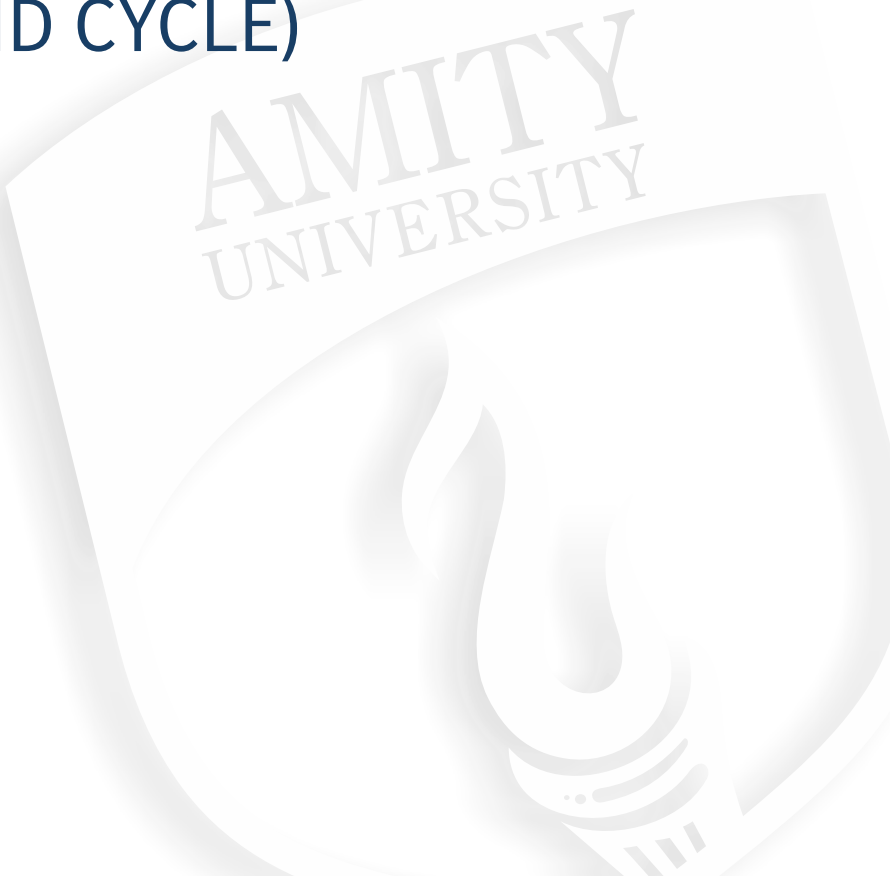# AMITY UNIVERSITY
UTTAR PRADESH

SELF STUDY REPORT (SSR)
(PART-I)

INSTITUTIONAL DATA
FOR NAAC RE-ACCREDITATION
(2ND CYCLE)

Amity University Uttar Pradesh
Sector 125, Noida, Gautam Buddha Nagar, Uttar Pradesh 201 313, India

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Prof. (Dr.) Balvinder Shukla
Professor - Entrereneurship & Leadership
Vice Chancellor &
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March 20, 2017

The Director
National Assessment and Accreditation Council
P.O. Box No. 1075,
Nagarbhavi, Bangalore 560 072

Sub : Submission of Self Study Report

Dear Sir,

Greetings from Amity University Uttar Pradesh (AUUP)!

We herewith submit the Self Study Report (SSR) prepared by the IQAC and approved by the University Academic Council.

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

The SSR for re-accreditation (2nd Cycle) has been collectively preparedbased on the inputs/feedbacks from the IQAC at all levels at each campus, keeping in mind our target to equip each and every student with the best education and infrastructure and to help them achieve nothing but the best in life.

For quality enhancement and continuous improvements, we look forward to receive inputs/queries (if any) from NAAC.

With regards,

Prof. (Dr.) Balvinder Shukla

EXECUTIVE SUMMARY

Establishment

Amity University Uttar Pradesh (AUUP) was established through "Amity University Uttar Pradesh Ordinance, 2005" passed by the State Legislature and assented by the Governor, notified vide UP Govt. Gazette Notification No. 403/VII-V-I-I(Ka)/I/2005 dated March 24, 2005.

Amity is the leading education group of India with over 1,50,000 students studying across 1000 acres of hi-tech campuses and has over 4600 faculty members which include seven former Vice Chancellors and many renowned scientists, academicians and corporate leaders.

The university functions under the umbrella of the, non - profit, Ritnand Balved Education Foundation (RBEF) founded in 1986 by Dr. Ashok K. Chauhan, Chairman of AKC Group of Companies and an educationist, entrepreneur and a visionary.

AUUP operates from three locations in the state of Uttar Pradesh, i.e. from Noida, Greater Noida, Lucknow and at two international location – Dubai and London.

The University is committed to provide skill based quality education comparable to the best by international standards and it subscribes to the philosophy of blending modernity with tradition and nurturing talent. At Amity we are passionate about grooming leaders who are not only thorough professionals but also good human beings with values and ethics.

Amity University is backed by a highly committed visionary leadership committed to the fulfillment of Vision and Mission of the University. The institution has a published vision, mission statement that clearly describes its purposes as follows:

Vision

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

Universities Core Values: Core Values are defined to contribute to the public good and are as follows:
1. Academic Excellence
2. Integrity & Ethics
3. Diversity & Respect
4. Expand horizons of Knowledge through Research & Innovation
5. Care & Service
6. Social responsibility
7. Environmental responsibility
8. Shared governance

Recognitions, Awards, Rankings and Accreditation

Accreditations

In addition to NAAC Grade 'A', the university is also accredited by Western Association of Schools and Colleges (WASC) – a prestigious Accrediting Agency of USA.

Amity University Uttar Pradesh is proud to be the first Indian University to be accredited by IET (The Institute of Engineering & Technology, UK) for its Engineering programmes. Further, AUUP has also been accredited by the ACBSP (Accreditation Council for Business Schools & Programmes, USA), IACBE (International Assembly for Collegiate Business Education, USA) and FIBAA (Foundation for International Business Administration Accreditation, Germany) for its Management programmes. Accredited by RICS (Royal Institute of Chartered Surveyors, UK) for Real Estate & Construction Programmes are is accredited by EFMD (European Foundation for Management Development – Technology Enhancement Learning-CEL, Belgium) for online MBA Programmes, Accredited / Certified by UNWTO TedQual, Andorra for Travel & Tourism Programmes.

Rankings

Amity is Ranked No. 1 "Not-For-Profit Private University-India Today" and is always at the forefront of technology and education. Amity University has been ranked among top universities by QS ASIA- Asian University Ranking, QS BRICS - BRICS University Ranking, University Web Ranking - Top Universities in World, Education World Magazine etc. University Institutions in the area of Management, Engineering, Biotech, Telecom, Insurance, Law and Hospitality are ranked amongst the top 10 in the country by India Today, Times of India, Career 360 etc.

Awards

University has received various awards like SHRM Award 2016 (Society for Human Resource Management), Empowered Educators Award 2016 for inspiring leadership, Rajeev Gandhi National Quality Award for large Scale Service Sector, Presidential Address given at the WOMEN PARLIAMENT-2015 organized by Initiatives: Women in Development (IWID), 'EMC Academic Leaders 2015' Award for demonstrated commitment to excellence through innovation and thought leadership in building next generation professionals, "Indian Education Award 2012 and 2015" for Best Private University by Indian Education Congress 2012 and 2015, Shakuntala Amir Chand Prize 2013 & 2014 (consecutive years,) for Biomedical Research Conducted in Underdeveloped Areas by ICMR, New Delhi.

1. Curricular Aspects

Major revisions in the Curriculum take place every three years. During the major review year (2013-14), a number of initiatives have been taken to review/ develop the Curriculum, Programme Structure, Learning Outcomes, Assessment, Choice Based Credit System etc. for academic excellence

In addition to Board of Studies (BoS), University also made provisions for Constituting Course Review Committee (CRC), Area Advisory Board (AAB) and Programme Review Committee (PRC) for higher involvement of Faculty and external experts from industry, academia and alumni in curriculum review & development.

The curriculum design is aligned with the University goals and objectives. Periodic programme reviews take place through a quality-assured process to evaluate and analyse the degree programmes structure and curricula to ensure that the defined graduate attributes are developed.

The feedback of all stakeholders is obtained, analysed and integrated during the course curriculum review and development process.

Broad based Goals: The goals describe the general aims, aspirations and plans of the University to accomplish in terms of learning and operational effectiveness. The university has following ten broad based goals:

i. Educational Excellence
ii. Holistic Development of Students
iii. Innovation & Research Excellence
iv. Intellectual Capital Enhancement
v. Maintain High Ethical Values and Foster Social & Environmental Responsibility
vi. Internationalisation
vii. Attaining & Retaining Accreditations and Enhance Rankings
viii. Building Strong Industry Linkages And Alumni Network
ix. Enhance employability and entrepreneurial capabilities among students
x. Adopt Good Governance

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

Curriculum design is aligned with the institutional goals and objectives. Curriculum design and development is done through a well-defined process in consultation with experts from academia, industry, recruiters, alumni and other stakeholders.

The University is committed to provide skill based quality education comparable to the best by international standards and as per industry needs. At Amity we are passionate about grooming leaders who are not only thorough professionals but also good human beings with values and ethics.

Graduate Attributes: Graduate Attributes are central to the design, delivery and assessment of student learning outcomes in all faculties of studies at the University.

Following are the university level graduate attributes:

1. Knowledge & Expertise of a Discipline
2. Research and Enquiry
3. Information & Digital Literacy
4. Problem Solving
5. Communication
6. Behavioural Skills, Teamwork and Leadership
7. Global Citizen/ Perspective
8. Ethical, Social & Professional understanding
9. Employability, Enterprise & Entrepreneurship
10. Lifelong Learning

These 'graduate attributes' flows from the University level to Institution and Programme Level.

Academic Structure: The University has 12 faculties of study / domains. Each faculty/domain has a number of institutions/departments/centres. Each institution runs a number of programmes. AUUP offers 369 programmes at Bachelors, Masters and Doctoral level in various disciplines as in its various campuses as under:

#	Faculty of Studies / Domains	No. of institutions / departments		
		Noida / Greater Noida	Lucknow	Dubai
1	Faculty of Management Studies	8	1	1
2	Faculty of Science, Engineering & Technology			
	(A) Engineering & Technology Domain	10	3	1
	(B) Science & Technology Domain	5	1	1
	(C) Natural Resources & Environmental Sciences Domain	4	-	-
	(D) Agriculture & Allied Disciplines Domain	2	-	-
3	Faculty of Bio-Sciences & Biotechnology	8	1	-
4	Faculty of Arts, Humanities & Social Sciences and Journalism/ Mass Communication/ Media			
	(A) Arts Humanities & Social Sciences Domain	7	3	1
	(B) Journalism/ Mass Communication/ Media Domain	1	1	1
5	Faculty of Hospitality & Tourism	2	1	1
6	Faculty of Law	3	1	1
7	Faculty of Health & Allied Sciences	7	1	-
8	Faculty of Education	3	1	-
9	Faculty of Architecture, Planning & Design	2	1	1
10	Fine Arts/Performing Arts/Visual Arts/Applied Arts	3	2	1
11	Rehabilitation Sciences	2	-	-
12	Faculty of Distance Learning	1	-	-

Outcome Based Education System: University has implemented an outcome based education system from 2013-14 onwards. Learning Outcomes (LOs) and Operational Outcomes (OOs), both are defined for each programme. The curricula for all programmes offered by the University are framed and structured in a way that ensures the attainment of OOs and LOs at programme level and achievement of the University Mission, Objectives & Goals effectively and within stipulated time frame.

The Learning outcomes are clearly defined at the programme level and course level. The Programme Learning Outcomes (PLOs) describes the student learning, i.e. what students will know and be able to do on completion of the programme.

Various direct and indirect assessment tools have been developed by the institutions to assess the level of student's learning at the end of the course as well as the programme. The results of assessment of programme learning and operational outcomes is reported in the standardized format by each domain for corrective measures and improvements in teaching pedagogy, infrastructure, learning resources, facilities and support system etc. The purpose is to evaluate the students learning outcomes at Programme level and course level is also defined as a systematic, evaluative process which is implemented to ensure learning experiences that are congruent with the programme educational objectives (PEOs); thereby providing a basis for the effectiveness and continuous quality improvement

Choice Based Credit System: Amity University offers the Flexi Choice Based Credit System (CBCS) in its academic curriculum, in its endeavor to provide quality education through a unique model framework.

Model Framework for Programme Structure for all programme groups is defined which includes semester-wise credit distribution prescribed at programme-level for various course types and minimum credits. Under CBCS, the students can register for courses according to their interests, academic abilities and career aspirations. Students decide their academic plan and alter it, if required, in their academic progression in pursuit of degree.

Programme Structure: Each institution prepares the programme structure which includes programme mission, Programme Educational Objectives (PEOs), Operational Objectives, Programme Learning Outcomes, Operational Outcomes, Courses and Credits for each semester as per the Model Framework, Assessment Plan, Employability and Role & Competency Matrix.

Master Academic Planning Worksheet (APW): Master APW is available on AMIZONE for students as per the Programme Structure Model Framework for their respective programme batch-wise.

Students are provided a choice of courses offered to make their own Academic Planning Worksheet (APW). Ample options are available in the Master Academic Planning Worksheet for a semester, which helps the students to make their own basket of courses to develop additional skills in their area of interest. Students are given enough choices in open electives, domain electives, specialisation electives, basket electives etc. e.g. a student may choose 8-10 courses from the choice of 100-120 courses offered in a semester to register for the minimum prescribed credit for the semester. Student is expected to select courses of their choice and earn the minimum number of credits for a semester as prescribed in the model framework of their programme.

Flexi – Time Tabling: The Institutions/departments prepare weekly class time-tabling and upload the same on AMIZONE prior to the start of each semester. Flexi-time tabling help students to choose the courses they want to study and when to study from the slot-based timetable. The Students select and register for the course time slot and make their own time-table for the semester.

2. Teaching-Learning and Evaluation

The admission process and admission norms for each degree programmes is clearly defined in University Regulations on "Admissions and enrollments of students in regular and distance learning programmes".

Well qualified and adequate faculty members are available to deliver the courses. The value addition is done through special sessions by experts from industry and academia. The University assesses the knowledge and learning levels of students after admission. Students are categorized as Weak Students, Slow Learners and Advanced Learners based on their academic performance during the semester and at the end of each semester/year. Necessary developmental actions plans are formulated and implemented such as Guided Self Study Course (GSSC), counseling, extra-classes, individual consultation, challenging assignments/projects etc.

Latest technologies are used by the faculty for effective teaching-learning process. The learning environment is conducive for critical thinking, creativity and scientific temper. The University follows a system of mentor-mentee to provide sound counseling on emotional, personal, academic and career concerns to students.

Master Session Plan: A Master Session Plan for each course is developed and made available to the students to make them aware of the way the course would progress. A Master Session plan includes following:

1) Course Objectives
2) Course Syllabus
3) Credit Units of a course
4) LTP structure
5) Modules & their weightage
6) Topics to be covered under each module
7) Assessment Plan
8) Student Learning outcomes
9) Reference material for the course

Learning Management System and Flipped Classrooms: The IT enabled infrastructure at Amity University is deployed for managing student's accounts and their learning requirements. The Learning Management System (LMS) is integrated with Amity's intranet Amizone and offers various benefits like:

I. Access to lecture videos and other learning resources
ii. On line internal assessment
iii. Online Group assignments with inbuilt system for plagiarism check
iv. Tracking the extent of learning
v. Online interactive group forums
vi. Report Generation
vii. Mobile app to access the content anytime anywhere and many more

University has also implemented flipped classrooms, a pedagogical model for some of the courses.

Short video lectures/ online presentations etc. are made available on line for self learning by students at home before the class session, while class time is devoted to exercises, discussions etc. The video lecture is often seen as the key ingredient in the flipped approach, such lectures being either created by faculty and posted online or selected from an online repository such as NPTEL etc.

Amity MOOC (Massive Open Online Course): Amity has always shown its philanthropic commitment towards nation building through quality education. In this advanced technological era, we commit to fulfill this vision by taking a giant leap with "Tuition Free Education" through AMITY MOOC platform.

Learning is a continuous process & we believe that education should be accessible to all. Our MOOC platform is being developed to give tuition free degree programs & short term certificate courses which can be accessed by anyone, anytime and anywhere. AMITY believes in imparting world class education so that anyone around the world can learn without the limits of demography, ethnicity, age, gender or economic status.

Professional Development Programmes (PDPs): The academic profile of faculty members is regularly improved through induction programmes and Professional Development Programmes (PDPs). Well structured PDPs are organised at three levels:

#	Levels	Description
1	University level	Conducted at the university level by Amity Academic Staff College (AASC). It includes general programmes on the following: • Methodologies for Teaching-Learning Process. • Rules and Regulation of the University. • Conduct of Examination. • Orientation Programs. • Induction training programs. • Domain refresher Programs and Specialized Programs. • Quality Management System awareness Workshops.
2.	Faculty of Study / Domain level	PDP's specific and relevant to particular domain are conducted at Domain level
3.	Institution level	PDP's specific and relevant to particular course/area a re conducted at Institutional level

The effectiveness of Training/PDPs is assessed by feedbacks at two levels:

a) Immediately after the Training/PDP is conducted

b) Feedback from Heads of Institutions based on faculty/staff performance after two months of training

Faculty Profile: Quality teaching in higher education matters for achieving the student learning outcomes. The University endeavours to hire the best talent as (academically qualified, doctoral qualified or professionally qualified) faculty with an exposure at senior positions in industry, consulting and research. The numbers of doctoral qualified faculties have considerably increased in last four years. It is now a practice to hire only faculty who are doctorally qualification. In fact all the faculty members who are not doctorally qualified are encouraged to enroll for the Ph.D.

Faculty members are engaged in various scholarly activities such as research publications, case studies, seminars, workshops, conferences, paper presentations, curriculum review and development and consultancy etc.

Global Exposure: Programmes have been specifically designed to give students experience of the transnational culture as under:

- Amity Global Leader Programme (AGLP)
- Study Abroad Programme (SAP)
- Semester Study Abroad Programme (SEMAP)

The academic delivery module provides the students with an international exposure so as to build up their knowledge, expertise and rich quality experience.

Evaluation Process and Reforms: The Course structures, and examinations are based on Semester System and students are evaluated by end semester examination. In addition to end semester examinations, student are continuously evaluated for his academic performance in each course through case discussion/ presentation/ analysis, practical, home work assignments, term papers, projects, field work, seminars, quizzes, class tests or any other mode as may be prescribed in the course syllabi.

Based on the analysis and evaluation of the results in light of both educational and operational outcomes, the IQAC and Outcome Assessment Committee (OAC), the area of improvement and the changes required to be incorporated to fill the gaps. The review process is implemented by the IQAC and revised by the various committees. The University adheres to the academic calendar for conduct of examination. The University has well established Regulations (R-01) for "Conduct of Examinations, Scheme of Evaluation and Discipline among Students in Examinations".

The quality of question papers is ensured through a panel of moderation boards. The moderation boards ensure moderation of question papers as per the regulations and the final question papers is delivered to the Controller of Examination (CoE). The university has a well established policy guideline for "the setting of question papers".

The University has an open and participative mechanism for evaluation of teaching and promoting work satisfaction of the faculty.

The University facilitates mobility of its faculty and students through exchange programmes. University has signed MoUs with many reputed Foreign Universities / Institutions for exchange of students who study certain pre-decided courses of their programmes of study under credit transfer arrangements.

Grievance Redressal: Students at Amity University have well defined redressal mechanism for their grievances. They also have class representative mechanism to voice their concerns and seek redressal. Faculty feedback is also encouraged through Amizone/Training workshop feedback. The office of Dean Students Welfare (DSW) provides non-academic services to the students and office of Dean, Students Academic Affairs & Support Services (SAA&SS) resolves the related academic issues of students, faculty and staff. The grievance redressal system is designed to timely address issues pertaining to admissions, academics, administration, infrastructure, Fee, scholarships, examinations, IT, Security, hostel etc. in a effective manner by appointed faculty in-charges in each domain.

University has a well defined The Class Representative (CR) system to promote student leadership and Mentoring system which addresses student's academic and non-academic issues.

3. Research, Consultancy and Extension

Amity University has well defined policies for research, innovation, scholarly work by students and faculty. University clearly defines expectations for research, scholarship, and creative activity for its students, scholars and faculty.

Amity is a research & innovation driven University. More than 2000 Case Studies have been developed and more than 650 patents have been filled by faculty. AUUP is recognized as a Scientific and Industry Research Organisation (SIRO) by DST Govt. of India. Amity has tie-ups / MoUs with over 200 International & 50 national universities, government departments, industry, laboratories and research centres in areas of student exchange, faculty exchange, joint research, curriculum development &educational tours for students.

The process of promoting research culture among faculty and students is ensured by establishing Research Directorates. To develop a strong focus on research in diverse areas, following research directorates has been established in the university:

1. Amity Directorate of Research and Innovation in Health and Allied Sciences
2. Amity Directorate of Engineering & Technology (ADET)
3. Amity Directorate of Science & Innovation (ADSI)
4. Directorate of Innovation and Technology Transfer (DITT)
5. Amity Directorate of Management and Allied Areas (ADMAA)
6. Amity Directorate of Applied Arts / Fine Arts / Performing Arts / Visual Arts (ADA)
7. Amity Directorate of Research and Innovation in Law and Allied Areas (ADRILAA)
8. Amity Centre for Antarctic Research & Studies (ACARS)

The university has research committees to monitor and address issues related to research both at faculty level and student level. Separate monitoring mechanisms to coordinate, monitor, facilitate and address issues related to research for both these level have been created.

The Research Planning Sub Committees under University IQAC reviews the entire gamut of activities of the Universities in terms of Research which involves reviewing the achievement of each faculty and setting individual faculty target and institutional target in terms of Projects, Publications, Patents, Conferences, Training and Consultancy for each institution during the academic year under the chairmanship of the Vice- Chancellor. This committee also recommends policies, guidelines etc. for promoting and improving research.

A modest research infrastructure has been created for research and development. The University has completed nearly 159 Research Projects amounting to more than Rs. 29 crore and 82 high end ongoing research projects amounting to nearly Rs. 20 crore funded/supported by major funding agencies/ organizations from India & abroad.

Besides carrying out research, funded projects and consultancy, the faculty members are also engaged in authoring scientific books, publications, newsletters, organizing seminars, conferences and workshops During the current FY 2016-17, total 190 projects worth over Rs. 79,93,09,875 crore have been submitted under various schemes of Funding Agencies of Government of India. As on date, 21 projects have been sanctioned for the current FY: 2016-17, amounting to more than Rs. 4 crore.

Besides carrying out industry oriented consultancy and applied research, the faculty have authored over 500 books, published 6,000 papers.

Under Research collaborations there is a continuum ranging from the classic partnership between faculty members at Amity University and the other University/Institution wherein use by one researcher of another's resources such as a piece of equipment, biological strain or a database is carried out under joint research projects leading to development of patents, publications and organization of joint consultancy, trainings, conferences, symposia and workshops.

4. Infrastructure and Learning Resources

The University has adequate facilities for teaching-learning and research. University has air-conditioned amphitheatre style classrooms/tutorial rooms that provide the most conducive atmosphere for dynamic and focused discussions and learning.

Amity has over 450 state-of-the-art labs that allow the students to experiment and bring to practice what they have learnt in classrooms.

The libraries at Amity are integrated Knowledge Resource Centres that are stocked with over 1,25,000 books in total, periodicals, references, national and international journals, CD-ROMs covering all aspects of academic studies and research material. Amity Students have access to various electronic information resources for online

databases, Journals, Case studies, research materials etc. Some of the popular online resources accessible to amity students/faculty are EBSCO, OXFORD JOURNALS, CAMBRIDGE UNIVERSITY PRESS, TAYLOR & FRANCIS, UGC-INFONET, SpringerLink, RSC, IOP, Portland Press Limited, AIP, nature.com. The campuses of the university are inter-connected to the internet through a highly secured Amity Virtual Private Network, where over 4,000 PCs are inter-connected to the internet through broadband connection.

IT Infrastructure: The next generation IT infrastructure is established as under:

- Campus covered with high throughput indoor and outdoor Wi-Fi access points
- Lecture recording and live transmission of class lectures and events over intranet and internet
- 1 GBPS Internet Bandwidth from multiple ISPs to maintain redundancy and hassle free internet connectivity
- Consolidation of 60 Servers on virtual platform using VMware and HP Blades servers
- 28 TB of useable EMC NAS/SAN storage with fiber channel connectivity
- One network across the country. All Amity locations are connected through redundant MPLS VPN network using 100 Mbps throughout at hub location to access intranet/internet resources' under uniform network policy
- Overseas campuses of Amity also connected to hub location via secured VPN network
- Enterprise class Cisco Catalyst 6500 Series high performance modular switches with Hot Standby Router Protocol (HSRP) for load balancing and high availability
- Enterprise level Next Generation firewall appliances in redundant mode with fully integrated intrusion prevention(IPS), application control, antivirus, web filter, email filter and traffic shaper
- MAC address and user login based dual authentication for all Wi-Fi users with tracking and monitoring
- Bio-Metric machines used over the intranet for employee attendance connected to server at hub location
- Digital Signage System introduced to distribute and inform latest information instantly
- Learning Studios are the focal point for conducting Amity University's various online courses through distance learning. Live Virtual Classes are held wherein faculty members conduct tutorials using various teaching aids including PPTs, graphics, etc.
- Smart cameras surveillance with IP cameras through the campus
- Amizone- Amity Intranet Zone acts as a single point of access for most of the information and resources to the Students, Parents, Faculty and Staff Members of Amity. Amizone is repository of all data of AUUP. Amizone also offers an archive of recorded classes to students who do not want to miss out on their learning experience. All the important information including academic calendar, fee calendar, examination calendar, all policies, guidelines and regulations are available on Amizone and may be accessed anytime anywhere by the students.

Hostels: University have separate hostel facilities for boys and girls on all campuses for more than 5000 students with caring wardens and a tight security which come closest to being 'a home away from home'. At Amity, the infrastructure has been designed with exceptional facilities for sports (both outdoor and indoor).

Sports Facilities: The infrastructure has been designed with exceptional facilities for sports as well as recreational activities to ensure the students are groomed holistically. Amity sports form one of the important aspects of student's development. From increasing concentration levels and working as team to inculcate winning spirit, sports help students build strong character as wee as rounded personality. Some of the sports facilities for students at Amity are as under:

- 20 lane Shooting Range
- Olympic Size Swimming Pool
- Horse Riding and Polo Academy
- State of the Art Gymnasium
- Athletics
- Boxing Ring
- Squash Courts
- Basketball Courts
- Tennis Courts

- Volleyball Courts
- Badminton Courts
- Cricket Ground
- Hockey Ground
- Football Ground

5. Student Support and Progression

The University provides academic and other student support services such as academic services for students with disabilities, financial aid counselling, career counselling and placement, residential life, sports, and other services and programs as appropriate, which meet the needs of the specific types of students that the institution serves and the programs it offers. Various support services and programmes for students include:

i. Learning resources – Students have access to various ICT tools, NPTEL resources, e-Learning resources and webcast of important lectures, seminars / conferences.

ii. Course Faculty provides personal guidance and also conducts extra classes/ Tutorials. Special care of slow learners, disadvantaged students and differently abled students.

iii. Expert lectures, industrial visits, workshops are organized

iv. Well established Grievance Redressal system on academic and Examinations

v. Amity Corporate Resource Centre (CRC) and ATPC constantly interact with the corporate world and helps to prepare students for their careers.

vi. Besides, the industry specific Career Advisory Boards, experts from the industry give guidance to students on creating a clear career plan, career goals and a planned time table on professional development for future.

vii. The Campus has a stringent security through smart cards, biometric readers, latest IP cameras, fire warning systems, 24-hours guards and patrolling Gypsies. Amity Universities have always had a "No Ragging" environment. Smart Camera Surveillance with IP Cameras through the Campus.

Student progression norms are clearly defined under the examination regulations. The level of student's academic performance is reflected by Letter Grades on a ten point scale.

Several scholarship / fellowships are annually awarded to meritorious students, economically weaker students and extraordinary achievers in various extra-curricular and co-curricular activities. All scholarships / fellowships are awarded in accordance to provisions laid down in the university regulations / guidelines.

Beyond Classroom Learning and Development: The University gives high importance to holistic development of students beyond classroom through co-curricular, extra-curricular and field based activities such as:

a. Organising Club / Committee Activities: Amity students get the opportunity to meet and interact with students from other programmes and Institutions through Clubs, Cultural Committees, Sports Committees, Environmental Committees etc., which help them to explore and utilize their physical, creative and social skills.

b. Organising conferences, workshops seminars, etc., such as Signal Processing and Integrated Networks (SPIN), CONFLUENCE , Global Leadership Research Conference (GLRC) etc.

c. Participation of students in Inter-University competitions, Sports Competitions, corporate competitions

d. Conducting Outdoor Activities Based Courses (OABC) which is a 1 credit course and can be taken by students in any semester during their programme as per Model Framework.

e. **Sports Meet - SANGATHAN':** An inter – institution Annual Sports Event is organised that provides an opportunity to all Amitians to exhibit their talents in various sports events and foster teamwork, leadership skills, dealing with success and failure, sense of responsibility and disciplinary approach.

f. The University also has an Amity Cadet Corps (ACC) which imparts training to its students on the pattern of National Cadet Corps (NCC) where students work on various community activities also.

g. **Radio Amity'** - The FM radio station was launched by Ashok K Chauhan, founder president which will be on air 24 hours on 107.8 MHz over a radius of 15 Km, covering a thickly populated neighborhood of the University. It would be run by students of Amity University'. Radio Amity' intends to cater to health, educational, environmental, community development, cultural and social welfare, entertainment and awareness and other significant matters. The radio station has its own broadcasting, production and recording facilities as well as transmission.

Environmental Initiatives & CSR Activities: A number of Environmental initiatives like Rainwater harvesting, Use of sewage and effluent treatment plants, Zero water discharge, no smoking zone, Management of hazardous waste, Conduct of aspect impact analysis and Adopting clean technologies have been undertaken by Amity University.

University is socially concerned and has undertaken various social activities:

1. Regular Blood Donation Camps are organised in collaboration with Rotary Club/NGOs.

2. Organised relief Camps during National Calamities and Community Support Activities are organised in different parts such as Tree Plantations drives, Participation in Teach India Drive, Traffic Management, Clean the City Drives, Aids Awareness Programmes, Visit to old age/blinds Spastic Children, slums, etc,

3. AMITASHA is the project undertaken by Amity Humanity Foundation with the aim of nurturing under privileged girl child. It is not only committed to educate these children but also looks after their upkeep and maintenance. ATULASHA is another similar entity which provides the same facilities to underprivileged young boys.

4. Active extension center that provides a variety of services to businesses and industry as well as social services, including farm advice, support for women in farming and field extension workers, soil testing, soil reclamation and management, deployment of low cost post-harvest technologies among poor farmers and women farmers, encouraging organic farming, consulting for businesses and industries in technology and management practices, and corporate training.

Human Value & Community Outreach activities: University also organises human values quarter for inculcating values, ethics and socially responsible qualities. Students organize various activities such as blood donation camp, visit to old age homes, spastic children home & orphanages etc, street plays, awareness campaigns, debates etc. Human Values activities by students are being conducted since inception of the University.

Outdoor Activities Based Courses (OABC): OABC is a 1 credit course and can be taken by students in any semester during their programme as per Model Framework for programme structure as under:

i. Human Values and Community Outreach (HVCO)Course
ii. Entrepreneurship Awareness Camps(EAC)
iii. Military training camps (MTC) for both boys and girls
iv. Imparting training to students through amity cadet corps (ACC)
v. Performing Arts (PA) Courses
vi. Basic skills course in sports
vii. Yoga classes for mental and physical wellbeing

Promoting Innovation and Entrepreneurship: A number of initiatives are taken to promote entrepreneurship among students.

i. **Amity Centre for Entrepreneurship Development (ACED):** 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. 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.

ii. **Amity Innovation Incubator:** The University has established an Innovation Incubator, supported by an advisory body consisting of industrialists, venture capitalists, technical specialists and managers as well as by the NSTEDB of Department of Science and Technology, Government of India. It helps entrepreneurs realize their dreams through a range of infrastructure, business advisory, mentoring and financial services. The Incubator facilitates students of the University to participate in the incubation activities.

Industry Interaction and Placements: Thousands of successful Amity alumni are working in coveted corporates across the world. This is ensured by a dedicated Placement Cell and Corporate Research Cell (CRC) at each campus that not only guides students on their career plan, but grooms them for success in interviews through group discussion & public speaking techniques.

Amity has been regularly inviting heads of leading Indian Companies. They offer insights into latest issues concerning the economy to simulate and enhance the intellectual of the University. Many stalwarts, CEOs, Global Gurus, Statesmen, and Leading International Academicians have interacted with our students to stimulate and enhance the intellectual climate of the University

Alumni Network: Once an Amitian, always an Amitian. Amity University is proud of its Alumni who are business leaders, entrepreneurs, engineers, technologists, scientists, artists, writers, managers, lawyers, sportspersons, journalists, politicians & above all, good human beings.

As of now there are 95,000+ alumni of AUUP around the world distinguishing themselves in different endeavors. The Alumni are working with leading organizations such as, E&Y, KPMG, Blackberry, TCS, Microsoft, Google, Facebook, Linkedin, Twitter, Infosys, Accenture, Reliance Industry, HDFC, HP, DELL, IBM, AIG, Cisco Systems, ADOBE, FISERV, Jaypee, etc.

The University welcomes its alumni to continue an endearing relationship with its alma mater. The university regularly engages with its alumni through various activities such as alumni meet, admission boards, IQAC meetings, University Court meetings, alumni mentors for students, career counselling of students, course curriculum review, and corporate training etc. Alumni are helped and supported in their job switches. Alumni Chapters are also created in various cities in India and abroad where Amity has its campuses such as Ahmedabad, Bangalore, Bhubaneswar, Chandigarh, Chennai, Patna, Pune, Dubai, London, Singapore, and Mauritius etc. Regularly alumni details are updated at www.amity.edu/alumni.

6. Governance, Leadership and Management

Amity University is backed by a highly committed visionary leadership at its foundation level. All officers of the University and institutions at leadership position are committed to the fulfillment of Vision and Mission of the University.

The University is governed by the provisions of the Act, Statutes, Ordinances, Regulations & Guidelines. The first statutes & the first ordinances have been approved by the Uttar Pradesh Government. Different Regulations & Guidelines covering various activities of the university have been approved by the competent statutory authorities of the university. The University is complying with the Central, State & Governing Body (UGC, Ministry of Higher Education) Statutory Norms, Policies & Regulations.

University Level Leadership

(a) Chancellor
(b) Vice Chancellor
(c) Pro Vice Chancellors
(d) Registrar
(e) Treasurer (Chief Finance Officer)
(f) Dean of Admissions & Examinations
(g) Dean of Student's Academic Affairs & Support Services
(h) Dean of Students Welfare
(I) Proctor
(j) Finance Officer
(k) Controller of Examinations

In addition to the above, a number of other leadership positions are created and developed at domain /institution level to ensure the involvement of faculty in formulating and implementing various policies and regulations for efficient Governance.

External members are part of various Councils, Committees and the Court for enhancing the broader base and bringing transparency and fairness in the system. Leadership among students is developed through various activities / events, such as: Clubs/Committees; Inter-Institution Competitions; Seminars / Conferences / Workshops; Human Value Quarter; Sangathan (the annual sports event); and Amity Youth Festival etc.

The involvement of faculty, staff and students in various leadership roles for participative management is given as under:

University Level	Institutional / Department Level	Student Level
a) Chancellor b) Vice Chancellor c) Pro Vice Chancellors d) Registrar e) Treasurer (Chief Finance Officer) f) Dean of Admissions & Examinations g) Dean of Student's Academc Affa irs & Support Services h) Dean of Students Welfare i) Proctor j) Finance Officer k) Controller of Examinations l) Director and Head of Institutions m) Senior Administrative Staff	a) Head of Institution / Director b) Dy. Director c) Head of Departments d) Research Coordinators e) Quality Coordinators / Auditors f) Placement Coordinators	a) Institutional IQAC b) Class Representatives c) Coordinators of Literary and Cultural Associations d) Committees to organise cultural and sports events. e) Clubs for curricular and cocurricular activities. f) Mess commitee g) Quality Initiatives
Faculty of Studies / Domain Level	**Stream /Area Level**	**Alumni**
a) Dean of Faculty of Studies b) Chairman, FRC c) Chairman, IQAC d) Chairman, MRM e) Domain Head and Coordinator	a) Stream Coordinator **Programme Level** a) Programme Director b) Programme Coodinator c) Programme Leader **Course Level** Chief Course Coordinator	a) IQAC b) Placement Committee c) Advisory Committees d) Board of Studies

In addition to above, each institution has a number of students and faculty committees/clubs for decentralized management of activities/affairs for better functioning and effective learning of the students.

The Roles and responsibilities for each leadership position are well defined in order to ensure role clarity and accountability.

Performance Appraisal/Evaluation: The University has a well structured annual Performance Based Appraisal System (PBAS) based on Academic Performance Indicator (API) on the pattern of UGC guidelines. This includes multi-source feedback and multilevel assessment:

(a) Self appraisal by faculty

(b) Feedback by students

(c) Peer Evaluation

(d) Performance review by HoI / HoD

(e) Review of performance by a duly constituted committee

Amity Academic Staff College: Amity University has a dedicated Amity Academic staff College (AASC). The college regularly conducts Faculty Development Programmes (FDPs) and Staff Development Programmes (SDPs), which are planned and conducted with objectives to:

(a) Upgrade the knowledge & professional skills

(b) Improve teaching, learning skills

(c) Improve assessment of learning outcomes.

Quality Assurance and Enhancement (QAE): The University has a dedicated set up for Quality Management. Quality Assurance and Enhancement cell is functional in the University. The University has been certified for ISO 9001:2008 (Quality Management System), ISO 14001:2004 (Environmental Management System). ISO 22000:2005 (Food Safety Management System), ISO 27001:2005 (Information Security Management System), and ISO 50001:2011 (Energy Management System).

Institutional Quality Assurance Cell (IQAC): Institutional Quality Assurance Cells (IQACs) have been established at three levels (a) Institutional Level (b) Domain Level, and (c) University Level to assess the annual academic and strategic plan, identify priorities, and examine the alignment of its purposes, core functions, and resources. IQAC evolves mechanisms and procedures for:

• Ensuring timely, efficient and progressive performance of academic activities

• Ensuring relevance and quality of academic and research programmes

• Equitable access to and affordability of academic programmes for various sections of the society

• Optimization and integration of modern methods of teaching and learning

- Strengthening the credibility of evaluation procedures
- Ensuring the adequacy, maintenance and functioning of the support structure and services
- Ensuring Research sharing and networking with other institutions in India and abroad.

Research Planning and Statistical Services (RPSS): A separate department has been established to perform benchmarking, ranking and analysis of stakeholder's surveys & institutional statistical data to support planning at various levels.

7. Best Practices

Outcome Based Education System: The University has implemented outcome based education system since 2013-14. Operational Outcomes (OOs) and Learning Outcomes (LOs), both are defined for each programme. The Learning outcomes are clearly defined at the programme level and course level.

The curricula for all programmes offered by the University are framed and structured in a way that ensures the attainment of OOs and LOs at programme level and achievement of the University Mission, Objectives & Goals effectively and within stipulated time frame.

Choice Based Credit System (CBCS): Amity University offers the Flexi Choice Based Credit System (CBCS) in its academic curriculum, in its endeavor to provide quality education through a unique model framework.

Global Exposure: Programmes have been specifically designed to give students experience of the transnational culture as under:

- Amity Global Leader Programme (AGLP)
- Study Abroad Programme (SAP)
- Semester Study Abroad Programme (SEMAP)

Industry and academic delivery module and provide the students with an international exposure so as to build up their knowledge, expertise and rich quality experience.

Three Tier Audit Systems: The University has implemented three tier audit system to ensure the effective efficient functioning of processes and continuous improvement. This is done at following three stages:

- Institutional Self Audit by IQAC. (First Party Audit)
- 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.
- External Audit by an Independent Agency (Third Party Audit).

Mentor Mentee Systems: Students are assigned an Industry-Mentor, an Alumni Mentor and a Faculty Mentor to provide sound counselling on his / her academic and career concerns.

Best Practices through Accreditation, Ranking and Benchmarking (ARB): Accreditation and Ranking are the third party evaluation of quality. ARB provides a roadmap to continuous quality improvement through feedback of a peer group on a programme or institution/university. Through such feedbacks a number of best practices have been implemented such as Model Framework for Programme Structure, Master Planning Worksheet (APW), Master Session Plan, Choice Based Credit System (CBCS), Rubrics for learning assessments etc

Stakeholders' involvement and satisfaction: The relevant stakeholders are regularly involved in the assessment and alignment of educational programmes, course curriculum development and developing learning outcomes and their assessment tools in line with institutional /university objectives. AUUP has formulated guidelines for programme review, development and assessment. While designing and updating the course curricula, the inputs of the stakeholders which include alumni, employers, experts from academia, industry & research organisations and students are considered and incorporated appropriately by Course Review Committees (CRCs), Area Advisory Boards (AABs), and Board of Studies (BoS). Their inputs are sought through a structured feedback.

A multi-stage process of assessment and evaluation is carried out periodically by the Programme Review Committee (PRC) / BoS. There is representation of Industry, Academia and Alumni in these committees.

Student result analysis, alumni achievement analysis, students /alumni satisfaction survey are conducted regularly and data is used for improving further processes and systems for student's excellence.

Independent Research Course: It is aone credit NTCC course and allows students to pursue research on a specific topic of interest. A faculty mentor/guide is allotted to the student for his/his research work. The student learning outcome is assessed based on the research publication done by the student. Research experience allows students to better understand published works, learn to balance collaborative and individual work and determine an area of interest etc.

IT-enabled Services: For the past several years, IT based ERP system (AMIZONE) has been used for attendance, timetable, faculty survey, venue/guest house/hostel booking and issue of gate pass to students. For HR related activities the university has recently adopted TCS-iON system, which is an advanced cloud based ERP solution.

PROFILE OF THE UNIVERSITY

1. Name and Address of the University:

Name: Amity University Uttar Pradesh		
Address: University Campus, Sector-125 Noida Dist. Gautam Buddha Nagar		
City: Noida	**Pin:** 201313	**State:** Uttar Pradesh
Website: auup.amity.edu		

2. For communication:

Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Prof (Dr) Balvinder Shukla.	0120 4392251	+9198101 99453	0120-4392320	vcauup@amity.edu
Pro Vice Chancellor (s)	Maj. Gen. K. K. Ohri (Retd.) Prof. (Dr.) N. Ramachandran	0522 - 2721931 +9714 4554 900	+9194150 02555 +9715547 84382	 +9714 4356 810	kkohri@lko.amity.edu nramchandran@amityuniversity.ae
Registrar	Dr B L Arya	0120 4392815	+9185272 88344	0120-2431870	registrar@amity.edu
Steering Committee / IQAC Co-ordinator	Brig. Om Parkash	0120 4392561	+9199716 03443	0120-4392560	oparkash@amity.edu

3. Status of the University:

State University	
State Private University	✓
Central University	
University under Section 3 of UGC (Deemed University)	
Institution of National Importance	
Any other (please specify)	

4. Type of University:

Unitary	✓
Affiliating	

5. Source of funding:

Central Government	
State Government	
Self-financing	✓

6. a. Date of establishment of the university : **12/01/2005**

b. Prior to the establishment of the university, was it a/an

i.	PG Centre	Yes		No	✓
ii.	Affiliated College	Yes		No	✓
iii.	Constituent College	Yes		No	✓
iv.	Autonomous College	Yes		No	✓
v.	Any other (please specify)				

If yes, give the date of establishment (dd/mm/yyyy)   Not Applicable

7. Date of recognition as a university by UGC or any other national agency:

Under Section	dd	mm	yyyy	Remarks
i. 2f of UGC*	12	01	2005	*Copy of the Act enclosed.*
ii. 12B of UGC *	-	-	-	-
iii. 3 of UGC #	-	-	-	-
iv. Any other ^ (specify)	-	-	-	-

* Enclose certificate of recognition. Enclose notification of MHRD and UGC for all courses / programmes / campus/ campuses.
  Enclose certificate of recognition by any other national agency/agencies, if any .

8. Has the university been recognized
a. By UGC as a University with Potential for Excellence?

Yes		No	✔

   If yes, date of recognition : (dd/mm/yyyy)

b. For its performance by any other governmental agency?

Yes	✔	No	-

If yes, date of recognition:

Amity University Uttar Pradesh is recognized as a **Scientific & Industrial Research Organisation** (SIRO) by **DST,** Govt. of India (31/03/2011 to 31/03/2014 & 31/03/2014 to 31/03/2017)

9. Does the university have off campus centres?

Yes	-	No	✔

10. Does the university have off-shore campuses?

Yes	✔	No	-

If Yes Established at :

The University has its off-shore campus at Dubai, UAE.

    Date of establishment: 3/ 02/2012
    Date of recognition: 3/ 02/2012

11. Location of the campus and area:

#	Description	Location *	Campus area in acres	Built up area in sq. mts
i.	Main campus area	Urban – Noida	60	309733 sq.mtrs
ii.	Other campuses in the State	Urban (Lucknow & Greater Noida)	40 21	91588.32 sq.mtrs
iii.	Off-shore Campus	Dubai- UAE	21	20 millions sq ft (Dubai)

(* Urban, Semi-Urban, Rural, Tribal, Hilly Area, Any other (please specify)

If the university has more than one campus, it may submit a consolidated self-study report reflecting the activities of all the campuses.

12. Provide information on the following: In case of multi-campus University, please provide campus-wise information.

Facilities	Noida	Gr. Noida	Lucknow	Dubai
Auditorium/seminar complex with infrastructural facilities				
Auditorium	5	1	1	2
Meeting Rooms	5	1	6	3
Seminar Halls	6	-	5	1
MDP	2	-	-	3
Moot Courts	2	-	1	1
Sports Facilities				
Football Fields	4	1	1	1
Volleyball Courts	3	1	2	1
Basket Ball Courts	5	2	3	
Gym Apparatus	1	1	1	1
Badminton Courts	5	2	4	1
Carrom Boards	4	5	15	5
Chess Boards	3	2	11	5
Table Tennis Tables	2	1	03	1
Billiards Tables	2	-	-	-
International size Rifle Shooting range	4	-	-	-
Obstacles	10	-	10	-
Tennis Courts	5	-	3	1
Mini Hockey-cum-Handball Field	1	-	-	-
Horse Riding Course	1	-	-	-
Cemented Cricket Pitches covered with material like Astroturf	2	-	2	-
Swimming Pool	1	-	-	1
Squash Court	1	-	1	1

Hostels		Noida	Gr. Noida	Lucknow	Dubai
Boys' hostel	Number of hostels	7	1	2	1
	Number of inmates	2300	280	630	115
	Facilities in the hostel	Water And Electricity, Central Air Conditioning, Free Wireless Internet Access, and Laundry & Cafeteria Facilities in all campuses.			
Girls' hostel	Number of hostels	4	1	4	1
	Number of inmates	1700	250	978	75
	Facilities in the hostel	Water And Electricity, Central Air Conditioning, Free Wireless Internet Access, and Laundry & Cafeteria Facilities in all campuses			
Residential facilities for faculty and non-teaching		30	5	10	10

Cafeteria

Health centre – Nature of facilities available – inpatient, outpatient, ambulance, emergency care facility, etc.

Noida campus:
- Cafeterias-13
- Clinic-1 Physiotherapy Clinic -1
- Ambulance-1 Tie up with Apollo & Kailash Hospitals
- **Greater Noida Campus**
- Cafeterias-1
- Clinic-1 Tie up with Yathartha Hospital for emergency care facility

Lucknow campus:
- Cafeterias-1
- Tie up with Hospitals for emergency care facility

Dubai campus
- Cafeterias-1
- Tie up with Hospitals for emergency care facility

Facilities like banking, post office, book shops, etc

Noida campus Bank -2 Postoffice -1 Bookshop -1 Stationary -1 ATMs-3	Greater Noida -	Lucknow Bank-1 ATM-1	Dubai -

Transport facilities to cater to the needs of the students and staff

Buses -6 Vans – 13 Cars -4 Golf carts-6 Motorcycle-1	Buses -2 Vans – 1 Cars -1	Bus -1Vans – 2 Cars -2	-

Facilities for persons with disabilities				
1. Ramps & Lifts in all the blocks in all the campuses. 2. Audio & Video facility in central Library in all the campuses. 3. Recorded lectures are available on Amizone 4. Few Washrooms available for PWD in all the campuses. 5. Earmarked space in cafeterias & Parking's for PWD in all the campuses.				
Facilities	**Noida**	**Gr. Noida**	**Lucknow**	**Dubai**
Animal house	1	-	-	-
Power house	Yes	Yes	Yes	-
Waste management facility	An Eco- friendly campus with Zero discharge, total recycling, rain harvesting and affluent treatments for all the labs in all the campuses.			
Other facilities	Departmental Store L'Oreal Salon Food Court Organic Farm Parking for students and Staff. Crèche Yoga centre	Parking for students and Staff	Coffee shop. Parking for students and Staff	Parking for students and Staff

13. Number of institutions affiliated to the University: *Not Applicable.*

14. Does the University Act provide for conferment of autonomy (as recognized by the UGC) to its affiliated institutions? If yes, give the number of autonomous colleges under the jurisdiction of the University. *Not Applicable.*

15. Furnish the following information:

#	Particulars	# of Departments		# of Students
a	University Departments	-		-
b	Constituent Colleges /Departments –(Teaching)	Noida	64	28922
		Gr. Noida	6	1752
		Lucknow	16	4917
		Dubai	1	1154
c	Affiliated colleges	-		-
d	Colleges under 2(f)	-		-
e	Colleges under 2(f) and 12B	-		-
f	NAAC accredited colleges	-		-
g	Colleges with Potential for Excellence (UGC)	-		-
h	Autonomous colleges	-		
i	Colleges with Postgraduate Departments	-		-
j	Colleges with Research Departments	-		
k	University recognized ResearchInstitutes/Centres	25		732
l	Distance & Online	1		11783

16. Does the university conform to the specification of Degrees as enlisted by the UGC?

Yes	✔	No	

If the university uses any other nomenclatures, please specify.

17. Academic programmes offered by the university departments at present (current Academic year 2016-17), under the following categories: (Enclose the list of academic programmes offered)

Programmes	Number			
	Noida	Lucknow	Gr.Noida	Dubai
UG	128	46	16	20
PG	121	26	2	12
Integrated Masters	17	0	0	0
M.Phil.	6	1	0	0
Ph.D.	80	16	0	0
Integrated Ph.D.	0	0	0	0
Certificate	1	0	0	0
Diploma	7	0	0	0
PG Diploma	6	1	0	0
Any other (please specify) Integrated UG	3	3	0	0
Total	369	93	18	32

18. Number of working days during the last academic year.

180

19. Number of teaching days during the past four academic years.

2012-13 - 180	2013-14 - 180	2014-15 - 180	2015-16 - 180

20. Does the university have a department of Teacher Education?

Yes	✔	No	-

If yes,
1. Year of establishment:

    (a) Amity Institute of Education (AIE) Noida -12 /01/2006
    (b) Amity Institute of Education (AIE) Lucknow- 12 /01/2007

a. NCTE recognition details (if applicable) Notification

    Details of NCTE recognition granted and intake approved for AIE
    Noida and AIE LKO is as follows:

Name of the Council / Statutory Body	Name of the Institute / Programme	Approval Letter No. and Date	Intake Approved	Period of Approval
Amity Institute of Education (AIE) Noida				
National Council for Teachers Education	B.Ed	F.NRC/ NCTE/ F-7/ 5339 dated: 27.08.06	100	From Academic Session 2006-07
	-do-	F.NRC/ NCTE/ F-3/ UP-2230/ 20992 dated: 05.07.07	100+100	Additional Intake of 100 (2007 onwards)
	-do-	F.NRC/ NCTE/ UP-2230 & UP-2038/ 2015/ 144661 dated: 21.03.16	200 (50+50+ 50+50)	Revised recognition order from Academic Session 2015-16
	M.Ed	F.NRC/ NCTE/ F-3/ UP-2251/ 2007/ 7933 dated: 28.05.07	25	Conditional Approval 2007 onwards
	-do-	F.NRC/ NCTE/ F-7/ UP-2251/ 2008/ 57971 dated: 21.08.08	25	From Academic Session 2008-09
	-do-	DO No. 49-4/ 2010PT/ NCTE/ N&S dated: 30.07.10	35	(Additional intake of 10 seats) 2010-11 onwards
	-do-	F.No./NRC/NCTE/UP-2251/2015/ 144667 dated: 21.03.16	50	(Additional intake of 15 seats) 2015-16 onwards
Department of Education : Amity Institute of Behavioral & Allied Sciences				
National Council for	B.Ed	F.NRC/ NCTE/ F-3/ UP-912/ 2003 2895dated: 09.07.03	100	From Academic Session 2003-04

Teachers Education	B.Ed	F.No. / NRC / NCTE / UP-912/ 2015/ 108702 dated: 31.05.2015	50+50	(2 Basic Units of 50 Students each) 2015 onwards
National Council for Teachers Education	ETE	F.NRC/ NCTE/ F-3/ UP-1416/ 2005 341 dated: 06.07.05	50	28th June 2005
	NTT	F.NRC/ NCTE/ F-3/ UP-1424/ 2005-10697 dated: 29.09.05	50	21st Sept 2005
	B.El.Ed	F.NRC/ NCTE/ F-3/ UP-1806/ 2005-8834 dated: 16.08.05	35	11th August 2005
	De-Affiliation from CCU Meerut	F.NRC/ NCTE/ F-73/ UP-912+UP-1806+ UP-1424+UP-898+UP-1416/ 2007 30440 dated: 13.10.2007	-	From 2007 onwards
	B.P.Ed	F.NRC/ NCTE/ F-3/ UP-898/ 2003 3103dated: 28.07.03	50	Academic Session2003-04 onwards
Amity Institute of Education, Lucknow				
National Council for Teachers Education	B.Ed	F.NRC/ NCTE/ F-73/ UP-2366/ 2007 32520 dated: 17.11.07	100	2007 onwards

Is the department opting for assessment and accreditation separately?

Yes	-	No	✔

21. Does the university have a teaching department of Physical Education?

Yes	✔	No	-

If yes,

   a. Year of establishment: (1) **Amity School of Physical Education & Sports Sciences (ASPESS) Noida** -12 /01/2005
   b. NCTE recognition details (if applicable) Notification :
      Recognition and intake approved for courses are as follows:

ASPESS Noida

Name of the Council/ Statutory Body	Name of the Institute/ Programme	Approval Letter No. and Date	Intake Approved	Period of Approval
National Council for Teachers Education	B.P.Ed	F.NRC/ NCTE/ F-7/ 8314-8339 & 8371-8379 dated: 14.11.06	50	Till - 2009
	B.P.Ed (1 Year)	F.NRC/ NCTE/ F-7/ UP-2051/ 176th Meeting/2010/ 5023 dated: 18.02.11	50	2010-11 onwards
	B.P.Ed	F.NRC/ NCTE/ UP-2051 / 2015 / 1 / 1488-93 dated: 05.06.15	50	2015-16
	B.P.Ed	F.NRC/ NCTE/ UP-2051 / 2015 / 12170 dated: 26.10.15 (Revised Recognition Order)	100	Revision of intake from 50 to 100 Seats 2015-16 onwards
	M.P.Ed	F.NRC/ NCTE/ F-7/ UP-2252/ 2008 39904 dated: 27.02.08	30	From 2008 onwards
	M.P.Ed	F.NRC/ NCTE/ F-7/ UP-2252/ 2008 125511-16 dated: 13.10.15	40	Revision of intake from 30 to 40 Seats 2015-16 onwards

Is the department opting for assessment and accreditation separately?

Yes	-	No	✔

22. In the case of Private and Deemed Universities, please indicate whether professional programmes are being offered?

Yes	✔	No	-

If yes, please enclose approval / recognition details issued by the statutory body governing the programme.

Approvals of for the programmes offered in Education, Law, Architecture, Pharmacy have been taken by relevant statutory bodies and is summarised below:

#	Statutory Body	Programme	Intake approved			
			Noida		Lucknow	Dubai
1	National Council for Teachers Education (NCTE)	B.Ed	200		100	
		M.Ed	35		-	
		ETE	50		-	
		NTT	50		-	
		B.El.Ed	35		-	
		B.P.Ed	100		-	
		M.P.Ed	40		-	
		B.P. Ed (1 yr)	50		-	
2	Bar Council Of India (BCI)		ALS	ALSII	180	60
		B.A.LLB (H)	240	180		
		BBA LLB (H)	120	60	60	60
		B Com. LLB	120	60	60	60
		LLB (3 years)	180	-	120	60
3	Council of Architecture (CoA)	B.Arch	120		80	40
		M Arch (LA)	20			
4	Pharmacy Council of India	B.Pharma	100		60	-
5	Rehabilitation Council of India (RCI)	PGDRP	20			
		PD(CliPsy)	20		8	
		M.Phil (CP)	10		10	
		M.Phil (RP)	8			
		BA B.Ed Spl. Edu	25			
		B.Ed, LD Spl Edu.	30		30	
		B.Sc B.Ed spl. Edu.	25			
		B.ComB.Ed Spl. Edu.	25			
		Med LD Spl. Edu	10		10	

Recognition details / order No. issued by the statutory body governing the programme s are as given below: NCTE approval details for programmes in education and physical education are given above in section 20 and 21.

Name of the Council/ Statutory Body	Name of the Institute/ Programme	Approval Letter No. and Date	Intake Approved	Period of Approval
Amity School of Architecture and Planning (ASAP) Noida				
Council of Architecture	B.Arch	No. CA/ 5/ 2005/ UGUP06 dated: 29.07.05	40	2005-06

	-do-	No. CA/ 5/ Academic-UP06 dated: 24.04.06	40	2006-07
	-do-	No. CA/ 5/ Academic-UP06 (Extention of Approval & additional intake of 40) dated: 07.06.07	80	2007-08
	-do-	No. CA/ 5/ Academic-UP06 dated: 25.02.08	80	2008-09
	-do-	No. CA/ 5/ Academic-UP06 dated: 24.04.09	40	2009-10
	-do-	No. CA/ 5/ Academic-UP06 dated: 05.03.10	40	2010-11 & 2011-12
	-do-	No. CA/ 5/ Academic-UP06 dated: 23.05.11	80 (40 Adll. Intake)	2011-12
	-do-	No. CA/ 5/ Academic-UP06 dated: 16.05.12	80	2012-13 2013-14
	-do-	No. CA/ 5/ Academic-UP06 dated: 03.09.12	120 (40Addl Intake)	2012-13 2013-14
	-do-	No. CA/ 5/ Academic-UP06 dated: 02.06.14	80	2014-15
	-do-	No. CA/ 5/ Academic-UP06 dated: 25.07.14	120	2014-15
Council of Architecture	B. Arch	No. CA/ 5/ Academic-UP06 dated: 09.06.15	120	2015-16
	-do-	No. CA/ 5/ Academic-UP06 dated: 07.05.16 (Extension of Approval)	120	2016-17
	M. Arch	No. CA/ 5/ Academic-UP06 dated: 07.06.07	20	2007-08 & 2008-09
	M. Arch Landscape Architecture	No. CA/ 5/ Academic-UP06 dated: 17.09.08 Approval for change in Nomenclature	20	w.e.f. 2009-10 onwards
	-do-	No. CA/ 5/ Academic-UP06 dated: 22.04.10	20	2011-12
	-do-	No. CA/ 5/ Academic-UP06 dated: 15.05.12	20	2012-13 & 2013-14

	-do-	No. CA/ 5/ Academic-UP06 dated: 02.06.14	20	2014-15
	M. Arch	No. CA/ 5/ Academic-UP06 dated: 10.06.15	20	2015-16
	-do-	No. CA/ 5/ Academic-UP06 dated: 07.05.16 (Extension of Approval)	20	2016-17

Amity Law School (ALS) Noida

Bar Council of India	BA LLB (Hons)	No. BCI : D : 54 2007 (LE : Mtg) dated: 23.01.07		Only for the purpose of conferring the degree of BA LLB (2007)
	-do-	No. BCI : D : 1064 2007 (LE : Mtg) dated: 27.08.07	2 Sections of 80 Students each (160)	Temporary approval Academic Session 2007-08 & 2008-09
	BBA LLB (Hons)	No. BCI : D : 55/ 2009 (LE : Mtg) dated: 13.04.09	1 Section of 60 Students for 3 years	2009-10 to 2011-12 (Extension of Temporary approval)
	B.Com LLB (Hons)	-do-	60	-do-
	BA LLB (Hons)	-do-	160	-do-
	BA LLB (Hons)	No. BCI : D : 1308 : 2011 (Sept 2011 LE : Mtg)dated: 26.09.2011	20	2011-12 (Extension of Intake (60+20 = 80)
	BA LLB (Hons)	No. BCI : D : 1350 : 2012 (LE : Mtg 7th July 2012) dated: 18.07.2012	60+60+60	2012-13 to 2013-14
	BBA LLB (Hons)	-do-	60	-do-
	B.Com LLB (Hons)	-do-	60	-do-
	LLB (3 Years)	-do-	60+60	-do- New Prog approved

Bar Council of India	BA LLB (Hons)	BCI : D : 1378/ 2014 (LE/ Approval/ Consent) dated: 29.08.2014	60+60+ 60+60	2014-15
	BBA LLB (Hons)	-do-	60+60	-do-
	B.Com LLB (Hons)	-do-	60+60	-do-
	LLB (3 Years)	-do-	60+60+60	2014-17
	BA LLB (Hons)	BCI : D : 1898/ 2014 (LE) dated: 19.11.2014 (Introduction of some new terms & conditions)	60+60+ 60+60	2014-15
	BBA LLB (Hons)	-do-	60+60	-do-
	B.Com LLB (Hons)	-do-	60+60	-do-
	LLB (3 Years)	-do-	60+60+60	2014-17
Amity Law School Center II (ALS_II) Noida				
Bar Council of India	BA LLB (Hons) Amity Law Centre-II	No. BCI : D/1691/2009 (LE : Mtg) dated: 22.12.2009	2 Sections of 60 students each	2010-11 & 2011-12
	BA LLB (Hons) Amity Law Centre-II	No. BCI : D : 1349 : 2012 (LE Mtg. 7th July 2012) dated: 18.07.2012	3 Sections of 60 (180) students each	2012-13 to 2014-15 for 120 students 2012-13 to 2013-14 for 60 students
	B.Com LLB	-do-	60 Students	2012-13 to 2013-14
	BBA LLB	-do-	60 Students	2012-13 to 2013-14
Amity Institute of Behavioral Health and Allied Sciences (AIBHAS) Noida				
Rehabilitation Council of India	PG Diploma in Rehabilitation Psychology (PGDRP)	17-80/ PGDRP/ 2006/ UP/ RCI 2821 dated: 09.08.2010	20	2010-11
	PGDRP	17-80/ PGDRP/ 2006/ UP/ RCI 5386 dated: 12.07.2011	20	2011-12 & 2012-13

	M.Phil (Clinical Psychology)	17-80/ M.Phill (CP)/ 2006/ UP/ RCI 2822 dated: 09.08.2010	8	2010-11
	M.Phil (Clinical Psychology)	17-80/ M.Phill (CP)/ 2006/ UP/ RCI 5839 dated: 02.08.2011	8	2011-12 & 2012-13
	M.Phil (Clinical Psychology)	17-80/ M.Phil (Cl Psy)/ UP/ RCI 4045 dated: 03-12-2013	8	2013-14
	-do-	17-80/ M.Phil (Cl Psy)/ UP/ RCI 4039 dated: 18-07-2014	10	2014-15 & 2015-16
	M.Phil (Rehabilitation Psychology)	17-80/ M.Phill (RP)/ 2006/ UP/ RCI 2823 dated: 09.08.2010	8	2010-11
	M.Phil Rehabilitation Psychology	17-80/ M.Phil (CP)/ 2006/ UP/ RCI 5393 dated: 12.07.2011	8	2011-12 & 2012-13
	Psy.D (Cl. Psy)	17-80/ Psy.D/ 14/ RCI 4045 dated: 12.07.2014		Approval not accorded
	P.D. (Cl.Psy.) Professional Diploma	17-80/ PDCP/ 14/ RCI/ 172 dated: 16.02.2014	8	2015-16 to 2017-18
Amity Institute of Rehabilitation Sciences (AIRS) Noida				
Rehabilitation Council of India	B.Ed Special Education (LD)	17-80/ B.Ed (LD) 09/ 10302 dated: 26.06.2013	25	2013-14
	B.Ed Special Education (LD)	17-80/ B.Ed Spl Ed(LD) 09/ RCI/ 2328 dated: 20.05.2014	25	2014-15 & 2015-16
	B.Ed Special Education (MR)	17-80/ B.Ed Spl Ed(MR)/ RCI/ 2231 dated: 20.05.2014	25	2014-15 & 2015-16
	B.Ed Special Education (MR)	8-A/ Policy/ 2014/ 3814 dated: 07.07.2014	30	Additional Intake of 05 for session 2014-15
	B.Ed Special Education (ASD)	17-80/ B.Ed Spl Ed(ASD)/ RCI/ 2988 dated: 12.06.2014	25	2014-15 & 2015-16
	M.Ed Special Education (LD)	17-80/ M.Ed Spl. Ed (LD)/ RCI 1844 dated: 05.05.2014	10	2014-15 &2015-16

	M.Ed Special Education (MR)	17-80/ M.Ed Spl. Ed (MR)/ RCI 2244 dated: 20.05.2014	10	2014-15 & 2015-16
Amity Foundation for Development Disabilities				
Rehabilitation Council of India	BA/ B.Com/ B.Sc/ B.Ed Special Education	17-80/ Integrated/ BA, B.Com, B.Sc, B.Ed/ 13/ RCI dated: 22.08.2013	25	2013-14 (provisonal basis)
	BA/ B.Com/ B.Sc/ B.Ed Special Edu (Integrated)	17-80/ Integrated/ BA, B.Com, B.Sc, B.Ed/ 13/ RCI/ 2925 dated: 24.10.2013	30	2014-15
Amity School of Distance Learning				
Indira Gandhi National Open University	Programmes offered through distance mode	F.No. DEC/ Amity/ 07/ 6782 dated: 28.12.2007		2007-08
	-do-	F.No. DEC/ Amity/ 09/ 9174 dated: 28.01.2009		Continuation of provisional recognition granted till such time the Committee visits the University
University Grant Commission	-do-	Online		UGC has accorded continuation of institutional recognition (2014-15)
Amity Institute of Pharmacy (AIP) Noida				
Pharmacy Council of India	B. Pharma	No. 32-854/ 2010-PCI/240/ 8-20 dated: 16.09.2011	60 u/s 12	2007-11 & 2011-12 (conditional)
	-do-	Recommendations of 02.253 Executive Council of PCI (Item No. 124 Page No. 44) - **Ref: Sl. 854**	100	2012-15
	-do-	Recommendations of 02.262 Executive Council of PCI (Item No. 179 Page No. 78)	100	2017-18

B. Lucknow					
Amity School of Architecture and Planning, (ASAP) Lucknow					
Council of Architecture	B. Arch	No. CA/ 5/ Academic-UP-07 dated: 03.07.2007	40	2007-08 2008-09
	-do-	No. CA/ 5/ Academic-UP-07 dated: 23.02.2010	40	2010-11
	-do-	No. CA/ 5/ Academic-UP-07 dated: 10.05.2011	40	2011-12
	-do-	CA/ 5/ Academics UP-07 dated: 01.05.2012	80	2012-17 conditional
Amity Law School, (ALS) Lucknow					
Bar Council of India	BA LLB (Hons)	No. BCI : D : 52 2007 (LE : Mtg) dated: 23.01.2007	2 Sections of 80 Students each	2007-08 & 2008-09
	-do-	No. D : 553 2009 (LE : Mtg) dated: 13.04.2009	Existing Strength (160)	2009-10 to 2011-12
	BBA LLB (Hons)	-do-	60	-do-
	B.Com LLB (Hons)	-do-	60	-do-
	BA LLB (Hons)	No. BCI : D : 1154/ 2013 (LE) dated: 11.07.2013	60+60+60	2012-13 to 2014-15
	B.Com LLB (Hons)	-do-	60	-do-
	BBA LLB (Hons)	-do-	60	-do-
	LLB (3 Years)	-do-	60+60	-do-
Amity Institute of Rehabilitation Sciences, (AIRS) Lucknow					
Rehabilitation Council of India	B.Ed. Spl. Ed. LD & Inclusive Edu	17-829/ B.Ed.Spl.Ed.(LD)/ 14/ RCI/ 1777 dated: 16.04.2015	30	2015-16 to 2017-18

	M.Ed. Spl. Ed. LD & Inclusive Edu	17-829/ M.Ed.Spl.Ed.(LD)/ 14/ RCI/ 1780 dated: 17.04.2015	10	2015-16 to 2017-18
	M.Phil (Cl.Psy)	17-829/ M.Phil (Cl.Psy)/ 14/ RCI/ 1742 dated: 09.03.2015	10	2015-16 to 2016-17
	PD (Cl.Psy)	17-829/ PDCP/ 14/ RCI/ 1056 dated: March 2015	8	2015-16 to 2017-18
Amity Institute of Pharmacy, Lucknow				
Pharmacy Council of India	B. Pharma	Discussion items of 251th EC (19.08.2013) considered by 94CC, (August 2013) of PCI (Item No. 71 & 72) - **Ref: Sl. 653**	60	2016-17
DUBAI				
Amity School of Architecture & Planning (ASAP), Dubai				
Council of Architecture	B. Arch	CA/ 5/ Academics UP-06A dated: 01.08.2012	40	2012-13
	B. Arch	CA/ 5/ Academics (App.)- UP06A dated: 01.05.2015	40	2014-15
Amity Law School, Dubai				
Bar Council of India	LLB (3 Years)	BCI: D: 190/ 2016 (LE) dated: 14.03.2016	60	2016-17
	BA LLB (Hons)	-do-	60	-do-
	B.Com LLB (Hons)	-do-	60	-do-
	BBA LLB (Hons)	-do-	60	-do-

23. Has the university been reviewed by any regulatory authority? If so, furnish a copy of the report and action taken there upon.

Yes the university has been inspected / reviewed /evaluated by the following regulatory bodies to ensure that the University complies with their prescribed standards and norms. There has been no case of violation of any applicable norms or regulations. Copy of the reports and action taken there upon will be made available to the peer team during the 'on-site visit'.
   i.   University Grants Commission (UGC)
   ii.   National Council of Teacher's Education (NCTE)
   iii. Bar Council of India (BCI)

iv.   Pharmaceutical Council of India (PCI)

v.   Rehabilitation Council of India (RCI)

vi.   Council of Architecture (CoA)

vii.   British Standards Institution (BSI)

24.   Number of positions in the university

Positions	Teaching faculty			Non-teaching staff	Technical Staff
	Professor	Associate Prof.	Assistant Prof.		
Sanctioned by UGC / University*/ State Govt.	209	350	1517	As per statutory requirement (Norms & Standards)	
Recruited	218	97	1550	1094	189
Number of persons working on contract basis (Visiting faculty, Research Associates, JRF, SRF etc)	-	-	278	-	-

* Not applicable as AUUP is a Pvt. University

25.   Qualifications of the Teaching Staff

Highest Qualification	Professor		Associate Prof		Assistant Prof		Total
	Male	Female	Male	Female	Male	Female	
Permanent Teachers							
D.Sc./ D.Litt.	-	-	-	-	-	-	-
Ph.D.	132	71	57	40	287	402	986
M.Phil.	3				26	45	74
PG	9	1			280	472	762
Others (B.Tech / B.Arch	1	1			22	16	40
Temporary Teacher (Visiting faculty)							
Ph.D.	3	-	-	-	24	17	44
M.Phil.	-	-	-	-	9	10	19
PG	-	-	-	-	38	63	101
Others (MBBS, B.Arch, CA etc)	-	-	-	-	19	18	37
Part-time Teachers							
Ph.D.	1	-	-	-	-	-	-
D.Phil					1	2	3
M.Phil.					-	1	1
PG					2	12	14

26.   Emeritus, Adjunct and Visiting Professors.

	Emeritus	Adjunct	Visiting
Number	8	2	82 (Honorary Professors) 3 (visiting Professors)

27.   Chairs instituted by the university:

Name	Chair instituted
Prof. (Dr.) D.S. Rathore	Chair Professor, Chair for wisdom for Happy Life
Prof (Dr.) Ramesh Chandra Deka	Distinguished Professor & Chair Professor for Chair on Medical Education & Research
Dr. Krishan Lal	Chair Professor and Principal Chief Scientist Crystal Growth and High Resolution X-Ray Diffraction
Dr. John Moses	Chair Professor, Chair for Natural Products and Biometric Chemistry
Dr. Suresh Sikka	Chair Professor, Chair for Reproductive Biology-cum-Urologic Andrology
Dr Hari Shankar Sharma	Chair Professor, Chair for Nano-medicine and Neuroscience
Dr. Rick Levy	Chair Professor, Scientific Meditation

28. Students enrolled in the university departments during the current academic year, with the following details:

#	Student Status	UG		PG		MPhil		PHD		Dip / Cer		PGD	
		(M)	(F)	(M)	(F)	(M)	(F)	(M)	(F)	(M)	(F)	(M)	(F)
1	Students from the same state where the University is located	5435	3795	774	1126	0	11	193	287	3	1	4	7
2	Students from other states of India	9856	5790	1758	2256	3	25	247	384	11	42	1	2
3	Foreign Students	815	287	194	71	0	0	3	3	0	0	0	0
4	NRI	40	29	3	0	0	0	0	0	0	0	0	0
5	Total	16146	9901	2729	3453	3	36	443	674	14	43	5	9

29. 'Unit cost' of education

(Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled)

   (a) including the salary component = Rs. 1,73,957
   (b) excluding the salary component = Rs. 1,43,256

30. Academic Staff College
    • Year of establishment   : 2005
    • Number of programmes conducted (with duration)

    * UGC Orientation - Nil
    * UGC Refresher - Nil
    * **University's own programmes** conducted by Amity Academic Staff College (2015-16).   Details of duration, resource person and topic /area is given in appendix-1 (Will be made available to the peer team during the 'On-site visit').

Faculty / Staff Development Programmes	*Number of faculty benefitted*

Refresher courses	120
UGC – Faculty Improvement Programme	474
HRD programmes	nil
Orientation programmes	173
Faculty exchange programme	40
Staff training conducted by the university	652
Staff training conducted by other institutions	73
Summer / Winter schools, Workshops, etc.	1130
Others	1430

31. Does the university offer Distance Education Programmes (DEP)?
Yes ✓   No ☐

If yes, indicate the number of programmes offered.   **23**

Are they recognized by the Distance Education Council?   **Yes**

32. Does the university have a provision for external registration of students?

Yes	-	No	✓

If yes, how many students avail of this provision annually?

33. Is the university applying for Accreditation or Re-Assessment? If Accreditation, name the cycle.
Accreditation :   Cycle 1 ☐   Cycle 2 ✓   Cycle 3 ☐   Cycle 4 ☐
Re-Assessment: ☐

34. Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)

Cycle 1: 12/04/2012 Accreditation outcome/Result - CGPA - 3.13 with Grade -A
Cycle 2: ………………… (dd/mm/yyyy), Accreditation outcome/Result ……
Cycle 3: ………………… (dd/mm/yyyy), Accreditation outcome/Result ……

Cycle 4: ………………… (dd/mm/yyyy), Accreditation outcome/Result …… * Kindly enclose copy of accreditation certificate(s) and peer team report(s) attached as appendix..

35. Does the university provide the list of accredited institutions under its jurisdiction on its website? Provide details of the number of accredited affiliated / constituent / autonomous colleges under the university. NA

36. Date of establishment of Internal Quality Assurance Cell (IQAC) and dates of submission of Annual Quality Assurance Reports (AQAR).

1	IQAC (Constituted)	22/05/2007
2	AQAR 2012-13	28/11/2013
3	AQAR -2013-14	11/02/2015
4	AQAR -2014-15	02/06/2016
5	AQAR -2015-16	16/02/2017

37. Any other relevant data, the university would like to include (not exceeding one page).

Amity University has been ranked India's top not-for-profit private university. University Institutions in the area of Management, Engineering, Biotech, Telecom, Insurance, Law and Hospitality are ranked amongst the top 10 in the country.

The curriculum and assessment strategies are benchmarked with the best national and international universities Programmes offered at AUUP are based on Choice Based Credit System and are designed to ensure holistic learning and aims at developing academic excellence, enhancing life skills and imparting experiential learning. To give required exposure to the students so that they become industry leaders and benefit themselves and the society at large AUUP is accredited by:

S.No.	Accreditation Body	Participating Institutions / Programmes
1.	NAAC, India	AUUP
2.	WASC, USA	AUUP
3.	ASIC, UK	AUUP
4.	ACBSP, USA	Management Programmes of FMS (ABS, ASB, AIBS)
5.	IACBE, USA	Management Programmes of AUUP
6.	FIBAA, Germany	Management Programmes of FMS (ABS, ASB, AIBS)
7.	IET, UK	Engineering Programmes
8.	RICS, UK	Real Estate, Urban Infrastructure and Construction Management Programmes
9.	EFMD-CEL, Belgium	Online MBA Programme
10.	UNWTO.TedQual, Andorra	Travel & Tourism Programmes

Model Frame work for programmes ensures new courses of global demand are introduced to enhance the scope for employment and develop job creators and not job seekers. Flexi Time-table satisfies the needs of the students from diverse backgrounds by helping student to work on their ideas under faculty guidance and take it to Amity Innovation Incubator for Business Advisory, Mentoring and Financial services.

Few recognitions are as under:

- Achieved-RGNQA 2012 Commendation Certificate in the Large Scale Service Sector
- In recognition of extraordinary contribution in the field of Education, Founder President, Dr. Ashok K. Chauhan has received several wards. He was conferred with "LIFE TIME CONTRIBUTION IN EDUPRENUERSHIP AWARD" by Dr. Shashi Tharoor, Hon'ble Minister of State for HRD. Bar Council of India also felicitated Founder President in **2013**.
- Chancellor, Shri Atul Chauhan ji received the "**Golden Peacock Global Business Excellence Award – 2013"** by Institute of Directors in Dubai.
- The Construction Industry Development Council (CIDC) honored Amity University with "**Award of Partner in Progress Trophy 2013**".
- The first state-of-the-art **Community Radio Station- Radio Amity** was launched on **October 14, 2013**.
- Amity University Uttar Pradesh won the award for the Grand Challenges India Programme titled "Achieving Healthy Growth through Agriculure and Nutrition", which was managed by BIRAC under the aegis of trilateral partnership with DBT and Bill & Melinda Gates Foundation on the 2nd foundation day of BIRAC on 20th March 2014.
- Vice Chancellor, Prof. (Dr.) Balvinder Shukla, has been awarded "**Person of the Year Award 2013"** in category of Education by Gates and Custodian, an awarding body in India and United Kingdom.
- Amity Directorate of Distance & Online Education is recipient **of Recipient of e-Retail Award 2013** in the category of best '**e-Educational Service Provider'**
- Hon'ble Founder President has received the **Golden Peacock Entrepreneurial Leadership Award – 2014** for nation Building through his not for profit educational activities and philanthropy
- Chancellor, AUUP & President, RBEF has received:

  - **QS-Apple Creative Award 2014** in Taiwan.
  - **Wharton-QS Star Award 2014** for Best Business School in Wharton University USA.
  - "**PALMER AWARD 2014**" by Wharton Business School, University of Pennsylvania (One of the top Business Schools in the world) and QS (The foremost Global University Rankings Organisation)

- Prof. (Dr.) Balvinder Shukla has been awarded the '**EMC Academic Leaders 2015' Award.** The Award recognizes individuals and organizations, who have exceeded expectations and demonstrated commitment to excellence through innovation and thought leadership in building next generation professionals.
- AITEM established Specialized Telecom Lab with live equipment contributed by Bharti Airtel, Delta Power Solution, Indus Tower, Bharti Infratel and Radius Synergy International.
- Dr. Kunti Malik, Director, Amity Shooting Club was nominated as an Observer for the Shooting Sport and accompanied Indian contingent for the Asian Games 2014 in Korea from 17th September to 1st October 2014.
- DBT-BIRAC-Bill & Melinda Gates Foundation– Grand Challenges India Initiative Agri-Nutrition Awards Dr Naleeni Ramawat, Acting Head, AIOA, Project Co-PI

As part of its greater commitment, the University also supports nation building through initiatives like military training, environment & energy research, corporate social responsibility, youth empowerment activities like hosting world youth forums, sporting academies and extensive support for the underprivileged sections of the society.

A number of **Environmental initiatives** have been undertaken by Amity University like

   a) Rainwater harvesting,
   b) Use of sewage and effluent treatment plants
   c) Zero water discharge, no smoking zone,
   d) Management of hazardous waste,
   e) Conduct of aspect impact analysis,
   f) Adopting clean technologies.

Universities Core Values are defined to contribute to the public good and has undertaken various **Social Activities**. Thrust areas are as follows:
   1. Caring for underprivileged girl child and boy child – AMITASHA & ATULASHA respectively.
   2. Women Empowerment-SWAYAM SIDDHA
   3. PURA - Providing Urban Amenities to Rural Areas
   4. Panchgaon, such as Masonry, Bamboo Cultivation, Medicinal Plants, etc.
   5. HIV/AIDS Awareness
   6. Rehabilitation of the physically disabled in District Ghaziabad
   7. Establishment of a centre in AIS Pushp Vihar, New Delhi for treatment and rehabilitation of physically handicapped.
   8. Visit to old age homes –Programmes for physical and psychological well-being of neglected and institutionalized senior citizens
   9. Human Values Community Outreach (HVCO), environment protection , Community radio, Clinics – Legal Aid Cell, OPD, counseling farmers,
   10. Blood Donation camps
   11. Celebration of 'Digital India' Week.

12. World Tourism Day Theme for this years celebration was 'India can become number one Tourism Destination'
13. World Physiotherapy Day (WPD). The theme of this year's celebrations was "Movement for Health"
14. Amity University in association with 'Institute of Road Traffic Education, College of Traffic Management' conducted a Workshop on 'Road Safety and Alcohol Awareness Education'
15. 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'

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

AMITY UNIVERSITY, UTTAR PRADESH

→ LETTER OF AUTHORIZATION
→ AMITY UNIVERSITY, UTTAR PRADESH ACT, 2005 (U.P. ACT NO.11 OF 2005)

संख्या—1230 / सत्तर—1—05—15(28) / 2004

प्रेषक,

श्री राजीव कुमार,
सचिव,
उत्तर प्रदेश शासन।

सेवा में,

जनरल सेक्रेटरी,
रितनन्द बलवेद एजूकेशन फाउण्डेशन,
डिफेंस कालोनी,
नई दिल्ली।
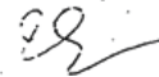
उच्च शिक्षा अनुभाग—1

लखनऊः दिनांकः 31 मई , 2005

विषयः एमिटी विश्वविद्यालय के प्रचालन के लिये प्राधिकार पत्र।

महोदय,

उपर्युक्त विषय पर फाउण्डेशन के जनरल सेक्रेटरी, श्री आनन्द चौहान के दिनांक 18.05.2005 के शपथ पत्र, जिसमें इस तथ्य का उल्लेख है कि एमिटी विश्वविद्यालय उत्तर प्रदेश अधिनियम, 2005 की धारा 4 में विहित शर्तों को पूर्ण कर लिया गया है, के क्रम में श्री राज्यपाल उक्त अधिनियम की धारा 5 की उपधारा (2) में निहित शक्ति का प्रयोग करते हुये एमिटी विश्वविद्यालय के प्रचालन हेतु प्राधिकार पत्र निर्गत करने की स्वीकृति सहर्ष प्रदान करते हैं।

भवदीय,

(राजीव कुमार)
सचिव।
(राजीव कुमार)
सचिव,
उच्च शिक्षा विभाग
उत्तर प्रदेश शासन

CRITERION-I: CURRICULAR ASPECTS

1.1 Curriculum Design and Development

1.1.1 How is the university vision and mission reflected in the academic programmes of the Institution?

Response

Amity University Uttar Pradesh has well defined and published statements of vision and mission which are reflected in the educational and operational objectives of all its academic programmes. The statements are as under:

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 and nurturing talent in which modernity blends with tradition."

MISSION

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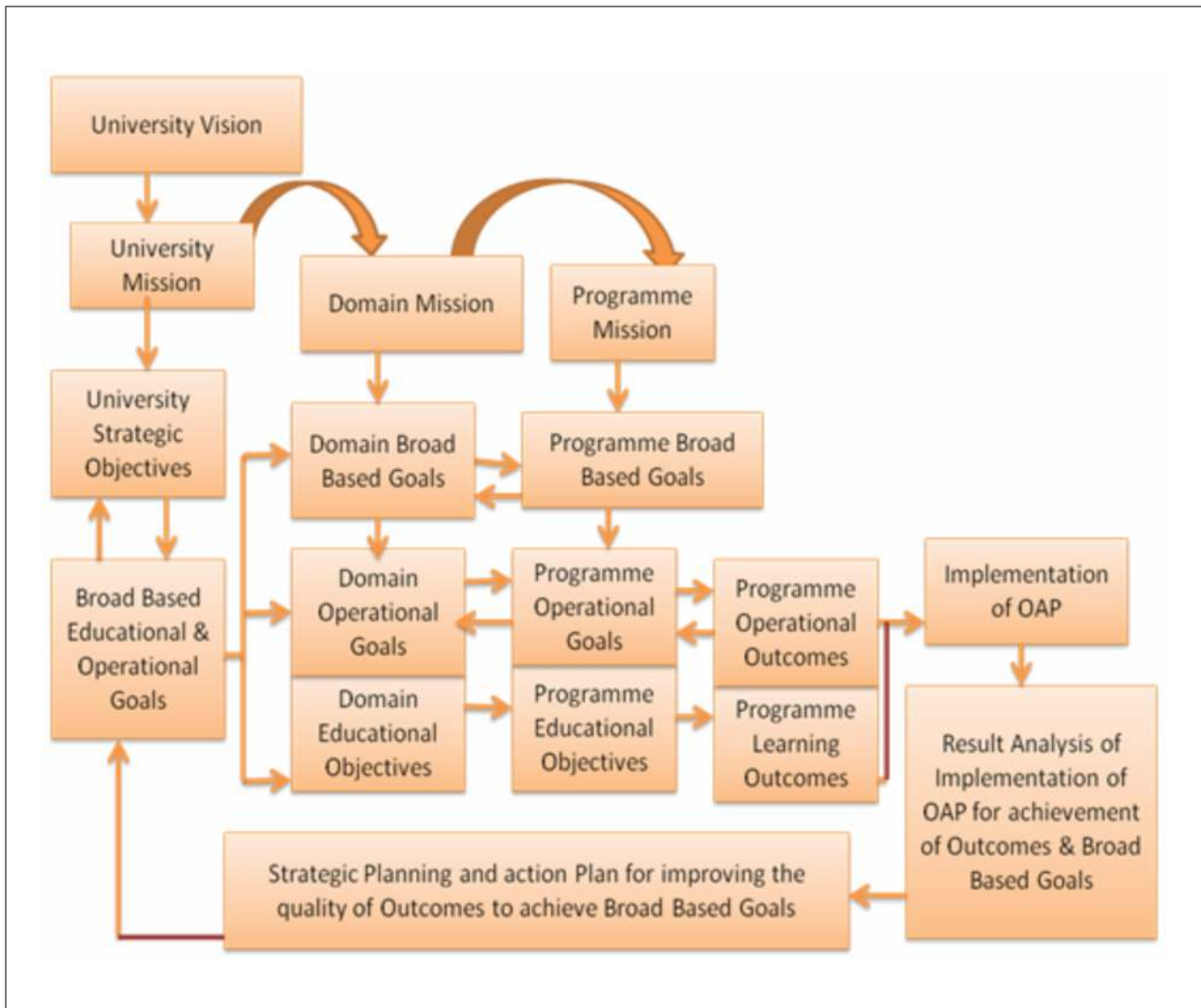
Objectives of the University

The objectives of the University as described in section 7 of the Act. The objectives of the University are to disseminate and advance knowledge by providing instructional, research and extension facilities in such branches of learning as it may deem fit. The University endeavors to provide to students and teachers the conducive atmosphere and facilities and infrastructure for the promotion of:

a) Innovations in education leading to restructuring of courses, new methods of teaching and learning and integral development of personality
b) Studies in established and new discipline
c) Inter-disciplinary studies
d) National integration, secularism, international understanding and ethics

The flow of University vision, its mission, the strategic objectives, broad based goals to the programme level is depicted in the following flowchart:

To achieve the University mission, University has well defined strategic objectives and Broad Based Goals. These broad based goals are articulated from the University's Objectives. These Objectives flow from the Mission and vision of the University and are associated with, contribute to and mapped to some aspect of the University's mission and vision.

University objectives are articulated from University mission. These Objectives flow from University level to domain, institution and programme level. At the programme level, mapping with the objectives, programme learning and operational outcomes are defined. These outcomes are assessed to ensure that the corresponding objective at the programme, institution, domain and university level is achieved and the University is aggressively advances its mission through its programmes of study.

University has well defined set of graduate attributes. These attributes are aligned at university, domain and programme level and contribute towards the development of Programme Educational Objectives. An example of how graduate attributes, PEOs and PLOs are mapped in the outcome assessment of B.Tech (Aerospace Engineering) is as follows:

Graduate Attributes	Programme Educational Objectives	Programme Learning Outcomes	Direct Assessment Tools	Indirect Assessment tools
Engineering Knowledge	Students will be able to apply the Engineering knowledge to analyze, formulate and solve complex engineering scenarios in discipline of Aerospace Engineering.	Apply and demonstrate knowldge of key topics in aeronautical engineering to assess, define, interpret and solve general aerospace problems.	*Comprehensive Examination	Student Exit Survey
Modern Tool Usage	Students will be able to apply modern engineering and IT tools to complex engineering activities with a clear understanding of appropriate selection techniques and limitations associated	An ability to develop and use modern engineering techniques, skills, and computing tools necessary for aerospace and engineering design practices.	* Design based experiments/ Practical Training/ Industrial Internship/ Major Project	Student Exit Survey
Modern Tool Usage	Students will be able to demonstrate ability for professional conduct, effective communication skills and behavioral skill which enhances their individual performance.	Ability to describe, explain and communicate effectively with written, oral, and visual means.	*Rubrics *Comprehensive Examination	Student Exit Survey

1.1.2 Does the Institution follow a systematic process in the design and development of the curriculum? If yes, give details of the process (need assessment, feedback, etc.).

Response

Yes, the University follows a systematic process in the design and development of the curriculum.

As per the University Regulations-17, major review of curriculum takes place every three years and minor review may take place as per the changes in regulatory requirements and industry needs. Content, Curriculum and scheme of examinations are the most important components of academic excellence and their development and approval is a detailed exercise which involves screening at various levels.

The process of curriculum and programme review is depicted in the following flowchart:
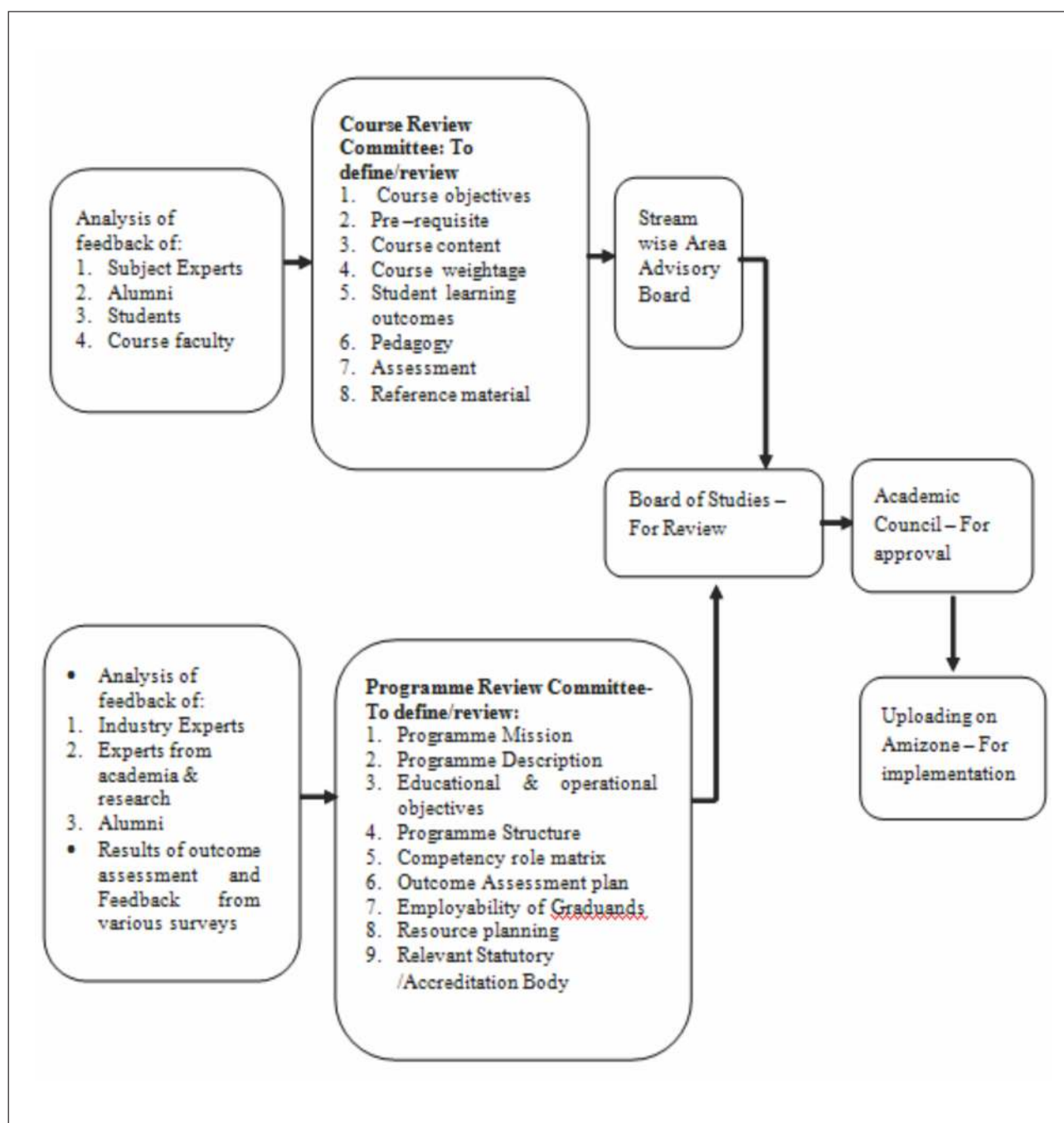
1. Heads of Institutions/Departments constitute **Course Review Committee (CRC), Area Advisory Board (AAB) and Programme Review Committee (PRC)** to develop/ review the curriculum and programme structure respectively.

1.1 **The Course Review Committee (CRC)** consists of 3-4 faculty members who have taught the course or have expertise on the respective course specialisation. CRC is chaired by stream Coordinator/Area head. The senior most faculty of the subject area is designated as Chief Course Coordinator who seeks inputs from course faculty, student's feedback on Amizone, Alumni, subject experts and industry experts, and peer group feedback for course review. The CRC defines the course Objectives, course contents, Students Learning Outcomes and assessment tools/components for each course. The recommendations of the CRC are put up to specific Area Advisory Board Chaired by Head of Institution (HoI).

1.2 **Area Advisory Board** is constituted by the Head of Institution for specific stream/area. The AAB comprises of faculty, alumni, industry professionals, senior external subject experts and internal subject experts as per AUUP guidelines. AAB performs following functions:

a) To analyze and prepare syllabus as per the skills, competency, industry requirements and feedback from stake holders.

b) To allocate weightage of course contents in each Module, to facilitate course delivery.

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

The AAB minutes of meetings are vetted by Standing Committee before putting up to Board of Studies.

1.3 **The Programme Review Committee (PRC)** defines the Programme Educational Objectives (PEOs), Programme Operational Goals, Programme Learning Outcome (PLO), Programme Structure (PS) and the Assessment plan for evaluating operational and learning outcomes. Based on inputs from various stakeholders. PRC takes feedback of industry (recruiters) and Area Advisory Board (AAB) for assessing demand of programme, offered skill set / competencies required by the industry / profession and career opportunities for graduands while framing the Programme Structure. PRC also benchmark the programme with the programmes of other National/ International Universities.

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

2. Each Institution constitutes a Board of Studies (BoS) to continuously review and recommend appropriate Programme structure, curricula & syllabi designed and developed by PRC and AAB. The BoS ensures the following:

2.1 Model Programme Framework as per the norms of various Statutory, Regulatory & Accreditation bodies.

2.2 Programme Structure Development as per Model Framework

2.3 Curriculum Design & Development

2.4 Academic Flexibility

2.5 Programme Enrichment

2.6 Assessment Plan

2.7 Feedback System

The recommendations of BoS along with the final Programme structure (Programme Educational Objectives (PEOs), Programme Learning Outcomes (PLOs), and Outcome assessment plan), Course curriculum, and scheme of examinations for each course are further put up for the approval of Academic Council. R-17 Regulations on Curriculum Design and Development and G1 Guidelines for Curriculum Development will be put up to the NAAC peer team during their visit.

1.1.3 How are the following aspects ensured through curriculum design and development?

* Employability
* Innovation
* Research

Response

University strives to ensure that students are developed not only as Professionals but as a good human being with good civic sense and healthy mind. The curriculum actively foster creativity, innovation, research and other attributes to enhance the employability of students.

The University defines its philosophy underpinning the teaching programmes through the Graduate Attributes. These Graduate attributes describe the knowledge, qualities and capabilities that students are encouraged to inculcate throughout their studies at the University.

University has defined ten graduate attributes. Employability & Entrepreneurship and Research literacy are two important graduate attributes, well groomed while curriculum design and development process.

1. **Employability** – Employability and Entrepreneurship as one of the graduate attribute is embedded in the curriculum and aim to enhance employability and entrepreneurial skills in student through classroom, labs, extra-curricular, co-curricular activities; field work and experience sharing of professionals from diverse fields/industries.

In order to ensure that the students are industry fit, following aspects are taken care right from the beginning while developing/ reviewing the course and the programme structure of any programme:

   1.1   Participation of experts from industry, academia and research in the AAB and BoS while developing the course curriculum. Their feedback helps in developing the curriculum which meets the requirements of industry, academia and research, finally results in better **employability.**

   1.2   Each Programme structure has the **employability matrix** inbuilt. The matrix is a framework where sector specific roles and the required skill set are mapped for each programme to help the students to identify and develop the skills required in the Industry/profession of their interest.

   1.3   Outdoor Activity Based Courses (OABC) Skill Enhancement Courses (SKE), foreign languages and soft skills courses such as Behavioural Science, Communication skills are well integrated in the curriculum to enhance employability skills.

   1.4   Entrepreneurship Awareness Camps (EAC) are organized and students are also supported by Amity Innovation Incubator (AII) to start their own ventures. The focus is to develop the students as job creators rather that job seekers. The students have shown extra-ordinary entrepreneurial leadership by successfully starting and expanding their own ventures and contributing in job creation and economic development of the nation.

   1.5   All the programmes have Industry internship / Dissertation / Project as important courses so that students are getting an in depth experience of professional practice and are actually covering the gap between academia and industry.

2. **Research and Innovation** – Teaching & research for better learning outcomes are integrated in curriculum in such a manner that they compliment and supplement each other

   2.1   University imbibes the innovation, creativity and research & enquiry among its students by embedding the component of Non Teaching Credit Courses in its curricula where students are given Projects, Dissertations, Assignment, Case Studies etc. in order to apply their class room learning and inculcate innovative solutions.

   2.2   A high-quality student research culture is created at various institutions for students to actively engage themselves to explore new avenues, design new products, explore new ideas in labs, incubator etc.

   2.3   Student groups are engaged into interdisciplinary collaborative research under the supervision of various faculty guides. Students are provided ample opportunities to work in research labs of various research organization / universities in India and abroad through collaborative partnerships etc.

2.4 Independent study and research course of 1-2 credit units is offered as an elective to the students in which they are encouraged and guided by their faculty supervisor to publish research papers

2.5 Students are encouraged to present papers at National and international conferences

2.6 In-house research facilities are created for the students at various Amity Institutions. Students are encouraged to participate in Scholastic activities, Competitions (Inter Institution and Inter University), Seminars, conferences and workshops:

- Scholastic activities
- Competitions (Inter Institution and Inter University)
- Seminars, conferences and workshops

2.7 A modest research infrastructure has been created to encourage research and development among faculty and students.

The scholarly achievements of students will be shared with NAAC peer team during their visit.

1.1.4 To what extent does the Institution use the guidelines of the regulatory bodies for developing and/or restructuring the curricula? Has the Institution been instrumental in leading any curricular reform which has created a national impact?

Response

1. Amity University Uttar Pradesh follows norms and guidelines of relevant statutory bodies (UGC, RCI, PCI, BCI, AICTE, CoA, NCTE) for developing and restructuring curricula from time to time. For example UGC specifications/guidelines are followed for nomenclatures , duration, and minimum standards for the award of degrees, Choice Based Credit System, Model Framework etc. The norms and standards of other relevant statutory bodies for specific programmes are followed for content, duration, nomenclature and the conduct of programmes, such as:

   (I) **National Council for Teacher's Education (NCTE) –** for Bachelors and Masters degree Programmes in Education

   (ii) **Bar Council of India (BCI) -** sets standards for Bachelors and integrated programmes in legal education

   (iii) **Pharmacy Council of India (PCI) -** to strengthen and upgrade the Bachelors and Masters degree programmes in pharmacy education

   (iv) **Council of Architecture (CoA) -** to regulate and maintain the standards of Bachelors and Masters degree programmes in Architecture education

   (v) **The Rehabilitation Council of India (RCI) -** to regulate the Bachelors and Masters degree programmes of Rehabilitation Sciences

   (vi) **All India Council for Technical Education (AICTE) -** for coordinated and integrated development and management of technical education

The nomenclature, duration, minimum eligibility conditions and entry level qualifications for Academic Programmes/Courses conducted in Distance Learning Mode for award of Degree, Diploma and Certificate are in accordance with UGC norms and approved by the Academic Council and the Executive Council.

2. **Curricular Reform** - Amity University Uttar Pradesh has adopted a unique curriculum design and development process, which involves all the stakeholders i.e., students, parents, faculty, alumni, experts from industry, academia and research. Some of the curricular reform includes:

   I. **Graduate attributes and students employability is defined for each programme.**

   ii. **Model Frame work for Choice Based Credit System** - Introduction of studentsample flexibility to students to ensure the programme specific orientation general education, component and electives to meet student's interest and aspirations.

A model framework for programme structure with semester-wise credit distribution for various course types for all UG and PG programme / degree has been defined to maintain uniformity in all the programmes

iii. **Academic Planning Worksheet (APW) with Flexi-time tabling** – Students make their own APW while selecting electives of their choice and create their own basket of courses for semester. Further flexibility is given to students to make their own time-table.

iv. **Outcome Assessment Plan -** The standards of performance and academic expectations from students in the form of learning outcomes at course level and Programme level are well defined and well informed.

v. **Opportunity for International Exposure -** The students are given ample opportunities for international exposure through basket of courses during the semester such as Semester Abroad Programme, Study Abroad Programme, Student Exchange Programme, Global immersion, Internship/dissertation abroad etc. The courses and the international campus may be chosen by the students in their Academic Planning worksheet at the beginning of semester. University has tie up with a number of international universities.

vi. **General Education Courses -** Unique set of courses carefully designed and offered to students for their holistic development. The general education includes Outdoor Activity Based Courses-Human Value and Community Outreach courses, Military Training course, Entrepreneurship Awareness Camps, sports. etc.

vii. **Value Addition Courses -** The value addition courses including Behavioural Sciences, Business Communication and one foreign language is mandatory for all the students at UG and PG level.

1.1.5 Does the Institution interact with industry, research bodies and the civil society in the curriculum revision process? If so, how has the Institution benefitted through interactions with the stakeholders?

Response

Yes, the university ensures the interaction with experts from industry, research bodies and the civil society in the curriculum review process. AUUP has formulated guidelines for programme review, development and assessment. While designing and updating the course curricula, the inputs of the stakeholders are considered and incorporated appropriately by CRC, AAB, and BoS. Their inputs are sought through a structured feedback on curriculum as under:

1. Alumni feedback
2. Employer/recruiters feedback
3. Industry feedback on market demand
4. Feedback of subject experts from academia
5. Feedback of subject experts from research organizations
6. Feedback of subject experts from parents/community
7. Student feedback on course delivery and field connectivity

The above feedbacks are analysed and incorporated during the curriculum development by Course Review Committee, to be presented to Area Advisory Board and Board of Studies and finally to Academic Council for the approval. All programme structures are also benchmarked with the other academic institutions of national and international repute while keeping the industry and society needs in focus.

The process of programme/curriculum minor review takes place every year, if required before the commencement of each academic session. However, major review of course curriculum and programme structure takes place once in 3 years.

The response to Criterion 1.1.1 may be referred for the detailed curriculum review process.

Following benefits gained from the interaction with industry and academia-

i. It helps in assessing demand of programme, offered skill set / competencies required by the industry / profession and career opportunities for graduands while framing the Programme Structure.

ii. It helps in addressing the gap between the expectations of the industry/profession and the talent/skills developed by the University.

iii. Experts from industry, academia and research helped in developing graduate attributes, educational objectives and learning outcomes at course and programme level keeping in mind the latest trends in education and changing requirements of industry.

iv. The employability of graduands matrix is developed in collaborative consultation with industry. It helps students to develop an insight in the desired proficiency level of competencies for different sectors

v. It ensures that the course syllabus and programme structure are as per the needs of profession / industry at a specific level (UG/PG).

vi. The content and pedagogy for all the courses are established in consultation with the experts from the industry and the academia which ensures high academic quality.

A number of innovative courses such as Independent Research Study, Entrepreneurship oriented courses, independent projects, industry led courses, skill enhancement courses etc. were introduced based on the interaction with industry, research bodies, academia and the civil society during the curriculum review process.

1.1.6 Give details of how the university facilitates the introduction of new programmes of studies in its affiliated colleges. (not applicable for unitary universities).

Response

Amity University Uttar Pradesh does not have any affiliated colleges.

However, introduction of a new programme in institutions / campuses of the university is facilitated in the following manner.

1. Approval of the New Programme

I. The proposal for introduction of new programmes is submitted by the HoI in consideration with the industry requirements, societal needs, regional requirements, govt. policies etc.

II. The proposal is put up to Standing Committee to examine with respect to following parameters:-

(i) Demands of the programmes - Public Sectors/ Industry and the government policy

(ii) Nomenclature of the programme as per UGC/regulatory bodies.

(iii) The minimum duration of the programmes as per the regulatory bodies (e.g. BCI, RCI etc.)

(iv) The minimum eligibility criteria for admission into the programme

(v) Whether the programmes needs the approval of regulatory bodies

(vi) Infrastructure requirement, requirement of Faculty members and other support staff.

III. The programmes recommended by standing committee are then put up for approval to the Academic Council.

IV. Once approved, the programme is listed on the Amity University Uttar Pradesh website, admission brochure, promotion material and advertisements etc.

1.1.7 Does the university encourage its colleges to provide additional skill-oriented programmes relevant to regional needs? Cite instances (not applicable for unitary universities).

Response

Yes, the university provides skill-oriented programmes/ courses relevant to regional needs

The component of Skill oriented courses is integrated in the programme structure at Amity University Uttar Pradesh. The objective is to introduce career and market-oriented skill enhancing add-on courses that have utility for job, self-employment and empowerment of students.

Delhi/NCR has many industrial/manufacturing units, strong agriculture sector, real estate sector etc. Therefore, in addition to the skill enhancement courses, Amity University also offers the industry led/regional need based programmes. Few examples are as follows:
1. MBA programmes by CII school of Logistics
2. B.Tech Programmes by Tata Technologies
3. MBA programmes by Real Estate & Urban Infrastructure
4. MBA (Agriculture & Food Business)
5. M.Sc. (Horticulture) Post Harvest Technology

1.2 Academic Flexibility

1.2.1 Furnish the inventory for the following:

Response

- Programmes taught on campus – complete list campus-wise
- Overseas programmes offered on campus - Nil
- Programmes available for colleges to choose from – The institutions propose the courses to be introduced for approval of academic Council. Therefore, there is no separate inventory of programmes provided by the university to the institution to choose from

The campus wise, UG, PG, Doctoral level program list is attached as Programme list attached as Annexure 1.2.1

1.2.2 Give details on the following provisions with reference to academic flexibility
  a . Core / Elective options
  b. Enrichment courses
  c. Courses offered in modular form
  d. Credit accumulation and transfer facility
  e. Lateral and vertical mobility within and across programmes, courses and disciplines

Response

Amity University Uttar Pradesh has adopted Choice Based Credit System (CBCS) embodying academic flexibility in designing and developing programmes and course curriculum. Ample flexibility is provided to the students in order to ensure the programme specific orientation while ensuring general education component and electives to meet student's interest and aspirations.

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

a. Core / Elective options

Core courses are, a particular programme of relevant to the chosen specialization/branch of particular programme and constitutes major chunk of credits. The credits under core courses are fixed and student must earn them successfully for the award of degree.

In addition to core course, number of courses are offered under different types of electives. The electives offered at AUUP are:
  i. **Specialization Elective** - Courses relevant to the chosen accumulative or branch. Minimum number of credits that the student must accumulate from specialisation electives is fixed. The number of courses are offered under specialisation electives and student can select the courses of their choice in their Academic Planning Worksheet (APW)
  ii. **Open Elective Courses** – These courses are offered by other departments/institutions and students may choose them in their Academic Planning Worksheet (APW) as per interest of the students.
  iii. **Domain Elective Courses** – These courses are offered at faculty level to all students admitted to any programme in that particular faculty of studies.

  Each programme structure comprises of core and electives (i.e. Specialization, domain and open electives).

b. Enrichment courses

The programmes at both UG and PG include enrichment and skilled based courses that enable the students to broaden their horizons of knowledge and skills. The number of enrichment courses offered are as under:
  1. **Value Added Courses (VAC) -** VAC are add on courses includes is considered add on courses including courses of Behavioral Science, Business Communication (BC) , Foreign Business Language (FBL). These

courses are specially designed to enhance knowledge and skills of students. These courses ensure that the students demonstrate excellent interpersonal skills, understanding of group dynamics and effective Teamwork, including an awareness of personal strengths and limitations.

2. **Outdoor Activity Based Courses -** These courses like Sports, Human values and community outreach (HVCO), Entrepreneurship Awareness Camps (EAC), Performing Arts, Military Training Camps (MTC). It is a 1 credit course and can be taken by students in any semester during their programme as per Model Framework.

3. **Skill Enhancement Courses -** To support students' personal and professional development, University offers Skill enhancement courses specific to programme discipline. These courses are well integrated in the curriculum

4. **SAP (Study Abroad Programme) courses -** Courses are offered to ensure that all our students are offered an opportunity for international exposure and become global citizens

5. **Non Teaching Credit Courses –** In order to provide high research rigour, all the programmes have Industry internship / Dissertation / Project / or other Non-teaching credit courses of high credit weightage so that students are getting an in depth experience of professional practice and able to bridge the gap between academia and industry

c. Courses offered in modular form- At Amity, all the teaching courses are in modular form.

The detailed syllabus is as per the organization of course. The modules contents are as defined by the descriptors. There is a standardized format for the organisation of course structure - CD-01

d. Credit accumulation and transfer facility - Each student has to accumulate minimum number of credits for passing in a semester. Generally 25 credits per semester for UG and 27-28 credits per semester for PG programmes. The minimum number of credits for each programmes are prescribed in the model framework and student must successfully earn them for the award of degree.

Transfer facility- The University provides facilities for credit transfer, if the students migrate from one programme/institution to another programme/institution within the campus, inter campus or other universities in or outside the country. Each course is assigned credit weightage. The Equivalence committee maps the curriculum and recommends the number of courses and credits that can be transferred for transfer students. A provision is made for students to earn certain number of credits in industry/ other universities and get them transferred as per the credit transfer policy.

e. Lateral and vertical mobility within and across programmes, courses and disciplines.

The provision for lateral and vertical mobility is offered in all programmes/domains as per the university policy.

(i) **Lateral Entry -** The student applying for lateral admission is considered on the basis of following conditions:

a) The candidates who fulfill the eligibility conditions may be given opportunities for professional growth and career improvement, through lateral entry into courses of general, technical and professional education.

b) The lateral entry of the candidates is not allowed in the first year of a course of study.

c) Depending upon the availability of seats, admission may be offered at appropriate levels

d) The sanctioned intake of a class of a course can be enhanced upto a limit of 10% to allow lateral entry within this limit.

e) The candidates in order to be eligible for seeking lateral entry in a course of study should have scored at least 60% marks in aggregate or Cumulative Grade Point Average (CGPA) of 6 on a ten point scale or its equivalent in the lateral entry qualifications for PG programmes and 55% marks in aggregate or CGPA of 5.5 on ten point scale or its equivalent in the case of UG programmes of Study.

f) Except in the case of those candidates who possess prescribed qualifications, the syllabi of entry level qualification should be at least 75% identical to that of this University.

g) The score obtained by the candidates in the course of study for entry level qualifications as recommended by the Equivalence Committee for credit transfer shall be carried over for calculating the CGPA for successful completion of the programme.

h) Improvement in score of a course unit qualified prior to lateral entry or transfer is not allowed.

l) Students seeking transfer or lateral entry must successfully complete the bridge course concurrently as may be prescribed by the equivalence committee.

1.2.3 Does the Institution have an explicit policy and strategy for attracting international students?

Response

Amity is a global university with its overarching priority to enhance its international prominence, magnify the international impact of research and expand student and staff mobility.

Internationalization is one of the broad based goals of the University and the target number of enrollments of international students.

In the strategic plan 2012-17, following strategic initiatives are set to promote internationalization:

i. Increase diversity and numbers of International Students and Faculty
ii. Encourage Joint Research Collaborations with reputed international Universities and appoint numbers of international faculty as PhD co-guides, international examiners
iii. Attract number of international delegates and speakers for conferences & workshops
iv. Provide opportunities for global exposure and international experiences to students
v. Increase number of inbound – outbound students through Student Exchange Programme
vi. Increase numbers of national, international scholarships/ fellowships/grants etc for students and faculty

The University taking part in **international Ranking and promoting higher education to attract international students,** such as QS World University Ranking, UK; The Times Higher Education Ranking, USA; and Thomson Reuters World University Ranking, USA etc.

As a result of the same, AUUP has been ranked in top 130 universities in QS BRICS ranking 2016 and 664th position in World league in Round University Ranking (RUR), Moscow.

Amity University Uttar Pradesh has a multi-pronged approach to attract international students including:

i. Participation and discussion with higher education delegations visiting India
ii. MoUs with leading universities overseas for Semester abroad programme, student exchange programmes, global emersion programme etc.
iii. Participation in education fairs in other countries.

Cultural Immersion Programmes – Students from different countries visit Amity for their projects or dissertation or internship or short courses / visits. Some of the students are also provided an intensive cross-cultural immersion experience that helps them develop the multicultural competencies required to work effectively with individuals of all races, cultures, and ethnicities. For example 39 students of University of Modena and Reggio Emilia, Italy (UNIMORE) visited AUUP for three weeks under Amity India Immersion program, 01 Student from Iowa State University for a semester long program,. 18 students of Kent State University visited ASCO for 10 days and many more.

Students are provided all necessary academic and learning support so that they do not face any difficulty in adjustment and education on lateral admission/transfer.

International Facilitation Centre
Foreign Students Facilitation Centre has been set up in the university with the objective to facilitate the International / foreign students in regard to FRRO registration, soft-landing, their welfare as well as the conduct.

1.2.4 Have any courses been developed targeting international students? If so, how successful have they been? If 'no', explain the impediments.

Response

All of the Programmes offered at AUUP are open to all international students.

PAN African Programmes are offered to the students from African countries.

The Pan-African e-Network project is being funded by the Government of India with an approved budgeted cost of INR 5.429 Billion i.e. about US$ 117 Million. The Ministry of External Affairs, Govt. of India has been designated as the Nodal Ministry.

It is tentatively planned to commission the network in 15 countries in the first 11 months, 20 countries in the next 4 months and the balance countries in the last 3 months.

1.2.5 Does the Institution facilitate dual degree and twinning programmes? If yes, give details.

Response

Yes, the Institution facilitates dual degree and twinning programmes.

Dual Degree Programmes – The University offers following dual degree/ integrated programmes:

#	Name of degree programme	Duration
a.	**UG+PG Dual Degree programmes**	
1	B.A. + M.A. (Clinical Psychology)	5 years
2	B.Tech (Mechanical & Automation Engg.) + M.Tech (Automobile Engineering)	5 years
3	B.Tech (Mechanical Engineering) + M.Tech (Automobile Engineering)	5 years
4	B.Tech + M.Tech. - Nanotechnology	5 years
5	B.Tech - Aerospace Engg. + M.Tech.-Avionics	5 years
6	B.Tech. + M.Tech (Biotechnology)	5 years
7	B.Tech. + M.Tech. (Aerospace Engineering)	5 years
8	B.Tech. + M.Tech. (Nuclear Science & Technology)	5 years
9	BCA + MCA	5 years
10	B.Sc. + M.Sc. (Actuarial Science)	5 years
11	B.Sc. + M.Sc. - Biotechnology	5 years
12	B.Sc. + M.Sc. - Microbial Sciences	5 years
13	B.Sc. + M.Sc. - Microbial Technology	5 years
14	BID + MID	5 years
15	B.Tech (Computer Science & Engg.) + MBA	5 years
16	B.Tech (Mechanical & Automation Engg.) + MBA	5 years
17	B.Tech (Mechanical Engineering) + MBA	5 years
18	B.Tech - Electronics & Telecom Eng. + MBA - Telecom Mgmt.	5 years
19	B.Tech Electronics & Communication Engg. + MBA	5 years
20	B.Tech. (Civil Engg.) + MBA	5 years
21	BBA + MBA	5 years
22	BBA + MBA (International Business)	5 years
b.	**PG+PG Dual degree programme**	
1	M.Sc. (Nanoscience by Research + M.Tech. - Nanotechnology)	3 years
c.	**Integrated UG+UG programmes**	
1.	B.A., LL.B (Hons)	5 years
2.	B.Com., LL.B. (Hons)	5 years
3.	BBA, LL.B. (Hons)	5 years

Twinning Programmes – Amity has signed MoU to facilitate advance entry programmes with leading educational institutions in other countries.

1.2.6 Does the university offer self-financing programmes? If yes, list them and indicate if policies regarding admission, fee structure, teacher qualification and salary are at par with the aided programmes?

Response

Yes, AUUP offers all its programmes as self-financing programmes. The list of programmes is given in Criteria 1.2.1

1. **Admission –** The admission process and admission norms for each degree programmes is clearly defined in University Regulations on Admissions and enrollments of students in regular, online/distance learning programme.

   Information related to the entry requirement for each programme, tuition fees and procedures for loans are given in the admission prospectus for each academic year, which is available on University's website, such as:

   Admission Prospectus: http://amity.edu/pdf/admission_prospectus.pdf

   Loans: http://amity.edu/education-loan.aspx

Policies regarding admissions are mentioned below:

   a. R-09 Regulations for Admission & Enrolment of Students for Regular Programme

   b. R 10 Regulations for Admission & Enrolment of Students and Examination & Evaluation for Distance Learning Programmes

   c. R-11 Regulations for Admission & Enrolment of Students and Examination & Evaluation for online Programmes

2. **Fee Structure –** The University fees is in accordance to section 28e of the AUUP act and describe in section 8 of the first ordinances of Amity University as follows:

   2.1   A reasonable and rational fee structure shall be established concomitant with the objectives of the University to provide quality education which shall be ensured by appointments of competent faculty, well equipped laboratories and libraries, computers and network facilities and other infrastructure of high quality

   2.2   The course and examination fees chargeable from students for various courses of studies shall be proposed by the fee committee comprising:

(i)	Nominee of the foundation	Chairperson
(ii)	Vice Chancellor	
(iii)	Pro- Vice Chancellor	
(iv)	A nominee of the foundation	
(v)	One Dean to be nominated by the Vice Chancellor	
(vi)	Treasurer	Secretary

   2.3   The recommendations of the fee committee are put up for the approval of Executive Council. A built in provision for a reasonable yearly escalation of fees may be made in regulations to offset the rise in cost. This provision shall be included in the letter of admissions of students.

   2.4   The fee committee reviews the escalation and the levels of fee every three years or earlier if necessary, and recommend any change in the fee structure as appropriate.

Once the fee structure for each programme is reviewed and finalized, the information about fee programme-wise is disseminated to the students through the admission prospectus for each academic year. The fee Calendar is published and circulated to the students online to ensure timely deposit of fee.

3. **Teacher Qualification and salary-** The University has defined norms for appointment of teachers of the University and other academic /administrative staff and their emoluments Under Section 27 (2)(d) and section 9 of its Act 2005 in section 8 of the University Statutes and Ordinances:

(a) The appointment of teachers and academic and other academic /administrative staff is made through open selection on recommendation of duly constituted Selection Committee as provided in the regulations.

(b) The recommendations of the Selection Committee are approved by the competent authorities / officers of the university.

(c) The emoluments are specified in the regulations based on UGC notification on revision of pay scales, minimum qualifications for appointment of teachers in Universities and Colleges & other Measures for the Maintenance of Standards, 2009.

(d) In special cases appointments are made on contract, transfer, and deputation or in any other forms.

University policies regarding minimum qualifications, experience, research and cadre ratio are in accordance with the statutory provisions of UGC and other relevant bodies as mentioned as below:

Name of the Statutory Body	Abbreviated Name	Concerned Area / Domain
University Grants Commission	UGC	For all University programmes
Bar Council of India	BCI	Law programmes
Council of Architecture	CoA	Architecture programmes
National Council of Teachers Education	NCTE	Education programmes
All India Council for Technical Education	AICTE	Technical and Management programmes
Rehabilitation Council of India	RCI	Counselling and Rehabilitation Psychology programmes
Pharmacy Council of India	PCI	Pharmacy programmes
Indian Council of Agricultural Research	ICAR	For agriculture programmes

1.2.7 Does the university provide the flexibility of bringing together the conventional face-to-face mode and the distance mode of education and allow students to choose and combine the courses they are interested in? If 'yes,' give operational details.

Response

In order to bring together the conventional face-to-face mode and the distance mode of education, university has introduced diversified modes of content delivery in order to help students in achieving learning goals and to attain desired learning outcomes.

The range of challenges encountered by students throughout their professional career can not be addressed through the single mode of teaching learning. The objectives of focusing on the implementation of innovative teaching methodologies in traditional classrooms are:

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

To overcome above challenges, University has introduced Flipped classroom system and Learning Management System where part of courses is offered and assessed online.

The flipped classroom is a pedagogical model in which the lecture and homework elements of a course get reversed. The students gain first exposure to new material outside the classroom via lecture videos, reading material etc. The class time is used to do the harder work of assimilating that knowledge through problem-solving, discussion, Quiz or debates etc. Content delivery is moved outside of the classroom and class time is utilized for in-class activities that focus on higher level cognitive activities.

Further, following modes of delivery are also used by the faculty depending upon the nature of course:

  i.   Blended Learning
  ii.   Case Based Learning
  iii. Cooperative Learning
  iv.   Experiential Learning
  v.   Field Based Learning
  vi.   Inquiry/ Research Based Learning
  vii. Lab Based Learning
  viii. Problem Based learning
  ix.   Community Service Learning
  x.   Just-in-Time Teaching
  xi.   Learning through Role Plays
  xii. Flipped Classrooms
  xiii. Learning Management system

Operational details:

  I.   Highly evolved online system using Amizone (Amity intranet) and Learning Management System (LMS) used for the flipped class system and online course delivery for select modules
  ii.   The Chief Course Coordinator along with the course faculty identify the pedagogy for all the modules
  iii. They may offer all the modules or only few modules or some content of module through blended mode of learning
  iv.   The selection of content completely depends on the nature of course. The rationale behind content selection is the credit units for self work and the L-T-P- SW structure
  v.   The Master Session Plan for each course is developed in consultation with the faculty members of the respective course and uploaded on Amizone by the respective course coordinator
  vi.   All the course faculty copy the session plan in order to ensure standardisation in the mode of teaching, learning and assessment
  vii. The class activities based on self learning are appropriately designed to engage students and facilitate application based learning
  viii. Continuous assessment of student learning and performance feedback is given at the end of each session.

1.2.8 Has the university adopted the Choice Based Credit System (CBCS)? If yes, for how many programmes? What efforts have been made by the university to encourage the introduction of CBCS in its affiliated colleges?

Response

1.   University has introduced Choice Based Credit System (CBCS) for all its programmes from academic session 2012-13 which was further revised and improved from 2014-15.

      The Choice Based Credit System (CBCS) is offered through a unique model framework (MFW) for various Programme groups of all UG and PG programme / degree. The MFW includes semester-wise credit distribution for various course types as described in Criterion 1.2.2. The courses and credits offered by the institutions in the programme structure are as per the model framework.

Under this system, the students can register for courses according to their interests, academic abilities and career aspirations. Students decide their academic plan and alter it, if required, in their academic progression in pursuit of degree.

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

Apart from core, allied and Non Teaching Credit Courses which are compulsory in nature, ample options are available in the Master Academic Planning Worksheet for a semester, which help the students to make their own basket of courses to develop additional skills in their area of interest.
Students are also allowed to add or drop registered courses to balance workload to optimize or maximize grade points, course substitution option, grade improvement, credit transfer for course migration as per the University Policy on Credit System, Academic Credit Hour and Time Tabling.

2. Efforts made by the university to encourage the introduction of CBCS in its affiliated colleges

University doesn't have affiliated colleges. The choice based credit system was implemented in all the campuses under AUUP (Noida, Lucknow, Dubai, and Greater Noida) simultaneously.

1.2.9 What percentage of programmes offered by the university follow:

* Annual system
* Semester system
* Trimester system

Response

The university offers all its programmes in all campuses in semester mode except following two programmes which are offered under annual system:
i.   M. Phil (Clinical Psychology)
ii. Professional Diploma (Clinical Psychology)

1.2.10 How does the Institution promote inter-disciplinary programmes? Name a few programmes and comment on their outcome.

Response

The university promotes interdisciplinary programme through teaching and research. Some of the inter-disciplinary programmes are as under:-

i.   B.Tech (Bio informatics)
ii.   B.Tech (Solar and Alternative Energy)
iii. B.Tech (Nanotechnology)
iv.   M.Sc. (Geo Informatics & Remote Sensing)
v.   M.A.(Public Policy and Governance)
vi.   M.Sc (Immunology) & M.Sc (Virology)
vii. MBA (Real Estate & Urban Infrastructure)

These programmes are multi-disciplinary in nature and hence, are offered drawing faculty from different institutions. Such programmes enhance the overall competence of the students for better career opportunities.

The outcomes of all the mentioned programmes are well defined in the programme structure. An example of outcomes of B.Tech (Bioinformatics) are as follows:
i.   Apply the conceptual knowledge of computational biology and bioinformatics, to solve complex biological problems
ii. Demonstrate practical that involve problem solving and learn how to make decisions regarding choice of tools/algorithms and parametrization and skills of data essential extraction and advanced computing skills

iii. Develop new and better algorithms and work flow pipelines for high throughput genetic projects. Use analytical methods relevant to modern biology

iv. Organize scientific discussions and journal club activity for all the new and recent trends of bioinformatics and computational biology

v. Develop individual and team work representations during various activities likewise of debates, quiz, club and committee activities

The outcome for B.Tech (Solar and Alternative Energy) are as follows:

i. Apply and demonstrate knowledge of mathematics, science, and engineering. Knowledge of key topics in solar and Alternate Energy to design and fabricate efficient energy systems and interpret and solve general problems in power system engineering.

ii. Apply reasoning knowledge by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice.

iii. Demonstrate knowledge and understanding of the engineering of solar and alternate energy and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multi-disciplinary environments.

iv. Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change

v. Identify, formulate, research literature, and analyze complex engineering problems reaching substantiated conclusions with focus in solar and alternate energy.

The learning outcomes for all other interdisciplinary programmes will be provided to peer team during their visit.

1.3 Curriculum Enrichment

1.3.1 How often is the curriculum of the Institution reviewed and upgraded for making it socially relevant and /or job oriented / knowledge intensive and meeting the emerging needs of students and other stakeholders?

Response

As per the guidelines for "curriculum review and development", the major curriculum review takes place in every three years as per well defined process and policy guidelines, already elaborated in Criterion 1.1.2. However, the course curriculum and programme review may take place annually by an institution depending on:

• Changes in the industry requirements
• Global market trends
• Norms of various regulatory bodies and accrediting bodies

While deciding the curriculum, student entry criteria, performance of students, retention and graduation rates, admission in higher education, results of competitive examinations and placement of earlier batches are also taken into consideration. For example a major review was done in nomenclature of following two programmes based on recruiters feedback and alumni feedback:

• MBA (Competitive intelligence) changed to MBA (Competitive intelligence and strategic management)
• B.Tech (Mechanical and Automation Engineering) to B.Tech (Mechanical Engineering) from 2016 onwards

To integrate the social values in the curriculum, Human Values and Community Outreach (HVCO) courses were introduced under outdoor activity based courses. It is a one credit course mandatory for all the students to take atleast once during the programme of study. The HVCO activities range from working in old age homes, working in blind children home, NGOs, shelter homes, helping under privileged children, spastic children, blood donation camps, health check-up camps, hygiene and health workshops for taking activities related to child education, environment awareness, river cleanliness, social issues, gender issues etc. All the activities of HVCO are monitored by a faculty in-charge at each institution under the overall guidance of Head of Institution of Social Sciences.

Periodic Feedback of various stakeholders (students, parents, alumni, recruiters, faculty and peer group) is taken periodically for review of the curricula by the CRC.

After several rounds of deliberations on feedbacks of various stakeholders including industry and recruiters, revised course curriculum are put up by the CRC first to AAB and then to BoS who then review the proposals and puts up revised curriculum proposal for the approval of academic council. The records of the various feedbacks for courses review of other disciplines are maintained with respective Institutions/departments and academic office and same will be put up during the visit of peer team.

During the whole process, it is ensured that the revised curriculum is socially relevant and /or job oriented and knowledge intensive to meet the emerging needs of students and industry.

1.3.2 During the last four years, how many new programmes at UG and PG levels were introduced? Give details.
* Inter - disciplinary
* Programmes in emerging areas

Response

As per the requirement of the industry / govt. bodies and trends at the national and international level, AUUP has been in the forefront for introducing new programmes:

Year	No. of Programmes						
	UG	PG	Dual Degree	PG Diploma	Diploma	Certificate	Total
2013-14	6	13	2	1	2	1	25
2014-15	7	7	0	4	3	1	22
2015-16	5	13	0	2	0	0	20
2016-17	4	5	1	8	7	0	25
Total	22	38	3	15	12	2	92

The list of the new programmes introduced in last 4 years is attached as Annexure 1.3.2.

1.3.3 What are the strategies adopted for the revision of the existing programmes? What percentage of courses underwent a syllabus revision?

Response

Strategies adopted for the revision of the existing programmes.

The existing programmes are reviewed periodically by Programme Review Committee (PRC) comprising of senior faculty members. Revision of existing programmes is done in consideration of following:-
   a. Industry trends by maintaining regular industry interface to identify new demands & requirements of the industry
   b. Requirements / Norms and standards of relevant statutory, regulatory and accreditation bodies
   c. Inputs from students, alumni, employers and experts from academia through programme review feedback.
   d. Analysis of current trends in the market
   e. Benchmarking with other reputed national/international institutions / Universities
   f. Consultation with the members of Board of Studies and Industry Advisory Board.

b. Percentage of courses underwent a syllabus revision

University implemented Uniform Course Coding in 2013-14 and 100% courses underwent curriculum revision. The purpose of uniform course coding was:

    a.   Standardising the course nomenclature

    b.   Removing multiplicity of course coding offered in different programmes

    c.   Benchmarking course curriculum and tracking course review history

    d.   Offering and Implementing Basket Courses, Flexible Choice Based Credit System

    f.   Assigning the ownership of course review to particular department/domain

The structure of Uniform Course Coding is given below:

Numbers of courses have been reviewed on the request of concerned institution from time to time through Area Advisory Board (AAB). The details are given below:
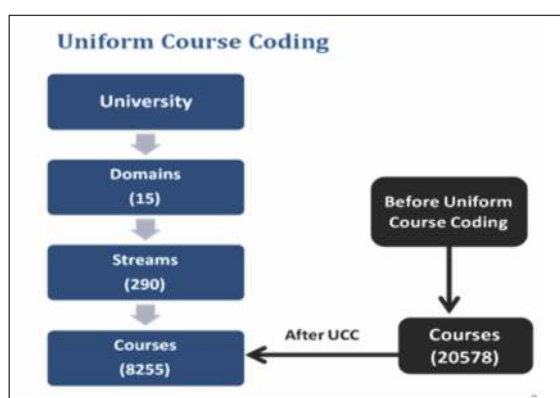
Details	2013-14	2014-15	2015-16
No. of AAB meeting held Institution wise	49	42	25
No. of Streams reviewed/total No. of Streams	193/193	157/ 269	63/ 290

The detailed list of courses underwent review under each Area Advisory Board will be provided to the peer team during their visit.

After completing the three year cycle, the major review will again take place in 2017 in which all the courses will be reviewed.

1.3.4 What are the value-added courses offered by the Institution and how does the university ensure that all students have access to them?

Response

University defines and incorporates a substantial component of value added courses into all of its degree programmes, designed to ensure basic collegiate skills, breadth of knowledge, and the structures of intellectual inquiry.

Ample number of value added courses are provided to students to meet student's interest and aspirations without diluting programme specific content. Most of the professional skills are imparted through the compulsory and specialization courses prescribed for the degree whereas some important basic skills are imbibed through value added courses.

Students are expected to develop a broad set of essential intellectual and social competencies of enduring value no matter what field a student eventually pursues. All students pursuing a degree programme from Amity University must satisfy the requirements of the value added courses by completing a series of basic courses offered by the University. For example, following courses are compulsory under value added courses:

I. Soft Skill : are offered in all semesters of all programmes

    a.   Behavioral Science – 1 credit

    b.   Communication Skills – 1 Credit

    c.   Foreign Business Language   2 credit– any one language from given set of eight languages (French, German, Spanish, Russian, Chinese, Japanese, Sanskrit, Arabic)

ii. **Outdoor Activity Based Courses (OABC):** 2 credits of any two courses during the programme
   a. Military training camps (MTC) – 1 Credit
   b. Amity Cadet Corps (ACC)- 1 Credit
   c. Human Values & Community Outreach (HVCO) – 1 Credit
   d. Entrepreneurship Awareness Camps(EAC) – 1 Credit
   e. Performing Arts – 1 Credit
   f. Basic skills in sports – 1 Credit
   g. Basic skills in Yoga– 1 Credit

iii. **Environment studies -** 4 credit Units to be done in first year of all UG programmes

iv. **Cyber & information Security-** 2 Credits Course in any semester during all UG & PG programmes

The course curriculum, course objectives and assessment scheme of value added courses is well defined and will be provided to NAAC team during their visit.

1.3.5 Has the university introduced any higher order skill development programmes in consonance with the national requirements as outlined by the National Skills Development Corporation and other agencies?

Response

Amity University offers high order skill development programmes in consonance with the national requirement as outlined by the National skill development corporation.

1. RICS (Royal Institute of Chartered Surveyors) - School of Built Environment is established at Amity University offering courses in Real Estate, Infrastructure and Construction Management.
2. Amity Institute of Telecom Engineering and Management (AITEM) aligned with National Occupational Standards (NOSs) offers two skill oriented modules related to the job roles of "Infrastructure Engineer" and "Field Maintenance Engineer", as specified by Telecom Sector Skill Council (TSSC).
3. Amity School Hospitality (ASH) aligned with National Occupational Standards (NOSs) offers skill oriented modules related to the job roles of "Housekeeping Supervisor" as specified by Tourism & Hospitality Sector Skill Council (THSC).
4. Amity School of Communication (ASCO) –offers skill oriented course "Video Editing" related to the job role of "Video Editor" as specified by Media & Entertainment Skill Council. ASCO is Vocational Training Partner of MESC.
5. Amity School of Engineering and Technology (ASET) aligned with National Occupational Standards (NOSs) offers a few skill oriented modules related to the various job roles as specified by Automotive Skill Development Council (ASDC), IT/ITeS Sector Skill Council, Electronics Sector Skills Council (ESSC), etc.

Further, skill development courses are integrated in the curriculum under the course type "Skill Enhancement Courses". These courses are designed to develop the professional skills of students in the chosen area of study so that the students become industry ready.

Further, the university and its departments have various tie-ups with notable agencies viz. Chartered Institute of Management Accountants (CIMA), British Standards Institution (BSI). Also number of certification courses are offered by BSI which can be taken as open elective by students in the area of Quality Management, Risk Management, Six Sigma Green Belt etc.

1.4 Feedback System

1.4.1 Does the university have a formal mechanism to obtain feedback from students regarding the curriculum and how is it made use of ?

Response

Yes, the University has a formal mechanism to obtain feedback from students regarding the curriculum as under:

I.   **Online feedback -** Students give online feedback of individual faculty members on their course delivery and teaching skills in a prescribed format **twice a semester** in order to improve course delivery. The details of feedback as under:

a. Post commencement feedback – This feedback is regarding effectiveness of course delivery by the faculty and is taken after 3-4 weeks of commencement of a course / semester.

    i.   Course faculty analyses the feedback and takes corrective actions to improve the pedagogy and the course delivery style for effective student learning.

    ii.   Head of Institution (HoI) also examines the feedback and discusses with the concerned faculty members and the action required to be taken by the faculty for improving the course delivery.

b. Pre-examination feedback - This feedback is also regarding the effectiveness of course delivery and is taken prior to the commencement to end-term examinations. This feedback is used for following purposes:

    i.   Assessing the course delivery effectiveness.

    ii.   Areas of strength of faculty

    iii. Areas of weaknesses, which needs developmental programmes / training.

    iv.   Pedagogical Review

    v.   Curriculum Review

In both the cases, faculty makes their own development plans as well as provide the inputs to Course Review Committee (CRC) for necessary changes in course curriculum, assessment tools, and pedagogy; if any.

i.   **Feedback from Class representatives –** The class representative gives the feedback on course coverage and course delivery on monthly basis. This feedback is analysed by the programme leader and course faculty and necessary action is taken for improvement, if any.

ii.   **Feedback through mentor-mentee system –** Monthly meetings of student mentees are held with their faculty mentors for various aspects including academic matters. The faculty mentors analyse the feedback given by the mentees and take necessary action within a week for create better learning environment.

iii. **Student Exit Survey -** Students fill online exit survey form at the end of the programme. The exit survey forms take opinion on learning outcomes at the course level (SLOs) and programme level (PLOs) as well as programme objectives (PEOs). The feedbacks are analyzed and suggestions are considered for revision in the course content. The Course Review Committee (CRC) and Area Advisory Board (AAB) deliberate on the suggestions.

Student's feedback through various sources is also considered by Program Review Committee (PRC) in context to receiving PEOs, Program Structure, PLOs, employability, and resource planning for improvement of curriculum of the concerned programme.

1.4.2 Does the university elicit feedback on the curriculum from national and international faculty? If yes, specify a few methods such as conducting webinars, workshops, online discussions etc. and its impact.

Response

Yes, the University initiate feedback on the curriculum from national and international faculty as under:

    a.   The faculty from universities/institutions across the country - through email, skype, webinar, personal interaction etc.

    b.   The faculty from universities/institutions from abroad - through email, webinar, skype, during seminar/conferences, workshop etc.

Further, some departments/institutions have International faculty on their board as Visiting Faculty / Honorary Professors who contribute to the development and continual improvement of the curriculum.

Institutions/ Departments are very vibrant and active in terms of conducting events like guest lectures, seminars, workshops, conferences which are theme based and invite international and national faculty as resource persons in it for their enriched lectures and discuss also on curriculum development and improvement during these events.

1.4.3 Specify the mechanism through which affiliated institutions give feedback on curriculum enrichment and the extent to which it is made use of.

Response

The university has an extensive process of curriculum development and review which includes feedback from all the stake holders. Inputs from all course faculty from all the AUUP campuses (Noida, Lucknow, Dubai, Greater Noida) are taken into consideration through curriculum feedback.

Curriculum review is a faculty driven process occurs through collaboration between the faculty members of all the campuses under AUUP as they are the subject experts responsible to keep the course content current through revisions.

Feedback is taken from faculty members of Lucknow, Greater Noida and Dubai Campuses for curriculum review before the meeting of Area Advisory Board is scheduled. The respective campuses conduct faculty meetings for curriculum review. The feedback is compiled and the observations are taken into consideration by Course Review Committee (CRC) and subsequently put before the Area Advisory Board (AAB).

Area Advisory Board and Board of Studies held at Noida campus and representatives of Lucknow, Dubai and Greater Noida campuses are part of the AAB and BoS.

1.4.4 What are the quality sustenance and quality enhancement measures undertaken by the university in ensuring the effective development of the curricula?

Response

Curriculum reflects the quality of the courses offered to students. University allows flexibility for the faculty to propose changes in the course curriculum through structured and well established process to ensure that the content is updated to reflect current academic knowledge and practice, and also by ensuring that curriculum provides the best learning experiences possible for students.

The purpose of review process is to ensure quality of curriculum. The review of programmes demonstrate that:
- Students are **learning** the skills, and acquiring knowledge necessary to achieve the programme/discipline goals and objectives
- The **programme/discipline goals** are derived from and support the Institutional mission
- The **curriculum** is coherent, current and consistent
- The teaching learning methods are effective
- The resources are adequate for achieving the student learning outcomes.
- The academic **support services** are adequate to facilitate student learning

In order to ensure quality sustenance and quality enhancement, curriculum is reviewed/developed based on the following:
- Inputs from students, alumni, course faculty and employers are also taken into consideration through curriculum feedback.
- Regular industry interface gives the idea of new demands & requirements from the industry
- Student's feedback via Amizone (Amity Intranet)
- Analysis of current trends in the market
- Benchmarking with other institution / Universities
- Requirements / Norms /standards of various statutory and accreditation bodies
- Consultation with the members of board of studies and industry advisory board.
- The results of assessment of educational and operational outcomes

The Model Framework is so defined for all Undergraduate and Graduate programmes ensuring that students are exposed to diverse types of courses. Each course aims to inculcate competencies as a part of our commitment towards supporting student's holistic development. The course types are mapped with the targeted competency area as follows:

#	Course Type	Description	Graduate Attributes developed
1	Core Courses	Courses relevant to the chosen specialization/branch of particular programme and constitutes major chunk of credits.	Knowledge & Expertise of a Discipline of study
2	Specialization Elective	Elective Courses relevant to the chosen specialization/branch	Expertise of Discipline of specialization
3	Allied Courses	These courses are from similar subject domain	Knowledge of interdisciplinary courses
4	Open Elective Courses	Courses offered by other departments/institutions and chosen as per interest of the students	Employability, Enterprise & Entrepreneurship
7	Value Addition Courses	VAC is considered add on courses including courses of Behavioral Science, Business Communication (BC), Foreign Business Language (FBL)	• Ethical & Social understanding • Behavioral Skills, Teamwork & Leadership • Communication
8	Domain Elective Courses	Optional Courses offered at Domain level to all students admitted to any programme in the domain.	Knowledge of interdisciplinary courses
9	Non Teaching Credit Courses	NTCC includes Summer Training, Dissertation, Term paper, Seminar, projects etc.	• Research & Enquiry • Employability, Enterprise & Entrepreneurship • Lifelong Learning • Behavioral Skills, Teamwork & Leadership • Problem Solving • Information & Digital Literacy
10	Outdoor Activity Based Courses	Includes courses like Sports, Human values and community outreach (HVCO), Entrepreneurship Awareness Camps (EAC), Performing Arts, Military Training Camps (MTC)	• Employability, Enterprise & Entrepreneurship • Lifelong Learning • Ethical, social and Professional Understanding • Behavioral Skills, Teamwork and Leadership • Problem Solving
11	Skill Enhancement courses	Courses are offered to enhance the professional skills of students and make them industry/profession ready	• Ethical, social and Professional Understanding
12	SAP (Study Abroad Programme) courses	Courses are offered to ensure that all our students are offered an opportunity for international exposure	• Global Citizen

CRITERION II: TEACHING-LEARNING AND EVALUATION

2.1 Student Enrolment and Profile

2.1.1 How does the university ensure publicity and transparency in the admission process?

Response

Publicity

Admission requirements and procedures, programmes offered and the degree requirements and other parameters of interest to students' are available on the university website i.e. http://www.amity.edu and admission prospectus & brochure at http://www.amity.edu/admission-procedure-domestic.aspx.

To ensure publicity, University has comprehensive outreach plan including:
   i.   Advertisements in leading national newspapers and magazines.
   ii.   Printed catalog, brochure and prospectus
   iii.   Electronic Media – Radio and Television
   iv.   University website
   v.   Participations in Education Fairs
   vi.   Presentations made to the perspective students and admission aspirants at schools
   vii.   Through Admission counselor who interact with parents and students and address all their queries and concerns.

Transparency is ensured through:
   i.   Fully automated Admission Process.
   ii.   Interaction Session of parents and HoIs' is video-recorded and regularly perused by the Higher Management to glean actionable points to improve the process further.
   iii.   Campus tour for Parents/ Guardian who accompany applicants for selection process.
   iv.   To avoid impersonation, biometric profile is captured
   v.   Random allocation of applicants to various interview boards during selection process.
   vi.   Purely merit based admissions.
   vii.   Transparency maintained with respect to the fees structure.
   viii.   Direct dealing with students as Amity does not entertain any agents/ consultants.
   ix.   Withdrawal and refund policies are strictly as per UGC norms.

2.1.2 Explain in detail the process of admission put in place by the university. List the criteria for admission: (e.g.: (i) merit, (ii) merit with entrance test, (iii) merit, entrance test and interview, (iv) common entrance test conducted by state agencies and national agencies (v) other criteria followed by the university(please specify).

Response

Amity University has a very robust admission process defined in Section 8 and 9 of the AUUP Act for admission to students in different academic programmes offered by the University. The University has accordingly framed Regulations for admission & enrolment of students for the programmes (AUUP Regulation -09).
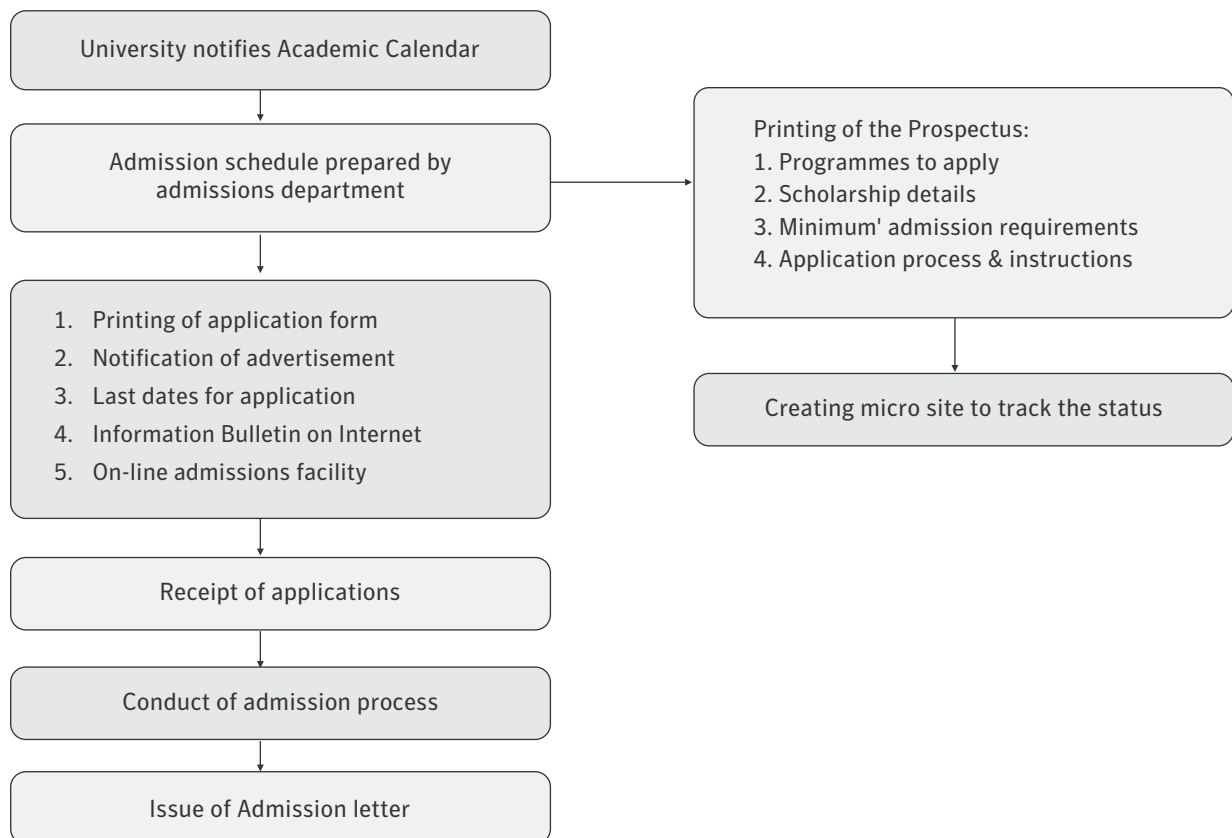
Criteria for Admission:
   (i)   **Merit –** Meritorious students get a fast track admission which means students are given direct admission without appearing in the admission selection process. The academic fee scholarship is given to the students for first year who meets following eligibility in class XII:
         i. 100% scholarship – 93% aggregate and above
         ii. 50% scholarship – 88% aggregate and above
         iii.25% scholarship – 80% aggregate and above

To attract talent in sports, Amity University also offers fast track admission to the student aspirants who have performed well in sports on the basis of assessment of sports certificates of last three years.

(ii) **Common entrance test conducted by state agencies and national agencies –** for some programmes common entrance tests are conducted, such as:

    a. NATA (National Aptitude Test in Architecture) – The test is conducted for the student aspirants for undergraduate degree in Architecture.

    b. CLAT (Common Law Admission Test) – For the student aspirants for undergraduate degree in Law

(iii) **Merit, entrance test and interview -** Admission of students is done on the basis of minimum academic eligibility for the respective programme as specified in the admission prospectus as well as on the website. For all the programmes, a rigorous selection process is conducted which includes:

- English Language Test
- Pre Qualifying Score/Written Test/Creative Test
- Group Discussion and/or Personal Interview

Process for Admissions:

University notifies Academic Calendar
↓
Admission schedule prepared by admissions department → Printing of the Prospectus:
1. Programmes to apply
2. Scholarship details
3. Minimum' admission requirements
4. Application process & instructions
↓
1. Printing of application form
2. Notification of advertisement
3. Last dates for application
4. Information Bulletin on Internet
5. On-line admissions facility

Creating micro site to track the status
↓
Receipt of applications
↓
Conduct of admission process
↓
Issue of Admission letter

2.1.3 Provide details of admission process in the affiliated colleges and the university's role in monitoring the same.

Response

The University does not have any affiliated colleges; However specially constituted admission departments conduct admission process for all the programmes offered by various campuses of the University.

2.1.4 Does the university have a mechanism to review its admission process and student profile annually? If yes, what is the outcome of such an analysis and how has it contributed to the improvement of the process?

Response:

Mechanism to review its admission process

Admission Committee conducts regular meetings after conclusion of each admission session to review admission process and strategise how to improve student profile. The power and functions of admission committee as per the AUUP regulations includes:

i. Review the principles and norms governing the policy for admission to various courses of studies in the University, subject to the approval of the Academic Council.

ii. It will ensure that there is continuous improvement in the quality of intake and that there is transparency in the procedure followed by the Admission Department.

iii. It will lay down all relevant procedures and guidelines for Admissions.

Outcome of analysis

The strengths and weakness of admission process are analyzed and remedial measures undertaken. Few Changes in the process consequent to the outcome of analysis are as under:

i. Admit card with unique Barcode and Photograph is generated separately for each Admission Process Day to ensure that the genuine candidate appears in the process.

ii. Capture of Biometric profile for each admission aspirant to ensure genuine identity of students to be checked post admission at the time of registration.

iii. English Language Test developed by experts

iv. National level Amity JEE test for all the B.Tech programs

v. A virtual campus tour through Movie, 'Panorama' for Parents and Students, apart from physical tour.

The fact that there has been a consistent increase in number of admissions year after year corroborates the wellness of systemic checks and balance which have been put in place. The data to prove that quality of students in various domains over the years has gone up, and is readily available, and will be shared with the team during the visit.

2.1.5 What are the strategies adopted to increase / improve access for students belonging to the following categories:
* SC/ST
* OBC
* Women
* Persons with varied disabilities
* Economically weaker sections
* Outstanding achievers in sports and other extracurricular activities

Response

Amity University provides equal opportunity to all students as specified in Section 9 of the University Act. We do not discriminate admission aspirant based on caste, creed, etc. Amity believes in meritocracy. However, students from concerned communities are given special attention once they are part of Amity Family, through special coaching, in line with the philosophy of inclusive growth.

The University promotes equality and diversity amongst the students, faculty and staff and sensitive to the needs of people from different backgrounds through its well defined G-35 Equity, Diversity & Non-discriminatory policy guidelines.

The growth of student under various categories is as under:

1.SC, ST, OBC, General and others

Categories	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	Year 4 2015-16
SC	358	406	493	520
ST	115	140	179	198
OBC	2264	2682	3416	3609
General	22002	25582	29083	31090
Others	08	19	23	14

1.Female students

Categories	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	Year 4 2015-16
Female students	10759	12344	13920	15122

3. **Economically weaker sections –** The provision of scholarship is in place for economically weaker sections. Merit cum means scholarship was instituted to help those who are brilliant in academics and those who deserve world-class education but don't have the means. The scholarship is given to the student whose annual family income including all sources is equal to or less than 2.5 lacs. Such scholarship is given up to 50% at the time of admission.

4. **Outstanding achievers in sports and other extracurricular activities –** To attract talent in sports, following strategies are adopted
   • Fast track admissions are offered to the student aspirants who have performed well in sports on the basis of assessment of sports certificates of last three years.
   • Sports scholarships are given to the achievers in sports.
   • 100% scholarship to international players
   • 50% to the national medal winner

2.1.6 Number of students admitted in university departments in the last four academic years:

Response

University has witnessed significant growth in the number of students in all the categories over last four academic years. The details are as under:

Year	Total	Male	Female	General	OBC	SC	ST
2012-13	23510	13329	10181	20902	2160	332	116
2013-14	27530	15705	11825	24437	2560	379	154
2014-15	31105	17839	13266	27413	3059	448	185
2015-16	33833	19335	14498	29708	3439	490	196

2.1.7 Has the university conducted any analysis of demand ratio for the various programmes of the university departments and affiliated colleges? If so, highlight the significant trends explaining the reasons for increase / decrease.

Response

The analysis of demand ratio for the various programmes of the university in last three years is given below:

Program	Year 1 (2014)			Year 2 (2015)			Year 3 (2016)		
	Number of applications	Number of students admitted	Demand Ratio	Number of applications	Number of students admitted	Demand Ratio	Number of applications	Number of students admitted	Demand Ratio
UG	35445	7541	1:4.7	38518	8052	1:4.8	48365	9673	1:5
PG	13749	3707	1:3.7	13851	3677	1:3.8	17807	4566	1:3.9
Integrated / Dual	881	183	1:4.8	760	151	1:5	1100	220	1:5
M.Phil.	130	14	1:9	205	25	1:8.2	279	37	1:7.5
Ph.D.	1228	360	1:3.4	1893	572	1:3.3	1852	492	1:3.8
Certificate	-	-		7	0	-	176	5	1:35
PG Diploma	86	14	1:6	95	23	1:4.1	157	34	1:4.6
UG 5Yrs.	6135	1140	1:5.4	5888	1002	1:5.8	6360	1060	1:6
PG Integrated	1300	178	1:7.3	1215	162	1:7.5	1048	138	1:7.6

The analysis indicates a significant increase in the demand ratio in most of the programmes over last three years. Some of the programmes like B.Tech Computer Science, Mechanical Engineering, Civil Engineering, and Law witnessed significant increase in demand.

Reason for Increase in the demand ratio:

1. State of art infrastructure
2. Increasing number of applicants every year indicates the growing popularity of the University.
3. Popularity of programmes
4. Quality of curriculum
5. Placement opportunities
6. Application based teaching learning system
7. Focus on Outcome Based Education system

2.1.8 Were any programmes discontinued / staggered by the Institution in the last four years? If yes, please specify the reasons.

Response

Following programmes of the University offered by different institutions (departments) were discontinued in the last 4 years:

S. No.	Programme Name	Inception year	Closing year	Reason for discontinuation
Amity Business School				
1.	MBA (EFT)	2013	2015	Discontinued due to less number of admissions
2.	MBA-Family Business (Evening)	2011	2013	
3.	MBA - M&S (Evening)	2011	2013	
4.	MBA – HR (Evening)	2011	2013	
Amity Institute of Behavioural Health & Allied Science				
5.	M.Sc. - Neuropsychology	2006	2013	Discontinued due to less number of admissions
Amity Institute of Horticulture Studies & Research				
6.	B.Tech. – Horticulture	2012	2015	Discontinued due to less number of admissions
7.	MBA (Horticulture)	2012	2013	
Amity Institute of Neuropsychology & Neurosciences				
8.	M.Sc. (Clinical Neurosciences.)	2014	2015	Discontinued due to less number of admissions
Amity Institute of Pharmacy				
9.	M. Pharm (PM)	2012	2015	Discontinued due to less number of admissions
Amity Institute of Psychology & Allied Sciences				
10.	PGDFCP	2009	2013	Discontinued due to less number of admissions
Amity Institute of Telecom Engineering & Mgmt.				
11.	MBA – Telecom HR	2012	2014	Discontinued due to less number of admissions
12.	MBA – Telecom Sales	2012	2014	
Amity Institute of Travel & Tourism				
13.	MBA – Tourism Hospitality and Aviation (weekend)	2012	2015	Discontinued due to less number of admissions
Amity International Business School				
14.	BBA – SM	2012	2013	Discontinued due to less number of admissions
15.	MBA – EPT	2012	2013	
16.	MBA – SM	2012	2013	
Amity School of Business				
17.	BBA - M&S (Evening)	2011	2013	Discontinued due to less number of admissions
Amity School of Design				
18.	BID+MID (Dual)	2012	2015	Instead of Dual degree both programmes were offered individually as Bachelor of Interior Design and Master of Interior Design
Amity School of Economics				
19.	M. Phil (Eco)	2013	2015	Discontinued due to less number of admissions
Amity School of Insurance, Banking & Actuarial Science				
20.	B.Sc. + M.Sc. (Act Sc) Dual	2010	2015	Number of students were seeking exit after the first degree resulted in less number of students in the master's degree. Therefore, the programme were offered individually at UG and PG level
21.	MBA - Insurance	2007	2013	The programme has been renamed as MBA (Insurance & Banking
Amity School of Urban Management				
22.	MBA - Urban RE Mgmt	2011	2013	The programme has been renamed as MBA (Real Estate and Urban Infrastructure) offered by RICS
23.	MBA-Urban RE Mgmt (Weekend)	2011	2013	Closed due to less number of admissions

2.2 Catering to Student Diversity

2.2.1 Does the university organize orientation / induction programme for freshers? If yes, give details such as the duration, issues covered, experts involved and mechanism for using the feedback in subsequent years.

Response

Yes, University organize orientation programme for fresher.
1.   **Duration -** The duration of orientation programme organized by University for freshers is 3 days.
2.   **Issues Covered -** The programme begins with registration followed by Havan & Orientation. Following issues are covered during orientation programme:
   -     Introduction of Faculty members & various Officers / Support Dept. of the University.
   -     Introduction to Programme - Its Objectives, Structure, Learning Outcomes, Competencies /Skills, Employability for Roles / Industry by HoI/HoD
   -     Ice-breaking activities by faculty mentors.
   -     Briefing on Academic Philosophy, Outcome Based Education, CBCS Model Framework, Flexi Timings and Academic Planning Worksheet.
   -     Academic Regulations, Examination system, Student progression, Extended period and award of degree
   -     Industry Expectations from Young professionals & preparing for 1st Career in chosen profession
   -     Self exploration & Understanding through Psychometric Profiling
   -     Students discipline and Anti Ragging Measures at Amity
   -     Quality Assurance & Enhancement
   -     Student Support Services facilities, Student Club-Committee Student Welfare and Extra Curricular Activities

3. Experts Involved – Following experts are involved to cover the mentioned issues:
   i.   Faculty, HoDs, HoIs & Deans
   ii.   Industry Experts
   iii.   Alumni

4. Mechanism for using the feedback – The entire orientation programme is conducted under the coordination of Academic Office of the University. The team from QAE visits and checks the conduct of the registration and orientation process through a proper check list. The reports of the observation are given for corrective action to the concerned Institutions/Departments with information to the top management.
   i.   The teams from Academic Office and QAE are divided into groups such that each and every institution/block is covered.
   ii.   The gaps are consolidated at the end of the orientation programme for improvement to make in the next academic session.
         (Sample of Orientation programme and the Reports of the visits will be provided to the NAAC peer team during their visit)

2.2.2 Does the university organize orientation / induction programme for freshers? If yes, give details such as the duration, issues covered, experts involved and mechanism for using the feedback in subsequent years.

Response

Yes, University has a mechanism through which the "differential requirements of the student population" are analysed after admission and before the commencement of classes. The support services / activities are developed based on needs identified for diverse groups, for their better learning experiences and success at the campus.

The pre-joining assignment given to the students to assess:

i. Students' level of understanding
ii. Communication skills
iii. Specific needs, if any

#	Differential requirements	Addressing the key issues
1.	Specially able students	• Priority in allocation of hostel rooms • Pick up from gate with prior notice • Ramps and Elevators
2.	Language Barrier	• Special classes are arranged prior to the commencement of classes
3.	Economically weak students	• Provide assistance in getting the education loan from banks • Merit cum means scholarship for students with family income less than 3 lacs INR
4.	Medical Issues	• Amity Clinic in the campus • Tie-ups with various leading hospitals
5.	International Students	• Assistance in arranging the PG accommodation and transport if hostel accommodation is not available • The concerned department ensures appropriate action for the smooth induction of International students in the university environment.

2.2.3 Does the university offer bridge / remedial / add-on courses? If yes, how are they structured into the time table? Give details of the courses offered, department-wise/ faculty-wise?

Response

a. Yes, the university offers bridge / remedial courses. The prior knowledge is tested through proficiency test conducted at the beginning of the programme. Based on performance in the proficiency test, a bridge course is conducted in various courses wherever student has shown weakness.

Adequate Support to overcome Academic difficulties is provided through:

i. Organizing Extra Classes during the semester
ii. Organizing bridge course at the beginning of semester
iii. Giving practice assignments
iv. Organizing Guided Self Study Courses classes
v. Providing extra reading material to improve basic understanding of subject
vi. Engaging in social activities/class activities/institution activities to develop social skills

1. **Bridge Course -** Proficiency tests are conducted for the students and the students with low score are offered bridge courses in the concerned area prior to the commencement of the course or within first two weeks of the first semester. The purpose is to bring them at par with the rest of the students of the class. Some of the bridge courses are Physics, Chemistry, Math for Engineering students, Quantitative techniques and Accounts for Management students, English is offered as bridge courses for all the students. These are some examples. Detailed list will be provided during the peer team visit.

2. **Remedial Courses-** Extra time is given to students who learn slowly in class by scheduling separate sessions. Additional assignments are given to them to strengthen their concepts and understanding. Counseling is also provided to slow learners.

3. **Guided Self Study Courses-** The student who fails in any course undergoes Guided Self Study Courses (GSSC) to overcome the weakness, develop better understanding of course and clear the back paper. Only when the students achieve the satisfactory criteria in GSSC, they are allowed to give their back paper. Details of GSSC (Guided Self Study Course) are given in section 20(2A) in R01: Regulations for Conduct of Examinations.

Add on Courses – The courses are offered under mandatory courses and integrated in the model framework of the programme.

b. **Structured into the time table -** The bridge, remedial, GSSC and add-on courses are integral to academic planning. The time table of all these courses is published online on Amizone and the students pick up the slots best suited to them as per their needs.

The details of the courses offered, department-wise/faculty-wise will be provided to team during their visit.

2.2.4. Has the university conducted any study on the academic growth of students from disadvantaged sections of society, economically disadvantaged, physically handicapped, slow-learners, etc.? If yes, what are the main findings?

Response

The University tracks the achievement, satisfaction, and the extent to which the academic environment supports student success. The University also regularly identifies the characteristics of its students; assesses their preparation, needs, and experiences; and use the data to improve student achievement in curricular, co-curricular and scholarly work.

The tracking of student achievements, satisfaction and the extent to which the academic environment supports the students success is done at following level:

a. Institution level (Course Faculty, Programme Leader and HoI),

b. University Level
  • Dean (Students' Academic affairs and Support Services)
  • Dean (Students' Welfare)
  • Director (Research Planning and Statistical Services)
  • Directorate of Students Counseling and Guidance

Students are categorized as weak students, slow learners, Advanced learners based on their academic performance during the semester and at the end of each semester/year. Necessary developmental action plans are formulated and implemented such as GSSC, counseling, extra-classes, individual consultation, challenging assignments/projects etc.

The Institution maintains the data of students of various categories and the action taken to improve the learning environment and experiences of students for better performance.

The analysis and findings of the study of academic growth of students under various categories will be provided to peer team during the visit.

2.2.5 How does the university identify and respond to the learning needs of advanced learners?

Response

The students, who are fast learners, are given additional/challenging assignments/ project work and are encouraged to participate in various symposiums like quiz, poster presentation, project etc. Advanced learners are also given opportunities to do mini-project work or to earn extra credits upto 15% by choosing interdisciplinary or intra disciplinary elective courses or Outdoor Activity Based Courses as per their area of interest.

Advanced learners are also given the opportunities to involve themselves in writing research papers.

2.3 Teaching-Learning Process

2.3.1 How does the university plan and organise the teaching, learning and evaluation schedules (academic calendar, teaching plan, evaluation blue print, etc.)?

Response

Planning the teaching, learning and evaluation schedules –

A Calendar is prepared at the following levels:-

University Level	Block Academic Calendar
Department Level	Various departments of the university
Programme Level	By the institution for each programme

1. Block Academic Calendar

A detailed Block Academic Calendar is prepared before the commencement of academic session on a yearly basis.

It contains the following information:
 a. Commencement of classes fore odd and even semester
 b. Last teaching day
 c. Assessment of NTCC
 d. Examination schedule
 e. Supplementary exam schedule
 f. Declaration of results
 g. Major events at AUUP viz Sangathan, Amity Youth Festival, Convocation, Amity Human Values Quarter etc.
 h. List of holidays

Based on the academic calendar issued by the University, each institution prepares its own academic calendar which includes all the activities like workshops, conferences, faculty development programmes and others etc.

2. Teaching Plan

For each course, the senior most faculty of the subject area is designated as the Chief Course Coordinator. The chief course coordinator is responsible to prepare the master session plan or teaching plan before the start of teaching sessions after seeking inputs from all the course faculty. It addresses critical questions that underlie effective teaching, such as planning, setting goals, and assessing Learning Outcomes.

It provides all important information about the course curriculum, delivery methods, value addition sessions by experts and assessment plan for learning outcomes.

After the review of session plan by the peer group, chief course coordinator puts up the session plan for the approval of HoI before uploading including.
 a. Uploading of all the topics given under each module
 b. Plan type and reference material for each topic in the module
 c. Student learning Outcomes for each module
 d. Assessment component used to assess the SLO's for each module

The other faculties of the same course copy the Master Session plan with slight modification, if required for all the sections. In order to maintain uniformity.

3. Evaluation Blue Print

The University has a carefully planned academic calendar with emphasis on division of teaching hours according to a schedule of planned holidays and examination days. The mid-term and end-term examination schedules are planned at the beginning of each academic session for block academic calendar.

The University follows a well – defined examination and evaluation scheme. With regard to the evaluation schedules, the faculty members are expected to complete the evaluation of the continuous assessment at least within one week of prior to commencement of end semester exams.

The schedule of final end term examination conducted by the centralized examination department is prepared well in advance. The evaluation parameters and their weightages, component wise are pre-determined in the course curriculum and disseminated to the students beforehand. The University follows a grade pattern and accordingly grade point average and conversion formula is well defined and duly documented.

Well defined passing criteria for continuous assessment, End Semester Examinations, Field based courses, lab courses etc. are laid down. The details of requirements and expectations of the degree programmes are given in the following University Regulations:

    a.   R-09 Regulations for Admission & Enrolment of Students for Regular Programme

    b.   R 10 Regulations for Admission & Enrolment of Students and Examination & Evaluation for Distance Learning Programmes

    c.   R-11 Regulations for Admission & Enrolment of Students and Examination & Evaluation for online Programmes.

2.3.2 Does the university provide course outlines and course schedules prior to the commencement of the academic session? If yes, how is the effectiveness of the process ensured?

Response

Yes, the course outline, the course schedule, semester examination and its rules and regulations are provided to the students prior to the commencement of the academic session through AMIZONE.

While submitting the Academic Planning Worksheet (APW) at the beginning of semester, the student has an access to the detailed curriculum of the course which provides the detailed course outline.

A Master Session plan includes following:

    i.   Course Objectives

    ii.   Course Syllabus

    iii. Credit Units of a course

    iv. LTP structure

    v.   Modules & their weightage

    vi. Topics to be covered under each module

    vii. Assessment Plan

    viii. Student Learning outcomes

    ix. Reference material for the course

Students also have an access to the course schedule and Master Session Plan for each course so that they are aware of the way the course would be delivered and progress.

Students' attendance, programme structure, course session plan, timetable, students' performance in continuous assessment, results in end semester examination, class schedule, events at University/Institution level and other activities are available on Amizone and accessible to the students and parents

Effectiveness of the process - The effectiveness of process and timely academic delivery is monitored by:

    i.   The PLs at the institutional level

    ii.   Academic office at the University level

    iii. QAE as an independent body.

2.3.3 Does the university face any challenges in completing the curriculum within the stipulated time frame and calendar? If yes, elaborate on the challenges encountered and the institutional measures to overcome these.

Response

1.   **Strict adherence to the academic calendar -** Each faculty ensures that the curriculum is covered within the stipulated time frame as per the academic calendar.

2.   **Re-scheduling of extra classes -** In case classes actually held are less than the desired number of sessions, the respective institution rigorously follows and ensures re-scheduling of extra classes before last teaching day of the programme in a semester. The reason may be: absence of faculty due to illness or classes not held due to holidays etc.

3. **Monitoring of classes -** An online daily report of classes held / not held / re-scheduled is generated on Amizone. The course coverage is also monitored continuously and make up classes are planned where necessary. A comprehensive report is also generated to monitor the coverage.

4. **Linked with generation of admit cards -** 100% course coverage and conduct of requisite number of sessions by course faculty are ensured for flawless generation of admit cards for students. The admit card for the end term examination is only issued when the requisite number of classes are held in each course.

2.3.4 How learning is made student-centric? Give a list of participatory learning activities adopted by the faculty that contributes to holistic development and improved student learning, besides facilitating life-long learning and knowledge management.

Response

The academic philosophy of Amity is student centric. Learning is made more student-centric by various methods of participatory learning by which the students become more active participants than remaining passive listeners in the teaching-learning process.

1. The participatory learning activities adopted by the faculty that develop an application based outlook of student are:

   a) Group discussions
   b) Case Analysis
   c) Role plays
   d) Live Projects / Designs Projects
   e) Team Presentations
   f) Term Papers / Seminar
   g) Home Assignments / Minor Project
   h) Self Work (SW)
   i) Non Teaching Credit Course (NTCC)
   j) Behavioral Science (BS)

2. University gives high importance to holistic development of students beyond classroom through co-curricular, extra-curricular and field based activities such as:

   2.1 **Organising / Participating in Club –Committee Activities -** In order to develop planning, organizing, decision making skills and accountability with responsibility among students, a host of committees are in operation at institution and University level. Further, to pursue the interest in their area of specialisation, a number of area specific clubs are also functional at department/institution level.

Committee Activities	Club Activities
1. Cultural committee	1. HR Club
2. Sports Committee	2. Marketing Club
3. Cafeteria and Mess Committee	3. Finance Club
4. Alumni Committee	4. Robotics Club
5. Placement committee	5. Automobile Club
6. Industry Interaction Committee	6. Telecom Club
7. Debate Committee	7. Communication Club
	8. Literary Club
	9. IT Club
	10. Entrepreneurship Club

3. **Participation of students in Inter-University competitions, Sports Competitions, corporate competitions -** Conducting inter institutional sports event 'Sangathan' annually to provide opportunity to the students to participate in healthy sports competitions so as to exhibit their abilities and talent in variety of games and sports as well as to foster a spirit of togetherness, brotherhood and leadership through sports.

4. **Conducting Outdoor Activities Based Courses (OABC)-** Some of the OABC courses offered are as follow :
    - Military training camps (MTC)/ Amity Cadet Corps (ACC)for both boys and girls at UG and PG level
    - Human Values and Community Outreach (HVCO) Course
    - Entrepreneurship Awareness Camps(EAC)
    - Performing Arts (PA) Courses
    - Basic skills course in sports
    - Yoga classes for mental and physical wellbeing.

The OABC courses aims at developing the human values, leadership qualities among the students and also building their character.

5. **Organize human values quarter/year for inculcating values, ethics and socially responsible qualities.** Students organize various activities such as blood donation camp, visit to old age homes, spastic children home & orphanages etc, street plays, awareness campaigns, debates etc. Human Values activities by students are being conducted since inception of the University.

6. **Amity Youth Festival (AYF) is organized every year.** AYF comprises of multifarious events and activities aimed at developing various skills and competencies such as:
    i.   Event planning, scheduling and conduct
    ii.   Event promotion, branding, publicity and image building
    iii. Resource planning resource mobilization,
    iv.   Budget and financial planning,
    v.   Team building, interpersonal relations and conflict resolution and leadership skills and fostering healthybonds of friendship.
    vi.   Time management
    vii. Stake holders satisfaction
    viii. PR & media management
    ix.   Customer relationship and satisfaction
    x.   Logistics arrangements

7. **Imbibe University Graduate Attributes** which focus on discipline knowledge, IT literacy, entrepreneurial abilities, Research & Enquiry, values & ethics, sense of responsibility & discipline, understanding of socio economic environment and effective communication.

    To support students' personal and professional development, University also offers Skill enhancement courses specific to the discipline of study.

2.3.5 What is the university's policy on inviting experts / people of eminence to deliver lectures and/or organize seminars for students?

Response

The University encourages the institutions to invite experts and people of eminence to deliver lectures. The responsibility of scheduling these events lies with the head of Institutions. These speakers may be invited as:
5. A subject expert for a specific course to address students from specific programme invited by the heads of institution
6. Eminent speaker to deliver lecture on the general topic of interest to all students
7. Industry expert for specific domain to orient student about the latest trends in industry and the graduate skill requirements
8. Research experts for various discipline invited by research directorate. Amity has following directorates:
    i.   Amity Directorate of Research and Innovation in Health and Allied Sciences
    ii.   Amity Directorate of Engineering & Technology (ADET)

iii. Amity Directorate of Science & Innovation (ADSI)

iv. Amity Directorate of Management and Allied Areas (ADMAA)

v. Amity Directorate of Applied Arts / Fine Arts / Performing Arts / Visual Arts

vi. Amity Directorate of Research and Innovation in Law and Allied Areas

vii. Amity Centre for Antarctic Research & Studies

9. Guest lecturers invited by CRC/IRC/ATPC to address issues on employability and create industry awareness among all students

10. Guest speaker to deliver lecture on spirituality

11. Speakers for conference invited by the organizing committee

The detailed information on the list of lectures will be made available during the visit of peer team.

2.3.6 Does the university formally encourage blended learning by using e-learning resources?

Response

The University encourages blended learning approach. Majority of courses are delivered by the use of power point slides, which includes static information and in few cases animations are also incorporated. The Campus is Wi-Fi enabled and students and faculty members have access to electronic databases which encourages them to use e-learning resources. Amity has a technologically rich e-learning platform designed to carry out innovation based learning for higher education, with a firm root in the innovative pedagogy and cutting edge technology. Amity's e-learning platform is unbolted to customization with built-in service oriented foundation that takes into account the 360 degree needs of students and the institution.

The complete list of e-learning will be provided to the team during the visit, however, some of the available e-learning resources are as given below:

Content Production & Repository

I. **Content Development and Management:** Academic team is one of the key pillars of Amity. The team has faculty members spread across the globe. The content is developed by experienced professionals having academic and industry experience and focuses on building learning experiences that sets the students to achieve success in their career. The academic team spends considerable amount of time on researching best practices and content from across the world.

Amity has regional studios with state of art technology of international standards. Amity has 1500 Hours of video in its digital library and textual content of 1, 30,000 pages.

Content Delivery

i. **Messaging Platform Management:** Our messaging platform takes care of complete discourse between the University and the students. Through this platform, we keep the students updated on any notification or news related to the University.

ii. **Management of Online Learning Platform:** The e-learning infrastructure 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. It has a host of features including Learning Management System (LMS), Issue Resolution System and University Management System.

iii. **Student Helpdesk and Support Management:** Students from far flung areas often require contacting the University for administrative and academic reasons. Our student contact center and the web based support infrastructure provide the right guidance to the students for all such needs. For students who are not tech-savvy, Amity organizes training sessions so that they can perform at the same level as their tech-savvy peers. We also organize frequent chat sessions with the academic team to ensure proper guidance to the students.

Content Access

i. **M-Learning (Tablet)**

Tablet based learning has emerged in the e-learning because of the simple fact of minimizing the dependence on internet bandwidth for content access. Offline content access through tablet ensures seamless education experience to the student. The content can be accessed either through browser or through mobile application.

Flipped Class Rooms- University has implemented flipped classrooms which is a pedagogical model in which the typical lecture and homework elements of a course are reversed and students gain first exposure to new concept/ material outside the classroom.

Short video lectures/ online presentations etc. are made available on line for self learning by students at home before the class session, while class time is devoted to exercises, discussions etc. The video lecture is often seen as the key ingredient in the flipped approach. Such lectures being either created by faculty and posted online or selected from an online repository such as NPTEL etc.

2.3.7 What are the technologies and facilities such as virtual laboratories, e-learning, open educational resources and mobile education used by the faculty for effective teaching?

Response

Every faculty member is given an individual laptop with Wi-Fi connection/Ethernet cable connection for appropriate execution of the academic as well as research activities. This enables the faculty to refer from NPTEL, MIT, IIT lectures, open courseware and from other sources which can also be downloaded by the faculty. As the campus is Wi-Fi enabled, the faculty can access internet even during lectures hours. This facilitates effective learning. All the classroom are equipped with high-speed internet connectivity through Wi-Fi connection and full multimedia facility. Library is open till 8:00pm in the evening to facilitate student learning.

Teachers are encourage to use e-learning resources mentioned in 2.3.6.

In-house Technical Facilities

Environment/ Amenities	• Sound-proof studios for conducting online3 lectures
Equipment for lecture recording	• High-quality Video Recording Camera • Headphones with Mic for Live sessions • Wireless Collar Mic
Equipment for conducting lectures	• PPT Slide Changer • Digital Writing Pad with E-pen
Video Editing Tools & Equipment	• Hardware - Computers of high configuration for efficiency and finer outcome • Software – Adobe Master Collection (CS6), Articulate Storyline 2, Camtasia Studio 8.06
Data Storage Equipment	• NAS Server Hard Drive - Network-Attached Storage (NAS) devices store and share data for multiple computer, which can be accessed remotely.

2.3.8 Is there any designated group among the faculty to monitor the trends and issues regarding developments in Open Source Community and integrate its benefits in the university's educational processes?

Response

University has designated group of faculty members in each faculty of studies to monitor the trends and issues in the resources available through internet. The team ensures that the latest resources are made available to the faculty to integrate its benefits in the University's educational processes.

2.3.9 What steps has the university taken to orient traditional classrooms into 24x7 learning places?

Response

All Amity locations are connected to Amity University Campus, Noida over MPLS VPN Network, enabling us to transmit Live Class Rooms to all locations through eLearning Solution and IP Cameras. High throughput Wi-Fi Access Points with Omni and Sectorial Antenna helps students to browse Internet for education from any part of the Campus. One GBPS internet bandwidth from multiple ISPs gives high speed bandwidth to students.

The teaching material is available online and the entire campus is Wi-Fi enabled. The students can access information 24x7. Also the availability of the Internet facility helps the students gain access to information, not only from within the University but also from elsewhere.

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.

Features

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

Assessment through Learning Portal
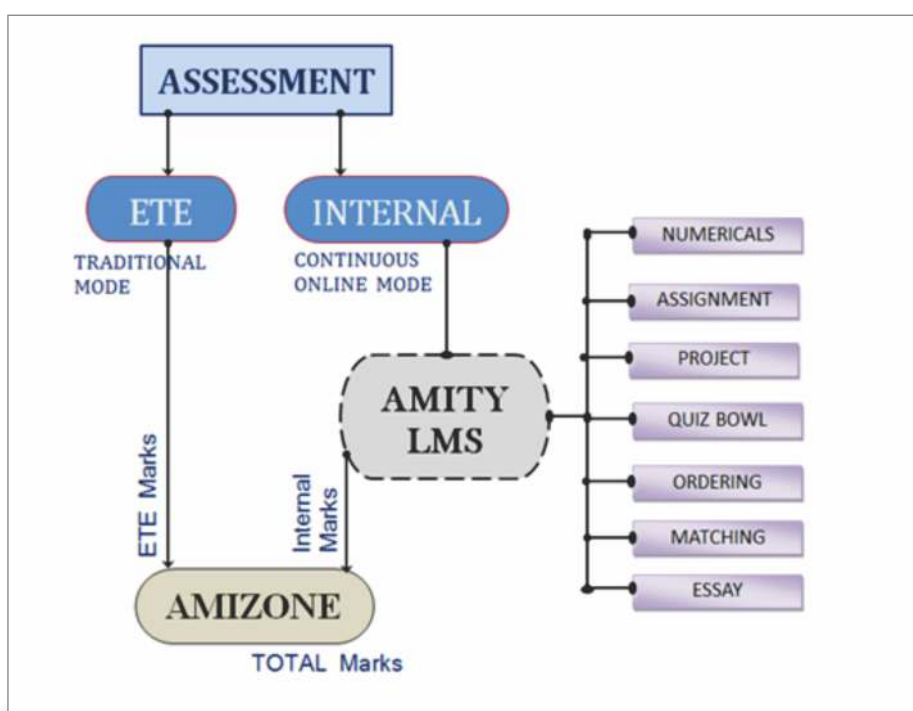
Amity MOOC
Amity is also providing a massive number of free courses through MOOC (Massive Open Online Course) as a social service. Our MOOC courses are made available to general public through our dedicated MOOC platform www.amitymooc.com

> ## 2.3.10 Is there a provision for the services of counselors / mentors/advisors for each class or group of students for academic, personal and psycho-social guidance? If yes, give details of the process and the number of students who have benefitted.

Response
Yes, there a provision of mentoring and buddy system for students for academic, personal and psycho-social guidance. University has a well defined system to address student's academic and non-academic issues at various levels:

Level	Point of support
University Level	• Dean Student Welfare • Dean Student Academic Affairs & Support Services • Amity Centre for Guidance and Counseling
Institution level	• Head of Institution • Student Support Representative
Programme Level	• Programme Leaders
Individual Level	• Faculty mentor, Alumni Mentor, Industry mentor, and Senior as buddy

i.   Each student is assigned a faculty mentor, an alumni mentor, an industry mentor, and a senior as buddy , each a pioneer in their forte of work and experience

ii.   Faculty mentor is a first point of contact by each individual student to seek academic, personal and psycho-social guidance.

iii.   Mentors regularly conduct meetings to know about the overall well being of the mentees and help in resolving their problems by discussing with relevant officials, faculty or who so ever concerned.

Mentoring system: A faculty mentor is assigned to each student, who acts as friend, philosopher, guide and help the student in academic, non-academic and career related activities.

The Mentoring Programme is designed to give a competitive edge to the students and help them to scale new heights.

i.   The programme is carefully designed to link students with Mentors, the experts from professional arenas who provide valuable, practical insights, thereby enabling students to visualize and evaluate their education and career options.

ii.   Mentoring promotes knowledge-sharing and experiential learning between the experienced industry professionals and the novice students. Mentees are paired up on the basis of the academic background, career interests and sectoral preference of the industry.

iii.   This creates opportunity for the mentees to communicate, on an informal basis, with seasoned industry professionals. The mentees in turn develop everlasting bonds with their mentors as role models, philosophers and teachers, which are maintained throughout their professional pursuits.

Buddy System: Mentor-Mentee system has been further strengthened by introducing Buddy System to understand needs of new students and provide appropriate timely support to them for faster adjustment and adaptability to university's systems and environment.

Amity Guidance and Counseling Center (ACGC)
Amity has established a counseling center- Amity Guidance and Counseling Center (ACGC) to ensure that any student who hits a road block in personal or professional life is given the right counseling. The centre extends help and support for development of emotional, social, physical, moral and intellectual capacities for students' well being.

Aim of ACGC

i. Counseling and mentoring students to explore their concern and take right decisions for academic and personal growth

ii. Help boost morale and improve their learning abilities

iii. Developing and implementing goal related strategies in promoting targeted behavior and problem resolution

iv. The Guidance and Counseling Cell assist students in learning difficulties, behavioral development and adjustment problems.

v. A practical assistance is provided by Counselors to bridge the gap that exists in the protected student life and the world outside.

2.3.11 Were any innovative teaching approaches/methods/practices adopted/ put to use by the faculty during the last four years? If yes, did they improve learning? What were the methods used to evaluate the impact of such practices? What are the efforts made by the institution in giving the faculty due recognition for innovation in teaching?

Response

Innovative teaching approaches/methods/practices adopted/ put to use by the faculty during the last four years – The approaches are listed in the response to criteria 1.2.7

Methods used to evaluate the impact:

Any innovative teaching method introduced is monitored carefully to assess its impact and improvement in the quality of student learning outcome.

Student's feedback helps the institutions to evaluate the impact of innovative teaching learning practices. The impact is also reflected in the students' results. The improvement in student learning outcome is a result of effective teaching learning practices used by the faculty members

Recognition to faculty:

University has ensured that the faculty is given due recognition for innovation in teaching. Following benefits are given to faculty for their efforts:

1. **Benefit during appraisal-** The Performa of PBAS (Performance Based Appraisal System) used for faculty performance evaluation has 4 sections, out of which one is dedicated to teaching learning practices. The faculty is given score for their innovative efforts which gets added to the total score during their appraisal.

2. **Recognition among peer group-** The workshops are conducted on innovative teaching learning practices in which the faculty members are appointed as a resource person to present their novel ideas among their peer group for which a "Certificate of Appreciation" is given to them.

3. **Opportunity to visit oversees campuses–** The faculty gets an opportunity to visit oversees campus at Dubai, London, Singapore and other Amity campuses to teach the students for one full semester. They also get an opportunity to conduct workshops in various campuses of AUUP to share the best practices.

2.3.12 How does the university create a culture of instilling and nurturing creativity and scientific temper among the learners?

Response

In order to create a culture of instilling and nurturing creativity and scientific temper among the learners, following aspects are taken care of:

1. **Student groups are engaged into interdisciplinary collaborative research** under the supervision of various faculty guides. Students are provided ample opportunities to work in research labs of various research organisation / universities in India and abroad through collaborative partnerships etc.

2. **Students are offered Independent study and research Course** in which student gets credit for doing research work. From this course many students have got outcomes like Research Publications and Patents.

3. **Embedding the component of Non Teaching Credit Courses in the curricula-** NTCC courses include term paper, minor/ major project, seminar, industry internship and dissertation etc which give ample opportunities to students to explore beyond the bounds of classroom as per their career aspirations and interests. The guidelines and assessment scheme is well defined for all the NTCC courses.

4. **Conducting creativity workshop** for idea generation

5. **Conduct Competitions**

The scholarly activities by the students are an outcome of University's efforts towards instilling and nurturing creativity and scientific temper among the students.

The details of scholarly activities of students will be provided to the peer team during their visit.

2.3.13 Does the university consider student projects mandatory in the learning programme? If yes, for how many programmes have they been (percentage of total) made mandatory?

Response

Yes, the university considers student projects mandatory in the learning programme. As a part of the curriculum, both the under graduate as well as post graduate students are expected to carry out major project work in UG programmes and Dissertation work in post graduate programmes during their final semester of study. This is a mandatory criterion for the award of the respective degrees. Apart from this several programmes have credits allotted for minor projects, seminar, internship, term paper etc. during the course of their study.

1. **Number of projects executed within the university -** Each student of the University does at least one or more project within the university. The details of internships and projects are available on Amizone and will be provided to the team during their visit

2. **Names of external institutions associated with the University for Student Project Work -** Industry research guide is associated with the University for Student Research Project Work. Some of the projects are also funded by external institutions/ agencies like DST, INSA, UGC' CSIR, DBT, UKERI, DRDO etc.

The institution wise, programme-wise details projects / dissertation will be provided to NAAC peer team during the visit.

3. **Role of faculty in facilitating such projects -** It is mandatory for student to register for a project for which faculty is designated as the guide. Faculty has to ensure the following as a guide:
    *   Guide in the process of identifying industry and secure project
    *   Topic and Synopsis Approval
    *   Monitor students' progress and periodic review meeting / presentation weekly progress through (WPR)
    *   Interact with external guide from industry / research
    *   Plagiarism check and control
    *   Guide student to prepare report
    *   Assessment of Final Report

2.3.14 Does the university have a well-qualified pool of human resource to meet the requirements of the curriculum? If there is a shortfall, how is it supplemented?

Response

Yes, the University has a well-qualified pool of human resource to meet the requirements of the curriculum.

The Annual Academic Planning takes care of the Manpower planning for conduct of programmes of all the institutions as per norms. The manpower planning is reviewed and finalized well in advance before the commencement of the Academic Session.

i. Before the commencement of programme, requisite faculties are recruited for the programme, as per manpower planning and the norms of UGC or other relevant statutory bodies. Amity University Uttar Pradesh maintains requisite number of faculties for each discipline.

ii.   Faculty members are recruited through a rigorous selection process in compliance with the prescribed educational qualification and experience relevant to an area as per prescribed norms of UGC / relevant statutory bodies.

iii.   Visiting Faculty is recruited as per "Visiting Faculty Guidelines" to teach specialized courses or in case there is shortage of competent faculty to teach a particular course in a semester as per G-9 Guidelines for the appointment of visiting faculty, issue of sanctions and processing of bills.

iv.   Subject experts to add values as per the need of the course.

2.3.15 How are the faculty enabled to prepare computer-aided teaching/learning materials? What are the facilities available in the university for such efforts?

Response

Each faculty is provided with individual laptop. Every faculty member is encouraged to deliver his/her teaching session through power point presentations. In order to facilitate computer aided teaching, it is ensured that all the class rooms are equipped with the LCD projector.

IT facilities available in the campus - described in criterion 2.3.6 and 2.3.7

2.3.16 Does the university have a mechanism for the evaluation of teachers by the students / alumni? If yes, how is the evaluation feedback used to improve the quality of the teaching-learning process?

Response

Yes, the university has a mechanism for the evaluation of teachers by the students and alumni.

The feedback from students about their course content, course delivery, field connectivity and relevance, internal continuous assessment and on the behaviour / interaction of the faculty is taken twice in a semester: The details of post commencement feedback and course completion feedback are already described in criteria 1.4.1

The faculty can analyse the consolidated feedback given by students. This transparent system helps the faculty in overcoming their shortfalls in teaching. In both the cases, faculty makes their own development plans as well as provides the inputs to Course Review Committee (CRC) for necessary changes in course or pedagogy, if required.

2.4 Teacher Quality

2.4.1. How does the university plan and manage its human resources to meet the changing requirements of the curriculum?

Response

The University has well established process of manpower planning, recruitment, development and assessment to meet the changing requirements of the curriculum. As per the requirements of the course curriculum, faculty competencies and subject knowledge are assessed and upgraded on continuous basis.

Faculty is encouraged to develop, maintain and enhance content expertise, skills, or professional standing. It includes:

i. Profession-related service activities directly related to the academic discipline of the faculty member
ii. Participation in seminars, symposia, short courses, workshops, or professional meetings that are intended as professional development or enrichment activities
iii. Membership in professional organizations
iv. Organising seminar, conference, workshops, training programmes by inviting subject experts as resource persons
v. Organising guest lectures by industry experts

Faculty members are encouraged to participate/attend programmes organized in-house by various Institutions/Departments or outside for their professional development. Following are some examples:

1. In-House

i. **Amity Academic Staff College (AASC) -** responsible for conducting training need identification analysis and organizing professional development programmes for faculty and staff members accordingly.
ii. **Amity Science, Technology & Innovation Foundation (ASTIF) –** Awards fellowships to brilliant researchers and scientists
iii. **Training programmes by Quality Assurance & Enhancement department (QAE) for ISO certifications.**
iv. **Industry led professional development programmes are organized by ATPC.**
v. **Amity International Lecture Series –** organized by International Affair Division (IAD) which brings together intellectuals and luminaries in diverse fields from science, technology, commerce, judiciary, executive, legislature, Management to spirituality and philosophy
vi. **Knowledge sharing series -** This platform provides a unique opportunity to discuss and share latest research / new knowledge generated by faculty among the peer group. This helped young faculty members to improve their research and presentation for the international forums / publications.
vii. **Guest Lectures by experts from industry and Academia –** expert guest lectures are regularly organized to keep faculty updated with the latest developments and industry trends. This helps faculty to review the curriculum and adopt the appropriate pedagogies to improve the quality of student learning outcomes.
viii. **Seminars/ Conferences/ Webinars** are organized by various departments / institutions where experts from India and abroad are invited as speakers, session chairs, research presenters etc. This gives ample opportunities to the faculty to interact with the experts and learn about latest development in their discipline.

The faculty members are further provided financial support for their development through participation in:

i. Seminars/ Conferences/ Webinars
ii. Refresher Course/ Workshop
iii. Research Paper presentation in National/International conferences/Seminars
iv. Industry Training Programmes organized by various professional bodies and corporate houses.

2.4.2. Furnish details of the faculty

Response

The details of the faculty for the Academic year 2015-16 as per the format is given below:

Highest Qualification	Professors		Associate Professors		Assistant Professor		Others		Total
	Male	Female	Male	Female	Male	Female	Male	Female	
Permanent teachers									
D.Sc / D.Lit	2	-	-	-	-	1	-	-	3
Ph.D.	80	39	33	34	161	252	4	11	614
Ph.D (Pursuing)	10	2	3	5	133	221	31	43	448
M.Phil	-	-	-	-	2	8	-	2	12
PG	30	4	1	5	114	144	20	40	358
Part-time teachers									
D.Sc / D.Lit	2	-	-	-	-	1	-	-	3
Ph.D.	2	-	-	-	-	3	-	-	5
Ph.D (Pursuing)	-	1	-	-	-	3	-	-	4
M.Phil	-	-	-	-	-	1	-	-	1
PG	-	-	-	3	1	7	-	-	11
Total	**126**	**46**	**37**	**47**	**411**	**641**	**55**	**96**	**1459**

2.4.3. Does the Institution encourage diversity in its faculty recruitment? Provide the following details (department-wise).

Response

Yes, University encourages diversity in its faculty recruitment. The university wide details of faculty demographic profile are given below:

#	Academic Year	% of faculty from the same university	% of faculty from other Universities within the State	% of faculty from Universities outside the State	Faculty from Other countries
1.	July 2012- June 2013	5%	20%	71%	4%
2.	July 2013- June 2014	6%	20%	70%	4%
3.	July 2014- June 2015	6%	19%	71%	4%
4.	July 2015- June 2016	6%	19%	71%	4%

The composition of faculty from diverse geographical backgrounds indicates that the university encourages diversity in its faculty recruitment as the maximum percentage of faculty is from Universities outside Uttar Pradesh. Number of faculty has been recruited from various states like Andhra Pradesh, Chandigarh, Gujarat, Haryana, Himachal Pradesh, Madhya Pradesh, Punjab, Rajasthan, Orissa, Uttarakhand, West Bengal etc.

2.4.4. How does the university ensure that qualified faculty is appointed for new programmes / emerging areas of study (Biotechnology, Bio-informatics, Material Science, Nanotechnology, Comparative Media Studies, Diaspora Studies, Forensic Computing, Educational Leadership, etc.)? How many faculty members were appointed to teach new programmes during the last four years?

Response

The University ensures that qualified faculty is appointed for new programmes / emerging areas of study through Annual Manpower planning process.

University offers multiple programmes in new and emerging areas in various domains including Applied Sciences, Design, Engineering, Fashion, Geoinformatics & Remote Sensing, Green Technology Research and Studies, Herbal Research and Studies, Horticulture, Marine Sciences, Management, Nanotech, Pharmacy, Psychology, Computer Science and IT, Education, Economics, Hospitality, Physiology, Public Health, Travel & Tourism, Banking & Insurance, Communication, Neuroscience, Occupational Therapy, Microbial Biotech.

University is on a constant lookout for specialized faculty required for different academic positions in various institutions. On compilation of manpower requirement of each institution the list of open positions is approved, and advertised for seeking profiles of suitable candidates.

The details of number faculty recruitment are mentioned as under:

#	Domain	2012-13	2013-14	2014-15	2015-16
1.	Agriculture & Allied Disciplines	31	6	4	
2.	Applied Arts / Fine Arts / Performing Arts /Visual Arts	3	1	10	6
3.	Architecture, Planning & Interior Design	10	21	19	22
4.	Arts, Humanities & Social Sciences And Journalism / Mass Communication / Media	20	16	32	38
5.	Bio Sciences & Biotechnology	25	25	34	48
6.	Business Management / Commerce / Finance	17	11	20	25
7.	Education	2	8	4	8
8.	Engineering & Technology	61	35	53	43
9.	Health & Allied Sciences	5	6	8	16
10.	Hotel Management / Hospitality / Tourism / Travel	3	0	4	5
11.	Law	23	19	36	24
12.	Natural Resources & Environmental Sciences	8	4	7	6
13.	Rehabilitation Sciences	3	9	4	2
14.	Science & Technology	34	31	24	30
	Total	217	187	261	277

2.4.5. How many Emeritus / Adjunct Faculty / Visiting Professors are on the rolls of the university?

Response

The university has Emeritus professors, Adjunct faculty / visiting faculty to add value to teaching learning processes as well as research activities.

	Emeritus	Adjunct	Visiting
Number of Professors	8	12	192
	83 Honorary Professors		

The university also has international guest faculty for shorter duration (up to week) and conduct workshops and special sessions for students and faculty.

2.4.6. What policies/systems are in place to academically recharge and rejuvenate teachers (e.g. providing research grants, study leave, nomination to national/ international conferences/ seminars, in-service training, organizing national/ international conferences etc.)?

Response

University has a well structured policy to academically recharge and rejuvenate faculty members.

1. **Nomination / Participation in national/international conferences / workshops etc -** University encourages the faculty members to present their research at National and International forums. They are provided with full registration fees and half travel allowance for presenting their research work at reputed national/ international conferences. The University regularly nominates faculty as per their area of specialization to attend refresher courses and training programmes conducted by various universities, professional bodies and industry.

2. **Research Grant -** The seed money is provided to the faculty to do the initial research and submit proposals for research grants to different funding agencies, government departments and international research funding organizations. Number of workshops and mentoring sessions are also conducted for young faculty on writing research proposals etc.

3. **Faculty is granted Duty Leave, Study leave and Sabbatical Leave.**

    3.1 **Duty Leave –** Normally 15 days duty leave is granted during an academic year for attending conferences, congresses, symposia and seminars, delivering lectures in institutions / universities at the invitation, participating in a delegation or working on a committee appointed by the Government of India, State Government, the University Grants Commission. However, in exceptional cases longer duty leaves are also granted to the faculty for exchange programmes, collaborative research etc.

    3.2 **Study leave -** Study leave is granted to pursue higher education or research directly related to his/her work in the University, or to conduct a research study of the various aspects of University organization and methods of education, subject to the conditions that:

    (a) The subject has relevance to the sphere of duties of the faculty / staff concerned;

    (b) The proposed course of study/ training would be of distinct advantage from the point of view of the University's interest and would significantly enhance the faculty / staff efficiency; and

    (c) The exigencies of the University's work permit release of the employee for the period involved.

    3.3 **Sabbatical Leave -** Confirmed full-time faculty of the University, who has completed minimum seven years of service as Associate Professor / Professor, may be granted Sabbatical Leave without pay to undertake study or research or, other academic pursuit solely with the object of increasing their proficiency and usefulness to the University and higher education system.

4. **In-service training -** A number of training programmes are conducted for faculty and staff either in-house or outside. The details of in-house training programmes are given in 2.4.1.

2.4.7. How many faculty received awards / recognitions for excellence in teaching at the state, national and international level during the last four years?

Response

The number of faculty who have received awards / recognitions for excellence in teaching at the state, national and international level is given below:

No. of Awards / Recognitions				
Level	2012	2013	2014	2015
International	45	30	31	45
National	34	18	16	25
State	5	1	1	0
Total	84	49	48	70

The details will be provided to the peer team during the visit

2.4.8. How many faculty underwent staff development programmes during the last four years (add any other programme if necessary)?

Response

All the faculty members are encouraged to attend various Professional Development Programmes (PDP) for enhancing their knowledge, competencies and skills. A minimum of seven days PDP need to be attended by each faculty member.

Numbers of faculty who underwent staff development programmes during the last four years are as under:

Faculty / Staff Development Programmes	2013-14	2014-15	2015-16	Grand Total
	Number of faculty benefitted			
Refresher courses	413	608	120	1141
UGC – Faculty Improvement Programme	253	4	474	**731**
HRD programmes	nil	-	nil	Nil
Orientation programmes	150	1009	173	**1332**
Faculty exchange programme	5	16		**21**
Staff training conducted by the university	432	602	652	**1686**
Staff training conducted by other institutions	342	45	73	**460**
Summer / Winter schools, Workshops, etc.	75	2864	1130	**4069**
Others	345	82	1430	**1857**
Total	**2015**	**5230**	**4052**	**11297**

2.4.9. What percentage of the faculty have
- **been invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies?**
- **participated in external Workshops / Seminars / Conferences recognize by national / international professional bodies?**
- **presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies?**
- **teaching experience in other universities / national institutions and other institutions?**
- **industrial engagement?**
- **international experience in teaching?**

Response

The percentage of faculty members who have been invited as resource persons in workshops/seminars/conferences by external professional agencies, participated in external workshop's/seminars/conferences, presented papers in workshops/seminars/conferences are given below:

Topic	percentage
Resource persons in workshops/seminars/conferences by external professional agencies	10%
Participated in external Workshops / Seminars / Conferences recognize by national / international professional bodies	35%
Presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies	32%
Faculty are having teaching experience in other universities, national institutions and other institutions.	60%
Faculty having industrial experience	32%
Faculty having international experience in teaching	4%

2.4.10. How often does the university organize academic development programmes (e.g.: curriculum development, teaching-learning methods, examination reforms, content / knowledge management, etc.) for its faculty aimed at enriching the teaching learning process?

Response

University has well established guidelines for faculty development programmes aimed at enriching the teaching learning process. The training programmes are organized as per the training calendar. As per the guidelines

"Once the major training requirements are identified in the Annual Planning, a training calendar shall be prepared by Amity Academic Staff College (AASC) and put up for the approval of competent authority. The training calendar is prepared for 3 months and includes the dates and topics for the FDPs to be conducted. The training calendar shall be prepared in such a way that it doesn't hamper the regular academic activities."

The training calendar is prepared in consideration with the training needs occur time to time. For example workshop related to examination is scheduled before examination, workshop related to curriculum review is scheduled to be conducted before the commencement of each academic session, workshop on preparation for semester before the commencement of classes.

Faculty Development Programmes (FDP's) are organised at three levels:

#	Levels	Description
1.	University level	Conducted at the university level by Amity Academic Staff College (AASC). It includes general programmes on the following: i. Curriculum review/development ii. Methodologies for Teaching-Learning Process. iii. Regulations, guidelines and policies of the University. iv. Conduct of Examination. v. Orientation Programme of new joinees. vi. Induction training programs. vii. Research methodology and tools for statistical applications viii. Industry interaction and placement ix. Writing research proposals, IPR, technology transfer, patent and commercialization x. Accreditations xi. Entrepreneurship development programmes (training the trainer workshop) xii. Quality Management System awareness Workshops.
2.	Domain level	FDP's specific and relevant to particular domain and conducted at Domain level Domain refresher Programs and Specialized Programs
3.	Institution level	FDP's specific and relevant to particular course/area and conducted at Institutional level

The effectiveness of Training/FDP's is assessed by feedbacks at two levels:

    a)   Immediately after the Training/FDP is conducted

    b)   Feedback from Heads of Institutions after two months of training

The number of FDPs organised in last 4 years are as follows:

Year	2012-13	2013-2014	2014-2015	2015-16
Number of FDPs organised	69	30	60	91

2.4.11. Does the university have a mechanism to encourage
* Mobility of faculty between universities for teaching?
* Faculty exchange programmes with national and international bodies?
* If yes, how   have these schemes helped in enriching the quality of the faculty?

Response

*Mobility of faculty between universities for teaching

The University allows faculty members to visit other institutes/universities/research organizations for teaching and collaborative research. Based on the invitations received by the faculty members, they apply for permission and leave to the concerned higher authority. The faculty members have taught in universities like Swinburne University, Australia, Deakin University, Australia, Northampton University, UK, California State University, San Bernardino, USA etc.

The University also provides opportunity to its faculty members to teach for 10 – 12 weeks at foreign campuses of Amity Higher Education Groups such as London, Singapore, Australia, Dubai, USA, Mauritius etc. under Study Abroad Programme (SAP).

*Faculty exchange programmes with national and international bodies

The University encourages faculty exchange programmes. Amity has tie-ups with number of International Universities, Laboratories & Research Centres in areas of faculty exchange and joint research such as Claflin University, USA, York University, Canada, Northampton University, Deakin University etc.
 The details of collaborations with National and International Universities /institutes for faculty exchange and research collaborations etc. will be provided to the peer team during the visit.

*If yes, how have these schemes helped in enriching the quality of the faculty?

Faculty have benefitted by having experience of best teaching learning practices, new pedagogical tools, cross cultural experience and new areas of research.

2.5 Evaluation Process and Reforms

2.5.1 How does the university ensure that all the stakeholders are aware of the evaluation processes that are in place?

Response

In order to ensure that all the stakeholders are aware of the evaluation processes, all evaluation and examination related details are communicated through various means, such as emails, student handbook, workshops, online portal-AMIZONE and library. The course level evaluation scheme (weightage and components of continuous assessment and end semester examination) is given in the course curriculum. The course faculty also explains the assessment process the course during the first session of the class.

1.   **Amizone -** All the Regulations and Policy Guidelines including programme structure, course curriculum, master session plan, assessment scheme, examination calendar, examination schedule etc. for each course / programme are published on University's intranet, i.e. AMIZONE to be accessed by all students, faculty, staff and parents.

2.   **Student Handbook-** It contains information regarding important details on passing criteria in a course, semester and programme. It is provided to each student and also available online on Amizone.

   Further, to familiarize the students with evaluation process, relevant information is also provided to the students through following modes:

   1.1   Orientation Programme of new students
   1.2   Briefing by Programme Leaders/Coordinators 3-4 weeks prior to the commencement of the End Semester Examinations
   1.3   Briefing through Monthly CR Meetings

    1.4 Monthly Mentor Mentee meetings

    1.5 Periodic notices on Amizone

    1.6 Information through mass mails

2.5.2 What are the important examination reforms initiated by the university and to what extent have they been implemented in the university departments and affiliated colleges? Cite a few examples which have positively impacted the examination management system.

Response

Some of the examination reforms initiated by the Examination Department which has positively impacted the examination management system, which are as under:-

i.   Implementation of Uniform Course Coding and bringing course curriculum of all courses on Amizone.

ii.   The reforms were needed in question paper setting due to implementation of Outcome Based Education and Choice Based Credit System. Therefore, aligning the question paper setting with module weightage and desired student learning outcomes of the course through automation was implemented. Further, moderation process of question papers was also automated, which resulted into better monitoring of paper setting and moderation process of question papers.

iii.   Automated submission of GSSC fee, examination form and payment of examination fees etc. This resulted into timely submission of examination form, conduct of Guided Self Study Course (GSSC), scheduling of the examinations of the courses opted as back papers by the students.

iv.   Change in system of codification of answer books for higher confidentiality.

v.   Introduction of ICR (Image Capture Reader) Award Sheet from Academic Session 2013-15 onwards for faster processing of results.

vi.   Better system of checking of evaluated answer books through a centrally nominated team for higher accountability and accuracy in results.

vii. Standardization in evaluation process by introduction of model answers.

2.5.3 What is the average time taken by the University for Declaration of examination results? In case of delay, what measures have been taken to address them? Indicate the mode / media adopted by the university for the publication of examination results (e.g. website, SMS, email, etc.).

Response

1.   **Average time taken by the university for declaration of examination results –**

    1.1 The results are declared within 30 days of the conduct of end semester examination. All results of end semester examinations (April/May) are declared latest by 30th June every year.

    1.2 In case of students on Project/Dissertation (NTCC) with higher credits (15 and above), results are declared within 3 working days after receipt of marks of NTCC but, before the commencement of next academic session.

2.   Measure taken in case of delay in declaration of results – The declaration of examination result is strictly in adherence to the date of declaration given in the examination calendar. It is ensured by the examination department that there shall be no delay in the declaration of results.

3.   Mode / media for the Publication of examination results - All results are published on Amizone and students are notified about the same. Further, an email is sent to all Deans and HoIs to inform about the declaration of results.

2.5.4 How does the university ensure transparency in the evaluation process? What are the rigorous features introduced by the university to ensure confidentiality?

Response

Transparency

i.   Familiarization of various stakeholders about the examination regulations through faculty development programs (FDP), orientation programs for students and availability of regulations on Amizone.

ii. Defined assessment/examination scheme based on L/T/P/SW/FW structure, weightage of Continuous Assessment (CA) and End Semester Examination (ESE) of the respective course available on Amizone at the beginning of semester.

iii. The evaluated class tests, answer sheets, assignments and projects are shared with the students and feedback is given by the faculty for further improvement in student's performance.

Confidentiality

i. Controlled entry to the Examination Department after entering information on register maintained by the security guard at main entrance of the department.

ii. Confidentiality ensured while preparing, printing, packing and distribution of question papers to different examination centres. Separate team is appointed for handling of question papers. Entry of other examination staff prohibited in the area.

iii. Question papers are printed through confidential printers only through Adl.CoE.

iv. Only Superintendent/Dy. Superintendent are authorized to collect question papers from the examination department, one hour before the commencement of examination.

v. Sealed envelopes of question papers are opened in the presence of HoI/Centre Superintendent and one of the invigilators in the examination control room of respective examination centres.

vi. Answer books are placed in the sealed envelopes and deposited in the examination department within 2 hours of conduct of examination.

vii. Interaction with the institution is permitted only up to Asst. Controller of Examination.

viii. Student & parents entry and interaction with the examination department is strictly prohibited.

ix. Codification of all answer books only by designated examination team in evaluation center with bar-coded stickers. Further, mixing of answer books of a course taught in more than one institution in a random manner and packaging in packets of 30 for evaluation.

x. End Semester Examinations are conducted in the respective institution under supervision of HOI and Examination Superintendent/Dy. Exam. Superintendent appointed by the University.

2.5.5 Does the university have an integrated examination platform for the following processes?

* Pre-examination processes – Time table generation, OMR, student list generation, invigilators, squads, attendance sheet, online payment gateway, etc.

* Examination process – Examination material management, logistics, etc.

*Post-examination process – Attendance capture, OMR based exam result, auto processing, generic result processing, certification, etc.

Response

The university has robust and integrated examination platform for pre-examination processes, examination processes and post examination processes including online payments.

A. Pre Examination Process

The University has integrated examination platform through Amizone for various examination process such as:

i. Question paper setting and moderation.

ii. Examination Schedule publishing

iii. Submission of examination form by the student

iv. Verification and approval of examination form by respective Head of Institution

v. Generation of Admit Card by the examination department of the University

vi. Student list generation under various categories (permitted, debarred, back paper)

vii. Border line debarred cases for special permission by the Vice Chancellor

viii. List of Centre Superintendents, Addl. Centre Superintendents, Dy. Centre Superintendents, invigilators, Observers, flying squads etc.

ix. Printing and distribution of OMR based answer sheets are done as per the requirement of each institution before the commencement of end semester examinations.

x. Online payment for back papers, Guided Self Study Course (GSSC)

A pre examination briefing and training on online system is conducted for all Centre Superintendent, Addl./ Dy. Centre Superintendent, Invigilators, Observers, Flying Squads before the end semester examination.

B.   Examination Process

The University has examination process online partly and remaining processes are being automated. Every institution has an examination superintendent (faculty member) for facilitating the smooth conduct of examination.

   I.   The seating plan and invigilation schedule is prepared by each institution.

   ii.   The Question papers are provided on the day of the examination in sealed envelopes to the concerned department as per number of students permitted to appear in examinations.

   iii.   Flying squad/observers to be on round to see the conduct of examination.

   iv.   Reporting of unfair means cases during examination.

   v.   Submission of answer scripts along with students attendance sheet to Examination Department within two hours of conduct of the examination.

C.   Post Examination Process

   I.   OMR based exam result: OMR Part-II scanned for the details of the students. ICR Award Sheet is scanned and Quality Check (QC) is done by exam software on Amizone.

   ii.   Decisions on unfair means cases are published online

   iii.   Internal marks are uploaded by course faculty and ported to examination portal for compilation, moderation of result, grade generation and result declaration.

   iv.   Results are published on Amizone for Students, HoI and Deans..

   v.   Declaration of promotion status of the students from current academic year to next year.

   vi.   Printing of statement of grades is done through examination portal of Amizone with barcode, system generated serial number and photograph of the student.

   vii.   Printing of Provisional Certificates.

   viii.   Generation of list of awards, medals recipients.

   ix.   Convocation Data is uploaded on Online Certificate Verification System (OCVS) which can be seen for academic verification by employers, education institutions etc.

2.5.6 Has the university introduced any reforms in its Ph.D. evaluation process?

Response

University introduced following reforms in its Ph.D. programme:

   a)   Two days centralised orientation programme is organized for PhD scholar

   b)   The whole process of registration, submission of progress report at the end of semester, approval of SPR by guide, re-registration etc. has been automated.

   c)   The duration of course work has been reduced from one year to one semester. Students register for all the courses (including common courses and area specific course) in first semester which was earlier spread over two semesters

   d)   Progress monitoring through SPRs (Semester Progress Report)

   e)   Appointment of external co-guide, preferably international

   f)   Plagiarism check through Turnitin software. No submissions are accepted with more than 15% similarity index

   g)   It is ensured that the scholars have published atleast two research papers in the Scopus indexed journal as first author and presentation of research papers in atleast two conferences before making final submission

2.5.7 Has the university created any provision for including the name of the college in the degree certificate?

Response

The name of the institution is included in the provisional certificate, mark-sheet, merit certificates, value addition courses certificates (Behavioural Science, Communication Skills, Foreign Languages, Skill Enhancement Courses, Accredited Programme Certificates etc.). Name of the institution is not included in the degree of students studying at AUUP campuses in India. However, as per Ministry of Human Resource Development (MHRD) guidelines, any degree certificate to be awarded in respect of the academic programmes of the off-shore campus shall clearly bear the name of campus. Therefore, name of Dubai campus is mentioned in the degrees of students studying at Dubai.

2.5.8 What is the mechanism for redressal of grievances with reference to examinations?

Response

The mechanism for redressal of grievances with reference to examinations is given in the Guideline no. 13 "Students Grievances Redressal Guidelines"

i. The student can approach examination cell of the institution for any grievances related to examinations. The grievance is addressed within 48 hours of submission of written grievance.

ii. The student can also submit his/her grievance online on Amizone which has time bound escalation matrix if the-Examination Department doesn't respond to the student grievances within 3 days. It gets escalated to Dean (Examination) for another 3 days and finally to the Vice Chancellor.

iii. Re-checking/Re-Evaluation of Answer Books: The student can apply for re-checking of answer book online for any number of courses within two weeks of the date of declaration of results as per university norms.

iv. Unfair means cases: The student is given an opportunity of being heard by appearing before the examination discipline committee for use of unfair means during the examinations.

2.5.9 What efforts have been made by the university to streamline the operations at the Office of the Controller of Examinations? Mention any significant efforts which have improved the process and functioning of the examination division/section.

Response

University has constantly worked towards systematic planning of all examination related work and continuously improving the work of examination department. Controllers of Examination (CoE) office oversees and controls the activities of examination through out the university.

Examination Committee regularly meets and reviews the feedback received from various examination centres/campuses to take the necessary actions for improvement of examination process.

Following efforts have been made to improve the processes and functioning of examination department:

1. Examination centres are established at each institution headed by Centre Superintendent. Addl./Dy. Centre Superintendent are also appointed depending upon the number. of students in the institution as under:

S. No.	No. of Students	Official appointed
1.	Upto 1000	Centre Superintendent with one Dy. Centre Superintendent
2.	More than 1000	Centre Superintendent with one Addl. Superintendent and one Dy. Centre Superintendent

2. Significant effort are made towards automation to strengthen various processes of examination and better coordination between examination department, institutions and students.

3. Senior professor has been designated as the Dean Examination to further strengthen the examination processes and systems, interfacing with students, and Heads of Institutions.

2.6 Student Performance and Learning Outcomes

2.6 Has the university articulated its Graduate Attributes? If so, how does it facilitate and monitor its implementation and outcome?

Response

Graduate attributes are central to the design, development and delivery of curriculum and assessment of student learning outcomes in all the Programmes offered by the University. The University graduate attributes are as follows:

- i. Knowledge & Expertise of a Discipline
- ii. Research and Enquiry
- iii. Information & Digital Literacy
- iv. Problem Solving
- v. Communication
- vi. Behavioral Skills, Teamwork and Leadership
- vii. Global Citizen
- viii. Ethical, Social and professional understanding
- ix. Employability, Enterprise & Entrepreneurship
- x. Lifelong Learning

Facilitation and monitoring of Graduate Attributes implementation and outcome

- i. The Graduate attributes flow from University level to Domain and Programme level which aims to develop these attributes in the students through the programme of study.
- ii. These Graduate attributes are then aligned with the measurable objectives, i.e., Programme Educational Objectives (PEOs) and Programme Learning Outcomes (PLOs) of each programme.
- iii. The PEO's defined in each programme are clearly mapped with Programme Learning Outcomes (PLO's). Each PLO addresses some educational objectives aligned to one or more graduate attributes.
- iv. Educational Objectives and learning outcomes guide the choice of programme structure and course content, pedagogy and appropriate assessment methods.
- v. Achievement of learning outcome indicate the attainment of objectives and development of corresponding graduate attribute.
- vi. An outcome assessment plan is developed to ensure that the Programme learning outcomes are assessed and its related objective is achieved which is mapped with one or more graduate attribute. The Assessment tools are used to evaluate and understand the extent of accomplishment of each PLO. The analysis of results of the annual assessment helps to monitor whether the outcomes are achieved and develop a future action plan, if gaps identified.

2.6.2 Does the university have clearly stated learning outcomes for its academic programmes? If yes, give details on how the students and staff are made aware of these?

Response

University has well defined Policy Guidelines for Programme Learning Outcomes and Assessment.

1. The Programme learning outcomes are clearly defined using blooms taxonomy for all academic programmes of the University. They are instrumental in achieving the mission and objectives of the University. While defining the learning outcomes, following are taken care of:
   - i. The Learning outcomes are measurable and stated using active verbs (Bloom's taxonomy).
   - ii. They are expressed as complete declarative sentences that clearly describe the knowledge, skills, and competencies that students are expected to acquire as a result of completing their programme of study.
   - iii. The resources (faculty, library, labs, technology etc) and pedagogy to be adopted for effective course delivery and student learning are determined in consonance with the learning outcomes to be achieved.
   - iv. The outcomes are assessed and measured to identify the extent to which goals are accomplished. The gaps identified after the analysis are addressed through the properly laid action plan

v.   The outcomes assessment plan also specifies the performance targets/criteria (measurable objectives) that are used by the domain to determine the extent to which the programme learning outcomes are being achieved.

vi.   The assessment of student learning outcomes is done by using direct and indirect measurement tools.

vii.   Assessment methodology/tools are decided keeping in mind the parameters/learning outcomes to be measured and the desired emphasis during the delivery of a programme as prescribed in the course curriculum

Awareness among students and staff are made through following modes:

1. **Faculty**
    i.   Workshops for developing the Programme Educational Objectives and Learning outcomes at University level
    ii.   Workshop on PLOs and their assessment at the institution level by Institution and programme outcome assessment committee
    iii.   Programme Handbook and assessment tools are made available online for use of all faculty and staff

2. **Students**
    i.   Orientation Programme of students about PEOs, PLOs, Programme structure, Course curriculum and assessment plan by programme leaders
    ii.   Programme Handbook having programme mission, programme description, programme structure, PEOs, PLOs, Programme operational objectives and outcomes, assessment plan and composition of outcome assessment committee is uploaded on Amizone
    iii.   University official website

2.6.3 How are the university's teaching, learning and assessment strategies structured to facilitate the achievement of the intended learning outcomes?

Response

The University has sustainable practices in teaching-learning and evaluation, which have the greatest impact on performance, leading to successful end result in Teaching Learning in a dynamic learning environment.

a.   The achievement of intended learning outcomes is central to the pedagogical approach and assessment processes of the University. Based on the University goals, Educational Outcomes and standards of performance for each programme is defined in collaborative consultation with faculty, alumni and experts from academia and industry, at the following levels through relevant committees:

1.	Course Review Committee, Area Advisory Board	Course level	• Course Objectives, • Course Curricula, • Student Learning Outcomes, • Assessment Components
2.	Programme Review Committee	Programme level	• Programme Educational Objectives • Programme Structure • Programme Learning Outcomes • Assessment tools for operational outcomes • Assessment tools for educational outcomes • Resource Planning
3.	Board of Studies	Institution level	• Resource Planning

I.   These committees not only define the learning outcomes but also ensure to develop the best mix of all teaching, learning and assessment strategies which facilitate the achievement of outcomes

ii.   The Learning Outcomes are defined in such a way that a student can demonstrate the learning outcome at the end of the course /programme. Evidence of learning outcome is recorded semester/year wise.

iii.   Well defined criteria and framework for programme assessment and courses assessment are in place and approved by the Academic Council.

b.   Outcome Assessment: The assessment takes place at following levels:

I.   **The Course-level Assessment includes:**

   i.   Continuous Assessment having weightage from 30%-50% depending upon course objectives, learning outcomes and pedagogy. Various components for continuous assessment are defined and used.

   ii.   End semester Examination – written examination/Board evaluations/lab examination depending upon course type. The weightage of end semester examination varies from 50%-70%.

II.   **The Programme level assessment includes:**

   i.   Assessment of Programme Learning Outcomes through direct and indirect methods of assessment

   ii.   Assessment of Operational Outcomes to ensure their compliance with operational goals

The implementation of outcome assessment plan helps to continuously improve the teaching learning process.

2.6.4 How does the university collect and analyse data on student learning outcomes and use it to overcome the barriers to learning?

Response

The University has a systematic process of collecting and analysing data on student learning outcomes and uses it to overcome the barriers to learning. The whole process is taken by the committee constituted for the purpose.

1.   **Programme Outcome Assessment Committee (POAC) -** is constituted by each institution chaired by the Head of Institution and members of programme Review committee as members. Programme Outcome Assessment Committee implements the outcome assessment tools under the guidance of Institution Assessment Committee. Following are the responsibilities of Programme Outcome Assessment Committee:

   i.   To develop standards and criteria for determining whether students have achieved the desired goals;

   ii.   To collect data using direct and indirect measures of student learning;

   iii.   To analyze data in order to document and improve student learning for the respective programme

The Committee ensures institution-wide understanding of Educational, Operational objectives and outcomes, enhance programme effectiveness and the continuous improvement of student learning. The data collected by Programme Outcome Assessment Committee are put up to Institution Research & Planning committee for further analysis. The results of outcome assessment serves as input for further programme reviews.

2.   **Institution Outcome Assessment Committee –** (IOAC) is constituted by each institution chaired by the Head of Institution for statistical analysis of learning / operational outcome data pertaining to student's, faculty, alumni, etc. such as admissions, examinations, student feedback and other surveys and analyse. The gaps in the desired and actually achieved objectives. The objective is to analyse report submitted by the Programme Outcome Assessment Committee in order to document and improve student learning for each programme of their respective institution.

3.   **Institutional Research and Planning Committee (IRPC) -** IRPC is constituted by each institution chaired by the Head of Institution. The committee together with outcome assessment committee analyse the results of outcome assessment (learning outcomes and operational outcomes) of each programme of their respective institution.

Based on the results of implementation of outcome assessment, gaps in the desired target and the results actually achieved for each programme are identified. In the outcome assessment implementation report, institutions also propose the action plan to address these gaps which serves as an input during the programme review and strategic planning of the university.

2.6.5 What are the new technologies deployed by the university in enhancing student learning and evaluation and how does it seek to meet fresh/ future challenges?

Response

Amity University recognizes the importance of leveraging the ICT in directing its efforts to achieve the objectives of student centric learning.

University e-learning infrastructure is capable and apt for managing student's accounts and their learning requirements through Learning Management System (LMS). The use of technology has been adopted to facilitate students learning as under:-

I. Blended learning methods are used by the university to support the traditional teaching methods.

ii. Courses are offered through flipped classroom mode.

iii. MOOCs, NPTEL, recorded lectures are integrated in the teaching learning pedagogy.

iv. Webinars, video recorded guest lectures, seminars, conferences on various topics are uploaded on Amizone and made available to the students

v. Classrooms are well equipped with LCD projectors for presentations.

vi. Most of the topics in the Session plan have uploaded PowerPoint presentations

vii. Online system is used for conducting student surveys, feedback, quizzes, comprehensive examination etc. to measure the Learning Outcomes at course/programme level.

viii. Online digital library with subscriptions to various scientific and management Journals helps to enhance the quality of research.

ix. Turnitin software to ensure quality research outcome.

x. Collection of additional readings/ study material are also available for the students in their microsite.

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.1 PROMOTION OF RESEARCH

3.1.1 Does the university have a Research Committee to monitor and address issues related to research? If yes, what is its composition?
Mention a few recommendations which have been implemented and their impact.

Yes, Amity University has research committee to monitor and address issues related to Research both at Faculty level and student level. Separate monitoring mechanisms to coordinate, monitor, facilitate and address issues related to research for both these level have been created.

1)   Faculty Research:

University has following committees in place for promoting the research culture, monitoring research performance and addressing issues related to research by Faculty in the university as given below;

(I)   University has Research Planning & Monitoring Committee under University IQAC. This Committee has further domain wise Research Planning sub committees

a.   Research Planning Sub Committee for Science & Tech., Biotechnology, Health Sciences, Agriculture, Environmental sciences etc.

b.   Research Planning Sub Committee for Management & Allied Areas

c.   Research Planning Sub Committee for Humanities, Journalism & Mass Communication.

d.   Research Planning Sub Committee for Hospitality & Travel & Tourism.

e.   Research Planning Sub Committee for Education.

f.   Research Planning Sub Committee for Engineering & Technology.

The Composition of Research Planning& Monitoring Committee is as under:

a.   Vice Chancellor /nominee of VC as Chairperson

b.   4-5 Deans of Faculty as Members

c.   2-3 DG/Head of Directorate of Research &Innovation as members

d.   3-4 Senior HoI's nominated by VC

e.   One of senior Professor as Members Secretary

The Research Planning Sub Committees under University IQAC IQAC / Institutional IQAC reviews the entire gamut of Research activities which involves reviewing the achievement of faculty and setting individual faculty target and institutional target in terms of Projects, Publications, Patents, Conferences, Training and Consultancy during the academic year under the chairmanship of the Vice- Chancellor. This committee also recommends policies, guidelines etc. for promoting and improving research.

(ii)   Six Directorates of research and innovation have been established to regularly guide, provide necessary support to all faculty, scientists & researchers and monitor the research progress of institutional level:

i.   Amity Directorate of Science & Innovation

ii.   Amity Directorate of Engineering and Technology

iii.   Amity Directorate of Management & Allied Areas

iv.   Amity Directorate of Applied Arts, Humanities, Social Sciences

v.   Amity Directorate of Research and Innovation in Law and Allied Areas

vi.   Amity Directorate of Research and Innovation in Health and Allied Sciences

(iii)   Two Ethics Committees are also established to ensure all necessary measures are taken for clinical trials / ethical research:

a)   Institutional Animal Ethics Committee :

Composition –

a)   A biological scientist at the level of Dean/ Senior HoI as Chairperson.

b) Two scientists from different biological disciplines

c) A veterinarian involved in the care of animal

d) Scientist in charge of animals facility of the establishment concerned

e) A scientist from, outside the institute

f) A non-scientific socially aware member

g) A nominee of CPCSEA

b)   Institutional Ethics Committee:

Composition –

a) Chairperson

b) 1-2 basic medical scientists

c) 1-2 clinicians from various Institutes

d) One legal expert or retired judge

e) One social scientist / representative of non-governmental voluntary agency One philosopher / ethicist / theologian

f) One lay person from the community

g) Member-Secretary

The Research Planning & Monitoring Committee evaluate the progress of funded project through subject experts as mentors as per the timelines, objectives laid down in the project proposal, identify bottlenecks, if any, and offer suggestion for better research outcome. It functions as enabling mechanism for smooth and effective progress of project.

The Recommendations of above committees are put-up to Academic Council and Executive Council for approvals. Some of the recommendations which have been implemented and their impact are enumerated below:-

1.	Seeing the impact of ADSI, The Research and Innovation Directorates may be established at Domain level for promoting Research	Six new Directorates were established As a result ADET has been able to promote Research and innovation among faculty, scholars and students of Engineering & Technology Domain Ins titutions. Following is outcome of this Initiative: a. Project Proposal Submitted:-67 b. Funded Projects:- • Ongoing/Approved: 4 • Completed:1 c. Patents Filed:- 53 d. Conferences Organized:-4 e. Research publications:- 355 f. Research Group Meetings/ Seminars held:-111
2	Independent Research Course may be offered as elective to students at UG & PG level	Large number of students had taken Independent Research Course and produced good quality research publications in SCOPUS indexed Journals.
3	Quality ofEquipmentsof funded projects and their delivery to be ensured for timely completion of project.	Project Investigators (PIs) are involved in decision making for Procurement of technical equipmentsfor faster delivery
4	List of all research facilities may be made available to all scientists, faculty and researchers in various campuses of the university	The researchers/faculty from various campuses have started collaborating for research and utilization of research facilities and resulted into higher research outcome.

5	Periodically negotiated price list of chemicals, glasswares and consumables to be made available for timely procurement at latest negotiated price.	Rate contract made available on University Portal – Amizone.
6.	Faculty, research to publish their research papers only in peer reviewed , refereed indexed reputed journals.	Number of Research publications in SCOPUS INDEXED journals increased
7.	Research papers to be written in collaboration with internationals aca demicians, researchers and scientists etc.	Number of Research Papers in Collaboration with foreign Scientists increased
8.	All projects/dissertations reports must be checked for plagiarism before submission. Therefore, a policy may be formulated for this.	Plagiarism Policy has been formulated and all projects/dissertation and independent research work undergo for plagiarism before submission.
9.	Project proposal for submission for funding agencies are scrutinized before final submission.	This decision have facilitated in getting more research projects and major increase in both quality and quantity of research publications.

2)   Students Research

Research is promoted among the students of UG and PG Programmes in addition to doctoral Programmes.

Student Research Committee:-Research work is being carried out by Ph.D scholars and post-doctoral scholars. In order to formulate and lay down the policy guidelines for conducting Ph.D and Post-doctoral programme and to ensure high quality of research work in such programme, University has set up Research Council/Committee at four levels whose composition is given below:

	NAME OF RESEARCH COUNCIL/COMMITTEE	COMPOSITION

1.	**UNIVERSITY RESEARCH COUNCIL (URC)**	(i) Vice Chancellor/ Nominee of Vice Chancellor - Chairperson
		(ii) The Pro-Vice Chancellor
		(iii) Four external experts nominated as under - Members
		    • By the Chancellor - one
		    • By the Vice Chancellor - one
		    • By the Academic Council - two
		(iv) Three Deans/ Heads of Departments/ Constituent Units to be nominated by the Vice Chancellor
		(v) Two teachers of Departments/ Constituent Units to be nominated by the Vice Chancellor
		(vi) CoE - Member Secretary

2.	**FACULTY RESEARCH COMMITTEE (FRC)**	i) Dean of the Faculty / Nominee of Vice Chancellor from amongst the senior most HoIs / Scientists or equivalent - (Chairperson) ii) Upto 5 HoIs of the concerned disciplines (Members) by rotation iii) Upto 3 senior Professors by rotation iv) One of the Professors of the Faculty (proposed by the Dean and approved by the Vice Chancellor) as Member Secretary v) Upto 6 External Experts vi) Special Invitees as required & proposed by the Chairperson and approved by the Vice Chancellor 50% of the total strength shall form the quorum.
3.	**DEPARTMENTAL RESEARCH COMMITTEE (DRC)**	(i) The Head of the Department/Constituent Unit - Chairperson (ii) Maximum three Professors and three other faculty members of the Department by rotation (iii) Maximum three external experts including those from other Departments/Constituent Units, nominated by the Vice Chancellor. Provided, however, the tot al number of internal and external members shall not exceed six.
4	**STUDENT RESEARCH COMMITTEE (SRC)**	The Student Research Committee shall comprise Guide(s), two other teachers in the related area and HOD as the Chairman.

Some of the recommendations which have been implemented and their impact are enumerated below:-

(i) Research scholar is required to publish at least two papers in reputed / referred journals for the award of Ph.D. degree.The papers of Faculty members and Ph.D Scholars published in journals listed by the accredited agencies like Thomson Reuters, Scopus, EBSCO Host etc. or in professional societies like RSC, IEEE, ASME, ACS, Current science etc. and other reputed journals is acceptable.

(ii) Guidelines for selecting international Ph.D Co-supervisors, guides finalized. This brought in Synergy, resource sharing and exposure of Ph. D scholars to another lab abroad and cross fertilization of ideas.

3.1.2 What is the policy of the university to promote research in its affiliated / constituent colleges?

Amity University does not have affiliated colleges but have constituents Institutions/Centres.

In order to create enabling environment to foster a research culture and to provide required support, University has taken following Initiatives:

I. Various policies, regulations and guidelines have been framed to promote research in various Institutions and campuses of the University. The relevant Research policies are given below:

    a) G-53 University Research Policy Guidelines

    b) G-56 Policy Guidelines for Funding for Research

    c) G-55 Policy Guidelines for Student Research Projects

    d) G-57 Policy Guidelines – Research Infrastructure Development and Maintenance

    e) G-54 Policy Guidelines for Amity Research Fellowship

    f) G-58 Policy Guidelines for Publication and Presentation of Research at Symposia/ Meetings/ Conferences

    g) G-34 Guidelines for Doctor of Philosophy (Ph.D.) Programmes

    h) G-74 Policy for Lateral Admission/ Transfer of the Research Scholars registered with other Recognized Universities/ Institutions

    i) G-61 Policy Guidelines for Plagiarism Prevention

    j) G-40 Guidelines for Calibration of Lab Equipment's/ Instruments

    k) G-41 Policy Guidelines for Intellectual Property Rights

    l) G-46 Guidelines for Accounting of Chemicals, Consumables, Glassware and Lab Equipment

    m) G-47 Policy Guidelines for Conservation and Sustainable use of Biological Resources

    n) G-17 Guidelines for Project Training

    o) G-31 Guidelines for Internal Quality Assurance Cell (IQAC)

II. Disseminate information to keep the Scientists, Faculty & Researchers updated with information regarding schemes for funding opportunities announced by different national or international government agencies. All six Directorates in AUUP collate such information and disseminate the same to the researcher for whom such schemes are most relevant. These Directorates also help researchers to identify collaborative partners at National & International level from time to time. In addition to the circulation of the scheme to relevant faculties, the funding schemes for projects, fellowships and awards are also uploaded on Amizone – the intranet portal.

III. The university encourages and facilitates research collaboration within different institutes of the University. Further, University focuses on research collaborations with reputed Institutions, Universities and Research Organizations both in India and abroad.

IV. The University provides research scholarship to meritorious full time Ph.D Scholars. Further fee concession is given to scholars from various research organisations where Amity has signed MoUs with.

V. Financial assistance is given for attending and presenting papers at conferences organized in India and abroad.

VI. Special academic allowance given to those faculty having Ph.D.

VII. On Duty leave is given to the faculty members& research scholars for attending conferences/ workshops etc. Study leave is also granted to faculty members for Doctoral and Post-Doctoral research studies.

VIII. Seed Money is provided to young, newly joined faculty so that they work on important research area of their interest before submitting a proposal for funding to Govt. or any other agency.

IX. Advancing Funds for Sanctioned projects to PIs as support to start the work at the earliest.

3.1.3 What are the proactive mechanisms adopted by the university to facilitate the smooth implementation of research schemes/ projects?

- **Advancing funds for sanctioned projects**

  University has a policy (G56) for funding for research. As per this policy university provides advance money to PIs as support to procure equipments, Chemicals etc in order to start the research at the earliest.

- **Providing seed money**

  Seed money is provided to young and new faculty so that they can start work on research problem till they are able to formulate a research proposal for funding. The progress of research work of such faculty members is regularly monitored before providing additional funding.

- **Simplification of procedures related to sanctions / purchases to be made by the investigators**

  A Separate Directorate, ADSI has been created to facilitate smooth and timely purchase by PI/Co-PIs. ADSI process the procurement of The requirements of Principal Investigator (PI) regarding purchase of equipment, chemicals, contingency items, travel requirement, OD requirement related to Project/research work projected by the PI. The copy of sanction letters relating to purchases are sent to the purchase department who procure the required items in close consultation with PI.

- **Autonomy to the principal investigator/coordinator for utilizing overhead charges**

  The overhead earned from the projects may be utilized by PI for professional developments, purchase of consumables, chemicals or any other purpose as suggested by PI.

- **Timely release of grants**

  All advances, imprest money, any claims etc are released by accounts to PIs within two days of sanction by DG ADSI.

- **Timely auditing**

  Mandatory Annual Audit is conducted of all funded projects. Further, Internal quarterly audit is conducted.

- **Submission of utilization certificate to the funding authorities**

  Utilization Certificate is rendered by the PI in March every year. The Utilization Certificate along with audited statement of the expenditure is sent to Funding agency and same is also uploaded on the on-line portal created for the funding agencies.

3.1.4 How is interdisciplinary research promoted?

- **Between/among different departments /schools of the university**

I. The University makes multi-pronged efforts to promote interdisciplinary research by holding regular meetings, lectures, interactions with faculties of different disciplines. This has resulted into submission of an appreciable number of interdisciplinary projects. Such meetings have been held periodically resulting in submission of 161 projects in current year itself to various funding agencies out of which 26 are interdisciplinary projects and two out of which pertain to collaboration with International partners.

ii. 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.

- **Collaboration with national/international institutes / industries.**

iii. Apart from this, 7 more projects involve collaboration with International partners. In addition, round table conferences are held periodically where scientists/ Researchers from all departments and also from other Amity campuses were invited for deliberations on the plan and strategy for enhancing research output which interalia include increasing the number of projects including interdisciplinary projects.

iv. The senior and eminent persons of the university also help the researchers to find collaborators in other institutes- both at national and international level. For example collaborators were located under North East mission under which 47 project proposals were submitted (each having 1 collaborator from North east) out of which 11 projects have been approved by DBT at initial level.

v. The University has signed a number of Memorandum of Understanding with many organizations and institutions including ICAR, ICMR which facilitate collaborative projects of interdisciplinary nature. As a result of these MoUs the expertise and facilities of other institutions at national and international levels are available for synergy. The faculties from Amity also visit International Laboratories for conducting research. These visits have led to formulation of collaborative interdisciplinary projects.

vi. International/ National collaborations are promoted through MoUs, student exchange, appointment of overseas professors, supporting foreign visit of the faculty, funding for International conference/Seminars/ Workshops etc.

3.1.5 Give details of workshops/ training programmes/ sensitization programmes conducted by the university to promote a research culture on campus.

i. ASTIF regularly organises Round Table Innovation Conclave on "Strategies to promote Research & Innovation."

ii. Workshops on "How to get published in Research Journals" by Elsevier Journal Publishers and "User Awareness session Elsevier/ ScienceDirect and Mendeley" are organized periodically.

iii. Much before the UGC Circular for mandatory celebration of Science Day started celebrating National Science Day on 28thFebruary every year to mark the novel discovery of Raman Effect by the great Indian Physicist Sir C.V. Raman to spread awareness about the importance of Science and Innovation amongst the younger generation. The event includes lecture and panel discussion on topics such as "Research in Science: Opportunities & Challenges" from renowned scientists.

iv. In consonance with the Research policy, 10 International & 166 National workshops, 107 Training programme, 85 Faculty development programmes, 9 International &85 National seminars, 77 Institutional research group meeting cum seminar.61 PG & 28 UG engineering students working on various student research projects were organized. Year wise details of Workshops, Seminars, Training programmes and Faculty Development Programmes as given as under:

Year	Workshop		Training Programme	Seminar		FDP/ MDP
	Intl.	Natl.		Intl.	Natl.	
2012-13	2	55	48	0	33	39
2013-14	3	10	17	1	14	8
2014-15	4	50	17	2	18	13
2015-16	1	51	25	6	20	25
Total	10	166	107	9	85	85

List attached as Annexure 3.1.5.

I. In addition lectures from eminent speakers are also organized under ASTIF Lecture Series, wherein notable international and national speakers from scientific background are invited. Informatively as on November 1, 2016, the university i.e. ASTIF has conducted 44 lecture series as per the details given below:

Year	No. of ASTIF Lecture Series	Important Lecture topics
2012-13	17	Secrets of duck weed, abiotic stress and plant nutrition, data analysis, Nanomedicine - Prospects in Cancer Therapy, IPR & Technology transfer, hydrologic modeling, Abiotic Stress and Plant Nutrition etc.
2013-14	21	Competing process and mercury cycling in wetlands, development of smart coatings using nanotechnology, Functional characterization and directed evolution of three Finger toxin., etc.
2014-15	1	Research strategies for safety evaluation of Nano materials.
2015-16	5	Bio-prospecting, innovation in microbial technology, cellular redox homeostasis in plants, etc.

I. In addition to ASTIF lecture series, general lectures by scientists/researchers, who are renowned in their field, are also being organized by various Directorates for research and innovation as per details given below:-

Year	No. of Speakers	Important Lecture/Topics
2012-13	25	Theory of Reality, Molecules in Interstellar medium, Cultivating Pathways of Creative Research, Treatment of stroke using repair process of the damaged brain, Science of Holistic Personality Development & Role of students in National Building, Mars Orbital Mission, Power of Mind to build futuristic Brain to achieve Success, Lipids as Potential Drug for Cancer, Emerging applications of Nano Technology in futuristic medicines, etc.
2013-14	58	
2014-15	90	
2015-16	114	

i. Similar lectures are also organized by Institutions at regular intervals to inculcate scientific temper among the faculty members, Researchers and students.

ii. The Orientation programmes for newly joined faculty and Ph.D Scholars includes sessions on "Promoting Research & Innovation."

3.1.6 How does the university facilitate researchers of eminence to visit the campus as adjunct professors? What is the impact of such efforts on the research activities of the university?

i. Amity University has awarded Honorary Doctorate degree on selective basis to distinguished individuals for their outstanding research contributions and leadership. The University has Honorary Professors and Adjunct Professors who visit the University and deliver lectures, conduct workshops and mentor faculty & scholars for research. The other eminent scholars who have excelled in the area of research are also invited during the workshop/conference. As a consequence of visit of these luminaries, the faculties/researchers

get an opportunity to interact with them which bring synergy in their thought process, cross fertilization of ideas, formulation of productive research project proposals and add value in collaboration.

ii. Prof. Rick Levy, Director, Levy Centre for Mind- Body Medicine, USA is an Adjunct Professor at AUUP who is guiding Amity in establishing a similar Centre at Amity. He visits AUUP once every four months and conducts 1 credit course on Resilience Building & conducts research.

iii. University attracts eminent scholars through collaborative research and joint research publications. During the visit of these eminent scholars to AUUP, areas of common Research Interests are identified. The University provides the local hospitality including boarding and lodging facility, local transport etc., during the stay of such Professors.

3.1.7 What percentage of the total budget is earmarked for research? Give details of heads of expenditure, financial allocation and actual utilization.

i. University earmarks approximately 20% of its budget for Research. It invests money and resources in creating infrastructure and awarding fellowships to brilliant Research Scholars, procuring Chemicals/Glasswares, Equipments, Accessories, Annual Maintenance Charges, Patent filing charges etc.

ii. The head wise expenditure during past 4 years is as under:

Head	2012-13	2013-14	2014-15	2015-16
Equipments	13,80,1222	15,558,555	12,364,685	33,277,129
Chemicals	501,134	478,987	213,385	707,319
Consumables	8,617,060	12,067,981	12,067,363	10,801,802
Contingency	991,436	2,125,103	3,153,373	3,096,979
Trainings/ Workshops/ Seminars	8,940,852	6,837,613	2,822,519	4,822,557
Others	2,396,973	3,289,885	4,621,564	7,138,472
	2,14,47,455	4,03,58,124	3,52,42,889	5,98,44,258

3.1.8 In its budget, does the university earmark fund for promoting research in its affiliated colleges? If yes, provide details.

Amity University does not have affiliated colleges but have Institutions/ Centres. Annual Academic planning includes Research planning Institution wise.

3.1.9 Does the university encourage research by awarding Post-Doctoral Fellowships/ Research Associateships? If yes, provide details like number of students registered, funding by the university and other sources.

Yes, the University encourages research by providing facilities fellowships to the Researchers.

Further, a number of PhD scholars are registered with various fellowships such as:

i. INSPIRE

ii. CSIR FRF / SRF / RA

iii. Prime Minister Fellowship

iv. Ramanujan Fellowship etc.

The University has well defined guidelines for promoting faculty/staff member by giving financial benefits, like concessional fee for Ph.D and other Programmes. Further, they are granted study leaves for doctoral / post-doctoral studies in national and international universities. Details pertaining to fellowships and fee concession to scholars are given below:

S. No.	Details	2012 (July 12-Jan 13)	2013(July 13-Jan 14)	2014 (July 14-Jan 15)	2015 (July 15-Jan 16)	2016 (July 16-Jan 17)
1	JRF/SRF/RA	2	6	20	16	24
2	Fee concession to Scholars from various labs under MOUs	-	1	40	44	46

3.1.10 What percentage of faculty have utilized the sabbatical leave for pursuit of higher research in premier institutions within the country and abroad? How does the university monitor the output of these scholars?

I. The University supports its faculty to undertake higher research in premier institutions within the country and abroad. It grants sabbatical/ study leave for research work, training etc. So far, 70 faculty members have been awarded sabbatical leave. The details of the faculty members who availed such leave are attached as Annexure -3.1.10.

ii. The faculties are required to send their progress report from time to time. In addition, a detailed outcome report is submitted by the faculty upon re-joining his/ her duties covering aspects such as Research contributions, Publications, Projects, Patents, participation in conferences and contacts made during his/ her stay with the organizations.

3.1.11 Provide details of national and international conferences organized by the university highlighting the names of eminent scientists/scholars who participated in these events.

I. The University has organized 48 International and 44 National Conferences from 2012 onwards as per details given below:

Year	Conference	
	International	National
2012-13	10	11
2013-14	9	11
2014-15	14	12
2015-16	15	10
Total	48	44

Some of the eminent scientist/scholars who participated in these conferences are:

a) Mr. Markus Schwertel (Regional Manager, Asia Pacific Social Innovation Group, CISCO Systems Inc)"2013 NetAcad Instructor Conference"

b) Prof. Longbing Cao, Director, Advanced Analytics Institute University of Technology Sydney, Australia, ICRITO-2013

c) Prof. Nick Petford, Vice Chancellor, The University of Northampton, "INBUSH 2016"

d) Mr. Eric Braganza, President – Haier India International Business School Conference- IBSCON 2014

e) Prof. Shegeru Kanemitsu, Kindai University, Japan, "International Conference on Special Functions & Their Applications – ICSFA 2015

f) Mr. Chandan Ghosh, Co- Founder, Mentor and Chief Strategy Officer, Prod CoMS, "Global Performance Challenges - Building and Sustaining Competitiveness", 2014

g) Prof. (Mrs.) Sudesh Mukhopadhyay - Chairperson, Rehabilitation Council of India, National Conference on "Right to Education Act 2009 - Possibilities and Challenges for the Inclusion of Children With Special Needs (CWSN)"-2014.

ii.   In addition, some of the NRIs who took part in such conferences are :

a) Dr. Ajeet Rohatgi, Regents' Professor School of Electrical and Computer Engineering Director, University Center of Excellence for Photovoltaic Research and Education Georgia Institute of Technology

b) Dr. Vijay K. Arora, Professor of Electrical Engineering and Engineering Management, IEEE-EDS Distinguished Lecturer, Division of Engineering and Physics, Wilkes University

c) Dr. C.S. Bhatia, Professor, Department of Electrical Engineering, National University of Singapore, SINGAPORE

d) Dr. Hari M. Upadhyaya, Chair in Solar Energy, Wolfson Centre for Materials Processing, Institute of Materials and Manufacturing, Department of Mechanical, Aerospace and Civil Engineering, Brunei University, London, UK

e) Dr. Sudhiranjan Tripathy, Senior Scientist, ASTAR, IMRE Singapore

f) Prof. Ram Katiyar, Department of Physics, University of Puerto Rico, San Juan,

g) Dr. Shiv K. Sharma, Hawaii Institute of Geophysics & Planetology, University of Hawaii

h) Dr. Sushanta K. Mitra, PhD, Peng, Professor & Chair of Mechanical Engineering, Kaneff Professor in Micro & Nanotechnology for Social Innovation, Lassonde School of Engineering, York University, Toronto.

iii. During these scientific events, Research Collaborations are initiated and MoUs are also signed. In addition, Honorary Professorships have also been awarded.

iv. The details of Conferences organised at Amity University is attached as Annexure – 3.1.11.

3.2 RESOURCE MOBILIZATION FOR RESEARCH

3.2.1 What are the financial provisions made in the University Budget for supporting students' research projects?

i.   University allocates its own resources, in addition to resource generation through funded research projects for various research activities. The University allocates necessary fund in each Academic year through Annual Academic &Research Planning process in order to cater to the needs of equipment, chemicals, glassware, consumables and other requirements needed for the research work for the students.

ii. The University supports student research/ design projects at UG and PG level in the form of Chemicals, Glass wares, Equipment and consumables. In addition, Fellowships are also awarded to meritorious Ph. D Scholars to carry out project and research work.

iii. The students are financially supported to design innovative models for various competitions at National and International level such as Racing Cars, All Terrain Vehicles, Hybrid Cars, Solar Cars, Supra SAE, SAE BAJA, Efficycle, Go-Kart, Flapping Bird Mechanism for UAV, Rotor Crafts and Micro UAV, Aero-Modeling Club, UAV QUAD COPTER, Spot Light, Learning From Evolution, Anonymity, Content Management System, Kellton One (Employee Info App) etc.

3.2.2. Has the university taken any special efforts to encourage its faculty to file for patents? If so how many have been registered and accepted?

i. Yes, Amity University encourages to file patents which has resulted in Amity filing 471 patents during 2012-16. Amity has set up a dedicated IPR cell which aids scientists and faculty by providing various services for patent filing, commercialization and related matters.

ii. Amity University pays the fee for filing provisional patents as well as fee for request for Examination and maintenance of patent granted. So far, an amount of Rs. 48, 55,120/- has been spent by the University on filing patents alone.

iii. As per the Controller General of Patents report 2014, Amity is next to IIT in Patent filing. AUUP is credited with filing 678patents. The year-wise details of patents filed by AUUP and the status are given in Annexure 3.2.2.

iv. One patent entitled "A nanomaterial based culture medium for Microbial growth enhancement" has been granted.

v. 8 Technologies have been transferred to the industries for commercialization so far.

vi. In case a patent is commercialized the University as a motivational measure provides 20% of the revenue generated to concerned faculty members/ Researchers.

vii. 10 copyrights application from 2012-2016 have been registered so far.

3.2.3 Provide the following details of ongoing research projects of faculty

i. Amity University has presently over 85 research projects which are being funded /supported by major Science & Technology organizations at National and International level such as MoEF, DST,CSIR,DBT, Ministry of Mines, ISRO, ICMR, DSIR, ICAR, BIRAC, AYUSH, DRDO, Bill & Melinda Gates Foundation, Leverhulme Trust of UK, Mirtec USA, Alexander vom Humboldt Foundation Germany. In addition, two projects are also funded by the University. Out of its resources with total cost of Rs. 11lacs as per details.

    a) University Awarded Projects 2012-2016:

    b) Other Agencies- National and International (Specify): 74 major projects with total funding of Rs 19,63,69,715/ and 9 minor projects with funding of Rs. 35,43,398 as per details given in Annexure 3.2.3.

	Year Wise	Number	Name of Project	Name of the funding agency	Total Grant Received
A. University awarded project 2013-2014					
Minor Project	2014	1	Role of metal toxicity resulting in worrisome increases in infertility	ASTIF	6,00,000/-
	2014	2	Infectious diar rhea leading to reactive arthritis	ASTIF	5,00,000/-

3.2.4 Does the University have any project sponsored by the Industry/ corporate houses? If yes, give details such as the name of the project, funding agency and grants received.

i. The University has also received Industry sponsored projects whose details are as under:-

S.No	Name of the project	Funding Agency	Year of Sanction	Grants Sanctioned
1	Farmer Integration programme for mass Awareness Campaign on Nuclear Energy	NPCIL	2013	5,60,000/-
2	Phytoestrogenic activity for selected medicinal plants	Dabur India Ltd	2013	31,90,000/-
3	Sociological study on impact of mining on social issues and l ivelihood of project affected people (PAPs), women and communities in Dharamjaigarh, Rajgarh District Chhattisgarh	DB Power Ltd. Mumbai	2014	10,00,000/-
4	Pilot Scale production of Plant Promoting Fungus *Piriformospora Indica*a step forward towards commercialization	SIBRI BIRAC	2014	2,00,00,000/-

i. As a part of Technology Transfer, Welspun Energy Private Limited has paid a sum of Rs. 4 lacs for co-development of Rechargeable Fly Ash Battery system.

ii. Another Industry, namely Realty Automation and Security Systems Pvt. Ltd, has also paid a sum of Rs. 3 lacs for co-development of LPG Sensor development.

iii. A chemical free 'Milk adulteration Test kit' has been transferred to Everest Instruments Pvt. Ltd., Gujarat for INR 30 lakhs + 1.5% royalty to be given for a period of 5 years.

3.2.5 How many departments of the University have been recognized for their research activities by national/International agencies (UGC-SAP, CAS; Department with potential of Excellence; DST-FIST; DBT, ICSSR, ICHR, ICPR, etc) and what is the quantum of assistance received? Mention any two significant outcomes or breakthrough achieved by this recognition.

I. Amity is proud to be recognized by various National & International agencies of global repute The important programmes are given below:

National Agencies	Institute/Department	Amount Received
DST FIST	Amity Institute of Microbial Technology, Amity Institute of Nanotechnology	73,50,000
NRDC	Director (Legal & Compliance)	6,00,000
International Agencies	Institute/Department	Amount Received
Rohm and Haas Pvt Ltd/MIRTEC, USA	Amity International Centre for Post Harvest Technology and Cold Chain Management	31,05,000
Leverhulme Trust of UK	Amity International Centre for Post Harvest Technology and Cold Chain Management	93,89,093
Swinburne University of Technology, Victoria Australia	Amity Institute of Social Sciences	27,43,767
Alexander Humbolt Foundation Germany	Amity Institute of Nanotechnology	20,000 Euro

The following Centers have been recognized by various National and International Bodies:

1) **Amity Innovation Incubator**

   Supported by DST, Ministry of Science & Technology, GOI, and Technology Development Board 'Amity Innovation Incubator ' is a pioneering concept in the context of Indian Universities. The center has earned an enviable position for itself with start-ups and have been recognized on platforms like 'The Power of ideas', Read Herring Global winner, Tata NEN and NASSCOM Innovation Awards to name a few. Amity Innovation Incubator's achievements:

   a) More than 130 Companies Incubated (physical & virtual); all showing significant financial & operating growth

   b) Ground breaking technologies being commercialized and utilized by groups such as Delhi Metro, LG Electronics, Microsoft, GreenSocs, Cadence Design Systems, Himachal Pradesh Geological Department, Noida Traffic Police etc.

   c) 42 start-ups established by Faculties & Students of Amity University

   d) 11 Incubatees funded under "Support of Entrepreneurial and Managerial Development of SMEs through Incubators"

   e) Close ties with VC and Angel networks.

2) **NRDC-Amity Innovation Facilitation Centre**

   NRDC in collaboration with Amity University has set up University Innovation Facilitation Centres (NRDC-UIFC). The network of Corporation with industries and entrepreneurs facilitates the faculty, students and researchers to market their innovative research work.

3) **Amity Centre for Entrepreneurship Development (ACED) -** 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. 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.

4). **Amity- Quanser Center-** Quanser has established its **Qube Rotary Servo (Qube)**, an integrated DC Servomotor experimental platform at Amity which is used in illuminating control concepts in an easy to use and intuitive platform. They are used for a myriad of applications from the electric and hybrid vehicle power trains to camera auto focus and in antenna positioning, wood working, material handling, medical equipments, aeroplanes, missiles, satellite control, robotics etc. A lab with 10 laptops with software for the QUBE systems has been established by Quanser amounting to **Rs. 2 Lacs** which is being used to train our faculties and students.

5). **Industries/ corporate which are running courses in association with Amity University**

   a) **CII School of Logistics:** Confederations of Indian Industry and Amity University have jointly established an industry-led logistics school – CII School of Logistics – to create industry-ready professionals for the logistics industry. The School envisages to contribute towards "MAKE IN INDIA" mission by producing world class professionals, the school will contribute on this front as well," he added. ting on this front as well.

   b) **Competency Labs:** Competency Labs have been established in collaboration with industry such as:

   i. Six Labs in Automobile Engineering, Aeronautical Engineering& Industry Heavy Machinery in collaboration with Tata Technologies

   ii. Telecom labs in collaboration with Airtel & Delta Technologies

   c) **Amity University BSI:** AUUP in collaboration with British Standards Institution (BSI) offers value –added professional courses. The courses offered include Quality Management Systems, Environment Management Systems, Occupational Health & Safety Management Systems, Food Safety Management Systems, Information Security Management Systems, Lean Management, Six Sigma Green Belt, IT Service Management Systems and Business Continuity Management. Students get the award of "Certified Management System Professional" after qualifying the examination. The certificate is jointly issued by BSI and Amity.

d) Amity Institute of Information Technology (AIIT) has tie-ups with CISCO and InterSystems India, Pvt. Ltd. CISCO Networking Program provides a curriculum of four Semesters participation program, enabling students to attain the privileged CCNA Certification and Training. Amity University has collaboration with EMC2, Sun MicroSystems, Oracle, JKT-SAP and Nucleus. Being a part of the University, the students of AIIT have the opportunity to avail access to the courses offered by these organizations.

e) **TATA Motors:** Amity Business School (ABS), Amity University and TATA Motors have signed a 5 year MOU for training of Field Work Managers for various TATA Service Centers. ABS is a strategic partner of TATA Motors for the prestigious Prime Minister Skill Development Program - UDAAN, initiative of National Skill Development Corporation - Govt. of India.

3.2.6 List of details

a. Research Project completed and grants received during the last four years (funded by National/International agencies) Annexure 3.2.6a gives the details of Completed Projects

SI No	Year	No. Of Projects	Total Grant Received(INR)
1	2012	14	2,27,39,801
2	2013	10	2,88,49,084
3	2014	14	3,02,72,300
4	2015	28	7,42,99,619
5	2016	32	5,46,07,693
Total		**98**	**21,07,68,397**

b. Inter-Institutional collaborative project and grants received

i) All India Collaboration

ii) International

1) There are 17 Inter-Institutional ongoing collaborative projects on all India basis for which a total of Rs. 4,35,37,555 has been sanctioned by the funding agencies.

2) Amity University has received 12 projects so far for collaboration with International agencies at a total cost of Rs. 3,25,38,590, 6 projects out of these have been completed. The 4 years data is given below:

Year	No. of Project		Total Grant Received (INR)	
	Intl.	Natl.	Intl.	Natl.
2012-13				
2013-14	1	3	26,84,871	42,18,300
2014-15	1	6	65,40,232	1,27,20,529
2015-16	5	5	68,43,038	1,31,53,536

The detailed list of collaborative projects (All India &International Collaboration) is attached as Annexure 3.2.6b

1) The detailed list of collaborative projects Internationally funded projects Institutions wise is given below:

Sl. No.	Institute	International Collaboration	Total Grant Sanctioned (INR)
1	Amity Institute of Biotechnology	Alexander Von Humboldt Foundation, Germany.	1460000 (Euro 20000)
2	Amity Institute of Social Sciences	Swinburne University, Victoria, Australia (2)	2934871
3	Amity International Centre for Post Harvest Technology and Cold Management	1. Leverhulme Trust of UK (2) 2. Bill & Milinda Gates Foundation 3. Rohm and Haas Pvt Ltd, MIRTECH, USA.	9546553 3760000 3105000
4	Amity Institute of Microbial Technology	1. Biotechnology & Biological Research Council (BBRC), UK 2. Centre Franco Indian Pourdela Recherc Advance(IFCPAR), France 3. Australia –India Strategic Research Fund	6321400 689240 3256600
5	Amity Institute of Herbal Research & Studies	Indo-Argentina	778500
6	Amity Institute of Wildlife Sciences	Panthera, USA	658698
Total			**32510862**

3.3 RESEARCH FACILITIES

3.3.1 What efforts have been made by the university to improve its infrastructure requirements to facilitate research? What strategies have been evolved to meet the needs of researchers in emerging disciplines?

1) The University earmarks a significant fund for acquiring research equipments. Every year the University allocates fund to different Institutes/Departments projected in their Annual Planning. Most of the institutes/departments have established advanced research facilities during the last 4 years.

2) University has made concerted efforts to strengthen infrastructure. State of the Art research infrastructure facilities have been created, both through Government funded agencies and S&T departments such as DST, DBT, BIRAC, MoEF and International agencies such as Alexander Von Humboldt Foundation, Germany; Bill and Melinda Gates Foundation etc. Most modern optical, electrical and mechanical characterization facilities have been created. Major analytical facilities include Confocal Microscope, Atomic Absorption Spectrometer, Scanning Electron Microscope, RT-PCR, HPLC, Click Chemistry facility and Dynamic Light Scattering. Facilities through Amity resources at Amity Institute for Molecular Medicine & Stem Cell Research, Amity Centre for Spintronic Materials have also been set up.

3) A compiled Database of the entire R&D infrastructure has been created and is available on Intranet portal of Amity University (which is known as Amizone) for the benefit of accessibility to all the faculty, students and research scholars so that they can use the resources available at the campus. Detailed list of major equipments is given in Annexure 3.3.1.

4) In addition to the available infrastructure the University has been partnering with Institutions like Indian Council of Agricultural Research, Indian Council of Medical Research, Shriram Institute of Industrial Research for sharing of resources.

5) Entire campus is Wi-Fi enabled with a broadband connection with 1 Gbps.

6) Library resources (e-Journals) are also subscribed and is accessible through Amizone to all faculty, students and researchers.

7) A large number of highly reputed and distinguished faculties have been brought into Amity campus from India and abroad. Research Cell is established in every institute to disseminate information regarding upcoming projects, call for paper presentations, enrolment in Ph.D, knowledge sharing by faculties who are expert in their field, encourage research oriented projects for Graduate & PG students, encourage publication in renowned indexed journals of higher impact factor.

8) A pioneering concept in the context of Indian Universities: Amity has set up **Amity Innovation Incubator,** supported by DST, Ministry of Science & Technology, GOI. Amity Innovation Incubator has in a very short time of its existence earned an enviable position for itself with start-ups which have regularly been on top of the innovation curve and have been recognized on platforms like 'The Power of ideas', Read Herring Global winner, Tata NEN and NASSCOM Innovation Awards to name a few.

9) **NRDC-Amity Innovation Facilitation Centre** has been set up as University Innovation Facilitation Centres (NRDC-UIFC) in Amity premises. The network of Corporation with the local, regional and global industries and entrepreneurs facilitates the faculty, students and researchers to market their innovative research work and reap the benefits of commercial success.

10) **Amity Center for Entrepreneurship Development** has been established to develop global entrepreneurial mind-set citizen sensitive to professional and Human values amongst the Amitians. This center hinges on three pillars- Education, Industry Interaction and vibrant e-cell. Entrepreneurship. Under the aegis of this centre, Amity Youth Innovation and Entrepreneurship forum has also been set up to cater to Institutional activities

11) Amity has set up an IPR Cell which has a Patent team of Sanshadow Consultants Pvt Ltd (SSCPL) to facilitate research by providing IPR services at Amity University.

12) A Directorate of Innovation and Technology Transfer is functioning to promote and encourage Development, Commercialization and transfer of technology. This Directorate works in tandem with IPR cell.

13) Amity has an International Affairs Department to collaborate with International Universities /Institutes/ Organizations of repute to facilitate joint research and academic collaborations.

14) Further, Amity University is also planning to develop a Research & Innovation Park adjacent to the present campus location wherein research centers of excellence.

15) Amity identifies the emerging areas of research through planning Institutional and ASTIF Lectures.

3.3.2 Does the university have an Information Resource Centre to cater to the needs of researchers? If yes, provide details of the facility.

1) Yes, the University facilitates researchers through various Information Resource Centers.

2) Amity University has a central library with PCs, printers, scanners, photocopiers etc.

3) Digital library with subscription of journals to download e-papers are accessible in the central library as well as throughout the campus.

4) Each academic block has a facility for printing and Xerox of documents.

5) Each institute has a separate website providing the details of faculty and research interests, publications, sponsored projects, etc.

6) Central library is equipped with a wide spectrum of Books, Periodicals, References, National and International Journals, CD-ROMS covering all aspects of academic studies and research material.

7) Amity Science, Technology and Innovation Foundation has been established to cater to the need of researchers.

8) Amity University has six Directorates at domain level to cater to the need of researchers. The various Directorates facilitate dissemination of information related to Schemes, Awards and Fellowships etc.

9) Amity has an International Affairs Department to collaborate with International Institutes/Organizations of Repute to facilitate joint research and collaborations

10) Majority of the institutes/departments have Head/Coordinator for Research and Publication for facilitating information and research. Some of the departments have various Departmental Research Groups to facilitate research.

11) All digital resources and information are readily available and accessible to all research scholars, students and faculty through Amizone.

3.3.3 Does the university have a University Science Instrumentation Centre (USIC)? If yes, have the facilities been made available to research scholars? What is the funding allotted to USIC?

1) The University Science & Instrumentation Center (USIC) has been established and is under implementation. The estimated budget expenditure for setting up this facility is approximately Rs. 19 lacs.

2) The University does not have a center with name USIC but under USIC different clusters of centres for research in different departments and directorates for research exists. Instruments available in various institutions are shared with other Researchers on a time sharing basis or a collaborative mode.

3) The list of instruments available in different departments in the campus is available on Amizone and can be shared by all Faculty, Students and Researchers and is accessible to all. The list is given in Annexure –3.3.3.

3.3.4 Does the university provide residential facilities (with computer and internet facilities) for research scholars, post-doctoral fellows, research associates, summer fellows of various academies and visiting scientists (national/international)?

1) Yes the university has a separate hostel for males and female students and scholars etc.

2) Summer Fellows of various academies, Visiting Scientists/Professors/Researchers are provided accommodation in Guest House. Entire campus is Wi-Fi enabled with 1 GBPS bandwidth.

3) The residential facility has also been used by Scholars & Guests (National/International) during their visit to AUUP from time to time.

3.3.5 Does the university have a specialized research centre/ workstation on-campus and off-campus to address the special challenges of research programmes?

1) Yes, the University has Advanced/Research Labs in Institutes/ departments with computing facilities to address the special challenges of research programmes.

2) Some of the specialized research centres and workstation are:

3) In addition the University has MoUs with 139 Institutes/Research Organizations in India and Abroad to address the special challenges of research programmes.

4) Most of the research scholars carry out their research work in joint supervision with one faculty from Amity as Guide and one expert from other institute/organization of repute as Co-guide from India/ Abroad.

Institute	Research Centre
Amity Institute of Advanced Research & Studies (Materials & Devices)	Advanced Scanning Electron Microscopy Facility
Amity Institute of Microbial Technology	Confocal Microscope (Resonant Scanning Confocal System) Facility
	Analytical Instruments Lab
Amity Institute of Biotechnology	Advanced Plant Biotech Lab
	Central Instrumentation Facility
	Centre for Computational Biology and Bioinformatics
Amity Institute of Nanotechnology	Instrumentation and Measurement lab equipped with sophisticated instruments - AFM, DLS, XRD, UV -VIS Spectrophotometers.
Amity Institute of Pharmacy	Central Instrumentation Room
	Pharmaceutical Biotechnology Lab
	Animal House Facility
	In-Vitro Anti-Cancer Lab
Amity Institute of Molecular Medicine & Stem Cell Research	Molecular Medicine & Stem Cell Research Lab
Amity Institute of Virology and Immunology	Molecular Virology/Clinical Virology & Immunology
Amity School of Engineering and Technology	Research & Innovation Lab of Department of Electronics & Electrical Engineering
	Computational Fluid Dynamics Lab
	Quanser Cube Centre
Amity Institute of Click Chemistry & Research Studies	Bio mimetic Research Facility
	Molecular Science & Engineering lab

3.3.6 Does the university have centres of national and international recognition/ repute? Give a brief description of how these facilities are made use of by researchers from other laboratories.

1) Yes, the University has advance research labs in Institutes/ departments with computing facilities to address the special challenges of research programmes. It has 25 Centres for research.

2) Some of the centres of National and International recognition are Taiwan Education Center at Amity University, Amity CISCO Regional Networking Academy, Amity Universe British Standard Institution (AUBSI), RICS School of Built Environment, Centre for Spintronic Materials, Centre for Post-Harvest Technology & Cold Chain Management, Advanced Research and Studies (Material & Devices), Biocontrol & Plant disease Management, Molecular Medicine & Stem Cell Research, Centre for Antarctic Research &

Studies, Centre for Radiation Biology, Centre for Cancer Epidemiology and Cancer Research, Centre for Carbohydrate Research (ACCR), Centre for Green Computing , Centre for Inter-Disciplinary Research, Centre for Vascular Biology, Centre for Cell Culture Technology, Centre for Agricultural Biotechnology, Centre for Soil Sciences, Centre for Agricultural Extension Services. The details are attached as Annexure- 3.3.6.

3) Some of the top Institutions in India also make use of the state of art characterization facility of like Scanning Electron Microscope, XRD available at Amity University.

3.4 RESEARCH PUBLICATIONS AND AWARDS

3.4.1 Does the university publish any research journal(s)? If yes, indicate the composition of the editorial board, editorial policies and state whether it/they is/are listed in any international database

1) Yes, Amity University publishes 8 research journals. The details of these journals along with composition of editorial board, general guidelines and editorial policy are attached as Annexure- 3.4.1.

2) The University is also endeavoring to encourage every major Institution to start its own journal. The first issue of five new journals is planned to be launched during the academic calendar year 2016-17.

3) In addition, Amity is in the process of publishing 15 more journals in the field of Management, Training and development, Health and Agriculture which have been planned to be published during next one year.

3.4.2 Give details of publications by the faculty

• Number of papers published in peer reviewed journals (national / international)
• Monographs
• Chapters in Books
• Books edited
• Books with ISBN with details of publishers
• Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, EBSCO host, etc.)
• Citation Index – range / average
• SNIP
• SJR
• Impact Factor – range / average h-index

1) The details of papers published in peer reviewed journals at National &International, Monographs, Chapters in Books and edited booksare as under:

Details of Publications in peer reviewed Journals

Year	International	National	Total
2012-13	837	279	1116
2013-14	872	512	1384
2014-15	1084	126	1210
2015-16	1326	170	1496
Total :	4119	1087	5206

Details of Monograph published

a) Richa Sharma, "Climate Change Analysis in India: Exploring a regional picture", April 2014, pg: 60, ISBN-13:978-3-659-53088-3, ISBN-10:3659530883, Lambert's Publishing House

b) Monika Thakur and Kale Rupesh, "Studies On Biology And Functional Components Of The Indian Spices", January 2016, Pg:100, ISBN:978-3-659-81885-1, Lambert Academic Publishing
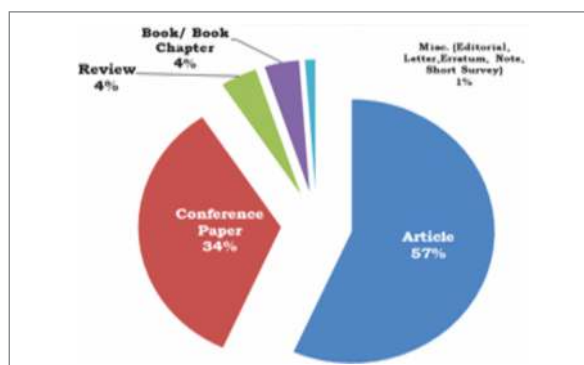
Details of Book/Chapter & Edited Book

Year	Number of Books/ Chapters published	Number of Edited Books published
2012-13	125	25
2013-14	118	94
2014-15	54	65
2015-16	187	90
Total :	484	274

The summary of the publications which have been indexed by Scopus, Science Citation Index, EBSCO, Pubmed is given below:-

Year	No. of Publications (Scopus)	No. of Publications (Web of Sciences)	No. of Publications (EBSCO)	No. of Publications (Pubmed)
2012-13	259		300	23
2013-14	350	70	430	27
2014-15	517	212	475	76
2015-16	827	249	560	139
2016-17	437	128	136	117
Total :	2390	659	1901	382

a) The Impact Factor Range and Average Impact Factor of the research publications is 0.5-16.32 & 2.62 respectively.

b) The percentage of the publications document wise such as Articles, Conference papers etc for the last 4 years is given below:

1) **The year-wise citations of research publications by Amity faculty members/researchers is depicted below:-**
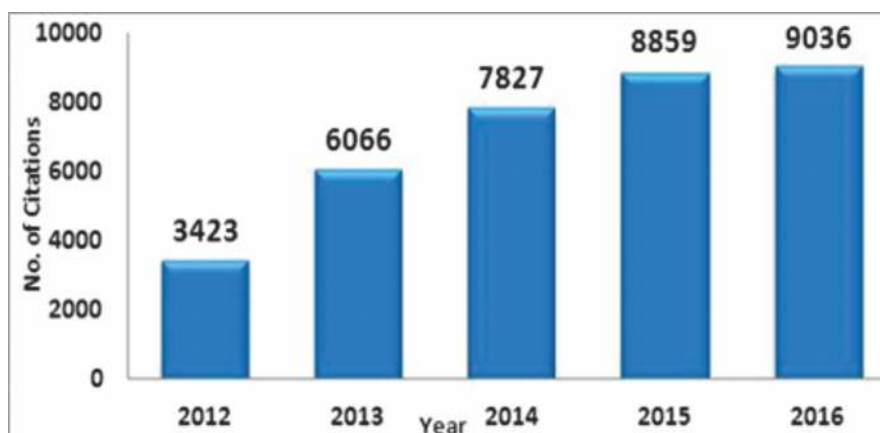
2) The details of books/book chapters are attached as Annexure 3.4.2

3.4.3 Give details of

- **faculty serving on the editorial boards of national and international journals**
- **faculty serving as members of steering committees of international conferences recognized by reputed organizations / societies**

1) More than 120 faculty members are serving on editorial boards of different National and international journals and 168 faculty members have functioned as members of steering committees of international conferences recognized by reputed organizations / societies. The details are attached as Annexure – 3.4.3.

3.4.4 Provide details of

- **Research awards received by the faculty and students**
- **National and international recognition received by the faculty from reputed professional bodies and agencies**

i. Amity University lays stress on all round development of its faculty and students and emphasizes on their participation at National and International forums for both research and innovation. Amity faculty has been awarded Shiksha Rattan Puraskar, Best Originality Award, NESA- Scientist of the year, Leader in Innovation fellowship award: 2015, Power of Ideas-2012 at International platform. 205 faculties have been bestowed with some of the most prestigious awards and recognitions at National & International Forums.

ii. Amity students have designed and developed technically challenging high impact projects in Racing Cars and have won acclaim for their innovation in national and international competitions like Supra SAE Formula Student India, SAE BAJA, Efficycle, Go-Kart etc.

iii. A glimpse of some of the awards/ recognition received by our brilliant & motivated faculty members and students for the past four years is attached as Annexure 3.4.4.

3.4.5 Indicate the average number of successful M.Phil. and Ph.D. scholars guided per faculty during the last four years. Does the university participate in Shodhganga by depositing the Ph.D. theses with INFLIBNET for electronic dissemination through open access?

i. Amity University has awarded Doctor of Philosophy degree to 92 scholar and M.Phil degree to 73 students from the year 2012 onwards as under.

Academic Year	Pass out year	M.Phil Pass out			PhD Awarded		
		Noida	Lucknow	Total	Noida	Lucknow	Total
2012-13	2013	6	7	13	11	-	11
2013-14	2014	23	-	23	19	-	19
2014-15	2015	20	1	21	22	-	22
2015-16	2016	14	2	16	35	5	40

ii. The list of scholars who have been awarded Ph.D degree is attached as Annexure 3.4.5.

iii. The average number of successful Ph.D. scholars guided per faculty during the last four years is 1.7.

iv. Yes, the university does participate in Shodhgangaby depositing the Ph.D. theses with INFLIBNET for electronic dissemination through open access.

3.4.6 What is the official policy of the university to check malpractices and plagiarism in research? Mention the number of plagiarism cases reported and action taken.

I. In order to ensure academic integrity, check malpractices and plagiarism, the University follows a **Policy Guidelines for Plagiarism Prevention**(G-61) that all research material originating from Amity should be original and not plagiarized from any source. To ensure the same, all research materials to be sent for publication, are checked for originality using "Turnitin plagiarism software" which is a leading academic plagiarism detection software. As per the University policy, the Ph.D. Theses of scholars are being checked by the Turnitin Software, prior to acceptance for evaluation.

ii. The Head of Institution is to ensure that no thesis is submitted by the scholar without Plagiarism check. In case a scholar is found adopting or suspected of adopting unfair means or lifting of other's work and inserting it in his/her work without proper acknowledgement, credit and reference, penal action is taken by the University.

iii. The concerned guide is required to submit a certificate, mentioning that the thesis of scholar has been checked by Turnitin Software. The plagiarism report is provided for verification and records by Departmental Research Committee.

iv. The same policy is followed for the faculty members to check malpractices and plagiarism in research

v. Since the University makes use of the software for all research related material before it is published, only few such cases alleging plagiarism has been reported and appropriate action has been taken.

3.4.7 Does the university promote interdisciplinary research? If yes, how many interdepartmental / interdisciplinary research projects have been undertaken and mention the number of departments involved in such endeavors?

Yes, the role of interdisciplinary research is increasing at a fast pace owing to the benefits accrued through the amalgamation of different disciplines of science and technology. Amity University has undertaken

19 Interdepartmental / interdisciplinary research projects. A total of 09 departments have been involved in undertaking interdisciplinary research. In addition, there is a multi-disciplinary department which is carrying out 10 multi-disciplinary projects.

3.4.8 Has the university instituted any research awards? If yes, list the awards.

The university has instituted following awards which are given to achievers from various professions, industry and academia during National and International conferences and Seminars organized by the University:-

a) Best Paper Award

b) Best Poster Award

c) Lifetime Achievement Award

d) Amity Leadership Award

e) Amity Excellence Award

f) Sectoral Excellence Award

g) Technology Excellence Award

h) Women Achievers' Award

The awardees are selected through rigorous research, interviews and surveys.

3.4.9 What are the incentives given to the faculty for receiving state, national and international recognition for research contributions?

i. University incentivizes researchers in the form of giving appropriate weightage to the research work while sanctioning annual Increment/promotion/Grading faculty members. It also invokes their motivation and self-actualization by appropriate recognition.

ii. The University supports the career growth of the dynamic researchers by promoting them to undertake Doctoral / Post- Doctoral research by awarding sabbaticals and on duty leaves. The research contributions of such faculty are recognized and projected in open forums in order to bring intrinsic motivation and increase the self-esteem of the researcher.

iii. The University also supports the research endeavors of such faculty in the form of covering travel expenses, boarding/ lodgings expenses etc. for research purpose as well as participation in National & International Conferences/workshops/meetings/project proposal presentation.

iv. The University also facilitates the faculty special Increments, Allowances, Promotions and additional responsibilities in addition to nominating such brilliant faculty members for National/ International awards. Designations such as Miracle Scientist, Supersonic Leader are given to Senior Most Scientists/Researchers for their dedication and hard work.

3.5 CONSULTANCY

3.5.1 What is the official policy of the University for Structured Consultancy? List a few important consultancies undertaken by the university during the last four years.

The University has a policy for its faculty and scientists to take up Consultancy assignments. The salient features of the official Policy are:

i) The Consultancy services are undertaken by Faculty with prior permission of the University;

ii) It should not interfere with the performance of regular duties by the individual as per contract of employment. Consultancy Services should not be in conflict with the interest of the University;

iii) Faculty should not directly or indirectly get associated with consulting activities which are likely to be perceived internally or externally as unethical or inappropriate;

iv) The recommendation by HoI is needed before consultancy is permitted by the University;

v) Distribution of Income:

a) The general Rule being followed for distribution of income generated out of Consultancy is as follows:

- 2/3rd of income after meeting all expenses related to consulting goes to the Faculty/ Group of faculty providing consultancy.

- 1/3rd goes to the Amity University

The income is total amount received minus the expenditure incurred in providing consultancy service.

1) The consultancies undertaken by Amity University during the last 4 years are as follows:-

S.No	Year	Consultancy /Training services (in nos.)	Institution/Dept. (in nos.)	Amount (in Rs.)
1	2012-13	33	6	46,36,000
2	2013-14	56	8	15,22,49,489
3	2014-15	47	8	3,96,65,738
4	2015-16	74	9	5,39,36,607
Total		**210**	**31**	**25,04,87,834**

The List of consultancy assignments undertaken by faculty members are attached as Annexure – 3.5.1.

3.5.2 Does the university have a university-industry cell? If yes, what is its scope and range of activities?

i. Yes, Amity University has Institutional Industry Interaction Cell (CRC/IIC) and Centralized Interaction cell (ATPC) to maintain strong relationship with industry and also to provide exposure to students about industry practices/trends. Regular interaction through Guest lectures, CEOs dinner meetings/ HR meetings, CEOs forum, industry visit and corporate meets of recruiters, industry professionals and industry guides of the students during internships are organized at institution level.

ii. These Cells help the Institutions in conducting Guest Lectures by Industry experts, organizing Seminars, Workshops, Short and Long Term Courses for students and faculty, Summer Internships and Final Placements of the students, inviting industry experts for curriculum review, projects/ dissertation assessment, career counseling etc.

iii. These Cells help in getting Industry based Projects for students to help them in sharpening their professional and technical skills.

iv. The industry interaction cell also helps in getting corporate training programmes, consultancies, market surveys for consumer perception, product launch etc. These assignments are done by faculty members.

v. A number of industry sponsored awards, scholarships etc have also been organized by these cells.

3.5.3 What is the mode of publicizing the expertise of the University for Consultancy Services? Which are the departments from whom consultancy has been sought?

i. The expertise of the University is projected in Conferences, seminars, summit organized by Federation of Indian Chamber of Commerce & Industry (FICCI), Confederation of Indian Industry (CII), The Associated Chambers of Commerce and Industry of India (ASSOCHAM), PHD Chamber of Commerce and Industry, QS University Rankings etc. Amity PACIFIC Forum has also been established which works as an instrument to foster partnership with corporate and social sectors of the industry for education, research and innovation through the medium of national federations of commerce & industry.

ii. Consultancy services have been provided to departments such as The Board of Research Innovation & Standards (BORIS) - IETE, Delhi University, RML Hospital-New Delhi, Videocon Appliances Limited, Gurgaon etc. The details of all Departments for whom consultancy services has been sought and provided by the University are given in the list provided in Annexure – 3.5.3.

3.5.4 How does the university utilize the expertise of its faculty with regard to consultancy services?

Amity University has undertaken Capability/ skill mapping of the faculty/ researchers in an effort to utilize the expertise of its faculty with regard to consultancy. Whenever, an organization approaches Amity for an expert to undertake Consultancy activity, the details of the faculty sharing similar areas of research competency is suggested to the expert panel. Some of the consultancy services come through direct contact of faculty.

3.5.5 List the broad areas of consultancy services provided by the university and the revenue generated during the last four years.

Some of the Consultancy Services undertaken by various Institutes along with areas of Consultancy and revenue generated are given below:

i) Amity Institute of Wildlife Sciences received consultancy worth Rs. 7,00,000/- from Rain Forest Research Institute, Jorhat, Assam to undergo Biodiversity management plan, Regional Wildlife plan and Carrying capacity study for the Makum Coal field in Assam.

ii) Amity Institute of Food Technology executed a funded project worth Rs. 2,43,927.00 from Videocon Appliances Limited to understand the effect of cooking method (traditional vis-à-vis oxyfrying) on proximate composition and microbial analysis of various products.

iii) Amity Institute of Psychology & Allied Sciences has executed Career Testing and Counseling Project worth Rs. 15,78,020 to develop an understanding of the underlying interest, aptitudes and personality factors and the capability of selecting the appropriate career path based on individual differences. The project was undertaken for 12 Amity International Schools in Delhi, NCR & Lucknow.

iv) Faculty from Amity Institute of Information Technology (AIIT) worked with The Board of Research Innovation & Standards (BoRIS), IETE.

v) Amity School of Engineering & Technology undertook a consultancy worth Rs. 20,000 for Damage of a Boundary Wall at Rajokri, Delhi for K. D. Kohli Insurance Surveyors & Assessors (P) Ltd.

vi) Amity Business School undertook India Programme for IEMBA, DBA and Ph. D. students with International School of Management, Paris worth Rs. 30,91,000.

vii) Amity Business School undertook Infrastructure Leasing & Financial Services with ILFS Gurgaon worth Rs. 4,50,000.

3 6. EXTENSION ACTIVITIES AND INSTITUTIONAL SOCIAL RESPONSIBILITY

3.6.1 How does the university sensitize its faculty and students on its Institutional Social Responsibilities? List the social outreach programmes, which have created an impact on students' campus experience during the last four years.

1) AUUP promotes and encourages students, faculty, staff and other stake holders' behaviors consistent with the value of justice, equity, social responsibility and sustainability.

2) The university sensitizes its faculty and students on institutional social responsibility through various seminars, workshops, guest lectures, interaction with spiritual Gurus and organizing various community outreach activities.

3) University celebrates Human Values Quarter wherein each Institution organizes various social outreach programme and activities.

4) The University has introduced an open elective one credit course on Human Value and Community Outreach (HVCO) for UG and Community Outreach (CO) course for PG students. In HVCO/CO course, students choose an area of interest related to social work and get associated with relevant organization to be actively engaged and participate in various activities. The students perform HVCO/CO activities in a group of 5-6 under the supervision of the faculty and prepare a detailed portfolio of work done and their learning. Some examples of social work done by students under Human Values Quarter, HVCO/CO course are as under:

   i. Welfare activities by the students in the villages is a part of the Human Value Quarter activity which include Organizing blood donation camps, Health checkups, arranging field training programme for farmers, conduct of environmental awareness workshops, teaching the underprivileged, working with NGOs etc.

   ii. Besides, two important projects on the Survey of Bonded Labour in Gautam Buddha Nagar and the Survey of Bonded Labour in Ghaziabad have been undertaken by Amity Institute of Social Sciences. Here the students are involved in various steps of implementation.

   iii. Various topics of Social outreach programmes include Capacity Building; Online campaign to pledge support against female feticide; Gender sensitization; Empowerment of girls and women; Sensitizing the plight of widows of farmers, who ended their lives owing to debt; Gender Rights; To find better life for Acid attack survivors; Motivating students to face challenges and make life worth living.

   iv. A board of evaluators assesses the student's performance through viva and portfolio.

Institutional Social Responsibility

Some of the institutional social responsibility programmes which have created impact on students are as under:-

   i) AMITASHA is one of the best example for Amity's commitment to the underprivileged girl children. It is not only committed to educate these children and also looks after their upkeep and maintenance. ATULASHA is another similar entity which provides the same facilities to underprivileged young boys.

   ii) Amity Humanity Foundation is working towards PURA(Providing Urban Amenities to Rural Areas) for the Development of infrastructural facilities like housing, education, health, surface transport, water and sanitation for proper rural upliftment in 28 villages.

   iii) Organizing blood donation camps. More than 28 Blood Donation camps have been organized and approximately 8500 units of blood have been donated.

   iv) Organizing cancer, health checkup camps, etc.

   v) Physiotherapy clinic which is open for public in the campus.

   vi) Mental Health Clinic "Sambodhi" wherein behavioral Science experts give treatment to mentally ill people within the campus

   vii) Conduct of environmental awareness workshops for students, faculty, staff and lab personnel.

   viii) Construction of foot over bridge on the expressway for the benefit of public who cross the Noida-Greater Noida Expressway every day.

   ix) Promoting organic farming amongst the farmers of the area by way of training and consultancy.

   x) Organizing annual polo tournament in aid of charity.

   xi) Organizing Camps for drafting wills and succession planning for senior citizens by ALS Noida.

The number of students who have undertaken activities on various social issues under Human Value Quarter, HVCO/ CO, Institutional Social Responsibility, which have created impact on their campus experience in the year from 2012-2016:

#	Name of Activity	Number of students
1	Social Problems	808
2	Elderly Issues	104
3	Education	688
4	Child Issues	534
5	Women Issues	305
6	Environment & Animal Welfare	264
7	Health & Disability Issues	176
	Total	2879

3.6.2 How does the university promote university-neighborhood network and student engagement, contributing to the holistic development of students and sustained community development?

Response

The University promotes regular engagement of students with neighborhood for holistic development of students and sustained community development through various activities under the supervision of a faculty.

a) The faculty and students organize health camps for the residents of villages. The motive of these Camps is to help them by providing health related guidance, hygiene awareness, physiotherapy assessment, treatment and referral.

b) Amity Institute of Physiotherapy (AIPT), Amity Institute of Pharmacy (AIP) and Amity Institute of Physiology & Allied Sciences (AIPAS), Amity Institute of Public Health(AIPH) organize Health Checkup Camp in nearby villages.

c) A free of cost 'Well Women's Health Checkup Camps' are organized by students of Amity university in association with various Hospitals twice a year. The camps are aimed at spreading awareness of health and fitness amongst women from all walks of life.

1) Oral Health Camps are organized by the students of Amity Institute of Public Health in association with YouWeCan (Yuvraj Singh Cancer Foundation) and ATTAC (Aim to Terminate Tobacco and Cancer)

2) The students are engaged in the process of transferring the technologies and technical knowhow in the field of farming and agriculture through "Lab to Land" concept wherein students work with the farmers of the nearby vicinity to share their knowledge in the field of organic farming, biocontrol & plant disease and ways of reducing post-harvest losses.

3) University ensures the participation of the students in the community radio station, Radio Amity 107.8 FM. It includes programmes on developmental, agriculture, health, educational, environmental, social welfare, community development and cultural programmes. The Programmes reflects the special interests and needs of the local community such as Legal Aid, Agri Show, Bharat Bhagya Vidhata, Your money etc.

5) Students of Law programmes are extensively engaged in the activities of creating awareness amongst the people about law and its related aspects through "Samadhan- legal aid and literacy cell". The focus is on the areas relating to "fundamental rights & duties", "right to healthy environment" , "sexual offences against women" etc.

6) Various awareness programmes, workshops , rallies and road shows are organized by the students on cleanliness, digital literacy & cyber security, green environment & tree plantation, health & hygiene, women empowerment, gender sensitization, animal care, elderly health, disability, traffic rule awareness, demonetization and digital payment etc

1.6.3 How does the university promote the participation of the students and faculty in extension activities including participation in NSS, NCC, YRC and other National/ International programmes?

Response

The University encourages the faculty and students to take the initiative and volunteer for extension activities, military training camps (MTC), Amity Cadet Corps (ACC), Amity International Model United Nation (AIMUN), mock parliament, TEDx etc.

1. **Extension Activities**

   a) Transfer of Sodic Soil Reclamation and Management package was undertaken whose impact 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 Gautam Buddha Nagar (UP).

   b) Students from Agricultural & Allied sciences have dealt 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 Gautam Buddha Nagar, Ghaziabad and Bulandshahar, Uttar Pradesh.

   c) Conducted training programmes for youth from different villages such as pineapple toffee making, pineapple juice, mango pickle, mango chutney, whole tomato concentrate and pineapple squash making etc.

   1) Organized health camps for residents of neighbouring villages and underprivileged strata of society.

   2) Promoted and showcased products made by the Tihar Jail inmates, underprivileged sections of the society, women workers etc. through various exhibitions.

   3) Amity Humanity Foundation has established Swayam Siddha - a women empowerment programme funded by the World Bank, conducted by Department of Women and Child Development, Haryana. Self Help Groups of Rural Woman are being trained on aspects of Group Dynamics, confidence building, legal literacy and financial accounting by the faculty and students.

   4) University has Military Training Camp (MTC) as a compulsory Value Addition Program for all undergraduate and post graduate students. The durations of MTC is for six days. The students are housed in tents (camp conditions) and are exposed to outdoor activities in eco-friendly environment.

   5) MTC provides a platform for holistic exposure to outdoor activities such as Shooting, Obstacle Course, Drill and Physical Training, Adventure Activities and Defence related issues. The students get fully immersed in all activities of the Camp, willingly and enthusiastically and feel a change in their attitude and conduct, at the end of the MTC. As a pay-off of the camp, the students acquire additional values of Camaraderie, Team Work, importance of Self-help and a Commitment towards the Nation.

3.6.4 Give details of social surveys, research or extension work, if any, undertaken by the university to ensure social justice and empower the underprivileged and the most vulnerable sections of society?

1) **Survey based programmes**

   a) Amity Centre for Agricultural Extension Services is involved in capacity building, training and transfer of technology to the farmers, farm women, rural youths and other stakeholders. The programme was implemented by disseminating latest production, protection and resource conservation technologies.

   b) Two projects are being conducted by AISC in collaboration with Swinburne University of Technology, Hawthorn Australia namely, 'Consumer Selection for Alternative Energy Transport to Identify Issues of Consumer Preferences' and 'Sociological Study on Impact of Mining on Social Issues and Livelihood of Project Affected People' in AUUP, Noida.

   c) Amity Institute of Anthropology is working on study on the Awareness and Impact of Different Tribal Development Schemes among the Tangkhul Naga of Manipur in North East India, Prevalence and Risk Factors leading to HIV infection among the Tribals of Meghalaya and scheduled Tribes (ST) of Manipur.

d) Amity Institute of Psychology and Allied Sciences has conducted Career Testing and Counseling Project of Amity International Schools to develop an understanding of the underlying interest, aptitudes and personality factors and capability of selecting the appropriate career path based on individual differences. The Phases of the Testing that is; counseling Process involves: Phase I- Parent Orientation, Phase II- Career Testing for class X students, Phase III- Test Interpretation & Individual Profiling (Career Guidance Reports), Phase IV- One-to-One Counseling.

2) Problem based Operational Research Project:-

a) A problem based operational research project from DST on Transfer of Sodic Soil Reclamation and Management package to farmers of district Gautam Buddha Nagar (UP) was conducted. 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 Gautam Buddha Nagar (UP).

b) A multi-Institutional research and development project on 'Rural Bio-Resource Innovation-Application to uplift the Socio-economic Status of Farmers and Entrepreneur of Uttar Pradesh' on popularization of perennial grasses and Azolla as an animal feed for the farmers of district Gautam Buddha Nagar, Ghaziabad and Bulandshahr, Uttar Pradesh has been conducted.

3) Sponsored Training Programme – Capacity Building of Stakeholders

a) The trainings were imparted to upgrade the knowledge and skill of farmers in productivity enhancement in field crops, oilseeds and pulses, post-harvest technology and value additions, economic empowerment of women and capacity building.

b) The details of training programme organized during the last four years (2012-2016) are given below:-

Year	Name of Area	Total no. of programmer	Total no. of beneficiaries	Sponsored Agency
2012-13	Training on various area of Production and protection technology of arable crops, oilseed and pulses	14	475	DST, DBT, NMPB, ICAR-DRMR, DRR, DWR
2013-14		12	522	
2014-15		16	627	
2015-16		4	220	
Total		46	1844	

4) Front Line Demonstration programme

a) The purpose of Front Line demonstration (FLD) on Farmers field was to demonstrate production potential of improved and latest cultivar of various arable crops oilseed and pulses for promoting adoption of superior technologies among the farmers and the rural youths of the area for realizing enhanced production.

5) Amity International Center for Post-harvest Technology and Cold chain management have taken up the programmes to spread knowledge of post-harvest technology and assist farmers in earning livelihood. Plantation of nutritional grass spp.; Plantation of Azollapinnata as source of green animal feed throughout the year.

6) Also, Farmers were given required knowledge for utilization of cauliflower leaves discarded during primary processing to make value added products like leaf powder for human consumption and dried stalk as cattle feed. Trainees were updated the importance of safety and cleanliness while handling and processing fruit and vegetables.

7) We have undertaken activities such as Identification of appropriate technologies for Improving the Market Access and Incomes for Small Farmers in Sub-Saharan Africa and South Asia, International Network on Preserving safety and Nutrition of indigenous fruits and their derivatives, To standardize the technique of preparing a fruit leather by blending two indigenous fruit viz. bael and aonla pulp. Some of the projects undertaken are as mentioned below:

a) Low cost Cold storage Technology

Amity University in collaboration with Agri- System International, USA has constructed CoolBot cool rooms at Sultanpur and Shahajahanpur, Uttar Pradesh; close by village mandis are being used by farmers for

storage of their yield. The technology developed is a low cost cold storage using mud and rice husk for insulation, room air conditioner and CoolBot, costing about Rs. 1.5-1.8 lac per room of size. (8 * 10 feet) and storage capacity of 8-10 metric tons of vegetables and fruits.

b) Amity has undertaken training program on 'Post Harvest Technology' commenced at Krishi Vigyan Kendra Campus, Hengbung in Sadar hills, Senapati district, Manipur.

c) Amity Centre for Biocontrol and Plant Disease Management is also working To evolve safe and economic packages by IPM practices against both soil borne and floral pests, diseases and root-knot nematode infecting a wide range of crops as against the banned toxic chemical pesticides.

8) **Concentrated feed pellets from locally available materials for rabbit and Herbal Anti-mite Formulation for Treatment of Rabbit Ear Canker and Associated Infections.**

An alternate rabbit feed has been developed by making use of locally available raw materials (in Kerala) such as jackfruit seeds, tapioca tubers, rice bran, coconut cakes, black gram powder waste, soybean nuggets etc. This feed is cheaper as compared to commercially available feed.

A herbal synergistic anti-mite composition, comprising the extracts of Curcuma longa, Artemisia pallens, Chromolaenaodorata and Syzygiumaromaticum in Azadirachtaindica seed oil has been developed. The innovation developed by Amity is a herbal preparation which is applied externally, hence there is no threat to abortion and there is no toxicity in meat. Feed pellet is cheaper. Many persons have started Rabbitary as gainful backyard activity which will be having impact among socially & economically underprivileged people of villages of Thiruvananthapuram.

3.6.5 Does the university have a mechanism to track the students Involvement in various social movements / activities which promote citizenship roles?

Yes, the university has well structured mechanism to track the students Involvement in various social movements / activities which promote citizenship roles.

i. Students' register is maintained in each institution where activities undertaken by the students under Human Value Quarter are recorded for tracking the student's involvement.

ii. Students of HVCO/CO register with their faculty mentor for their projects in a group of 5 – 6 students. The faculty mentor regularly monitors the student's progress on their project related social movements/ activities etc.

3.6.6 Bearing in mind the objectives and expected outcomes of the extension activities organized by the university, how did they complement students' academic learning experience? Specify the values inculcated and skills learnt.

1) Exposure to extension activities sensitize the students towards social issues and also legal and social remedies for matters like domestic violence, Dowry, child abuse, beggars, female child, victims of violence, old and infirm, refugees and displaced persons etc. Students have been exposed to latest areas of concern by inculcating values of conservation of water, careful driving on highways, concern for elderly and those with special needs.

2) The activities conducted during Human Value Quarter and MTC leads to the inculcation of following values:

(A) Amity Human Value Quarter & Extension activities

a) To help people in need and distress

b) To understand and share the need of under privileged children

c) To promote cleanliness in all span of life and common places, Juggi areas.

d) To acquire social values and a deep interest in environmental related issues.

e) To inculcate values like honesty, integrity, compassion, forgiveness, love for all and self-discipline.

f) To develop passion to work for betterment of Society and Community

(B) Military Training Camp

a) To inculcate an sense of camaraderie and brotherhood amongst the students of different Amity Institutions.

b) To provide an opportunity to the participants to understand the work ethos and the broader details about the Armed Forces.

c) To provide facilities for adventure related training and sports activities in an Eco – friendly and pollution free environment.

d) To expose the students to subjects of general awareness such as disaster management, Nuclear, Biological, Chemical and Radiological Threat and counter measures etc.

e) To expose the students to the essentials of physical well-being and fitness.

3) **Learning outcome of the students and faculty members who took active part**

a) Enlarge the knowledge of societal issues and problems and to search solution by getting involved with their lives.

b) Build up relation and tie up with organizations/NGO to carry forward humanitarian work in future.

c) Develop a passion and brotherhood towards community, affected people/animals and destitute.

d) Develop skill and aptitude for problem solving.

e) The skills developed include social skills communication skills, management skills, leadership skills, analytic skills, perceptual skills etc.

3.6.7 How does the university ensure the involvement of the community in its outreach activities and contribute to community development? Give details of the initiatives of the university which have encouraged community participation in its activities.

Response

i. The university ensures the involvement of the community in its outreach activities and contributes to community development by conducting various activities in collaboration with hospitals, local administration, RWAs, Community Representatives, NGOs, voluntary organizations, Rotary Club and CSR wings of various companies. University identifies the need of the community through surveys / discussions and appropriately design the engagements activities which ensures the engagement of the community. The University disseminates information about outreach activities through Pamphlets, Advertisement etc. so that maximum participation from the community is ensured.

ii. Activities which have found participants from the community includes:

a) Yoga sessions towards holistic development of mind and body.

b) Tree plantation drives and cleanliness drives for clean and green environment.

c) Participation of farmers and women help groups in scientist interaction /interface programme organized on Agricultural extension and awareness activities.

d) Health camps, literacy drive, nutrition & hygiene, child care, children education sessions etc. are regularly conducted for the neighborhood community.

iii. The university conducts various hand holding workshops for women entrepreneurs to make them financially independent and contribute in economic development. For this university has also got support from various leading organizations such as :

a) A MoU has been signed with FICCI-FLO under Swayam programme, WE-CONNECT, USA.

b) Conducts DST sponsored Women Entrepreneurship Development Programmes (WEDPs).

iv. Amity' Community Radio Station was started in 2013 to provide Noida with a voice, true to our 'Voice to the Voiceless'. The radio station, though situated in the campus but is open to anyone from the community who wishes to use this as a channel to address issues of general importance.

3.6.8 Give details of awards received by the institution for extension activities and/contributions to social/community development during the last four years.

Response

1) On the occasion of three days' national seminar on "Sustainable Rural Livelihood: Technological and Institutional Perspective" organized by the Division of Agricultural Extension Education, Sher-e-Kashmir University of Agricultural Sciences & Technology of Jammu (SKUAST-J) & the Society for Community Mobilization for Sustainable Rural Development, New Delhi was held at SKUAST-Jammu main campus Chatha, Life time achievement award was given to Dr. B. S. Hansra, Professor Emeritus, Amity Science, Technology & Innovation Foundation for his contribution to teaching, research, extension, and policy planning at the national level in January, 2015.

3.7 COLLABORATION

3.7.1 How has the university's collaboration with other agencies impacted the visibility, identity and diversity of activities on campus? To what extent has the university benefitted academically and financially because of collaborations?

Response

1) The University has signed 61 National & 69 International MOUs in the area of academic, research, skill development, placements etc. which has impacted the visibility, identity and diversity of activities on the campus. Some of the benefits accrued through such collaborations are:

   a) Exponential increase in the quality of research undertaken in collaboration with International Universities/ Organization such as Swinburne University of Technology (Australia), Bill & Melinda Gates Foundation(USA), Rohm & Haas Pvt ltd, MIRTEC (USA), Department of Bio Technology & Biotechnology & Biological Sciences Research Council (UK), Department of Medical Biotechnology, Flinders University, Australia and National Universities/ Organization like Indian Council of Medical Research, Delhi University, All India Institute of Medical Sciences, Hamdard University which has improved the number of publications, patents by the faculty.

   b) University has benefitted academically in terms of curriculum development, professional development of faculty, internship of students, skill enhancement of students, placements, joint research and publications, faculty and student exchange and trainings.

   c) University has benefitted financially in terms of sponsorships for various activities, scholarships for students, funding of the research and teaching labs, establishing competency centres, consultancy charges, professional development charges, student fees for executive development programmes for the company employees.

   d) Enhanced visibility leading to improvement in University ranking in various national and international surveys and receiving various awards at national and international level.

3.7.2 Mention specific examples of how these linkages promote

- **Curriculum development**
- **Internship**
- **On-the-job training**
- **Faculty exchange and development**
- **Research**
- **Publication**
- **Consultancy**
- **Extension**
- **Student placement**
- **Any other (please specify)**

- **Curriculum Development**

    i. The curriculum is continuously being developed to reflect the latest global and National development as well as trends with in Industry. The university has collaborated with industry, academia and professional bodies to develop the curriculum for future talent requirements of the industry. Over 2000 professionals / subject experts were involved in reviewing the course curriculum development during the major review in 2013-14. This major collaborative and consultative drive helped the university to switch over from traditional education outcome based education system, choice based credit system, flexi timings, skill development, social orientation, research orientation, global exposure, employability & entrepreneurship and lifelong learning. Industry led courses have been introduced as skill enhancement courses, specialization electives or open electives. Industry sponsored labs have been established in engineering, management, healthcare and biotechnology. The collaboration with the foreign universities have helped in developing the curriculum and credit equivalence system with various universities for students exchange, study abroad programme, advance entry to their programmes etc. Under Amity's 3 Continent Programme, a compulsory international exposure to USA and UK for 3 months is extended to selected Post Graduate students.

- **Internship**

    i. Partnerships with various universities / industries abroad have led to internships for Amity students in foreign universities and their student's internship at Amity. Large numbers of Amity students are doing their internships / major projects in foreign universties / industries which not only provide them the domain knowledge but also gives the global perspective. Further, India Immersion Program are conducted for students of various universities e.g. UNIMORE, Italy wherein 25 & 17 students from Italy visited Amity in the year 2014 & 2015 respectively. York University, ASCO, Japan, 200+ students

    ii. Under the collaborative arrangement with Changwon National University, South Korea students from Changwon visit Amity Institute of Microbial Biotechnology for 6 months dissertation programme.

    iii. Through collaborations around 250 foreign students are studying in Amity and 3000 students have gone for study abroad programme (SAP) or students exchange or dissertation to different foreign universities like York University, University of Florida, Iowa University and recently Deakin University for pursuing their higher studies.

    iv. One student is doing Ph.D in University of Tulane with Prof. Sikka. She was announced the winner of "Outstanding Trainee Investigator Award" at American Society of Andrology (ASA) 2016 National meeting in New Orleans. Another student from Amity Center for Spintronic Materials has been awarded ASTIF Fellowship for doing Ph.D. with Diamond Light Source (DLS), UK.

    v. Mr. Aayush Sinha has joined MIPT, Russia in month of Nov.2015 he has shifted to M.Sc program of experimental high energy physics at MIPT which is two years course.

    vi. 3 students are doing the experimental part of their Ph. D with Shriram Institute of Industrial Research.

- **Faculty Exchange, Development and Research**

    1) Collaborations with various Corporate Houses like ShubhLaxmi Industries, Jaipur, Realty Automation & Security Systems Pvt. Ltd, Pune, Welspun Energy Pvt. Ltd, Noida, M/s Robin Herbal Healthcare, Everest Instruments Private Limited, Ahmedabad, Dow Chemical International Pvt Ltd, Mumbai and many others have resulted in Product Development and Technology Transfer. Linkages with industries help faculty members and other researchers develop unique products which have worldwide acceptability. Such collaborations enhance the research capabilities of the faculty members and researchers and help in development of research culture in the campus by providing faculty alternate resource utilization at collaborative Institutions. The collaborations have led to development of multidisciplinary project proposals, collaborative joint publications. Short term projects are also executed by researchers with the help of industries.

    2) Collaboration with Aryavarta Space Organization, Ahmedabad Gujarat helped in knowledge exchange in the field of Aerospace Technology, Science, Space Law & Policy Management and Medicine-Life Science Issues in Space, and Climate Change. International space conference was held in Amity University in collaboration with Aryavarta Space Organization from 8-9 Jan 2015.

    3) MOU with Quanser Consulting Inc., Canada helped in the development of Quanser lab at Amity University. Through this lab, Amity faculty members and researchers impart Quanser method training program to public and private institutions in and around India.

4) Collaboration through MOU with ICAR, New Delhi has resulted in enrolment of 80 researchers from ICAR for Ph.D and 4 collaborated research projects. In addition, ICAR scientists visit Amity University for giving lectures and have provided Co-guides for Ph.D scholars of University. Amity and ICAR also share their research infrastructure for mutual benefit.

5) Two faculties visited University of Nottingham, UK under Distinguished Visiting Scientist Award Scheme under Royal Society of Chemistry for working as an Academic Collaborator and did collaborative research with Dr. Jhon E. Moses in Click Chemistry.

6) One faculty went to work at Dr. Burman's Laboratory, John Hopkins University, USA for better synthesis methods for Nano Material.

7) Three faculties of AIB participated in the Wellcome Genome Campus Advanced Course held at Wellcome Trust Genome Campus, UK.

8) Three faculties visited University of Dundee, UK for undertaking collaborative research work in the area of Cancer Research.

- **Publications**

  Many faculty members of the university have joint publications with researchers, academicians and scientists of National as well as International organizations with whom joint research work has been conducted.

- **Students Placement**

  Various companies/organizatios visit the University for Campus Placement. Many of them have been visiting for campus placement since the first batch passed out from Amity Higher Education i.e. Amity Business School in 1997. Today Amity Alumni are working in leading organizations in India & Abroad e.g. Microsoft, Accenture, Tata Technologies, QAI, Wipro, RICS, Jubilant Organosys etc.

3.7.3 Has the university signed any MoUs with institutions of national/international importance/other universities/ industries/ corporate houses etc.? If yes, how have they enhanced the research and development activities of the university?

Response

1) Yes, the University has signed 61 National & 69 International MOUs seeking academic and research collaboration with Institutions of International & National importance, other Universities, Industries, and Corporate Houses which has impacted the visibility, identity and diversity of activities on the campus.

2) Year wise summary of the MoUs signed are given below:-

Year of Signing	National	International	Total
2012-13	17	16	**33**
2013-14	12	16	**28**
2014-15	13	22	**35**
2015-16	19	15	**43**

The detailed list of MOU's attached as Annexure-3.7.3.

3) Such MoUs have enhanced the research and development activities of the University. Some of the outcomes of such MoUs are enumerated below:-

a) International space conference was held in Amity University in collaboration with Aryavarta Space Organization.

b) Amity York workshop has been undertaken to bring researchers from both Universities closer to conduct research. A virtual Amity-York center is also planned to be established.

c) 80 researchers from ICAR and 8 students from ICMR have enrolled for Ph.D. with and 4 collaborated research projects FROM ICAR & 3 projects from ICMR have been undertaken.

d) 3 students have gone to Lassonde School Engineering in 2015 for 3 months.

e) Amity- Quanser lab having cube system has been established in AUUP.QuanserInc, Canada provide training of QUBE™-Servo teaching platform to faculty members from various campuses of Amity located in Noida, Greater Noida, Haryana, Jaipur, Bijwasan and Gwalior which in turn is taught to students.

f)   4 students from Changwon National University, South Korea have visited Amity Institute of Microbial Biotechnology for 6 months dissertation programme.

3.7.4. Have the university-industry interactions results in the establishment/ creation of highly specialized laboratories/facilities?

University- Industry interaction has resulted in the establishment/creation of highly specialized laboratories/ facilities as given below:

i.   CII School of Logistics

Confederations of Indian Industry and Amity University have jointly established an industry-led logistics school – CII School of Logistics – to create industry-ready professionals for the logistics industry. The School envisages contributing towards "MAKE IN INDIA" mission by producing world class professionals, the school will contribute on this front as well," he added. ting on this front as well.

ii. TATA Motors

Amity Business School (ABS), Amity University and TATA Motors have signed a 5 year MOU for training of Field Work Managers for various TATA Service Centers. ABS is a strategic partner of TATA Motors for the prestigious Prime Minister Skill Development Program - UDAAN, initiative of National Skill Development Corporation - Govt. of India.

iii. RICS School of Built Environment

RICS India Private Limited (RICS India) and Amity University have come together to establish the RICS School of Built Environment, Amity University, as an industry-led academic institution, to bridge the huge skills gap faced by construction sector is facing. RICS School of Built Environment, Amity University has been set up to serve as a modern world class institution, to deliver quality education to students and aspiring professionals and also to serve as a hub for research and development of technical expertise in built environment. The School is an industry led academic institution, supported by leading real estate, construction and infrastructure firms, as well as the Ministry of Urban Development, Government of India. Set up in response to a strong call from the industry to address the challenge pertaining to the shortage of skilled professionals, the School aims to bridge the skills gap by delivering employment ready professionals from the day students enter the industry.

iv. NRDC-Amity Innovation Facilitation Centre has been set up as University Innovation Facilitation Centres (NRDC-UIFC) in Amity premises. The network of Corporation with the local, regional and global industries and entrepreneurs facilitates the faculty, students and researchers to market their innovative research work and reap the benefits of commercial success.

v.   Amity Center for Entrepreneurship Development has been established to develop global entrepreneurial mind-set citizen sensitive to professional and Human values amongst the Amitians. This center hinges on three pillars- Education, Industry Interaction and vibrant e-cell. Entrepreneurship. Under the aegis of this centre, Amity Youth Innovation and Entrepreneurship forum has also been set up to cater to Institutional activities.

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

University has adequate infrastructure and learning resources to support Teaching-Learning Processes effectively. In keeping with the vision of the Apex Management and the Strategic Objectives of the University to provide resources and infrastructure for academic excellence, Amity University has developed high-tech campuses with modern facilities/learning resources as per the curriculum requirements and norms of statutory/regulatory bodies. The infrastructure facilities and learning resources are categorized as under:

(a) **Learning Resources:** This includes resources and infrastructure required for library, laboratories, class room teaching, events, meetings, workshops, etc.

(b) **Support facilities** include cafeterias, hostels, auditoriums, seminar halls, syndicate rooms, lounges, bookshop, etc.

(c) **Utilities** like safe drinking water, washroom /restrooms, Heat Ventilation & Air Conditioning (HVAC), Power Generators, etc.

4.1.1. How does the university plan and ensure adequate availability of physical infrastructure and ensure its optimal utilization?

Response

1. The University plans and ensures adequate availability of physical infrastructures such as classrooms, laboratories, library, seminar halls, meetings rooms, sports facilities, etc. through well structured Annual Planning by University IQAC & Planning Board. Annual Planning for infrastructure begins almost 4-5 months in advance of the commencement of the Academic Session based on:-
   (a) New Programmes offered
   (b) Curriculum Requirements
   (c) Students' intake
   (d) Relevant Statutory/Regulatory bodies norms

2. The following Sub-Committees at Institutional/Department level and University level are constituted under IQAC for planning, maintenance and utilization of infrastructure and learning resources:
   a) Academic Infrastructure Planning Sub-Committee
   b) Manpower Planning Sub-Committee
   c) Learning Resources Planning Sub-Committee
   d) Lab Equipment and Software Planning Sub-Committee

3. Based on inputs from Institution IQAC & Domain IQAC, the above mentioned committees validate the annual planning across all Domains/Institutions.

4. The validated annual plan is reviewed and finalized by the University IQAC and is submitted to the University Planning Board.

5. Annual plan recommended by University Planning Board and Finance Committee is then presented to Academic Council and Executive Council for their approval.

6. The optimum utilization of the available infrastructure is ensured by automating the resource utilization.

4.1.2. Does the university have a policy for the creation and enhancement of infrastructure in order to promote a good teaching-learning environment? If yes, mention a few recent initiatives.

Response

The University has a policy for the creation and enhancement of infrastructure in order to promote a good teaching-learning environment. The policy is implemented through Strategic Planning and Annual Academic Planning conducted by all three levels of IQAC and University Planning Board.

1. Details of some recent initiatives in this regard are given below:

   (a) Upgraded the IT infrastructure during the year 2015-16, in view of the recent developments and change in technology to meet the teaching – learning requirements. (For details please refer under the response to criterion 4.3.2)

   (b) Learning resources, curriculum, session plan, class time table, recorded lectures, assignments, assessment, student feedback etc. are made available online through Amizone and Learning Management System (LMS) for enhancing the teaching-earning experience.

   (c) Establishment of Mass Communication Studios, Amity Community Radio, Legal Aid Clinic, Mental Health Clinic, Physiotherapy Clinic, Language Labs and Psychology Labs etc. for providing hands on experience to the students.

   (d) Competency Labs have been established in collaboration with industry such as :
      i. Six Labs in Automobile Engineering, Aeronautical Engineering & Industry Heavy Machinery in collaboration with Tata Technologies
      ii. Telecom labs in collaboration with Airtel & Delta Technologies

   (e) Creation of Central Library.

   (f) Acquired 25 acres land of Dell Company adjacent to the University Noida campus. New facilities will be created for teaching-learning and research.

   (g) Acquired nearby 21 acre running DIT Greater Noida campus and integrated into Noida campus.

   (h) Creation of 15 Acre new state-of-the art Wi-Fi Campus has been established at Dubai with all labs, studios, seminar halls, auditorium, library, moot court, business incubator, student lounges, food courts, sports grounds, hostels etc.

4.1.3. How does the university create a conducive physical ambience for the faculty in terms of adequate research laboratories, computing facilities and allied services?

Response

Amity University, as a research and innovation driven university lays great emphasis on creating conducive ambience in terms of Teaching & Research Laboratories, IT facilities and other support services.

Following specific facilities have been created for conducive physical ambience for the faculty members:-

1. **Research Labs:** Research Labs with latest equipments, have been established in various domains depending upon the research focus of faculty members. Faculty are allowed to use the research facilities of other departments/institutions of the university. For example University has set up following research facilities recently:

   (a) Stem Cell Culture Facility

   (b) Confocal Microscopy facility

   (c) Certified BSL-2 lab

Various Research facilities created in the university are given in 3.3 under Research Facilities.

2. **Computing Facilities:** All faculty members are provided with laptop. Further, hi-speed computing facilities are available in the campus for research. Various software, tools are made available as per the requirements of the researchers. Any additional research requirements of software or computing facilities are added as per the recommendations of the University Research Planning Committee.

3. Allied Services

    The faculty members engaged in research are provided support in terms of training, guidance, financial support and travel grant, incentives, such as:

    (a) Training programme are regularly conducted on Research Methodology, Use of Computing Facilities and Statistical Tools / Software, Writing Research Papers / Research Projects.

    (b) Faculty members are provided travel grants to present their research papers in various conferences, seminars at National / International level.

    (c) ODs are provided to faculty for attending conferences

    (d) Seed money is provided to young and new faculty to conduct research in areas of their interest before submitting research proposal for funding to outside agencies.

4.1.4. Has the university provided all departments with facilities like office room, common room and separate rest rooms for women students and staff?

Response

Yes, The University has office space for Faculty, staff, support departments with work stations. Common rooms, meeting rooms, discussion rooms, and pantry facility has been provided for faculty and staff in all campuses of the university.

Separate rest rooms are available for women students, Faculty & Staff. The Student lounges/common rooms, syndicate rooms and office rooms are available in all campuses of the University.

4.1.5. How does the university ensure that the infrastructure facilities are disabled-friendly?

Response

Infrastructure facilities available at all the Campuses of Amity University are disabled friendly in accordance with University policy.

The following institutional facilities are made available to ensure adequate comfort level to the disabled:-

- Wheel chairs are available at the main entry gate.
- Ramp facility is available in all buildings
- Manned Lift facility in all buildings
- Disabled friendly wash rooms are available
- Mobility across buildings (within the campus) is aided with battery operated vehicles.
- Separate parking lots have been allotted for the disabled in the basement and ground level parking facility at Dubai Campus.

4.1.6. How does the university cater to the requirements of residential students? Give details of

Response

- Capacity of the hostels and occupancy (to be given separately for men and women)

The University provides Hostel Facility to students at all the Campuses. All hostels are situated within the Campus premises.

Campus wise details of capacity of the hostels and occupancy are as follows:

Noida Campus				
Type of Accommodation	AC		Non AC	
	Capacity	Occupancy	Capacity	Occupancy
Boys	594	569	870	841
Girls	1000	965	1178	1053

Greater Noida Campus				
Type of Accommodation	AC		Non AC	
	Capacity	Occupancy	Capacity	Occupancy
Boys	162	58	128	94
Girls	167	20	69	41

Lucknow Campus				
Type of Accommodation	AC		Non-AC	
	Capacity	Occupancy	Capacity	Occupancy
Boys	Nil	Nil	940	501
Girls	Nil	Nil	942	612

Dubai Campus				
Type of Accommodation	AC		Non-AC	
	Capacity	Occupancy	Capacity	Occupancy
Boys	80	60		Nil
Girls	80	45		Nil

• Recreational facilities in hostel/s like gymnasium, yoga centre, etc.

The University provides various recreational facilities to the students including hostellers in all campuses.

Some of the recreational facilities are listed below:-

- **Arcadia-Recreation Hall:** A gaming zone which caters billiards, Bowling alley, Pool table, computer games, music room and party room.

- **Movie Hall:** A movie hall to show movies.

- **Color Television** sets have been provided in the TV lounges of each hostel. A projector with large screen is also installed in "H" block for screening of movies and other events including live webcast of important university events.

- **Cultural, Club/Committee Rooms:** Various group activities such as Hostel Talent Hunt, Quiz, Hostel League, Poetry Competition, Rangoli, Mehendi Competitions etc. are organized for the Students.

- **Yoga, Meditation & Multi Faith Peace centre:** Yoga classes are conducted for students in the morning and evening as per their convenience.

- **Gymnasium:** To encourage and motivate Students to maintain good health through regular exercises.

- **Sports facilities:** Facilities such as Swimming Pool, Horse Riding, Athletics, Basketball, Boxing, Cricket, Volleyball, Shooting, Football, Hockey, Tennis, Badminton etc are available for the Students.

- **Broadband connectivity/wi-fi facility in hostels.**

All Campuses have Wi-Fi facility and Broadband connectivity in the hostels.

4.1.7. Does the university offer medical facilities for its Students and teaching and non-teaching staff living on campus?

Response

Yes, the University provides medical facilities with Resident Doctors & Nursing Staff for students, faculty and staff in its campuses. The University Medical Clinic is equipped with following medical facilities:-

a) Sudden medical problem of Faculty, Staff or Students requiring immediate medical help such as, Heart Attack, Asthmatic Attack or any other emergency medical condition.

b) Medical urgencies / emergencies of Hostel students during non-working hours.

c) Trauma and accident of any type in the Campus such as Fire, Electric shock or Drowning etc.

d) Routine ailments of all employees & Students not requiring Hospitalization.

e) Immediate evacuation of an employee or a Student to Hospital in case of a serious medical condition.

f) 24x7 hours ambulance service.

g) All employees and students of the University are covered under Group Medi-claim Policy.

h) Tie-ups with nearby prominent and multi-specialty hospitals.

i) Employees drawing salary less than Rs 15000/- pm are covered under Employee State Insurance Scheme.

4.1.8. What special facilities are available on Campus to promote Students' interest in Sports and Cultural Events/Activities?

Response

Keeping in line with its aim to provide quality and complete education, Amity University Uttar Pradesh has been promoting Students' interest in Sports (Indoor & Outdoor) and Cultural Events/ Activities by providing amenities and Infrastructure.

Students are encouraged to participate in various sports. The university organizes Amity Inter Institution sports competition-Sangathan every year. The students are also given option to take a Sport as a credit course under OABC. Therefore, the sports infrastructure covering all the sports events is created in all campuses as under:

- Football
- Hockey
- Volleyball
- Basketball
- Cricket
- Lawn Tennis
- Badminton
- Swimming
- All Athletics events

- Kabbadi
- Table Tennis
- Golf
- Kho Kho
- Martial Arts
- Shooting
- Chess & Carom
- Squash
- Horse riding

Every year Amity Campuses participate in SANGATHAN - a month long inter Institutional Sports Competitions held each year as a mega event. A perfect mélange of over 150 Amity institutions, 17 Amity schools & pre-schools from 15 cities of India as well as students from Amity London, Singapore, New York, California, Dubai & Mauritius campus come to Amity grounds to pay their regards and respect to their Founder President. The unfurling of "Sangathan Flag" marks the beginning of the glittering ceremony followed by an impressive march past by over 10000 students of Amity.

The Amity Riding & Polo Academy provides Amity students and patrons' access to state-of-the-art horse riding and equestrian facilities. Bringing together the best breeds and riding arenas, the academy offers introduction, training and practice opportunities for riders at all levels and disciplines, including Dressage, Show Jumping, Grid Work and Cross Country

In order to promote Students interest in cultural events/activities following are regularly organized :-
- Amity Youth Festival (AYF)
- Amity Human Value Quarter (AHVQ)
- The Day of Belongingness (to mark the Birthday of Hon'ble Chancellor)
- Inter Institution Sports Meet (Sangathan, to mark the Birthday of Hon'ble Founder President)
- Inter Institution Cultural Competitions
- Amity International Model United Nations (AIMUN)
- International Business Horizon (INBUSH)
- Visits of National/ International level Players & Artists
- Visit of famous Bollywood Stars for promotion of Movies
- Cultural Programmes by reputed Artists under the aegis of Ministry of Information and Broadcasting and New Delhi International Arts Festival

A huge Main Stage has been created at the main Sports Ground to facilitate Presentation Ceremonies and other Mega Cultural Events such as Amity Youth Festival, Corporate meets, Exhibitions etc.& INBUSH etc.

4.2 Library as a Learning Resource

4.2.1. Does the library have an Advisory Committee? Specify the composition of the committee. What significant initiatives have been taken by the committee to render the library student/user friendly?

Response

The University has Centralised and Departmental Library Committees in order to ensure that the learning and research resources are adequately available, regularly upgraded, optimally utilized and periodically benchmarked. In order to meet diverse requirements of various Institutions and community, A centralized Library Committee is constituted at each campus of the University as under:

-	Pro VC/Dean/ Senior Head of the Institution	-	Chairperson
-	4-5 Deans/HOIs/ Senior Professors	-	Members
-	Head of Library	-	Member Secretary.

Details of the Committee Members will be provided during the visit of the team.

Initiatives taken by the committee are given below:

(a) The Central & Dept library are Wi-fi enabled and fully computerized with KOHA software. Library has sufficient number of computer terminals for accessing the library/online resources and the faculty/scholar cabins/discussion rooms.

(b) Author speak sessions are organized for the students, scholars & faculty.

(c) Exhibitions by publishers are organized regularly.

(d) The Amity Library is linked with the libraries of International Accreditating Bodies to access their learning resources by students and faculty, such as IET UK, ACBSP USA, IACBE USA, etc.

(e) A user satisfaction survey has been initiated to improve the library facilities as per user requirements.

(f) Research resources are created in order to promote research culture in the University.

(g) Streamlining the policies and procedures for selection and acquisition of books, journals etc.

(h) Initiative has been taken to connect libraries of various campuses of the University.

(i) The library timings are extended during examinations, major co-curricular events as per the demand of students.

4.2.2. Provide details of the following:

Response

*Total area of the library (in Sq. Mts.)

The Central Library has sufficient space as per the number of students, scholars and faculty at each campus as per following:

Noida	Lucknow	Dubai	Greater Noida
6000 Sq.m.	1700 sq. m.	640 sq.m	512 sq. m

In addition to Central Library, the departmental libraries of varying size are also established as per the size of the Department/Institution.

* Total seating capacity

Noida	Lucknow	Dubai	Greater Noida
1012	400	250	160

* Working hours (on working days, on holidays, before examination, during examination, during vacation)

	Noida	Lucknow	Dubai	Greater Noida
Working Days	Monday – Friday 0900 – 2000 hrs	i. Working Days: - 0915 – 2000 hrs	**Weekdays 0900 – 1700 hrs**	**0900 -1730 hrs**
	Saturdays	**ii.** During Saturday & Holidays:- 0915 - 1300 hrs		**Working days**
Holidays	0900 – 1800 hrs During Exams		**1000 – 1400 hrs**	
Before Examination	0900 – 2200 hrs During vacation		Weekends	
	0900 – 1800 hrs Weekdays		(1st& 3rd Friday of the month)	
During examination	1000 – 1800 hrs Saturdays			
During vacation				

* Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)

Library building is centrally located, well laid out, and aesthetically designed to make it an inviting place with the ambiance that is suitable for learning and scholarship. Library buildings have provision for both individual and group studies making room for interaction, discussion and quiet studies. Adequate space is provided for browsing and relaxed reading. Libraries also have carrels as well as research scholars/faculty rooms for quiet and serious studies.

(Floor-wise layout to be given during the visit)

*Clear and prominent display of floor plan; adequate sign boards; fire alarm; access to differently-abled users and mode of access to collection

Libraries at all campuses are equipped with adequate number of sign boards and guides for smoother and convenient movement of goods, services and users. All buildings have fire detection, alarm and fighting systems installed. Library buildings have ramp, escalators and lifts for easy and convenient access to differently-abled users.

4.2.3. Give details of the library holdings

Response

	Noida	Lucknow	Dubai	Greater Noida
(a) Print (Books, back volumes and theses)	218489 volumes	66324 volumes	11715 volumes	31396 volumes
b)Average nu mber of books added during the last three years	2013-14 1917 Volumes 2014-15 3451 Volumes 2015-16 4213 Volumes	2013-14 637 volumes 2014-15 1314 volumes 2015-16 223 volumes	4410 volumes	2014-15 1366 volumes 2015-16 172 volumes
c) Non Print (Microfiche, AV)	4400 CD/DVDs 211 Video-films	--	--	--
d) Electronic (e-books, e-journals)	5000 e -journals & databases + over 15000 open access e -journals, e-books, databases. Access provided through AMIZONE	5000 e -journals & databases + over 15000 open access e-journals, e-books, databases. Access provided through AMIZONE	5000e-journals & databases + over 15000 open access e -journals, e-books, databases. Access provided through AMIZONE	5000 e -journals & databases + over 15000 open acces s e-journals, e -books, databases. Access provided through AMIZONE
e) Special collections (e.g. text books, reference books, standards, patents)	Library maintains a separate Reference Books Collection comprising of standard reference books.	Library mainta ins a separate Reference Books Collection comprising of standard reference books.	Library maintains a separate Reference Books Collection comprising of standard reference books.	Library maintains a separate Reference Books Collection comprising of standard reference books.

4.2.4. What tools does the library deploy to provide access to the collection?

Response

OPAC/Web OPAC is main tool to provide access to the library collection. Access to e-journals, databases etc is provided through AUUP Portal "Amizone". All e-resources are accessible locally within the campus as well as remotely. Library website also provides information about resources, sources, rules and regulations.

4.2.5 To what extent is ICT deployed in the library? Give details with regard to:

Response

AUUP Libraries are automated using open source software "KOHA". Each library has adequate number of work stations to facilitate searching/accessing OPAC, e-resources, web browsing and for other academic works. Provision has also been made to allow downloading/printing of material from these resources. AUUP has installed excellent ICT infrastructure with adequate bandwidth for fast and seamless access to Internet. AUUP Libraries are also members of DELNET.

4.2.6. Provide details (per month) with regard to:

Response:

	Noida	Lucknow	Dubai	Greater Noida
* Average number of walk-ins:	77000 per month	5600 per month	3000 per month	2000 per month
* Average number of books issued/returned:	17500 issued and 15000 returns per month	3165 issued 3067 returned per month	1000 average transaction per month (issue/return)	2500
* Ratio of library books to students enrolled:	7 books per student	13 books per student	7 books per student	31 books per students
* Average number of books added during the last four years:	2013-14 1917 2014-15 3451 2015-16 4213	2012: 1452 2013: 637 2014: 1314 2015: 223 Average: 906	5499 books	2014-15 1366 2015-16 172
* Average number of login to OPAC:	15000 per day	2407 (Year 2015)	---	---
* Average number of login to e-resource:	10000 per day	2025 (Year 2015)	---	---
* Average number of e-resources downloaded/printed:	11657 per month	2037 (Year 2015)	----	---
* Number of IT (Information Technology) literacy trainings organised:	4 (monthly) and 12 annual	As and when required	---	---

4.2.7. Give details of specialized services provided by the library with regard to.

Response

AUUP Libraries are automated using open source software "KOHA". Each library has adequate number of work stations to facilitate searching/accessing OPAC, e-resources, web browsing and for other academic works. Provision has also been made to allow downloading/printing of material from these resources. AUUP has installed excellent ICT infrastructure with adequate bandwidth for fast and seamless access to Internet. AUUP Libraries are also members of DELNET.

4.2.8. Provide details (per month) with regard to:

Response

• **Reference:**	Libraries provide Reference Services to users enabling them in the effective and efficient utilization of library resources and services.
• **Reprography/ Scanning:**	Reprography services enable users to obtain copies of journal articles / book chapters required for their academic and research work.
• **Inter-library Loan Service:**	Books and journals not available in our collection are arranged on Inter-library loan from local libraries and through DELNET.
• **Information Deployment and Notification:**	Information about library resources and services is circulated through emails, notice boards, displays and Amizone portal
• **OPACS:**	On-line Public Access (OPAC) facilitates users to search and locate a book in the library collection. OPAC/Web-OPAC has been developed using KOHA.
• **Internet Access:**	AUUP campuses are Wi_Fi enabled which provide free and seem-less access to Internet to all its students, faculty and staff.
• **Downloads:**	All users can download information/publications of their interest using the computers available in the libraries or on their own devices like laptops, mobiles, tablets etc.
• **Printouts:**	Users can obtain print outs of desired material through Private vendor on nominal charges
• **Reading list/ Bibliography compilation:**	Library staff helps users in compiling bibliographies / documentation lists containing references pertaining to a research topic or project on demand.
• **In-house/remote access to e-resources:**	All e-resources are accessible throughout the campus of AUUP. These resources can also be accessed remotely using AMIZONE.
• **User Orientation:**	User orientation programmes are organized in the beginning of the new Semester to introduce students to various resources and services of the library, how to use them and become aware of important rules etc.
• **Assistance in searching databases:**	Library staff helps users in systematic and efficient way of searching/accessing various databases so that users get relevant information without wasting much time and energy.
• **INFLIBNET/IUC facilities:**	Libraries use INFLIBNET membership to help their users in getting material not available in their collection.

4.2.9. Provide details of the annual library budget and the amount spent for purchasing new books and journals.

Response

Campus wise details pertaining to Annual Library budget and amount spent on purchase of Books & Journals will be presented during the visit.

4.2.10. What initiatives has the university taken to make the library a 'happening place' on campus?

Response:

Library plays a vital role to enhance the domain knowledge and also the knowledge of related fields and hobbies. Therefore, lots of emphasis is given by Amity University Uttar Pradesh to make the Library as a happening place on its all Campuses. Initiatives taken by the University, are given below:

- (i) World class infrastructure has been created.
- (ii) Café has been provided in the library premises.
- (iii) Variety of user spaces for individual and group studies / interactions have been created.
- (iv) Free WI-FI, internet access, free download and printout facility have been provided.
- (v) Central Air Conditioning has been provided in the Library.
- (vi) Library collection information is made available on ILS-Koha.
- (vii) E-Resources accessibility through www.amizone.net has been provided
- (viii) Organization of Book Review / Book Talk Sessions
- (ix) Organization of Book Exhibitions/Displays of new books.

4.2.11. What are the strategies used by the library to collect feedback from its users? How is the feedback analysed and used for the improvement of the library services?

Response

Proper system of obtaining, analysis and action pertaining to feedback from the Users of library services is in place at Amity University Uttar Pradesh.

Users can submit their suggestions/grievances through Intranet Portal "Amizone" which are forwarded to the Chairperson, Library Committee/Director Library Services for necessary action.

Users can also submit their suggestions/ grievances through general interaction, making an application, and through e-mail. Students can also submit their suggestions etc during CR Meetings held monthly.

4.2.12. List the efforts made towards the infrastructural development of the library in the last four years.

Response

The library building and other infrastructure are new (about 3-4 years old) and in excellent conditions. The buildings are well laid out, centrally air-conditioned and equipped with modern and comfortable furniture and other equipment. All efforts are made to maintain these resources very neatly (ensuring cleanliness) and in a tidy manner to make the library an inviting place.

4.3. IT Infrastructure

Amity University Uttar Pradesh, as a leading Research & Innovation driven University has huge and latest IT Infrastructure at each of its Noida, Greater Noida, Lucknow & Dubai Campuses to support the teaching & learning processes.

4.3.1. Does the university have a comprehensive IT policy with regard to

Response

Yes, a robust policy on accuracy, integrity and security of organizational data, information and knowledge is in place. The comprehensive IT policy is available for proper use and security of the IT resources at each Campus. Policy guidelines in this regard are issued on as required basis. The IT department at Amity has been certified by British Standards Institute (BSI) forISO 27001 : 500 Information Security Management System.

Further Campus wise details are given below:

IT Service Management :- • Data Center • IT support • Helpdesk • TRC (Technical Repair Center)
Information Security :- • All Desktop / Laptop have joined a specified domain • All users have a unique Login ID & Password • No System or application details are displayed before log-in. • During log-in process, all password entries are hidden by a symbol. • Session timesout after 10 mins. If the user does not do any work
Network Security :- • Firewall • Appropriate authentication mechanisms for Wi-Fi Access • Allocation of network access rights shall be provided as per the University guideline. • McAfee Antivirus • Separate VLAN for different blocks/Labs.
Risk Management :- • Additional Domain Controller • Multiple ISP for internet • Additional Power backup • Storage Area Network (SAN) Data backup for servers
Software Asset Management :- • All Software are clearly identified, documented & regularly updated. • All Software have designated owners & custodians listed in the file. • Proper caring of purchase software media
Open Source Resources :- • Ubuntu • RHEL5/6/7 • Cent OS • LINUX • UNIX • KOHA
Green Computing :- • Use VMware • Electronic e-Waste disposal by approved R2 certified vendor having Quality, Environment and Safety • ISO Standards.

4.3.2. Give details of the university's computing facilities i.e., hardware and software.

Response:

Number of systems with individual configurations • Desktop (Intel i3 , Dual Core, Celeron Processor with 2-4 GB RAM and 250 GB to 500 GB HDD) • Laptop (Core2duo 2.4 Ghz/i3-4030U 1.90 GHZ,i5-5200U, 2 GB to 4 GB RAM,250 GB to 500 GB HDD)
Computer-student ratio • 1:1 As per LAB Schedule
Dedicated computing facilities • Internet in All Computer Labs • Internet in Residential area • Wi-Fi in All Hostels • Paid Printing • LCD Projectors • Audio Visual Class rooms
LAN facility • One network across the campus and access internet/intranet resources under uniform network policy
Proprietary software <table><tr><td>• MS-Office 2007/2010 • MS-SQL 2005 • Oracle 11g • IBM Rational Rose • Mentor Graphics • MAT Lab • Andragogy • AutoCAD LT 2012 • AutoCAD LT 3D • Coral Draw 14 • OrCAD</td><td>• AutoCAD 3D Studio Max • Adobe Creative suite • IDS • Solid Works • SAS • SPSS • Maya • Quark Xpress • Star – CCM+ • HFSS • CFD</td></tr></table>
Number of nodes with internet facility • Server on virtual platform using VMware and HP Blade servers. High speed connectivity from multiple ISP's

4.3.3. What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

Response

Future plans for deploying and upgrading the IT infrastructure and associated facilities are as follows:
- Enhancement of Wi-Fi Security to NAC level.
- MAC authentication for Security
- A secure, manageable server-based Enterprise Printing Solution.
- BYOD Smart solution to manage and control access of a bring-your-own-device.
- Enhancement Network Access Control Policy
- Upgrade old systems
- Upgrade bandwidth from multiple ISP

4.3.4. Give details on access to on-line teaching and learning resources and other knowledge and information database/packages provided to the staff and students for quality teaching, learning and research.

Response

All Campuses are Wi-Fi enabled and students and faculty members have access to electronic databases which encourages them to use e-learning resources. Amity has a technologically rich e-learning platform designed to carry out innovation based learning for higher education. Database / software packages provided to the staff and students are given below are as:

- Digital Library
- Manupatra Online
- Digital Signage
- Saba e-learning
- SSC Online
- SCOPUS

Details of database/packages available to student and faculty are given in criteria 2.3.6, 2.3.7, 2.3.8 & 2.3.9. List of institute-wise software's available to faculty and students is given in appendix-4.3.4.

4.3.5. What are the new technologies deployed by the university in enhancing student learning and evaluation during the last four years and how do they meet new / future challenges?

Response

Keeping in line with the latest technological developments, Amity University always adopts the new advancements in learning, teaching and evaluation processes.

Campus wise brief update in this regard is given below.

The existing facilities at each Campus are upgraded on as and when required basis to meet the new challenges with time.

All the campuses of AUUP have Online Lectures and availability of all information related to classes, Students, Attendance of Students and all activities on the Campus are available on Amizone.net. Lectures are also available on http://www.youtube.com/amityuni.

Online Turnitin Plagiarism software is used for checking Dissertation/Thesis.

At Dubai Campus students are having BYOD (Bring Your Own Device)enabled and the entire campus is provided with wireless connectivity.

4.3.6. What are the IT facilities available to individual teachers for effective teaching and quality research?

Response

IT facilities provided to individual teachers for effective teaching and quality research are as follows:
- Individual high end Desktop/ Laptop
- Multimedia Accessory/ Projection System
- Printer / Scanner / Photocopier
- High Speed Internet connectivity with Wi-Fi for all.
- Power Back-up
- On line Database / Package
- Audio Visual system in Lecture Theatre
- Training on latest purchase software
- Email services to each Faculty/User

4.3.7. Give details of ICT-enabled classrooms/learning spaces available within the university? How are they utilised for enhancing the quality of teaching and learning?

Response

New 416 audio video projection systems are installed to develop ICT-enabled classrooms/learning spaces within the University to enhance the quality of teaching and learning..

University e-learning infrastructure is capable and apt for managing student's accounts and their learning requirements through Learning Management System (LMS). The use of technology has been adopted to facilitate students learning such as MOOCs, NPTEL, recorded lectures, Webinars, video recorded guest lectures, seminars, conferences on various topics are made available to the students on Amizone. Details of technologies deployed by the university in enhancing teaching learning are given in criteria 2.7.4.

4.3.8. How are the faculty assisted in preparing computer-aided teaching-learning materials? What are the facilities available in the university for such initiatives?

Response

The faculty members of Amity University have been facilitated with required assistance for preparing computer-aided teaching-learning materials.

A class rooms are equipped with computers along with an audio and visual output device to show learning packages on a large screen using an LCD projector. After discussion of the subject, the teacher may show learning packages on that particular topic. Key features common to all four Campuses of Amity University Uttar Pradesh, in this regard are given below:
- Laboratory Room (Computer labs)
- Digital Library
- Class rooms with LCD Projector
- Learning Packages
- Network Printers
- Trained Teachers

Amity has a technologically rich e-learning platform designed to carry out innovation based learning. Amity has 1500 Hours of video in its digital library and textual content of 1, 30,000 pages. The content is developed by experienced professionals having academic and industry experience and focuses on building a learning experience that sets the students to achieve success in their career. The content can be accessed either through browser or through mobile application.

Environment/ Amenities	• Sound-proof studios for conducting online lectures
Equipment for lecture recording	• High-quality Video Recording Camera • Headphones with Mic for Live sessions • Wireless Collar Mic
Equipment for conducting lectures	• PPT Slide Changer • Digital Writing Pad with E-pen
Video Editing Tools & Equipment	• Hardware - Computers of high configuration for efficiency and finer outcome • Software – Adobe Master Collection (CS6),Articulate Storyline 2, Camtasia Studio 8.06
Data Storage Equipment	• NAS Server Hard Drive - Network-Attached Storage (NAS) devices store and share data for multiple computer, which can be accessed remotely.

4.3.9. How are the computers and their accessories maintained?

Response

All computers & their accessories are maintained at each campus wise. AMC are signed for all hardware & software products with the vendor and their Service Centre. Following measures are taken for maintenance of Computers, laptops and their accessories:

(i)   AMC for old systems, Scanners, Printer, LCD projectors etc.

(ii)   IT Support Help Desk and Technical Repair Center

(iii)   Regular Security update of OS

(iv)   Regular update of Antivirus.

(v)   Regular check of the computer's built-in maintenance utilities, Disk Cleanup and Disk Defragmenter.

(vi)   Facility to clean and optimize computer's registry with a free registry cleaner, such as Wise Registry Cleaner or CCleaner's registry repair tool.

(vii)   Facility to use Windows' error-checking utility to check hard drive for errors and bad sectors.

(viii) PM checks are conducted regularly.

4.3.10. Does the university avail of the National Knowledge Network connectivity? If so, what are the services availed of?

Response

Amity campuses are connected with National Knowledge Network through and the useful services available on NKN are accessed by faculty and students.

Dubai Campus is an Overseas Campus, therefore, the concept of NKN is not yet applicable.

4.3.11. Does the university avail of web resources such as Wikipedia, dictionary and other education enhancing resources? What are its policies in this regard?

Response

Yes. The University avail web resources. Amity has intranet (AMIZONE) for enhancing educational resources apart from the other available internet open resources.

As regards policies regarding the use of Wikipedia, dictionary and other education enhancing resources, the university adheres to the policy guidelines issued by UGC and other relevant governing bodies in this regard.

4.3.12. Provide details on the provision made in the annual budget for the update, deployment and maintenance of Computers in the University.

Response

A Maintenance Team has been formed at each campus which has trained and qualified technicians to handle hardware and Software related Repairs, Rectifications, Upgrades and replacement activities. Vice President, IT monitors the overall functioning of IT resources (Hardware).

The Software related requirements are looked after by AKC Data System.

Update, deployment and maintenance of computers is carried out on as required basis. Annual budgetary proposal is forwarded to the university finance committee for the approval of budget and implementation.

4.3.13. What plans have been envisioned for the gradual transfer of teaching and learning from closed university information network to open environment?

Response

Amity University has been exploiting the available know-how towards transfer of Teaching and Learning methodology from closed University Network to Open environment at its Campuses as follows:-

- University information network is available to faculty and staff to enhance the overall working efficiency through "mail.amity.edu"
- Amizone portal is available to students and faculty. Students can access complete information regarding their time table, attendance, exam schedule study material and exam results.
- Amizone can be easily accessed by any device (laptop, desktop, smartphone) using internet.
- At Dubai Campus, we are planning to have an amphi-theatre and many open learning spaces for students.

Major Up-gradation in server Infrastructure

Up gradation of MPLS Connectivity from 6 Mbps to 10 Mbps for out location

Fiber connectivity to all Wi-Fi access control

4.4. Maintenance of Campus Facilities

4.4.1. Does the university have an estate office / designated officer for overseeing the maintenance of buildings, class-rooms and laboratories? If yes, mention a few campus specific initiatives undertaken to improve the physical ambience.

Response

Yes. The University has a dedicated maintenance department responsible for carrying out the duties of Estate Office and is responsible for overseeing the maintenance of buildings, class rooms, laboratories, hostels, cafeterias, sports facilities, utilities, STP /ETP, lawns etc. A maintenance committee is constituted at each campus who that oversees the maintenance and upkeep of the physical infrastructure, facilities, green areas etc.

The department has qualified and skilled manpower for civil work, electric work, plumbing, carpentry work, horticulture etc.

Specific Initiatives to Improve Physical Ambience

i. Amity maintains 40% open area in the Campus. The entire open area has been kept green through heavy foliage of grass, seasonal flowers and trees maintained by horticulture department of the university.

ii. The greenery is kept healthy and fresh round the year by supplying recycled sewage water and the University has won several prizes in Flower Competitions.

iii. The university campus has a 100 feet tall mast for the National Flag to inculcate the national spirit amongst the students, faculty and staff. Seasonal flowers of a wide variety of colours are in full bloom around it and the flag is illuminated at night.

iv. Existing conventional lamps/lights have been replaced with LED lights to enhance the illumination level and save electricity.

4.4.2. How are the infrastructure facilities, services and equipment maintained? Give details.

Response:

The University has well established departments for maintenance of infrastructure facilities, services and equipments as per following details:

1. **Maintenance of infrastructure facilities:** The infrastructure facilities such as class-rooms, buildings, hostels, green areas, STP/ETP, etc. are maintained by the maintenance department at each campus.

- The University has a separate power management department to ensure uninterrupted power

supply and maintenance of electrical assets. The maintenance of equipment like Generator Sets, General Lighting, Power Distribution System, Solar Panels etc. are undertaken as per their preventive maintenance schedules, guidelines by the equipment supplier.

- The maintenance of equipments for water pumping plants, sewage, etc. are undertaken as per their preventive maintenance schedules, guidelines by the equipment supplier.

2. **Maintenance of Services:** The University provides various services / facilities to the students, faculty and staff and are maintained by respective service providers as per contract:
   - Cafeterias facilities
   - Banking / ATMs facilities & services
   - Laundry services
   - Gymnasium facilities
   - Gaming Arcadia facilities
   - Reprographic, Photocopy services
   - Salon facilities
   - Post Office facilities
   - Books & Stationary facilities
   - Departmental Store, etc.

Further, a fleet of buses, vans and cars are maintained by the transport department of the university.

Amity Clinic, sports facilities, etc. are maintained by the administration department as per the laid down guidelines.

Housekeeping services are outsourced and available on campus 24 x 7.

3. **Maintenance of Equipments:** The University has laid down guidelines and structure for the maintenance of various type of equipments as under:
   - The University has a dedicated cell to look after the repair, maintenance and upkeep of labs of all teaching and research institutions under USIC. Further, major laboratory equipments are under Annual Maintenance Contract (AMC) for their regular preventive and corrective maintenance.
   - Campus Surveillance Cameras, CCTVs, other security equipments are maintained through IT department by the equipment providers.
   - Teaching aids such as LCD Projectors, PA Systems, Laptops, Desktops, Printers, Wi-Fi etc. are maintained by IT Helpdesk department.
   - Fire fighting equipments in various blocks, class-room, labs, hostels, offices, etc. are maintained by Fire & Safety Department.

The respective departments conduct a periodic audit to ensure timely corrective action for proper functioning of the various equipments & gadgets.

Any other information regarding Infrastructure and Learning Resources which the university would like to include.

An online system has been developed to register the complaints regarding repair, maintenance in hostels by students in addition to physical register at each hostel. All complaints are attended within 24 hours. In case of a major problem it is resolved within 72 hours.

For the past several years, IT based ERP system (AMIZONE) has been used for attendance, timetable, faculty survey, venue/guest house/hostel booking and issue of gate pass to students. For HR related activities the university has recently adopted TCS-iON system, which is an advanced cloud based ERP solution.

All Campuses of Amity have taken various initiatives for energy conservation, usage of solar panels, environment friendly, green buildings, Sewage & Effluent Treatment Plants etc. The University has won various awards for these initiatives, to name a few:

1. **Uttar Pradesh Energy Conservation Award:** The University has been awarded "State Energy Conservation Award" by UPNEDA for the Private Educational Institutions Category in the year 2016.
2. **Green IT Computing:** Amity has been awarded "Go Green Innovation" by N-Computing.
3. **Road Safety Awards:** AUUP has been awarded "Maruti Suzuki Road Safety Award 2014" in the Education category nationally for its contribution towards spreading the awareness about Road Safety.
4. **Flower Show:** The University has won several prizes in Flower Competitions at District Level.

CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.1 STUDENT MENTORING AND SUPPORT

5.1.1 Does the university have a system for student support and mentoring? If yes, what are its structural and functional characteristics?

Response

Yes, AUUP recognizes that students come from diverse backgrounds, possess different capabilities and have different aspirations. They need constant support, guidance and mentoring. Hence AUUP has a structured system in place for student support and mentoring.

Structural Characteristics

The Academic Deans, HoIs and Dean Students Welfare administer the student support and mentoring system. Programme Leaders monitor academic delivery on daily basis. Dean Student Welfare and Faculty Mentors of respective Institutions provide the support for Students social, emotional, career counselling needs, activities, welfare and mentoring system.

Functional Characteristics

Academic Deans, HoIs and Programme Leaders focus on all round development of the students by organizing various activities as under in addition to teaching learning process relevant to a programme:

i) Orientation Programme
ii) Bridge course
iii) Club Committee activities
iv) Industry interaction
v) Seminar / Conferences

Faculty mentors are assigned to all the students who help them in various spheres.

The Dean Students Welfare with the help of faculty coordinators for students support in each institution, organizes various activities to inculcate values and social orientation, such as:

i) Cultural activities & Annual Youth Festival
ii) Celebration of festivals and important days
iii) Sports meets - Sangathan
iv) Activities related to Human Values & Community Outreach
v) Welfare activities for hostel students
vi) Inter institute competitions
vii) Alumni Meet

The faculty coordinators are designated for various activities who involve the students in planning, orgnanizing and managing. This helps the students to be engaged beyond classrooms and their holistic development.

Professional Counsellors are engaged in Amity Centre for Counselling and Guiding (ACGC) to help the students who are having problems like stress, low self-esteem, depression, home sickness, relationship issues etc.

5.1.2 Apart from classroom interaction, what are the provisions available for academic mentoring?

Response

Apart from classroom interaction, there are various avenues for academic mentoring of the students.

a) At Faculty level

i. **Faculty mentor:** Each student has a faculty mentor. Who functions as the first level mentor. The faculty mentors promote one-to-one interaction and understand every student's need. The process effectively engages students and helps them understand academic specific requirements. The course faculty provides contact hours every week for one to one interaction.

ii. **Proficiency Tests:** At the University level, the new joiners appear for an proficiency test to map their competency for the chosen programme. The students come from varied backgrounds and may not be proficient in the courses offered in their programme by the institute. To overcome the observed gap in competency, bridge classes are organized by the institute so that the students do not face difficulty in pursuing the courses in regular classes.

iii. **Remedial Sessions** are conducted to help students who are having problems with advanced concepts to fully understand the basics of a subject. Students can also use them to catch up on material after a long break due to illness

iv. **Bridge Courses** are teaching modules which help to close the gap between actual and desired competencies.

v. **Guided Self Study Course (GSSC)** is provided for the course units in which the students failed or are detained due to shortage of attendance in a semester. The course faculty prescribe term papers / home assignments to such students, which are assessed and on that basis the faculty concerned recommends the student for the end semester examination

vi. **Internship/Project/Dissertation Guidance:** The students undertake summer internships in industry, major projects/dissertations, design projects which gives them the opportunity to conduct independent research and convert their ideas into product/solution. A faculty guide is assigned to each student for such projects. Further, an industry guide is also assigned if the student is undertaking internship in the industry. Faculty guides provide advice on report / dissertation writing. Faculty in-charge is designated to help students to prepare for various inter institutions competitions in various disciplines.

vii. **Participation in faculty research projects:** students are also encouraged to actively participate in research projects undertaken by faculty members. The recorded lectures are available on line which can accessed by the students as per their convenience.

viii. **Entrepreneurship Development:** The students work on their business ideas, under the guidance of experts in Amity Center for Entrepreneurship Development (ACED) & Amity Innovation Incubator (AII).

b) at the Programme/Department/Institutional level

The Programme Leader and the Head of the Department/Institution provide necessary help to students with issues related to academics. This helps the students successfully complete the programme and prevent drop out.

- **Guest Lectures/workshops:** Academic mentoring is also offered through participation in several guest lectures/workshops during the academic year where students are encouraged to have interactive sessions for out of class learning.

- **Peer group/Buddy mentoring:** Senior students routinely engage in providing academic mentoring to juniors. This allows each junior student to pair up with a senior and benefit from guidance on regular basis in projects, activities and other questions in academics.

- **Participation in co-curricular activities:** Students are encouraged to actively participate in co-curricular activities and competitions. A Faculty member/group of Faculty members guide the students during these activities.

- **Cross Functional Learning:** AUUP has diverse programmes of study in various Institutes/Centers of learning. Many diverse courses are offered to the students as electives. These helps the students to gain knowledge/skills on various aspects within and outside their curriculum to enhance their learning experience.

- **Students Clubs & Committees** at Institutional/University level engage students for participation in academic clubs. Faculty coordinators assigned to the clubs effectively guide the students on academic issues relevant to the activities of a club.

- **Participation in Conferences/Seminars** the students are encouraged and they participate actively in conferences/seminars where many students have presented their research papers also.

- **Industry Visit** is important for any student undergoing professional education. It help students to gain first hand information regarding functioning of the industry and provides an opportunity to plan, organize and engage in active learning experiences both inside and outside the classroom.

5.1.3 Does the university have any personal enhancement and development schemes such as career counselling, soft skill development, career-path-identification, and orientation to wellbeing for its students? Give details of such schemes.

Response

The university focuses on developing student's skills and competencies to enhance employability by providing wide assortment of activities outside the classroom and encourages them to participate in activities that meet their academic interests and professional needs.

1. CBCS provides ample options to choose inter-disciplinary courses and develop additional skills as per their interest and career aspirations

2. The General Education components like Behavioral Science (BS), English/Business Communication, foreign language, Outdoor Activity Based Courses (OABC), Skill enhancement Courses (SKE), Human Value Community Outreach HVCO /CO are well integrated in the curriculum.

3. Various skills and competencies are developed through classroom, labs, extra-curricular, co-curricular activities; field work, Entrepreneurship Awareness Camps (EAC), Industry centric assignment/learning programmes, and experience sharing of professionals from diverse field/industry etc.

4. Psychometric profiling is conducted to help the students in understanding areas that need improvements and career path identification.

5. For wellbeing of students following opportunities are provided:

    a. Emotional, interpersonal, and academic concerns are addressed.

    b. Health related seminars/lectures/health check-up camps, which are conducted.

    c. Yoga classes are conducted the students.

    d. Physiotherapy Clinic in the Campus.

    e. Sports and recreational facilities

6. **Mentoring system:** 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. The Mentoring Programme is designed to give a competitive edge to our students and help them to scale new heights.

    a. The program is carefully designed to link students with Mentors (Industry and alumni mentors, the experts from professional arenas who provide valuable, practical insights, thereby enabling students to visualize and evaluate their education and career options. It overall facilitates a pot pourri of attributes that makes a successful person both professionally and personally.

    b. Mentoring promotes knowledge-sharing and experiential learning between the experienced industry professionals and the novice students. Mentees are paired up on the basis of the academic background, career interests and sectoral preference of the industry.

    c. This creates opportunity for the mentees to communicate, on an informal basis, with seasoned industry professionals and enhance their soft skills and aptitude.

7. **Career Counseling**

    There are number of services provided which help students to be better prepared for their campus recruitments :

    a. **Career Counseling Sessions:** Expert career counseling by professionals from diverse field. Career counseling starts with pre-final students before they start planning for their industry internship so as to they choose right organisation for internship as well as behave professional while pursuing the internship in the company. Further, psychometric profiling is also done by experts to advise students with right career options.

    b. **Industry Expectation Session by Experts:** Regular sessions are organized on the theme 'Industry Expectation Session by Experts from young professionals'. The sessions starts right from orientation programme in first year and are also organized during the academic programme till the campus recruitment drive starts for the students.

c. **Resume Writing Workshops:** A number of workshops are conducted for student for writing resume and articulating their career objectives, highlighting the achievements, experiences in addition to their academic credentials.

d. **Grooming through Mock Sessions:** a number of development workshops, mock GD/Interview sessions, communication workshops, personality enhancement and soft skills workshops are organized for final year students.

e. **Aptitude Test:** Discipline / industry specific aptitude and technical test are conduct for the students so as to help them familiarize with industry requirements.

f. **Grooming by SSB academy:** Special sessions are conducted by SSB academy for placement in defence services.

Following University departments are responsible for providing support services such as career guidance & counselling and orientation to wellbeing to students:

b. Dean, Student Academic Affairs and Support Services

c. Dean, Student Welfare

d. Centre for Guidance and Counseling

e. Corporate Resource Centre /Industry Interaction Cells

f. Amity Innovation Incubator for students with feasible business idea.

g. Amity Centre for Entrepreneurship Development (ACED)

5.1.4 Does the university provide assistance to students for obtaining educational loans from banks and other financial institutions?

Response

Yes, the university has tie ups with various banks such as Axis Bank, Oriental Bank of Commerce, Allahabad Bank, etc. Through these exclusive tie-ups students will get the benefit of quicker processing, concessions on interest rates and easy repayment options.

Students requiring financial assistance are offered help by way of coordination with the banks and provide help with all kinds of paper work needed for the loan. The bank loans have the following features:

a. Includes the Tuition fees, books cost, hostel fees, etc

b. Is available at concessional rate of interest.

c. Speedy disposal of loan applications.

d. Availability of the loan across all campuses.

During admission process, Axis Bank, OBC Bank, Allahabad Bank set up their counters in the admission block to help the students and parents to understand the process of obtaining educational loan. The website for loans: http://www.amity.edu/education-loan.aspx

5.1.5 Does the university publish its updated prospectus and handbook annually? If yes, what are the main issues / activities / information included / provided to students through these documents? Is there a provision for online access?

Response

Yes the University annually publishes all relevant and current information relative to students in the Admission Prospectus & Brochure & Students Handbook.

Admission Prospectus & Brochure: (http://www.amity.edu/admission-procedure-domestic.aspx) - It contains information regarding -- Courses offered, eligibility and duration of each course offered along with

fees payable per semester, admission requirements and procedures, hostel facilities, procedures for academic loan and scholarship available, etc.

Students Handbook: It contains information regarding -- Student Code of Conduct, Filing a Complaint, Emergency Information Policies and, rules & regulations affecting students, Proctorial Board, Special Advisory to Fresher's, Fresher's Introduction/ Induction and Important Emergency Contact Numbers, etc. It is provided to every student and also available at Amity's Intranet system at www.amizone.net

In addition, University has Amizone – Amity Intranet Zone (www.amizone.net) a single point of access for all the information, services and resources to the Students. It also offers an archive of recorded classes to students for reference purpose and to enhance their learning experience.

5.1.6 Specify the type and number of University scholarships / freeships given to the students during the last four years. Was financial aid given to them on time? Give details (in a tabular form) for the following categories: UG/PG/M.Phil/Ph.D./Diploma/others (please specify).

Response

Several scholarships are annually awarded to meritorious students, economically weaker students and extraordinary achievers in various extra-curricular and co-curricular activities. All scholarships are awarded in accordance to provisions laid down in the university regulations / guidelines.

1. **On Admission to the University,** Merit and Sports Scholarships (as below) are offered and declared at the time of admission, before fee payment.
   a. 100% Dr. Ashok K. Chauhan Scholarships
   b. 50% On Admission Merit Scholarships
   c. 25% On Admission Merit Scholarships (Applicable to Lucknow Campus)
   d. 100% On Admission Sports Scholarship
   e. 50% On Admission Sports Scholarship
   f. 25% On Admission Sports Scholarship

2. **Merit scholarships:**
   a. 30% Merit Scholarship during the Programme
   b. Merit cum Means Scholarship up to 50%
   c. Special Scholarship up to 50%
   d. Bursary Scholarship
   e. Amitian Discount 10%
   f. Other scholarships & Staff Ward Concession 33 %

Continuation of on admission merit and sports scholarships and other merit scholarships are declared on the basis of results of the previous academic year.

Total financial aid given to students as Scholarship for last four years is as under:

Year	Number of scholarships	Amount (approx.)
2012-13	1712	Rs. 10.5 crore
2013-14	1830	Rs12 crore
2014-15	2781	Rs 18.70 crore
2015-16	2417	Rs 20.19 crore

Details of scholarships given in various categories in last four years :

#	Type of Scholarship	No. of Students							
		2012-13		2013-14		2014-15		2015-16	
		PG	UG	PG	UG	PG	UG	PG	UG
1	On admission Scholarship	8	270	12	291	34	692	42	508
2	Continuation of On Admission Merit Scholarship	18	350	24	294	27	469	60	538
3	30% Merit Scholarship During the Programme	30	178	46	185	42	202	39	230
4	Merit-cum-Means Scholarships	2	19	8	38	4	26	1	23

Other scholarships	2012-13	2013-14	2014-15	2015-16
Special Scholarship	0	1	3	-
Bursary	-	5	-	-
sports	-	11	-	6
10 % Amitian Fees discount	721	553	694	433
33% Staff ward Fees Concession	-	50	26	-
Defence Personal Fees Concession	-	-	12	11
Academic Fees Discount (Ph.D)	-	14	290	208

5.1.7 What percentage of students receive financial assistance from state government, central government and other national agencies (Kishore Vaigyanik Protsahan Yojana (KVPY), SN Bose Fellow, etc.)?

Response

The University authorities intimate to the students through notice boards and on Amizone, whenever the scholarship notices are received from State/Central Government.

Students apply after fulfilling formalities through the University and the funding agencies transfer scholarship amounts to the student's accounts.

75 to 80 students get following financial assistance from state government, central government ;

a.   Post Metric Scholarship Schemes Minorities
b.   Merit-Cum-Means Scholarship For Professional and Technical Courses Cs
c.   Post Metric Scholarship (PMS) for ST students
d.   Prime Ministers special Scholarship for J & K students (PMSS)

5.1.8 Does the university have an International Student Cell to attract foreign students and cater to their needs?

Response

Yes, the University has an **International Affairs Division (IAD)** to collaborate with foreign universities / organizations. The University participates into various international exhibitions and educational fairs such as GITEX – UAE, SAARC etc.

International Students Felicitation Centre (ISFC): In order to take care of international students and make their learning experiences successful and memorable, ISFC has been established. In addition to handling students queries related to various matters of academics, examinations, hostels etc., the centre is also engaged in multifarious activities, such as:

a. Reception of international students
b. Registrations
c. Orientation programme for international students
d. Cultural activities and festival celebrations by international students
e. Extend in Visa extension
f. Special classes for language/communications
g. Organizing special classes for specific courses through concerned institution
h. Discussing the performance and progress of international students with their faculty mentors, course faculty and programme leaders.

Further, registration with international embassies and higher education website is also done e.g. registration with the official website of United Arab Emirates Ministry of Higher Education & Scientific Research (MOHESRs).

The university endeavours to provide proper support service to students to ensure all their issues are addressed on timely manners and their satisfaction level remains high.

5.1.9 Does the university provide assistance to students for obtaining educational loans from banks and other financial institutions?

Response

Yes. The University provides assistance to students for obtaining education loans. The University has tied up with premier nationalized banks such as Axis Bank, Oriental Bank of Commerce, Allahabad Bank, etc. Details are mentioned in the response of criterion #3.1.4.

Information pertaining to education loan is also available on University's portal http://amity.edu/education-loan.aspx.

5.1.10 What types of support services are available

Response

Overseas students

Various support facilities are available to overseas students such as:

• Exclusive centre for overseas students (International Facilitation Centre)
• Help in getting secure accommodation in Amity Hostels or outside
• Administrative support for help in registering for FRRO and for visa and other formalities
• Academic support and mentoring, etc.

Physically challenged/ differently-abled students

The physical infrastructure of the University is disabled friendly. It includes ramps, lift and wheel chairs. Separate seating arrangement in the classrooms and library are provided. University has provisions for giving a writer and compensatory time for writing the exams on case to case basis.

SC/ST, OBC and economically weaker sections

The University has a conducive and equitable environment and no distinction is made based on caste, creed, religion, nationality. However, facilitates to economically weaker students are provided to obtain scholarship from various government and non-government levels. The University also offers Merit-cum-Means scholarship and Special Scholarship to economically weak students.

Students participating in various competitions/ conferences in India and abroad

Academic guidance, financial assistance, felicitation and special leaves (ODs) are given to students to participate in various inter-collegiate, state-level and national-level competitions / conferences.

Information on such events is displayed on the departmental notice boards and on Amizone.

Health center, Health insurance, etc.

The University has well-equipped medical clinic with qualified doctors and staff nurses function to treat the sick and administer First Aid to the students. Students are provided Medical Insurance of Rs. 25,000/- per student which increases to Rs. 50,000/- per student in an accident case.

In case of death of a student the entire fee is refunded and insurance of Rs5 lakh is paid to the next of kin (in case of non-FIR accidental death). In case the Father or the main earning person of the student dies then insurance of Rs5 lakhs is provided to the student for continuation of his/her studies.

The University has tie ups with nearby hospitals for treatment of students.

Skill development

To support students' personal and professional development, University offers Skill enhancement courses specific to programme discipline. Skill enhancement courses (SKE) are well integrated in the curriculum. Various skills and competencies defined at

University, Institution, Domain and Programme level and embedded in curriculum are aimed to develop following in all students through classroom, labs, extra-curricular, co-curricular activities; field work and experience sharing of professionals from diverse field/industry:

a. Sense of responsibility
b. Communication skills
c. Critical thinking
d. Behavioural and social skills
e. Research and Problem solving skills
f. Employability & Entrepreneurial skills
g. Analytical and decision making skills
h. Professional competence and skills
i. Creativity, innovation and entrepreneurial leadership skills
j. Community service and engagement through human values quarter

Multi-skill development to participate in variety of co-curricular and social activities.

Performance enhancement for slow learners

Students are categorized as weak students, slow learners, Advanced learners based on their academic performance during the semester. Necessary developmental actions plans are formulated and implemented by concerned course faculty such as Guided Self Study Course, extra-classes, individual consultation and counseling assignments/projects etc.

Course faculty identifies the slow learner in their classes. Remedial classes and bridge courses are conducted for weak and slow learners.

Exposure of students to other institutions of higher learning / corporates / business houses, etc.

Students are exposed to other institutions of higher learning through choice based credit system facilitating inter-disciplinary courses, projects, internships, visit to industries, instrumentation centers and research institutes, hands-on training and educational tours.

Amity has tie-ups with over 100 international Universities, Laboratories and Research Centres in areas of student exchange, faculty exchange, joint research, curriculum development and educational tours for students.

The 3 Continent programmes (Domains - Management, Engineering, Communication, Fashion and Biotechnology) offer an opportunity to gain invaluable exposure, experience and practical knowledge by studying in 3 reputed Institutions across 3 Continents (Asia, Europe and America) and the final Degree is awarded by AUUP along with Certificates from the partner Universities.

Publication of Student Magazines

Newsletters and Magazines are published regularly by various institutions and they serve as a platform for the exhibition of the creative and research potential of the students.

5.1.11 Does the university provide guidance and/or conduct coaching classes for students appearing for Civil Services, Defense Services, NET/SET and any other competitive examinations? If yes, what is the outcome?

Response

A dedicated separate institution (Amity Institute of Competitive Intelligence) has been established to provide guidance and conduct coaching classes for various competitive exams such as GATE, MAT, CAT, NET, Civil Services, Defence Services etc., which enhances the knowledge base of students by developing their analytical skills and ability to succeed in competitive examination. It prepares students for examination such as IIT-JEE, Medical, CAT, MAT, GTSE, Olympiad etc.

Amity SSB Academy provides quality pre-selection training to candidates aspiring to join Indian Defense and Police Forces, NDA, CDSE, NCC & AFCAT. Also, the curriculum of the final year students are so designed that the analytical skills are enhanced and the students are able to clear the entrance examination based on their programme and special electives. As the outcome of such efforts many students are placed in civil and defense services and are getting good results in these competitive exams.

5.1.12 Mention the policies of the University for enhancing student participation in sports and extracurricular activities through strategies / schemes such as

Response

The University encourages the students' participation in sports and extra-curricular activities as it is an integral part of holistic development of the students.

Additional academic support and academic flexibility in examinations

i.   On-duty leave is granted for attending intercollegiate sports and extra-curricular activities.
ii. The CBCS followed by the University incorporates credits for participation and achievements in sports and extra-curricular activities.
iii. Compensatory time for submitting the assignments is given to students when they are participating in State/ National /International level sports and extra-curricular activities.

Special dietary requirements, sports uniform and materials

i.   Sports uniform, sports kit, special diet etc. are provided to the students participating in sports by AUUP. University provides sports kit and necessary facilities for practice sessions also.
ii. Allowances: Event registration fee, TA and DA for cultural and sports events are borne by the University.
iii. Cost for uniforms / costumes / outfits / properties / theatre sets / accessories / maquillage are borne by the University

Any other

To encourage participation in sports and extracurricular activities the University offers –

i.   Sports Scholarships – On admission 100%, 50% & 25% of academic fee. The continuation of scholarships for subsequent years is based on performance & other eligibility criteria.
ii. Special Scholarship – up to 50% of academic fee

The University /Institute Clubs have been constituted for furthering student involvement in extra-curricular activities. It is guided by a team of faculty members. Regular activities are organized by the students' clubs/committees under the guidance of their faculty mentor.

The University conducts Inter Institutional Sports event 'SANGATHAN' annually to provide opportunity to the students to participate in healthy sports competitions so as to exhibit their abilities and talent in variety of games and sports as well as to foster a spirit of togetherness, brotherhood and leadership through sports.

Expert coaches train students for various sports. Training is organized for performing arts during every academic year by expert trainers.

5.1.13 Does the university have an institutionalized mechanism for students' placement? What are the services provided to help students identify job opportunities, prepare themselves for interview, and develop entrepreneurship skills?

Response

Yes. The University has well established mechanism for students' placement. Corporate Resource Centres (CRCs) / Industry Interaction Cells (IICs) and Amity Technical Placement Cell (ATPC) prepare students for the final placement.

There are number of services provided which help students to be prepared for their campus recruitments and subsequently success on their first job:

i. Conduct of career counseling workshop to help students identify their interests as per their aptitude level and abilities

ii. Preparing the students for aptitude tests, interviews, group discussions etc.

iii. Career counseling sessions by Industry Experts, HR Heads, Functional Experts etc.

iv. Sessions by industry experts on the theme "Industry Expectations from Students in their First Job".

v. Conduct of workshops for preparation of curriculum vitae, group discussion, interview skills, aptitude tests etc.

vi. Facilitating selection process by arranging pre-placement talks by campus recruiters

vii. Planning and conduct of campus recruitment drive and obtaining offer letters from recruiters

viii. Obtaining feedback from the employers on the performance of employed students

The Amity Centre for Entrepreneurship Development (ACED) conducts seminars, workshops and mentoring aimed at developing entrepreneurial skills among students. Students get the opportunity to leverage on the Business Incubator to enhance their entrepreneur skills to start their ventures. Special care is given to those students starting from ideation to formation of a company through the Incubator.

5.1.14 Give the number of students selected during campus interviews by different employers (list the employers and the number of companies who visited the campus during the last four years).

Response

Following are the details of last four years placement during the campus interview by various employers:

Year	Number of students placed through Campus placement	Number of companies visited
2015-16	2191	165
2014-15	2367	203
2013-14	2127	164
2012-13	1924	207

Details of the Employers who have visited the Campus for student placements is at Annexure 3– Placements.

5.1.15 Does the university have a registered Alumni Association? If yes, what are its activities and contributions to the development of the university?

Response

Amity University Uttar Pradesh has a large network of Alumni and has an Alumni portal. The university practices and propagates the philosophy "'Once an Amitian always an Amitian'. The core functions /activities are well planned right from admission of the students to their final placement and even after completion of the course as alumni.

To build a strong industry interaction by way of alumni networks and empanelment of expertise from industry are among the broad educational goals of the University.

The Alumini are involved in various activities of the university by becoming mentors of the students and members of various committees for university development as under:

i. The Programme structure, curriculum and course contents are developed and reviewed through collaborative consultation and deliberations of all stakeholders' and inputs are taken from various sources including Alumni feedback. The alumni are also members of **Area Advisory Board** constituted for specific stream/area. The Programme Learning Outcomes are assessed by tools such as student exit survey and alumni surveys.

ii. Alumni achievement analysis, students /alumni satisfaction survey are conducted regularly and data is used for improving further processes and systems for student's excellence. Alumni Meets are organized to provide opportunity to students to interact and learn from the experiences of their seniors. The alumni Meets are organized at Institution level, campus level as well as University level.

iii. In order to develop planning, organizing, decision making skills and accountability with responsibility among students, alumni committee is formed so that students actively participate in various events being conducted by the University.

iv. The Alumni already employed in reputed organization in India and Abroad help the students of final year in their project work and inform them about the employment opportunities as Mentors.

v. The university also assists budding alumni entrepreneurs to incubate their technology venture in Amity Innovation Incubator.

vi. Regular Alumini Meets are conducted at institution / faculty level.

5.1.16 Does the university have a student grievance redressal cell? Give details of the nature of grievances reported. How were they redressed?

Response

The university has well established Grievance Redressal Cells and System in place both at institution and university levels. Student grievances are addressed at various levels as per policy Guidelines (G-13): Grievances Redressal Mechanism.

Online suggestion / complaint system with multiple level escalation matrix helps in resolving the students' issues at faster speed and ensures continuous improvement in quality. About 50-100 compliants are received annually by the Vice Chancellor

University addresses complaints and grievances of students on timely manner through various departments / committees and online system. Complaints / grievances posted online by students related to academics, admissions & scholarships, security, administration, hostel, IT, fee, transport and cafeteria, etc are addressed promptly. Separate committees / cells are functional at the university and institutional level. The complaints / grievances are analysed by in-charges of each domain every semester and appropriate measures are taken to improve the functioning of the related domain.

The grievances are addressed at institutional level through Student Service Counter, Faculty Mentor, Programme Leaders, Class Representatives Council, Head Student Welfare and HOIs. The next level of grievance redressal is at

the level of Dean of Faculty, Dean Student Welfare, Dean Student Academic Affair and Support Services, Dean Examinations. The students are free to meet the Vice Chancellor, if the grievance is not addressed satisfactorily by Deans / HoIs.

All complaints are regularly analyzed by designated officers and corrective measures are taken to improve the policies and promote better stakeholders relationships.

5.1.17 Does the university promote a gender-sensitive environment by
(i) conducting gender related programmes
(ii) establishing a cell and mechanism to deal with issues related to sexual harassment? Give details.

Response

The University promotes a gender sensitive environment. 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. 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.

(i) Conducting gender related programmes

All programmes offered by the university are common to both the genders, therefore there is no gender bias or reservation with reference to the gender. In addition workshop/training programmes are conducted on legal rights, protection from domestic / social violence, gender sensitivity etc.

ii) Establishing a cell and mechanism to deal with issues related to sexual harassment? Give details.

The University has established a Complaint Committee in addition to Women Helpdesk at university level to address the issues related to sexual harassment. The Regulation on: Prevention of Sexual Harassment states the mechanism to deal with issues related to sexual harassment.

The following steps are followed by the complaint committee to conduct the enquiry related to Sexual Harrassment:

(a)   Any person aggrieved shall file the complaint before the committee with all relevant details concerning the alleges sexual harassment in a sealed cover.

(b)   The complaint committee shall take necessary action to cause an enquiry to be made discreetly or hold an enquiry, if necessary.

(c)   The complaint committee shall after examination of the complaint submit its recommendations to the Vice Chancellor recommending the penalty to be imposed.

(d)   The Vice Chancellor shall after giving an opportunity of being hear top the person(s) complained against, confirm with or without modification the penalty recommended after duly following the prescribed procure.

(e)   The disciplinary action in accordance with the relevant rules is initiated.

(f)   The complaint committee prepares an Annual report giving full account of its activities to the Vice Chancellor and other concerned officials of the university.

In the above mechanism it is ensured that the victim or witnesses are not victimized or discriminated against while dealing with complaints of sexual harassment.

5.1.18 Is there an anti-ragging committee? How many instances, if any, have been reported during the last four years and what action has been taken in these cases?

Response

Yes, the university has an anti-ragging committee as per the mandate of UGC. AUUP is committed to maintain 'a ragging free campus.' At the beginning of each academic year, the following measures are undertaken to ensure ragging free environment:

(a) An anti-ragging monitoring & execution cell at University level is established.

(b) An anti-ragging control room is established in the campus which is manned 24x7. A roster of faculty members is developed for night duty to monitor the hostels apart from Marshall on duty.

(c) An anti-ragging committee is constituted in each Institute to monitor student interactions effectively

(d) Anti-ragging posters and banners are displayed all around the campus and in the hostels with a list of anti-ragging monitoring & execution cell members and their mobile numbers.

(e) As part of the orientation programme, the Chief Proctor sensitizes the junior and the senior students on the legal consequences of ragging.

(f) Each student has to submit an anti-ragging affidavit stating

(g) The student' are given 'Anti-Ragging Booklet' which contains all the rules and regulations and information about the how to report ragging incidents. Also, each student is given a leaflet which has the mobile numbers of Chairperson (anti-ragging monitoring & execution cell), DSW, DyDSW, Chief Proctor and Director Hostel Administration.

(h) Number of anti-ragging squads comprising of senior faculty members and senior & fresher student representatives are formed for patrolling in the campus. In addition, anti-ragging patrols comprising of campus Marshals and security personnel are formed to patrol the campus and also the hostels, guest houses, PG accommodations where fresher's are staying.

There has been no case reported till date.

5.1.19 How does the university elicit the cooperation of all its stakeholders to ensure the overall development of its students?

Response

The University interacts with all its stakeholders to ensure the overall development of its students. The University includes the following stakeholders in various committees, meetings and forums like Orientation Programmes, Guest Lectures, Industry Meet, Alumni Meet, Seminar/Conferences, Annual Sport Event (Sangathan), Convocation etc to discuss the issues relating to the development of students and the university:

(a) Industry experts

(b) Renowned Academicians

© Alumni

(d) Parents

(e) Faculty

(f) Management

(g) Staff

5.1.20 How does the university ensure the participation of women students in intra- and inter-institutional sports competitions and cultural activities? Provide details of sports and cultural activities where such efforts were made.

Response

The university ensures the participation of women students in intra and inter-institutional sports competitions and cultural activities. As mentioned earlier equal opportunities are given to both the genders to participate in sports and cultural activities.

Women students also are active members of cultural and sports committee at both institutional and University level and have participated in Sangathan, Amity Youth Festival, International Youth Day, AIMUN, Human Value quarter, AIU sports competitions, etc. Women students have won prizes in cultural and sports competitions.

5.2 Student Progression

Response

a) Student strength

The student strength of Amity University Uttar Pradesh is 46,169 for the academic year 2016-17. Noida campus has the highest strength (81%) followed by Lucknow campus (11.8%), Dubai campus (4.4%) and Greater Noida campus (2.7%). Further, UG students have highest strength (78.36%) followed by PG (18.08%), Ph.D (3.41%) and M.Phil. (0.13%).

The campus and program-wise student strength of the University for the academic year 2016 – 17 is as under:-

S. No.	Programs	Student Stren gth Academic Session : 2016 - 17			
		Noida	Lucknow	Dubai	Greater Noida
1	UG	28593	4616	1730	1243
2	PG	7388	614	319	28
3	M. Phil	45	17	0	0
4	Ph. D.	1371	205	0	0
Total		37397	5452	2049	1271
Grand Total		46169			

a) Trend Analysis

The trend analysis of last four years indicate that the strength of the students is growing continuously on an average rate of 13%.

Programme-wise, campus-wise student strength for last four years is as under:

Student Strength

S. No.	Programs	2013				2014				2015				2016			
		Noida	Lucknow	Dubai	Greater Noida	Noida	Lucknow	Dubai	Greater Noida	Noida	Lucknow	Dubai	Greater Noida	Noida	Lucknow	Dubai	Greater Noida
1	UG	18349	4967	570	NA	22064	5047	1013	69	25627	4783	1445	1083	28593	4616	1730	1243
2	PG	6565	1018	144	NA	6469	783	220	19	6398	605	296	10	7388	614	319	28
3	M. Phil	32	2	0	NA	32	6	0	0	34	9	0	0	45	17	0	0
4	Ph. D.	187	21	0	NA	491	49	0	0	936	152	0	0	1371	205	0	0
	Total	25133	6008	714	NA	29056	5885	1233	88	30011	5549	1741	1093	37397	5452	2049	1271

Student Strength - Noida

Student Strength - Dubai
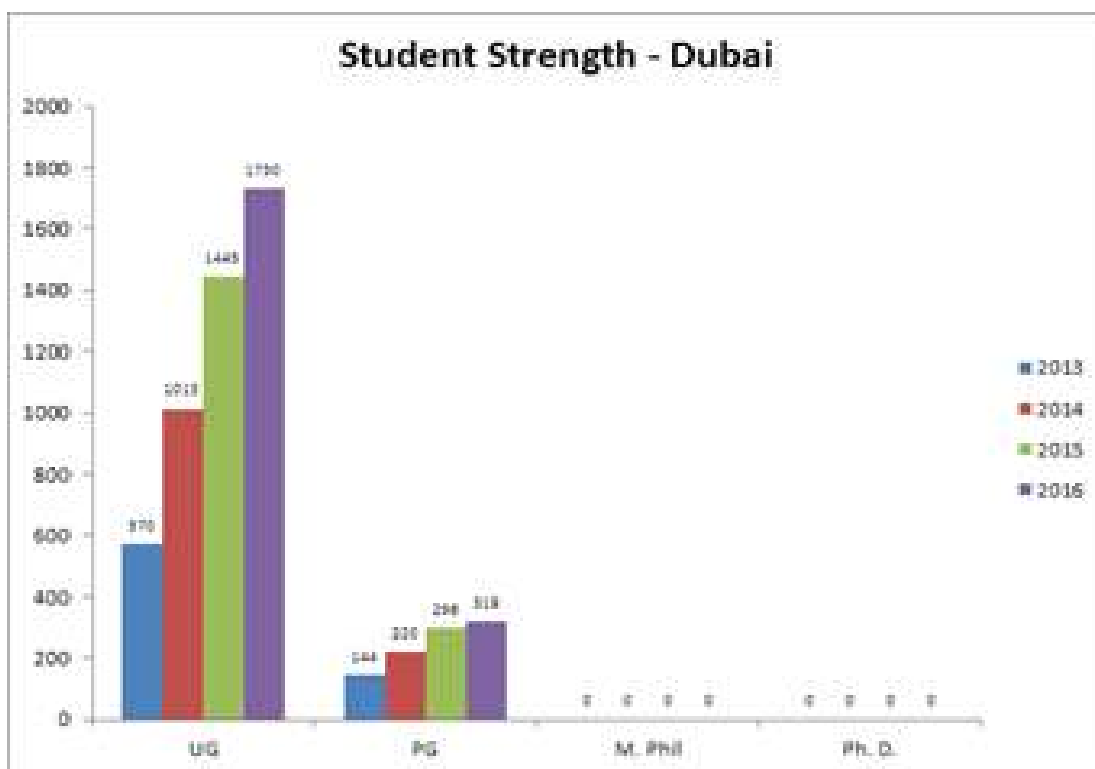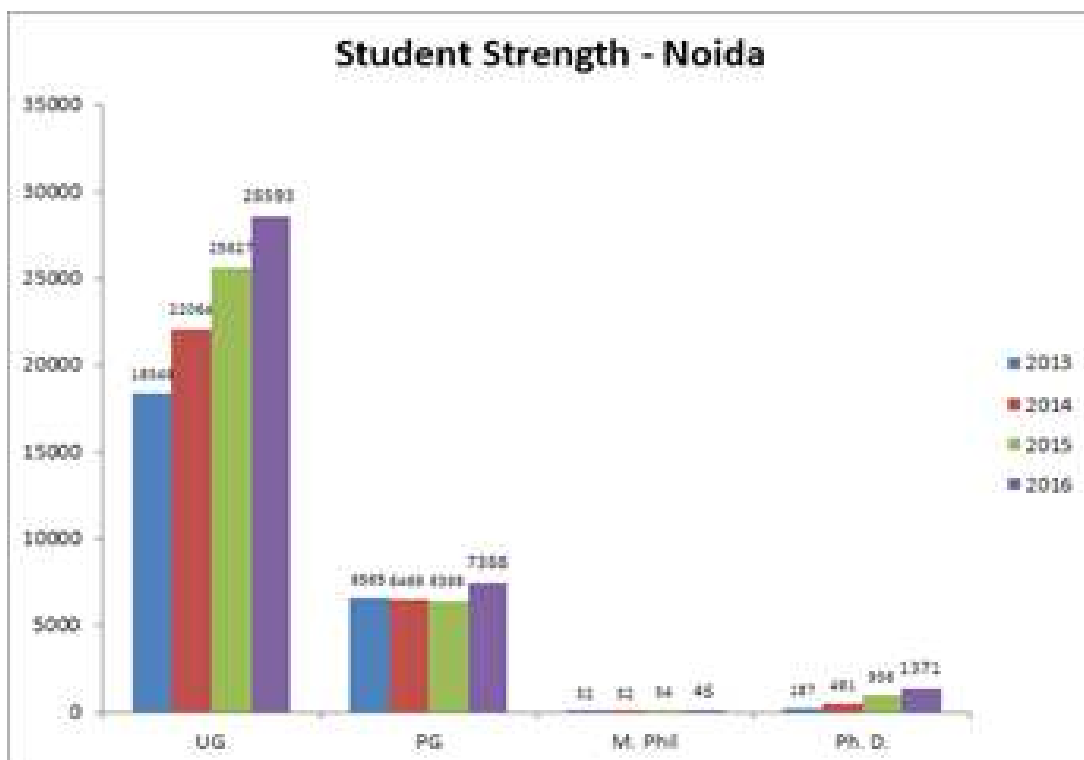
Program-wise details is enclosed at Annexure – 5.2.1.1

Student Strength - Lucknow

Student Strength - AUGN
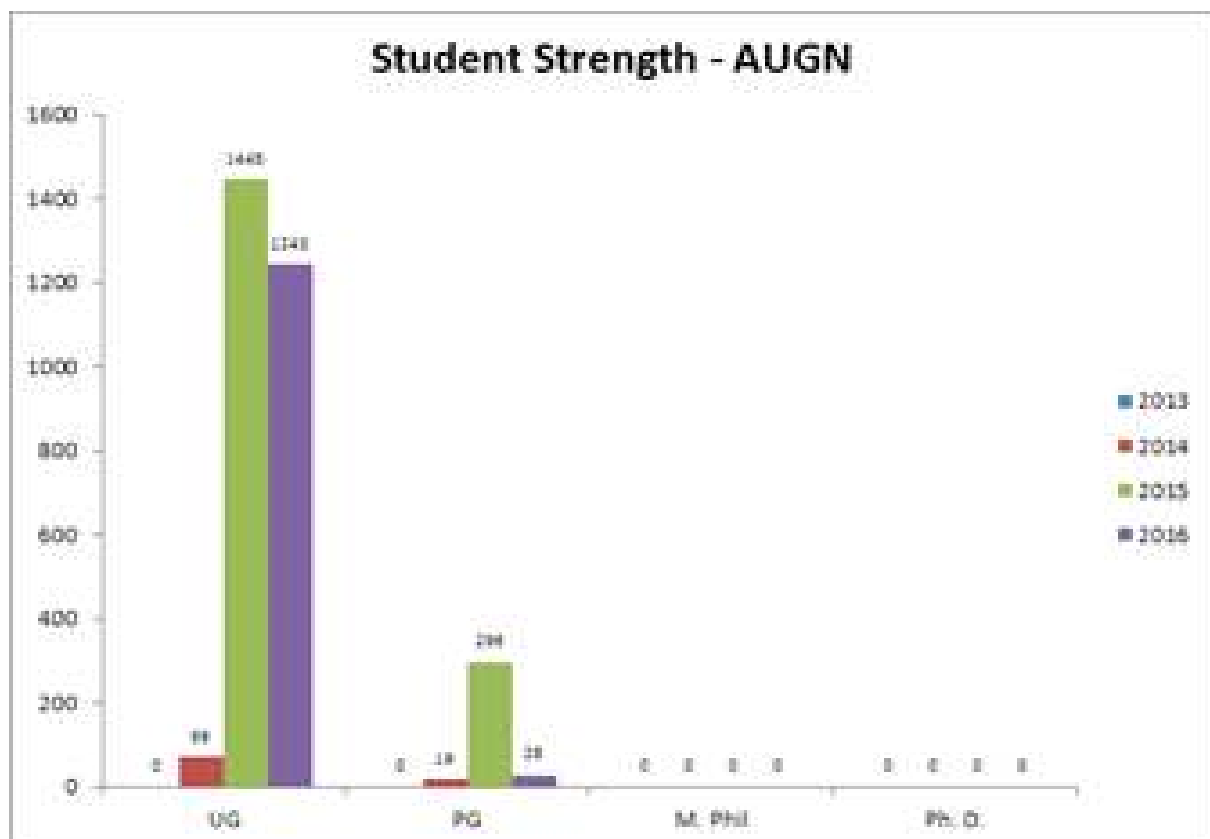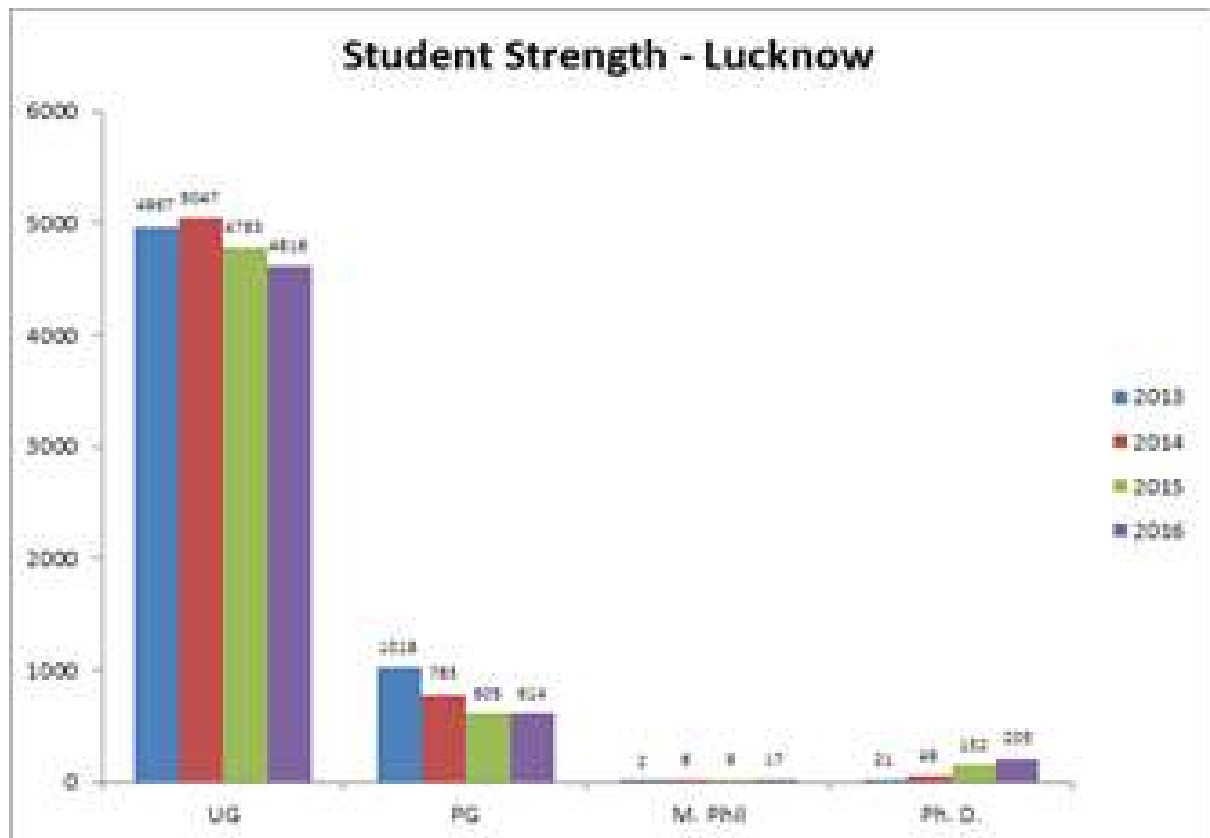
Student Progression

The progression of students for higher education, placement and going for family business or starting their own venture is analysed annually. The average of such students is 73% for last five years. The students opting to go for family business and to start their own venture has increased during the last few years.

Total Student	8060	6373	7923	8894	10001
Student Progression	Percentage against enrolled				
	2012	2013	2014	2015	2016
UG to PG	783	802	943	1044	1341
%age	9.71	12.58	11.9	11.74	13.41
PG to M.Phil	9	11	15	10	11
%age	0.11	0.17	0.19	0.11	0.11
PG to Ph.D	27	38	41	37	31
%age	0.33	0.6	0.52	0.42	0.31
Ph.D to Post Doctoral	-	-	-	-	-
Employed through	53.79	50.09	45.8	45.46	40.25
Campus Selection					
Other than campus Selection					
Higher Education	15.66	18.24	22.22	18.7	23.69
Family Business/Own Venture	4.19	5.63	5.14	6.06	10.09

Q5.2.2 What is the programme-wise completion rate during the time span stipulated by the University?

Response:

Each student is expected to complete the program within minimum time span stipulated (N) by the University. However, those students who do not complete the program within minimum time span, be given one additional year (N+1) in case of programme up to two academic years and 02 additional years (N+2) for the programmes of more than two academic years duration.

On request from the student and recommendation of HoI/Dean, Vice Chancellor may grant extension of one more year(1) i.e. n+1+(1) for 2 years course and n+2+(1) for 3 years and above course for completion of programme and to become eligible for award of degree on payment of 25% of the Academic fee of year/semester (as applicable) + Rs.15,000/- re-admission fee + Examination fee for each course (as applicable) to qualify for degree.

Summary of the Completion rate for last four years (Campus – wise) is as under:

S. No.	Campus	2013			2014			2015			2016		
		Total No. of Student Appeared	Total No. of Students Pass	Pass % of Students	Total No. of Student Appeared	Total No. of Students Pass	Pass % of Students	Total No. of Student Appeared	Total No. of Students Pass	Pass % of Students	Total No. of Student Appeared	Total No. of Students Pass	Pass % of Students
1	Noida	5229	4940	94.47	6180	5858	94.79	6786	6327	93.24	7599	7223	95.05
2	Lucknow	1362	1289	94.64	1576	1468	93.15	1625	1562	96.12	1547	1509	97.54
3	Greater Noida	-	-	-	-	-	-	-	-	-	3	0	0
4	Dubai	31	31	100	106	101	95.28	196	187	95.41	393	370	94.15
	Total	6622	6260	94.5	7862	7427	94.5	8607	8076	93.8	9542	9102	95.4

The average completion rate for the last four years has been 95.12%.

Further, completion rate Programme - wise (Ph.D., M.Phil., PG, UG, Diploma etc.) and Campus - wise during the time span stipulated by the University are given as under:-

Diploma Programmes:-

S. No.	Duration	Campus	Total No. of Recipients							Total No. of Recipients						
			Total Registered	Total Appeared	N	N%	N+1	Total	Total %	Total Registered	Total Appeared	N	N%	N+1	Total	Total %
			2013							2014						
1	18 Months	Noida	3	3	3	100	-	3	100	3	3	3	100	-	3	100
2	2	Noida	12	12	12	100	-	12	100	10	10	10	100	-	10	100
			2015							2016						
1	1	Noida	-	-	-	-	-	-	-	3	3	3	100	-	3	100
2	18 Months	Noida	3	3	3	100	-	3	100	2	2	2	100	-	2	100
3	2	Noida	8	8	8	100	-	8	100	24	24	21	87.5	-	21	87.50

UG Programmes : -

S. No.	Duration	Campus	Total No. of Recipients (2013)									Total No. of Recipients (2014)								
			Total Registered	Total Appeared	N	N%	N+1	N+2	N+2+1	Total	Total %	Total Registered	Total Appeared	N	N%	N+1	N+2	N+2+1	Total	Total %
1	1	Noida	129	129	126	97.67	2	-	-	128	99.22	219	219	208	94.98	-	-	-	208	94.98
2		Lucknow	81	81	77	95.06	1	-	-	78	96.3	85	85	84	98.82	1	-	-	85	100
3	3	Noida	1118	1032	921	89.24	54	28	9	1012	98.06	1534	1419	1255	88.44	48	14	4	1321	93.09
4		Lucknow	319	297	263	88.55	9	1	2	275	92.59	413	412	352	85.44	19	3	1	375	91.02
5		Dubai	-	-	-	-	-	-	-	-	-	56	56	54	96.43	-	-	-	54	96.43
6	4	Noida	1094	1058	968	91.49	29	16	6	1019	96.31	1172	1144	1085	94.84	25	5	3	1118	97.73
7		Lucknow	508	500	438	87.6	19	14	2	473	94.6	506	506	471	93.08	11	9	-	491	97.04
8	5	Noida	217	217	200	92.17	11	4	-	215	99.08	300	295	287	97.29	4	-	1	292	98.98
9		Lucknow	60	60	53	88.33	1	-	-	54	90	96	96	92	95.83	1	-	-	93	96.88
			2015									**2016**								
1	1	Noida	311	311	303	97.43	6	-	-	309	99.36	-	-	-	-	-	-	-	-	-
2		Lucknow	56	56	56	100	-	-	-	56	100	-	-	-	-	-	-	-	-	-
3	3	Noida	1619	1602	1371	85.58	72	11	1	1455	90.82	2479	2479	2104	84.87	124	18	6	2252	90.84
4		Lucknow	348	347	303	87.32	30	2	-	335	96.54	487	487	439	90.14	30	8	1	478	98.15
5		Dubai	96	96	91	94.79	-	-	-	91	94.79	228	228	210	92.11	5	-	-	215	94.3
6	4	Noida	1592	1592	1534	96.36	14	4	-	1552	97.49	1862	1862	1796	96.46	30	4	3	1833	98.44
7		Lucknow	671	671	639	95.23	16	3	-	658	98.06	508	508	476	93.7	20	6	1	503	99.02
8		Dubai	9	9	9	100	-	-	-	9	100	27	27	24	88.89	-	-	-	24	88.89
9	5	Noida	301	301	297	98.67	3	1	-	301	100	444	444	439	98.87	3	-	-	442	99.55
10		Lucknow	159	159	148	93.08	3	-	-	151	94.97	238	238	219	92.02	8	-	2	229	96.22

PG Progarmmes

S. No.	Duration	Campus	Total No. of Recipients									
			Total Students Registered	Total Students Appeared	N* Period	Recipients % in N	N+1	N+1+1 (<2YDP)	N+2 (>2YDP)	N+2+1	Total	Total %
			2013									
1	**1**	Noida	16	16	16	100	-	-	-	-	16	100
2		Noida	2371	2322	2056	88.54	75	11	-	-	2142	92.25
3	**2**	Lucknow	401	388	353	90.98	19	4	-	-	376	96.91
4		Dubai	31	31	31	100	-	-	-	-	31	100
5	**3**	Noida	204	199	172	86.43	-	-	9	-	181	90.95
6		Lucknow	28	27	24	88.89	-	-	-	-	24	88.89
7	**4½**	Noida	171	167	154	92.22	-	-	2	-	156	93.41
8	**5**	Noida	31	31	29	93.55	-	-	1	-	30	96.77
			2014									
1	**1**	Noida	108	103	97	94.17	-	-	-	-	97	94.17
2		Lucknow	45	45	40	88.89	-	-	-	-	40	88.89
3		Noida	2601	2525	2269	89.86	97	10	-	-	2376	94.1
4	**2**	Lucknow	358	357	312	87.39	11	-	-	-	323	90.48
5		Dubai	36	36	33	91.67	-	-	-	-	33	91.67
6		Noida	186	172	144	83.72	-	-	16	-	160	93.02
7	**3**	Lucknow	69	69	53	76.81	-	-	3	-	56	81.16
8		Dubai	14	14	14	100	-	-	-	-	14	100
9	**4½**	Noida	111	107	96	89.72	-	-	7	-	103	96.26
10	**5**	Noida	135	134	123	91.79	-	-	-	-	123	91.79

N* = Minimum duration of programme

S. No.	Duration	Campus	Total Students Registered	Total Students Appeared	N* Period	Recipients % in N	N+1	N+1+1 (<2YDP)	N+2 (>2YDP)	N+2+1	Total	Total %
											Total No. of Recipients	
									2015			
1	1	Noida	183	183	182	99.45	-	-	-	-	182	99.45
2	1	Lucknow	51	51	44	86.27	1	-	-	-	45	88.24
3	2	Noida	2262	2248	1963	87.32	106	16	-	-	2085	92.75
4	2	Lucknow	281	281	248	88.26	19	-	-	-	267	95.02
5	2	Dubai	91	91	85	93.41	2	-	-	-	87	95.6
6	3	Noida	198	198	173	87.37	-	-	13	-	186	93.94
7	3	Lucknow	50	50	37	74	-	-	7	-	44	88
8	4½	Noida	80	80	76	95	-	-	1	-	77	96.25
9	5	Noida	213	213	118	55.4	-	-	5	-	123	57.75
									2016			
1	1	Noida	162	162	159	98.15	-	1	-	-	160	98.77
2	1	Lucknow	53	53	46	86.79	4	2	-	-	52	98.11
3	2	Noida	2211	2211	1962	88.74	133	19	-	-	2114	95.61
4	2	Lucknow	221	221	202	91.4	8	-	-	-	210	95.02
5	2	Greater Noida	3	3	0	0	-	-	-	-	0	0
6	2	Dubai	138	138	128	92.75	3	-	-	-	131	94.93
7	3	Noida	113	113	98	86.73	-	-	10	1	109	96.46
8	3	Lucknow	27	27	21	77.78	-	-	5	-	26	96.3
9	4½	Noida	50	50	46	92	-	-	1	-	47	94
10	5	Noida	182	182	169	92.86	-	-	8	-	177	97.25

N* = Minimum duration of programme

PG Diploma : -

S. No.	Duration	Campus	Total Registered	Total Appeared	N	N%	N+1	Total	Total %	Total Registered	Total Appeared	N	N%	N+1	Total	Total %
			Total No. of Recipients							**Total No. of Recipients**						
			2013							**2014**						
1	1	Noida	10	9	6	66.7	3	9	100	8	7	5	71.4	-	5	71.4
2		Lucknow	2	2	2	100	-	2	100	6	6	5	83.3	-	5	83.3
			2015							**2016**						
1	1	Noida	4	4	4	100	-	4	100	14	14	14	100	-	14	100
2		Lucknow	9	9	4	44.4	1	5	55.56	4	4	3	75	1	4	100
Total			**13**	**13**	**8**	**61.5**	**1**	**9**	**69.23**	**18**	**18**	**17**	**131**	**1**	**18**	**100**

M. Phil

S. No.	Duration	Campus	Total No. of Recipients								Total No. of Recipients							
			Total Registered	Total Appeared	N	N%	N+1	N+1+1 (<2Y DP)	Total	Total %	Total Registered	Total Appeared	N	N%	N+1	N+1+1 (<2Y DP)	Total	Total %
			2013								**2014**							
1	2	Noida	24	23	5	21.7	1	-	6	26.1	23	23	22	95.7	1	-	23	100
2		Lucknow	7	7	7	100	-	-	7	100	-	-	-	-	-	-	-	-
			2015								**2016**							
1	2	Noida	21	21	10	47.6	7	3	20	95.2	18	18	9	50	5	-	14	77.8
2		Lucknow	1	1	1	100	-	-	1	100	4	4	2	50	-	-	2	50

Ph. D

S. No.	Campus	Total No. of Recipients						Total No. of Recipients					
		2013						**2014**					
		Total Registered	Total Appeared	N	N%	Total	Total %	Total Registered	Total Appeared	N	N%	Total	Total %
1	Noida	11	11	11	100	11	100	19	19	19	100	19	100
		2015						**2016**					
1	Noida	22	22	22	100	22	100	35	35	35	100	35	100
2	Lucknow	-	-	-	-	-	-	5	5	5	100	5	100

Individual Program – wise completion rate is enclosed at Annexure – 5.2.2.1

Q5.2.3 What is the number and percentage of students who appeared/qualified in examination like UGC-CSIR-NET UGC-NET SLET, ATE / CAT / GRE / TOEFL / CMAT / Central / State service, Defense, Civil Service, etc.?

Response

Amity University encourages its students to appear in national and state level examinations for higher education and career advancement. The data of such students is compiled before convocation every year. As reported by our alumni the number of students qualified in such examinations is appended below:

Cleared Examinations	2013 - 2014	2014 - 2015	2015 - 2016
	No of Qualified Students	No of Qualified Students	No of Qualified Students
UGC-CSIR-NET UGC-NET SLET	24	21	21
ATE / CAT / GRE/ TOEF L / CMAT	90	5	5
Defense Services	7	10	2
Civil Services	7	5	5
Other competitive examinations (please specify)	65	84	81

Efforts are made to help students for preparation of competitive examinations through AICE, SSB Academy etc.

Q5.2.4 Provide category-wise details regarding the number of Ph.D./D.Litt./D.Sc. theses submitted/ accepted/ resubmitted/ rejected in the last four years.

Response: The number of Ph.D. awarded has shown increase continuously. The details of Ph.D. theses submitted/accepted/resubmitted/ rejected in the last four years is appended below.

S. No.	Domain	2013 Submitted		2013 Accepted		2014 Submitted		2014 Accepted		2015 Submitted		2015 Accepted		2016 Submitted		2016 Accepted	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1	ARTS, HUMANITIES & SOCIAL SCIENCES AND JOURNALISM / MASS COMMUNICATION / MEDIA	1	1	1	1										3		3
2	BIOSCIENCES & BIOTECHNOLOGY		5		5	2	7	2	7	3	9	3	9	5	13	5	13
3	BUSINESS MANAGEMENT / COMMERCE / FINANCE	2		2		3	2	3	2	1		1		3	1	3	1
4	EDUCATION					1		1		1		1		2		2	
5	ENGINEERING & TECHNOLOGY	1		1							3		3	1	2	1	2
6	LAW	1		1											1		1
7	SCIENCE & TECHNOLOGY						4		4	3	2	3	2		4		4
8	NATURAL RESOURCES & ENVIRONMENTAL SCIENCES														2		2
9	HEALTH & ALLIED SCIENCES													2	1	2	1
	Total	5	6	5	6	5	14	5	14	7	15	7	15	13	27	13	27

Ph.D Theses Submitted / Accepted / Resubmitted / Rejected Details (Domain-Wise)

5.3 Student Participation and Activities

5.3.1 List the range of sports, cultural and extracurricular activities available to students. Furnish the programme calendar and provide details of students' participation.

Response

AUUP students are encouraged to participate in various sports, cultural and extracurricular activities organized at the Institution Level & University Level. and in Inter-University Competitions of National & International Level .

The following annual activities/events/competitions are conducted at AUUP:

Sports Activities

1. Sangathan: Annual Inter Institutional Sports event is organized which includes more than 20 sports activities. The faculty and staff members also participate in various sports events including shooting, archery, racing, chess etc during Sangathan. The sport events conducted during Sangathan for both boys and girls are as follows:

#	Events	Category		
		Boys	Girls	Faculty & Staff
1	Football	✓	✓	-
2	Badminton	✓	✓	✓
3	Volleyball	✓	✓	-
4	Tug of War	✓	✓	-
5	Tennis	✓	✓	✓
6	Basketball	✓	✓	-
7	Chess	✓	✓	✓
8	Cricket	✓	-	-
9	Handball	✓	✓	-
10	Carrom	✓	✓	✓
11	Swimming	✓	✓	-
12	Hockey	✓	✓	-
13	Squash	✓	✓	-
14	Cricket	✓	✓	-
15	Kho-Kho	✓	✓	-
16	Softball	✓	✓	-
17	Table Tennis	✓	✓	✓
18	Shooting	✓	✓	✓
19	Hockey	✓	-	-
20	Kabaddi	✓	✓	-
21	Netball	✓	✓	-

1. **Amity Spardha :** Annual sports youth festival which includes sports inter-university competitions like basketball, volleyball, table tennis, chess etc. are organized every year.
2. **Amity Insurance Cricket Cup** The Corporate Cricket Tournament is organized since 2002 where teams from 15 – 20 organizations participate each year
3. **Amity Polo Cup :** Equestrian event is organized annually.

Co-curricular Activities:

1. **Amity Military Training Camps** are conducted for both PG and UG students to give an exposure to outdoor life in a natural habitat for developing.
2. **Amity International Model United Nations (AMIMUN) :** Every year students of AUUP organize an International Conference on Model United Nations in the month of January to become familiarize the students with international issues and the workings of the United Nations Organization. Students assume the roles of diplomats representing various member-states of the United Nations and simulate various committees, agencies, specific organs, and programs of the United Nations system.
3. AUUP students participate in intercollegiate competitions and also those conducted by corporates and other organizations like AIMA. AUUP student teams have won quiz contests, case study competitions, debates, culture contests.
4. Students of different domains organize and participate in domain specific events for e.g ., Law School organize and participate in **'Moot Court Competitions'** as well as compete in such competitions of other Law Schools.
5. Organising / Participating in Club –Committee Activities - In order to develop planning, organizing, decision making skills and accountability with responsibility among students, a host of committees are in operation at institution and University level. Further, to pursue the interest in their area of specialisation, a number of area specific clubs are also functional at department/institution level.

Committee Activities	Club Activities
1. Cultural committee	1. HR Club
2. Sports Committee	2. Marketing Club
3. Cafeteria and Mess Committee	3. Finance Club
4. Alumni Committee	4. Robotics Club
5. Placement committee	5. Automobile Club
6. Industry Interaction Committee	6. Telecom Club
7. Debate Committee	7. Communication Club
	8. Literary Club
	9. IT Club
	10. Entrepreneurship Club

Extracurricular & Cultural activities

1. Amity Youth Festival is organized annually during the even semester in the month of February. AYF comprises of multifarious events and activities, such as:
   - Inter-Institution academic/technical Competitions
   - Cultural competitions and events
   - Exhibitions of products by various companies/organisations
   - International Food festival
   - Star Night
   - Sponsored Market research for company products/services
   - Business Plan Competitions
   - Workshops
2. **Amity Human Value Activities:** Each year Debates, Plays/ Drama, Poster making Competition, Essay Competition, Workshops, Lectures and various Community Outreach Programmes etc are organized. Students participated in   425 social outreach activities including Capacity Building Workshops, Online campaign to pledge support against female feticide, Gender Sensitization, Street plays and Poster Competitions for raising awareness towards empowering girls and women, Panel Discussion on Frivolous Complaints with respect to Gender Rights, Interactive session with an acid attack survivor and many more..
3. **Blood Donation Camps :** Twice a year AUUP organizes blood donation camps in collaboration with Rotary Blood Bank.
4. I**nternational Youth Day (IYD):** Every year students organize and participate in IYD an awareness day designated by the United Nations. The purpose of the **day** is to draw attention to a given set of cultural and legal issues surrounding **youth. Students organize and participate in activities based on the UN IYD**
5. Students organize and participate in competitions, cultural events and Institutional fests through various Institutional Clubs/University Clubs.
6. Various festivals are celebrated in each campus such as Lohri, Pongal, Eid, Holi, Diwali etc.
7. Celebrating important days such as Independence Day, Environment Day, Earth Day, Teachers Day, World Tourism Day, International Women's Day, National Science Day, World Physiotherapy Day, Himalayan Day, International Youth Day, Engineers Day, Forensic Science Day, World Water Day, World Autism Awareness Day, Hindi Diwas etc.

Number of student's participation in annual events organized by the university are summarized as under:

#	Event	Number of Students			
		2012-13	2013-14	2014-15	2015-16
1	Sangathan Amity Insurance Cricket Cup Tournament Amity Polo Cup Other sports event	1885	2309	1380	1925
2	Cultural events Amity Youth Festival **International Youth Day** (IYD) Amity Military Training Camps	994	1674	2580	2384

Besides above, 5288 students participated in Amity Human Values Activities in 2015-16.

The calendar of sports and extra-curricular events organized by the university is given in appendix – 5.3.1

5.3.2 Give details of the achievements of students in co-curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. during the last four years.

Response

Amity students have come out with flying colours, winning competitions in theatre, debates, sports and many other intra and inter-institute events. Few students Achievements are listed below:

#	Name	Event	Achievement
1	Sreshth Shah and Abhimanyu of BJMC (2013-16 batch)	TATA Crucible Campus Quiz 2016	Won national Finals
2	Avideep Singh of B.P. (Ed.) (2016-18 batch)	All India Inter University Championship	Bronze medal in Gymnastics
3	Himanshu Pandey of LLM (IEL) (2015-16 batch)	Rajiv Gandhi Excellence Award 2015	Award in the field of Social Justice.
4	Sagar Ramachandran, of B. Tech (IT) (2011-15 batch)	Regional Times Sudoku Championship	First Prize
5	Dhruv Dharamshi of B.tech + M.tech Dual Degree (2012-2017 batch)	WNU's Nuclear Olympiad 2016 organized by World Nuclear Universities.	Finalist
6	Mr.Kunwar Kuldeep V V Singh of M.Sc (NT&M) (2014-16 batch)	Asia Pacific Net Riders competition organised by CISCO Networking Academy	First prize
7	Ravneet Bhalla and Anikta (MBA -& M&S) class of 2014	Jamia Milia Inter University Cultural Fest	First prize
8	Gyanendra Kumar Upadhyay of B.P. (Ed.) (2012 -13 batch)	International Taekwondo	Gold medal
9	Suprakash Majumdar of BA (J&MC) (2016-19 batch)	1. Northeast festival battle of bands 2016 2. Recorded an upcoming album by AR Rehman	First prize
10	Anurag Chauhan of BSW (2014-17 batch)	Award instituted by UN and iCongo (Indian Confederation of NGOs).	Received Karamveer Chakra
11	Bhawna Prabhakar B.Tech E &I (2011-15 batch)	All India Essay Writing Event – 2014 (Organised by Shri Ram Chandra Mission and the United Nations Information Centre for India and Bhutan).	First Position
12	Sagar Kapoor (batch details to be given)	Amiphoria - Photography Competition	First Position

Number of student's achievements & participation at various levels for last four years is summarized as under:

Year	Category	International	National	University	Corporate	Total
2015	Co-Curricular	289	196	784	191	1460
	Extra-Curricular	89	105	722	68	984
	Sports	8	25	450	16	499
2014	Co-Curricular	235	171	759	116	1281
	Extra-Curricular	101	96	728	57	982
	Sports	9	19	416	8	452
2013	Co-Curricular	172	136	568	68	944
	Extra-Curricular	80	102	628	23	833
	Sports	17	22	410	5	454
2012	Co-Curricular	67	82	413	50	612
	Extra-Curricular	31	54	387	18	490
	Sports	6	27	275	3	311

The details of the events organized by the university and students achievements / participation in various co-curricular, extra-curricular and sports activities are maintained on Amizone.

5.3.3 Does the university conduct special drives / campaigns for students to promote heritage consciousness?

Response

Yes, the university conducts various campaigns and visits for students to promote heritage consciousness from time to time.

Many clubs/committees are functioning by the students in the university campuses. These committees and clubs organize quiz, dramas, role plays, music and dance competitions, debates & co-curricular activities etc. It offers platforms to students to show-case their rich heritage, talent, boosts self-esteem and develops organizing inter personnel relationship, event management and leadership skills. International students also enjoy and get familiarize to the rich cultural diversity of India.

To rekindle our origins and heritage, AUUP celebrates Independence Day every year. Indian classical dances and other shows are conducted during the event. As part of spreading awareness and preserving national heritage, students organize and participate in all national festivals in the campus.

Amity Institute of Travel & Tourism organizes 'World Tourism Day' every year. Students organize various activities to create awareness of various tourist sites depicting the skill and hard work of the people of that era and representing the national and global heritage. Amity School of Architecture and Planning conducts Study documentation driven tours every year for all the batches to make the students aware of the rich culture and its need and importance in conserving and revitalizing them and to raise awareness of the environmental value of heritage buildings and their role in sustainability. Some of the examples of various study visits conducted by the university are given below:

#	Places visited	Visit description
1	Shahjahanbad: Renewal of Old City of Delhi:	The pre-final year students worked on the project which aimed at renewal of the Old City of Shahjahanabad. The seven gates in the old city were taken as reference to categorise the study in seven groups. The rich heritage of the city from micro (built forms) to macro (urban) scale were studied and documented within the parameters of the adopted methodology. The study concluded as interventions in the present city in context of the past heritage and to preserve the value-chain of the Indian society reflected through the expressions in "Built Environment".
2	Cluster of traditional residential units - POLS: Ahmedabad	Thirty four students studying in 5th semester from Amity School of Architecture and Planning, Noida got the opportunity to visit the beautiful and diverse "City of Ahmedabad" as part of their Summer Project work
3	Girgaum, Mumbai	Third year students visited Mumbai the financial and entertainment capital of India with the purpose to establish a link between heritage and the modern urban development. The intention of the study was to understand the evolution of the city that changes from Island settlement inhabited by the native 'Fishermen 'Kolies' into a metropolitan. Mumbai still retains its old settlement in the heart of the city declared as Heritage. One such is the Khotachiwadi a small hamlet located in Girgaum, known for its Portuguese-style, colorful houses
4	Palaces, Haveli and temples, Udaipur	Students were taken on the city tour to familiarize them about the culture at Rajasthan. They experienced the cultural heritage and gathered information about Palaces, Jag Mandir, Boagore ki Haveli at the Lake Pichola, and some market sides.
5	Redevelopment of The Dal Lake, Dharamshala	Project began in July 2016 at the Dal Lake, situated next to the Naddi road in Kangra district of Himachal Pradesh, with the vision to develop the lake front in the such a way that it would boost its aesthetics and enhance the tourism of the place
6	Darjeeling Gangtok Merrick	The purpose of the tour was to do an in-depth study of monastery architecture prevalent in Gangtok and Darjeeling and how it has evolved over time keeping pace with the changing times.

7	Ramoji Film city, Hyderabad	Twenty five students of Semester III from Bachelors of Film and Television Production (BFTP) visited Ramoji Film city, Hyderabad in September 2016. This trip was to understand the regional films making and also to participate in the largest film carnival
8	Austrian Embassy	Students of BFTP semester III were a part of this cultural trip in 2015. The purpose was to understand Austrian culture through the eyes of an artist.
9	Surajkund Mela, Faridabad	BJMC and MJMC students of semester-III visited Surajkund Mela as a part of their photography tour. This was undertaken to capture the rich cultural and artistic heritage of India from the eyes of a photographers. This was organized by the photography club of the Institute
10	Mahrauli Archeological Park	Forty five students of AITT had a great experience during Archeological Park walk for Indian heritage. The walk was conducted to establish the importance of Heritage places within students

5.3.4 How does the university involve and encourage its students to publish materials like catalogues, wall magazines, college magazine, and other material? List the major publications/ materials brought out by the students during the last four academic sessions.

Response

The University involves and encourages students to publish materials by conducted various activities such as Expert lectures, industrial visits, business conclave etc. They are also encouraged to discuss the relevant case studies, recent articles and participate in national and international seminars, conferences and workshops that help them to keep updated with recent developments in their subjects. Further, all students are encouraged to take membership of various professional bodies, e.g. Computer Society of India (CSI, India), The Institute of Engineering & Technology (IET, UK), etc. These also provide them access to several online journals. University library is equipped with various national and international books, magazines, journals and periodicals and digital library as well, which is accessible to every student.

Institutions of AUUP like regularly publish their e-Newsletter. Students are also involved in publishing the newsletter for intramural sports activity Sangathan and Amity Youth Festival, during the conduct of these activities.

i.   Amity Business Review
ii. Amity Journal of Energy and Environment Studies
iii. Amity Journal of Entrepreneurship & Leadership
iv. Communique
v.   ASCO Post
vi. Sangathan Newsletter

Apart from the above the university has following quarterly & yearly publications which are totally student oriented, under the guidance of assigned faculty:

I. eCommunique
ii. e-Retailler
iii. Anukriti
iv. Law Watch
v. Global Times
vi. News@ASET

5.3.5 Does the university have a Student Council or any other similar body? Give details on its constitution, activities and funding.

Response

The University has constituted Class Representatives (CR) at each programme level.

Two CRs; One Male and One Female who represents their section / programme. Main role of CR is to facilitate communication between institution/university and students. The overall responsibility of coordinating the activities and meetings of CRs is being done at the Institution level by the nominated senior faculty member by the Vice Chancellor Hol.

Training workshop is organized at the beginning of semester to appraise the CRs on their roles and responsibilities.

The CR Meetings are conducted every month as per the schedule. The minutes of the CR meetings are uploaded on Amity intranet, Amizone on the prescribed format of the meeting as per the Guidelines issued by the university.

Current guidelines are in place for Class Representative contains the procedure for selection of CRs, their roles and responsibilities, action to be taken by various agencies, format for recording minutes and follow-ups, monitoring and reviewing, etc.

5.3.6 Give details of various academic and administrative bodies that have student representatives on them. Also provide details of their activities.

Response

The students are representatives of academic and administrative bodies at various levels; Institutional, Faculty and University level.

Academic bodies

1. IQAC: Students are members of IQAC both at Institutional and Domain/Faculty level. The students participate in the meetings and activities organized by the Institutional IQAC.

2. Club/Committees: The Students are members of Clubs/Committees constituted by the Institution which are programme specific and are related to the academic such as Technical Innovation Club, Literary Club, Sports Committee, Cultural committee, Robotics Club, Marketing Club, HR Club, etc. These clubs and committees organize events like role plays, quiz, debate competitions, seminars, conferences, sports, Human Value Activities, Inter Institutional/University Competitions, Essay competitions in association with British Council of India, dance and music competitions and performances, etc. AIMUN Club organizes an annual International Conference of Model United Nations and each year theme is based on that year's UN theme.

3. Class Representatives (CRs): CRs deal with both academic and administrative issues, the details of which are given in response to 5.3.5 above.

Administrative Bodies –

1. **Student Mess Committee**

   Mess Committee, a student body of the University, is created with an objective vision of incorporating the views and ideas of the students in the matters related to cafeterias and food outlets. Apart from deciding the Menu, the issues related to balanced diet safe food and hygiene etc. are is also discussed and ensured.

2. **Institutional Anti-Ragging Committees**

   Each Institution forms an "Anti-Ragging Committee" chaired by Head of Institution. It comprises of selected faculty members, parents, students from the freshers category as well as seniors and selected non-teaching staff.

   The students as a committee members ensure that no incidence of ragging takes place and also monitor and ensure that the instructions of the regulations are followed fully at all times.

3. **Institutional Discipline Committees**

   The purpose of this committee is to conduct hearings on alleged infractions of University rules and recommend sanctions for individual(s) or group violations to the Vice Chancellor.

CRITERION-VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and Leadership.

6.1.1 State the vision and the mission of the university.

Response

The vision and mission statements are as follows:

VISION

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

MISSION

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

6.1.2 Does the mission statement define the institution's distinctive characteristics in terms of addressing the needs of the society the students it seeks to serve, the institution's tradition and value orientations, its vision for the future, etc.?

Response

Yes, the mission statement defines the University distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve by:

- Providing courses in all disciplines in futuristic and emerging areas.
- Focusing on research and innovation
- Developing graduate attributes as per the need of the discipline / profession
- Developing the overall personality of the students to be excellent professionals
- Inculcating human values to be a good human being and having regard for heritage and culture

The graduate attributes, core values and broad based goals of the university are drawn from the vision and mission of the university as given in criteria 6.1.3 (iii).

Core values of the University

University has well defined 8 core values as under:-

1. Academic Excellence

The University strives for the uncompromising quality and highest standards of excellence in teaching, learning, research and scholarship across all disciplines.

2. Integrity & Ethics

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

3. Diversity & Mutual Respect

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

4. Expand horizons of Knowledge

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

5. Shared governance

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

6. Social responsibility

The University creates and nurtures an inclusive environment where every one can develop their full potential and contribute to the interest of the society as a whole. It conducts activity throughout the year to give back to the society.

7. Environmental responsibility

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

8. Service

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

6.1.3. How is leadership involved?
1. in ensuring the organization's management system development, implementation and continuous improvement?
2. in interacting with its stakeholders?
3. in reinforcing a culture of excellence
4. in identifying organizational needs and striving to fulfil them?

Response

All officers of the University and its institutions / campuses at leadership position are committed towards fulfilment of Vision and Mission of the University.

i. In ensuring the organization's management system development, implementation and continuous improvement?

Leadership is involved through well defined systems and organisational structure consistent with AUUP Act, Statutes & Ordinances of the University, created under the State Act of U.P. The university has various Statutory Authorities for development of policies, regulations & guidelines, their implementation and continuous improvement:

    a) The Court
    b) Executive Council
    c) Academic Council
    d) Finance Committee
    e) Planning Board
    f) Admissions Committee
    g) Fee Committee
    h) Examination Committee
    i) Boards of Studies
    j) University Research Committee

University Regulations & Policy Guidelines are the instruments through which all the academic, research & administrative activities are administered and monitored for effective implementation of policies ensuring quality and continuous improvement at the university.

The leadership at Amity includes Vice Chancellor, Pro Vice Chancellors, Campus Heads, Deans, Heads of Institutions / Departments, Programme Leaders and Domain Coordinators. The Vice Chancellor, as the Chief Academic Officer steers the University in fulfilment of its vision, leading the competent team at all levels. The leadership is actively involved in the governance and administration of the University and its constituent Units.

The faculty and staff members are involved by the leadership in developing and implementing the management system at various levels. The faculty members are nominated in various statutory bodies and committees for decision making and managing the various functions of the university. Regular inputs are taken from faculty and staff through monthly meetings of the faculty / brain storming sessions for continuous improvement in the system. Further, an online system has been developed to foster transparency by inviting innovative ideas / suggestions for improvement in various functions such as Admission, Academics, Examination, Procurement, HR, Industry Interaction, Finance, Administration, Maintenance, etc.

The compliance of academic and administrative procedures and their continual improvement is ensured through systematic audit through quality assurance framework developed by QAE.

ii. How is the leadership involved in interacting with its stakeholders?

The leadership at Amity has regular interaction with various stakeholders through multiple channels / platforms.

Relevant stakeholders; parents, alumni, industry experts, subject experts/academicians, faculty, students and outsource agencies are regularly involved in assessment of educational programmes, course curriculum development and developing learning outcomes and their assessment tools through Committees, regular feedbacks and surveys. Few examples are listed below:

a. Students

Leadership is involved in interactions with students as follows:
- Interaction with course Faculty and Programme Leader on regular basis
- Interaction with faculty mentor at least once in a month
- Interaction with Head of Institution, Deans, Programme Leaders for structured feedback through class representative (CR) meetings once in a month
- Interaction with student welfare in-charge at the institution level.
- End semester course feedback analysis.
- Interaction with Head of industry interaction and placement on regular basis
- Suggestions / grievance through online portal (Amizone)
- Informal interaction during various cultural functions / festivals / sports meet

b. Faculty

Dean of Faculty and HoIs interact with faculty regularly during tea-break, lunch-break, festival celebrations, birthday celebrations, monthly review meetings, departmental seminars / conferences / workshops etc. Structured feedback is also taken from faculty once in a year.

c. Alumni

Interaction with Alumni is regular. Alumni are involved in various activities and committees of the university. For example, IQAC, Area Advisory Board, Admission Boards, Guest Lectures, Seminars, Career counselling of passing out batches, Convocation, Annual festival, Alumni re-union etc.

d. Employers / Industry

Employers and Industry experts are continuously engaged with faculty members and students through various forms, such as Guest Lectures, Admission Board, Project Evaluation Board, Industry Visits, Area Advisory Boards, BoS, Seminars, Conferences, Research and Consultancy etc.

e. Parents

Interaction with the Parents is normally at the time of fresher's joining the university. The course faculty, programme leaders, HoIs / Deans meet the parents to discuss the academic progress, issues, achievements of the students during the semesters. Parents are also invited for annual festival, scholarship award function, seminar, conferences and concluding ceremony where interaction happen at leisure.

iii. How is the leadership involved in reinforcing a culture of excellence?

The leadership ensures that the culture of excellence in teaching, research, industry interaction, internationalisation, student development in line with broad based goals of the university.

The University has following 10 Broad based Goals:

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

The strategic initiatives are taken to achieve the desired results by involving Deans, HoIs and faculty members in decision making & participative management at all levels.

The University has transparent, merit based and ethical approach towards all functions such as admissions, faculty / staff recruitment, academics, examinations, placements, research, internationalisation. The various committees are in place to review the progress in various functions and accordingly take necessary timely action for ensuring excellence in respective areas. The University provides excellent infrastructure, competent faculty, latest teaching-learning resources, continuous industry interaction, global exposure and entrepreneurial development opportunities for bringing excellence.

The faculty and staff are recognized and rewarded for their achievements in various sphere of activities. The students are also rewarded for their achievements in academics, co-curricular and extracurricular activities, Various medals, awards, trophies and scholarships have been instituted for the purpose.

iv. How is the leadership involved in identifying organizational needs and striving to fulfil them?

The leadership is involved in identifying the organization needs through various mechanisms as under:

1. Institutional Research and Planning Department collects the data from various sources such as Deans, HoIs, Students, Alumni, Recruiters, Faculty, Staff and other stakeholders. The data is also collected from various departments such as Admissions, Examinations, Placements Cell, HR etc.
2. IQAC also collects the data from various institutions at the time of annual planning.
3. The data is then synthesised and analysed for identifying the organization needs such as manpower, infrastructure, student facilities & support services, teaching learning resources, research resources etc.
4. Based on the organisational needs necessary facilities, resources are provided on timely basis.

6.1.4 Were any of the top leadership positions of the university vacant for more than a year? If so, state the reasons.

Response

None of the senior leadership positions of the University were vacant for more than a year.

6.1.5 Does the university ensure that all positions in its various statutory bodies are filled and meetings conducted regularly?

Response

Yes, the University ensures that all the positions in its various statutory bodies are filled up.

The meetings of various statutory bodies are held regularly in accordance with the provisions of the University Act, Statutes, Ordinances and Regulations. Annual calendar for meetings of the various statutory bodies of the University is planned and notified in advance.

6.1.6 Does the university promote a culture of participative management? If yes, indicate the levels of participative management.

Response

The culture of participative management is promoted by the university by including Amity fraternity from all the campuses involved in decision making at various levels. The University has a well laid down structure supported by a qualified and competent team. The administrative and academic responsibilities are decentralised to provide effective educational leadership for effective implementation & monitoring of various policies, regulations & guidelines at various levels. The involvement of faculty, staff and students in various leadership roles for participative management is given as under:

University Level
a) Chancellor
b) Vice Chancellor
c) Pro Vice Chancellors
d) Registrar
e) Treasurer (Chief Finance Officer)
f) Dean of Admissions & Examinations
g) Dean of Student's Academc Affairs & Support Services
h) Dean of Students Welfare
i) Proctor
j) Finance Officer
k) Controller of Examinations
l) Director and Head of Institutions
m) Senior AdministrativeStaff

Faculty of Studies / Domain Level
a) Dean of Faculty of Studies
b) Chairman,FRC
c) Chairman, IQAC
d) Chairman, MRM
e) Domain Head and Coordinator

Institutional / Department Level
a) Head of Institution / Director
b) Dy. Director
c) Head of Departments
d) Research Coordinators
e) Quality Coordinators / Auditors
f) Placement Coordinators

Stream /Area Level
a) Stream Coordinator

Programme Level
a) Programme Director
b) Programme Coodinator
c) Programme Leader

Course Level
a) Chief Course Coordinator

Student Level
a) Institutional IQAC
b) Class Representatives
c) Coordinators of Literary and Cultural Associations
d) Committees to organise cultural and sports events.
e) Clubs for curricular and co-curricular activities.
f) Mess commitee
g) Quality Initiatives

Alumni
a) IQAC
b) Placement Committee
c) Advisory Committees
d) Board of Studies

In addition to administration and effective management decentralization is facilitated through delegation of powers to faculty, staff and students by constituting various committees as given earlier in 6.1.3 (iv)

6.1.7 Give details of the academic and administrative leadership provided by the university to its affiliated colleges and the support and encouragement given to them to become autonomous.

Response
Not applicable as university does not have any affiliated college.

6.1.8 Have any provisions been incorporated / introduced in the University Act and Statutes to provide for conferment of degrees by autonomous colleges?

Response
Not applicable as university does not have any affiliated college.

6.1.9 How does the university groom leadership at various levels? Give details.

Response

The University grooms leadership at various levels through an enabling approach by creating an environment of belongingness for empowerment, agility and learning. Faculty and staff members are encouraged to excel in all fields of academics, research and administration and are given opportunities to take up leadership positions at various levels.

The University councils and committees comprises of Deans, HoIs and faculty members. Rotation of various position holders and members of these councils and committees gives opportunity to a large number of faculty and staff to develop leadership qualities. Some of the examples are as under:

Academic & Administrative leadership	
Faculty members	• Deans of faculties of studies / Support departments
	• Heads of the Institutions/Departments
	• Proctors
	• Stream Coordinators
	• Domain Heads / Coordinators
	• Programme Leaders / Class Coordinators
	• Chief Course Coordinators
	• Examination Superintendents / Dy. Superintendents
	• Chairperson Placement Committee / Alumni Committee
	• Chief Coordinator Research / Internationalization
	• Chair Institution level clubs & committees
	• Convener / Chairperson international and national conferences organized by the institution
	• Faculty exchange programmes and events

Various leadership development workshops are conducted by Amity Academic Staff College (AASC). The initiatives taken by faculty members for institution building and bringing excellence in their respective leadership role are recognized and rewarded to promote meritocracy. All leadership positions are on rotation basis and are changed every two to three years as per the norms.

Student Leadership

Leadership development among the student community is a continuous process. The students are encouraged to participate in decision-making and management of various activities. Following are some of the ways adopted for developing leadership among students:

- Leadership workshops are conducted by Behavioural Sciences faculty, Communication Skills faculty members and External Experts.
- Participation in Military Training Camps, Community outreach activities, Sports activities, entrepreneurial leadership workshops, industry interaction and placement activities etc.
- Members of organising committees for Seminars / Conferences / Workshops / student festivals etc. under guidance of faculty chair.
- Class Representative (CR)
- Leadership positions in committees & clubs of the institute
- Inter-Institution Competitions Coordinators
- Hostel Prefects
- Office bearers for managing various activities of the university
- Members of professional bodies (CII, NHRDN, CSI, IET, IETE, SAE, PATA, AIMA, SHRM, etc.) help in professional and leadership development of students.

Numbers of faculty, staff and students at leadership position and member of various committees are as follows:

Visitor
Chancellor
Vice Chancellor
Pro Vice Chancellor (2)
Dean/ Deputy Dean (12)
Head of Institutions/ Depts. Center Head (75)
Program Leaders & Programme Coordinators (126)
IQAC Members & Quality Support (306)
Faculty Members (2245) | Support Staff (3085)
Class Representative (973) | Students (34,834)

6.1.10 Has the university evolved a knowledge management strategy? If yes, give details.

Response

Yes the university has well defined policy guidelines (G-86) for Knowledge Management to improve the organizational performance and enables all members of the University to easily connect to the information they need and use it effectively for research, learning and teaching and administration.

The knowledge generated through various sources such as research, industry interaction, seminars, conferences, guest lectures, international visits, consultancy etc. is accumulated by various means as per policy guidelines for knowledge management:

1. Department of institutional research and planning departments regularly collects analyzes the data to generate new knowledge to be shared with various stakeholders.
2. Video recordings, summary reports of all guest lectures by eminent personalities and industry experts, seminars, conferences etc. are stored and made available in the library as well as on Amizone for future use.
3. Summary reports of faculty learning during the international visits, interaction with experts from industry, research, academia are maintained.
4. Knowledge sharing sessions are conducted regularly by department / Amity Academic Staff College (AASC). The faculty / researcher / staff shares the new knowledge created by them with the university community.
5. The faculty members and researchers are encouraged to attend international conferences to present their research papers as well as gain new knowledge through networking etc.
6. Faculty researchers are supported to file their novel research / innovations as patents / copyrights / IPR through a dedicated IPR Cell.
7. Directorates of Research & Innovation, Amity Academic Staff College and various other institutions regularly share their innovative practices and success stories, which may be adopted by the other departments.

The knowledge management policy is a conscious effort to encourage the creation, sharing, storing and dissemination of knowledge at all levels in the university . The University has established support departments and centres to capture data, interpret and analyse information and effectively apply the knowledge thus created to improve the academic and administrative processes and enhance the intellectual capital of the University.

6.1.11 How are the following values reflected in the functioning of the university?

i. Contributing to national development
ii. Fostering global competencies among students
iii. Inculcating a sound value system among students
iv. Promoting use of technology
v. Quest for excellence

Response

i. Contributing to national development

The University understands its responsibility in nation building through education and beyond. Following are some examples of contribution in nation building:

1. The University Core Values are defined to contribute to national development and inculcate in its students values that promote national integration, tolerance, social cohesion, respect for all religions and provide opportunities to learn about cultural diversity and knowledge systems.

2. The talent developed by the university is industry ready and meets the manpower requirement of various companies

3. Students are encouraged to be job creators rather than job seekers. They are provided help through Amity Centre for Entrepreneur Development (ACED) and Amity Innovation Incubator (AII) to start their own venture. This contributes in economic development and employment generation. A number of workshops are conducted to promote entrepreneurship such as entrepreneurship awareness camp, entrepreneurship development programme, technology entrepreneurship development, women entrepreneurship development, Women Empowerment-SWAYAM SIDDHA, business plan competitions, BOOT camps, etc.

4. The University cares for underprivileged girl child and boy child by providing free education and vocational training through AMITASHA & ATULASHA respectively.

5. Creating awareness on important issues for the society such as HIV/AIDS Awareness, digital literacy & cyber security, Swatch Bharat Abhiyaan, drug abuse, cancer prevention, 'Road Safety and Alcohol Awareness Education, life saving techniques, environment protection, women rights, legal aids and self defence workshops etc.

6. Established a centre for treatment and rehabilitation of physically handicapped.

7. Visits are made to old age homes, blind homes, shelter homes, spastic children's home etc.

8. Organizing various programmes and extending help to the society through community radio, Legal Aid Cell, Physiotherapy OPD, mental health clinic, counselling centre for farmers etc.

9. Organizing blood donation camps, health check up camps, literacy week etc.

10. Celebrating important days such as Independence Day, Environment Day, Earth Day, Teachers Day, World Tourism Day, International Women's Day, National Science Day, World Physiotherapy Day, Himalayan Day, International Youth Day, Engineers Day, Forensic Science Day, World Water Day, World Autism Awareness Day, Hindi Diwas etc.

11. **Training programme:** Conducted training programme for officers of Election Commission, Forest Officers, Defence Personnel, Civil Servants, farmers, bank officers, corporate and government sector like NTPC, ONGC Post Office Employees,Pawan Hans Helicopters Ltd, Japanese Delegation of Young Executives, IFFCO, PO Allahabad Bank etc. Details of extension activities and social initiatives are given in appendix -6.1.11 (I)

12. **Research &Innovation:** Faculty and Scientists are engaged in basic and applied research in the areas important for society, industry and environment. Innovative research is patented and also low cost technologies developed are transferred to the industry for the benefit of society at large. Faculty members publish their research in peer reviewed indexed journals and file patents.

University contributes towards the Nation's development by engaging & participating in the above mentioned activities.

ii. Fostering global competencies among students

The University develops its students as global talent who have the ability to learn and work with people from diverse linguistic social and cultural backgrounds, proficiency in a foreign language, and skills to handle professional assignments. The students are developed for following global competencies in addition to disciplines knowledge and competencies:

i.   International awareness
ii. Appreciation of cultural diversity.
iii. Proficiency in foreign languages.
iv. Competitive skills.

Amity is fully committed to foster global competencies through series of activities such as:

1. Participation in international conferences,
2. Interaction with international experts visiting Amity campuses,
3. Internship and exchange programs with foreign universities,
4. Study abroad programme (SAP) at international campuses of Amity education group.
5. Interaction with international students studying as regular students, under student exchange programme, India immersion programme, etc.

Amity has tie-ups with over **100 international Universities, Laboratories and Research Centres** in areas of:

1. Student exchange,
2. Faculty exchange,
3. Joint research
4. Curriculum development
5. Educational tours for students

International Programmes: International Programmes are stepping stone towards global awareness and there are many tailor-made options for students to choose from. Learning and understanding new cultures, improving foreign language skills, studying a discipline with an international perspective, and seeking new challenges are significant elements of a study abroad experience.

The University strives to ensure that students are developed not only as Professionals but as a good human being with good values, civic sense and healthy mind, preparing them as truly global citizens.

iii. Inculcating a sound value system among students

The University strongly believes in developing sound value system among the students by inculcating values such as integrity and ethics, trust and mutual respect, social responsibility, care for environment through various activities:

i.   The courses on **Ethics, Behavioural Science (BS), Human Values and Community Outreach (HVCO), Environmental Studies** are embedded in the curriculum of all UG & PG programmes. The students undertake a number of activities to inculcate these values.

ii. Students participate in various activities such as visit to old age homes, orphanages, donations for relief funds, road safety campaign, etc. during celebrations of **Day of Belongingness** and **Human Values Quarter**

iii. **Plagiarism:** Dissertation, project report Assignment and Research publications of all students are checked for plagiarism and reports accepted with less than 15% plagiarism.

iv. **Team Spirit:** Students are encouraged to participate in co-curricular &extra-curricularactivities   and sports competitions to foster team spirit among students.

v.   Guest lectures by experts, spiritual gurus and luminaries are organized to inculcate social, moral and ethical values in the students.

University has outlined "101 attributes of an Amitian", in a book form which is a collection of the preaching of religious books to imbibe Indian ethics, values and moral conduct and develop the minds of students to become an ethical human being is given to students. All students of Amity University are expected to uphold personal values and beliefs consistent with their role as responsible members of local, national and professional communities.

I. Promoting use of technology

Use of technology is extensive in all functions of the university. The University offers quality IT Infrastructure and support for teaching/learning to students and faculty at large:

- All faculty members and staff are given laptop/desktop.
- All campuses are Wi-Fi enabled.
- Classrooms are equipped with audio-visual facilities.
- Auditorium and seminar rooms are equipped with the latest ICT technology and presentation tools for seminars/guest lectures/fests etc.
- Video conferencing is used for conducting classes, interviews etc
- Library is fully automated with KOHA software and is equipped with e-learning resources.
- LMS, Flipped classes and MOOCs are used to enhance students learning. All course curricula, session plan, time table, reading material etc. are uploaded online on Amizone. The student can also access their time table, attendance, result etc. on their mobile.
- Learning Studios are the focal point for conducting various online courses through distance learning. Live Virtual Classes are held wherein faculty members conduct tutorials using various teaching aids including PPTs, graphics, etc.
- Amity also offers Tele-education in 53 Pan-African nations through a Govt. of India Project.
- Amity University and Tata Technologies have formed an alliance in order to set up an industry-led technology institute, with the aim to create a world-class institution, in terms of research and training.
- MoUs have been signed with various companies to bring the latest technology to classrooms such as InterSystemsPvt. Ltd. USA to facilitate Cache' technology, CISCO, Oracle, Infosys, Microsoft, IBM, Tata Technologies, Airtel etc.
- All processes are automated through in-house developed online system – Amizone such as admission, academics, examination, hostels, student activities, events, conferences, internal communication, venue booking, complaint management, outcome assessment, satisfaction surveys of stakeholders etc. Further, TCS-ion system has been adopted for procurement, financial and HR management.
- MAC address and user login based dual authentication for all Wi-Fi users with tracking and monitoring
- Biometric machines used over the intranet for employee attendance connected to server at hub location
- Digital Signage System introduced to distribute and inform latest information instantly

Information & digital literacy is one of the important Graduate Attributes. It focuses on developing digitally literate students, faculty and staff who can use technology strategically to find and evaluate information, connect and collaborate with others to achieve academic, professional, and personal goals.

Information literacy is common to all disciplines and integrated across curricula, in all programmes to develop skills to:

- Access the needed information effectively and efficiently and use it ethically and legally
- Evaluate information and its sources critically
- Incorporate selected information into one's knowledge base
- Use information effectively to accomplish a specific purpose

ii. Quest for excellence

The university has a culture of excellence where faculty continually seeks to become more effective and innovative teachers and researchers to serve as role models for students and help them to become lifelong learners committed to excellence.

i. The University benchmarks its curriculum and pedagogies to bring excellence in teaching learning. As a result uniform course coding, outcome based education, integrating stakeholders feedback in curriculum review, choice based credit system, flexi time tabling were introduced for better learning experiences of students and academic excellence.

ii. Six Directorates of Research & Innovation have been established to bring excellence in research. Projects funded from Government and Industry, Seed Money from University promotes research & innovation. The filing of IPR, Copyrights and Patents, Technology Transfer to Industry are indicator of faculty members' commitment toward innovation & research excellence.

iii. The feedback of stakeholders is integrated to ensure an evidence based development and review of relevant processes and systems to promote excellence.

iv. Great emphasis is laid on the wellbeing, satisfaction, happiness, and joy of students. Amity Centre for Guidance & Counseling (ACGC) has been established to support the students to overcome their problems such as psychological, emotional, relationship, anxiety, stress etc. A team of faculty members also meets students in hostels to extend counseling support during examinations.

v. ICT is used for knowledge creation, dissemination and management

vi. Regular interaction of students and faculty with industry experts ensures the professional development of students as per industry requirements. This leads to excellent placement of students in top companies.

vii. Special focus is given to promote entrepreneurship among students. Amity Centre for Entrepreneurship Development and Amity Innovation Incubator conduct regular workshops and mentoring sessions for students interested in starting their own ventures or joining their family businesses. This results in a higher success rate of students venturing for their own businesses.

viii. Excellence is ensured through participation of faculty, staff and students in decision making process.

ix. The University provides best physical and academic infrastructure, budgetary supports and intellectual resources for excellence.

x. Students are encouraged to participate in co-curricular and extra-curricular activities at intra and inter university level. This helps students to develop a competitive spirit and learn from their peer group for achieving excellence.

xi. The University organizes various extension activities to bring excellence through social transformation. Amity has created schools for socially disadvantaged section of society by providing computers, books for library and financial support

The Amity's Quest for Excellence is best exemplified by the fact that in addition to NAAC 'A' Grade, Amity has achieved various international accreditations, awards and improved rankings, such as:

a) **Awards:** The University has received many awards, some of the recent ones are: SHRM Award 2016 (Society for Human Resource Management), Empowered Educators Award 2016 for inspiring leadership, Rajeev Gandhi National Quality Award for large Scale Service Sector, Presidential Address given at the WOMEN PARLIAMENT-2015 organized by Initiatives: International Women in Development (IWID), 'EMC Academic Leaders 2015' Award for demonstrated commitment to excellence through innovation and thought leadership in building next generation professionals, "Indian Education Award 2012 and 2015" for Best Private University by Indian Education Congress 2012 and 2015.

b) **Accreditations:** University continuously makes efforts to benchmarks its academic research & programmes through national and international accreditations and adopt best practices. University has accreditation at institution and programme level as under:-

#	Accrediting body	Year of accreditation	Accredited for University / Programme
1.	WASC, USA	2016	University level accreditation
2.	IET, UK	2011	Engineering programmes
3.	RICS,UK	2016	Real Estate & Construction Management
4.	ACBSP, USA	2012	Management Programmes
5.	IACBE, USA	2016	Management Programmes
6.	FIBAA, Germany	2012	Management Programmes
7.	EFMD-CEL, Belgium	2013	Online MBA programme
8.	UNWTO.TedQual, Andorra	2013	Tourism programmes

c) Rankings

#	Ranking Body	Remarks
1.	QS Asian Universities	195th Position in Asian Universities 16th Position among Indian Universities
2.	QS BRICS Universities	121 – 130 position in BRICS Universities 19th Position among Indian Universities
3.	Round University Ranking (RUR), Moscow	664th position in World League. 9th Position among Indian Universities

6.2 Strategy Development and Deployment

6.2.1. Does the university have a perspective plan for development? If yes, what aspects are considered in the development of policies and strategies?

- **Vision and Mission**
- **Teaching and learning**
- **Research and development**
- **Community engagement**
- **Human resource planning and development**
- **Industry interaction**
- **Internationalization**

Response

The University has a Planning board and university IQAC to review the progress of implementation of Strategic Plan and Policies of the University and take corrective action to achieve the broad based goals of the University.

The perspective plan is developed keeping in mind the university's vision, mission and objectives . The broad based goals and strategic plan is developed for five years, which is reviewed every year before finalizing the annual plan for next academic session. Following broad based goals were set for 2012-17 and currently under review to develop the next five year strategic plan are listed below:

Goal-1: Educational Excellence

The University provides opportunities and allows students from diverse backgrounds to reach their full potential and prepares them to succeed in their profession with a purpose to facilitate ongoing transformation in the curriculum, pedagogy and assessment to meet the rapidly changing needs of our students, industry and communities. All the academic activities in the teaching learning process integrate feedback of all the stakeholders to ensure academic excellence.

Goal-2: Holistic Development of Students

To promote all round development of students and, help them in succeeding socially, professionally and ethically, the university focuses on providing learning and development environment that integrates cognitive development with the moral, social, emotional and ethical development of students. Students are provided ample opportunities to study interdisciplinary courses which help them to come out of the isolated compartmentalized learning environment of their chosen discipline and develop additional skills as per their hobbies and interest.

Goal-3: Innovation & Research Excellence

Excellent Research & Innovation is one of our underpinning strategies to achieve our commitment towards exceptional discovery and contribution to the existing body of knowledge. The University provides outstanding learning opportunities to our faculty and students who are encouraged & engage in research, creative endeavours, and scholarly activities. In order to excel in the area of research & innovation, we shall ensure that the University continues to produce a significant volume of high quality original research work and respond to the rapidly changing needs of industry, society and environment.

Goal-4: Intellectual Capital Enhancement

The University's goal is to accumulate intellectual capital by attracting and retaining a new generation of outstanding professors, and attracting distinguished national and international talent, pursuing quality while also addressing equity issues. The University provides relevant training for the development of faculty/staff updated and keep them up to date with the best practices in teaching, learning and research.

Goal-5: Maintaining High Ethical Values and Fostering Social & Environment Responsibility (Goal 5)

Ethical values, social behavior and environmental responsibility are integral part of its graduate' attributes and ensures that students from diverse backgrounds are well aware of the values and attitudes that underpin human behavior. The University accepts the responsibility of demonstrating sustainable leadership in environmental protection by fostering the sense of environmental responsibility among its students.

Goal-6: Internationalisation

University strives to collaborate with the best international universities across the globe for its teaching, learning and research activities. In our endeavor to internationalize the university provides students and faculty a challenging and exciting international experience by providing them with new perspectives and an understanding of different cultures.

Goal-7: Attaining & Retaining Accreditations and Enhancing Rankings

Amity University aims to achieve accreditations and higher rankings from national and international bodies to review the systems and processes on continuous basis to match the global quality expectations. These benchmarks of quality and standards in education confirm that our degrees are the best, providing a highly sought-after education that equips students to take on the most demanding leadership challenges. National and International accreditations by leading agencies helps the university to control the quality of its educational and operational activities and prove excellence.

Goal-8: Building Strong Industry Linkages & Alumni Network

Strong linkage with industry and alumni helps the university to seek new opportunities to develop talents suitable for current industry needs through joint execution of research project, development of curricula, instructional package, industrial training, internships and campus placement opportunities etc.

Goal-9: Enhancing Employability & Entrepreneurial Capabilities among Students

The focus is on developing students' opportunity recognition abilities, team entrepreneurship skills and their analytical competencies in assessing the feasibility of business opportunities and engage with local and global communities. The University supports the students to achieve their career goals in all possible ways.

Goal-10: Good Governance

To ensure good governance, transparency and accountability at all levels the vision, mission and goals are clearly defined. The functioning of the university involves stakeholders and beneficiaries.

The various committees comprising Deans, HoIs, Faculty and Staff members discuss, deliberate and finalize annual targets, strategic plan, responsibilities and milestones in following areas as per the Vision, Mission and core values of the university:

    a.   Academic & Teaching-learning planning

    b.   Resource Planning

        • Infrastructure Planning

        • Manpower (Faculty/staff) Planning

        • Teaching - Learning Resources planning

c.   Industry Interaction and placement planning

d.   Research & Innovation Planning

e.   Internationalization Planning

f.   Student development planning

g.   Operational Planning

h.   Events Planning & Annual Calendars

Financial Planning

Periodic review is done by respective Committee to ensure all resources are available before the commencement of the academic session. Further, review and monitoring is done on regular basis to ascertain the progress on implementation of annual plan and take necessary actions.

6.2.2. Describe the university's internal organizational structure and decision making processes and their effectiveness.

Response

The organizational structure and decision making processes are well established and consistent with University's Act, Statute and Ordinance. One of the contributing factors towards the successful functioning and growth of the university in multiple campuses is due to uniform framework, policies with de-centralized activities and decision making. The organisation structure of the University is attached as appendix-6.2.2.

Various councils and committees are involved in decision making processes depending upon the nature of activities. Policy decision-making processes are clear and consistent with its purposes, support effective decision making, and place priority on sustaining institutional capacity and educational effectiveness through involvement of stakeholders in various Committees / Boards as mentioned earlier in 6.1.3.

Roles and responsibilities for all leadership positions at each level are well defined so that the decision making is fast and effective. Deans, Domain Heads, Research Heads, HoIs, Committee Chairpersons, Programme Leaders are empowered to take the decisions for effective management.

6.2.3. Does the university have a formal policy to ensure quality? How is it designed, driven, deployed and reviewed?

Response

Yes the University has well defined formal Quality and Environmental Policy as under:-

Amity University and all its constituent departments are committed to deliver and continually improve through implementation of Quality and Environmental Management Systems, in all the defined activities and have set objectives and targets at various levels based on the following policy:

- Conforming to globally designed academic processes and support systems
- Ensuring value addition to academic processes and satisfaction to all stakeholders
- Providing globally employable skills
- Providing platform for nurturing cross cultural and cross continental academic environment.
- Inculcation of human values and ethics through practice of 101 attributes in AMITIAN.
- Compliance to applicable statutory and regulatory requirements
- Ensuring protection of environment and its sustainability
- Conservation of resources through optimum utilization
- Enhancing awareness and knowledge of all concerned with respect to above activities"
- I.   Quality Manual is prepared by each institution / department and is shared with all faculty, staff and students by concerned Dean and HoI

II. The University quality and environment policy is designed as per the ISO:9001 & 14001 standards. The quality and environment policy is displayed in all the institutions and departments. The policy is driven university wide through a dedicated Quality Assurance & Enhancement (QAE) Department with following mandate:

- The University has achieved various ISO certifications / re-certifications, which reflects the quality culture of the university.
- Regular interaction on quality issues through training workshops, audits and review meetings and Management Review Meeting (MRM).
- The constitution of Institutional Quality Assurance Cell (IQAC) has ushered in a culture of ownership of processes & responsibility to implement & maintain the same. Every Institution appoints Quality Supports (QS) who are responsible for spreading the quality culture by guiding and assisting their colleagues in maintenance of processes, procedures and documents.
- IQAC regularly monitors and reviews the processes at various levels (institution, domain and university) to ensure quality.
- Three-tier audit is conducted through Institutional IQAC, QAE and external agency (BSI).

III. Students' feedback is taken through formal and informal means to improve teaching learning, support services, student facilities etc.

IV. Daily monitoring of conduct of classes through online system provides the academic delivery effectiveness.

V. Research Planning and Statistical Services Department periodically conducts online satisfaction surveys / feedback of various stakeholders. The data is collated, analyzed and synthesized to take corrective measures to ensure quality.

VI. Outcome Assessment Committees at institution and programme level are constituted to assess the quality and level of achievement of student learning outcomes and operational outcomes. The Deans, HoIs, Programme Directors take necessary actions to improve the quality and outcomes.

VII. Well established Grievance Redressal System is in place at institution and university levels. Online suggestion / complaint system with multiple level escalation matrix helps in resolving the students' issues expeditiously and ensures continuous improvement in quality.

VIII. A dedicated Amity Centre for Guidance and Counselling (ACGC) helps students to overcome their issues related to stress, anxiety, depression, relationships etc. to enhance quality of life.

IX. Examination system is fully automated including setting of question papers, moderation of question papers, examination schedule, admit card generation, result declaration that ensures faster and transparent communication for smooth conduct of examination.

X. External experts are appointed as examiners at course level and programme level to enhance academic quality.

XI. Research committees regularly review the progress and quality of research activities undertaken by the faculty members.

6.2.4 Does the university encourage its academic departments to function independently and autonomously and how does it ensure accountability?

Response

Yes. Functional autonomy is provided to the institutions / departments through annual planning and budgeting. The Deans and HoIs have freedom to introduce new programmes, specialisations and courses as per the market demand, conduct professional development programmes for faculty and staff, organise seminars / conferences, undertake research and consultancy assignments, industry interaction and social activities etc.

The HoIs have further delegated the responsibilities to faculty members in various capacities such as HoDs, Programme Leaders, Research Coordinators, Industry Interaction & Placement Heads, Committee/Club Chairpersons etc.

The programme leaders under the guidance of their HoIs are responsible for managing the academic programme. In order to provide the flexibility and choice of credits the HoIs offer ample choices of courses with options of class schedule. The students make their own Academic Planning Worksheet (APW) of courses and time-table as per their interest and aspirations for approval of Course Advisory Committee (CAC).

Periodic review meetings at various levels (Deans / HoIs) are conducted to ensure transparency, accountability and corrective measures:

1. Monthly Faculty Meeting
2. Monthly Institutional IQAC
3. Monthly Research Review Meeting
4. Monthly Class Representatives (CRs) Meeting
5. Half-yearly Domain IQAC
6. Half-yearly Departmental Research Committee

6.2.5. During the last four years, have there been any instances of court cases filed by and against the institute? What were the critical issues and verdicts of the courts on these issues?

Response

Summary of the court cases filed against AUUP in last four years including Consumer Redressal Forum along with the verdict of the court are as follows:

#	Category of Petitioner / Complainant	Issues	Number of Cases	Remark
1.	Student	Refund of Fee	13	1. 5 cases dismissed in favour of AUUP.
				2. 1 case withdrawn.
				3. 7 cases are sub-judice
		Debarred from Examination	1	Dismissed in favour of AUUP
		Disciplinary case	2	Both Withdrawn
		Non-conferment of degree	4	2 cases dismissed in favour of AUUP.
				1 case withdrawn
				1 case is sub-judice
2.	Faculty	Writ petition in Allahabad High Court & Consumer Redressal Forum	2	Case dismissed in favour of AUUP

6.2.6. How does the university ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyse the nature of grievances for promoting better stakeholder-relationship?

Response

University addresses complaints and grievances of all stakeholders in a timely manner through various departments / committees and online system. Separate committees / cells are functional at the university level to address the grievances of students, faculty and staff.

1. Student Grievances

Student grievances are addressed at various levels as per well defined policy Guidelines (G-13) for Grievances Redressal Mechanism.

a) The grievances are addressed at institutional level through Student Service Counter, Faculty Mentor, Programme Leaders, Class Representatives Council, Head Student Welfare and HOIs. The next level of

grievance redressal is at the level of Dean of Faculty, Dean Student Welfare, Dean Student Academic Affair and Support Services, Dean Examinations. The students are free to meet the Vice Chancellor, if the grievance is not addressed satisfactorily by Deans / HoIs.

b) Women Helpdesk is established at university level to address the complaints related to sexual harassment.

c) Parents are welcome to meet officials at various levels to discuss complaints, if any and development of their wards.

d) A professionally managed Counselling & Guidance Cell regularly meets the students to help them with their personal issues.

e) A robust online system (Amizone) for addressing grievances of students and parents is available with well established escalation matrix. Complaints / grievances posted online by students and their parents related to academics, admissions & scholarships, security, administration, hostel, IT, fee, transport and cafeteria, are addressed promptly.

f) The complaints / grievances are analysed by in-charges of each domain every semester and appropriate measures are taken to improve the functioning of the related domain.

2. Faculty and Staff Grievances

a) The grievances of faculty & staff members are addressed by respective HoIs & Dean of Faculty. The faculty and staff also approach directly to HR (Employee Welfare) Department, Dean (Academics).

b) University Complaint Committee is established to address the complaints of female faculty / staff related to sexual harassment.

c) An online system (Amizone) is available to the faculty and staff for lodging their complaints / grievances for redressal.

d) Counselling Centre for faculty and staff has been established and is functioning with the help of professionally qualified counselling team.

3. All complaints are regularly analysed by designated officers and corrective measures are taken to improve the policies and promote better stakeholders relationships. The office of Dean Students Welfare (DSW) and office of Dean, Students Academic Affairs & Support Services (SAA&SS) provides non-academic services to the students, faculty and staff.   In addition they also manage the appeal process for the students who wish to bring their concerns and grievances.

4. The "University Ethics Committee" is responsible to oversee the clinical research at Amity University.

6.2.7. Does the university have a mechanism for analysing student feedback on institutional performance? If yes, what was the institutional response?

Response

The students feedback and satisfaction survey data is analyzed by Research Planning & Statistical Services (RPSS) Department on regular basis.

i.   Students' feedback is taken twice in a semester. The course faculty analyze the feedback and take necessary action to improve the academic delivery and students learning.

ii. The annual satisfaction survey of all students is conducted.

iii. The data is analysed by RPSS and shared with Deans, HoIs and Head of concerned support departments, to take the necessary corrective measures on areas of concern to improve the institutional performance.

For example, a survey was conducted of freshman students about their first year experience at university. Appropriate actions were taken to improve the institution performance based on feedback analysis as under:

#	Survey Question	Student Response	Action Taken
1.	Reasons for attending Amity University	**1.** 94%of the respondents stated that, specific career-related programmes was either "Somewhat Important" or "Very Important" **2.** 93.4% and 91.6% respondents stated that quality of academic programmes and good reputation of university	Inputs from students survey are considered during course review.
2.	Factors that influenced to join Amity University	81.7%and 81.5% indicated that Amity university rankings and Amity university accreditations respectively were either "Somewhat Important" or "Very Important" factors.	Necessary actions are being taken for continuous improvements in academic reputation.
3.	Satisfaction with orientation programme	89.5 % and 83.2 % of the respondents have rated providing information about student services and building confidence as "Very satisfied" and "Satisfied".	Strengthen student support services.

6.2.8. Does the university conduct performance audit of the various departments ?

Response

Yes, the University conducts performance audit of various institutions / departments.

1. Each Institution / Department sets targets and goals against relevant performance indicator.
2. Performance audit of the constituent institutions and departments of the university is done biannually through internal audit in the following areas:
   i. Admissions and institution growth
   ii. Curricular and teaching learning
   iii. Co-curricular and extra-curricular activities
   iv. Institutional activities and events
   v. Student achievements and progression
   vi. Industry interaction, Alumni interaction and placement
   vii. Research innovation and technology transfer
   viii. Internationalization
   ix. Community outreach and social activities
   x. Stakeholders satisfaction
   xi. Professional development of faculty and staff

Details of audit process is given in details in criteria 6.5.1

6.2.9 What mechanisms have been evolved by the university to identify the developmental needs of its affiliated institutions?

Response

Not Applicable

6.2.10. Does the university have a vibrant College Development Council (CDC) / Board of College and University Development (BCUD)? If yes, detail its structure, functions and achievements.

Response

Amity University does not have any affiliated institution / colleges. Therefore, such structures are not needed. However, University has various statutory committees as per Act, Statutes and Ordinances for development, functioning and governance.

6.3 Faculty Empowerment Strategies

6.3.1. What efforts have been made to enhance the professional development of teaching and nonteaching staff?

Response

Amity has well defined policy guidelines for Professional Development of faculty (G-76) and staff (G-77).

- I. Faculty members are encouraged to participate in seminars, workshops, conferences and training programmes in India & abroad.
- II. Faculty members are encouraged to engage themselves in scholarly activities and are provided necessary infrastructural and financial support.
- III. Professional Development Programmes (PDP) are conducted at three levels:

#	Levels	Description
1	University level	Amity Academic Staff College (AASC) conducts general programmes on the following: • Methodologies for Teaching-Learning Process. • Rules and Regulations of the University. • Conduct of Examinations. • Orientation Orientation / Induction training Programmes. • Domain refresher Programmes and Specialized Programmes. • Quality Management System awareness Workshops.
2.	Domain level	PDP's specific and relevant to a particular domain and conducted at Domain level
3.	Institution level	PDP's specific and relevant to a particular course/area and conducted at Institutional level

- IV. Professional Development Programmes (PDPs) include:
  - (a) Orientation Programmes
  - (b) Effectiveness Programmes
  - (c) Domain Specific Refresher Programmes
  - (d) Specialized Programmes
- V. The PDPs are also conducted in collaboration with Industry, research organisations to enable faculty members to keep abreast with state-of-the-art technology, latest trends in industry and research.
- VI. Experts are regularly invited from India and abroad forseminars, conferences, workshops etc. This provides an exposure to latest developments and practices in various spheres of academics, research, technology, pedagogy, student development in addition to opportunities for interaction and collaborations.
- VII. Regular guest lectures by eminent experts from industry, academia, research and government organisations are conducted at university level by various departments such as ATPC, ASTIF, AIC, AIMT etc.

Detailed list of PDPs conducted in last four years is attached as appendix –6.3.1a The list of international experts who conducted workshops etc. is attached as appendix 6.3.1b.

The faculty is provided financial support. Further, faculty members are also encouraged to apply for financial support from various funding agencies such as DST, INSA, UGC' CSIR, DBT, UKERI, etc. for attending seminars, conferences in India and abroad.

6.3.2 What is the outcome of the review of the Performance Appraisal Reports ? List the major decisions.

Response

1. Teaching Staff

The University has adopted UGC's Performance Based Appraisal System (PBAS) based on Academic Performance Indicators (APIs) score with some modifications for faculty members as under:

i.   Teaching-Learning-Evaluation Related activities
ii.   Co-curricular Extension and Profession related activities
iii. Research & Academic Contribution
iv.   Behavioural Skills and Values

2. Non-Teaching Staff

University has a well structured performance appraisal framework for non-teaching staff. Annual appraisal of all the staff members is done based on this framework.

The Performance appraisal of the faculty / staff is transparent and assessed at three levels:

i.   Self appraisal by faculty / staff
ii.   Appraisal by HoI
iii. Appraisal by expert committee at university level

Based on the outcome of the performance appraisal the faculty / staff are into five categories for their recognition and rewards:

- Excellent
- Very Good
- Good
- Average
- Below Average

Following are the major decisions taken after review of performance appraisal:

i.   Annual increment, special incentives.
ii.   Regularization / Confirmation of services after probation period
iii. Promotions, additional responsibilities
iv.   Deputation to training programmes, workshops, seminars, conferences etc.
v.   Deputation to other institutions / campuses.
vi.   Deputation of faculty to international / national level faculty exchange programmes (only for faculty)

6.3.3. What are the welfare schemes available for teaching and non-teaching staff ? What percentage of staff have benefitted from these schemes in the last four years?

Response

The university has various welfare schemes available for faculty and staff members as under:

i.   Faculty and staff members are covered under Group Medical Insurance & Life Insurance
ii.   ESI, PF & Gratuity is provided.
iii. Free first aid and medical facilities are available on campus.
iv.   Financial assistance is given to meet emergency medical expenses of staff and family members
v.   Short term advances are provided on case to case basis.
vi.   Maternity leave & benefits and Child allowance are given to female faculty & staff
vii. Crèche facility is provided for wards of faculty and staff
viii. Recreational, sports, yoga and life saving drills are available for faculty and staff.

ix. Birthdays, Marriage Anniversaries, Major Festivals are celebrated at the institution / department level.

x. Shagun/ gifts are given on the wedding of faculty, staff and their children.

xi. Faculty is provided leave to pursue their Doctoral / Post Doctoral studies

xii. Reimbursement is given to faculty for purchase of periodicals and newspapers etc.

xiii. Travel grants are provided to faculty for attending conferences / seminars / workshops at national / international level.

xiv. Priority is given in the school admission of wards of the faculty and staff.

xv. Faculty and staff have access to Cafeterias / Food Joints, on campus bank facility, departmental stores, saloon, book stores etc.

xvi. Free transport facilities are provided to faculty & staff from various pick-up points.

The following additional facilities are also provided to employees by the AUUP, which help in maintaining high levels of morale, health, safety and satisfaction:

i. Psychological counselling& rehabilitation clinic

ii. Campus entry through ID card.

iii. Disaster Management / Emergency Preparedness drills for security.

iv. 24 hour power back-up (100%).

v. Wi-Fi facility.

vi. The faculty members have dedicated cabins & workstations where they perform their duties effectively.

6.3.4 What are the measures taken by the College for attracting and retaining eminent faculty?

Response

The University makes continuous efforts for attracting and retaining eminent faculty. The university has developed various employee friendly policies. Faculty are provided attractive remuneration, intellectually stimulating environment, research ambience&support, global exposure are the major contributing factors for attracting and retaining faculty.

The selection committee regularly meets for recruitment and promotion of faculty. Following measures are taken to attract good faculty:

i. Eminent faculty are identifiedand invited to join Amity by a team of head hunters.

ii. Invitations are sent to Vice Chancellors, HoDs and Scholars in various universities for inviting bright candidates for faculty position.

iii. Amity Career website is regularly updated.

iv. Advertisements are given in magazines and newspapers at national level.

v. Selection of faculty is also held in Dubai, London and USA to tap talent globally.

Further, the management makes all efforts to create a conducive atmosphere in the campus. Mutual cooperation and understanding is established by informal get-togethers and meetings. High retention levels reflect the work culture and positive environment prevalent in the university. Following measures are taken for talent retention:

i. Appreciation of faculty for their achievements

ii. Stable and progressive professional growth

iii. Conducive work environment

iv. Encouragement for research and publications

v. Opportunities for professional development by providing travel grants and ODs to attend seminars, conferences etc.

vi. Financial incentives for achievements and contribution in institution development.

vii. Financial support for research

The university has a policy pertaining to excess weekly teaching load and are given extra point for Academic Performance performance evaluation and are substantially rewarded.

6.3.5 Has the College conducted a gender audit during the last four years? If yes, mention a few salient findings.

Response

Yes, Gender Audit is conducted regularly by the university. The University has a good gender balance for both students and staff, 44.5 % students are female and 55.5 % staff is female.

Campus-wise gender ratio of faculty& Students:
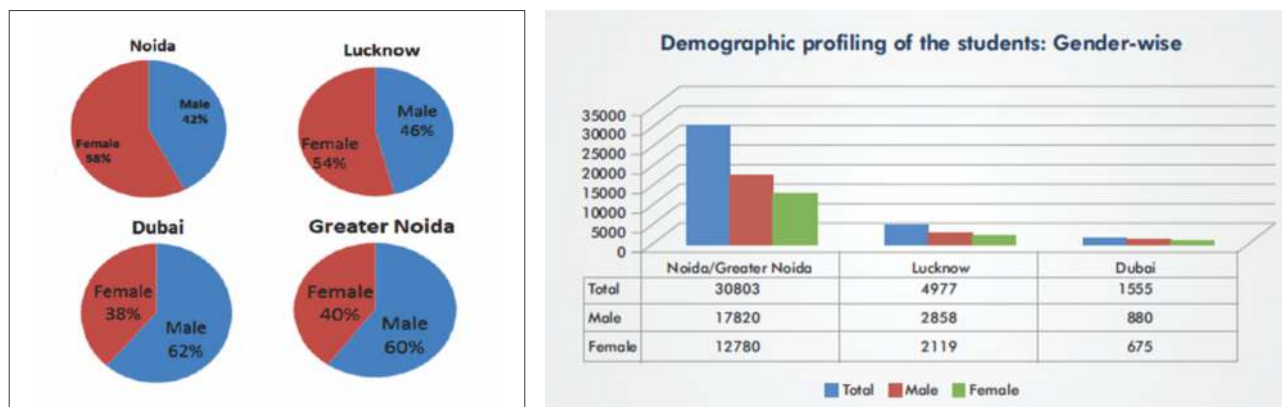
The Regulations and Policies established by the University for academic and non academic operations are gender-friendly and provide equal opportunity to all students and faculty.

6.3.6 Does the College conduct any gender sensitization programs for its staff?

Response

Gender equality is an integral part of Amity's philosophy. The university provides equal opportunities for women and men. There is no discrimination or inequality in access to resources, opportunities and services or promotion.

The academic ambience of the University promotes sensitivity and respect for each other. The life skills education training to students, faculty &staff has professional relationship. All new faculty members undergo an induction programme to understand, be sensitive, and be able to adapt to the various needs, concerns, and characteristics of a multitude of different people including women. In addition workshops /training programmes are conducted on legal rights, protection from domestic / social violence, gender sensitivity etc.

To promote gender equality and gender sensitivity a number of activities are conducted at department, Institute and University level each year as under:

\#
1. Gender sensitisation workshop for faculty, staff and students
2. Self Defence Training Programme for Women
3. Celebrating International Women day
4. Panel Discussions conducted on the following themes:
   - Gender Sensitization
   - Safety and Security of Women as "Courageous me - Step forward towards a fearless Future"
   - Encouraging Prevention and Early Intervention of Breast & Cervix Cancer" by Renowned Oncologists
5. Online campaign to pledge support against female foeticide
6. Legal Aid

6.3.7 What is the impact of the University's UGC-Academic Staff College Programmes in enhancing competencies of the College faculty?

Response

The University does not have UGC-Academic Staff College Programmes. However, the university has established its own Academic Staff College (AASC) which conducts regular professional development programmes for faculty & staff as described in criteria # 6.3.1.

The programmes conducted by AASC have greatly enhanced the competencies of faculty and staff, which in turn has improved the performance of faculty in academics, research and other institutional activities.

6.4. Financial Management and Resource Mobilisation

6.4.1. What is the institutional mechanism available to monitor the effective and efficient use of financial resources?

Response

Under section 20 (d) and 24 (2) of the AUUP Act the Finance Committee is the principal financial body of the university. The Finance Committee is constituted and functions as per act.

The financial planning and budgeting (operational expenses and capital investments) is an integral part of annual academic planning at Institutional and University level. The finance committee prepares the annual financial plan & budget based on income, operational expenses and future development plans of the University for the approval of Executive Council chaired by the Vice Chancellor.

Procedure to prepare annual estimates of Income and expenditure

(a) All institutions and departments propose their annual financial plans based on academic planning to the finance committee of the University to achieve educational purposes and objectives.
(b) The proposed budget is examined and approved by the finance committee of the university for the academic year.
(c) Administrative and financial approvals are taken from competent authority as per university policy and guidelines.
(d) Expenditure Checks and Control Department regularly audit the use of financial resource.
(e) External firm also conducts audit annually. Any deviation are presented to Finance Committee and finally to Executive Council for appropriate action.

The Finance committee is responsible for observance of regulations relating to maintenance of accounts of income and expenditure and considers any other matter referred by the court and executive council of the university.

6.4.2 Does the university have a mechanism for internal and external audit? Give details.

Response

Yes the University has a mechanism for internal and external audit.
1. The University has a full-time Treasurer since inception (i.e. 2005 onward) to ensure maintenance of annual accounts and balance sheet of the University and audit thereof.
2. The University has a separate internal audit department manned by qualified chartered accountants and experienced audit personnel who conduct periodic internal audits.
3. The University's finances and accounts are regularly audited by qualified independent external auditors.

6.4.3 Are the institution's accounts audited regularly? Have there been any major audit objections, if so, how were they addressed?

Response

Yes. The University accounts are audited regularly as mentioned in 6.4.2. There have been no major audit objections so far in the audited reports.

6.4.4 Provide the audited income and expenditure statement of academic and administrative activities of the last four years.

Response

The audited income and expenditure expenditure statement of academic and administrative activities of the last four years is attached as appendix-6.4.4.

6.4.5 Narrate the efforts taken by the University for Resource Mobilisation.

Response

Amity University is funded and supported by RBEF- a not for profit educational trust and receives no grants or donations.

As a self financed University, the resource mobilisation is mainly through fee deposits. Other sources of financial revenue include:

1. Training & Consultancy
2. Research Project Grants
3. Participation fee in various conferences, seminars organised by the university
4. Sponsorships for various events, conferences, seminars etc.
5. Scholarships, fellowships, awards etc. instituted by various organisations.
6. Establishment of Industry sponsored labs
7. Endowments.

6.4.6. Is there any provision for the university to create corpus fund? If yes give details.

Response

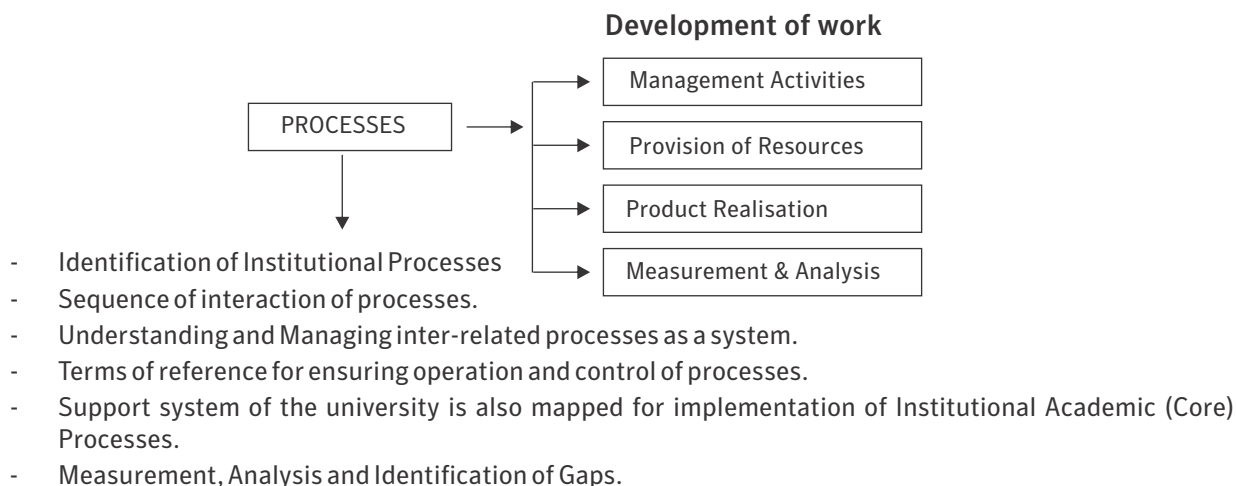Yes. The University has a corpus fund. The details of the corpus fund are mentioned in the appendix-6.4.6

6.5 Internal Quality Assurance System

### 6.5.1. Does the university conduct an academic audit of its departments? If yes, give details.

Response

Yes, the University conducts academic audit as per the University Guideline No. 2: Guidelines for Academic Audit.

1. The flowchart for the development of quality framework and conduct of audit are given below:

Development of work

- Identification of Institutional Processes
- Sequence of interaction of processes.
- Understanding and Managing inter-related processes as a system.
- Terms of reference for ensuring operation and control of processes.
- Support system of the university is also mapped for implementation of Institutional Academic (Core) Processes.
- Measurement, Analysis and Identification of Gaps.

-   Ensuring continual improvement.
-   Control of Outsourced Processes.
-   Preparation of Manuals :-

    •   University Level
    •   Institutional Level
    •   Support Offices

2. Preparatory/Internal Audit

3. Corrective and Preventive Action for improvement

4. Updation of Manual based on implementation of processes, Measurement, Analysis and Identification of Gaps.

5. The University follows a well planned three tiered system of audit through:
    •   Internal audit of institution by IQAC (first party audit) every semester.
    •   Internal audit of AUUP by QAE (second party audit) every year
    •   Third party audit by external agency every year.

6. The flowchart of internal audit is as under:
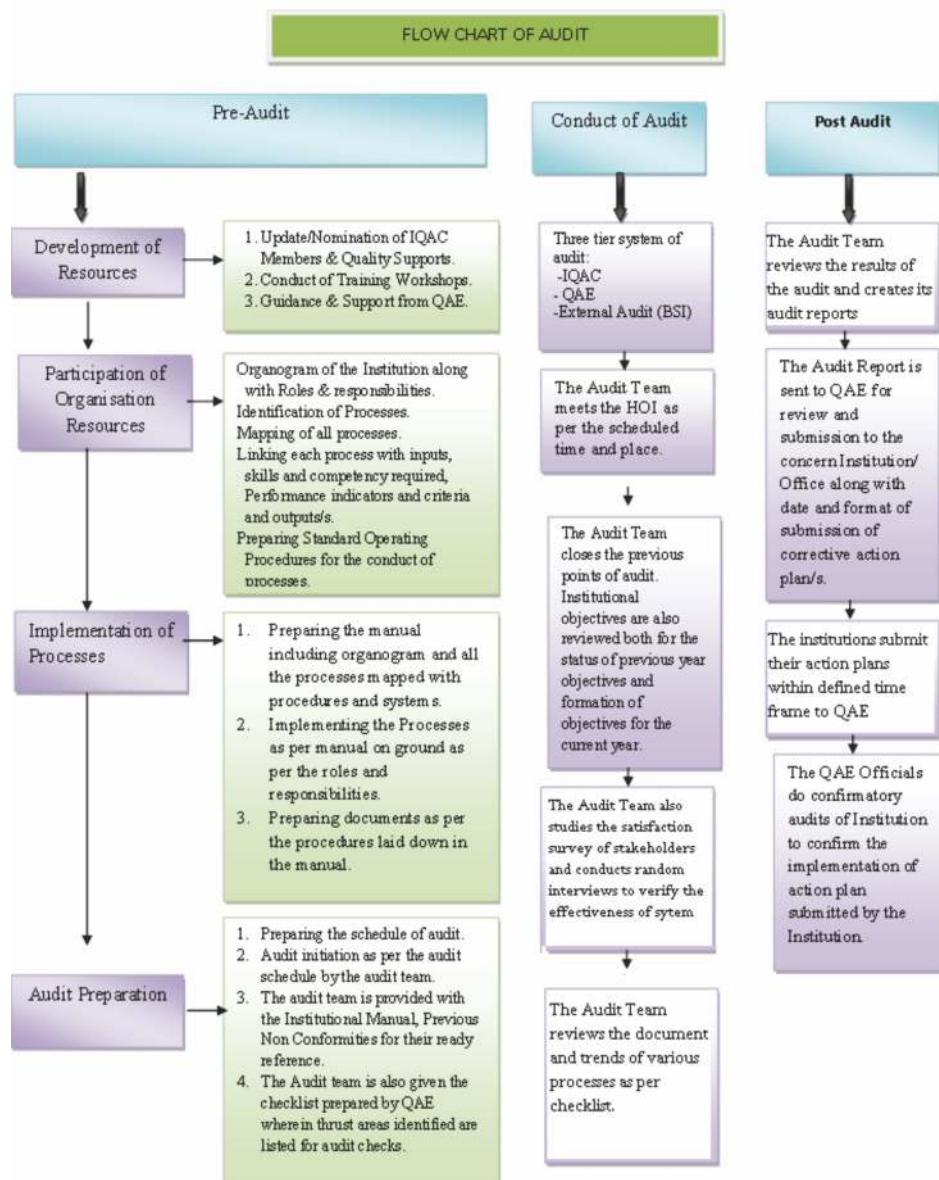
6.5.2. Based on the recommendations of the academic audit, what specific measures have been taken by the university to improve teaching, learning and evaluation?

Response

1. The University has taken several measures to improve processes of teaching, learning and evaluation based on the recommendation of the audit findings which are deliberated during the IQAC meetings and Management Review Meetings (MRM) by Vice Chancellors, Deans, HoIs/HoDs and faculty.

2. The Matrix of Audit points (both internal and external) are given below:-

#	Level of Audit	2012-13	2013-14	2014-15	2015-16
1.	Internal: IQAC	6	24	15	13
2.	Internal: QAE	99	139	71	53
3.	External : BSI (British Standards Institution)	45	12	5	3

3. Some of the important decision taken by the Management in the last four years, which have improved the teaching-learning & Evaluation processes are given below:-

Year	Decisions taken by the Management
2012-13	**Guidelines for Calibration of Equipment was framed and approved by the Academic Council.** **Guidelines for Non Teaching Credit Courses (NTCC) were also approved by the Academic Council.**

2013-14	**Uniform Course Coding:** The Planning for the Uniform Course Coding was implemented from Academic Session 2014-15. This exercise reduced the number of courses from 22110 to 6359.
	The following policies on Teaching Learning and Evaluation Aspects were framed and implemented:
	- Course Nomenclature & Coding Guidelines
	- Catering to Student Diversity
	- Policy/Guidelines to offer Bridge/remedial/add-on-courses
	- Policy on Inviting Experts/People of eminence to deliver lectures and/or organize seminars for students for value addition in teaching learning process.
	- Process for Industry Oriented Skills & Competency Development.
	- Evaluation Process and Reforms
	    • Average time taken for Declaration of results.
	    • Measures incase of delay in result declaration.
	-Transparency in the Evaluation Process & assurance of confidentiality.
	- Faculty Performance Evaluation Policy and procedures for teaching effectiveness.
	- Process of Student Development beyond Classroom
	- Revision in Regulation of Grading System & Passing Criteria
	- Disciplinary Control of Students in Relation to University Examinations
	The courses of each stream were examined and reviewed by Area Advisory Board (AAB) of respective stream.

2013-14	Amity University Uttar Pradesh has adopted **the Choice Based Credit System (CBCS)** in order to provide quality education in all its academic processes,. Under this new system the students can register for courses according to their interests and academic abilities. CBCS allows students to decide their academic plan and permits them to alter it, if required, in their academic progression in pursuit of degree. In Amity, all programmes runs on Choice Based Credit System as under : - Specialisation Electives, - Open Electives, - Domains Electives, - **Outdoor Activity Based Courses** and - Foreign Language Electives Students are able to take electives along with their core courses as under:- - Core courses - Allied courses - Value addition courses - Industry lead courses - Skill enhancement courses

Year	Decisions taken by the Management
	This allows students to choose interdisciplinary courses from other Institutions of their domain or university. The students their own basket of courses to develop skills & competencies as per their interest and career aspirations.
2014-15	To maintain uniformity in all the programmes, a model framework for programme structure with semester-wise credit distribution for various course types for all UG and PG programmes / degrees has been defined. Ample flexibility has been provided in order to ensure programme specific orientation while ensuring general education component and electives to meet student's interest and aspirations. This prepares students for lifelong learning, equips them with general skills, research skills, and builds competence in evaluating information and constructing knowledge in multiple ways. - Creation of Alumni Portal on Amity intranet (Amizone) - Process of strengthening of Ph.D Programmes. - To evolve a fool proof system for security of Question Papers. - Guidelines of competency mapping of Faculty. - Formation of Student Learning Outcomes, Programme Learning Outcomes (PLOs) and Programme Education Objectives. - Introduction of ICR (Image Capture Reader) Award Sheet from Academic Session 2014-15 onwards for faster processing of results. - Improved system of checking of evaluated answer books through a centrally nominated team for higher accountability and accuracy in results. - Graduate Learning Attributes framed at University & Programme levels - The University IQAC developed an assessment tool based on NAAC criteria which enabled the Institutions to grade themselves. In order to familiarise the Institutions with the assessment tool, workshops were conducted both at University level and Domain level. The Institutions were able to complete the first cycle of self assessment by the end of April-May 2014.
2015-16	- Implementation of Academic Planning Worksheet wherein the students are able to plan their time table accordingly through Flexi Time Table System. - Implementation of Assessment tool of Student Learning Outcomes - Buddy System was introduced as a part of existing Mentor –Mentee System. - 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. - Outcome Based Education: All the Institutions have developed Programme Educational Objectives (PEOs), Programme Learning Objectives (PLOs) and Student Learning Outcomes. - Use of MOOC - Revision of existing course curricula and assessment scheme for various streams based on the review of Course Review Committee and recommendations of 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) Description/Topic (b) Student Learning Outcomes. (c) Weightage & Assessment Scheme. (d) Revision in Programme Structure (Lecture-Tutorial-Practical-Field Work-Social Work, etc) as per Model Framework. (e) More skill based. Focus on skill developments (f) Feedback received from stakeholders. (g) Standardised Credit hours. The Academic Council during the Academic Session 2015-16 considered the following Skill Enhancement Courses of 3 credit units each : (a) Embedded Software Engineer (b) Associate Network Engineer (c) Software Developer (d) Pharmaceutical Marketing and (e) Mushroom Technology The Outcome Assessment Plan (OAP) has been developed 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.
	Transparency and standardization in evaluation process by introduction of model answers.

6.5.3. Is there a central body within the university to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

Response

Yes, the University has IQAC as a central body to continuously review the teaching-learning processes. IQAC is supported by a robust system of continuous review of teaching-learning processes through dedicated departments and committees:

A. Departments

    I.   Student Academic Affairs & Support Services (SAA&SS)

    ii.   Quality Assurance & Enhancement (QAE)

    iii.   Research Planning & Statistical Services (RPSS)

    iv.   Amity Intelligence & Vigilance Establishment (AIVE)

B. Committees

    I.   Institutional Research & Planning Committee

    ii.   Outcome Assessment Committee

The Programme Structure, Course Syllabus, Course Session Plan, Time-table, Master Academic Planning Worksheet are made available to the students before the commencement of the semester Daily monitoring of conduct of the classes is done by the Academic office established in each department and centrally by Student Academic Affairs & Support Services. QAE and AIVE regularly visits the institutions and checks the proper conduct of the classes. This is also supported by online report of class conducted generated daily by AMIZONE. Regular meetings of course faculty are held with HoI to review the course delivery and student learning progress. Feedback from students is also taken through CR meetings, Feedback on Amizone and corrective measures are taken accordingly to improve the teaching-learning processes. RPSS department regularly conducts various satisfaction surveys, and annual comprehensive examination results   for assessing various student learning outcomes. The analysis reports generated from this data are shared with HoIs, Dean (SAA&SS) and University IQAC to review the teaching-learning processes.

Based on the recommendations of IQAC, the teaching-learning processes are reviewed. Some of the examples of outcome of review of processes are as under:

    1.   Automation of examination processes.

    2.   Introduction of LMS and flipped classes.

    3.   Comprehensive test for PhD scholars.

6.5.4. How has IQAC contributed to institutionalizing quality assurance strategies and processes?

Response

The IQAC has contributed in institutionalizing quality assurance strategies and processes in the following ways:

(a)   The Annual Academic Planning is central towards the smooth functioning of the University and in fact. The University conducts the "Annual Academic Planning" of Faculty of Studies and its Institutions/Departments through its IQAC every year at the beginning of the academic session in line with the Five Years Plan of the University. The Annual Academic Plan is designed to be participatory and consultative for the growth of Students, Faculty, Institution and University. The entire academic planning is as per the Domain Objectives, where PLO's and Operational Objectives are defined on one side and the individual targets for each faculty and staff are defined on the other side. The details and the flow of Annual Planning Process is given in the criterion 6.5.3. above.

(b)   The IQAC meeting at Institutional level is conducted every month and the format of the meetings has been given by the University to have uniformity across all the Institutions. All Academic and administrative activities/events are mapped in the Academic Calendar of the Institution/University which is available online. The IQAC is mandated to :

    (I)   Plan for the events of the next academic year

    (ii)   Review the conduct of activities/events of previous month for any gaps in performance and corrective actions to plug the gaps for future events

©   The University has also developed a tool wherein 205 Assessment Indicators have been broken down into 615 check points along with marking scheme for each Assessment Indicator of Key Aspects of each criteria and its related Check Point.

(d)   The above tool has been developed with an aim to enable the Institutional Heads and IQAC Members to assess the performance of their own institutions and arrive at a CGPA, which helps them in carrying out the SWOC analysis of their own institution and set objectives accordingly

The above procedure ensures that the quality strategies and processes are institutionalized and implemented at all levels.

6.5.5 Does the IQAC have external members on its committees? If so, mention any significant contribution made by such members.

Response

Yes, University IQAC has external members, who are from Quality Management background, industry experience and from local community apart from 7 alumnus from various industries.

The contribution of external members is significant by way of their valuable inputs and help the university to look into the areas wherein improvements need to be made.

Following are some examples of contribution of external members of IQAC:

    a.   The institutional budgeting was improved

    b.   RPSS department was established for conducting institutional research to improve the processes, services and policies.

6.5.6. How many decisions of the IQAC have been placed before the statutory authorities of the University for Implementation?

Response

    1.   The decision of the University IQAC is placed before the Academic Council (AC) for deliberation and, approval. After the approval of the appropriate statutes authority of the university the matter is sent to the concerned IQAC and Institutions/Department/Support Offices for implementation.

    2.   The following decisions of University IQAC were placed before the statutory authorities of the University :-

        (a)   Approval of Annual Quality Assurance Reports (AQAR)

        (b)   Approval of Annual Academic Planning

        (c)   Approval of Self Study report of various accreditation bodies (WASC, IACBE, Un-WTO, NAAC).

        (d)   Development of Institutional Self-Assessment Tool.

6.5.7. Has the IQAC conducted any study on the incremental academic growth of students from disadvantaged sections of society ?
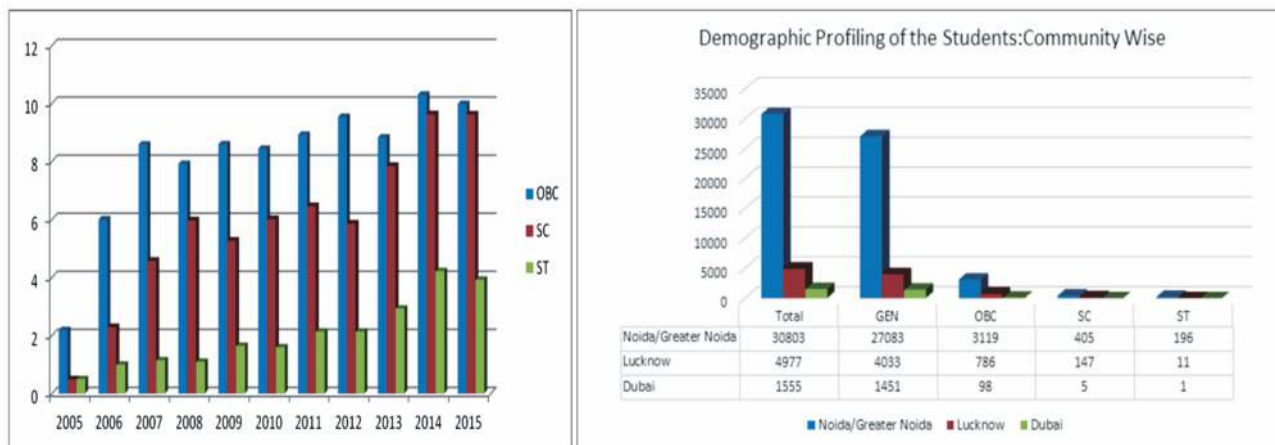
Response

The IQAC monitors the incremental academic growth of students from disadvantaged sections of society. The following aspects of academic growth are analysed and accordingly students are supported for better performance in academics during their studies and in their careers:

1.   Proficiency Test of the students is conducted for communication skills and subject knowledge. The bridge courses are conducted to improve their English language, communication skills and subject knowledge to bring them at par with their batch mates.

2. Faculty mentors are allocated and extend support for faster acclimatization and adjustment in the university environment. The academic performance analysis of students based on gender, disadvantaged section of society, different states, urban and rural background are conducted.

Campus wise student diversity and demographic profile is given as under:

6.5.8. What policies are in place for the periodic review of administrative and academic departments, subject areas, research centres, etc.?

Response

Periodic review is done for Academic &Administrative departments, subject areas, Research Centres etc. by well established procedures, regulations and policy guidelines.

1. The periodic review is done of various departments through Management Review Meetings at Domain and University Level by IQAC. The annual planning of all departments is done in March / April for the forthcoming academic session. The progress review of annual plan and institution performance is done by institutional IQAC (monthly basis), domain IQAC (once a semester) and university IQAC (annually). In addition to review by the IQAC periodic audits are conducted by QAE through internal auditors (twice a year) and external auditors of BSI (once a year). The monthly meeting of faculty members is conducted by the HoI to review the course progress and students' performance. Further, the monthly class representative meetings are also conducted regularly to review the academic delivery, various co-curricular and extra-curricular activities and students' achievements etc. The Vice Chancellor meets all the faculty members along with their HoI and Dean to discuss various matters such as academics, research, industry interaction, placements, internationalisation and student development and their achievements.

2. The course curriculum undergoes major review every three years through course review committee and programme review committee. These committees incorporate the feedback of various stakeholders while reviewing the course curriculum or the programme structure. While reviewing the course curriculum / programme structure benchmarking with the leading institutions is also done to ensure the quality at the curriculum level. The recommendations of these committees are then put up to BoS and finally to Academic Council for approval. External evaluators also review the programme delivery once in a year.

3. Regular progress review is conducted with CRC/IIC/ATPC at university level for industry interaction and placements of the students. Special attention is given to students who start their own ventures, join family business or go for higher studies and they are provided necessary guidance and support.

4. The performance of the students is regularly reviewed by programme leaders and HoIs and if required meeting with the parents of the students are also held for the overall development of student.

5. Dedicated Directorates of Research & Innovation have been established to plan and review the research progress regularly.

6. The periodic review is also conducted for other departments such as administrative department, support departments and student services by internal audit team (twice a year) and apex MRM (once a year).

Various committees such as Cafeteria Management Committee, Hostel Management Committee, Students' Welfare Committee also conduct review of their respective departments / services. The Periodic Review is done for Food Safety Management System, Energy Management Systems, Health Services, Student Services, Hostels which involves members from administration, academic institutions, DSW, cafeterias, hostels, Power Management Department, HVAC, Vendors, etc.

The minutes of all the meetings are recorded and are audited during various internal and external audits.

CRITERION VII: INNOVATIONS AND BEST PRACTICES

7.1 Environment Consciousness

The University and all its constituent units are committed to deliver and continually improve through implementation of Quality and Environmental management System, in all the defined activities and will set objectives and targets at various levels based on the following policy:

- Conforming to planned academic processes and support systems.
- Ensuring satisfaction to all stakeholders.
- Compliance to applicable regulatory requirements.
- Ensuring protection of Environment.
- Conservation of resources through optimum utilization.
- Enhancing awareness and knowledge of all concerned with respect to above.

The above Policy is displayed at various Offices and locations. It is also published on AMIZONE to spread Environment Awareness and Consciousness among all stakeholders at the campuses.

1. The compliance of above policy has enabled AUUP to achieve environment related Quality Certifications. The Apex Management has also provided support to environment conservation practices.

2. Environment management objectives for the year are identified through a process of deliberate planning and resources are deployed to ensure the quality of environment on a continuous basis.

3. The University is one of the first few Private universities who have introduced an environment module as a part of curriculum of all UG Programmes of the University; as mandated by Hon'ble Supreme Court of India and UGC.

4. Celebration of International Environment Day is held on 5th June each year. A number of environment consciousness workshops are organized for students and local communities.

7.1.1 Does the university conduct a Green Audit of its campus?

Response

The Management adopted a proactive approach to make Amity a Green Campus right from its inception. The University has, therefore, formulated a Green Audit Core Group at university level at all its campuses, which steers the process of planning and conduct of the periodic green audit of the Campus. The Green Audit Core Group takes the inputs from the following sources :-

a. **Aspect Impact Analysis:** The University has carried out analysis of environmental aspects; both at University and Institutional Level. Based on this analysis, significant impact areas have been identified and Operating Control procedures are devised and implemented at ground level.

b. **Water Conservation Measures.** The AUUP campus is a zero water discharge campus, which means that no water is discharged outside the campus and all the water is treated and recycled for reuse for horticultural activities and flushing the toilets etc. The STPs, RO Water Plants and Effluent Treatment Plants are audited every year during the internal audit conducted by the University.

c. **Waste Disposal Audit.** Disposal of solid waste in AUUP can be categorized as Solid Waste from Academic and Hostel blocks and Hazardous Waste from Laboratories.

(i) For the Solid non-hazardous Waste, contractors have been hired to collect the waste from all sources

(ii) For the Hazardous Waste Disposal, a Standard Operating Procedure has been evolved for handling the waste at staff level. For disposal of hazardous waste, government approved agency collects these from the designated point earmarked as "Hazardous Waste Room." Records are maintained both at the University level and Institutional Level for the compliance of the process.

d. **Energy Audit:** Amity University is the first University to implement the Energy Management System (EnMS) in 2012 itself. The University has a dedicated Amity Power Management Department, which controls and ensures that the energy is conserved and optimally used. The consumption of energy in all blocks is monitored through energy meters and discussed in Regular IQC (Internal Quality Cell) meetings conducted by the EnMS Core Group Members.

e.   **Environmental Quality Audit:** The University has integrated the Quality Management System and Environmental Management System. Every year both internal and external audits are conducted for the various aspects of the environment.

f.   **Health Audit:** The University is also in the process of carrying out hazard identification and risk assessment for the issues relating to Health and Safety of the students and staff at their work place. For this, a preliminary exercise to assess the factors affecting health and safety of students and staff has been conducted, both at the University and Institution Level. The implementation process has been initiated.

g.   **Carbon Accounting:** The University is conscious of lowering the gases responsible for Green House effect by taking the following steps:

-   Ensuring that all vehicles of the University students and staff have "Pollution Under Control" certificate.
-   The HVAC equipment are "Freon Free Gases Emission" certified.
-   There is minimal running of Generator Sets as the Power Department ensures 100% power supply from the UP State.
-   Solar Energy System has an automated system which accounts for reduction in carbon footprint due to use of renewable energy.
-   Creating awareness on energy conservation.
-   Campus is s strict No Smoking Zone.

## 7.1.2 What are the initiatives taken by the university to make the campus eco-friendly?
* Check dam construction
* Efforts for Carbon neutrality
* Plantation
* Hazardous waste management
* Waste management
*** Any other (please specify)**

Response

The major activities at AUUP pertain to Teaching, Learning and Research, which do not significantly impact the environment. Conservation and preservation of the environment are major priority areas of the Management which are highlighted by the following initiatives :

1.   **Energy Conservation**

(a)   The University campus is certified under Energy Management System ISO 50001:2011 since May 2012. In order to effectively implement ISO processes, the power consumption across all the load centres in the campus is measured and monitored on weekly, monthly and yearly basis. The Internal Quality Cell (IQC) meets periodically to plan and review the suitability, adequacy and effectiveness of the system, assess opportunity for improvement and examine the need for change in objectives and policies, if required. Every year the system is audited both by the internal as well as external agencies. The Demand & consumption curve for Yr. 2013, 14 & 15 are studied for planning feasibility of load addition for the coming year:

Load Profile AUUP-Noida
Hostels 12%
AC 40%
Blocks 30%
Facilities 18%
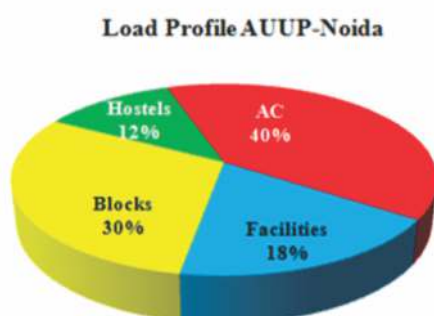
The total load in the campus has been considered in 4 Broad categories and the share of each is depicted in terms of percentage share in the total load
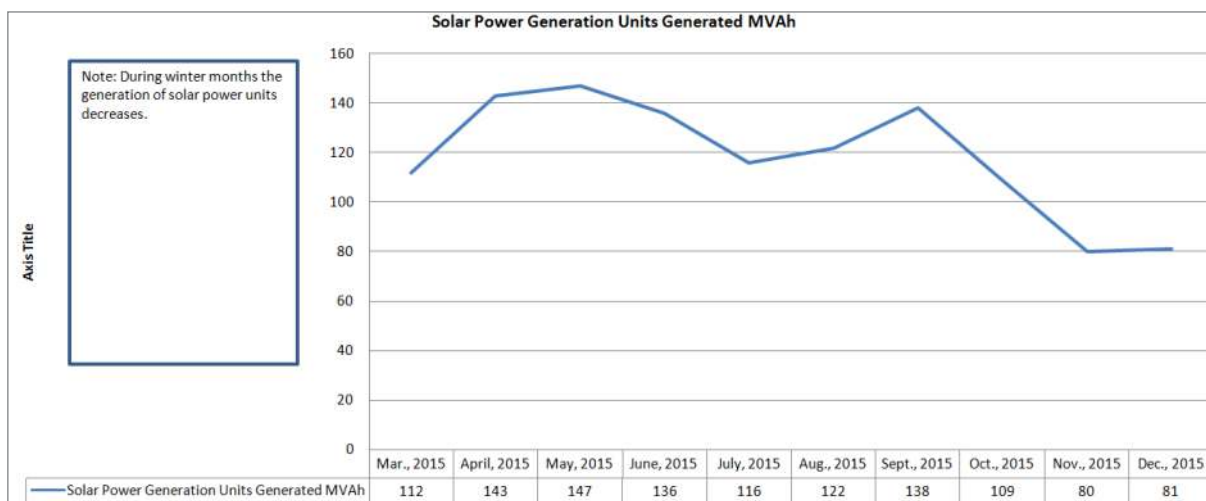
Maximum Demand Yr. 2013, 14 & 15

Consumption chart Yr. 2013, 14 & 15
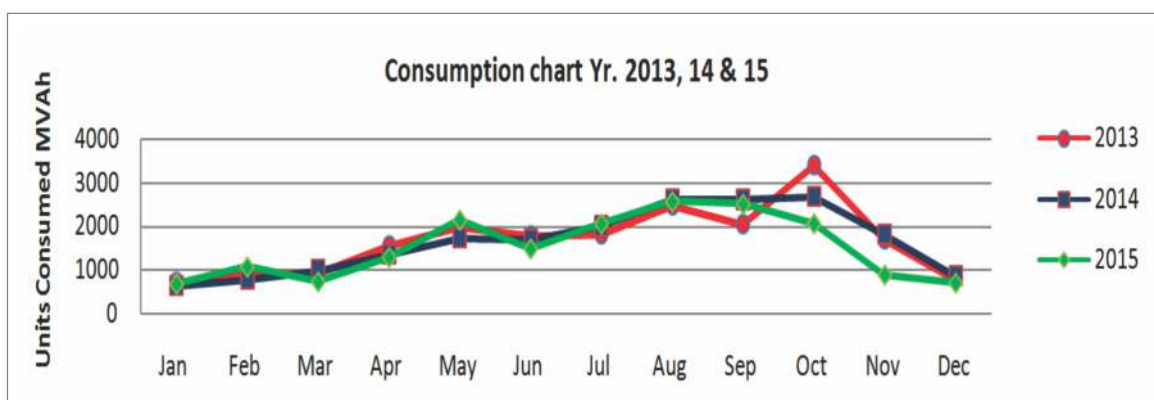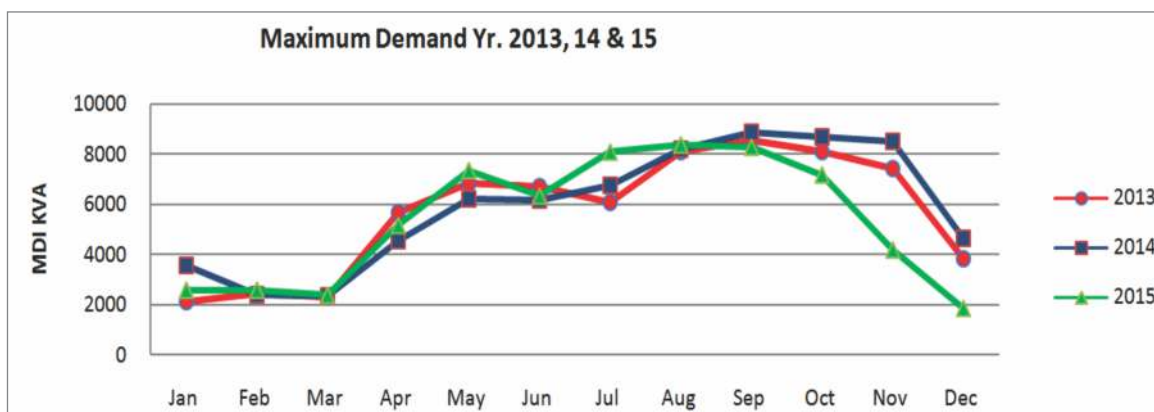
(b)   **Achievements:** The University has been awarded "State Energy Conservation Award" by UPNEDA for the Private Educational Institutions Category in the year 2016. The copy of the certificate received is given below.

2. Use of Renewable Energy

The University has installed solar power plants having capacity of 1000 KVA, which works out to be more than 10% of peak load, against the national policy of using 5% of load to be met by renewable sources of energy.

	Mar., 2015	April, 2015	May, 2015	June, 2015	July, 2015	Aug., 2015	Sept., 2015	Oct., 2015	Nov., 2015	Dec., 2015
Solar Power Generation Units Generated MVAh	112	143	147	136	116	122	138	109	80	81

Note: During winter months the generation of solar power units decreases.

3. Water Harvesting

Rainwater Harvesting facility consists of an elaborate network of rainwater harvesting wells spread all over the campus to generate water.

- Numbers of wells : 42
- No. of bores : 227
- Capacity of each well : 40,000 liters

4. Check dam construction

Not applicable

5. Efforts for Carbon Neutrality

The University is conscious of lowering the Green House Gases by taking several initiatives such as, ensuring "Pollution Under Control" certification for all vehicles, "Freon Free Gases Emission" certification for HVAC equipment, more details are mentioned in response to criterion 7.1.1.

6. Plantation

The University has over 40% area covered with plants and greenery as per the University Arboriculture plan. It also has 15 acres of sports ground around which trees have been planted. The campus is eco friendly. Further, university has taken initiatives for plantation of trees around the campus as well as along the roads in Noida in coordination with local authorities.

7. Hazardous Waste Management

AUUP has a structured system for collecting, storing, and disposal of hazardous waste. A SOP for the same has been made and is being followed. The waste is collected centrally and handed over to a govt. authorized agency for disposal as per norms mentioned at 7.1.1 (c) (ii) above.

8. e-Waste Management

The information management system of the University is being handled professionally by AKC Data System and all the e-waste generated from hardware is being disposed centrally through government authorized vendors. This department is ISO 27001 certified. The IT infrastructure at AUUP is quite extensive in terms of coverage of geographic area, number of concurrent users, its availability and reliability

9. Other Initiatives

AUUP has taken various initiatives towards protection of the environment some of which are:

(i) **Aspect Impact Analysis.** AUUP has carried out an Aspect-Impact analysis of all its operations. The impact on the environment of various aspects has been identified and categorized as significant or non-significant depending upon its severity. Operational Control Procedures (OCPs) have been evolved and implemented for all aspects identified as significant.

(ii) **Effluent Treatment Plants.** It treats effluents generated by labs, cafeterias, laundry etc.
- Numbers : 9
- Handling Capacity : 68,200 liters/day

(iii) **Sewage Treatment Plants.** The treated water is reused for horticulture and flushing.
- Numbers : 4
- Handling Capacity : 10,13,000 liters/day

(iv) **Zero Water Discharge Policy.** No water is discharged outside the campus. All the water is recycled and reused through STPs & ETPs.

(v) **Organic Farm.** Students are familiarized with Organic Farming in a dedicated land earmarked for organic farming in the campus.

(vi) **Heating Ventilation &Air Conditioning Control (HVAC).** The HVAC equipment is certified equipment for energy utilization and is monitored for their efficiency and records are maintained as per the requirements of Energy Management System. Regular periodic maintenance is also carried out.

(vii) **Noise.** Use of silent DG sets and periodic measuring of db levels to ensure noise levels below 75 db.

7.2 Innovations

7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the university.

Response

The University provides an environment that encourages and recognizes innovation and creativity in the minds of its stakeholders (Faculty, Students, Staff ,etc). In order to achieve the Mission and Objectives of the University, all the Institutions and its Constituents are committed to enhance educational innovations.

(a) List of innovations introduced during the last four years which have created a positive impact on the functioning of the university are as under:

2012-13

1. **Establishment of World Class Technology Driven Central Library:** The Central Library is spread over 5800 sq. ft. organized unit three floors with ample facilities of Reading, Browsing, Printing and consulting apart from sections for:
   - Fiction Reading
   - Reference Books
   - Institution wise books & Journals.
   - Browsing Centers
   - Issue Section

2. Amity University's strategic plan is laid down in view of University's vision, mission and commitment to society.
   (a) The strategic plan is inclusive and integrates feedback of various stakeholders. It also takes in to account the results of assessment of operational and learning outcomes. It also addresses the recent developments and trends in higher education and the best practices in education around the globe.
   (b) The broad based goals are the indicators and targets set in the plan demonstrate our commitment to achieve the University's vision. Broad based Goals and strategic initiatives describe the desired results of the various academic and operational activities and establish the foundation for assessment. These Goals are broad, clear, and a general statement of what the University intends to accomplish in terms of learning and operational effectiveness. It describes the general aims and aspirations of the University.
   (c) The intention behind publishing the strategic plan is to provide clear direction for how the university shall continue to push boundaries, embrace opportunities in order to achieve its strategic goals and strengthen further to achieve greater national and international prominence. In order to achieve the strategic goals, we shall focus our whole hearted efforts and investments appropriately to enhance educational and operational effectiveness.

(d) In order to achieve the University's vision, mission and to inculcate the core values, a set of graduate attributes have been defined at the University level. These attributes are further integrated at the domain, institution and programme level. Graduate attributes describe the knowledge, qualities and capabilities that students shall acquire during their academic journey at the University.

(e) The strategic plan 2012-17 sets the stage for all the members of University to work collectively towards the mission of the University.

(f) Planning, Individual Targets and objectives are set for the forthcoming academic session, involving all three levels of IQAC:
- Institutional level
- Faculty/Domain Level
- University Level

3. In pursuance with the Broad Based Goal i.e. Goal 7 - Attaining & Retaining Accreditations and Enhance Rankings. Some of the following accreditations and awards received during the year 2012-13:

(a) Accredited Grade 'A' by NAAC in 2012.

(b) Accreditation Council for Business Schools & Programs (ACBSP) – Management programmes. This accreditation helped us in improving Case studies and Practical Management Teaching in the Institutions of Faculty of Management Studies.

(c) India Education Award 2012 for "Best Private University".

(d) Winner of Golden Peacock Global Business Excellence Award – 2013.

(e) The University was Awarded Commendation certificate Rajiv Gandhi National Quality Award 2012 in the category of Large Scale Industry.

2013-14

1. Strengthening of IQAC in each and every institution. The University conducted awareness workshops and various communications to have effective IQAC in every Institution of the University. The University guidelines on establishment of Internal Quality Assurance Cell (IQAC) at all the three levels of the University were discussed and deliberated:
- Institutional level
- Faculty/Domain Level
- University Level

2. The Student Learning Outcomes (SLOs) for each course have been developed and are mapped with the Program Educational Objectives (PEOs) and Program Learning Objectives (PLOs).

3. Establishment of computerized psychological testing lab in Amity Institute of Psychology & Applied Sciences.

4. **Uniform Course Coding:** With the System of Uniform Course Coding, the courses have been reviewed and redefined in all faculty. University was able to cut atleast 25% of the courses which were duplicate or almost similar in nature/field. The course mapping was done and the new nomenclatures were given to the courses which had similar syllabus. This exercise reduced the number of courses from 22110 to 6359.

2014-15

1. **Choice Based Credit System:** The CBCS allows students to decide their academic plan and make informed decisions on their own and have multi disciplinary competency and leadership skills.

2. A variety of courses have been introduced to enhance entrepreneurial professional as well as social skills in the students:
a. Entrepreneurial Awareness Campaigns
b. Outdoor Activity Based Courses
c. Human Value Community Outreach Programs
d. Military Training Camps
e. Basic Course in Music, Contemporary Art, etc.
f. Courses in Sports and Games.

3. **Model Framework:** A Model Framework for all UG & PG programme/degree has been defined to make informed choices for programme development and Choice Based Credit System. A student will have a choice of selecting an Elective as well as Foundation course from a Basket of Courses.

4. Master Academic Planning Worksheet (APW) –Academic Planning Worksheet.

5. Involvement of Industry and academia experts and alumni as the member of Area Advisory Board (AAB).

6. **Outcome Based Education:** Amity University has replaced its traditional system with Outcome Based Education System which is measurable in nature. This helps students to divide their courses and credits as per their choice and also gives them flexibility to prepare their own Academic Planning Worksheets.

7. The Outcomes Assessment Plan (OAP) has been developed 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.

8. **Flexi Time Table:** Students are allowed to chose from various options available to them as per their skills and career aspirations and make their own basket of courses as per their planning of time and day.

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 Outcomes Assessment with Strategic Planning:**
   - 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.

2015-16

1. Industry led courses are 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) Technological solutions will be used for collaborative learning.
   (vi) Simulated environment, state of the art machinery and high-end software are used for the best experience.

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

4. 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.

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

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

5. **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.

6. **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.

7. **Independent Study Research Course (ISR)** was introduced as Elective at UG & PG level.

It is aone credit NTCC course and allows students to pursue research on a specific topic of interest. A faculty mentor/guide is allotted to the student for his/his research work. The student learning outcome is assessed based on the research publication done by the student. Research experience allows students to better understand published works, learn to balance collaborative and individual work and determine an area of interest etc.

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

8. **Research Commercialisation:** Following 8 Technologies have been transferred to the industries for commercialization. The details of the commercialized products/ technologies are given below:

S.No.	Name of the technology/ product	Transferred to
1.	Iodine Based Finger print powder for developing Latent Fingerprint	M/s. Pyramid Cyber -Security and Forensic Pvt. Ltd., New Delhi.
2.	LPG Sensor	M/s. Realty Automation & Security Systems Pvt Ltd., (RASS), Pune
3.	Herbal Mosquito Repellent	M/s. Tarini Herbal Company, Delhi
4.	Rechargeable Fly Ash Battery	M/s Welspun Energy Pvt. Ltd., Noida
5.	Herbal Colors	M/s ShubhLaxmi Industries
6.	Biodegradable Plastic	MNC GXT Green Inc., Boston
7.	Milk Adulteration Kit	M/s Everest Industries Pvt. Ltd., Ahmedabad
8.	Bioreactor for treating and removing organic pollutants & dyes from effluent of textile/dyeing industry	Dew Specialty Chemicals

9. **Patents Filed:** The year-wise details of patents filed are as follows:

S.No.	Year	No. of patents filed	No. of RFE	Published	Granted
1.	2012	132	11	30	1 (2009)
2.	2013	107	136	67	
3.	2014	41	13	127	
4.	2015	87	5	101	
5.	2016	60	47	43	
Total (as on Sept 2016)		**648**	**214**	**462**	**1**

- One patent entitled "A nanomaterial based culture medium for Microbial growth enhancement" has been granted.
- PCT International phase successfully completed for "Plant growth promoting formulation of P. Indica and AzotobacterChroococcum with Talcum powder." Amity has consistently retained its position as the Single largest patent filing Institution.

*An amount of Rs. 48,55,120/- has been spent by the University on filing patents alone.

- In case where a product/patent/process is commercialized the University as a motivational measure shares 20% of the revenue generated with the concerned faculties/ Researchers.
- Apart from patents Amity University has also registered ten copyrights application between the year 2012-2016.

10. **Amity Centre for Entrepreneur Development (ACED):** Students are encouraged and provided help through ACED and Amity Innovation Incubator (AII) to start their own venture. This contributes in economic development and employment generation.
    - The Entrepreneurship Awareness Camps are organized for the Undergraduate and Post Graduate students to develop entrepreneurial abilities among students. They are further guided to start their own ventures through the facilities provided by the Amity Business Incubation Centers
    - **Experiential Learning:** Amity's Innovation Incubator (AII) is an ideal center to promote and develop entrepreneurial skills of fresh management graduates. FMS institutes have established several organizations which are supported by Amity's Innovation Incubator. This experiential laboratory provides extensive learning to the students.
    - **Industry promoted centers:** Federation of Indian Export Organizations (FIEO), a set up by Ministry of Commerce, Government of India, and Amity University signed anMoU to launch Amity Centre for Excellence for Export Enhancement. Through this MoU, FIEO and Amity University to launch This is one of the several initiatives of FMS.
    - **Inter disciplinary interface:** Amity University takes pride in the fact that it is India's first university to implement Choice Based Credit System. This system allows students to take up inter-disciplinary courses and research for enhanced research understanding and output.

11. **Research Planning and Statistical Services (RPSS):** A separate department has been established to perform benchmarking, ranking and analysis of stakeholder's surveys & institutional statistical data to support planning at various levels.

12. **Global Exposure:** Programmes have been specifically designed to give students experience of the transnational culture as under:
    - Amity Global Leader Programme (AGLP)
    - Study Abroad Programme (SAP)
    - Semester Study Abroad Programme (SEMAP)

Industry and academic delivery module and provide the students with an international exposure so as to build up their knowledge, expertise and rich quality experience.

7.3 Best Practices

7.3.1. Give details of any two best practices which have contributed to better academic and administrative functioning of the University.

Response

Best practice-1

Title of the Practice: Outcome Based Education

Objectives of the Practice
a. To assess objectively as to how much of knowledge and skills have been gained/developed by the recipient in the process of teaching learning and evaluation.

b. To assess the effectiveness of faculties, pedagogy, knowledge and communication skills set adopted in teaching learning process.

The Context

a. The education systems in India are calendar based: that is, they are defined by, organized around, focused on, and managed according to the calendar and clock, not as per measurement of outcomes.

b. 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.

c. 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.

d. An excellent OBE model where an outcome Assessment Plan is prepared for each programme to inform all the stakeholders about the standards of Performance and academic expectations from students in the form of learning outcomes at course level and programme level. The results of outcome assessment are integrated in the strategic planning of the university in order to ensure continued improvement in our academic processes and systems

The Practice

Implementation of Outcome Based Assessment Plans:

a. **Programme Objectives to SLO:** 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. **Broad Based Goals:** The broad based goals are defined under the following categories:
   - Education Goals
   - Operational Goals
   - Both Educational & Operational Goals are defined at Domain, Institution and Programme Level and are aligned with domain mission.

c. **Outcomes:** The outcomes are defined under the following categories:
   - Operational Outcomes: The operational outcomes are defined for the domain and assessed at Domain Level.
   - Educational Goals: The Learning Outcomes are defined for each programme and each learning outcome is assessed to identify that the established learning objectives are achieved.

d. **Mapping of PEOs and PLOs:** 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 addressees some objectives and achievement of outcomes indicates the attainment of Objective.

e. **Assessment of Learning and Operational Outcomes:** 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 emission. The results of the annul assessment and other data are used to determine the effectiveness of the programme during the programme review process.

f. **Programme Review :** Through the review of our programmes we seek to demonstrate that:
   - Students are learning the knowledge, skills and habit necessary to achieve the programme/discipline goals and objectives.
   - The 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

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.

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

c. The Exercise for Assessment of effectiveness of the OBE is on, after its implementation during one academic calendar.

Problems encountered and resources required

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.

b. The Faculty Members had to be trained on Bloom's Taxanomy.

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.

Best practice-2

Title of the Practice: Three Tier Audit System

Objectives of the Practice:

a. To ensure effective efficient implementation of processes.

b. Identification of opportunities for improvement.

c. Ensure sustenance of achieved standards of performance and their continual improvements

The Context

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.

a. 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.

b. The growing strength of Quality Supports and the number of IQAC members per faculty/Domain is given in the chart below.

c. Audit is an essential aspect of QMS, where in the efficacy and effectiveness of its implementation are validated. This is done in three stage:

- Institutional Self Audit by IQAC. (First Party Audit)
- 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.

d. 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:

(a) **Issue of the schedule:** The Internal audit schedule is sent to all Institutions to be audited with instructions for the smooth conduct of audit.

(b) **Checklist:** 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.

(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.

(d) **Closing of NCs:** The NCs are closed by the auditors after verifying the corrective action plans and action taken on them.

Evidence of Success

(a) The rigorous audit makes the process owners aware of their processes.

(b) The periodic audit helps the Institution to remove the gaps and takes corrective /preventive action accordingly.

(c) The good practices are shared and practiced throughout.

The internal auditors under go awareness and training workshops which enhances their knowledge and skill in implementing the processes.
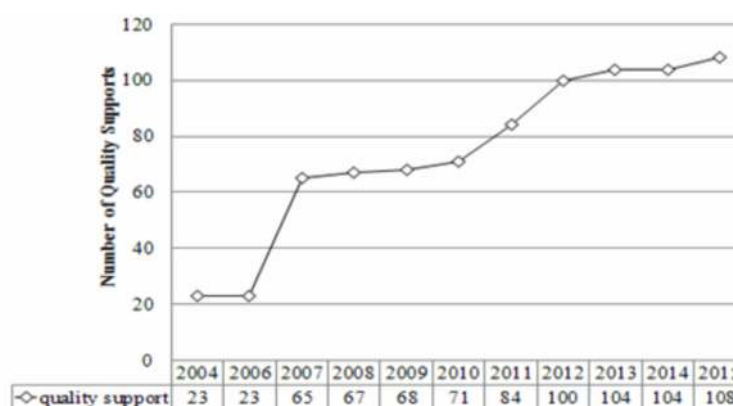
Problems encountered and resources required.

(a) The internal audit schedule has to be planned keeping in view the academic commitments and events like examination, conferences, orientation, etc.

(b) The Faculty Members had to be trained on conduct of audit.

(c) Preparation time to conduct the audit.

(d) Preparedness of the auditee /Institution to be audited.

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

	2004	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
quality support	23	23	65	67	68	71	84	100	104	104	108

FACULTY WISE IQAC MEMBERS