HEI ID:0497   Name of HEI: Amity University, Uttar Pradesh   Type of HEI: Private

Annual Report

OF

CENTRE FOR INTERNAL QUALITY ASSURANCE (CIQA)

PROGRAMMES UNDER

OPEN AND DISTANCE LEARNING MODE

<2022-23>

HEI ID: 0497   Name of HEI: Amity University, U.P.   Type of HEI: Private

Contents

Part – I: General Information

1.1 **Date of notification of the Centre(attach a copy of the notification):**

> *Upload PDF*

Notification

1.2 **Details of Director, CIQA**

- Name : Dr. R.S. Rai
- Qualification: PhD.
- Appointment Letter and Joining Report: Upload (PDF) Appointment letter

1.3 **Details of CIQA Committee**:

a. **Composition as per Regulations**

S.No	Designation	Nominations as	Name & Qualification	Specialization	Date of Nomination in CIQA Committee
a	Vice Chancellor	Chairperson	Prof.(Dr.) Balvinder Shukla, PhD.	Management	6 July 2020
b	3 senior teachers of HEI	Member 1	Prof. Abhinash Kumar, MA, MBA	Management	6 July 2020
		Member 2	Dr. Coral Barboza, PhD.	Management	6 July 2020
		Member 3	Dr. Divya Bansal, PhD.	Management	6 July 2020
c	Head of 3 dept from which program is being offered in ODL and Online	Member 4	Dr. Sanjeev Bansal, PhD.	Management	6 July 2020
		Member 5	Dr. Nirupama Prakash, PhD.	Social Science	6 July 2020
		Member 6	Dr. Renu Dhupper , PhD.	Environmental Science	3 July 2023
d	2 External experts in ODL and/or Online Education	Member 7	Prof. Aindril De, MA		6 July 2020
		Member 8	Dr. Ashish Srivastava, PhD.		6 July 2020
e	Officials from dept of administration,	Member 9	Maj.Gen. J.P. Singh, M.Phil		3 July 2023
		Member 10	Ms. Rita Naskar, MBA		6 July 2020
	Finance	Member 11	Ms. Gurinder Kaur , MA		6 July 2020
f	Director CIQA	Member Secretary	Dr. R.S. Rai, PhD.		6 July 2020

b.   Whether members mentioned at 'b' to 'e' changed every 2 years? (Y/N)

If No, reason thereof   Yes

1.4   Number of meetings held and its approval:

a. **No. of meetings held every year: 02**

b. **Meeting details:**

Meetings	Date-Month-Year	No. of External Expert Present	Minutes	Approval of Minutes

1.5   Number of programmes started at Certificate level   as per Regulation 24 of UGC(ODL Programmes and Online Programmes) Regulations, 2020:

From <M*onth, Year*> academic session:

Sr. No.	Name of the Department	Certificate Title	Duration (months)	No. of Credits	Admission Eligibility	Fee (Rs.)	Approval of statutory Authority (s) (DD-MM-YYYY) of HEI/Regulatory authority (if required)	No. of Learner Support Centre Operationalized as per territorial jurisdiction*/ Off Campus	Number of students admitted (Male/Female/Trans-gender)			
									M	F	TG	Total
1.	NA											
N.												

*Not for Private University
Note: Mention details separately for <M*onth, Year*>academic session, as applicable, as above.

1.6   Number of programmes started at Diploma level as per Regulation 24 of UGC(ODL Programmes and Online Programmes) Regulations, 2020:

From <M*onth, Year*> academic session:

Sr. No.	Name of the Depart ment	Diploma Title	Duration (months)	No. of Credits	Admission Eligibility	Fee (Rs.)	Approval of statutory Authority (s) (DD-MM-YYYY) of HEI/ Regulatory authority(if required)	No. of Learner Support Centre Operational ized as per territorial jurisdiction */Off Campus	Number of students admitted (Male/Female/Trans-gender)			
									M	F	TG	Total
1.	NA											
N.												

*Not for Private University
Note: Mention details separately for <M*onth, Year*>academic session, as applicable, as above.

1.7   Number of programmes started at Post Graduate Diploma level as per Commission Order:

From <M*onth, Year*>academic session: TO BE EXTRACTED FROM WEBPORTAL

Sr. No.	Post Graduate Diploma Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognitio n Letter No. and date	No. of Learner Support Centre Operationalized as per territorial jurisdiction*/ Off Campus	Number of students admitted (Male/Female/Trans-gender)			
								M	F	TG	Tot al
1.	NA										
N.											

*Not for Private University
Note: Mention details separately for <M*onth, Year*>academic session, as applicable, as above.

1.8   Number of programmes started at Undergraduate Degree Programmes as per Commission Order:
2   From <July, 2022>academic session: TO BE EXTRACTED FROM WEBPORTAL

Sr. No.	Undergradu ate Programme Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	No. of Learner Support Centre Operationalize d as per territorial jurisdiction*/ Off Campus	Number of students admitted (Male/Female/Trans-gender)			
								M	F	TG	Tot al

	NA											

 * **The UGC approval for programs offered through ODL mode was accorded with effect from July 2022, hence 'NIL' data for July 2022 and Jan 2023.**

*Not for Private University
Note: Mention details separately for *<Month, Year>*academic applicable, as above.

1.9 Number of programmes started at Post-graduate Degree Programmes as per Commission Order:

From <July, 2022>academic session: TO BE EXTRACTED FROM WEBPORTAL

Sr. No.	Post-graduate Degree Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	No. of Learner Support Centre Operationalized as per territorial jurisdiction*/Off Campus	Number of students admitted (Male/Female/Trans-gender)			
								M	F	TG	Total
	NA										

*Not for Private University
Note: Mention details separately for *<Month, Year>*academic session, as applicable, as above.

*The UGC approval for programs offered through ODL mode was accorded with effect from July 2022, hence 'NIL' data for July 2022 and Jan 2023.

Part – II: Requirements as per Centre for Internal Quality Assurance (CIQA) Functioning

2.1 Action taken on the functions of CIQA:-

S.No.	Provisions in Regulations	Details of Actiontaken by CIQA and Outcome thereof (Not more than 500 words)	Upload Relevant Document
1.	Quality maintained in the services provided to the learners	Internal quality assurance involves processes, procedures, and mechanisms that are put in place to ensure that the services we provide meet established standards and continuously improve over time. We provide these services to the learners : Complete online hassle-free admission procedure including payments. Robust LMS system for the learners called 'AMIGO' duly approved by regulatory authorities. Student get single dashboard for Learning Management through AMIGO. Learners receive e-content of the material, supplemented by student learning material in hard form. All students have to follow the 4 quadrant approach of teaching. Student on boarding provisions. Strong automated student support system. Dedicated student support managers for supporting the students. Strong academic support through faculty under the domain 'Ask your Professor'. Easy access between faculty and student through Discussion Forum. Use of student portal for forwarding the student queries received through various modes such as SMS, email, phone call etc. to make an easy query flow and provide resolutions accordingly. Continuous revision of syllabus. Virtual Live sessions for each modules. Organizing PCP classes and collecting feedback at the end of each session. Complete online examination with proper monitoring mechanisms like CCTV recording and biometric system. Adding value-added courses in the syllabus. Academic and Professional enhancement	

		workshops / special orientation sessions are conducted in online mode to facilitate more participation of the working professionals also.	
		The outcome of these quality assurance actions are as follows: • **Enhanced Learning Experience:** Learners benefit from well-structured courses, updated curriculum, effective teaching methods, and supportive services. • **Higher Academic Achievement:** Improved assessments and aligned learning outcomes contribute to better academic performance among learners. • **Positive Reputation:** Quality assurance efforts lead to a strong reputation for us, attracting more learners and potential collaborators. • **Accreditation and Recognition:** Effective quality assurance lead to successful accreditation reviews and recognition from external bodies. • **Continuous Improvement:** By analyzing feedback and data, we identify areas for improvement and make informed decisions to enhance the educational services continually. • **Employability:** Learners equipped with relevant skills and knowledge are better prepared for the job market, leading to higher employability rates.	
2.	Self-evaluative and reflective exercises undertaken for continual quality improvement in all the systems and processes of the Higher Educational Institution	Amity University takes great pride in its comprehensive learning approach, providing students with a well-structured, self-explanatory study material. The soft copy is also made available to the students to facilitate remote learning which plays a vital role in the learning journey of our students. By evaluating their understanding at regular intervals, we ensure that they grasp the essence of each subtopic. This assessment method also encourages active engagement, reinforcing the knowledge acquired and fostering a deep comprehension of the subject matter. Moreover, it empowers students to identify areas of improvement and seek	

further clarification if needed, creating a dynamic learning environment.

The internal assessment is thoughtfully constructed, adhering to the principles of Bloom's Taxonomy, a renowned educational framework. By incorporating this taxonomy, we ensure that the assessment aligns with various cognitive levels, promoting higher-order thinking skills and a holistic understanding of the subject matter.

The internal assessment comprises a series of carefully designed MCQs, categorized into three levels of difficulty: easy, medium, and difficult. Students are presented with 11 easy MCQs, 5 medium difficulty questions, and 3 challenging ones. This balanced distribution allows for a comprehensive evaluation of their knowledge and skills across different levels of complexity. It also encourages students to delve deeper into the subject matter, demonstrating their ability to analyze and apply the concepts learned.

Furthermore, as students' progress through their courses, they encounter a compelling case study towards the end. This case study serves as a culmination of their learning journey, integrating various aspects of the course content and real-world applications. By engaging with this practical scenario, students are challenged to think critically, draw connections between theoretical concepts and practical situations, and propose well-reasoned solutions.

Following the case study, students face five MCQs that further consolidate their understanding. These questions are thoughtfully crafted to assess their ability to apply the knowledge gained throughout the course. By encompassing the breadth and depth of the subject matter, these final MCQs serve as a comprehensive assessment, allowing students to showcase their mastery of the course material.

Amity University Online system of assessment provides students with a robust framework for learning and evaluation. It ensures that

		they comprehend the concepts thoroughly, fosters critical thinking, and prepares them for real-world challenges. By combining continuous assessments, Bloom's Taxonomy-aligned internal assessments, and a culminating case study, we empower our students to excel academically and apply their knowledge effectively. Through this comprehensive approach, we strive to nurture well-rounded individuals capable of making meaningful contributions to their chosen fields.	
3.	Contribution in the identification of the key areas in which Higher Educational Institution should maintain quality	The identification of key areas is crucial for fostering excellence in education and preparing students for success in a rapidly changing world. 1. **Curriculum Design and Delivery:** The foundation of quality education lies in a well-designed and up-to-date curriculum that aligns with the latest industry trends and academic advancements. Amity focus on developing interdisciplinary and relevant courses that equip students with both theoretical knowledge and practical skills. The effective delivery of this curriculum through innovative teaching methods, technology integration, and experiential learning enhances the learning experience. 2. **Faculty Competence and Development:** Quality education is facilitated by knowledgeable, experienced, and dedicated faculty members. Amity prioritizes recruiting faculty with strong academic credentials and industry experience. Continuous professional development opportunities, research support, and platforms for collaboration enable faculty to stay current in their fields and deliver engaging and impactful instruction. 3. **Student-Centred Approach:** Putting students at the centre of the education process is vital. Amity provides personalized support services such as academic advising, mentoring, counselling, and career guidance. An inclusive and diverse environment fosters a sense of belonging and promotes holistic student development.	

4. **Assessment and Evaluation:** Rigorous and fair assessment methods, including a mix of formative and summative assessments, help gauge students' understanding and progress. We implement transparent grading criteria, regular feedback mechanisms, and opportunities for self-assessment to promote continuous improvement.

5. **Infrastructure and Learning Resources:** Access to state-of-the-art facilities, libraries, laboratories, and digital resources enhances the learning environment. Amity invests in modern infrastructure and technologies that support various learning styles and enable collaborative research.

6. **Research and Innovation:** Amity contributes to societal progress through cutting-edge research and innovation. Encouraging faculty and students to engage in research, fostering interdisciplinary collaboration, and creating partnerships with industries and research institutions drive innovation and address real-world challenges.

7. **Quality Assurance and Accreditation:** Establishing robust quality assurance mechanisms and seeking accreditation from reputable bodies ensures that Amity adheres to the national & international high standards. Regular internal and external reviews, benchmarking against global peers, and addressing areas of improvement enhance institutional quality.

8. **Ethical and Professional Values:** Instilling ethical and professional values in students prepares them for responsible citizenship and successful careers. We promote integrity, critical thinking, communication skills, and a strong sense of social responsibility.

9. **Engagement with Industry and Community:** Collaboration with industries, non-profit organizations, and the community bridges the gap between academia and the real world.

10. **Global Perspective and Cultural Awareness:** In a globalized world, we cultivate a global mindset among

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		students. Offering study abroad programs, international partnerships, and exposure to diverse cultures broadens students' horizons and prepares them for global challenges.	
4.	Mechanism devised to ensure that the quality of Open and Distance Learning programmes matches with the quality of relevant programmes in conventional mode (For Dual Mode HEIs)	Amity has a robust system to ensure quality of the academic programmes. Most of the academic committees are aligned with the regular institution like Board of Studies, Academic Advisory Council etc . All the committees are constituted under the strict guidance of the apex body of the University. The syllabi are completely matched with the conventional institute. The pattern of the examination follows the same as that of regular examination. The examination is guided and controlled by the Controller of Examination (CoE) of the university and thus the consistency is maintained.	
5.	Mechanisms devised for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society, employers, and Government for quality improvement.	In the realm of education, the quality of learning experiences and outcomes is paramount. To ensure continuous improvement and relevance, Amity have developed diverse mechanisms for interacting with and obtaining feedback from all stakeholders involved, including learners, teachers, staff, parents, employers and government. These mechanisms serve as essential tools for enhancing educational quality and adapting to evolving needs. Learners, being at the heart of the educational process, are perhaps the most crucial stakeholders. We have established several strategies to engage with them effectively. Regular student surveys and feedback forms allow learners to express their opinions on teaching methodologies, course content, and overall experiences. These assessments not only provide insight into areas needing improvement but also empower students by making them active participants in shaping their education. Moreover, open forums, town hall meetings, and focus groups provide platforms for direct dialogue between students and administration, fostering a sense of community and collaboration. Teachers, as the facilitators of knowledge transfer, play a pivotal role in the education system. Mechanisms for their involvement and	

feedback are equally vital. Peer evaluations, classroom observations, and professional development workshops create opportunities for teachers to receive constructive feedback from colleagues and experts, enabling them to refine their teaching methods. Furthermore, regular interactions with students through informal discussions or dedicated channels allow educators to gauge student satisfaction and adapt their approaches accordingly.

Staff members, who provide essential administrative and logistical support, also contribute to the educational ecosystem. Surveys and suggestion boxes tailored to staff needs provide a platform for them to voice concerns, propose ideas, and contribute to institutional improvement.

Parents, being deeply invested in the well-being and progress of their children, are integral stakeholders. Parent-teacher conferences, workshops, and communication platforms enable parents to stay informed about their children's educational journey and offer valuable insights into their development. This partnership between parents and educational institutions ensures a holistic approach to learning.

Employers, who ultimately benefit from a skilled workforce, provide a valuable perspective on the alignment of education with industry requirements. Collaborative initiatives such as internships, industry advisory boards, and guest lectures facilitate direct communication between educators and employers. This ensures that curriculum and training programs remain up-to-date and relevant, producing graduates with the skills needed for the job market.

Lastly, the government plays a crucial role in overseeing and regulating education. Mechanisms such as accreditation processes, periodic evaluations, and policy consultations involve government bodies in quality assurance and improvement. These mechanisms ensure that institutions adhere to established standards and provide opportunities for educational institutions to receive guidance and support.

In conclusion, a robust educational system requires effective engagement and feedback mechanisms from all stakeholders.

6.	Measures suggested to the authorities of Higher Educational Institution for qualitative improvement	Every academic and administrative processes are reviewed and measured for improving their quality and effectiveness are taken: The IQAC monitors the various process minutely and ensures the implementation of the requisite improvement measures. Various mechanisms are in place for interaction with the students through feedback on academic and administrative activities, facilities, resources, etc. Review of programmes, schemes, syllabi etc. is made as per the recommendations of the Board of Studies and approval by the Academic Council. Grievance handling mechanism with multiple communication channels for students is in place to resolve their various issues and grievances.	
7.	Implementation of its recommendations through periodic reviews	Implementing recommendations for quality enhancement in Amity is through periodic reviews which is a dynamic and essential process that ensures continuous improvement, relevance, and effectiveness in education. Periodic reviews provide a structured framework to assess the impact of recommendations and make necessary adjustments, fostering a culture of excellence and adaptability. One of the foundational steps in implementing recommendations is the establishment of a robust review mechanism. We have a dedicated committee comprising diverse stakeholders, including faculty members, administrative staff, students, alumni, and external experts. This committee is responsible for overseeing the implementation process, conducting regular assessments, and refining strategies based on outcomes. The first stage involves a thorough evaluation of the recommendations themselves. The committee critically assess the feasibility, relevance, and potential impact of each recommendation. Those with the highest potential for immediate improvement or significant long-term benefits are identified for initial implementation. After prioritization, the next step is to create a detailed action plan for each recommendation. This plan outlines specific goals, timelines,	

responsible parties, and required resources. Collaborative engagement among stakeholders ensures that different perspectives are considered and that the action plan is comprehensive and well-informed.

Implementation are gradual, allowing time for adjustment and learning. We initiated few pilot projects to test their viability and gather feedback. Regular communication and transparency with the broader academic community create a supportive environment and encourage buy-in from all stakeholders. Periodic reviews are conducted at predetermined intervals, such as annually or biennially, to assess the progress of implementation. These reviews serve as checkpoints to measure the extent to which recommendations have been integrated and their impact on various aspects of the institution. Feedback from students, faculty, and other stakeholders are actively solicited during these reviews to ensure that the implementation aligns with their needs and expectations.

Adjustments and refinements are an integral part of the process. Some recommendations may require modifications based on emerging challenges, technological advancements, or shifts in the educational landscape. Flexibility in adapting to changing circumstances ensures that the institution remains relevant and responsive.

Data collection and analysis play a central role in evaluating the effectiveness of implemented recommendations. Quantitative metrics, such as student performance, retention rates, and graduation rates, provide valuable insights into the impact of changes. Qualitative feedback from stakeholders through surveys, focus groups, and interviews offers a deeper understanding of their experiences and perceptions.

An essential aspect of periodic reviews is the identification of success stories and best practices. Celebrating achievements and sharing these examples across the institution motivates further engagement and fosters a culture of continuous improvement.

Conversely, challenges and areas of non-compliance should be openly acknowledged,

		leading to proactive problem-solving and corrective measures. In conclusion, implementing recommendations for quality enhancement through periodic reviews is a dynamic and iterative process. By establishing a review mechanism, prioritizing recommendations, creating detailed action plans, engaging stakeholders, conducting regular assessments, and remaining adaptable, institutions can systematically enhance the quality of education and overall effectiveness. Through data-driven decision-making and a commitment to continuous improvement, we can position ourselves as leaders in delivering relevant, impactful, and transformative education.	
8.	Workshops/ seminars/ symposium organized on quality related themes, ensure participation of all stakeholders, and disseminate the reports of such activities among all the stakeholders in Higher Educational Institution.	Here are the actions that CIQA takes to ensure participation, effective organization, and dissemination of reports: **Planning and Coordination:** CIQA collaborates with relevant departments to identify relevant quality-related themes for the workshops, seminars, or symposiums and plan the schedule, topics, speakers, and logistics for the event. **Stakeholder Engagement:** The stake holders are identified and invited, including students, faculty, staff, administrators, and sometimes external experts, to participate. **Promotion and Awareness:** The promotion of the event is done through various channels such as posters, emails, newsletters, and the institution's website to emphasize the significance of the event in terms of quality enhancement and professional development. **Event Facilitation:** The session is completely managed & moderated by CIQA **Interactive Sessions:** Interactive sessions such as panel discussions, group activities, and Q&A sessions are organized to encourage engagement and exchange of ideas. **Feedback Collection:** CIQA collects feedback from participants to assess the effectiveness of the event, identify strengths, and pinpoint areas for	

		improvement.	
		Documentation and Reporting:	
		CIQA maintains comprehensive records of the event, including presentations, discussions, outcomes, and feedback.	
		Dissemination of Reports:	
		CIQA shares the event's report with all stakeholders, including participants who attended and those who couldn't.	
		Follow-Up and Implementation:	
		CIQA monitors the implementation of recommendations, ideas, and action items that emerged from the event.	
		It tracks the progress and report on the outcomes achieved based on the discussions and insights gathered.	
		Integration with Quality Assurance Processes:	
		CIQA ensures that the insights gained from these events feed into our quality assurance processes and improvement strategies.	
		The outcomes of these actions includes increased awareness of quality-related concepts, alignment of stakeholders' perspectives, identification of innovative practices, and a strengthened commitment to continuous improvement across the institution.	
9.	Developed and collated best practices in all areas leading to quality enhancement in services to the learners and disseminate the same all concerned in Higher Educational Institution	The development of best practices begins with a comprehensive assessment of the institution's current processes, systems, and outcomes. This involves engaging faculty, staff, students, and other stakeholders to identify areas that require improvement. Once these areas are identified, a systematic approach is adopted to formulate best practices. These practices are evidence-based, data-driven, and aligned with the institution's mission and goals. Once best practices have been developed, they need to be collated into a comprehensive repository or resource centre like a digital platform, a handbook, or a series of workshops. The collation process involves organizing the best practices into categories, providing clear explanations of each practice, and offering practical guidelines for implementation. To ensure accuracy and relevance, input from subject matter experts, experienced educators,	

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		and researchers is crucial during the collation process. The best practices are documented in a clear and concise manner, making them accessible and understandable to a wide range of stakeholders, including faculty, administrators, and support staff. The dissemination of best practices is a vital step in the quality enhancement process. It involves reaching out to all concerned stakeholders within the higher educational institution. A strategic communication plan is developed to ensure that the best practices are effectively shared and understood.	
10.	Collected, collated and disseminated accurate, complete and reliable statistics about the quality of the programme(s).	Collecting, collating, and disseminating accurate, complete, and reliable statistics about the quality of educational programs is an essential process that empowers educational institutions to make informed decisions, enhance program effectiveness, and ensure transparency. This systematic approach enables stakeholders to assess the impact of programs and facilitates continuous improvement. Here's how this process unfolds: **Data Collection:** The first step in this process involves gathering relevant data from various sources. These sources include student assessments, course evaluations, faculty feedback, research outcomes, employment rates of graduates, and other performance indicators. Data is collected systematically and consistently over time to ensure accuracy and reliability. **Collation and Analysis:** Once the data is collected, it is collated and organized for meaningful analysis. Advanced data management systems are often employed to process and analyse the information. Statistical tools and methodologies are used to identify trends, patterns, and key performance indicators. This analysis helps in understanding the strengths and weaknesses of the program, as well as areas that require attention. **Quality Metrics and Benchmarks:** Accurate statistics are compared against established quality metrics and benchmarks. These benchmarks include industry standards, regulatory requirements, or internal targets set by the institution. By comparing data against these benchmarks, we determine how	

well our programs are performing and whether they meet desired the desired levels of quality.

Performance Reports: Based on the collated and analysed data, comprehensive performance reports are generated. These reports provide a clear overview of the quality of the program(s) and highlight key findings. Performance reports are designed to be accessible and understandable by various stakeholders, including faculty, administrators, students, parents, and external accrediting bodies.

Transparency and Accountability: Disseminating the collected data and performance reports fosters transparency and accountability. Sharing this information openly with stakeholders through newsletters, notifications in the LMS, prospectus, websites etc. demonstrates our commitment to quality and allows for external validation. This transparency builds trust and confidence among stakeholders.

Feedback Loops: Dissemination of statistics also enables feedback loops. Stakeholders, including faculty, students, and administrators, provide feedback based on the presented data. This feedback is invaluable for identifying areas of concern or improvement and allows for adjustments to be made to the program based on real-time information.

Benchmarking and Best Practices: Comparing the institution's data with that of peer institutions or best practices in the field provides valuable insights. Benchmarking helps identify areas where we are excelling and areas where improvements can be made. This external perspective contributes to a well-rounded assessment of the program's quality.

Continuous Improvement: The ultimate goal of collecting, collating, and disseminating statistics is to drive continuous improvement. By monitoring program quality over time and identifying trends, we can implement targeted interventions, modify teaching strategies, update curriculum, and enhance support services to ensure that the programs are continually evolving to meet the needs of learners and stakeholders.

11.	Measures taken to ensure that Programme Project Report for each programme is according to the norms and guidelines prescribed by the Commission and wherever necessary by the appropriate regulatory authority having control over the programme	The PPR is prepared following the 'Guidelines on Program Project Report'-as per UGC Regulations, by the respective School of Studies which is placed before the CIQA meeting for its approval. The minutes of the CIQA meeting is then placed before the statutory committee for final approval. The entire academic process to ensure quality is done under the supervision of respective Board of Studies (BoS). The BoS comprises both internal faculty and external subject experts. The BoS periodically review the syllabus and also the course content as a part of the academic audit.	
12.	Mechanism to ensure the proper implementation of Programme Project Reports	Amity University's approach to education is aimed at providing students with high-quality learning opportunities that meet the demands of the industry. The process of developing new academic programs at the university involves a rigorous approval process that requires authorization from the School Board and the Academic Council, the highest academic authorities within the university. The curriculum and assessment process at Amity is outcome-based, with a focus on industry-centric curriculum and ensuring high levels of learning for all students. The university employs a comprehensive program review process to evaluate the effectiveness of its programs and ensure consistency with its mission. Each course at Amity is designed around specific objectives, and various assessment methods are used by departments to analyze learner output and ensure alignment with the assigned objectives. Finally, the annual assessment of learning outcomes serves as a crucial tool in identifying gaps and formulating action plans for program improvement. In addition, a dedicated program managers are appointed to ensure proper implementation of PPR.	

| 13. | Maintenance of record of Annual Plans and Annual Reports of Higher Educational Institution, review them periodically and generate actionable reports. | To manage the maintenance of records of Annual Plans and Annual Reports Amity follows a systematic and organized approach. A few important steps considered in this area are as follows:

Developing a clear and consistent file structure to store all documents associated with Annual Plans and Annual Reports. We ensure that the file naming conventions are easy to understand and follow a standardized format.

Roles and responsibilities have been allocated to team members for maintaining and reviewing records. A manager is assigned to oversee the entire process and ensure that they have adequate knowledge of the Annual Plans and Reports. We review the documents for accuracy, completeness, and compliance periodically to identify trends and areas of strength and weakness and take corrective measures where necessary.

CIQA Create reports based on the review findings and share them with relevant stakeholders. These reports highlight the areas that need attention and helps to make informed decisions about Overall performance of the program. | |
| 14. | Inputs provided to the Higher Educational Institution for restructuring of programmes in order to make them relevant to the job market. | In the rapidly evolving landscape of today's job market, it is crucial to continually restructure and adapt their programs to ensure graduates are equipped with the skills and knowledge that align with industry needs. To make programs more relevant to the job market, we consider a range of inputs and strategies:
1. **Industry Partnerships and Advisory Boards:** Collaborating with industries through partnerships and advisory boards is a key approach. These partnerships provide insights into current and future job trends, skill requirements, and technological advancements. Industry experts contribute to curriculum design, recommend updates, and even offer internships, co-op programs, or guest | |

lectures that bridge the gap between academia and real-world practices.

2. **Market Analysis:** Conducting thorough market analyses helps to identify high-demand sectors, emerging industries, and specific job roles. This data-driven approach enables us to tailor our programs to meet the needs of the job market.

3. **Adaptation of Curriculum:** We regularly review and update program curricula to incorporate the latest industry practices and technologies. This involves integrating practical projects, case studies, simulations, and hands-on experiences that mirror real-world work environments. Courses cover both foundational knowledge and industry-specific skills.

4. **Flexible and Interdisciplinary Programs:** Creating flexible and interdisciplinary programs allows students to develop a diverse skill set that is valuable across various industries. Offering minors, concentrations, or cross-disciplinary courses allows students to customize their education while gaining expertise in complementary fields.

5. **Soft Skills and Professional Development:** While technical skills are essential, soft skills like communication, critical thinking, teamwork, and problem-solving are equally important for career success. We ensure to embed opportunities for students to develop these skills through workshops, seminars, group projects, and leadership experiences.

6. **Technology Integration:** Infusing technology into the curriculum equips students with digital literacy and familiarity with tools used in the workplace. Virtual labs, online collaboration platforms, and simulations enhance students' technical proficiency and adaptability to digital environments.

7. **Entrepreneurship and Innovation:** Encouraging an entrepreneurial mindset and fostering innovation prepares students to create their own opportunities in addition to seeking

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		traditional employment. We offer courses on entrepreneurship, innovation challenges, and incubator programs to nurture creativity and business acumen. 8. **Continuous Feedback and Alumni Engagement:** Seeking feedback from alumni who are working in various industries also provides valuable insights into the strengths and weaknesses of existing programs. Alumni offer perspectives on how well their education prepared them for their careers and suggest areas for improvement as well. 9. **Global and Cultural Awareness:** As the world becomes more interconnected, graduates are expected to possess cultural competence and a global perspective. 10. **Internships and Experiential Learning:** Providing opportunities for internships, co-op experiences, and industry placements enables students to apply theoretical knowledge in real-world settings. These experiences bridge the gap between academia and the job market and often lead to job offers upon graduation. 11. **Professional Certifications and Licensures:** Collaborating with industry organizations to integrate relevant certifications and licensures into the curriculum enhances graduates' employability. These credentials validate students' skills and expertise and provide a competitive edge in the job market.	
15.	Facilitated system based research on ways of creating learner centric environment and to bring about qualitative change in the entire system.	It is essential to gain a deep understanding of the existing challenges and limitations within the educational system. Foremost important is to identify areas where the system falls short of being learner-centric and where qualitative enhancements are required. This initial assessment serves as the foundation upon which the research will be built. **Formulating Research Objectives:** Clearly defined objectives of the research, focuses around the concept of creating a learner-centric environment and driving qualitative change. **Assembling a Research Team:** A multidisciplinary research team is assembled,	

comprising experts in education, psychology, technology, curriculum development, and other relevant fields. This team's diverse perspectives enriches the research process and contribute to well-rounded insights.

Review of Existing Literature: An extensive review of existing literature is conducted on learner-centric education, pedagogical approaches, student engagement strategies, and successful educational reforms. This review helps in providing a solid theoretical foundation and help identify gaps that the research can address.

Data Collection and Analysis: A combination of qualitative and quantitative research methods is implemented to gather data. Surveys, focus group discussions, interviews, and observations provides valuable insights into the current state of the educational system and the learner experience. The collected data is then analysed to identify patterns, trends, and areas requiring improvement.

Best Practices and Models: Best practices from other educational institutions are identified. These models serves as inspiration and provide practical insights into implementing effective changes.

Implementing Pilot Programs: Based on the research findings and insights from best practices, pilot programs or initiatives are taken for experimenting. These programs includes innovative teaching methods, personalized learning pathways, technology integration, and enhanced support services. Feedbacks are gathered.

Building Capacity and Training: To ensure the success of a learner-centric approach, we provide professional development and training opportunities for educators to equip them with the necessary skills and knowledge. On demonstrating positive, a comprehensive plan is developed for scaling up these practices across the entire educational system.

Monitoring and Evaluation: A robust monitoring framework is developed to track the impact of the learner-centric initiatives over time. Regular assessments provide data-driven insights into the effectiveness of the qualitative changes and help guide future improvements.

		Collaboration and Stakeholder Engagement: Engaging stakeholders at all levels is very crucial in implementation process, including students, educators, administrators, parents, and policymakers.	
16.	Steps taken as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc.	Establishing a committee for seeking assessment and accreditation from a designated body such as NAAC is a comprehensive and strategic endeavour that involves several crucial steps. Given below is an outline of the steps involved in effectively carrying out this role: 1. **Formation of the Committee:** The first step is to establish a dedicated coordinating unit comprising experienced and knowledgeable individuals, including faculty members, administrative staff, quality assurance experts, and representatives from various departments. This unit acts as the driving force behind the accreditation process, overseeing all related activities. 2. **Awareness and Orientation:** The prime task of this committee is to conduct awareness and orientation sessions for all stakeholders within the institution, including faculty, staff, students, and management. These sessions provide a clear understanding of the accreditation process, its objectives, criteria, and the significance of achieving accreditation. 3. **Self-Assessment Preparation:** The unit works closely with various departments and stakeholders to facilitate the self-assessment process. This involves collecting comprehensive data on institutional activities, academic programs, infrastructure, student outcomes, and other relevant aspects. The committee assists in analysing this data to identify strengths, weaknesses, opportunities, and challenges. 4. **Criterion-wise Documentation:** This committee then guides the institution in preparing criterion-wise documentation, aligning with the accreditation agency's framework. This involves collating evidence, reports, policies, and documents that showcase the institution's compliance with the accreditation criteria.	

5. **Internal Review and Mock Assessments:** To ensure readiness, mock assessments are conducted. These exercises simulate the actual accreditation visit, enabling the institution to identify gaps and areas that require improvement. Feedback from these mock assessments helps refine the self-assessment documentation.

6. **External Peer Review:** Coordinating with external peer reviewers is a critical step. The unit identifies and invites experienced professionals, educators, and experts from relevant fields to assess the institution's readiness for accreditation. These reviewers provide valuable insights, suggest improvements, and validate the self-assessment findings.

7. **Document Submission:** The committee oversees the compilation and submission of the self-assessment report and supporting documents to the designated accreditation body. This involves meticulous attention to detail, ensuring that all required information is accurately presented.

8. **Accreditation Visit Preparation:** The committee prepares the institution for the accreditation visit by coordinating logistics, arranging facilities, and scheduling interactions between peer reviewers and various stakeholders. This includes arranging meetings, presentations, and campus tours to showcase the institution's strengths and initiatives.

9. **On-site Visit Support:** During the accreditation visit, the committee acts as a liaison between the institution and the peer reviewers. They facilitate smooth interactions, address any queries, and ensure that the reviewers have access to the required information and resources.

10. **Post-Visit Follow-up:** After the accreditation visit, the committee assists in addressing any follow-up queries or requests for additional information from the accreditation body. They collaborate with stakeholders to provide timely responses and ensures that the accreditation process moves forward.

11. **Quality Enhancement Plan:** The committee helps the institution develop a

		Quality Enhancement Plan (QEP) based on the feedback received during the accreditation process. This plan outlines strategies for continuous improvement, addresses identified weaknesses, and aligns with the institution's long-term goals. 12. **Accreditation Outcome:** Once the accreditation outcome is communicated, the committee works with the institution to celebrate achievements and communicate the results to the academic community, stakeholders, and the public. They also oversee the implementation of the QEP and monitor progress.	
17.	Measures adopted to ensure internalization and Institutionalization of quality enhancement practices through periodic accreditation and audit	Amity has measures in place to ensure quality enhancement in all areas. With a focus on continuous improvement, CIQA conducts self-assessments and audits for upgrading facilities and improving the quality of education. All these measures have contributed to the growth and development of the Online Education System at Amity University. There are measures in place to ensure quality enhancement practices which are internationalized and institutionalized. This is done through periodic compliance and audit processes. With the rise of online education, it is important to ensure that these standards are met. University Academic Council plays a significant role in shaping and overseeing the academic programs, policies, and standards of the institution. Its primary function is to ensure the quality, relevance, and integrity of the education provided, including teaching, learning and evaluation, research and innovation, governance, and societal and outreach activities. The quality assurance process involves a peer review, where experts in the field evaluate the institution and make recommendations for improvement. In addition to regulatory compliance, there are also periodic audits to ensure that standards are maintained. These audits look at various aspects of the institution, including policies, procedures, and practices. We also look at the outcomes of the education provided by the	

		University, such as employment rates and further education opportunities for students. Overall, these measures ensure that the institution is providing high-quality online education and that they are meeting the necessary standards. By doing so, students can be confident that they are receiving a valuable education that will prepare them for their future endeavours.	
18.	Steps taken to coordinate between Higher Educational Institution and the Commission for various quality related initiatives or guidelines	Effective coordination between the institute and the relevant Commission responsible for quality assurance is crucial to ensure the successful implementation of quality-related initiatives and guidelines. This coordination facilitates the enhancement of educational standards, fosters continuous improvement, and promotes accountability within the higher education system. The following steps outline how Amity coordinates with the Commission for various quality-related initiatives or guidelines: **1. Establishing Communication Channels:** We initiate coordination by establishing clear and efficient communication channels with the Commission. Regular meetings, workshops, and seminars are organized to facilitate dialogue and information exchange. These platforms allow both parties to discuss initiatives, share insights, and address any concerns or challenges. **2. Alignment with Regulatory Framework:** It is ensured that their quality-related initiatives and guidelines align with the regulatory framework set forth by the Commission. This alignment guarantees that the initiatives are in compliance with national or regional standards and expectations. **3. Collaboration in Policy Formulation:** We actively engage with the Commission in the formulation of quality-related policies and guidelines. It is also ensured that the policies are practical, feasible, and reflective of the diverse needs and contexts of educational institutions. **4. Joint Workshops and Training Programs:** We collaborate with the Commission to organize joint workshops, training sessions, and capacity-building programs. These initiatives provide opportunities to understand and implement quality-related	

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guidelines effectively. Such collaborative efforts promote knowledge sharing and skill development.

5. Data Sharing and Reporting: We regularly share relevant data and reports with the Commission as part of quality assurance processes. This data includes information on student outcomes, program assessments, faculty qualifications, infrastructure, and more. Data sharing fosters transparency and allows the Commission to assess the effectiveness of initiatives.

6. Peer Review and Assessment: We participate in peer review and assessment processes facilitated by the Commission. Peer reviews involve the evaluation of institutions by experts from other HEIs, ensuring an external perspective on quality. This process allows Amity to benchmark their practices against industry standards and identify areas for improvement.

7. Feedback and Improvement Mechanisms: This input helps the Commission refine and adapt its approaches based on the practical experiences and challenges faced by us.

8. Compliance Monitoring: The institute cooperate with the Commission in compliance monitoring exercises. Regular audits and evaluations are conducted to ensure that we are adhering to established guidelines and continuously improving their quality assurance processes.

9. Sharing Best Practices: We share best practices and success stories related to quality enhancement with the Commission. This information exchange allows us to learn from effective strategies and replicate them for our own improvement initiatives.

10. Advocacy and Representation: Amity participate in discussions and forums where the Commission deliberates on quality-related policies and guidelines. Our representatives advocate for the interests of our institutions and contribute to shaping the overall quality assurance landscape.

11. Feedback Integration: The Commission values feedback from us and integrates their insights into the evolution of quality-related initiatives and guidelines. This iterative process ensures that the approaches are

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		dynamic and responsive to the changing needs of the higher education sector.	
19.	Information obtained from other Higher Educational Institutions on various quality benchmarks or parameters and best practices.	Best Practices for Teaching and Learning integrates the wealth of institutional knowledge with current educational research. This resource offers research-based strategies for helping students learn in all grade levels and content areas. Three Essential Areas of Best Practices for Teaching and Learning are being catered in the University as a central focus: To create a student-centered learning environment; how physical set-up and teacher role affects student expectations and build relationships that promote a safe and positive environment in which students are responsible, self-motivated, and self-evaluating. For the same we plan assignments and assessments in alignment with standards of learning. Purposefully plan to adjust teaching practices to meet the needs of individual students. Employ teaching strategies, techniques, and resources that meet the needs of all students. For assess student learning and progress we adapt teaching, based on evidence, to meet the needs of the student and check student progress in meeting standards and learning goals. Actively involve students in assessment to promote continuous learning; and inform students, parents, and others about student achievement. However, we strongly follow the leading Online education provider and adopt the best practices. We consistently do the research for the above activities.	
20.	Recorded activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance.	Following activities have been undertaken on quality assurance : Guest lectures, skill development sessions, Workshops, seminars, webinars, FDP, MDP and academic meets are organized with all calendar scheduled semesters. These activities are planned at the beginning of the semester and is placed at the desired locations so that maximum participation in the academic as well as other co-curricular activities are ensured. For the annual reports to be submitted, meetings are conducted and based on the requirement information are gathered, collated and the reports are filled. After	

		finalization of these reports they are duly submitted. They are also placed at the relevant sites so that each and every information related to the institute are disseminated to all the relevant stakeholders.	
21.	Submitted Annual Reports to the Statutory Authorities or Bodies of the Higher Educational Institution about its activities at the end of each academic session.	The annual reports provide a comprehensive overview of the institution's activities, achievements, challenges, and future plans. Submission of these reports is a crucial accountability measure that reflects the institution's commitment to transparency, effectiveness, and continuous improvement. Annual reports serve as a means of transparency of institution's performance, the data provided in the annual form provides a foundation for any decision making. It facilitates effective communication with stakeholders. It encourages institute to reflect on their achievements and challenges. The annual reports form the basis for any strategic planning. Components of Annual report: **Institutional Overview:** This includes the institute's mission, vision, values, and organizational structure. This section sets the context for the rest of the report. **Academic Programs and Achievements:** Highlights the range of academic programs offered, enrolment statistics, graduation rates, and notable achievements of students and faculty. **Research and Innovation:** Describes research activities, publications, collaborations, and any breakthroughs in research or innovation that have occurred during the academic year. **Infrastructure and Facilities:** Provides an overview of the institution's infrastructure, including classrooms, labs, libraries, and other facilities that support teaching, learning, and research. **Student Support Services:** Details the range of support services available to students, such as counselling, career guidance, extracurricular activities, and student organizations. **Faculty Development and Training:** Highlights initiatives aimed at faculty development, such as workshops, training programs, and opportunities for professional growth.	

		Community Engagement: Describes the institution's engagement with the local community, partnerships with industries, collaborations with other institutions, and outreach activities. **Financial Overview:** Presents a financial summary, including revenue sources, budget allocation, and expenditures. Transparency in financial matters is crucial for building trust. **Challenges and Remedial Measures:** Addresses challenges faced during the academic year and outline steps taken or planned to address these challenges in the future. **Future Plans and Goals:** Discusses the institution's strategic plans, initiatives, and goals for the upcoming year. This section should articulate the institution's vision for growth and improvement. **Recognition and Accreditation:** Mentions any awards, recognitions, or accreditations received during the academic year, reinforcing the institution's commitment to quality. **Testimonials and Impact Stories:** Includes testimonials from students, faculty, alumni, and other stakeholders that highlight the positive impact of the institution's activities. **Appendices and Data:** Provides additional supporting documents such as statistical data, charts, graphs, and reports that offer a deeper understanding of the institution's performance.	
	(a) Submitted a copy of report in the format as specified by the Commission, duly approved by the statutory authorities of the Higher Educational Institution annually to the Commission.	Complied program reports are prepared and a copy of report is submitted in the format as specified by the Commission, duly approved by the statutory authorities of the Higher Educational institution annually to the Commission. Documents are also maintained in the office of the department.	
22.	Overseen the functioning of Centre for Internal Quality	To oversee the overall functioning of the Centre for Internal Quality Assurance, we follow these measures:	

	Assurance and approve the reports generated by Centre for Internal Quality Assurance on the effectiveness of quality assurance systems and processes	- Create a committee of experts to review the academic process and procedures - Scheduled meetings are conducted wherein the quality of the micro process and procedures are discussed - Ensure that the CIQA follows the guidelines set by regulatory and accreditation agencies. - Provide regular training sessions to the Centre's staff to keep them updated on the latest quality-enhancement practices. - Proper minutes are maintained - Finally, the committee analyses the Centre's reports and give feedback for improvement. To ensure the internalization and institutionalization of quality enhancement practices, we take measures like: - Incorporate quality enhancement practices into the University's policies and procedures. - Use student feedback to improve the quality of teaching and learning. To enhance accreditation and audit, University takes these measures: - Develop a strong quality assurance system to meet all compliance and quality standards. - Regularly monitor and evaluate the quality assurance system to ensure it is effective. - Encourage faculty and staff to participate in accreditation and audit processes. CIQA also plays a crucial role in facilitating the internationalization like: 1. **In Quality Standards and Benchmarking:** This helps us to meet or exceed the expectations of international students, faculty, and partners. 2. **Curriculum Development:** We incorporate international case studies, perspectives, and collaborative projects. 3. **Faculty Development:** We organize training programs and workshops to help faculty members develop skills for effective intercultural communication and teaching. 4. **International Partnerships:** We establish and nurture collaborations with foreign universities, research institutions, and industry partners. 5. **Student Services:** We provide orientation, counselling, and other services to help the learners integrate and	

		succeed. 6. **Cross-Cultural Competence:** The center promotes cross-cultural understanding among the Amitians community. This includes raising awareness about cultural differences and fostering an inclusive and welcoming campus environment. 7. **Assessment and Continuous Improvement:** We implement mechanisms to assess the effectiveness of internationalization efforts. This includes gathering feedback from students, faculty, and partners to identify areas for improvement and making necessary adjustments.	
23.	Facilitated adoption of instructional design requirements as per the philosophy of the Open and Distance Learning decided by the statutory bodies of the HEI for its different academic programmes	We in Amity take several actions to facilitate the adoption of instructional design requirements as per the philosophy of online learning for the delivery of our various academic programs. Here's how the CIQA helps us in achieving our goal: **Needs Assessment:** First, target audience is identified, followed by learning objectives, content, and assessment methods suitable for online delivery. **Guidelines and Standards:** Then guidelines and standards are developed for instructional design in alignment with the online learning philosophy mandated by the statutory bodies. **Faculty Training and Development:** Then workshops, seminars, and training sessions are organized for faculty members to acquaint them with effective online teaching practices and the instructional design principles. This includes training on creating engaging multimedia content, fostering online discussions, and using technology tools for online assessments. **Course Design Support:** The faculty members are supported during the course design phase which includes redesign their existing courses for online delivery, ensuring alignment with the online learning philosophy and statutory requirements. **Technology Integration:** Amity has a robust IT dept. who then integrate this with appropriate technology tools and platforms that align with the online learning philosophy, like learning management systems (Amigo),	

		video conferencing tools, and interactive multimedia software. **Quality Review and Assurance:** Finally, the platform is reviewed to ensure that the instructional design of online courses meets the required standards. **Collaboration with Statutory Bodies:** After proper communication and collaboration with the statutory bodies that govern higher education, Amity ensures that the instructional design requirements are in line with the mandates and guidelines set by these bodies. **Pilot Testing and Feedback:** Pilot testing of online courses are then carried out to gather feedback from both faculty and students. **Continuous Improvement:** Amity believes in promoting a culture of continuous improvement by regularly assessing the effectiveness of online courses. It gathers data on student performance, engagement, and satisfaction to identify trends and make necessary adjustments. Thus, Amity ensures that the instructional design of online courses aligns with the philosophy of online learning as stipulated by the statutory bodies, ultimately enhancing the quality of online education offered by the institution.	
24.	Promoted automation of learner support services of the HigherEducational Institution	Learner support services are the most vital component of any learning system. University analyzes the aim of learner support services with the various categories of learner support services available to the students. Amity University is providing interactive support services to its learners, dedicated staff who are responsible for providing the services, ICT facilities and monitoring mechanism to ensure effective student support services. With the advancement in information and communication technologies, heterogeneous and diverse learners groups who are geographically scattered and having increasing expectations from all concerned, necessitate effective support services to ensure proper guidance and learning conditions. Learner support service	

		include not only availability of high-quality academic programmes, but also ensure that the students receive their study material in time, assignments are assessed and evaluated within the stipulated time frame and provided academic guidance is provided. The use of ICT and other technology also improves the support service of the university. The efficiency of the delivery system depends not only on efficient modes of providing services but also on the staff of the university.	
		To summarize, Amity has an automated 30 days onboarding mailers to guide the learners in their initial period of association with us. A Chatbot service on website, who is fully trained to answer all the related queries. Inbound IVR, which keeps on pushing the calls one after the other to the support team 24x7. The mailers received from the students are automatically assigned to the support team on Freshdesk.	
25.	Coordinated with external subject experts or agencies or organisations, the activities pertaining to validation and annual review of its in-house processes	At Amity while there is strong pool of faculty supporting to various subject matters. This includes all activities required under the academic deliverance. A per the guidelines of concerned regulatory body certain activities are also undertaken by external experts and they are a part of the vital committee meetings to give their input or opinion. This helps in cross checking of our internal processes and procedures. Primarily, all critical activities are undertaken by internal faculty of Amity University Online.	
26.	Coordinated with third party auditing bodies for quality audit of programme(s)	The internal audits are undertaken by internal IQAC department of Amity Online. The reports are then being sent to QAE, the quality Assurance department of Amity University Uttar Pradesh. The gaps are identified and notified to us. Actions are taken on the gaps and is again audited by QAE, Amity to ensure that the gaps identified earlier has been taken care. The QAE department of Amity University then coordinates with the third party for quality audit.	

| 27. | Overseen the preparation of Self- Appraisal Report to be submitted to the Assessment and Accreditation agencies on behalf of Higher Educational Institution | The Self Appraisal Report (SAR) serves as a comprehensive overview of the institution's strengths, achievements, challenges, and action plans, ultimately contributing to its accreditation status. **Establishing a SAR Committee:** The first step is to form a dedicated SAR committee comprising experienced faculty members, administrators, and other stakeholders. This committee is responsible for orchestrating the entire process, coordinating inputs from various departments, and ensuring the report's accuracy and completeness. **Gathering Relevant Data and Information:** Wide range of data and information related to the institution's academic programs, teaching-learning processes, research activities, student services, infrastructure, governance structure, and more are gathered. This information forms the factual basis of the SAR and helps in analysing the institution's current status. **Identifying Strengths and Weaknesses:** This data is analysed to identify our strengths and weaknesses. This analysis done has objective, comprehensive, and backed by evidence. The initiatives, innovative practices, and the areas where we excel are highlighted. **Identifying Opportunities and Challenges:** Special care is taken to identify the opportunities for improvement and challenges, so that they can be addressed. **Formulating Action Plans:** Based on the strengths, weaknesses, opportunities, and challenges identified, actionable and measurable plans for improvement are developed. It is ensured that these action plans are specific, time-bound, and focused on enhancing various aspects of the institution. **Writing and Compilation:** The SAR is filled in a clear, organized, and concise manner. The data, charts, graphs, and supporting documents are compiled to provide a comprehensive view of Amity. **Finalizing and Submission:** After review and incorporating all feasible relevant | |

		feedback the SAR is finalized. Once finalized, the SAR is submitted to the assessment and accreditation agency within the specified timeframe.	
28.	Promoted collaboration and association for quality enhancement of Open and Distance Learning mode of education and research therein	**Collaborations** One of the key strategies for quality enhancement is to foster inter-institutional partnerships. Collaborations between different universities, colleges, and institutions that offer programs to that of us can lead to the exchange of best practices, resources, and expertise. Therefore, we in Amity ensure that such Joint initiatives are taken which includes curriculum development, sharing of instructional materials, and faculty development programs. We believe that such partnerships create a synergy that enables us to offer a more diverse and comprehensive range of courses while maintaining high academic standards. **Sharing Best Practices and Innovations:** Associations dedicated to ensure academic growth brings together educators, researchers, and practitioners who share a common goal of advancing quality in such delivery. We, through conferences, workshops, and seminars, members showcase innovative teaching methods, effective assessment strategies, and successful technology integration. **Capacity Building and Faculty Development:** Collaborative efforts provide opportunities for capacity building and faculty development. This is particularly important in online delivery, where educators often need specialized training to effectively engage learners in virtual environments. We believe, associations will facilitate training programs, webinars, and mentorship initiatives that empower educators to design and deliver engaging and interactive courses. **Quality Assurance and Standards:** Associations play a pivotal role in establishing and upholding quality standards. By collaboratively developing guidelines, assessment frameworks, and accreditation criteria, we, in Amity ensure	

		that our programs meet recognized benchmarks of excellence. **Research Collaboration and Dissemination:** Collaboration in research encourages the sharing of insights, findings, and empirical evidence that contribute to the improvement of teaching and learning practices. Since, joint research projects address critical questions related to learner engagement, technology integration, assessment methods are critical in online delivery as compared to traditional mode of education, we emphasize this in our online delivery. **Inclusivity and Access:** Collaboration facilitates initiatives aimed at reaching underserved and marginalized populations. Thus, associations and partnerships are devised to address digital divides, offer scholarships, and ensure that our programs are accessible to learners from diverse backgrounds, including those in remote or economically disadvantaged areas.	
29.	Facilitated industry-institution linkage for providing exposure to the learners and enhancing their employability.	Amity Online has a very strong industry base databank. While most of the programs being offered by Amity are industry centric. The close interface within industry in terms of various activities like expert talk, placement drives, virtual job fair, mentor-mentee concept has enabled a very strong networking in industries and thus created possibility of employability. Overall, an industry linkage program with universities, fosters a symbolic relationship between academia and industry, driving innovation, economic growth and addressing real world challenges through collaborative efforts..	

2.2 **Compliance of Quality Monitoring Mechanism – As per Annexure–I (Part V (2)) of UGC (ODL Programmes and Online Programmes) Regulations, 2020 :**

Sr.No.	Provisions in Regulations	Action taken inrespect of ODL	Upload relevant document
1.	Governance, Leadership and Management: a. Organisation Structure and Governance b. Management c. Strategic Planning d. Operational Plan, Goals andPolicies	**Governance, Leadership, and Management:** **a.** We have established a clear governance framework that defines roles, responsibilities, and decision-making processes in the department. b. Appointment of qualified and experienced staff who understand online distance education's challenges and opportunities. c. We have developed effective communication channels between leadership, faculty, staff, and students to foster collaboration and transparency. d. Professional development opportunities are provided to the program team to enhance their skills in online distance education management. **Organizational Structure and Governance**: Organizational structure has been designed to supports the specific needs of such learners and impart quality education, including dedicated teams for curriculum development, instructional design, technology support, and student services. Amity ensures clear lines of authority, reporting, and accountability within the organizational structure. Relevant committees have been established to address online distance education-specific issues and ensure representation from relevant stakeholders. Regular review and updation of governance policies and procedures to adapt to changing trends and best practices in India. **Strategic Planning**: Amity's strategic plan outlines the vision, mission, and goals of education. We conduct a comprehensive analysis of the online distance education landscape, including	

| | | market trends, competition, and student needs. Strategic priorities and initiatives are defined to enhance the quality, accessibility, and affordability of online education offerings. We establish key performance indicators (KPIs) and metrics to measure progress towards strategic goals. We regularly review and update the strategic plan to align with emerging technologies, pedagogical approaches, and industry demands.

Operational Plan, Goals, and Policies:

Our operational plan translates the strategic goals into actionable steps and timelines. We set specific and measurable goals for program development, student enrolment, retention, and student satisfaction are set. Policies and procedures have been developed that address online distance education-specific considerations, such as faculty recruitment and training, course design and development, student support services, and assessment and evaluation. We continuously monitor and evaluate operational performance against established goals and policies, and make necessary adjustments as needed. | |
| 2. | Articulation of Higher Educational Institution Objectives | Amity University Objectives :
Educational Excellence :
• To create and sustain a culture that supports teaching excellence and focus on outcome based education system.

• Promote the use of variety of modern mechanisms and appropriate new technologies and methodologies in teaching learning process.
• Focus on developing students skills & competencies by imparting high quality education and enhance employability.
• Incorporate feedback of all stakeholders for course curriculum development.
• To offer CBCS in academic curriculum
Holistic Development of Students :
• Ensure teaching learning environment | |

that is learner centered and holistic

- Provide high quality education to prepare students for further study, research & wise range of career opportunities in industry, Government, Academia & other.
- Relate fundamental concepts & class room teaching to practical applications, and provide students with the necessary skills to function as responsible professionals.
- To take students out of isolated compartmentalized learning environment by providing ample options to choose interdisciplinary courses and develop additional skills as per their interest & career aspirations.
- To prepare students to succeed professionally and personally to embrace a commitment to lifelong learning
- To develop digitally literate students who can use technology strategically to find and evaluate information, connect and collaborate with others, produce and share original content, & use the internet and technology tools to achieve many academic, professional and personal goals.
- To facilitate the integration of research and inquiry into the curriculum and move towards developing students as knowledge producers.

Innovation & Research Excellence :

- Maintain and strengthen the core infrastructures, state-of-the-art facilities and an excellent pool of human resources to stimulate the intellectual participation of students in research

- To formulate a truly comprehensive strategy for addressing and preventing plagiarism and to ensure that the submitted manuscript is original and shall not contain plagiarized material

- Build productive, mutually beneficial and sustainable research collaborations with government, industry and other reputed International universities

- Encourage spirit of inquiry and criticism among faculty and students and provide an enabling environment for generating, storing and disseminating knowledge for the good of society

- Promote realization of the importance of research among faculty in achieving a competitive status.

- Promote rigorous research that is relevant to the nation and aligned with industry needs and goals

- Enhance quality of research publications evidenced by high citation index per paper.

- Increase prolific academic experts

Intellectual Capital Investment :

- Attract and retain talented and diverse workforce
- Devise new ways to foster constructive interaction on important intellectual issues among faculty, students, and staff within and across institutions
- Promote intellectually rewarding inter institutions and inter university collaborations among faculty.
- Enhance the University's Academic environment to attract and retain excellent faculty and staff adequate in size and qualification to meet the university's responsibilities particularly to all the stake holder
- Encourage faculty and staff to demonstrate core values and ethics of the University.

Maintain High Ethical Values and Foster Social & Environmental Responsibility:

- Strengthen efforts to attract an excellent and diverse body of students and provide services impartially, efficiently and free from discrimination, adhering to national codes of good practice and professional standards
- To engage and maintain faculty and staff that is caring and provides support for

students to meet their educational goals and objectives.
- Encourage community outreach through general education programmes
- Create awareness of ethical, social, environmental, and global issues and encourage Environmentally Sustainable Development
- To integrate human values, sustainability and environmental literacy in teaching, theory, and practice

Internationalisation:
- Increase diversity and numbers of International Students and Faculty
- Encourage Joint Research Collaborations with reputed international Universities and appoint numbers of international faculty as PhD co-guides, international examiners
- Attract number of international delegates and speakers for conferences & workshops
- Providing opportunity to students to take up their research projects in foreign university
- Providing opportunities for global exposure and international experiences to students
- To increase number of inbound – outbound students through Student Exchange Programme, Study Abroad Programme etc.
- To increase numbers of international scholarships/fellowships/grants etc for students and faculty

Attaining & Retaining Accreditations and Enhance Rankings:
- To get reputed & relevant National / International
  Accreditations for Programme / Institution / University
- To realign, streamline and improve systems and processes for institutional performance tracking
- Continuous review of processes and systems - key deliverables to benchmark

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levels and achieve higher accreditations from international accreditation bodies

Building Strong Industry Linkages And Alumni Network :
- To foster ties with corporate and build strong alumni network to keep the research and academic programmes responsive to industry needs and develop sufficient capabilities in research and teaching
- Identify opportunities for extending relations with industry through various activities
- To connect the university to industries as a means of enriching the university's curricula, promoting research and technologies

Enhance Employability and Entrepreneurial Capabilities Among Students
- Create awareness among students regarding available career options and help them in identifying their career goals.
- To enhance the quality of placement and ensure 100% placements for students by attracting the top most reputed companies for campus placement
- Guide the students in developing skills and job-search strategies required to achieve their career goals.
- To develop a young generation of entrepreneurs by creating awareness of enterprise and self-employment among students to help them manage their income generating activities and job creation.
- Identify suitable potential employers and help them achieve their hiring goals

Adopt Good Governance
- To underpin the behaviour and practices expected of board, various Councils, each member of Council, all faculty and staff and the University as a whole in the discharge of responsibilities.
- Set expectations for and promote and empower all members of the University

		to make responsible decisions with integrity. • To develop various policies, processes and systems for efficient and effective working of various constituents of the University • To put in place a fair and equitable mechanism to allocate resources to all institutions. • To develop clear understanding of the budgetary horizons and administrative processes among institutions in order to facilitate effective planning.	
3.	Programme Development andApproval Processes a. Curriculum Planning, Designand Development b. Curriculum Implementation c. Academic Flexibility d. Learning Resource e. Feedback System	On approval of the new programme by the Standing committee, the Program Review and Outcome Assessment Committee (PROAC) prepares the programme structure. This activity is done keeping in mind the Local, Regional, National and Global needs, Job forecasts, Graduate Attributes, Programme Mission, competencies developed etc. In case of running programs, based on detailed discussion on the external and internal subject experts, the changes are suggested for programme structure for the respective academic session. In case the programme structure has new courses, the PROAC will approach the respective stream coordinator to create a CRC for creating new course curriculum. The CRC will create the course curriculum of new courses in CD01a and take the feedback from the stakeholders. The stakeholders include representatives from Industry, Academia, Research and Alumni. After the feedbacks are received from the respective stakeholders, the FAS of the courses is prepared and is presented during the Area Advisory Board (AAB). The AAB can be conducted either in online or offline board with internal and external members of the CRC. Considering the recommendations made in the Area Advisory Board, the course curriculum is amended/modified accordingly.	

The programme may have some existing courses which may or may not require review. The Program Review and Outcome Assessment Committee (PROAC) examines the introduction of existing courses which may be used in the programme structure and in case these courses require revisions, the PROAC will inform the concerned CRC members through stream coordinator for the revision of the required courses.

The course's revision will follow the same process of taking stakeholder's feedback, creation of FAS and then revision of the course curriculum as per the recommendations of the AAB.

PROAC will seek the feedback from stakeholders on the programme structure. The curriculum of all the courses must be sent to the stakeholders for the meaningful feedbacks. For this reason, the course curriculum recommended by AAB should be sent to the PROAC. PROAC will prepare the FAS of the program which is to be presented to Board of studies (BoS). BoS apart from the constituted members will invite the Dean of the other Faculty/Domain of the course is to be used by the other domain. BoS after due deliberations will recommend the Programme Structure and the course curriculum for the approval of Academic Council after due verification by special committee. Academic Office will be responsible for submitting the Minutes of the Meetings of Board of Studies to Academic Council.

Review of Existing Programmes

The review of the existing programmes may be necessitated either due to changes required in the course curriculum of courses depending on the feedback received from the students/ the faculty teaching the courses or due to change or due to changes in local, regional, national and Global needs or revision of Graduate Attributes.

		The major review of existing programmes is undertaken every three years. The process for the review of the existing programmes is also same as stated above.	
4.	Programme Monitoring and Review	**Monitoring** is a continuous process which allows for regular feedback of systematically collected data or information. **Review** : The overall focus of the review is on using information as an evidence base to identify trends in student satisfaction and student outcomes and evaluate how well the department has responded to key challenges and built upon areas of success and good practice. The findings of the review are used to inform plans for further enhancement to provision and practice, as well as action points where improvement is required. Monitoring and Review is an essential component of any modification planning at Amity. Performance indicators can be monitored and the results used to determine when actions should be implemented and to track the success of the modification plan. Effective monitoring and Review underpin the planning cycle. The purpose is to reflect critically on, and evaluate, a range of data sources in order to prompt discussion on in-year and/or future developments and to identify actions which will address any matters arising, ultimately enhancing the provision and the student experience. Amity University Online has various approval / modification processes to suit the scale and / or impact of the introduction or modification being made. These processes range from formal validation of new provision (engaging external subject experts, industry professionals and internal University representatives) to Faculty Board of Studies' consideration of updates and minor revisions. Monitoring allows Amity University Online to assure itself of the continued quality and relevance of its programmes. Additionally, it benefits the institution in identifying and sharing of good practice.	

		The procedure for monitoring requires robust evaluation at each stage to ensure that good practice and areas for improvement are considered and dealt with by the appropriate authority within the University. The documentation set for annual monitoring of taught programmes includes: • Module Review Reports •Programme Review Committee Reports • Board of Studies Minutes and actions • Academic Committee Reports All the Programmes delivered are reviewed on an individual basis and not combined with other programmes, meaning that separate Programme Review Reports will be produced all Programmes. Completed documentation for monitoring is submitted to academic office.	
5.	Infrastructure Resources	Amity Online fulfill infrastructure requirements as stated by UGC & AICTE. In addition, the learners are also provided with the virtual & physical library of the University. We also have resources like Reading room, studios, computer labs, each one is ICT-enabled that allows the use of institutional Learning Management System (LMS) for contemporary teaching pedagogies using audio-visual media. Laboratory equipment are compatible with the requirements of industry 4.0. Apart from physical labs, University created 18 virtual labs. The University has latest software and computing facilities to carryout research projects and support experiential learning.	
6.	Learning Environment and Learner Support	Amity University Online presents AMIGO, an individualized learning platform that grants students a flexible and convenient means to access their courses and learning materials within a unified interface. The platform encompasses a student page and an Amigo Dashboard. Notably, it hosts multiple orientation sessions to aid students in navigating specific features. In addition, the university furnishes an array of curricular and extracurricular activities, such as a radio counselling program, expert talk sessions,	

		and virtual placement drives. To optimize academic and professional outcomes, a comprehensive 30-day Onboarding program has been meticulously developed. To further bolster student support, the university employs diverse channels of communication including emails, WhatsApp, phone calls, and social media handles. By leveraging e-resources and innovative pedagogical methods, Amity University Online strives to deliver an immersive and interactive learning experience that fosters student enrichment.	
7.	Assessment and Evaluation	Amity University Online follows the assessment and evaluation process as per the guidelines prescribed by the University Grants Commission (UGC). The assessment components consist of both internal assessment and end-term examinations, with weights of 30% and 70% respectively, contributing to a cumulative total of 100%. The passing criterion for internal assessment is set at 30%, while for external assessment, it is also 30%, with a minimum aggregated score of 40% for undergraduate (UG) and postgraduate (PG) programs. The question paper is structured into three sections, including subjective questions, a case study, and multiple-choice questions. The total marks allotted for the assessment is 70, and the allotted time for completion is 120 minutes. The minimum passing Semester Grade Point Average (SGPA) for each semester or year is set at 5.0 for PG programs and 4.5 for UG programs. Furthermore, students must attain a minimum overall Cumulative Grade Point Average (CGPA) of 6.0 for PG programs and 5.0 for UG programs. The divisional classification is based on the CGPA, and conversions from CGPA to percentage marks do not follow a precise formula. The university aims to provide an enriching and interactive learning experience for students using e-resources and innovative teaching methods.	
8.	Teaching Quality and Staff Development	Faculty are encouraged for research activities in their domain. Various webinars, workshops, trainings, FDP are conducted periodically for the overall development of	

1

| | | the faculty.
For staff, besides SDP various trainings are conducted by Amity Staff College as per academic calendar. | |

2.3 Compliance of Process of Internal Quality Audit – As per Annexure–I (Part V (3)) of UGC (ODL Programmes and Online Programmes) Regulations, 2020 :

Sr.No.	Provisions in Regulations	Action taken inrespect of ODL	Upload relevant document
1.	Academic Planning	**Curriculum Design & Development**: · Established a dedicated team of faculty and subject matter experts to collaborate on the instructional delivery and development of online courses through four quadrant approach. · Developed guidelines and standards for online course design, including the use of multimedia resources and assessment strategies suitable for online learning. · Ensured alignment between the online and traditional classroom courses in terms of learning outcomes and academic rigor. Needs Assessment: · Conducted a thorough needs assessment to understand the requirements of our students and identify the key academic areas that could be effectively delivered online. (Employability skills webinars, Skillify sessions, Insta Classes, Expert Talks) · Continuous feedback from students on LMS to determine the learner experience in the online format. **Faculty Support & Development** : · Provided resources and support for the adaptation of course materials into online formats, including guidance on creating engaging multimedia content, developing assessments, and facilitating online discussions through discussion forums. Technological Infrastructure : · Upgraded the institution's learning management system (LMS) from Canvas to AMIGO to support the delivery of online courses effectively.	

		· Integrated additional tools and software to enhance online interactions, such as, recorded live classes, resolving student query through effective student support services. · Conducted training sessions for faculty members to familiarize them with the LMS by the LMS manager, ensuring they are equipped to deliver high-quality instruction in the online environment. **Students Support** : · Implemented comprehensive student support services to cater to the needs of online learners. · Conducting various offline and online orientation programs to familiarize students with the online learning environment, available resources, and support channels. **Quality Assurance & Evaluation:** · We have a robust quality assurance process to ensure the ongoing improvement of online courses and their online classes. · Conducted regular assessments of course effectiveness, student engagement, and learning outcomes, utilizing feedback from students and faculty to drive continuous enhancements. **Marketing & Admission Team**: · We have an admission team who takes care of student admission and generating their enrolment numbers. · The Marketing team ensures that marketing campaigns are run to raise awareness about our online programs, highlighting its unique features, flexibility, curricular and co-curricular activities and academic excellence.	
2.	Validation	Once the academic planning is done with all the stake holders then it is put up to the academic committee Amity University for approval.	

| 3. | Monitoring, Evaluation and Enhancement Plans
a. Reports from Learner Support Centres (for Open and Distance Learning programmes)
b. Reports from Examination Centres
c. External Auditor or other External Agencies report
d. Systematic Consideration of Performance Data at Programme, Faculty and Higher Educational Institution levels
e. Reporting and Analytics by the Higher Educational Institution
f. Periodic Review | The implementation of monitoring, evaluation, and enhancement plans is critical for the smooth functioning and success of education delivery. Examination centre, which is in the campus of Amity University, UP have the requisite infrastructure as per UGC guidelines for the conduct of examination. The external examiners provide valuable reports that enable the university to evaluate its performance at various levels, from program to faculty and university-wide. Systematic consideration of performance data facilitates a comprehensive review of the overall performance of all the offered Programs.

Additionally, regular reporting and analytics by Program managers and periodic reviews are conducted for proper evaluation. By implementing these plans, we constantly monitor its progress and effectiveness, making room for continuous enhancement of the quality of education it delivers. Therefore, monitoring, evaluation, and enhancement plans should be an integral part of our Academic operations. | |

Part – III: Human Resources and Infrastructural Requirements

3.1   Name and details of Director of Centre for Distance and Online Education (Dual Mode University) - Regular, full time, atleast Associate Professor

   Or

   Name and details of Head for each school (for Open University) - Full time dedicated, not below the rank of an Associate Professor, Appointment letter

Mention details such as Regular Employee, Designation, Qualification, Salary(Attach

appointment letter and joining report)

Dr. Divya Bansal, Director, PhD. (Management)

3.2   Compliance status of "Human Resource and Infrastructural Requirements" – As per Annexure – IV of UGC (ODL Programmes and Online Programmes) Regulations, 2020

HEI shall mention compliance details against the requirements in terms of Staffing norms and physical infrastructure exclusively/independently, as mentioned in the Annexure-IV of the Regulations. In addition, the faculty details shall be provided in the following format:

Insert Box

Programmes Name	No. of Faculty required	No. of Faculty appointed	Complied Yes/No	If no. reason thereof
UG	NIL	NIL		
PG	NIL	NIL		
PGD	NIL	NIL		

S. No.	Programme Name	No. of Full time Dedicated faculty for ODL	Names	Designation	Qualification	Experience	Type (Regular/Contract) with gross salary / month	Date of joining Programme and joining report
							month	

							Type	Gross Salary / month	Contract Period	

3.3   Details of Administrative staff

Number of Administrative staff available exclusively for ODL programmes at HQ &at LSCs

Admin Staff	Required (up to5,000 students)	Available
Deputy Registrar		
Assistant Registrar		
Section Officer		
Assistants		
Computer Operator		
Multi-Tasking Staff		

(Attach duly attested photocopy of appointment letter with salary details)

Note:

1. In case of the enrolment higher than 5,000 the number of positions in the Centre for Distance and Online Learning may be increased by the HEI appropriately.
2. Private University eligible to offer ODL programmes through its Head Quarters only and duly recognized off-campus centres; not through any Learner Support Centre.

Part – IV: Examinations

4.1 Information of formative and summative assessments/examinations conducted with the actions taken to ensure sanctity of examinations:

S.No.	Provisions in Regulations	Whether complied Yes/No	If No, Reason there of
1.	All processes of assessment of learners in different components of Examination shall be directly handled by the concerned Institution and no part of the assessment shall be outsourced	Not Applicable now	
2.	For ensuring transparency and credibility, the full time faculty of the Open and Distance Learning mode Higher Educational Institutions or qualified faculty from University Grants Commission recognised Higher Educational Institutions only should be associated to function as invigilators, examination superintendents, as observers etc.	Not Applicable now	
3.	All Examinations for Open and Distance Learning mode programmes shall be conducted within the Institution where the Study Centres or Learner Support Centres is located under the direct control and responsibility of the Open and Distance Learning mode Institution. No Examination Centres shall be allotted to any private organisations or unapproved Higher Educational Institutions.	Not Applicable now	
4.	The examination centre must be centrally located in the city, with good connectivity from railway station or bus stand, for the convenience of the students.	Not Applicable now	

S.No.	Provisions in Regulations	Whether complied Yes/No	If No, Reason thereof
5.	The number of examination centres in a city or State must be proportionate to the student enrolment from the region	Not Applicable now	
6.	Building and grounds of the examination centre must be clean and in good condition.	Not Applicable now	
7.	The examination centre must have an examination hall with adequate seating capacity and basic amenities	Not Applicable now	
8.	Fire extinguishers must be in working order, locations well marked and easily accessible. Emergency exits must be clearly identified and clear of obstructions	Not Applicable now	
9.	The Examination Centre shall have adequate and comfortable seating capacity and amenities including adequate lighting, ventilation and clean drinking water facilities	Not Applicable now	
10.	Safety and security of the examination centre must be ensured	Not Applicable now	
11.	Restrooms must be located in the same building as the examination centre, and restrooms must be clean, supplied with necessary items, and in working order	Not Applicable now	
12.	Provision of drinking water must be made for learners	Not Applicable now	
13.	Adequate parking must be available near the examination centre	Not Applicable now	
14.	Facilities for Persons with Disabilities should be available	Not Applicable now	

4.2 Compliance status of 'Evaluation' and 'Certification' – As per Regulations 15 and 16 of UGC (ODL Programmes and Online Programmes) Regulations, 2020

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
1.	The Higher Educational Institution shall adopt the guidelines issued by the Commission for the conduct of proctored examinations.	NA	
2.	A Higher Educational Institution offering Open and Distance Learning Programmes shall have a mechanism well in place for evaluation of learners enrolled through Open and Distance Learning mode and their certificatio.	**NA**	

| 3. | The evaluation shall include two types of assessments continuous or formative assessment and summative assessment inthe form of end semester examination orterm end examination:

Provided that no semester or year-endexamination shall be held unless:

i) the Higher Educational Institution is satisfied that at least 75 per cent. of the programme of study stipulated for the semester or year has been actuallyconducted;

ii) For Open and Distance Learning mode: the learner has minimum attendance of 75 per cent. in the programme specific Personal Contact Programme (excluding counselling) and lab component of each of the programmes; and detailed attendance records have been maintained by Learner Support Centre/Regional Centre/ HigherEducational Institution | NA | |

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
4.	The curricular aspects, assessment criteria and credit framework for the award of Degree programmes at undergraduate and postgraduate level and/or Post Graduate Diploma programmes through Open and Distance Learning mode shall be evolved byadopting same standards as being followed in conventional mode by the dual mode Higher Educational Institutions and in Open Distance Learning mode by the Open Universities	NA	
5.	The weightage for different components of assessments for Open and Distance Learning mode shall be as under: (i) continuous or formative assessment (in semester): Maximum 30 per cent. (ii) summative assessment (end semester examination or term endexamination): Minimum 70 per cent.	**NA**	
6.	The Higher Educational Institution shall notify all assessment tools to be used for formative and summative assessments	NA	
7.	Marks or grades obtained in continuous assessment and end semester examinationsor term end examinations shall be shown separately in the grade card	**NA**	

8.	A Higher Educational Institution offering a Programme in Open and Distance Learning mode shall adopt a rigorous process in development of question papers, questionbanks, assignments and their moderation,conduct of examination, evaluation ofanswer scripts by qualified teachers, and result declaration, and shall so frame the question papers as to ensure that no part of the syllabus is left out of study by a learner.	**NA**	
9.	The examination of the programmes inOpen and Distance learning mode shall be managed by the examination or evaluation Unit of the Higher Educational Institution and shall be conducted in the examination centre as given under these regulations.	**Yes**	
10.	(a) The Examination Centre shall have proper monitoring mechanisms for Closed-Circuit Television (CCTV) recording of the entire examination procedure.	Yes	
	(b) Availability of biometric system	Yes	
	(c) The attendance of examinees shall be authenticated through biometric system as per Aadhaar details or other Government identifiers of Indian Learners	Yes	
	(d) In case of non-availability of the Closed- Circuit Television facilities, the Higher Educational Institution shall ensure that proper videography be conductedand video recordings are submitted by particular incharge of examination centre to the Higher Educational Institution	Yes	

11.	The Higher Educational Institution shall retain all such Closed- Circuit Television recordings in archives for a minimum period of five years	**Exam did not happen yet**	
12.	(a) There shall be an observer for each of the Examination Centre appointed by the Higher Educational Institution and	**Exam did not happen yet**	
	(b) It shall be mandatory to have observer report submitted to the HigherEducational Institution	**Exam did not happen yet**	
13.	(a) All end semester examinations or term end examinations for programmesoffered through Open and Distance Learning mode shall be conducted through proctored examination (pen – paper or online or computer based testing) within territorial jurisdiction, in the examination centre as mentioned in these regulations.		
	(b) The Exams shall be under the direct control and responsibility of the Openand Distance Learning mode Institution		
14.	The Examination Centre shall be located in Government Institutions likeKendriya Vidyalaya(s), Navodaya Vidyalaya(s), Sainik School(s), State GovernmentSchools, etc. can also be identified as examination centre(s) under direct overall supervision of a Higher Educational Institution offering education under theOpen and Distance Learning mode including approved affiliated colleges under the University system in the Country and no Examination Centres shall be allotted to private organisations or unapproved Higher Educational Institutions	NA	

15.	The Learner Support Centres, as defined in the regulations and within the territorial jurisdiction, can also be used as examination centres provided they fulfill the criteria of an examination centre as defined in these regulations	NA	
16.	The 'Examination Centre' shall be established within the territorial jurisdiction of the Higher Educational Institution	Amity University, Uttar Pradesh – Noida campus	
17.	(a) Each award of Degree at undergraduate and postgraduate level and post graduate diploma for Open and Distance Learning shall be assigned a unique identification number and shall have i. Photograph ii. Aadhaar number or other government recognised identifier or Passport number, as applicable, iii. Other relevant details of the learner along with the Programme name.		
	(b) Each award shall also be uploaded on the National Academic Depository		
18.	It shall be mandatory for Higher Educational Institution to mention the following on the backside of each of the degrees/certificates and mark sheets issued by the Higher Educational Institution to the learners (for each semester certificate and at the end of the programme): (i) Mode of delivery; (ii) Date of admission; (iii) Date of completion; (iv) Name and address of all Learner Support Centres (only for Open and Distance Learning); (v) Name and address of all Examination Centres.	**Upload samples**	

4.3   Whether any examination held through online mode.

If yes, provide details regarding technology enabled online test with all the security arrangements ensuring transparency and credibility of the examinations, or through the Proctored Examination

INSERT TEXT BOX

No examinations took place yet.

4.4 Result and Student Progression

   For UG, PG and PGD programmes

 No examination happened

Part – V: Programme Project Report (PPR) and Self-Learning Material (SLM)

5.1   Compliance status of 'Guidelines on Programme Project Report' – As per Annexure - V of UGC (ODL Programmes and Online Programmes) Regulations, 2020

HEI shall mention the process followed to ensure that PPRs are prepared as per the guidelines mentioned in the R egulations. The explicit details of approval by its Statutory Authorities shall also be mentioned.

PPR Approval

B.Sc IT PPR

INSERT TEXT BOX

PPR Approval

PPR has to be approved by the highest academic authority of the University. Hence the approval of PPR has to be sought from the School Board and the Academic Council.

1. **Program Proposal Stage** : A concept note is prepared by the Programme coordinator and then a need assessment study is done and the outcome of this study is documented. Based on the level of the programme, the budgetary requirement for the development of the programme and its delivery will have to be worked out by the Programme Coordinator in consultation with the Director of the School. Programme Proposal Form (PPF) is then filled & submitted to the Director.

2. **Program Development stage** : On approval of PPF by the Planning Board/ APC, the Programme Coordinator will initiate the process of developing the programme. The Programme Expert Committee will frame learning objectives of the programme in terms of knowledge and skills to be imparted, eligibility criteria for admission, duration, target group of students, broad programme structure including various media components, credit weightage, delivery and student support mechanism, evaluation methodology, and such other issues pertaining to the programme keeping in view the overall policy, Acts and Statutes of the University. The coordinator will sought other details like Programme Code, Course code, programme fee from the Planning division. Based on these information, then the PPR is filled as per the UGC regulations before developing the academic programme, which will be the submitted to the Director for approval. The same will be then submitted to the Member Secretary, Academic Council, after incorporating changes recommended by the School Board, if any for the approval of the Academic Council.

5.2   Compliance status of 'Quality Assurance Guidelines of Learning Material In Multiple Media And Curriculum And Pedagogy' – As per Annexure - VI of UGC (ODL Programmes and Online Programmes) Regulations, 2020

HEI shall mention compliance details against the requirements in terms of learning material (Print Media), Audio-Video Material, Online Material, Computer-based material and Curriculum and Pedagogy, as mentioned in the Annexure-VI of the Regulations for ODL programmes.

SLM Approval

INSERT TEXT BOX

The Self Learning Material provides complete course description comprising overview of units along with objectives, assignments and additional resources. The credit value of each module is well described. Amity believes in strong academic integrity and has zero tolerance for plagiarism. The courses are so designed and concepts are explained in a way that the learners can relate it with real life and can very well retain throughout their study. These concepts provide opportunities to engage them in higher-order thinking, critical reasoning in complex situations as well.

The SLM are structured on LOCF model and is presented in an interactive format, has clearly stated learning outcomes. It enables them to apply new skills.

The SLM also includes suggested reference material so that they can deep dig into the concept and have more clarity on those topics.

5.3 Compliance status in respect of Self-Learning Material– As per Annexure - VII of UGC (ODL Programmes and Online Programmes) Regulations, 2020

HEI shall mention the process followed to ensure that SLMs are prepared as per the guidelines mentioned in the Regulations. The explicit details of approval by its Statutory Authorities shall also be mentioned.

INSERT TEXT BOX

SLM Approval

The SLM are so designed that they are self-explanatory, self-contained, self-directed, self-motivating and self-evaluating. Amity has a committee to plan the preparation of SLM keeping in mind the requirement of the learners, their experiences and the final objective. The subject matter experts are involved in designing of the SLM who ensures that the outcomes are achieved, the learners get the required skills and knowledge by providing proper illustrations, real-life examples, self-assessment questions and a proper guide in the form of SLM.

The learners profile plays a vital role in designing and implementing of the relevant content as assessment of their prior knowledge is crucial. Since most of the students are working professionals and can devote very less time for study, more and more references which are easy to comprehend are provided and it is ensured that these references are easily available for the learners to refer.

Part – VI: Programme Delivery through Learner Support Centre (LSC)

6.1 Details of personal contact programmes implemented:

Please provide information in respect of programmes at UG, PG and PGD Programmes

S. No.	Programmes name	Centre Name	No. of centres conducted PCP	No. of PCP held every year	Total no. of students registered in the programme	No. of Students Attended on an average basis
	UG	NA				
	PG	NA				
	PGD	NA				

6.2 Compliance status of 'Learner Support Centre' – As per Annexure – VIII of UGC(ODL Programmes and Online Programmes) Regulations, 2020

HEI shall mention the process followed for identification of LSCs and the agreement terms for providing support to the learners thereby ensuring compliance to the LSCs provisions of the Regulations. The explicit details of approval by its Statutory Authorities/CIQA shall also be mentioned.

INSERT TEXT BOX

6.3 LSC wise enrollment details (Not for Private University)

Sr. No.	Name & Address of College/ institute where LSC is established (with Pin Code)	This LSC is LSC of how many HEIs? (No. and Names)	If yes,All the HEIs in same State as that of the LSC?	Name of HEI to which College/ institute is affiliated (where LSC is established)	Whether the College/ institute is private or Govt(where LSC is established)	Name and Contact Details of Coordinator and Counselor	Qualification of Coordinator and Counselor	No. of Counsellors	Program-mes offered	Total Enrolled student.
1.										
N.										

Note: In case of Science Programmes, programmes shall be offered from the Head Quarters and/or only from such Learner Support Centres which are offering same programme under conventional mode atleast for seven years.

Whether LSC is offering same programme under conventional mode	If Yes, then years since when being taught in conventional mode	No. of years	7 years condition complied Yes/No

6.4   Off campus details (For Deemed to be University)

Sr. No.	Name & Address of Off campus (Pin Code)	Approval of Govt of India through notification published in the Official Gazette	Name and Contact Details of Coordinator and Counselor	Qualification of Coordinator and Counselor	No. of Counsellors	Program-mes offered	Total Enrolled student.
1.							
N.							

6.5 Delivery of Self-Learning Material

Delivery of Self Learning Material to learners for ODL programmes as defined inAnnexure-VI and Annexure-VII of Regulations

Type	Date of Admission (for July and January)	Date of delivery SLM	Whether SLM delivered to learners within a fortnight from the date of admission
Printing Material			
Audio-Video Material			
Online Material			
Compute based Material			

6.6 Whether any course in a particular programme was allowed through OER/ Massive Open Online Courses: Y/N

NO

a. Provide details as under:

S. No.	Programme Name	Courses allowed through OER/ MOOC	Name of Platform	Name of HEI offering the course (if any)	Duration of the Course	No. of Credits assigned to the Course	Percentage of total courses in a particular programme in a semester (Semester wise – programmes wise)

b. Upload approval of statutory authorities of the Higher Educational Institution:

Upload

2

Part – VII: Self Regulation through disclosures, declarations and reports

7.1 Compliance status of Regulations 9 of UGC (ODL Programmes and Online Programmes) Regulations, 2020– Self-regulation through disclosures, declarations and reports

S.No.	Provision	Complied Yes/No withexplicit link address	If no. Reasons, thereof
1.	Joint declaration by authorised signatories, Registrar and Director of Centre for Internal Quality Assurance has been displayed on HEI website authenticating that the documents from Sr. No. '2' to '17' have been uploaded on the HEI website?		
	Uploading of the following on HEI website **(Mention link)**		
2.	The establishing Act and Statutes there under or the Memorandum of Association,as the case may be or both, of the Higher Educational Institution, empowering it to offer programmes in Open and Distance Learning mode	https://deb.ugc.ac.in/Uploads/Proposal/relevantHEIprgODL/HEI-P-U-0497/HEI-P-U-0497_relevantHEIprgODL_20210728121433.pdf	
3.	Copies of the letters of recognition from Commission and other relevant statutory or regulatory authorities	https://deb.ugc.ac.in/pdf/Recognised_ODL_2022-23_Signed2.pdf UGC Eligible Program	
4.	Programme details including brochures or programme guides inter alia information such as name of the programme, duration, eligibility for enrolment, programme fee, programme structure		
5.	Programme-wise information on syllabus,		

	suggested readings, contact points for counselling/mentoring, programme structure with credit points, programme- wise faculty details, list of supporting staff, list of Learner Support Centres with addresses and contact details (for Open and Distance Leaning mode), their working hours and counselling (for Open and Distance Learning mode) Schedule;		
6.	Important schedules or date-sheets for admissions, registration, re-registration, counselling/mentoring, assignments and feedback thereon, examinations, result declarations etc.		
7.	The feedback mechanism on design, development, delivery and continuous evaluation of learner-performance which shall form an integral part of the transactional design of the Open and Distance Learning mode programmes and shall be an input for maintaining the qualityof the programmes and bridging the gaps, if any		
8.	Information regarding all the programmes recognised by the Commission	https://deb.ugc.ac.in/Uploads/Notices_Upload/UGC_20230323094340_1.pdf	
9.	Data of year-wise and programme-wise learner enrolment details in respect of degrees and/or post graduate diplomas awarded	NA	
10.	Complete information about 'Self Learning		

	Material' including name of the faculty who prepared it, when was it prepared and last updated for Open and Distance Learning Programmes;		
11.	A compilation of questions and answers under the head 'Frequently Asked Questions' with the facility of online interaction with learners providing hyperlink support for Open and Distance Learning Programmes	https://amitysupport.freshdesk.com/support/solutions	
12.	List of the 'Learner Support Centres' along with the number of learners who shall appear at any examination centre and details of the Information and Communication Technology facilities available for conduct of examination in a fair and transparent manner, for Open and Distance Learning programmes	NA	
13.	List of the 'Examination Centres' along with the number of learners in each centre, for Open and Distance Learning programmes	Amity University Uttar Pradesh, Amity Campus- Sector-125, Noida, Uttar Pradesh	
14.	Details of proctored examination in case of end semester examination or term end examination of Open and Distance Learning programmes	Technology enabled Proctored Examination: • The Internal and External Examinations are directly controlled by Controller of Examination of Amity University • The question papers are completely inbound. • Unique identification and access have been issued to all learners for the learning and assessment process. • For the setting of Question Papers, impaneled faculty members are assigned directly by the Controller of Examination for different domains. • The Controller of Examination has an exclusive penal to accept the question papers whereby he can access the status of question papers.	

		Each faculty prepares 2 sets of question papers for each subject. • Once the question papers are received by the Controller of Examination it goes for moderation of question papers under the supervision of the Moderation Committee of the University. • The concept of question papers are based on the Two Factors Authorization System. All question papers are encrypted and cannot be de-encrypt by any unauthorized person other than Controller of Examination. • The Mock Test is available in their LMS. Examination centre is within the territorial jurisdiction of the HEI as per Annexure IV of ODL Regulations and a provision of CCTV Cameras, Bio-metric attendance, Video recording and Human Resources presence in the centre is available. • Question Papers can be visible to students at the time of examination. It is authenticated by the unique access Key provided to the student before 5 minutes to start the examination. • Examination strictly gets over within the stipulated time frame and cannot be extended under any circumstance. • The offline Proctored examinations are conducted under the strict physical supervisions of an Invigilator.	
15.	Academic Calendar mentioning period of theadmission process along with the academic session, dates of continuous and end semester examinations or term end examinations, etc	NA	
16.	Reports of the third party academic audit to be undertaken every five years and internal academic audit every year by Centre for Internal Quality Assurance		

Part – VIII: Admission and Fees

8.1 Compliance status of 'Admissions and Fees' – As per Regulations 14 of UGC (ODL Programmes and Online Programmes) Regulations, 2020

S.No.	Provision	Whether being complied Yes/No
1.	The intake capacity under Open and DistanceLearning mode for a programme under science discipline to be offered by a Dual Mode University shall be three times of the approved in take in conventional mode and incase of Open University, it shall be commensurate with the capacity of theLearner Support Centres (for Open and DistanceLearning only) to provide lab facilities to the admitted learners:	Yes
2.	Enrolment of learners to the Higher EducationalInstitution, for any reason whatsoever, in anticipation of grant of recognition for offering a programme in Open and Distance Learning mode, shall render the enrolment invalid	Yes
3.	A Higher Educational Institution shall, for admission in respect of any programme in Open and Distance Learning mode, accept payment towards admission feeand other fees and charges- (a) as may be fixed by it and declared by it in theprospectus for admission, and on the website of the Higher Educational Institutions; (b) with a proper receipt in writing issued for such payment to the concerned learner admitted in such Higher Educational Institutions; (c) only by way of online transfer, bank draft or pay order directly in favour of the Higher Educational Institution.	Yes

4.	It shall be mandatory for the Higher Educational Institution to upload the details of all kind of payment or fee paid by the learners on the website of the Higher Educational Institution.	Yes
5.	The fee waiver and/or scholarship schemes for Scheduled Caste, Scheduled Tribe, Persons with Disabilities category of learners and students from deprived section of society shall be in accordance with the instructions or orders issued by Central Government or State Government: Provided that a Higher Educational Institution shallnot engage in commercialisation of education in any manner whatsoever, ands hall provide for equity and access to all deserving learners	Yes
6.	Admission of learners to a Higher Educational Institution for a programme in Open and DistanceLearning mode shall be offered in a transparent manner and made directly by the Head Quarters of the Higher Educational Institution which shall be solely responsible for final approval relating to admissions or registration of learners: Provided that a Learner Support Centre shall not admit a learner to any programme in Open and Distance Learning for or on behalf of the Higher Educational Institution	Yes
7.	Every Higher Educational Institution shall– (a) record Aadhaar details or other Government identifier(s) of Indian learner and Passport for an	Yes

	International Learner;	
	(b) maintain the records of the entire process of selection of candidates, and preserve such records for a minimum period of five years;	
	(c) exhibit such records as permissible under law on its website; and	
	(d) be liable to produce such record, whenever called upon to do so by any statutory authority of the Government under any law for the time being in force.	
8.	Every Higher Educational Institution shall publish, prior to the date of commencement of admission to any of its programme in Open and Distance Learning mode, a prospectus (print and in e-form) containing the following for the purposes of informing those persons intending to seek admission to such Higher Educational Institutions and the general public, namely, as mentioned at sr. no. '8(a)' to '8(k)' below	
8. (a)	Each component of the fee, deposits and other charges payable by the learners admitted to such Higher Educational Institutions for pursuing a programme in Open and Distance Learning mode, and the other terms and conditions of such payment	Yes
8. (b)	The percentage of tuition fee and other charges refundable to a learner admitted in such Higher Educational Institutions in case such learner withdraws from such Higher Educational Institutions before or after completion of programme of study and the time within, and the manner in, which such refund shall be made to the learner	Yes
8. (c)	The number of seats approved in respect of each programme of Open and Distance Learning mode,	Yes

	which shall be in consonance with the resources	
8. (d)	the conditions of eligibility including the minimum age of a learner in a particular programme of study, whereso specified by the Higher Educational Institution	Yes
8. (e)	The minimum educational qualifications required for admission in programme(s) specified by the Commission or relevant statutory authority or councils, or by the Higher Educational Institution, where no such qualifying standards have been specified by any statutory authority	Yes
8. (f)	The process of admission and selection of eligible candidates applying for such admission, including all relevant information in regard to the details of test or examination for selecting such candidates for admission to each programme of study and the amount of fee to be paid for the admission test	Yes
8. (g)	Details of the teaching faculty, including therein the educational qualifications and teaching experience of every member of its teaching faculty and also indicating therein whether such member is employed on regular or contractual basis or any other	Yes
8. (h)	Pay and other emoluments payable for each categoryof teachers and other employees	Yes
8. (i)	Information in regard to physical and academic infrastructure and other facilities, including that of each of the learner support centres (for ODL programmes) and in particular the facilities accessible by learners on being admitted to the Higher Educational Institution	Yes

8. (j)	Broad outline of the syllabus specified by the appropriate statutory body or by higher educational institution, as the case may be, for every programme of study	Yes
8. (k)	Activity planner including all the academic activities tobe carried out by the higher educational institution during the academic sessions	Yes
9.	Higher Educational Institution shall publish information at sr. no. '8' above on its website, and the attention of the prospective learners and the general public shall be drawn to such publication on its website and Higher Educational Institution admission prospectus and the admission process shall necessarily be over within the time period mentioned in the Commission Order.	Yes
10.	No Higher Educational Institution shall, directly or indirectly, demand or charge or accept, capitation fee or demand any donation, by way of consideration foradmission to any seat or seats in a programme of study conducted by it	Yes
11.	No person shall, directly or indirectly, offer or pay capitation fee or give any donation, by way of consideration either in cash or kind or otherwise, for obtaining admission to any seat or seats in a programme in Open and Distance Learning mode offered by a Higher Education Institution	Yes
12.	No Higher Educational Institution, who has in its possession or custody, any document in the form of certificates of degree, diploma or any other award or other document deposited with it by a person for the	Yes

	purpose of seeking admission in such Higher Educational Institution, shall refuse to return such degree, certificate award or other document with a view to induce or compel such person to pay any feeor fees in respect of any programme of study which such person does not intend to pursue or avail any facility in such Higher Educational Institution	
13.	In case a learner, after having admitted to a Higher Educational Institution, for pursuing any programme in Open and Distance Learning mode subsequently withdraws from such Higher Educational Institution, no Higher Educational Institution in that case shall refuse to refund such percentage of fee deposited by such learner and within such time as notified by the Commission and mentioned in the prospectus of such Higher Educational Institution	Yes
14.	No Higher Educational Institution shall, issue or publish- (a) any advertisement for inducing learners for takingadmission in the Higher Educational Institution, claiming to be recognised by the appropriate statutory authority or by the Commission where it is not so recognised; (b) any information, through advertisement or otherwise in respect of its infrastructure or itsacademic facilities or of its faculty or standard of instruction or academic or research performance, which the Higher Educational Institution, or person authorised to issue such advertisement on behalf of the Higher Educational Institution knows to be false or not based on facts or to be misleading	Yes

Part – IX: Grievance Redressal Mechanism

9.1   Compliance status of 'Grievance Redressal Mechanism' – As per Annexure - X of UGC (ODL Programmes and Online Programmes) Regulations, 2020

HEI shall mention the mechanism put into place along with brief details of grievances received and actions taken thereof. Also mention that how the learners have been made aware about this mechanism.

G13 Grievance Redressal Mechanism

INSERT TEXT BOX

G13 Students' Grievance Redressal Mechanism

9.2   Details of Grievance received

Numbers of Grievance Received	Numbers of Grievance Resolved

9.3   Complaint Handling Mechanism

HEI shall mention the mechanism adopted for Complaint Handling Mechanism as per Regulations. Also, mention details of Nodal Officers.

INSERT TEXT BOX

OBJECTIVE To provide opportunities for redressal of certain grievances of students already enrolled in any institution, as well as those seeking admission to such institutions, and a mechanism thereto. Modes through which students may raise their grievances to student support:
1. Email: students can drop an email to studentsupport@amityonline.com Id
2. Phone: Call on the following numbers to reach directly to student support team: 1800-102- 3434 option# 2 & +91 – 8826334455.
3. 'Post Query' on Student Portal

Grievance redressal and closure: - Post receiving the student grievance via email/query, an interim response is shared with the student informing them that the request has been received and a tentative closure time is shared.
- For the students who reach out on Inbound queue with the grievance, an email is generated via student support if the student has not escalated previously via email.
- The dependent department SPOC (Single Point of Contact from Academics, Examinations, Finance etc.) is reached out internally to get relevant solution to the grievance shared.
- Post receiving the resolution from the internal department, the final response is shared with the student withing defined turnaround time.
- If there is any delay in getting resolution from the internal department SPOC, an interim response is shared with the student within 24 hours of the first response.
- In case of further delays from the SPOC, we follow escalation matrix where we reach out to level 2 (mostly reporting supervisor).
- In case of delay beyond the expected time of resolution, the case is presented to the HOI (Head of the Institution). Post receipt of the amicable resolution, the student is informed via email or/and call (wherever applicable) and the case is resolved.

During the 30 days onboarding, the learners are briefed not only about the Amigo platform but also the different ways to reach the support team in case of any query and the time taken by each of these platforms to revert to the students. Thus, during these onboard activities, besides in orientation which happens every week to train the students and explain each & every feature of the Amigo platform, the different means of communications are also elaborated so that the learners get their query resolved at the earliest.

9.4   Details of Complaints received from UGC (DEB)

Numbers of Complaint Received	Numbers of Complaint Resolved	Whether Complaint was resolved within stipulated time i.e. 60 days? (yes/No)

Part – X: Innovative and Best Practices

10.1   Innovations introduced during academic year

INSERT TEXT BOX

10.2   Best Practices of the HEI

INSERT TEXT BOX

10.3   Details of Job Fairs conducted by the HEI

INSERT TEXT BOX

10.4   Success Stories of students of ODL mode of the HEI

INSERT TEXT BOX

10.5   Initiatives taken towards conversion of SLM into Regional Languages

INSERT TEXT BOX

10.6   Number of students placed through Campus Placements

INSERT TEXT BOX

Not Applicable since the session started from July 2023.

10.7   Details of Alumni Cell and its activity

INSERT TEXT BOX

10.8   Any other Information

INSERT TEXT BOX

DECLARATION

I hereby declare that the information given above and in the enclosed documents is true, correct and nothing material has been concealed therein. In case information provided is found to be contrary to the fact, it will result in cancellation of recognition to offer ODL programmes, along with initiation of action as per provision of the UGC (ODL Programmes and Online Programmes) Regulations, 2020 and its amendments.

Signature of the Director:

Name: Dr. Divya Bansal

Seal:

Date: 31/08/23

Signature of the Registrar:

Name: Prof (Dr) Raj Kamal Kapur

Seal:

Date:

Prof. (Dr.) Raj Kamal Kapur
Officiating Registrar
AMITY UNIVERSITY
———— UTTAR PRADESH ————
31/08/23

Note: Kindly take the print out of dully filled CIQA report and submit it to UGC DEB office (after getting it approved by Statutory Authorities of the HEI) and upload the same on HEI's website also. Please refer provisions regarding CIQA mentioned in UGC (ODL Programmes and Online Programmes) Regulations, 2020 and its amendments.