is a web and mobile based application which features a centralized data storage structure with role based access. This helps administrators, faculty, parents and students to access data from anywhere and anytime on web / mobile using https://www.amizone.net The system helps administrators to access, manage, and analyze data and processes for quick and well informed decision making. This system is integrated with Core ERP system (HR, Finance and Accounting, Purchase and Inventory)
Evidence of Success	The system has helped in almost all the areas to improve the efficiency of the processes: Very advanced admission management system Enhanced efficiency in academic planning, conduct, monitoring and evaluation Conduct of stakeholders' surveys and feedback Student Suggestion Box – for effective and quick redress of student issues.
AMITY UNIVERSITY UTTAR PRADESH AQAR 2016-2017	

Problems Encountered and Resources Required	The system is updated and improved very frequently to meet the needs of the users and stakeholders.
Best Practice- 2	
Title of the Practice	Independent Study and Research Course for Advance Learners.
Objectives of the Practice	<p>Independent Study and Research Course (2 credit Course) is intended for Advanced Learners and for those students who have interest in research and innovation.</p> <p>Independent Study and Research (ISR) course is a research driven course open to both UG and PG students. This Course will enable students to devise and execute a work by formulating a research problem under faculty guidance. In this course, students are given a research problem on which they work for one semester and possibly results into a Research Paper, Patent or a Publication. The course will enable critical thinking abilities in problem solving. This process may include a literature survey, collection of data (if any), analysis and conclusion with results. The student will be required to present the body of work in an objective report and demonstration.</p> <p>It leads to improved focus on academics and is observed to enhance academic performance. It also helps in increased student awareness of their limitations, and their ability to work around them. The students may have an advantage when applying to jobs and/or higher studies. Students also get credits for pursuing the research interest of their choice.</p> <p>Information about the course is Included in the following Web-Link. http://www.amity.edu/aset/research-innovation.asp Click : Tab - Independent Study & Research</p>
The Context	Independent Study and Research course needs to be designed and implemented in a manner such that it reaps great benefits for students in particular and the institution

	<p>in general. The course involves a good number of individual study hours and research work by the student and therefore needs to have commensurate number of credits. This will add to the motivation of the student to pursue his choice of research interest. The course is offered in the second and/or the third year of undergraduate studies so as to develop his/her interest in core subjects.</p> <p>The objectives of the course is achieved when the student realizes his potential to showcase the research output in terms of a research paper and/or a patent (filed) with active guidance received from the faculty supervisor. The focus of the course is research outcome based work which may result into a publication, patent or a technology.</p>
The Practice	<p>In Indian education system, the faculty normally teaches a class of 60 students. It is generally tough to identify the interests of a particular student and cater to each one of them. Independent Study and Research as a course can help achieve this goal. Students who want to pursue his topic of interest can do so and can get credits for it. Students when they start to study and research for themselves are seen to enjoy their studies. They stay focused, will have key goals and chart out direction that they want to work towards.</p> <p>Unlike in a group study or part of a research team, they have the liberty to plan things, translate their own ideas into reality and have a real chance to show what they are capable of. When one works alone he/she can be completely honest with himself/herself and this might actually help the student to assess his/her strengths and weaknesses. It is a nice way to improve oneself.</p> <p>It tremendously increases the confidence of the student and acts as additional motivation to do well in the rest of the subjects.</p> <p>While the Independent study and research course have several advantages, the student and the faculty supervisor must be aware of the practical challenges as well. The students opt for the course with much zeal and enthusiasm as they get to select the topic of their choice and get credits for it. In some cases, it is seen that student has difficulty in comprehending the subject and/or coming up with original ideas. The student doesn't have a chance to discuss it with his friends as it is not a collaborative work and he/she becomes shy and withdrawn. It affects his/her motivation levels and confidence. The faculty supervisor must show patience and understanding. He/she needs to counsel the student and help in overcoming the challenge or limitation.</p> <p>The course will achieve its goals once the student is aware of his strengths and overcome his/her limitations. Faculty supervisor have to help and encourage the student to be patient and work towards achieving the devised targets.</p>

	<p>During the course, the student will learn how to:</p> <ul style="list-style-type: none"> • Develop a research proposal • Carry out a literature search and write a critical state-of-art review • Select suitable research methods and integrate them within a research methodology • Carry out the research processes • Analyze results critically • Write-up the body of work as a technical report. <p>Expected Outcomes</p> <p>The ISR course provides an opportunity to pursue research in a topic within the broad area of the student's interest. Undertaking the course will enable the student to:</p> <ul style="list-style-type: none"> • Investigate in depth a problem of scientific relevance • Survey recent research in a chosen topic • Acquaint with research methods applicable to the topic • Organize and carry out an independent study • Develop writing and presentation skills for scientific communication.
Evidence of Success	<p>In the last few semesters that we had introduced this course to our UG and PG student, the outcomes of these courses were significant number of Indexed research papers, patents and new technologies evolved from this course. It was also found that student who took this course had published good scientific papers which helped them to get R&D jobs, MS and PhD admission with scholarship in Prestigious Universities.</p> <p>Also in recent past, students who worked on research problems floated with some of the foreign collaborators, have achieved significant success. Eventually joint-authored scientific papers were published from these efforts. In last one year, collaborative research resulted in publications from Collaborators from USA, U.K., Canada, China, Spain, Taiwan, Australia, Russia, Germany, Czech republic, etc.</p> <p>A student Innovation Booklet is available in this Web Link. http://www.amity.edu/aset/pdf/student-innovation.pdf</p> <p>This Booklet has information about Student Publications, Student Patents and other Innovations.</p>

Problems Encountered and Resources Required

The nature of research today is such that interdisciplinary teams are becoming the norm. Research is often performed in teams but one must learn to contribute to the team by realizing his/her strengths and limitations. Independent study and research provides an opportunity to the student to be aware of his/her strengths and weaknesses. One problem that arises with working on your own is that you don't get the opportunity to discuss the topic of research and concepts with other students. Sometimes, one might get stuck in comprehending the theory behind the topic or in implementing the algorithm and won't really have anyone at hand to go to for help. Another challenge is the student have to complete the entire work by himself/herself in a limited time. The student needs to have academic skills to understand the topic, imagination to come up with novel ideas, technical skills to implement the algorithm and require a different set of skills to show the research output in terms of a research paper, presentations, graphs etc. Motivation is another important factor when one is working independently. To overcome all these problems/difficulties during an independent study, the student has to intelligently select a topic of his interest and chose a faculty who has in-depth knowledge as his advisor.

Some information about Student Innovation are included in the following Links.

<http://www.amity.edu/aset/research-innovation.asp>

A student Innovation Booklet is available in this Web Link.

<http://www.amity.edu/aset/pdf/student-innovation.pdf>

7.5. Any other relevant information the institution wishes to add.

(For example SWOT Analysis)

1. Strength

- (a) Part of education group having global presence in five continents.
- (b) Integrating feedback of stakeholders in curriculum development for Outcome Based Education.
- (c) Strong research, innovation culture for collaborative inter-disciplinary/multi-disciplinary research.
- (d) Students' engagement in research studies leading to publications/patents/design-based projects and entrepreneurial ventures.
- (e) Financial assistance for research, faculty exchange, professional development programmes and incentives for research.
- (f) Generation of IPR and research commercialization.
- (g) International accreditations for programmes/University.
- (h) International exposure to faculty through joint research with foreign universities and participation in conferences.
- (i) Holistic development of students beyond class room activities, social work and community engagement.
- (j) Guest lectures and interaction with eminent personalities including Nobel Laureates.
- (k) Robust grievance redressal mechanism, student support system, mentoring programme, counseling and guidance services.
- (l) Strong linkages with industry for industry-led courses, industry funded labs, internship and placement.

2. Weakness

- (a) Few international faculty members.
- (b) Difficulty to attract sizeable research funds from the Government funding agencies being a private university.
- (c) International students only in few programmes.
- (d) Not having fully residential campus.
- (e) Some of the faculty members have yet to acquire their doctoral qualification.

3. Opportunity

- (a) Leverage on strong alumni and corporate network to enhance quality of placements globally.
- (b) Collaboration with Government of India by providing expertise for different national Missions such as Startup India, Digital India, Make in India, Zero Effect Zero Defect, Swachh Bharat, Accessible India campaign etc.

- (c) Enhancement of research impact for rural upliftment and societal development through innovative technologies such as Agri Voltaic, rootonics for abiotic stress tolerance in crops, nano based milk adulteration testing system, biodegradable plastic, nano silver based water purification and other frugal innovations.
- (d) Utilization of UGC Swayam portal for MOOC courses.

4. Challenges

- (a) Attracting competent faculty at Associate Professor and Professor level and to achieve desirable faculty cadre structure in some areas.
- (b) 100% paper less working at the university.
- (c) Matching international standards while maintaining the requirements/norms of national statutory/regulatory bodies.
- (d) To expand on campus residential accommodation to cater to all hostel applicants and faculty.

8.Plans of institution for next year

Amity University , plans for the next year (2017-18) is given below:

#	Strategic Initiatives / Strategic Objectives	Actions Steps / Measures	Targets for the year 2017-18
1	Promote culture of academic engagement and achievements for exceptional learning and success in life	To provide an outstanding educational environment reflecting the quality of an institution of international repute, fostering a sense of community supportive of all students in achieving their aspirations.	To improve the graduation rate to 97% in next 5 years
			Identify weak students, slow learners, and students with special needs and provide them necessary support including enhanced interaction with faculty to improve student success rate.
			ACGC and student support services at institution will develop preventive measures for reducing isolation and alienation, develop new ways to foster closer ties between faculty and students
			To develop the tool for assessing the happiness index of students, faculty and staff; implementing the same and taking initiative to enhance the happiness index university wide.
		Enhance and recognize student engagement and achievements in curricular, co-curricular and scholarly activities.	Increase participation and achievements of students in inter institution competitions of top 20 institutions of the discipline.
			Increase participation and success rate of students in various competitions at national and international level.
			Increase the activities of institutional club committee activities, from three to five per semester.
	Enhance engagement of students in activities related to community welfare, environment		

			protection for sustainable development.
			Recognize and celebrate student achievements during various events organized at institution/ university level.
		Ensure increased student satisfaction and improved graduate outcomes (employment, higher education, entrepreneurship, competitive exams etc.).	100% students' complaints will be responded to within two working days.
			Action plan developed and implemented based on areas of improvement identified from various student satisfaction surveys.
			Ensure 100% students get assistance for employment,
			100% students interested to start their own venture get assistance from ACED and Amity Innovation Incubator.
			100% students interested in preparation for competitive examinations and admission in top institutions in India and abroad get guidance.
2	Ensuring curriculum enrichment by fostering a robust system of curriculum design and development	Update and evaluate curricula, as appropriate, to enhance rigor and relevance.	Ensure major review of 100% courses and programmes every three years and minor review on need basis.
			Ensure benchmarking of curriculum of 100% programmes with top institutions in the discipline.
			Conducting workshop for faculty members of all campuses and ensure 100% domain coordinators, stream coordinators, chief course coordinators and faculty members have attended the workshop at appropriate level (university, campus, domain and institution level)
		Strengthen the system of monitoring the periodic review of programmes.	Develop online system for monitoring the periodic review of courses and programmes
		Ensuring curriculum that embeds all components leading to the development of desired graduate attributes	100% programmes will have alignment of learning outcome with graduate attribute and assessing the same with appropriate tools/methods.
			Evaluate the development of desired graduate

		attributes in 100% programmes.
	Integrating feedback of all stakeholders for review and development of course curriculum and programme structure.	100% courses/programmes will incorporate feedback of all stakeholders (i.e. students, alumni, recruiters, course faculty, external subject experts from academia, industry and research organizations) while developing/reviewing course curricula and programme structures.
		Minimum 60 feedback from each category of external experts to be incorporated for review of course curriculum/programme structure during major review.
		100% programmes will have at least one course of independent research study in any of the semester.
		The latest developments in relevant field in 100% courses will be incorporated during teaching.
		At least one new tool/method will be developed for assessment of each learning outcome and stakeholder satisfaction.
		To enhance competencies and skills through project based learning, experiential learning etc.
		Enhancing students learning by engaging them internships/projects in industry, research labs etc.
		Enhancing student engagement with experts from diverse fields for developing social skills through community based learning, outreach programmes and interaction etc.
		Integrate and deliver seamless, responsive and innovative digital environment for effective teaching learning
	Introduce online continuous assessment through quizzes, LMS assignments etc.	
	Online mechanism for capturing teaching learning feedback of a course through CR system will be developed.	

			Utilizing feedback analytics for assessing training needs for professional development of faculty.
		Sustain tutorial system for undergraduate students.	100% undergraduate programmes will have tutorial classes in relevant courses.
			The tutorial sheets will be reviewed by course review committee to ensure effective course delivery.
			Online provision for tutorial sheets/assignment will be made for effective assessment of learning outcomes of students.
			To organize exhibitions, workshops, seminars related to traditional art and craft and indigenous technologies and practices.
		Ensure that graduates have necessary leadership skills to enhance their employability.	100% students will go through leadership modules in Behavioral Science course
			Develop inventory of skills and competencies including leadership skills for graduates of various disciplines for different job roles in relevant sectors.
			Assess and enhance the skills and competencies of students for various job roles for enhancing employability.
			Create various opportunities for students to develop leadership skills through participation in different events, competitions, workshops, MTC, sports etc.
4	Strengthen institutional structures that promote pedagogical innovations	Strengthen the capacity (administrative and budgetary) of AASC to facilitate and support pedagogical innovations.	To establish leadership, organizational structure along with qualified team and enhanced physical infrastructure to achieve organizational objectives.
			Review targets for next five years.
			Prepare and announce the annual activity calendar and budget related to professional development programmes for faculty and staff well in advance.
			Identify resource persons (external and internal) and partner organizations for professional development programs wherever required well in

			advance.
			Increase the frequency of FDPs related to pedagogical innovations.
		Strengthen university resources through integrated efforts that involve both AASC and institutions so that faculty has easy access to best practices and instructional methodologies and assessment for effective teaching learning.	Create advisory committee of Deans, HoIs and senior faculty for enhancing the quality of programmes conducted by AASC at all levels.
			Update the list of best practices, instructional methodologies and assessment discipline wise.
			Upgrade learning resources related to pedagogical and assessment innovations.
			Organize workshops, professional development programmes, guest lectures by experts on latest developments/ innovations in curriculum development, teaching-learning and assessment methodologies.
		Develop and promote active learning pedagogies that encourage interaction between students and faculty and also among students for excellence and innovation.	Develop the process/SOP for assessment of effectiveness of new pedagogies developed before their usage.
			Promote usage of technology for facilitating active learning.
			Promote usage of appropriate teaching methodologies/technology for active learning such as Collaborative learning, Case studies, Peer learning, Enquiry based learning, Problem based learning, Project based learning etc.
			Recognize and reward the faculty having developed new effective teaching pedagogies.
5	Ensure academic flexibility in all programmes.	Enhance flexibility in choice based credit system (CBCS).	Review the model framework for all programmes groups.
			To provide opportunities to the students for transfer of credits earned through various modes viz. study abroad programme (SAP), summer semester, student exchange etc.
			100% students will be provided opportunity for opting Choice Based Credits.
		Offer challenging intensive courses that combine disciplinary depth with interdisciplinary	Create opportunities for students to choose intensive courses to strengthen their integrated disciplinary and interdisciplinary knowledge in

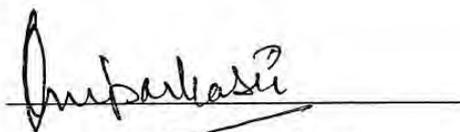
		courses	majority of programmes.
			To invite renowned subject experts from India and abroad to offer intensive courses on fast track.
			Develop interdisciplinary competency centers for project based learning and holistic education.
		Ensure integration of international dimension to all programmes	Create opportunities for students for developing international understanding in their respective discipline through various modes viz. guest lectures, projects, internship, student exchange, scholarships, participating in global seminars, conferences and competitions etc.
		Initiate summer semester to provide students an opportunity to lighten their academic load or improve academic standing	Develop guidelines and framework for summer semester to be offered to students of Amity university and other institutions from academic session 2017-18 onwards. (July 2017)
			Decide course offerings for summer semester six months in advance.
			Minimum 10 courses be offered and taught by international faculty /industry experts from 2017-18 onwards. (At least one month prior to the summer semester)
			Invite external resource persons from industry, research and academic institutions from India and abroad for summer semester.
6	Strengthen a culture that focus and supports outcome based education system and encourages all students to reach their full potential.	Well defined educational objectives and learning outcomes at programme and course level.	Major review of the PEOs and PLOs of 100% programmes as per needs of profession, industry and society and benchmark with programmes of top institutions once in three years.
			All concerned stakeholders are well informed about OBE through appropriate mode of communication including digital resources workshops, briefing sessions, programme manuals etc.
			Ensure that all institutions have a robust form of OAP that generates full information for taking corrective actions to improve student learning
			Each learning outcome will be assessed by one

			direct and one indirect tool/method of assessment.
		Ensure students are meeting learning outcomes established at course and Programme level.	Continuously gather assessment data in all programs and analyze and use results to “Close the loop” as part of continuous improvement in student learning.
			Provide regular feedback to the students about areas of improvement to help them for achieving intended learning outcomes and career aspirations By course faculty and PL
			Support innovative teaching practices to deliver learning outcomes for students.
		To equip the students with skills and experiences which will enable them to maximize their opportunities as responsible global citizens.	Prepare skill inventory relevant to the profession and discipline based on surveys and feedback.
			Conduct skill gap analysis to hold developmental activities/programmes accordingly.
7	Attract and enhance the quality of students and faculty	Select student on the basis of merit and potential.	To update the eligibility criteria for admissions of various programmes.
			Admission through all India competition wherever possible to improve the quality of intake.
			To further improve the quality of students’ intake in at least 70% of the programmes by providing varied scholarships.
		Improve student enrollment rate through a proactive supportive approach.	To increase the students enrollment by 2022 as under: Noida : 50,000 Greater Noida : 10,000 Lucknow : 15,000 Dubai : 6,000
			Increase admission rate by 10% YOY by enhancing student diversity.
			Increase the enrollment rate to 55%
			To increase the full time Ph.D. scholars to 1500.

		Attracting outstanding students through lateral entry provision in all programmes	Enhanced participation in educational fairs.	
			To offer scholarships to meritorious students in lateral admission.	
		Increase the number of inbound students from international communities/countries	To enhance the student exchange programmes, direct recruitment, India immersion programmes and MOUs with universities abroad etc.	
			Establish offshore admission centers for attracting international students, also building strong relationships with embassies ICSSR and MEA etc. for international students.	
		Create opportunities for students and faculty to enhance their global awareness and social capital.	To maximize number of students and faculties for global exposure through SAP, 3C programmes.	
			To liberalize the policy for participation of faculty members in international conferences and workshops.	
			To work out more number of MOUs with top ranked foreign universities for student and faculty exchange and research collaborations.	
			To start twining programmes with top ranked universities in relevant disciplines.	
		Engage in broad based outreach activities to promote inter cultural and linguistic diversity through our student profile, mobility opportunity and internationalized curriculum.	Enhance the number of cross cultural activities across campuses with participation from diverse ethnic and cultural groups.	
			Establish national and international language forums for book appreciation, film appreciation etc.	
		8 . Sustain and enhance quality initiatives to ensure educational excellence	Ensure the high quality of people, resources, environment and facilities.	To attract and enroll quality students from diverse background.
				To enhance the quality of resources and facilities required for achieving educational excellence.
To sustain and further improve working environment to meet the diverse needs of stakeholders for higher performance.				
Review and improve the systems, policies and processes to facilitate	Consolidate, or restructure academic institution or programs that (i) are no longer strategically			

	educational excellence.	important to the university, or (ii) are of weak quality and do not have the prospect of becoming strong in a reasonable period of time, or (iii) are of huge size and hence become unmanageable to ensure desired rigor and quality required to maintain educational excellence.
		Review, improve, reorganize and standardize various academic and support processes or develop new processes to ensure enhanced efficiency, effectiveness and sensitivity at all levels to achieve educational excellence.
	Develop culture of continuous improvement across university campuses.	IQAC will develop annual quality plan and monitor performance on regular basis.
		Sustain the QMS certification with emphasis on PDCA approach of continuous improvement.
		Facilitate internal self-regulation through internal quality assurance processes.
		Conduct workshops, PDPs, awareness sessions and seminars to keep faculty and staff abreast with latest developments in quality practices in higher education globally.
		Establish quality circles in various functions/areas at institution/department level.
		Recognize and appreciate faculty/ departments having best quality practices.
		To achieve national and international reputed quality certifications/ accreditations viz. QAA-UK etc.

Name Brig Om Parkash



Signature of the Coordinator, IQAC

Name Prof (Dr). Balvinder Shukla



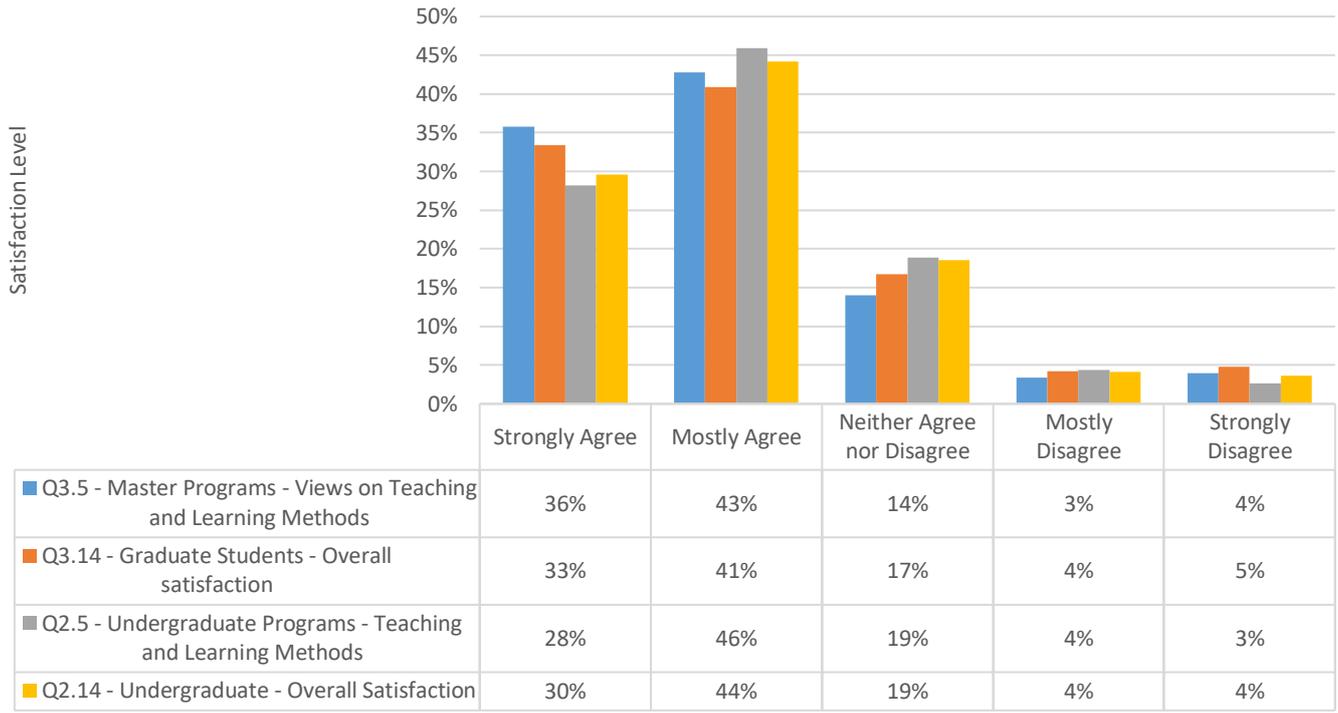
Signature of the Chairperson, IQAC

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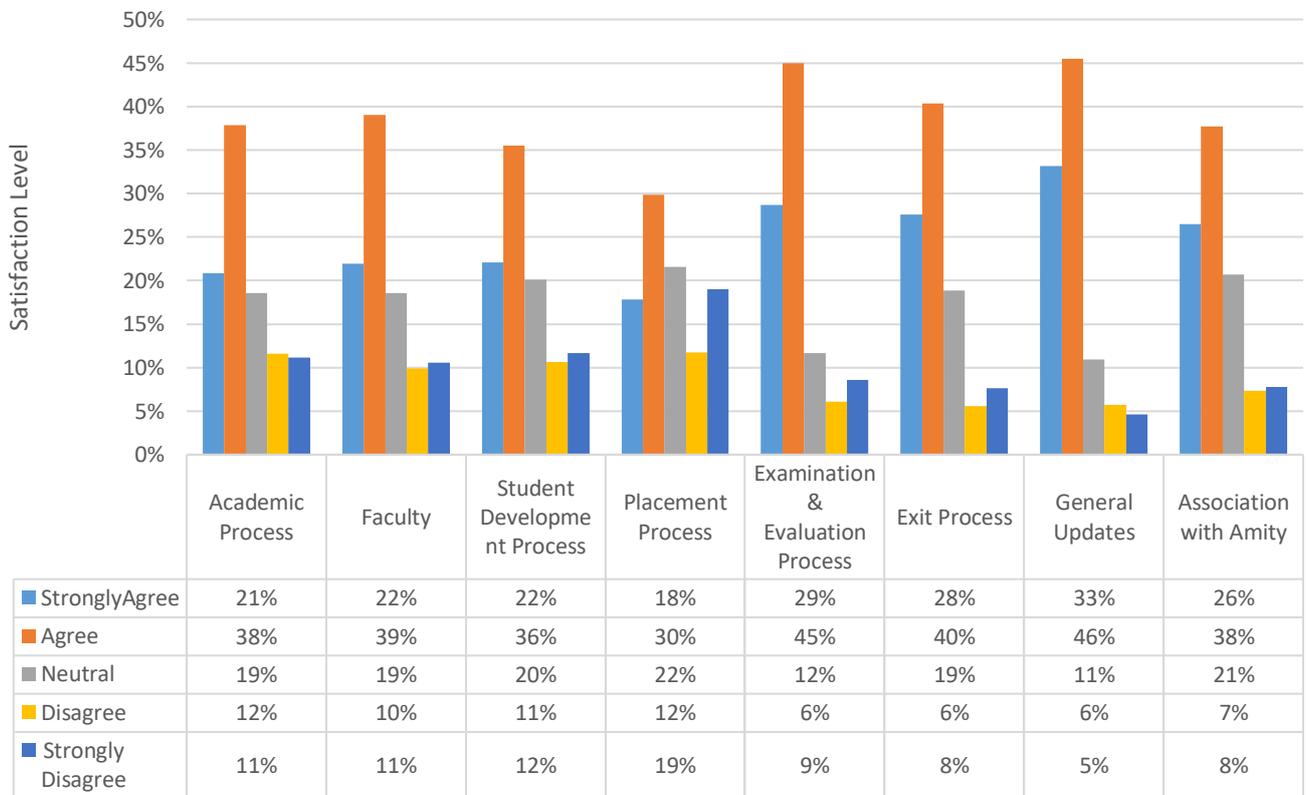
Abbreviations:

CAS	-	Career Advanced Scheme
CAT	-	Common Admission Test
CBCS	-	Choice Based Credit System
CE	-	Centre for Excellence
COP	-	Career Oriented Programme
CPE	-	College with Potential for Excellence
DPE	-	Department with Potential for Excellence
GATE	-	Graduate Aptitude Test
NET	-	National Eligibility Test
PEI	-	Physical Education Institution
SAP	-	Special Assistance Programme
SF	-	Self Financing
SLET	-	State Level Eligibility Test
TEI	-	Teacher Education Institution
UPE	-	University with Potential Excellence
UPSC	-	Union Public Service Commission

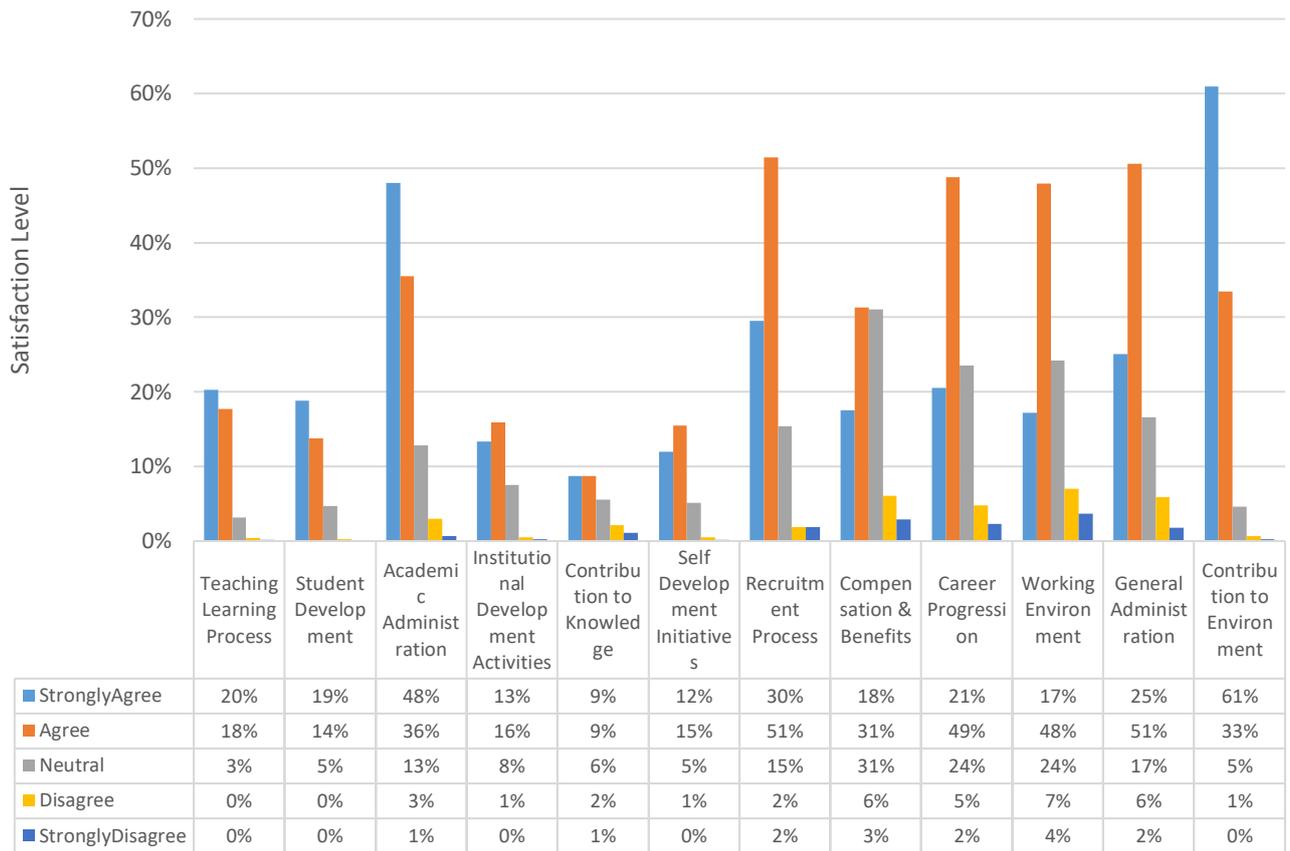
Student Feedback Report 2016



Alumni Feedback Report 2016



Faculty Feedback Report 2016



Annexure ii: Results 2016-17 (Part B Criteria 2.11)

S. No.	Institution	Program	Total No. of Students Appeared					Total No. of Students passed (%)
				1 st Division with Distinction (%)	1 st Division (%)	2 nd Division (%)	3 rd Division (%)	
1	ABS	MBA	325	2.15	61.23	24.31	0	87.69
2	ABS	MBA (Entrep)	18	11.11	50.00	38.89	0	100.00
3	ABS	MBA (HR)	127	0.00	53.54	25.98	0	79.53
4	ABS	MBA (M&S)	154	3.25	44.16	30.52	0	77.92
5	ABS	MBA (T&L)	4	75.00	25.00	0.00	0	100.00
6	ACCF	B.Com. (H)	216	2.78	45.83	37.04	0	85.65
7	ACCF	B.Com. (H) - Evng	38	2.63	23.68	52.63	0	78.95
8	ACCF	BFIA	29	3.45	75.86	17.24	0	96.55
9	ACCF	M.Com	24	4.17	87.50	8.33	0	100.00
10	ACCF	M.Com. (Fin Mgmt)	7	0.00	85.71	14.29	0	100.00
11	AIA	B.Sc. (H) - Anthropology	23	21.74	34.78	30.43	0	86.96
12	AIA	M.Sc. (Anthro)	4	25.00	75.00	0.00	0	100.00
13	AIAE	B.Tech (AE)	37	8.11	56.76	24.32	0	89.19
14	AIALS	LLM (BL)	45	6.67	64.44	24.44	0	95.56
15	AIALS	LLM (CL)	23	34.78	65.22	0.00	0	100.00
16	AIALS	LLM (Crim. L)	29	31.03	65.52	3.45	0	100.00
17	AIALS	LLM (FL)	9	66.67	33.33	0.00	0	100.00
18	AIALS	LLM (HRts)	9	22.22	66.67	11.11	0	100.00
19	AIALS	LLM (IP)	24	20.83	79.17	0.00	0	100.00
20	AIAS	B.Sc. (H) - Chemistry	37	5.41	67.57	27.03	0	100.00
21	AIAS	B.Sc. (H) - Mathematics	22	9.09	54.55	31.82	0	95.45
22	AIAS	B.Sc. (H) - Physics	16	18.75	37.50	31.25	0	87.50
23	AIAS	B.Sc. (Hons.) – Statistics	9	44.44	22.22	11.11	0	77.78
24	AIAS	M.Sc (AC)	57	3.51	49.12	36.84	0	89.47
25	AIAS	M.Sc (AM)	47	4.26	55.32	23.40	0	82.98
26	AIAS	M.Sc (AP)	63	3.17	46.03	30.16	0	79.37
27	AIAS	M.Stat.	21	19.05	66.67	14.29	0	100.00
28	AIB	B.Sc. (H)-BT	73	6.85	45.21	39.73	0	91.78
29	AIB	B.Sc. (Hons.) - Medical Biotech	30	26.67	50.00	23.33	0	100.00
30	AIB	B.Sc. + M.Sc. - Biotech (Dual)	10	10.00	80.00	0.00	0	90.00
31	AIB	B.Tech (BI)	10	0.00	90.00	10.00	0	100.00
32	AIB	B.Tech (BT)	110	4.55	50.00	45.45	0	100.00
33	AIB	B.Tech (BT) - Evng	16	0.00	37.50	56.25	0	93.75
34	AIB	B.Tech. + M.Tech - (BT) Dual	55	7.27	56.36	18.18	0	81.82
35	AIB	M.Sc. (BT)	56	8.93	57.14	14.29	0	80.36
36	AIB	M.Tech (BT)	14	21.43	78.57	0.00	0	100.00
37	AIBAS	B.El.Ed.	33	3.03	66.67	30.30	0	100.00
38	AIBAS	Diploma in ETT	21	23.81	47.62	0.00	0	71.43
39	AIBHAS	M. Phil (CII Psy)	11	0.00	90.91	0.00	0	90.91
40	AIBHAS	Prof. Dip. (CP)	2	0.00	50.00	0.00	0	50.00
41	AIBS	Adv PG Dip in BA	7	0.00	0.00	0.00	0	0.00
42	AIBS	BBA (IB)	144	2.78	37.50	34.72	0	75.00
43	AIBS	BBA (IB) - Evng	18	0.00	33.33	38.89	0	72.22
44	AIBS	BBA + MBA - (IB) Dual	8	0.00	0.00	0.00	0	0.00
45	AIBS	BBA - 3C	23	0.00	30.43	43.48	0	73.91
46	AIBS	Certificate in BA	4	0.00	50.00	25.00	0	75.00
47	AIBS	MBA (IB)	135	0.74	57.04	28.15	0	85.93
48	AIBS	MBA (IB)-Evng	8	0.00	0.00	50.00	0	50.00
49	AIBS	MBA - 3C	8	0.00	25.00	25.00	0	50.00
50	AIBS	PG Dip in BA	2	0.00	0.00	0.00	0	0.00
51	AICISM	BBS - BD	18	16.67	50.00	27.78	0	94.44
52	AICISM	MBA (CI&SM)	16	12.50	56.25	31.25	0	100.00
53	AIE	B.Ed.	111	2.70	53.15	41.44	0	97.30
54	AIE	M.Ed.	14	50.00	50.00	0.00	0	100.00
55	AIES	M.Sc. (EVS)	26	46.15	53.85	0.00	0	100.00

56	AIESR	B.A. (H) - English	180	2.22	50.56	32.78	0	85.56
57	AIESR	M. Phil (Eng)	3	0.00	0.00	0.00	0	0.00
58	AIESR	M.A. (English)	56	3.57	46.43	28.57	0	78.57
59	AIFS	B.Sc. (H) - FS	108	2.78	57.41	33.33	0	93.52
60	AIFS	M.Sc. (FS)	36	5.56	63.89	19.44	0	88.89
61	AIFT	B.Tech (FT)	54	5.56	57.41	35.19	0	98.15
62	AIFT	M.Sc. (F&N)	18	27.78	61.11	11.11	0	100.00
63	AIFT	M.Tech. (Food Tech)	5	20.00	60.00	0.00	0	80.00
64	AIFW	M.Sc.(Wildlife Sc)	13	23.08	76.92	0.00	0	100.00
65	AIGRS	M.Sc. (GIS&RS)	30	3.33	60.00	30.00	0	93.33
66	AIGRS	M.Tech. (GI& RS)	4	0.00	100.00	0.00	0	100.00
67	AIHA	BBA (Healthcare Mgmt)	5	0.00	80.00	20.00	0	100.00
68	AIHA	MHA	17	5.88	82.35	5.88	0	94.12
69	AIHSR	M.Sc. (Horticulture (PHT)	4	75.00	25.00	0.00	0	100.00
70	AIIT	B.Sc. (IT)	56	7.14	33.93	46.43	0	87.50
71	AIIT	BCA	95	4.21	38.95	36.84	0	80.00
72	AIIT	BCA (Evening)	13	0.00	38.46	53.85	0	92.31
73	AIIT	M.Sc. (NT&M)	12	25.00	50.00	0.00	0	75.00
74	AIIT	MCA	49	4.08	42.86	32.65	0	79.59
75	AIMB	M.Sc. by Research (Microbial BT	7	0.00	71.43	28.57	0	100.00
76	AIMMSCR	M.Sc. (CMO)	3	33.33	66.67	0.00	0	100.00
77	AIMMSCR	M.Sc. (SST)	2	0.00	100.00	0.00	0	100.00
78	AIMST	B.Sc. (H) - Marine Science	4	0.00	50.00	25.00	0	75.00
79	AIMT	M.Sc. (MT)	9	66.67	33.33	0.00	0	100.00
80	AINN	B.Sc. (H) - Neurosciences	9	44.44	55.56	0.00	0	100.00
81	AINST	B.Tech (NST)	2	0.00	100.00	0.00	0	100.00
82	AINST	B.Tech. + M.Tech. (NST) - Dual	9	11.11	66.67	0.00	0	77.78
83	AINST	M.Tech. - Nuclear Sc. & Tech	1	100.00	0.00	0.00	0	100.00
84	AINT	B.Tech (NT)	16	18.75	50.00	12.50	0	81.25
85	AINT	B.Tech + M.Tech. - Nanotech(Dual	28	17.86	78.57	0.00	0	96.43
86	AINT	M.Sc. (Nanosc by Research)	1	0.00	100.00	0.00	0	100.00
87	AINT	M.Sc. (NanoSc) + M.Tech. (NT) D	7	28.57	42.86	0.00	0	71.43
88	AINT	M.Tech.(NT)	5	20.00	80.00	0.00	0	100.00
89	AIOA	B.Sc. (A&FB)	36	0.00	58.33	38.89	0	97.22
90	AIOA	M.Sc. (Agri) Agronomy	4	25.00	75.00	0.00	0	100.00
91	AIOA	MBA (A&FB)	5	20.00	80.00	0.00	0	100.00
92	AIP	B.Pharm	62	6.45	46.77	40.32	0	93.55
93	AIP	M. Pharm (P&P)	1	0.00	100.00	0.00	0	100.00
94	AIP	M.Pharm (DRA)	3	0.00	100.00	0.00	0	100.00
95	AIP	M.Pharm (Pharmaceutics)	9	0.00	66.67	22.22	0	88.89
96	AIP	M.Pharm (Pharmacology)	5	20.00	80.00	0.00	0	100.00
97	AIPAS	B.Sc. (MP)	5	20.00	80.00	0.00	0	100.00
98	AIPAS	M.Sc. (MP)	5	20.00	40.00	0.00	0	60.00
99	AIPH	MPH	14	71.43	28.57	0.00	0	100.00
100	AIPP	M.A.(PPG)	3	33.33	66.67	0.00	0	100.00
101	AIPS	B.A. (H) App. Psy.	120	1.67	61.67	30.83	0	94.17
102	AIPS	B.A. + M.A. - Clinical Psychology (25	0.00	0.00	0.00	0	0.00
103	AIPS	M.A. (App Psy)	14	7.14	64.29	7.14	0	78.57
104	AIPS	M.A. (Cli Psy)	45	2.22	66.67	24.44	0	93.33
105	AIPS	M.A. (Coun Psy)	41	4.88	68.29	17.07	0	90.24
106	AIPS	M.A. (OB)	17	23.53	76.47	0.00	0	100.00
107	AIPS	M.Phil (CAP)	3	0.00	0.00	0.00	0	0.00
108	AIPS	M.Phil (Coun Psy)	3	0.00	0.00	0.00	0	0.00
109	AIPS	PGDCP	12	0.00	75.00	16.67	0	91.67
110	AIPT	BPT	59	0.00	0.00	0.00	0	0.00
111	AIPT	MPT	13	0.00	100.00	0.00	0	100.00
112	AIRAE	B.Tech (S&AE)	4	25.00	50.00	25.00	0	100.00
113	AIRS	B.Ed. - Special Education (LD)	14	50.00	50.00	0.00	0	100.00
114	AIRS	M.Ed. - Special Education (MR)	4	50.00	50.00	0.00	0	100.00
115	AISS	B.A. (H) - Political Science	40	5.00	35.00	40.00	0	80.00
116	AISS	B.A. (H) - Sociology	16	6.25	43.75	18.75	0	68.75
117	AISS	BSW	24	8.33	70.83	16.67	0	95.83

118	AISS	M.A. (Dvpt St.)	7	0.00	100.00	0.00	0	100.00
119	AISS	M.A. (Pol Sc)	7	0.00	85.71	14.29	0	100.00
120	AISS	MSW	30	3.33	73.33	16.67	0	93.33
121	AISST	B.Tech (AE) + M.Tech (Avionics) [11	0.00	90.91	9.09	0	100.00
122	AISST	M.Tech (Avionics)	5	40.00	60.00	0.00	0	100.00
123	AITEM	B.Tech (E & T)	72	1.39	50.00	48.61	0	100.00
124	AITEM	M.Tech. (TSE)-Wd	2	0.00	100.00	0.00	0	100.00
125	AITT	B.A. (TA)	51	7.84	33.33	33.33	0	74.51
126	AITT	MTTM	19	0.00	73.68	15.79	0	89.47
127	AIVI	M.Sc. (Immunology)	11	36.36	36.36	18.18	0	90.91
128	AIVI	M.Sc. (Virology)	4	0.00	50.00	25.00	0	75.00
129	ALSN	B.A.,LL.B (H)	254	5.91	44.49	47.24	0	97.64
130	ALSN	B.Com. LL.B. (H)	58	5.17	48.28	44.83	0	98.28
131	ALSN	BBA LL.B. (H)	86	3.49	58.14	38.37	0	100.00
132	ALSN	LLB	123	4.07	59.35	34.96	0	98.37
133	ALSN	LLM (CB&IL)	32	9.38	75.00	15.63	0	100.00
134	ALSN	LLM (IEL)	5	20.00	80.00	0.00	0	100.00
135	ALSN	LLM (ITEL)	5	40.00	60.00	0.00	0	100.00
136	ALSN	LLM (M&EL)	8	50.00	50.00	0.00	0	100.00
137	ALSN	LLM (M&HL)	4	25.00	75.00	0.00	0	100.00
138	ALSN	LLM (TL)	6	16.67	83.33	0.00	0	100.00
139	ASAP	B.Arch.	85	0.00	58.82	40.00	0	98.82
140	ASAP	B.Plan	15	20.00	80.00	0.00	0	100.00
141	ASB	BBA	419	5.97	42.00	36.28	0	84.25
142	ASB	BBA (F&A)	17	11.76	70.59	11.76	0	94.12
143	ASB	BBA (FBM)	12	16.67	25.00	33.33	0	75.00
144	ASB	BBA (M&S)	51	1.96	41.18	29.41	0	72.55
145	ASB	BBA + MBA (Dual)	24	0.00	0.00	0.00	0	0.00
146	ASB	Diploma in BA(OLD)	2	0.00	100.00	0.00	0	100.00
147	ASCO	BA (F&TP)	15	0.00	40.00	33.33	0	73.33
148	ASCO	BA (J&MC) - 3C	14	14.29	28.57	21.43	0	64.29
149	ASCO	BJ&MC	263	4.94	41.06	30.04	0	76.05
150	ASCO	BJ&MC (Evening)	33	0.00	27.27	30.30	0	57.58
151	ASCO	DJ&MC	2	0.00	100.00	0.00	0	100.00
152	ASCO	M. A. (A&MM)	26	11.54	61.54	7.69	0	80.77
153	ASCO	M. A. (F&TP)	7	0.00	85.71	0.00	0	85.71
154	ASCO	M. A. (PR&EM)	14	21.43	57.14	7.14	0	85.71
155	ASCO	MA (J&MC)	27	14.81	66.67	7.41	0	88.89
156	ASCO	MBA (MM)	23	4.35	78.26	8.70	0	91.30
157	ASD	B.Sc. - ID	85	4.71	48.24	31.76	0	84.71
158	ASD	M.I.D.	4	50.00	0.00	0.00	0	50.00
159	ASD	M.Sc. - ID	6	33.33	66.67	0.00	0	100.00
160	ASE	B.A.(H) - Eco	69	10.14	47.83	33.33	0	91.30
161	ASE	B.A.(H) - PPE	3	33.33	33.33	33.33	0	100.00
162	ASE	M.A. (Eco)	37	8.11	54.05	27.03	0	89.19
163	ASEngg	B.Tech (AE)	7	0.00	71.43	0.00	0	71.43
164	ASEngg	B.Tech (CE)	18	0.00	33.33	61.11	0	94.44
165	ASEngg	B.Tech (CSE)	41	0.00	51.22	43.90	0	95.12
166	ASEngg	B.Tech (E & I)	1	0.00	100.00	0.00	0	100.00
167	ASEngg	B.Tech (ECE)	16	0.00	56.25	25.00	0	81.25
168	ASEngg	B.Tech (EEE)	13	0.00	23.08	30.77	0	53.85
169	ASEngg	B.Tech (IT)	2	0.00	50.00	50.00	0	100.00
170	ASEngg	B.Tech (MAE)	35	8.57	45.71	34.29	0	88.57
171	ASEngg	B.Tech (NT)	1	0.00	0.00	0.00	0	0.00
172	ASET	B.Tech (CE)	121	6.61	50.41	39.67	0	96.69
173	ASET	B.Tech (CSE)	364	4.95	65.11	29.67	0	99.73
174	ASET	B.Tech (CSE) + MBA	7	42.86	57.14	0.00	0	100.00
175	ASET	B.Tech (E & I)	1	0.00	0.00	0.00	0	0.00
176	ASET	B.Tech (ECE)	79	15.19	46.84	36.71	0	98.73
177	ASET	B.Tech (ECE) + MBA	3	0.00	100.00	0.00	0	100.00
178	ASET	B.Tech (ECE) - Evng	19	0.00	68.42	31.58	0	100.00
179	ASET	B.Tech (EEE)	50	6.00	54.00	36.00	0	96.00

180	ASET	B.Tech (IT)	45	2.22	64.44	31.11	0	97.78
181	ASET	B.Tech (M&AE) + M.Tech (AME)	25	8.00	68.00	16.00	0	92.00
182	ASET	B.Tech (MAE)	257	5.06	50.58	41.25	0	96.89
183	ASET	B.Tech (MAE) + MBA	5	0.00	80.00	20.00	0	100.00
184	ASET	B.Tech (MAE) - Evng	55	0.00	38.18	50.91	0	89.09
185	ASET	B.Tech(CSE) - Evng	67	1.49	40.30	50.75	0	92.54
186	ASET	Cer in CE	1	0.00	100.00	0.00	0	100.00
187	ASET	M.Tech. (Automobile Engg) Wd	2	50.00	50.00	0.00	0	100.00
188	ASET	M.Tech. (CS&E)	33	6.06	63.64	30.30	0	100.00
189	ASET	M.Tech. (CSE)-Wd	11	72.73	18.18	0.00	0	90.91
190	ASET	M.Tech. (Data Sc)	4	0.00	75.00	25.00	0	100.00
191	ASET	M.Tech. (E&C)	12	33.33	66.67	0.00	0	100.00
192	ASET	M.Tech. (E&C)-Wd	11	18.18	81.82	0.00	0	100.00
193	ASET	M.Tech. (Environ Engg)	3	33.33	66.67	0.00	0	100.00
194	ASET	M.Tech. (EST)	8	25.00	50.00	25.00	0	100.00
195	ASET	M.Tech. (I&PE)	9	22.22	77.78	0.00	0	100.00
196	ASET	M.Tech. (IT)	4	50.00	50.00	0.00	0	100.00
197	ASET	M.Tech. (Power Sys)	10	50.00	50.00	0.00	0	100.00
198	ASET	M.Tech. (Power Sys)-Wd	3	66.67	33.33	0.00	0	100.00
199	ASET	M.Tech. (SE)	3	33.33	66.67	0.00	0	100.00
200	ASET	M.Tech. (WC)	7	28.57	71.43	0.00	0	100.00
201	ASET	M.Tech.(Automobile Engg)	13	7.69	84.62	0.00	0	92.31
202	ASET	M.Tech.(CN&IS)	4	25.00	75.00	0.00	0	100.00
203	ASET	M.Tech.(Control Sys)	4	25.00	50.00	0.00	0	75.00
204	ASET	M.Tech.(Mechatronics)	4	25.00	75.00	0.00	0	100.00
205	ASET	M.Tech.(Struc Engg)	18	0.00	94.44	5.56	0	100.00
206	ASFA	BFA	35	8.57	45.71	25.71	0	80.00
207	ASFA	BFA (Animation)	17	5.88	47.06	17.65	0	70.59
208	ASFA	MFA (AA)	3	0.00	33.33	66.67	0	100.00
209	ASFA	MFA (P)	4	0.00	100.00	0.00	0	100.00
210	ASFL	B.A. (H) - French	19	5.26	52.63	31.58	0	89.47
211	ASFL	B.A. (H) - German	16	6.25	31.25	31.25	0	68.75
212	ASFL	B.A. (H) - Spanish	14	0.00	35.71	42.86	0	78.57
213	ASFT	B.Sc. - Fashion Design	85	5.88	41.18	31.76	0	78.82
214	ASFT	B.Sc. - Fashion Technology	6	0.00	83.33	16.67	0	100.00
215	ASFT	B.Sc. - FC	14	0.00	71.43	28.57	0	100.00
216	ASFT	B.Sc. - Textile Design	9	0.00	77.78	22.22	0	100.00
217	ASFT	DFD	2	0.00	50.00	0.00	0	50.00
218	ASFT	M. A. (FRM)	9	0.00	33.33	22.22	0	55.56
219	ASFT	M.A. (FTM)	9	11.11	66.67	0.00	0	77.78
220	ASFT	MBA (FM)	9	0.00	66.67	11.11	0	77.78
221	ASH	Bachelor of Hotel Management(3	136	3.68	35.29	44.12	0	83.09
222	ASH	Diploma in FP	4	0.00	0.00	0.00	0	0.00
223	ASH	MBA (HM)	9	0.00	66.67	0.00	0	66.67
224	ASIBAS	B.A (H) - I&B	6	16.67	33.33	33.33	0	83.33
225	ASIBAS	B.Sc. (AS)	11	36.36	36.36	18.18	0	90.91
226	ASIBAS	M.Sc. (AS)	17	23.53	64.71	0.00	0	88.24
227	ASIBAS	MBA (I&B)	31	3.23	54.84	32.26	0	90.32
228	ASIBAS	MBA (I&FP)	17	5.88	64.71	29.41	0	100.00
229	ASNRSD	M.Sc. (Forestry)	1	100.00	0.00	0.00	0	100.00
230	ASPESS	B.P. Ed.	24	4.17	91.67	0.00	0	95.83
231	ASPESS	BPE	50	2.00	42.00	46.00	0	90.00
232	ASPESS	M.P. Ed.	32	3.13	56.25	21.88	0	81.25
233	RICSSBE	BBA (CM)	29	6.90	68.97	6.90	0	82.76
234	RICSSBE	BBA (RE&UI)	63	7.94	44.44	30.16	0	82.54
235	RICSSBE	MBA (CE&QS)	32	3.13	37.50	43.75	0	84.38
236	RICSSBE	MBA (CPM)	201	4.98	44.28	36.32	0	85.57
237	RICSSBE	MBA (Infra Mgmt)	18	11.11	50.00	16.67	0	77.78
238	RICSSBE	MBA (RE&UI)	99	2.02	53.54	18.18	0	73.74
239	RICSSBE	PGDFM	8	12.50	87.50	0.00	0	100.00
			8355	6.62	51.42	29.49	0	87.53