

AMITY UNIVERSITY

UTTAR PRADESH

Accredited by NAAC with 'A' Grade

ANNUAL QUALITY ASSURANCE REPORT

(AQAR) of the IQAC

2015 - 2016

Submitted to



NATIONAL ASSESSMENT & ACCREDITATION COUNCIL

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

Annual Quality Assurance Report (AQAR)

(2015-2016)

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The Annual Quality Assurance Report (AQAR) of the IQAC
(Academic Year: 2015-16)

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:

Mobile:

Name of the IQAC Co-ordinator:

Mobile:

IQAC e-mail address:

1.3 NAAC Track ID(For ex. MHC0GN 18879)

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)

1.5 Website address:

Web-link of the AQAR:

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

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

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 _____ (DD/MM/YYYY)

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 65 Institutional IQACs). 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	4
Campus	3
Domain	37
Institutional	324

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.	Workshop on awareness on Four Standards of Western Association of Schools & Colleges, USA.	7-8 December, 2015
2.	Briefing of HOIs, Faculties and Members of IQAC in nine principles of International Assembly of Collegiate Business Education, USA.	3 January, 2016
3.	Workshop on awareness on Nine Standards of International Assembly of Collegiate Business Education.	10-11 March, 2016
4.	Five Days Training Programme in association with Embassy of French was conducted for French Teachers from countries such as France, Russia, Kazakhstan, Afghanistan, Pakistan, Senegal and Nepal.	23 May, 2016
B.	National	
1.	Webinar on NBA organised on National level.	4 Oct, 2015
C.	Institutional/University	
1.	FSMS - Basic Fundamentals for new joined cafeteria staff	25 July, 2015
2.	Workshop on excellence in industry interaction and quality placement	19 Aug., 2015

3.	Training on Documentation & Record keeping for cafeteria staff of the following outlets- D-Block, E-Block & M/s Dosa Plaza	25 Aug., 2015, 27 Aug., 2015
4.	Workshop on MOOC (Massive Open Online Courses) in association with NPTEL	27 Aug., 2015
5.	Workshop on preparation for the Quality Management System audit for Institutional IQAC Members, Quality Supports & HOIs.	28 Aug., 2015
6.	Five Days workshop on the topic” NBA Accreditation and Quality Management” was held to discuss the prevalent Accreditation practices and quality management in Indian Institutions.	24-28 Aug., 2015
7.	Briefing of faculty for guiding the External auditors for the Quality Management System audit	7 Sept, 2015.
8.	Workshop held on integration of IQAC & Management Review Meetings	10 Sept., 2015
9.	A guest Lecture on Quality Initiative in Teacher Education was organized by Institutional IQAC of Amity Institute of Education.	17 Sept., 2015
10.	Training evaluation of cafeteria staff on hygiene and good practices	5 Oct, 2015
11.	An expert Talk on the “Role of Technical Education in Make in India” was organized by Institutional IQAC of ASET & ISTE (Indian Society for Technical Education).	14 Oct., 2015
12.	Awareness workshop on Environment Management System conducted for Institutional IQAC members and Quality Supports.	26 Oct., 2015
13.	Briefing workshop on the observations of the audit conducted for Quality Management Systems, gaps and how to close them.	10-11 Dec., 2015
14.	Briefing of Internal Auditors and Domain Coordinators on conducting the audit and discussions on the check list prepared by QAE.	19 Jan., 2016
15.	Training programme on testing on earthing& soil resistivity	19 Jan 2016
16.	Workshop on software for HR functions for transparency and quality improvement in employee services conducted by Tata Consultancy services	2 Jan., 2016
17.	Workshop on development on writing educational & operational objectives, learning & operational outcomes.	09 Feb., 2016
18.	Workshop on awareness of environmental norms to lab staff	17 Feb., 2016
19.	Lecture on Quality Assurance & Enhancement for faculty	18 Feb., 2016
20.	Workshop on awareness on Occupational Health and Safety	25-26 Feb., 2016
21.	Workshop on awareness on Occupational Health and Safety	01 March, 2016
22.	Training of Cafeteria Staff on general awareness on pre-requisite programmes for cafeterias and how to fill in the formats designed by QAE.	18 March, 2016
23.	Workshop conducted for Institutional IQAC members on NAAC criteria.	22 March, 2016
24.	Briefing on smooth conduct of examination to all Institutional IQAC members and Examination Sub Committee Members.	06 April, 2016
25.	Workshop on how to conduct flipped classes	18 April, 2016

26.	Workshop on how to write SSR Section 2,Part 2 (Criteria wise inputs)	12 May, 2016
27.	Briefing on how to write SSR Section 2,Part3 (Evaluative Report of Departments)	17 May, 2016
28.	Workshop on safety procedures for working staff	18 May, 2016
29.	Training workshop for cafeteria staff on microbial growth and contamination caused by food handler and how to prevent them.	28 May, 2016
30.	Briefing of Deans and University Planning Sub-Committees on evaluation report and Annual Academic Planning	30 May, 2016
31.	Food Safety Seminar at India Habitat Centre	16 June, 2016

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 2015-16:

1. The three levels IQAC were involved in detailed Strategic Annual Planning before the commencement of academic year 2015-16. 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. With the help of Institutional IQACs and University IQAC, the University was able to submit the Self Study Report for the International Accreditations and prepare for the visit of the Team. The following activities were undertaken by the IQACs during the implementation and preparation for the international accreditations, particularly WASC, IACBE, Un-WTO, etc:-
 - a) The members of Institutional IQAC compiled the evidential data required for the support of the SSR submitted to the accreditation agencies.
 - b) The QAE and Institutional IQAC prepared and conducted the preparatory audits for above accreditations as per the format and checklist.
 - c) The audit reports were sent to the concerned institutions for closure of gaps.
 - d) The Institutional IQAC submitted their evidential documents to the University IQAC for verification of the external visiting peer team nominated by the accreditation agencies.
 - e) The IQAC Team (University, Domain/Faculty & Institutional) interacted with the peer team during their visit to the campus.
3. All institutional activities were planned, executed and monitored by the IQAC. The IQAC meetings were held once every month at the Institutional level as per the format and guidelines given by the University from time to time.
4. Conduct of Institutional (Self/first party audit) and Intra Institutional Audit by QAE and preparation of audit by external agency (Third Party).
5. Management Reviews are conducted by University IQAC both at Faculty Level and University Level. A total of fifteen Management Review Meetings were held in the year 2015-2016 as under :-

S No	Domain/Faculty	Date of MRM
1.	Faculty Of Hotel/Management/Hospitality/ Tourism/Travel	09 June, 2016
2.	Faculty Of Health & Allied Sciences	07 June, 2016
3.	Faculty Of Education/Teachers Training	09 June, 2016
4.	Faculty Of Distance Learning	14 June, 2016
5.	Faculty of Management Studies	23 May, 2016
6.	Faculty of Applied Arts, Journalism & Communication, Humanities & Social Science	09 June, 2016
7.	Faculty of Bio-Sciences & Biotechnology	30 May, 2016
8.	Faculty of Law	08 June, 2016
9.	Faculty of Science, Engineering & Technology:	
	a) Engineering & Technology Domain	24 May, 2016
	b) Science & Technology Domain	27 May, 2016
	c) Natural Resource & Environmental Science Domain	24 May, 2016
10.	Faculty of Architecture , Planning & Design	06 June, 2016
11.	Fine Arts/Performing Arts/Visual Arts/Applied Arts	24 May, 2016

6. 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 University Quality Management Systems.
 - 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.
7. Revision/Formulation of regulations/policies and guidelines regarding Policy for back up for servers and Inventory Management System.
 8. Conducted training workshops at the Institutional and Domain level for strengthening of IQAC.
 9. Involvement of students through in-house projects pertaining to refinement of academic process, Environment safety, energy saving and Food safety.
 10. Monitoring and Review of Teaching – learning process through University intranet (AMIZONE) and by taking periodic reports on various processes like:
 - Tracking of classes held
 - Monitoring of Academic Planning Worksheets.
 - Implementation of Time Table
 - Conduct of event as per the calendar approved by the Academic Council.
 - Overview of the conduct of classes as per the plan.
 11. The implementation of Outcome Based Education.
 12. The University response for National Education Policy was submitted to UGC on the following themes:
 - Ranking of Institutions and Accreditation.
 - Improving the quality of Regulation.
 13. The Institutional IQAC & University IQAC members checked the implementation of SLOs and outcome assessment plans.
 14. Implementation of Flexi time table coupled with on-line Course registration, through intranet i.e. Amizone, in each semester, which helps the students to choose the courses they want to study and when to study as per policy on Flexi Time-Tabling.
 15. The IQAC at University level ensured that all the Institutions have defined their Graduate Attributes in alignment with the Attributes defined at the University Level.
 16. The University IQAC monitored and carried out SWOC analysis on the self assessment through in house developed tool based on NAAC criteria carried out by the Institutions. The analysis was shared with all the institutions and was asked to set targets for improvement on the areas identifies as opportunities for improvement.

(b) 2.14 Plan of Action by IQAC/Outcome

S No.	Plan of Action/Objective	Achievements
1.	To analyse the self assessment carried out by the institutions, identify areas of improvement and set targets based on the SWOC analysis..	(a) An assessment tool comprising of 613 micro indicators based on the seven criteria developed in 2014-15 was implemented during the year 2015-16 and two cycles of self assessment have been conducted by the IQAC. (b) The analysis was done on 01 Feb 2016 and conveyed to all Institutional IQAC for setting appropriate objectives for converting weaknesses and threats into strengths.
2.	To prepare a comprehensive Annual Academic Planning 2016-2017.	i. The Annual Academic planning 2016-17 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: 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 Equipments and Software Planning Sub-Committee. f) Annual Activities Calendar Sub-Committee & Industry Interaction, Placement & Alumni Sub-Committee g) International Planning Sub-Committee. h) Financial Planning Sub-Committee
3	To Prepare for the visit of the peer team for following two International Accreditations: a) IACBE (International Assembly for Collegiate Business Education (USA). b) WASC (Western Association for Schools & Colleges (USA).	i. To schedule and conduct preparatory audit. ii. To prepare checklists and formats for the conduct of audit. iii. To prepare audit reports and identify gaps. iv. Institutional IQAC to close the gaps.
4	To plan for the preparation of the Self Study Report for NAAC Re-accreditation, Section B as per the guidelines and format given by NAAC in the Manual for Self Study (Universities)	(a) To conduct an awareness workshop for all IQAC members and concerned support offices on the guidelines of NAAC. (b) To constitute Core Committee & SSR Committee who will be preparing and finalising the SSR Section B, Part 2 & 3. (c) To prepare time lines and NAAC re-accreditation

		<p>activity calendar.</p> <p>(d) To monitor the progress and coordinate with the Committee Members for collection and compilation of data as per the time lines and targets set.</p> <p>(e) To compile the SSR and take the approval of the University IQAC & Academic Council.</p> <p>(f) After the approval, uploading the SSR in the website.</p>
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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 2015-2016 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 2015-16 between 22 August-20 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.
5. The AQAR was placed for the approval of the University IQAC held on 26th October 2016 and the Academic Council Meeting held on 04 November 2016 .

Part – B

Criterion – I

1. Curricular Aspects

1.1 Details about Academic Programmes:

(a) Noida Campus

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	80	6	80	80
PG	116	2	116	116
UG	117	2	117	117
PG Diploma	3	1	3	3
Advanced Diploma	-	-	-	-
Diploma	5	-	5	5
Certificate	-	-	-	-
Others				
M.Phil	4	-	4	4
Dual	13	-	13	13
Total	338	11	338	338
Interdisciplinary	20	1	20	20
Innovative	15	1	15	15

(b) Lucknow Campus

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	25	8	25	25
PG	37	-	28	28
UG	41	-	35	35
PG Diploma	1	0	1	1
Others				
M.Phil	2	1	2	2
Dual				
Total	106	9	106	106
Interdisciplinary	3	-	3	3
Innovative	4	-	4	4

(c) Dubai Campus

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	0	0	0	0
PG	17	7	17	17
UG	31	18	31	31
Others (Foundation Course)	4	1	4	4
Total	52	26	52	52
Interdisciplinary	5	0	5	5
Innovative	0	0	0	

(d) Greater Noida Campus

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	0	0	0	0
PG	2	0	2	2
UG	15	5	15	15
Others	0	0	0	0
Total	17	5	17	17
Interdisciplinary	0	0	0	0
Innovative	0	0	0	0

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). During the year 2015-16, the system got strengthened through the feedback received from faculty and students during year 2014-15. 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	513
Trimester	-
Annual	-

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"/>
Mode of feedback	:	Online	<input checked="" type="checkbox"/>	Manual	<input checked="" type="checkbox"/>	Co-operating schools (for PEI)	<input type="checkbox"/>

*Please provide an analysis of the feedback in the Annexure



Student Survey
2015-16.docx



feedback.docx

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

1. The policy Guidelines for Credit System, Academic Credit Hour and Time Tabling was revised and approved by the Academic Council held on 30 November 2015.
2. Amendments in Regulation No 1 (Conduct of Examinations, Scheme of Evaluation and Discipline among Students in Examinations) under Para 35 'Refund of Examination Fee' were recommended during the year 2015-16.
3. There had been revision in existing course curriculum and assessment scheme for various courses by the Course Review Committee and its recommendations to the Area Advisory Board and approval of the Academic Council. The salient aspects of the revision/update of the courses include the following changes:
 - (a) Integrate self work in course where possible for better learning of students.
 - (b) Aligned module weightage and number of sessions for course delivery..
 - (c) Aligned module weightage and questions and their grads from each module to ensure that the entire syllabus is covered for examination.
4. The Academic Council held on April 2016 approved the Skill Enhancement Courses of 3 credit units each.
5. The Outcomes Assessment Plan (OAP) has been implemented by each domain for all the UG & PG programmes. The OAP gives a systematic, evaluative process which is implemented to secure learning experiences that are congruent with original goals and objectives for the programme; thereby providing a basis for effectiveness and continuous quality improvement at all levels of implementation.
6. Implementation of OAP. The implementation of OAP is effected at four levels i.e. Programme level, Institutional level, domain level and finally at the University Level. The OAP has four sections:
 - (a) Strategic Assessment: Mission and Broad Based Goals and Broad Based Operational Goals.
 - (b) Student Learning Assessment:
 - Prog. Learning Outcomes (PLOs)
 - Assessment Tools for PLOs
 - Direct measures to assess Learning Outcomes
 - Indirect measures to assess Learning Outcomes
 - Mapping of PLOs to Prog. Educational Objectives
 - Mapping of Direct and Indirect assessment tools to Learning Outcomes
 - (c) Operational Assessment:
 - Prog. Operational Outcomes (POOs)
 - Assessment Measure for Operational Outcomes
 - Mapping of POOs to Operational Goals
 - (d) Linkages of results of Outcomes Assessment with Strategic Planning for better student learning:
 - Reviewing the current status of the plan updates and revises the plan as deemed appropriate.
 - Analysing the external and internal environment for identifying the areas of improvement.
 - Developing strategies and action plans for improvements that are consistent with and contribute to the University's strategic initiatives.
 - Implementation of action plans and budget.

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 2015-2016:

S No	Name of the Dept./Centre/ Institution	Date of Establishment
A.	<u>Institutions:</u>	
1	CII School of Logistics	19 March 2016
2	Amity Institute of International Studies	28 July 2015
B.	<u>Centres</u>	
1.	Amity Centre for Inter-Disciplinary Research	09 September 2015
2.	Amity Centre for Soil Sciences	23 November 2015

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

Campus	Total	Asst. Professors	Associate Professors	Professors	Others
Noida	1463	1054	84	171	154
Greater Noida	64	30	7	3	24
Lucknow	348	291	10	47	-
Dubai	42	24	3	3	12

2.2 No. of permanent faculty with Ph.D.

960

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
186	44	14	108	21	56	25	-	246	208

2.4 No. of Guest and Visiting faculty and Temporary faculty

56

192

-

2.5 Faculty participation in conferences and symposia:

(a) Noida Campus & Greater Noida :

No. of Faculty	International level	National level	State level
Attended	553	245	48
Presented papers	551	210	34
Resource Persons	182	59	25

(b) Lucknow Campus:

No. of Faculty	International level	National level	State level
Attended	73	224	1
Presented papers	117	153	3
Resource Persons	9	9	1

(c) Dubai Campus:

No. of Faculty	International level	National level	State level
Attended	30	12	-
Presented papers	18	-	-
Resource Persons	7	3	-

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

Successful implementation of choice- based credit system has made the teaching-learning process more flexible where the students are offered multiple pathways in pursuing their academic learning. The tools used by the faculty members for implementation of these innovative practices are given below:

1. Master Session Plan integrated with revision/ group discussion/ open book tests at the last session of every module where the students quiz themselves. This leads to the better understanding and learning of the course.
2. Lectures are discoursed using audio- visual aids such as you-tube demonstration, animation, MOOC.
3. The value-based course includes behavioral science (taught in lecture and workshop mode), business communication (oral and written communication) and foreign language. They help the students to develop holistically. The assessment is done through rubrics.
4. Assignments based on programming, case –study, literature review is given to the students to help them achieve strong foundation of the course, analyze and investigate the findings for better problem statement and its solution thereafter.
5. Capsule quizzes / open –ended questions are provided at the end of the course. It helps the student to develop the High Order Thinking Skills and helps them in placements/ start-ups.
6. Small Live Projects/Case study implementation given to the students to develop the skill for Research and increases the continued momentum for more refined learning and development of the entrepreneurship skill.
7. Group based projects help the student to collaborate and work in team as well as achieve the task given to them and solve the problems successfully.
8. Introduction of flipped model of classroom helps in the deep understanding and self- assessment of the course
9. Students who want to have their own start-ups set up their firm with the help of Amity Incubation Centre where they can not only protect their ideas by patenting it, branding it but also gets the seed money to start up the project and manage it successfully.
10. Self-learning method is being used to encourage the students to “Go Green” and help the society.
11. Outdoor Activity based Courses such as Human Value community outreach, entrepreneurship classes, Yoga, Military Training camp grooms the student to become responsible citizen.
12. Industry specific courses are developed in collaboration with the Industry which trains the students as per their need and absorbs the student.

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)

1. Bar Coding/Introduction of New OMR Answer Books: New OMR answer book has 2 parts. Part II (Details of the student) is scanned first. Scanned award sheet is checked for correctness (QC), thereafter, it is uploaded on intranet, Amizone. The Bar Code number provided to each answer book to maintain the secrecy.
2. Double Valuation: Deputation of separate team of checkers to ensure that no question is left un-evaluated and all marks awarded are transferred on OMR is correct. The system has becomes so effective that hardly any change in marks is noticed after rechecking.
3. Automation of examination: The following new practices/improvements were made in examination and evaluation:
 - (a) On line submission of question papers and its moderation by the respective moderation boards.
 - (b) Access to on line question papers are restricted to designated moderators.
 - (c) On line availability of model answers for evaluation.
 - (d) On line submission of evaluation bills by the evaluators thus fast processing of bills.
 - (e) To speed up the process, centralised evaluation is done.
 - (f) Automation of result moderation.
 - (g) On line submission of Guided Self Study Course (GSSC) and 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) On line processes of exam activities and improvements in the system has facilitated timely declaration of results and conduct of convocation on schedule.
 - (j) On line 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.
 - (k) On line process has reduced the students grievance to minimal, redressal of grievances of students is resolved same day or by next day.

2.9 No. of faculty members involved in curriculum

Restructuring/revision/syllabus development


389	1065	624
-----	------	-----

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	7541	7.32	52.87	30.05	-	90.24%
	The Programme wise distribution of pass percentage is attached.					
	 Result 2015-16.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.
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.
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	120
UGC – Faculty Improvement Programme	474
HRD programmes	-
Orientation programmes	173
Faculty exchange programme	17
Staff training conducted by the university	652
Staff training conducted by other institutions	73
Summer / Winter schools, Workshops, etc.	1130
Others	1430

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

- The IQAC in the beginning of the year set targets of Research & Publications at the individual level and institutional level. These targets are discussed in the annual academic planning meetings and freeze for the year.
- Each faculty is evaluated on the research parameter through performance based appraisal system (PBAS).
- Regular reviews to encourage the progress of research, constituting comprising of external experts, conducting course work and comprehensive viva, encouraging publication and paper presentation.
- The IQAC of the institution encourages the staff members to undertake major and minor research projects and to organize seminars, workshops and conferences, etc.
- Compulsory research oriented paper publications for final year M.Tech students
- Research oriented M.Tech&Ph.D labs
- Recruit eminent people with research background.

3.2 Details regarding major projects

(a) Noida Campus:

	Completed	Ongoing	Sanctioned	Submitted
Number	20	74	34	214
Outlay in Rs. Lakhs	467.72	1927.86	970.02	20224.76

(b) Lucknow Campus:

	Completed	Ongoing	Sanctioned	Submitted
Number	-	-	-	12
Outlay in Rs. Lakhs	-	-	-	245.16

3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	4	11	11	-
Outlay in Rs. Lakhs	10.9997	33.9031	43.5951	-

3.4 Details on research publications:

The details of Research & Publications of all campuses are given below:

	International	National	Others
Peer Review Journals	1226	170	
Non-Peer Review Journals	2	3	
e-Journals	1		
Conference proceedings	795	44	

3.5 Details on Impact factor of publications:

Range 0.5-16.32 Average 2.62 h-index 10 SCOPUS 1619

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 (Including all campuses)	Received
Major projects	2015-16	SERB, DST, DBT, DRDO, ICAR, DST FIST, DST SEED, PLR, Planex, DAE BRNS, Alexander vomHumbolt Foundation Germany, CSIR, MoEF&CC, UP-CST, MOFPI, DSIR, SERB	121542200	49774000
Minor Projects	2 Year (2015-2017)	Council of Science & Technology Uttar Pradesh (CST-UP), ICAR IIPR Kanpur, ICAR IIRR Hyderabad, The Small Cat Action Fund (SCAF), UGC-DAE, Rain Forest Research Institute (RFRI), UP Treasury, CST, CSIR, FCPAR & CEFIPRA, Social Action Research Training health Awareness & Knowledge, Varanasi	5029510	2480460
Interdisciplinary Projects	3 Years 28-10-2015 to 27-10-2018 (Currently sanctioned for one year)	Engineers India Ltd., New Delhi	7248876	287300
Industry sponsored	2015-16	Agha Khan Foundation, AMT, USA	199000	199000
Projects sponsored by the University/ College	9/15/2016	AUMP Gwalior	5400	5400
Students research projects <i>(other than compulsory by the University)</i>	1 Year (2015 January)	DSI Rajasthan, Students from KRG & BIMR College of Jiwagi University, Gwalior for their dissertation (M.Sc-Biotech)	106000	106000
Any other(Specify)				
Total			134130986	52852160

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

Autonomy CPE DBT Star Scheme
 INSPIRE CE Any Other ()

3.10 Revenue generated through consultancy

3.11 No. of conferences organized by the Institution/University:

Level	International	National	State	University	College
Number	21	36	7	43	NA
Sponsoring agencies	CSI,IEEE,IETE, DST, DeITY, MNRE, CSIR, 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.	RNS,DAE, IWID, ICMR, ICAR, TATA Technologies, BRNS, DAE,	DEB, JK Cement, Birla White, NSE	AUUP	

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	99
	Granted	1
International	Applied	
	Granted	
Commercialised	Applied	22
	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
24	17	7	-	-	-	-

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

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

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: NIL

University level State level
 National level International level

3.24 No. Of Awards won in NCC: NA

University level State level
National level International level

3.25 No. of Extension activities organized

University forum College forum
NCC NSS Any other

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

1. Extension Activities:

- (a) A problem based operational research project was sanctioned by Department of Science & Technology (DST), Govt. Of India on **“Transfer of Sodic Soil Reclamation and Management package to farmers in district GautamBudh Nagar (UP)”** for a period of three and half years during the year 2010-2014. The impact of this programme was found to be very encouraging and now the soil reclamation technologies have been disseminated in 27 villages and adopted by 128 farmers covering about 128 acre in district GautamBudh Nagar (UP).
- (b) A research project entitled **“on Farm Testing of Proven Medicinal Plants in Sodic and Saline Water Conditions”** was sanctioned by National Medicinal Plant Board (NMPB), Govt. of India, New Delhi during the year 2013 for a period of three years (2013-2016).
- (c) The Department of Biotechnology (DBT), Govt. of India, New Delhi sanctioned a research and development project on **“Rural Bio-Resource Innovation-Application to uplift the Socio-economic Status of Farmers and Entrepreneur of Uttar Pradesh”** to AICPHT & CCM and ACAES during the year 2012 for a period of three years. This is multi institutional project under which the ACAES was dealing with a component related to **“Animal Husbandry and Extension Activities”** particularly on popularization of perennial grasses and Azolla as an animal feed for the farmers of district GautamBudh Nagar, Ghaziabad and Bulandshahr, Uttar Pradesh.
- (d) **Low cost Cold storage Technology**
Amity University-ASI CoolBot project in which Amity University has contracted by Agri-System International, USA to construct coolbot cool rooms at Sultanpur and Shahajahanpur, Uttar Pradesh; close to village mandis are being used by farmers for storage of their yield.

2. Institutional Social Responsibility:

- (a) Universities values and character contributes to the public good through **Amity Humanity Foundation** to initiate social welfare activities and create possibilities for equitable social development.
- (b) A brief description of the Thrust areas is as follows:

- Caring for underprivileged girl child and boy child – AMITASHA & ATULASHA respectively.
- HIV/AIDS Awareness
- Rehabilitation of the physically disabled in District Ghaziabad
- Establishment of a centre in Noida for treatment of mentally ill and rehabilitation centre.
- Visit to old age homes –Programmes for physical and psychological well-being of neglected and institutionalized senior citizens
- Human Values Community Outreach (HVCO), environment protection , Community radio, Clinics – Legal Aid Cell, OPD, counseling farmers,
- Blood Donation camps
- Celebration of ‘Digital India’ Week.
- World Tourism Day Theme for this years celebration was ‘India can become number one Tourism Destination’
- World Physiotherapy Day (WPD). The theme of this year’s celebrations was “Movement for Health”
- Amity University in association with ‘Institute of Road Traffic Education, College of Traffic Management’ conducted a Workshop on ‘Road Safety and Alcohol Awareness Education’
- In association with Himalayan Environmental Studies & Conservation Organization (HESCO) University celebrated Himalayan Day the theme was ‘Organic Farming and Hydro ecology can help in the conservation of Himalayas’

(c) Research & Innovation is defined as one of our core values which contributes to public Good through technology transfer:

- The technology transfer team of AUUP identified 27 Products/technologies for commercialization and mapped around 200 industries on behalf of concerned researchers. 23 Companies visited the Campus for making enquiries about the products.
- Two technologies namely ‘Herbal Mosquito Repellent’ and ‘LPG sensor’ were transferred to M/s Tarini Herbal Company and Realty Automation respectively. Tarini Herbal Company has already launched Herbal Mosquito Repellent.
- Details of above mentioned contribution to society and nation Building are available on following web-links:
<http://www.amity.edu/beyond-academics.aspx>
<http://www.amity.edu/social-initiatives.aspx>
<http://www.amity.edu/event-list.aspx>

Criterion – IV

4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

(a) Noida Campus:

Facilities	Existing (as on 1 st July 2015)	Newly created	Source of Fund	Total (till 30 th June 2016)
Campus area	60 acres	27	By sponsoring body i.e. (RBEF).	87
Class rooms	550	36		586
Laboratories	327	-		327
Seminar Halls (Including Seminar Hall, MDP & Moot Courts)	15	-		15
No. of important equipments purchased (\geq 1-0 lakhs) during the current year.	-	23		23
Value of the equipment purchased during the year (Rs. in Lakhs)		1,24,10,988.49		1,24,10,988.49
Others : Sports Ground	15 acre			15 acre
Lounge & Meetings Rooms	5			5
Hostels	12	-		12
Studio	8	-		8
Psychology Lab	1			1
Physiotherapy Clinic	1			1
Mental health Clinic	1	1	2	

(b) Lucknow Campus:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	1696.4 (40 acres)	0	By sponsor -ing body i.e. (RBEF). through AUUP.	1696.4 (40 acres)
Class rooms	178	17		195
Laboratories	80	16		96
Seminar Halls	2	1		3
No. of important equipments purchased (\geq 1-0 lakh) during the current year.	20	4		24

Value of the equipment purchased during the year (Rs. in Lakhs)	4,056,652.75	8,22,917.75		4,056,652.75
Others : Sports Ground	1	0		1
Lounge & Meetings Rooms	Lounge- 1 & Meeting Rooms - 2	0		3

(c) Dubai Campus:

Facilities	Existing	Newly created	Source of Fund	Total	
Campus area	20 million sqft	10,251.27 SQM	By sponsoring body i.e. (RBEF)		
Class rooms		51			
Laboratories		11			
Seminar Halls	1	4			
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	2	-			
Hostels	2 (190 inmates)	-			

(d) Greater Noida Campus:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	34	-	By sponsoring body i.e. (RBEF)	34
Class rooms	28	14		42
Laboratories	18	8		26
Seminar Halls	6	-		6
No. of important equipments purchased (\geq 1-0 lakh) during the current year.	3	-		3
Value of the equipment purchased during the year (Rs. in Lakhs)	-	-		-
Others : Sports Ground	4			4
Dispensary	1			1

4.2 Computerization of administration and library:

Computerization of Administration:

1. The University intranet AMIZONE is the most comprehensive source of information on administrative and academic programmes and policies of relevance to students.
2. The Student Handbook on AMIZONE describes the University's Code of conduct and fundamental standards stating the expectations for student honesty and integrity. The Student Handbook also describes the grievance Redressal process on academic and non-academic issues, student club/committees, information on promotion criteria, time to complete the degree, university scholarships, fellowships, fee payment process etc.
3. The students are able to view their attendance, time table, session plan, lectures, assignments and results on regular basis through AMIZONE.
4. All University regulations and Guidelines are reviewed and uploaded periodically for the information, compliance and implementation of concerned stakeholders.
5. At the University level complaints of students, parents, faculty and staff are resolved judiciously and clarified online on AMIZONE or by committees constituted by competent authorities of the University.
6. Complaints posted by students and their parents relating to academics, admissions & scholarships, security, administration, hostel, IT, fee, transport and cafeteria have been addressed promptly. Each area of complaint is analyzed by in-charges of each domain and appropriate measures are taken to improve the functioning of the related domain in every semester.
7. Amizone is continuously updated with new features and facilities to provide rich experience to **students** and Faculty.
8. The data generated on AMIZONE is analyzed at various levels to take corrective actions at relevant levels.

Computerization of Library

1. The library operations are automated using open source software (KOHA). A total number of 200 computers with shared printers are installed for the access of users. The Central Library and the departmental libraries are connected with internet having a speed of 1 GBPS.
2. The library has a dedicated website where in access to e-publications and resources sharing via DELNET & UGC-Infonet is available to all users.

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	167966	74628981	3527	1124201	171493	75753182
Reference Books	46310	22695371	686	218148	46996	22913519
e-Books	93 databases of sites having above 150000 books.					
Journals	101	387330	44	381760	145	769090
e-Journals	4288		0	-	4288	-
Digital Database	93	-	0	-	93	-
CD & Video	4000	-	400		4400	-
	+ 211 video films				+ 211 video films	

The Names of some of the Major Online Resources are given below:

- | | |
|----------------------------------|-------------------------------|
| 1. American Institute of Physics | 8. Royal Society of Chemistry |
| 2. American Physical Society | 9. Taylor and Francis |
| 3. Cambridge University Press | 10. ACM Digital Library |
| 4. Institute of Physics | 11. IEL Explore |
| 5. Nature | 12. EBSCO Host |
| 6. Oxford University Press | 13. Manupatra |
| 7. Portland Press | 14. SCC Online |

4.4 Technology upgradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Others
Existing	4233 + 1486 Laptops to faculty/Management Staff.	72	<p>1. The University does not have any separate internet/browsing centres or computer centres. Computer labs are centrally available to students/Institutions.</p> <p>2. Dedicated computing facilities</p> <p>a) Internet in All Computer Labs</p> <p>b) Internet in Residential area</p> <p>c) Wi-Fi in entire campus including Hostels</p> <p>d) High speed printers and scanners in various blocks for students.</p> <p>e) LCD Projectors</p> <p>f) Audio Visual Class rooms</p> <p>3. LAN facility - One network across the campus and access internet/intranet resources under uniform network policy.</p> <p>4. Number of nodes with internet facility - More than 80 Server on virtual platform using VMware and HP Blade servers. Free high speed internet connectivity from multiple ISP's.</p>					
Added	900	-						
Total	4233	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. Internet Access: Internet is available in entire campus including hostels with wi-fi connectivity which is accessible to all user.
3. Training to Teacher/Faculty: Training Workshops are conducted for faculty periodically to upgrade them with the latest technology introduced through Faculty Development Programmes and Special Workshops.
4. 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.
5. Introduction of LMS & Flipped classes has been introduced during the academic year 2015-16 using the latest technology.
6. The following strategies have been adopted to upgrade the systems:
 - (a) Enhancement of Wi-Fi Security to NAC level.
 - (b) Mac authentication for Cyber Security
 - (c) A secure, manageable server-based Enterprise Printing Solution.
 - (d) BYOD Smart solution to manage and control access of a bring-your-own-device.
 - (e) Academic Initiative educational program by Oracle
 - (f) Enhancement Network Access Control Policy
 - (g) Upgrade old systems
7. Also MIS reports are generated through Amizone for e-governance through a systematic reporting system.

4.6 Amount spent on maintenance in lakhs:

i) ICT	1035.46
ii) Campus Infrastructure and facilities	1193.36
iii) Equipments	157.35
iv) Others	47.30
Total:	2433.47

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. 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.
2. 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
3. The Quality & Environmental Policy of the University is displayed at all prominent places, seminar halls, offices of the Institutions, corridors, etc.
4. The IQAC ensures that notices and the information about the various support services are displayed in the Amity intranet, Amizone.
5. The IQAC also conducts awareness workshops and seminars on updating the knowledge of the students about the various support services and environmental issues.
6. 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 who have done exceedingly well is attached.
2. The progress of the programme-wise completion rate during the time span stipulated by the University for the last three years is given below:

S. No.	Campus	Total No. of Students Pass in 2015	Total No. of Students Pass in 2014	Total No. of Students Pass in 2013
1	Noida	6327	5858	4940
2	Lucknow	1562	1468	1289
3	Dubai Campus	263	181	44
Total		8152	7507	6273

5.3 (a) Total Number of students

(b) No. of students outside the state

8532

(c) No. of international students

13993

Men	No	%	Women	No	%
	20346	57		15600	43

Last Year						This Year					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
28459	313	193	3233	0	32198	31994	455	233	3264	0	35946

Demand ratio: UG: 1:5 PG: 1:4.2

Dropout: 9%

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 Competition with MSME between 15-17 March, 2016. 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

2488

5.5 No. of students qualified in these examinations

NET	20	SET/SLET	1	GATE	3	CAT	5
IAS/IPS etc	3	State PSC	1	UPSC	1	Others	81

5.6 Details of student counselling and career guidance

- The University has the following well established processes and departments that supports the students for counselling and career guidance:
 - Industry Interaction Cell (IIC)/Corporate Resource Cell (CRC) at Institutional level.
 - Amity Technical Placement Centre (ATPC) for Engineering, Science & Technology students.
 - Amity Centre for Entrepreneurship Development
 - Amity Institute of Competitive Examination
- 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.
- Special workshops are conducted for:
 - Resume writing by experts
 - Entrepreneurship Awareness Camps
 - Guest lectures by Successful Entrepreneurs
 - Sessions by Funding Agencies, venture capitalists
 - Idea Generation Workshops
 - Workshop on Business Plan Development
 - Workshop on Training the Trainer in Entrepreneurship
 - Women Entrepreneurship Development Programme
 - Technology Entrepreneurship development Programme
 - Counseling and Mentoring of Students
- 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.
- 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

6856

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
1327	4608	2820	1146

5.8 Details of gender sensitization programmes

1. Amity believes in Gender equality and provides equal opportunities for women and men. There is no discrimination or inequalities in access to resources, opportunities and services or promotion.
2. The academic ambience of the University promotes sensitivity and respect to one another. The life skills education training to the students, faculty & staff has developed a conducive professional relationship.
3. 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.
4. In addition workshop /training programmes are conducted on legal rights, protection from domestic / social violence, gender biasness etc.
5. Awareness workshops /training programmes for faculty, staff and students are conducted to understand gender identity and eliminate various forms of sexual discrimination. These help an individual by providing insight into their behavior and help them to develop corrective emotional and behavioral actions.
6. A total of 151 Activities were organised during the year 2015-16 to overcome various gender disparities, few of them are listed below:
 - (a) Celebrating International Women day -Panel discussion Encouraging Prevention and Early Intervention of Breast & Cervix Cancer” by Renowned Oncologists.
 - (b) Panel Discussion on Gender Sensitization.
 - (c) Panel Discussion on Safety and Security of Women as "Courageous me - Step forward towards fearless Future".
 - (d) Workshop on Basic life Support.
 - (e) Online campaign to pledge support against female feticide
 - (f) Counselling on legal Aids
 - (g) Workshop on Healthy Diet and Wight Loss

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:

- The Amity School of Communication (ASCO) Band won the Acepalla Competition at BITS Pilani.
- Mr. Sreshth Shah and Mr. Abhimanyu Bhadauria - Winners of Tata Crucible Campus Quiz 2016 (total cash prize of Rs.5,00,000 and also Tata Tiago car each).
- Mr Abhimanyu Bhadoria and Mr Sreshth Shah - Winners of TAPMI Quiz Competition 2015 (Prize money Rs6 lakhs)
- Amrender Pal Singh Chauhan- IV Semester student of BA L.L B had been selected to represent India in World University Games in 25 M Pistol event category at Guangzhou, Korea from 03 to 14 July 2015.
- AUUP Cultural club TATVA team won Indian Oil skit competition with a cash prize of Rs. 1,00,000 and a trophy 2016.
- Washington Center's Scholarship received by Ms Garima Jain of MBA for \$13,000.
- Aiman Kulsoom Rizvi won the Great Essay Competition winning a 10day trip to London and a Trophy 2016.
- Students of Amity School of Engineering & Technology with the Chairman's Award at the All Terrain Vehicle Competition in South Africa.

5.10 Scholarships and Financial Support (check from DSW/LDA/ EMC2/ ASIBAS/Dubai)

	Number of students	Amount
Financial support from institution	2417	20,19,53,742
Financial support from government	-	-
Financial support from other sources	-	-
Number of students who received International/ National recognitions	38	11,06500 +\$13,000

5.11 Student organised / initiatives

Fairs	: State/ University level	329	National level	5	International level	1
Exhibition:	State/ University level	65	National level	0	International level	21

5.12 No. of social initiatives undertaken by the students 275

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 will 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 during Student Mess Committee meeting and through online had said that the behaviour of the cafeteria staff was rude and uncalled for.

The Dean Student Welfare had called all the cafeteria owners and along with the members of Cafeteria Management Committee had warned them to behave properly. Also, a training programme for them was organised to inculcate behaviour and communication traits.

2. The student had complained that the time taken to get the duplicate admit card printed was long and the students had to run from finance department to examination and in this process lot of time was wasted.

The issue was resolved and it was decided that Examination and Finance Department will sit together at a central place (COE Office) to print the duplicate admit card.

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
 - (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
 - (v) Industry Survey
 - (vi) Parent Survey
- (d) HR:
 - Employee Grievance/Suggestion Box
 - Employee attendance
 - Employee leave
 - Leave register

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.
5. The results of the analysis and audits are informed to the concerned authorities and Management through Management Review Meetings and One to one interactions periodically.

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

6.3.1 Curriculum Development

1. To adopt global best practices 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 the revision in curriculum as per global standards.

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. Setting up of question papers to be on the lines of international established procedure.
2. Prompt and timely redressal of student grievances.
3. Time bound and fair examination process.
4. Automation of all processes to minimize human/manual effort and error.
5. Automatic analysis of students performance for the following:-
 - (a) semester/course/programme, results
 - (b) weak students/disadvantaged students.
 - (c) Regular review of regulations on conduct of examination and evaluation.

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 equipments have been procured.

6.3.5 Library, ICT and physical infrastructure / instrumentation

Library:

1. To ensure availability of books and journals as per the statutory body requirements at all the times.
2. Analysis of issuing of books, footfalls, etc.
3. Automatic upgradation of titles and volumes.
4. Reducing the time of indenting and procurement of books, journals, e-journals, etc.

ICT:

1. Upgradation of MPLS connectivity.
2. Provide fiber connectivity to all Wi-Fi access control.

Physical Infrastructure/instrumentation:

1. To maintain and upgrade the physical infrastructure as per the Annual Academic Planning approved by the University IQAC and other relevant bodies of the University.
2. To establish Science & Technology instrumentation centre at the campus.

6.3.6 Human Resource Management

1. To have a fully automated system outsourced from TATA for the Human Resource Management.
2. To have an open system of grievance handling for faculty and staff.
3. To analyze the issues raised during the exit interviews for revision in the procedures and guidelines of the university.
4. To ensure the happiness quotient among the faculties and staff.
5. To continuously have faculty development programmes to create awareness and increase the knowledge level of faculty in university regulations and guidelines.
6. To create welfare schemes for faculty and staff.
7. To take feedback from the employees periodically through confidential emails about satisfaction level in adjusting to the University environment during the first year of their appointment.
8. To periodically conduct Surveys, Faculty Attrition analysis, Exit Interviews Analysis.
9. To continuously improve the HR Practices and processes based on the feedbacks and adopting the International best practices

6.3.7 Faculty and Staff recruitment

1. To analyse the Manpower requirements during the Annual Academic Planning.
2. To analyse the optimum utilization of faculty and staff.
3. To built 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) To get to know the requirements of the industry.
- 2) Continuous interaction for identification of gaps between industry aspirations and skills imparted to students. Providing timely solutions for bridging the gap to the Management.
- 3) Analyzing near term, mid term and long term developments in technology, industrial and commercial scenario for evolving, matching solutions for skill development.
- 4) To prepare a roadmap and placement calendar for each and every activity and process.
- 5) To look for collaborations from industry in partnership for academic activities.
- 6) 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 CIII 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 industry needs.
2. Changes in education policy by Government/UGC/Regulatory Bodies.
3. Continuous tracking of education policies and related developments for inputs to Management.
4. Aptitude and skill gauging of students coming for admission to various programmes.
5. To find out 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	<ol style="list-style-type: none"> 1. Comprehensive Medical insurance cover with third party agreement. 2. Amity Clinic services are available on 24X7basis. 3. Physiotherapy Clinic 4. Yoga Classes. 5. Psychological Counselling by experts. 6. Wi-Fi Facility. 7. Dedicated Cabins. 8. Creche Facility. 9. Synergy Cards wherein discounted items can be purchased at prominent shopping areas in the vicinity of NCR. 10.Child Allowance. 11. Cafeteria facilities. 12.Shopping complex. 13.Transport facility on demand. 14.Bank facility inside the campus. Two ATMs and one bank added n the year 2015-16. 15.Mobile given to certain important authorities and staff. 16.Library facilities/card extended to staff also. 17.Camps organised for Special Medical Check-up for Cancer, Diabetes, etc.
Students	<ol style="list-style-type: none"> 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

292.46 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
Administrative	Yes	BSI		Internal Team

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

For UG Programmes	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
For PG Programmes	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

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) From Nov-Dec 2015 End Semester Examination onwards, 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?

The following efforts have been made by the University to promote autonomy in the Constituent Institutions and campuses:

- (1) Empowering IQAC at all three levels: Institutional, Domain & University IQAC in the decision making process of the Institution as well as University.
- (2) Each constituent campus has its hierarchy to implement strategic decisions of the management.
- (3) At institutional level second line of functionaries has been created who can take on the duties of HOIs in cases of planned/sudden absence.
- (4) The university has an organisation structure which is flexible and supportive to educational activities for effective teaching learning. The organizational structure has been established to identify organisational needs and address them in a consistent manner.
- (5) Leadership at University, domain and institutional level is involved in long term planning, annual planning, period progress review and ensuring corrective measures for achieving organizational goals that is at university and institutional level and ensures commitment, time-focused efforts and ethical conduct from all participants including board of trustees, administrators, faculty, staff and students.
- (6) The University has qualified and competent administrators to provide effective educational leadership and management at various levels such as:
 - a. University Level
 - b. Faculty of Studies / Domain Level
 - c. Institution Level
 - d. Department Level
 - e. Stream / Area Level
 - f. Programme Level
 - g. Course Level
 - h. Student Level

6.11 Activities and support from the Alumni Association

The Alumni Association Committee ensures alumni participation in the following activities/processes of the Institution/University:

- (a) Annual Academic Planning – as members of University IQAC
- (b) Formulating guidelines for programme review, development and assessment; designing and updating the course curricula, assessment and evaluation schemes as members of Programme Review Committee, Area Advisory Board and Board of Studies.
- (c) Participative role of alumni at the time of selecting the meritorious students as a member of admission committee.
- (d) Mentor to existing students
- (e) Interaction with New Students during Orientation Programme.
- (f) Role of handover of flag at the time of convocation.

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

1. Development of support staff is very important for the University as all academic and Academic administrative activities in the Institution and University are carried out by them.
2. Amity Academic Staff College (AASC) regularly conducts various faculty and staff development programmes to enhance their skills.
3. The University has the policy for Staff Development Programmes. SDPs include the following:
 - (a) Orientation Programmes
 - (b) Effectiveness Programmes
 - (c) Domain Specific Refresher Programmes
 - (d) Specialized Programmes
4. Number of staff who attended the workshops during the year 2015-16 was 72.
5. 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- 25 August, 2015
 - (b) Briefing about Student Learning Outcomes – 19 January 2016
 - (c) Awareness of Lab Staff on Hazardous Waste Disposal-17 Feb 2016

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
 - (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.

I. Academics & Teaching-Learning

1. Industry led courses in various programmes in lieu of specialization/domain electives.
(a) Management Programmes: Two MBA programmes in collaborations with CII School of Logistics:

- (i) Supply Chain (FMCG, Auto, Pharma, Retail, Food processing, Consumer Electronics, IT/ITES)
- (ii) Logistics (3PL-4PL, Freight Forwarding, Ports, Shipping Lines, Transportation, Express Courier, CFS/ICD, IT/ITES).

- (b) Engineering & Technology Programmes: Three Engineering Programmes were started by a joint initiative with Tata Technologies:

- (i) B Tech Aeronautical Engineering
- (ii) B Tech Automobile Engineering
- (iii) B tech Industrial Heavy Machinery

Impact : Major highlights of the programmes are as under:-

- (i) Faculty comprising of Industry Professionals
- (ii) Curriculum designed by industry experts.
- (iii) Competency based learning approach
- (iv) Industry mentorship.
- (v) UGC recognised degrees.
- (vi) Technological solutions will be used for collaborative learning.
- (vii) Simulated environment, state of the art machinery and high-end software will be used for the best experience.
- (viii) Students will be able to pursue internship in top global OEMs in a professional set up thereby equipping them for the future.

2. Introduced **Master Session Plan** for each course developed by group of faculty teaching the course.

Impact: The Master Session Plan helped the Institutions in the following ways:

- (a) Uniformity across the same course.
- (b) Faculty has the freedom to make changes up to 15% in the session plan.
- (c) Faculties are given flexibility to making changes in the order of sessions or the internal assessment component.
- (d) All students get the session plan before the commencement of classes.
- (e) Faculty is given the provision to upload the reference material, presentations, etc.
- (f) All faculties can share the resources without the time table being disturbed and can take action in advance.

3. **Flipped Classrooms**: University has also implemented **flipped classroom** which is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.

Short video lectures covering the conceptual background of subjects are viewed by students at home before the class session, while in-class time is devoted to exercises, projects and discussions.

Impact/Features of Flipped Classrooms:

- Experience Based Learning model
- Focus on Higher Level of Cognitive activities
- The lecture and homework elements of a course gets reversed
- The class time is used to work on assimilating the knowledge through problem-solving, discussion and quiz or debates etc.
- Transition is from an instructor-centered classroom to a student centered learning environment.
- A class where absent students won't fall behind.
- Continuous Internal Assessment provides better analytics to monitor students.

4. **Learning Management System (LMS)** is capable and apt for managing student's accounts and their learning requirements. Students can access the Learning Portal via desktop or mobile application. The Learning Portal is a one stop solution linking students to the University. Learning Management System (LMS) has been integrated with Amizone.

Impact of LMS are given as under:

- (a) Access to lecture videos and other learning resources
- (b) On line internal assessment
- (c) Online Group assignments with inbuilt system for plagiarism check
- (d) Tracking the extent of learning
- (e) Online interactive group forums
- (f) Report Generation
- (g) Mobile app to access the content anytime anywhere.

5. Moved from manual system of outcome assessment to online system of Learning outcome assessment of students through integration and automation of academic processes and systems to ensure effective Teaching-Learning and assessment of learning outcomes, such as

- (a) Model framework,
- (b) Programme Structure,
- (c) Master Academic Planning Worksheet.
- (d) Master Session Plan,
- (e) Time Table and
- (f) Teaching-Learning & Evaluation

Impact: This has enhanced teaching learning effectiveness many folds while bringing uniformity across all faculties and courses.

II. Examination & Evaluation

6. Developed and introduced the framework for online comprehensive examination for assessment of Learning Outcome of students on completion of the programme.

Impact:

- (a) Ease of developing the online question paper for online examination for assessing the learning outcome for each programme.
- (b) Getting real time result for each individual and a group at the programme level.
- (c) Ease of developing the improvement strategy based on level of achievements of learning outcomes of the students.

III. Research

7. Developing the inter domain team for commercialization of research. The inter disciplinary team comprising of Scientists (PI), Management, legal and Humanities have been constituted to understand the technology and its potential market, develop strategies and action plan.

Impact: As a result of this, three technologies were commercialized in one year.

8. Independent Study Research Course was introduced as Elective at UG & PG level.

Impact: This resulted into inculcating research bend of mind in students that helped in research publications from students.

9. Developed and implemented the model (Anchal Garg) which led to enhancing the efficacy and quality apart from reducing operational cost.

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 and approval of Academic Council, Executive Council and finally University Planning Board. The strategic plan revolves around the strategic initiatives established under University's Broad Based Goals. The Broad Based Goals are consistent with University Objectives and Mission.
2. The Targets planned at the beginning of the year 2015-16 along with plan of action and action taken report is given below:

#	Goal	Targets set for the year 2015-16	Responsibility	Action Taken Report
1.	Educational Excellence	Skill Enhancement courses	Course Review Committee and HOI	<p>1. The CRC had recommended the skill enhancement courses in Engineering & Technology Domain through Area Advisory Boards and Board of Studies.</p> <p>2. The Academic Council held on April 2016 approved the Skill Enhancement Courses of 3 credit units each in Engineering & Technology programmes.</p>
		Entrepreneurship Awareness Camps (EAC)	Amity Centre of Entrepreneurship Development (ACED)	<p>ACED conducted special workshops for EAC:-</p> <p>(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</p>

		Novel pedagogies such as flipped mode based on the nature of programme, Learning Objectives & Outcomes	Course faculty & Dean (SAA&SS)	<p>1. University has implemented flipped classroom which is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.</p> <p>2. Short video lectures covering the conceptual background of subjects are viewed by students at home before the class session, while in-class time is devoted to exercises, projects and discussions.</p>
2	Holistic Development of Students	Mentors shall assess Learning curve of students.	Mentors & Programme Leaders	<p>1. Details of results of the students, internship, projects and dissertation are given to the individual Mentors by the Prog. Leaders of each programme.</p> <p>2. The Mentors analyse the results of learning outcomes of the students.</p> <p>3. Accordingly mentors guide the students about the career choices best suited to skills of students or if necessary send them to university guidance and counseling cell.</p> <p>4. Minutes of Mentor-Mentee meetings are recorded.</p>
		Participation in external co-curricular, extra-curricular competitions and undertake independent research work, scholarly activities etc.	HoIs, Programme Leaders & DSW	The students have participated in competitions and independent research work, which has increased the Students' scholarly work. (refer 5.9 above).
3	Research & Innovation	Embedding research oriented courses in the curriculum to engage	PRC, Programme leaders & faculty	<p>1. Independent Study Research Course was introduced as Elective at UG & PG level.</p> <p>2. This resulted into inculcating</p>

	Excellence	students in scholarly activities		research temperament in students that helped in enhancing research publications from students.
		Targets for Minimum number Publication of Research papers as per cadre.	HoIs/HoDs through IQAC	<ol style="list-style-type: none"> 1. Set individual targets for each faculty. 2. Each institution / domain to set target for the Publication of minimum number of Research papers. 3. During the Annual Academic Planning, the above targets are presented by respective Directorate of each Domain for the recommendations of the University IQAC and approval of Academic Council. 4. The targets set are reviewed by the Institutional/Domain IQAC every semester.
4	Intellectual Capital Enhancements	Promotion of interdisciplinary research	Research Planning Committee & Directorate of Research & Innovation	<ol style="list-style-type: none"> 1. Developing the inter domain team for commercialization of research. 2. The inter disciplinary team comprising of Scientists (PI), Management, legal and Humanities have been constituted to understand the technology and its potential market, develop strategies and action plan. 3. As a result of this, three technologies were commercialized in one year.
		Induction of International faculty	HR & HoI	<ol style="list-style-type: none"> 1. On receipt of the requirement for induction of foreign faculty, the HR analysis the nationalities peculiar to international faculty. 2. Providing support services for smooth arrival to the campus. 3. Orientation of the international faculty to University environment.
		Faculty and student exchange with the international Universities	IAD & HoIs	MoUs have been signed with foreign universities for students and faculty exchange. The University has 201 collaboration

				and 40 linkages with international agencies (refer 3.13 & 3.14 above).
		Conduct workshops, refresher programmes, training programmes, lectures and demonstrations as per training need analysis	Amity Academic Staff College, ASTIF, ATPC, QAE	<ol style="list-style-type: none"> 1. Developing: <ol style="list-style-type: none"> (a) Competency in teaching newer subjects introduced in the curriculum. (b) Research skills to enhance ability to publish articles, research papers and books etc. (c) Orient faculty towards participating in conferences and seminars. 2. Various Faculty development/orientation programmes/ workshops have been organized at Institution, domain and University level 3. Various In-house as well as external Professional development programmes (PDPs) have been attended by faculty 4. Faculties have presented papers in seminars/ conferences/workshop.
5	Maintain High Ethical Values and Foster Social & Environmental Responsibility	Disaggregation of data on the basis of diversities	Institutional Research & Planning Committee	<ol style="list-style-type: none"> 1. The disaggregation of data on the basis of diversities (Gender, Gen, OBC, SC, ST, UP/Non UP, Indian, International) has been done. A report via Amizone is being generated. System of the report for dashboard is being made. 2. The gaps observed will be recorded. 3. The action plan for addressing the gaps will be made for improvement.
		Continuous review of performance of diverse group and action plan for improvement	Institutional Research & Planning Committee	
6	Internationalization	Tie ups with national, international, government bodies, companies offering scholarships/	International Affair Division & HoIs	The University has signed/renewed MOUs with reputed National and International Institutions,

		fellowships/grants etc		<p>agencies and companies who are offering scholarships and fellowships/ grants for our students. Some of them are listed below:</p> <p>(a) Mr. Sreshth Shah and Mr. Abhimanyu Bhadauria - Winners of Tata Crucible Campus Quiz 2016 (total cash prize of Rs.5,00,000 and also Tata Tiago car each).</p> <p>(b) Washington Center's Scholarship received by Ms Garima Jain of MBA for \$13,000.</p>
		Increase numbers of international faculty, co-guides for PhD	International Affair Division & HoIs	<ol style="list-style-type: none"> 1. Guidelines for selecting international Ph.D Co-supervisors, guides finalized. 2. This brought in Synergy, resource sharing and exposure of Ph. D scholars to another lab abroad and cross fertilization of ideas. 3. For example: Ms. Namrata is doing her Ph.D in University of Tulane with Prof. Sikka, Ms. Debi Garai, Amity Center for Spintronic Materials is doing Ph.D. with Diamond Light Source (DLS), UK.
		International delegates and speakers for conferences	HoIs	<p>The Institutions & the University had organized various conferences and seminars wherein international delegates and speakers have been invited to give their presentation and participate in the event. A total of 19 international workshops and seminars have been conducted by the University during the year 2012-16.</p>

		Internship/dissertation/projects in foreign universities	IAD & HoIs	Students of Engineering, Science & Technology and Management Domain have undertaken internship/dissertation and projects from various international agencies and organizations (9 projects are in collaboration with International partners).
7	Attaining & Retaining Accreditations and Enhance Rankings	Preparation of accreditation/re accreditation calendar	HoIs & IQAC	<ol style="list-style-type: none"> The University IQAC had prepared the activity calendar for each accreditation/re-accreditation e.g. WASC, IACBE, UNWTO.TedQual, IET & NAAC. The Following Accreditation agencies visited the University: <ol style="list-style-type: none"> WASC In-site visit conducted on Jan 12-14, 2016. IACBE Site Visit conducted on March 14 - 16, 2016. UNWTO TedQual visit for Reaccreditation on 22 Sept 2015. <p>The detailed action taken report is given below.</p>
		Ranked among top 100 Universities by QS BRICS University ranking.	Institutional & University IQAC	QS BRICS ranked Amity University Uttar Pradesh 141-150 (All over) and ranked 20 th in India.
		Each Institution should aim to be ranked top 4-5 position in national rankings like India Today-Nelson Survey, Outlook MDRA, HT Campus-C Fore Survey or Any other relevant to the domain/area.	HoIs & Institutional IQAC	<p>The following are the rankings of various surveys conducted during the year 2015-16:</p> <ol style="list-style-type: none"> 3rd by India Today-Nelson Survey. 4th Career Info 2nd University Web Ranking
		Review of systems & processes to align them with	Institutional & Domain IQAC	<ol style="list-style-type: none"> Developed and implemented various policies and SOPs for efficient and effective working

		the requirement of various accreditation and ranking agencies		<p>of departments.</p> <p>2. Realigned, streamlined and improved the systems and processes for institutional performance ranking.</p> <p>3. Automation of processes of Academics, Examinations, Industry Interaction, Alumni, Student activities, HR, Admin & Finance.</p> <p>4. The actions were taken on the gaps and areas of Improvement given by the accreditation agencies for closure and compliance.</p>
8	Building Strong Industry Linkages and Alumni Network	Collaborations with Industry for Industry led programmes.	HoIs & Programme leaders	<p>(1).Two MBA programmes in collaborations with CII School of Logistics:</p> <p>(i) Supply Chain (FMCG, Auto, Pharma, Retail, Food processing, Consumer Electronics, IT/ITES)</p> <p>(ii) Logistics (3PL-4PL, Freight Forwarding, Ports, Shipping Lines, Transportation, Express Courier, CFS/ICD, IT/ITES).</p> <p>(2)Three Engineering & Technology Programmes were started by a joint initiative with Tata Technologies:</p> <p>(i) B Tech Aeronautical Engineering</p> <p>(ii) B Tech Automobile Engineering</p> <p>(iii)B Tech Industrial Heavy Machinery.</p>
		Invite industry experts for guest lectures, seminars, training, conferences and workshops	HoIs & Institution Placement Cell	
		Procure industry funded projects, consultancy, assignments from industry	HoIs, Faculty and Research Planning Committee	
		Involve Industry experts and alumni in curriculum review to align the programme with the industry needs	Programme Review Committee	

		Alumni meet to develop alumni network	HoIs	
		Increase number of MoUs with Industry for Placement, research, consultancy & Training	HoIs & Institution Placement Cell	
		Industry mentor and Alumni Mentor for each students	HoIs & Institution Placement Cell	
		Corporate meet, corporate forums and Industry interactions	HoIs & Institution Placement Cell	
9	Enhance Employability and Entrepreneurial Capabilities among Students	Entrepreneurship Awareness Camps	Amity Centre of Entrepreneurship Development (ACED)	ACED conducted various workshops as given in para 1 above.
		Well defined Employability of Graduands based on Industry survey/ feedbacks to identify career opportunities/ job roles	Programme Review Committee	
		Industry visits for all students	HoIs & Institution Placement Cell	
		Organise competitions for writing Business Plan and interaction with entrepreneurs and venture capitalists	HoIs & Institution Placement Cell & ACED	ACED conducted various workshops as given in para 1 above.
10	Adopt Good Governance	Monitor the performance and establish formal mechanism for quality assurance	University IQAC & QAE	1. The self assessment format was implemented and the SWOT analysis of each Institution was carried out based on which targets were set for improvement. 2. Based on the analysis of Institutions, University analysis was done and the weak areas were discussed for improvement in the Management Review Meeting.
		Formulation of necessary Policy Guidelines	Registrar	1. New Policies, Regulations & Guidelines were formulated

				<p>for better governance and functioning of the university during the year.</p> <ol style="list-style-type: none"> 2. Guidelines formulated last year were implemented e.g. UCC, CBCS, Flexi Timetabling System etc. 3. Guidelines pertaining to Research, Consultancy & Extension services were formulated and approved by the Academic Council.
		Professional development of faculty & staff	Amity Academic Staff College	A total of 60 Faculty Dev. Prog./Professional Dev. Prog. were conducted apart from Staff Dev. Programmes.
		Clearly defined Organisation structure and decision making processes	Registrar	The Organogram of the University was revised during the year 2015-16. The University has a well defined decision making process (refer Para 6.10 of this report).
		Performance audit of various departments	University IQAC & QAE	The QAE conducted the performance audit of various departments/institutions as per the schedule and all reports were sent to the Management and concerned Institutions for their corrective/preventive action.
		System for internal and external audits for resource mobilization.	University & Institution IQAC	<ol style="list-style-type: none"> 1. Audit is an essential aspect of the system, where in the efficacy and effectiveness of implementation of processes and systems are validated. This is done in three stage: <ol style="list-style-type: none"> a. Institutional Self Audit by IQAC. (First Party Audit) b. Internal audit by QAE, through team of IQAC members from other institutions (Second Party Audit).

				<p>c. External Audit by an Independent Agency (Third Party Audit).</p> <p>2. Apart from the above, preparatory (mock) audits are also conducted by QAE, through which the system is reinforced and gaps are identified and closed till the action is taken. Two preparatory audits were conducted for international national accreditations covering 100% Institutions.</p>
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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	Development of Institutional Self-Assessment tool, based on NAAC criteria
Objectives of the Practice	- To Empower Institution to carry out their self-assessment of implementation of processes and procedures.
	- Institution to carry out the SWOC analysis based on self-assessment carried out through self-assessment tools.
	- Identify weaknesses, opportunities for improvement and take data based decisions while setting their objectives for improvement.
The Context	- The issue of sustenance of quality in HEI has been addressed by NAAC which mandates establishment of IQAC at institutional level.
	- The role of IQAC is have to act as conscious, consistent and catalyst on all quality sustenance issues at institutional level.
	- It is in the above context that AUUP has developed a self-assessment tool for the institutions, based on NAAC criteria and key aspect, so that they are in a position to carry out their own assessment.
The Practice	- Though NAAC has mandated formation of IQAC at institutional level, AUUP has been following the practice of three tier system of Audit, ever since before its above mandate:- a) Institutions Audit by Quality Supports. b) Internal Audit by QAE, through inter institution audit teams c) Third party Audit by external Agency British Standard Institution (BSI).
	After the NAAC mandate AUUP has remodelled the quality sustenance initiatives as under: - Quality supports staff has been incorporated as member of IQAC. - HOIs have been familiarized with the process of self assessment through training workshops.
	- Institutions have successfully completed four cycles of assessment and their SWOC analysis has been shared with them by QAE.
	- Currently the system has been put online and HOIs get a real time picture of their institutional performance.
Evidence of Success	- Institutions have been able to identify their weakness and opportunity for improvement and

	<p>challenges in sustenance of quality at institution level. They are setting their institutional objectives based on identified areas needing improvement.</p>
	<ul style="list-style-type: none"> - Academic processes are calendar based. The monthly IQAC meetings provide an opportunity where experience of implementation of all administrative and academic processes in the previous month is reviewed for sustenance of quality.
	<ul style="list-style-type: none"> - Planning is conducted for events of ensuing month.
	<ul style="list-style-type: none"> - Resource allocation and timelines are set.
	<ul style="list-style-type: none"> - Institutions are better equipped to ensure smooth conduct of all academic events.
Problems encountered and resources required.	<ul style="list-style-type: none"> - Certain aspects of self-assessment are not applicable to all institutions. Such institutions stand at a disadvantage.
	<ul style="list-style-type: none"> - There is need to identify the key aspects which pertain to response at university level and marking their applicability accordingly.
	<ul style="list-style-type: none"> - Institutions self-assessment involves a lot of data correction, its collation and manipulation. To take this load off from faculty, there is need to have a dedicated MIS staff.

Best practice-2

Title of the Practice	Outcome Based Education
Objectives of the Practice	<ul style="list-style-type: none"> - To assess objectively how much of knowledge and skills have been received by the recipient in the process of teaching learning and evaluation. - To assess the effectiveness of faculties, pedagogy, and knowledge and communication skill set adopted in teaching learning process.
The Context	<ul style="list-style-type: none"> - The education systems in India are time based: that is, they are defined by, organized around, focused on, and managed according to the calendar and clock, not outcomes. Virtually everything that happens within them is forced to exist within fixed, predefined blocks of time, no matter how much actually needs to be accomplished by either faculty or learners. When an official time block ends, so does the learner's opportunity to pursue the outcomes and improve performance on them.
	<ul style="list-style-type: none"> - To examine the kinds of performance abilities required of successful students which are actually aligned with the realities and challenges they faced in a

	world of continuous discovery and constant change.
	- The OBE learning model: content, competence, and contextual settings and conditions in which performance abilities are ultimately tested.
The Practice	In order to implement the Outcome Based Education, the outcome assessment plans were made which included:
	(a) <u>Programme Objectives to SLO</u> : Outcome assessment is a systematic, evaluative process that is implemented to secure learning experiences that are congruent with original goals and objectives; thereby providing a basis for the effectiveness and continuous quality improvement of the Education System in the University.
	(b) <u>Broad Based Goals</u> : The broad based goals are defined under the following categories: (i) Education Goals: (ii) Operational Goals Both Educational & Operational Goals are defined at Domain, Institution and Programme Level and are aligned with domain mission.
	(c) <u>Outcomes</u> : The outcomes are defined under the following categories: (i) <u>Operational Outcomes</u> : The operational outcomes are defined for the domain and assessed at Domain Level. (ii) <u>Educational Goals</u> : The Learning Outcomes are defined for each programme and each learning outcome is assessed to identify that the established learning objectives are achieved.
	(d) <u>Mapping of PEOs and PLOs</u> : The relationship of PEOs (Prog. Educational Objectives) and PLOs (Prog. Learning Outcomes) are clearly indicated through the mapping of learning outcomes with the established objectives. Each outcome addresses some objectives and achievement of outcomes indicates the attainment of Objective.
	(e) <u>Assessment of Learning and Operational Outcomes</u> : Each learning outcome is assessed by at least one direct and one indirect method. Similarly outcomes are also assessed using the operational assessment tools. It also ensures that outcomes achieved are consistent with the

	<p>emission. The results of the annual assessment and other data are used to determine the effectiveness of the programme during the programme review process.</p>
	<p>(f) <u>Programme Review</u> : Through the review of our programmes we seek to demonstrate that:</p> <ul style="list-style-type: none"> - Students are learning the knowledge, skills and habit necessary to achieve the programme/discipline goals and objectives. - <u>The</u> programme/discipline goals are derived from and support the Institution Mission. - The curriculum is coherent, current and consistent. - The instruction is effective in enabling student. - The resources are adequate for the production of student learning. - The academic support services are adequate to facilitate student learning.
Evidence of Success	<p>(a) There has been a paradigm shift in our Pedagogy after orientation of our Teaching-Learning process to Outcome Based Education, where in all the Institutions had developed Programme Educational Objectives (PEOs), Programme Learning Objectives (PLOs) and Student Learning Outcomes from the academic session 2014-2015.</p>
	<p>(b) Well defined Student learning Outcomes, which are in alignment with the Programme Learning Outcome, have been developed for each course as per G-29 Policy Guidelines for Student Learning Outcomes at Course level.</p>
	<p>(c) The Exercise for Assessment of effectiveness of the OBE is on, after its implementation during one academic calendar.</p>
Problems encountered and resources required.	<p>(a) The concept is new to Indian Universities and while implementing the Outcome based education, the University had to take care of the regulatory and statutory requirements of UGC, AICTE, BCI, etc.</p> <p>(b) The Faculty Members had to be trained on Bloom's Taxonomy.</p> <p>(c) The inter-relation between the Graduate Attributes, PEOs, PLOs and SLOs had to be understood by each and every faculty and its purposes so that the results can be achieved.</p>

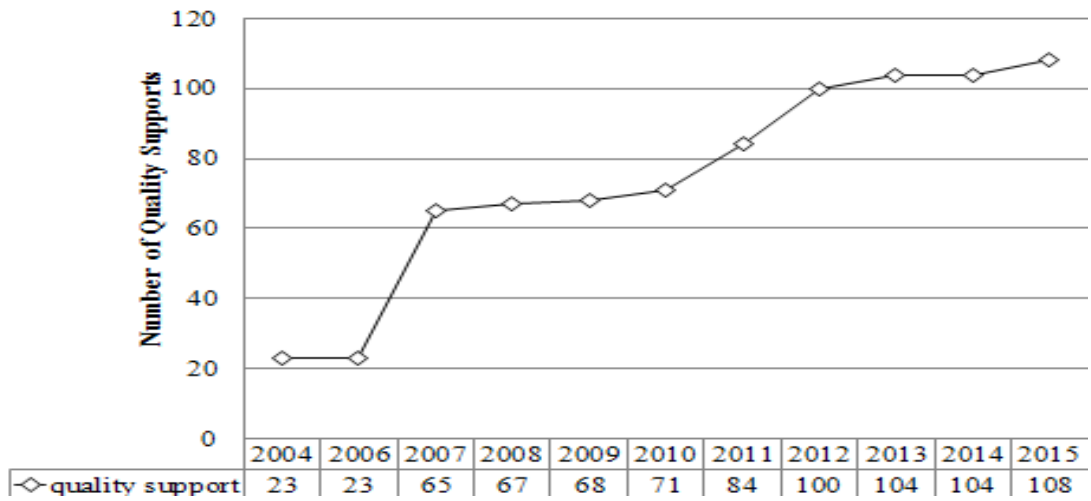
Title of the Practice	<u>Three Tier Audit System</u>
Objectives of the Practice	<ul style="list-style-type: none"> - To ensure effective efficient implementation of processes. - Identification of opportunities for improvement. - Ensure sustenance of achieved standards of performance and their continual improvements
The Context	<ul style="list-style-type: none"> - AUUP has been conscious of impacting Quality and value based Higher Education right from its inception. AUUP was one of the earliest private university, who set a dedicated Quality Assurance & Enhancement Department as a part of organization.
	<ul style="list-style-type: none"> - As mandated by NAAC, the existing organization has been extended across all institutions, domains and university headquarter. As on date AUUP has a staff of 450 IQAC and Quality Supports. - The growing strength of Quality Supports and the number of IQAC members per faculty/Domain is given in the chart below.
	<ul style="list-style-type: none"> - Audit is an essential aspect of QMS, where in the efficacy and effectiveness of its implementation are validated. This is done in three stage: <ul style="list-style-type: none"> o Institutional Self Audit by IQAC. (First Party Audit) o Internal audit by QAE, through team of IQAC members from other institutions (Second Party Audit). In preparatory (mock) audits conducted by QAE, the system is reinforced and gaps are identified and closed till the action is taken. The table 1 below shows the number of preparatory audits conducted for international and national accreditations and certifications. o External Audit by an Independent Agency (Third Party Audit).
The Practice	In order to implement the three tier system of audit, QAE had issued a detailed standard operating procedure on the conduct of Internal audit. The following is the process followed by QAE:
	<p>(a)<u>Issue of the schedule</u>: The Internal audit schedule is sent to all Institutions to be audited with instructions for the smooth conduct of audit.</p> <p>(b) <u>Checklist</u>: The checklist is also prepared keeping in view that all the processes are covered and special attention is given to certain processes/ area which needs improvement and focus.</p>

	<p>(c) Format of Reporting NCs: The Non Conformities (NCs) and areas of improvement are communicated to the concerned Institutions through QAE after receiving the reports from the auditors.</p> <p>(d) Closing of NCs : The NCs are closed by the auditors after verifying the corrective action plans and action taken on them.</p>
Evidence of Success	<p>(a) The rigorous audit makes the process owners aware of their processes.</p> <p>(b) The periodic audit helps the Institution to remove the gaps and takes corrective /preventive action accordingly.</p> <p>(c) The good practices are shared and practiced throughout.</p> <p>(d) The internal auditors under go awareness and training workshops which enhances their knowledge and skill in implementing the processes.</p>
Problems encountered and resources required.	<p>(a) The internal audit schedule has to be planned keeping in view the academic commitments and events like examination, conferences, orientation, etc.</p> <p>(b) The Faculty Members had to be trained on conduct of audit.</p> <p>(c) Preparation time to conduct the audit.</p> <p>(d) Preparedness of the auditee /Institution to be audited.</p>

Table 1 : Details of Preparatory (Mock) audits conducted by QAE during the period 2012-16

Month/Year	Accreditation	No of Institutions covered	Time period given to close the gaps
Jan 2012	NAAC	72	3 days
Jan 2013	UGC	72	5 days
June 2013	WASC	60	7 days
December 2013	RGNQA	Mock audit was in the form of parameter wise presentation in front of audit team (Mock audit I &II)/not institution wise	7 days gap between audit I &II
December 2015	WASC	63 institution	5 days
March 2016	IACBE	04 institution	3 days

GROWING NUMBER OF QUALITY SUPPORTS



7.4 Whether environmental audit was conducted?

Yes

No

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

(For example SWOT Analysis)

1. The policies, objectives and targets are defined by the management in keeping with the mission, vision and values. The strategies are constantly reviewed and redefined based on the SWOT analysis and the market needs relevant to Quality and sustainability.
2. Amity University adopts total quality management approach in its planning, deployment, review and continuous improvement of its processes and procedures. Based on the expectations of our customers, that is student and industry, their feedback is taken and initiatives are undertaken to consolidate our strong areas and work on the weaknesses.
3. A supportive teaching and learning environment is crucial in providing support to students and faculty what they need to learn and to teach. A welcoming environment promotes empowerment and confidence. To achieve this, a comprehensive and integrated approach to the quality of the student experience, is required. Our most important interactions with students occur in teaching and research (Mentor-Mentee System, Class Representative Meetings, and Club Committee Meetings etc).
4. Though, interactions occur in admissions, registration, student support, hostels, finance etc, the orientation programme of newly admitted students helps in providing students with a more comprehensive and integral introduction to their studies. It helps alleviate potential anxieties, assists in helping students adjust to the university environment and facilitate the effective student integration into pursuing their studies at Amity University.
5. Importance has been given to meeting the learning outcomes and the support needs of the students. Learning needs analysis and the feedback analysis done at the institution level helps to:
 - Identify what skills and knowledge the learners already have.
 - Highlight skills/knowledge/competencies that need development.
 - Identify clearly what students wish to achieve.
 - Outline and define expectations and goals.
 - Establish need and demand for the course they have in mind.
 - Determine what can realistically be achieved given the available resources.
 - Identify any obstacles or difficulties which may arise.
 - Increase the sense of ownership and involvement of the students.
 - Achieve a correct fit between the provider and student, i.e., the course matches student needs and expectations.
 - Identify the content that best suits students' needs.
 - Determine what is the most appropriate delivery format - class based, online or a mix of these and other formats.
 - Determine what skill set and knowledge base is required of the faculty.
 - Ascertain the most suitable evaluation mechanisms.
 - Outline what results can be expected and if/how these can be measured.
6. Also, International and National Certification agencies visit the University for Assessment and accreditations. Their reports, feedback and gaps are also utilised in continually improving the systems.

8.Plans of institution for next year

Amity University , plans for the next year (2016-17) includes the following:

1. Ranking & Accreditations:

- (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

2. Policies, Processes & Systems:

- (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.
- (c) To ensure automation of all processes of Academics, Examinations, Industry Interaction, Alumni, Student activities, HR, Admin & Finance

3. Internationalizations:

- (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.
 - To increase numbers in in-bound Students exchange programmes to 500 students by 2017
 - To Increase students in out-bound exchange programmes to 1000 students by 2018
- (d) To Increase Joint Research Collaborations with reputed international Universities.
- (e) To Increase numbers of international faculty as PhD co-guides to 10% by 2017.
- (f) To appoint international examiners for 10% of the programmes by 2017.
- (g) To increase number of international delegates and speakers for conferences & workshops
- (h) To increase number of students for SAP to 2000 by 2017
- (i) To increase number of students going for semester projects in foreign university
- (j) To increase numbers of international scholarships/fellowships/ grants etc. for students and faculty

4. Intellectual Capital Enhancement:

- (a) Quality Faculty Recruitment
- (b) Faculty development through rigorous training programmes:
 - General programmes
 - Domain specific
 - Area Specific
- (c) Induction of International Faculty
- (d) Appointment of External Examiners for various programmes as per international standards.
- (e) Increase participation of faculty in seminars/conferences/workshops etc.
- (f) Enhance industry linkages of faculty for corporate exposure
- (g) Appointment of Area Advisory Board for Curriculum Review.

5. Student Progression:

- (a) Quality of placement to be enhanced.
- (b) * % of students getting placed from the campus with multiple options.

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
