HEI ID:0497   Name of HEI: Amity University   Type of HEI: Private

Annual Report

OF

CENTRE FOR INTERNAL QUALITY ASSURANCE (CIQA)

PROGRAMMES UNDER

ONLINE 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)**

Yes

If No, reason thereof

| |
| |

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
Meeting 1	04 August 2022	2	upload	upload
Meeting 2	03 June 2023	2	upload	upload

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

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)	Number of students admitted (Male/Female/Trans-gender)			
								M	F	TG	Total
1.	NA										
N.											

Note: Mention details separately for <M*onth, Year>*academic session, as applicable, as above.

NA

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

NA

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

Sr. No.	Name of the Department	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)	Number of students admitted (Male/Female/Trans-gender)			
								M	F	TG	Total
1.	NA										

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:**
NA

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 Recognition Letter No. and date	Number of students admitted (Male/Female/Trans-gender)			
							M	F	TG	Total
1.	NA									

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:**

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

Sr. No.	Under - Graduate Degree Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	Number of students admitted (Male/Female/Trans-gender)			
							M	F	TG	Total
1.	Bachelor of Arts (Gen / Pol.Sc / Eco / Eng / Sociology)	3 years	126	10+2	85000	F.No.39-2 / 2023 (DEB-I) 28.04.2023	857	779		1636
2.	Bachelor of Business Administration	3 years	127	10+2	150000	F.No.39-2 / 2023 (DEB-I) 28.04.2023	1060	601		1661
3.	Bachelor of Computer Applications	3 years	134	10+2 (Maths Compulsory)	135000	F.No.39-2 / 2023 (DEB-I) 28.04.2023	1716	549		2265

| 4. | Bachelor of Arts (Journalism & Mass Communication) | 3 years | 126 | 10+2 | 160000 | F.No.39-2 / 2023 (DEB-I) 28.04.2023 | 35 | 22 | | 57 |
| 5. | Bachelor of Commerce | 3 years | 126 | 10+2 | 85000 | F.No.39-2 / 2023 (DEB-I) 28.04.2023 | 70 | 44 | | 114 |

Note: Mention details separately for <M*onth, Year*>academic session, as applicable, as above.

From <Jan*, 2023>*academic session: TO BE EXTRACTED FROM WEBPORTAL

Sr. No.	Under - Graduate Degree Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	Number of students admitted (Male/Female/Trans-gender)			
							M	F	TG	Total
1.	Bachelor of Arts (Gen / Pol.Sc / Eco / Eng / Sociology)	3 years	126	10+2	85000	F.No.39-2 / 2023 (DEB-I) 28.04.2023	1186	677		1863
2.	Bachelor of Business Administration	3 years	127	10+2	150000	F.No.39-2 / 2023 (DEB-I) 28.04.2023	450	214		664
3.	Bachelor of Computer Applications	3 years	134	10+2 (Maths Compulsory)	135000	F.No.39-2 / 2023 (DEB-I) 28.04.2023	1287	333		1620
4.	Bachelor of Arts (Journalism & Mass Communication)	3 years	126	10+2	160000	F.No.39-2 / 2023 (DEB-I) 28.04.2023	75	64		139
5.	Bachelor of Commerce	3 years	126	10+2	85000	F.No.39-2 / 2023 (DEB-I) 28.04.2023	238	96		334

Note: Mention details separately for <M*onth, Year*>academic session, as 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	Number of students admitted (Male/Female/Trans-gender)			
							M	F	TG	Total
1.	Master of Commerce (Financial Management / Financial Technology))	2 years	99	Graduate	110000	F.No.39-2 / 2023 (DEB-I) 28.04.2023	104	77		181
2.	Master of Arts	2 years	98	Graduate	160000	F.No.39-2 /	69	84		153

						M	F	TG	Total
	(Journalism & Mass Communication)				2023 (DEB-I) 28.04.2023				
3.	Master of Business Administration	2 years	99	Graduate	175000	F.No.39-2 / 2023 (DEB-I) 28.04.2023	1332	942	1	2275
4.	Master of Computer Applications	2 years	103	Graduate (Maths in 10+2 / graduation)	160000	F.No.39-2 / 2023 (DEB-I) 28.04.2023	742	245		987

Note: Mention details separately for <M*onth, Year*>academic session, as applicable, as above.

From <Jan*, 2023*>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	Number of students admitted (Male/Female/Trans-gender)			
							M	F	TG	Total
1.	Master of Commerce (Financial Management / Financial Technology))	2 years	99	Graduate	110000	F.No.39-2 / 2023 (DEB-I) 28.04.2023	49	42		91
2.	Master of Arts (Journalism & Mass Communication)	2 years	98	Graduate	160000	F.No.39-2 / 2023 (DEB-I) 28.04.2023	33	39		72
3.	Master of Business Administration	2 years	99	Graduate	175000	F.No.39-2 / 2023 (DEB-I) 28.04.2023	921	603		1524
4.	Master of Computer Applications	2 years	103	Graduate (Maths in 10+2 / graduation)	160000	F.No.39-2 / 2023 (DEB-I) 28.04.2023	443	154		597

Note: Mention details separately for <M*onth, Year*>academic session, as applicable, as above.

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 Action taken 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,	

1

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 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 Online 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, 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**	

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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 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'

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		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	

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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

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		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 internalized 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 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 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 onquality 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	Expert Talks Webinars

		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.	(a) 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.	
(b) 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.	CIQA Report 2019-20

| 22. | Overseen the functioning of Centre for Internal Quality Assurance and approve the reports generated by Centre for Internal QualityAssurance on the effectiveness of quality assurance systems and processes | To oversee the overall functioning of the Centre for Internal Quality Assurance, we follow these measures:
- 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 instructionaldesign requirements as per the philosophy of the Online 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 Online 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-institutionlinkage 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 in respect of online programmes	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

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- Continuous review of processes and systems - key deliverables to benchmark 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 and Approval 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	

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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 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 in respect of online programmes	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 ExaminationCentres
 b. External Auditor or otherExternal Agencies report
 c. Systematic Consideration of Performance Data at Programme, Faculty and Higher Educational Institutionlevels
 d. Reporting and Analytics bythe Higher Educational Institution
 e. 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. | |

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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 letters and joining report)

Dr. Divya Bansal, PhD. Management

3.2 Name and details of Deputy Director of Centre for Distance and OnlineEducation (Dual Mode University) - Full time or contractual basis, atleast Associate Professor

   Or

Name and details of Deputy Director of Centre of Online Education - Full time or contractual basis, not below the rank of an Associate Professor, Appointment

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

appointment letter and joining report)

Dr. Coral Barboza, Dy. Director, PhD. Appointment letter

   Letter

3.3 Name and details of Assistant Director of Centre for Distance and Online Education (Dual Mode University) - Full time or contractual basis, not below the rank of an Assistant Professor

   Or

Name and details of Assistant Director of Centre of Online Education - Full time or contractual basis, not below the rank of an Assistant Professor,

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

appointment letter and joining report)

Dr. Monica Rose, Asst. Director, PhD. Appointment letter

Appointment letter

Appointment letter

3.4 Compliance status in respect of Human Resource – As per Annexure – IV ofUGC (ODL Programmes and Online Programmes) Regulations, 2020

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

Insert box

Our Centre for Online Educations has the requisite academic and administrative staff as follows:
Director – 1
Dy. Director – 1
Asst. Director – 1
For Academic delivery
Programme Coordinator - 31
Course Coordinator - 343
Course Mentor - 7
For Administration
Dy. Registrar – 1
Assistant Registrar – 1
Section Officer – 1
Assistants – 3
Computer Operator – 2
Multi Tasking Staff – 2
For Development of e-Content
Technical Manager – 1
Technical Associate - 1
Technical Assistant (recording & editing) – 2
Technical support Staff - 4
For Delivery
Technical Manager – 1
Technical Assistant – 2
For Admission & Examination
Technical Manager (admission, examination, result) - 1
Technical Assistant - 2

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   i. Programme name:

   a. Programme Coordinator

S. No.	Names withDesignation	Qualification	Experiences	Type (Regular/ Contract) with gross salary/month	Date of joining programme
1.	Dr. Coral Barboza, Asso. Prof.	PhD.	14	Regular	02 July 2019
2.	Dr. Ruchi Jain, Asso. Prof	PhD.	17	Regular	15 Oct 2007

3.	Dr. Himanshu Gupta, Asso. Prof.	PhD.	14	Regular	13 Nov 2007
4.	Dr. Kaveri Devi Mishra, Asso. Prof.	PhD.	16	Regular	27 June 2016
5.	Dr. Divya Bansal, Asso. Prof.	PhD.	16	Regular	19 Aug 2019
6.	Dr. Shruti Singh, Asso. Prof.	PhD.	11	Regular	8 Sept 2015
7.	Prof. Kalyan Chatterjee, Professor	PhD.	35	Regular	1 Sept 2005
8.	Dr. Monica Rose, Asso. Prof.	PhD.	23	Regular	01 Oct 2019
9.	Dr. Jasbir Kaur, Asso. Prof.	PhD.	12	Regular	22 June 2022
10.	Dr. Laxmi Ahuja, Professor	PhD.	19	Regular	15 Feb 2001
11.	Dr. Neel Mani, Asso. Prof.	PhD.	14	Regular	4 Sept 2018
12.	Dr. Namita Sahay, Asso. Prof.	PhD.	20	Regular	6 Sept 2010
13.	Dr. Sukanya Das, Asso. Prof.	PhD.	25	Regular	1 Feb 2023
14.	Dr. Jaya Yadav, Professor	PhD.	20	Regular	24 Dec 2004
15.	Dr. Harjit Singh, Asso. Prof.	PhD.	17	Regular	6 Apr 2015
16.	Dr. Seema Garg, Asso. Prof.	PhD.	15	Regular	3 Aug 2015
17.	Dr. Asim Kumar Chowdhury, Professor	PhD.	20	Regular	26 Dec 2017
18.	Dr. Sandeep Bhasin, Asso. Prof.	PhD.	22	Regular	26 Dec 2011
19.	Dr. Puja Sareen, Asso. Prof.	PhD.	15	Regular	15 July 2014
20.	Dr. Navleen Kaur, Asso. Prof.	PhD.	14	Regular	22 Dec 2008
21.	Dr. Nitin Arora, Professor	PhD.	15	Regular	28 Dec 2015
22.	Dr. Anshu Arora, Asso. Prof.	PhD.	21	Regular	23 Apr 2018
23.	Dr. Adarsh Arora, Asso. Prof.	PhD.	14	Regular	4 Sept 2008
24.	Dr. Harish Kumar Satia, Professor	PhD.	38	Regular	3 Oct 2018
25.	Dr. V. K. Modi, Professor	PhD.	33	Regular	8 May 2017
26.	Dr. Sanjeev Thakur, Professor	PhD.	23	Regular	19 Aug 1999
27.	Dr. Anchal Garg, Asso. Prof.	PhD.	17	Regular	28 June 2011
28.	Dr. Manoj Kumar Shukla, Asso. Prof.	PhD.	8	Regular	17 Nov 2015
29.	Dr. Pradeep Kumar, Asso. Prof.	PhD.	13	Regular	25 Sept 2006
30.	Dr. Ashok Sharma, Professor	PhD.	17	Regular	24 Jan 2007
31.	Dr. Jyotsna Singh, Asso. Prof.	PhD.	16	Regular	26 Nov 2018

b.   **Course Coordinator**

S. No.	Coursename	Names with Designation	Qualification	Experiences	Type (Regular/ Contract) with gross salary/ month	Date of joining programme
1.	Management Function & Behaviour	Mr. Vivek Singh Tomar,Asst. Prof.	MBA, M.Phil	18	Regular	18 June 2007
2.	Consumer Behaviour	Dr. Priyanka Agarwal, Asst. Prof.	PhD	11	Regular	10 Jan 2012
3.	Distribution & Logistics Management	Ms. Alpana Srivastava	MBA	9	Regular	4 Mar 2010
4.	Product & Brand Management	Pooja Sehgal Tabeck, Asst. Prof.	MBA	16	Regular	8 Sept 2009
5.	Quantitative Techniques in Management	Jitendra Kumar, Asst. Prof.	M.Phil, MBA	2	Regular	4 Sept 2017
6.	Advertising & Sales Management	Ashima Ahuja	MBA	14	Visiting	
7.	Marketing of Services	Dr. Supriti Agrawal, Asst. Prof.	PhD.	20	Regular	3 July 2006
8.	Customer Relationship Management	Dr. Supriti Agrawal, Asst. Prof.	PhD.	20	Regular	3 July 2006
9.	Research Methodology	Dr. Parikshit Joshi, Asst. Prof.	PhD.	11	Regular	5 Oct 2015
10.	Project Work	Dr. R.S. Rai	PhD.	12	Visiting	
11.	Accounting for Managers	Dr. T.V. Raman, Professor	PhD.	12	Regular	8 Aug 2005
12.	Security Analysis and Portfolio Management	Dr. Harjit Singh, Asst. Prof.	PhD	17	Regular	6 Apr 2015
13.	Corporate Tax Planning	Dr. Adarsh Arora, Asso. Prof.	PhD.	13	Regular	12 Jan 2011
14.	Management of Financial Institutions	Dr. Harjit Singh, Asst. Prof.	PhD.	17	Regular	6 Apr 2015
15.	Management of Financial Services	Dr. Harjit Singh, Asst. Prof.	PhD.	17	Regular	6 Apr 2015
16.	Financial Management	Ms. Navleen Kaur, Asst. Prof.	MBA	2	Regular	12 Nov 2018
17.	Organisational Change and Development	Dr. Shikha Kapoor, Asst. Prof.	PhD.	3	Regular	8 Jan 2015
18.	Industrial Relations and Labour Law	Ms. Mamata Sharma, Asst. Prof.	MBA	4	Regular	13 July 2015
19.	Performance & Competency Management	Dr. Priyanka Agarwal, Asst. Prof.	PhD.	14	Regular	18 June 2007
20.	Talent Acquisition and Development	Dr. Shikha Kapoor, Asst. Prof.	PhD.	3	Regular	8 Jan 2015
21.	Compensation & Reward Management	Dr. Priyanka Agarwal, Asst. Prof.	PhD.	14	Regular	18 June 2007

22.	Organizational Design and Structural Process	Dr. Shikha Kapoor, Asst. Prof.	PhD.	3	Regular	8 Jan 2015
23.	Economics For Managers	Ms. Tavishi, Asst. Prof.	MBA	11	Regular	18 Sept 2008
24.	Information Technology for Managers	Dr. Anupama R., Professor	M.Phil, MBA, PhD.	22	Regular	10 Sept 2004
25.	Materials Management	Jitendra Kumar, Asst. Prof.	M.Phil, MBA	2	Regular	4 Sept 2017
26.	Management pf Technology & Innovation	Dr. Anjani Kumar Singh, Professor	PhD.	19	Regular	18 June 2007
27.	Supply Chain Management	Dr. Parikshit Joshi, Asst. Prof.	PhD.	11	Regular	5 Oct 2015
28.	Project Management	Ms. Divya Christopher	MBA	5	Regular	4 Sept 2017
29.	Service Operations Management	Dr. R.S. Rai	PhD.	12	Regular	
30.	Process Analysis & Theory of Constraints	Alpana Srivastava	MBA	9	Regular	4 Mar 2010
31.	Introduction of Mass Communication	Dr. Piyashi Dutta, Asst. Prof.	PhD.	3	Regular	27 Feb 2017
32.	Reporting, Media Writing & Editing	Aman Vats, Asso. Prof.	MBA	6	Regular	1 July 2014
33.	Public Relations & Corporate Communication	Mr. Pulkit Jain, Asst. Prof.	MBA	6	Regular	8 July 2014
34.	Electronic Media	Ratnesh Dwivedi	MA (JMC)	8	Visiting	
35.	Press Ethics and Law	Ratnesh Dwivedi	MA (JMC)	8	Visiting	
36.	Advance Reporting and Production Techniques	Dr. Kalyan Chatterjee, Professor	PhD.	16	Regular	1 Sept 2005
37.	Legal Aspects of Business	Alok Verma, Asst. Prof	MBA LLB	11	Regular	2 Mar 2009
38.	Material Handling and Logistics Management	Jitendra Kumar, Asst. Prof.	M.Phil MBA	2	Regular	4 Sept 2017
39.	Inventory Management	Ashima Agarwal	MBA	13	Visiting	
40.	Management Information System	Dr. Archana Singh, Asso. Prof.	PhD.	19	Regular	11 Dec 2002
41.	System Analysis & Design	Shweta Bhardwaj, Asst. Prof.	M.Tech	11	Regular	15 July 2008
42.	Database Management System	Abhishek Srivastava, Asst. Prof.	M.Tech	7	Regular	22 Aug 2012
43.	Web Enabled Business Process	Dr. Archana Singh, Asso. Prof.	PhD.	19	Regular	11 Dec 2002
44.	Enterprise Management	Dr. Anupama R., Professor	M.Phil, MBA, PhD.	22	Regular	10 Sept 2004
45.	Information Security & Risk	Himanshu Gupta, Asso. Prof.	MCA	14	Regular	13 Nov 2007
46.	Principles of Global Business Management	Vivek Singh Tomar, Asst. Prof.	M.Phil, MBA	15	Regular	18 June 2007

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47.	Fundamentals of Retailing	Pooja Sehgal Tabeck, Asst. Prof.	MBA	16	Regular	8 Sept 2009
48.	Legal Provisions and Social Sector	Dr. Chanda Rani Akhauri	PhD.	9	Visiting	
49.	Voluntary Action and Civil Society	Dr. Chanda Rani Akhauri	PhD.	9	Visiting	
50.	Social Marketing and Fund Raising	Dr. Chanda Rani Akahuri	PhD.	9	Visiting	
51.	Marketing Management	Dr. Amit Kumar Pandey, Asst. Prof	PhD.	12	Regular	5 Oct 2015
52.	Advertising and Marketing Practices	Ms. Ruhi Lal, Asst. Prof.	MBA	12	Regular	26 Nov 2007
53.	Merchandising Management	Dr. Amit Kumar Pandey, Asst. Prof	PhD.	12	Regular	5 Oct 2015
54.	Retail Supply Chain & Logistics Management	Dr. Rahul Gupta, Asst. Prof.	PhD.	13	Regular	1 Sept 2015
55.	Visual Merchandising and Space Planning	Pooja Sehgal Tabeck, Asst. Prof.	MBA	16	Regular	8 Sept 2009
56.	Retail Branding and CRM	Dr. Rahul Gupta, Asst. Prof.	PhD.	13	Regular	1 Sept 2015
57.	Retail and Mall Management	Dr. Rahul Gupta, Asst. Prof.	PhD.	13	Regular	1 Sept 2015
58.	Advertising Concept & Principles	Vandana Gupta, Asst. Prof	MBA	16	Regular	2 Nov 2006
59.	Brand Management	Dr. Rahul Gupta, Asst. Prof.	PhD.	13	Regular	1 Sept 2015
60.	Principles of Marketing	Vandana Gupta, Asst. Prof	MBA	16	Regular	2 Nov 2006
61.	Consumer Behaviour	Dr. Priyanka Agarwal, Asst. Prof.	PhD.	7	Regular	10 Jan 2012
62.	Digital Marketing	Dr. Archana Singh, Asso. Prof.	PhD.	19	Regular	11 Dec 2002
63.	Sales promotion	Vandana Gupta, Asst. Prof	MBA	16	Regular	2 Nov 2006
64.	Financial Accounting and Reporting	Dr. Harjit Singh, Asst. Prof.	PhD.	17	Regular	6 Apr 2015
65.	International Marketing	Amanpreet Kang	MBA	10	Visiting	
66.	Cross Cultural Mgmt & Mgmt. of Multinational Comp	Supriya Lamba Sahdev, Asst. Prof.	M.Com	11	Regular	5 Mar 2012
67.	Export Import Documentation & Logistics	Dr. Alka Mourya, Asso. Prof.	M.Phil, MBA, PhD.	21	Regular	1 May 2005
68.	Leveraging Information Tech. in Global Business	Dr. Anupama R., Professor	M.Phil, MBA, PhD.	22	Regular	10 Sept 2004
69.	International Financial Management	Ms. Navleen Kaur, Asst. Prof.	MBA	2	Regular	12 Nov 2018
70.	Management Accounting	Vaibhav Gupta	MBA	11	Visiting	
71.	International Institutions & Trade	Amanpreet Kang	MBA	10	Visiting	

	Implications					
72.	Auditing	Dr. Adarsh Arora, Asso. Prof.	PhD.	16	Regular	4 Sept 2008
73.	Federal Income Tax	Dr. Harjit Singh, Asst. Prof.	PhD.	17	Regular	6 Apr 2015
74.	Financial Accounting & Reporting - II	Dr. Harjit Singh, Asst. Prof.	PhD.	17	Regular	6 Apr 2015
75.	Business Finance and Economics	Ms. Navleen Kaur, Asst. Prof.	MBA	2	Regular	12 Nov 2018
76.	Accounting Ethics and Business Law	Dr. Vibha Singh, Asst. Prof.	PhD.	10	Regular	12 Nov 2018
77.	Project Work (Accounting Research)	Dr. T.V. Raman, Professor	PhD.	12	Regular	8 Aug 2005
78.	Hospital Functions and Services	Monish KM,	MHA	8	Regular	1 Dec 2015
79.	Hospital Planning	Dr. Chandra Rosha	MBBS	30	Regular	5 May 2012
80.	Hospital Organization	Dr. Chandra Rosha	MBBS	30	Regular	5 May 2012
81.	Health Insurances and Health Economics	Monish KM	MHA	8	Regular	1 Dec 2015
82.	Healthcare Quality and Accreditation	Monish KM	MHA	8	Regular	1 Dec 2015
83.	Lifecycle Nutrition	Dr. Karuna Singh, Asst. Prof.	PhD.	19	Regular	17 Jan 2011
84.	Overweight and Obesity	Dr. Tanu Jain, Asst. Prof.	PhD.	2	Regular	18 July 2017
85.	Nutrition and Diabetes	Dr. Meena Kumari, Asst. Prof.	PhD.	1	Regular	29 Jan 2018
86.	Nutrition in Cardiovascular and Respiratory Condition	Dr. Karuna Singh, Asst. Prof.	PhD.	19	Regular	17 Jan 2011
87.	Nutrition in Gastrointestinal Diseases	Dr. Tanu Jain, Asst. Prof.	PhD.	2	Regular	18 July 2017
88.	Nutrition in Other Disease Conditions	Dr. Meena Kumari, Asst. Prof.	PhD.	1	Regular	29 Jan 2018
89.	Critical Care Nutrition	Dr. Meena Kumari, Asst. Prof.	PhD.	1	Regular	29 Jan 2018
90.	Fundamentals of Tourism	Narender Kumar, Asst. Prof.	MBA	11	Regular	27 Feb 2012
91.	Travel Agency Management	Narender Kumar, Asst. Prof.	MBA	11	Regular	27 Feb 2012
92.	Basics of Accounting	Dr. Harjit Singh, Asst. Prof.	PhD.	17	Regular	6 Apr 2015
93.	Tourism Product and Services and Marketing	Dr. Alka Maheshwari, Asst. Prof.	PhD.	28	Regular	6 Oct 2008
94.	Principles of Management	Vivek Singh Tomar, Asst. Prof.	M.Phil, MBA	15	Regular	18 Jan 2007
95.	Tourism Planning & Policy	Dr. Alka Maheshwari, Asst. Prof.	PhD.	28	Regular	6 Oct 2008
96.	Business Communication	Dr. Gauri Singh Mahalwar, Asst. Prof.	PhD.	10	Regular	19 Jan 2009

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97.	The Path to Digital Journey	Karan Bhatia	MBA	8	Regular	3 Dec 2018
98.	Brand Digital Presence and Optimization	Vivek Chande	MBA	11	Visiting	
99.	Fundamentals of Digital Mkt Social Media & E-Com	Dr. Archana Singh, Asso. Prof.	PhD.	19	Regular	11 Dec 2002
100.	Search Engine Marketing	Dr. Anju Gulla	PhD.	22	Visiting	
101.	Managing the Value of Customer Relationship	Karan Bhatia	MBA	8	Regular	3 Dec 2018
102	Content Marketing	Diptarup Chakraborty	MBA	15	Regular	
103.	Effective E Mail Marketing	Dr. Anju Gulla	PhD.	22	Visiting	
104	Adtech and Martech Ecosystem	Vikrant Bhargava	MBA	10	Visiting	
105	Mobile App Marketing	Sumedha Chatterjee	MBA	10	Visiting	
106	Marketing Analytics – Data Tools & Techniques	Karan Bhatia	MBA	8	Regular	3 Dec 2018
107	Selling Ideas- How to Influence Others	Karan Bhatia	MBA	8	Regular	3 Dec 2018
108	Blockchain Fundamentals	Srinivas Mahankali	B.Tech, PGDM	30	Visiting	
109	Web Technologies & Programming Fundamentals	Dr. Archana Singh, Asso. Prof.	PhD.	19	Regular	11 Dec 2002
110	Technicalities & Implementation of Blockchain	Srinivas Mahankali	B.Tech, PGDM	30	Visiting	
111	Introduction to Ethereum	Sudhir Chaudhary	M.Tech	13	Visiting	
112	Building Ethereum Application	Debjani Mohanty	M.Tech	17	Regular	10 July 2018
113	Alternate Pub, Fed & Pvt Blockchain Comparisons	Srinivas Mahankali	B.Tech, PGDM	30	Visiting	
114	Enterprise Blockchain App & Hyperledger	Akash Gaurav	B.Tech, MBA	10	Visiting	
115	Architecting Blockchain Solutions	Kartic K	M.Tech		Visiting	
116	New Generation Tech & Shift of Blockchain	Jitender Bhutani	B.Tech, MBA		Visiting	
117	Capstone Project	Srinivas Mahankali	B.Tech, PGDM	30	Visiting	
118	The Science of Data Driven Decision Making	Ashish Gilotra	M.Tech	20	Visiting	
119	Statistical Modelling	Dr. Sarika Jain, Asso. Prof.	PhD.	18	Regular	28 Sept 2005

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120	Supervised & Unsupervised Learning Algorithms	Dr. Karthic Narayan	PhD.	8	Visiting	
121	Forecasting Techniques	Dr. Suresh Vardhrajan	PhD.	8	Visiting	
122	Optimization Analytics Techniques	Ashish Gilotra	M.Tech	20	Visiting	
123	Dimension Reduction Techniques	Dr. Uday Kulkarni	PhD.	15	Visiting	
124	Ensemble Learning Techniques	Alan Simon	M S	10	Visiting	
125	Primer on Big Data Analytics & Artificial Intelligence	Ruchika Batla, Asst. Prof.	MCA	14	Regular	1 Aug 2007
126	Machine Learning & Artificial Intelligence	Ruchika Batla, Asst. Prof.	MCA	14	Regular	1 Aug 2007
127	Supervised Learning	Dr.Sakshi Babbar	PhD.	10	Visiting	
128	Unsupervised Learning	Dr.Sakshi Babbar	PhD.	10	Visiting	
129	Reinforcement Learning	Dr.Sakshi Babbar	PhD.	10	Visiting	
130	Neural Networks / Deep Learning	Ruchika Batla, Asst. Prof.	MCA	14	Regular	1 Aug 2007
131	Machine Learning Applications Across Industries	Ruchika Batla, Asst. Prof.	MCA	14	Regular	1 Aug 2007
132	Capstone Project	Ashish Gilotra	M.Tech	20	Visiting	
133	Ecology Environment and Tourism	Dr. Mahesh Chandra Uniyal	PhD.	12	Visiting	
134	Tourism Product and Services	Dr. Alka Maheshwari, Asst. Prof.	PhD.	28	Regular	6 Oct 2008
135	Culture & Heritage Management	Dr. Mahesh Chandra Uniyal	PhD.	12	Visiting	
136	Geography of Tourism	Narender Kumar	MTM	15	Regular	27 Feb 2012
137	Tourism Organization	Narender Kumar	MTM	15	Regular	27 Feb 2012
138	Transport System	Lajwanti Naidu, Asst. Prof.	MBA	16	Regular	16 Jan 2009
139	Destination of India - I	Dr. Alka Maheshwari, Asst. Prof.	PhD.	28	Regular	6 Oct 2008
140	Introduction of Hospitality	Dr. Piyush Sharma, Asso. Prof.	MBA, PhD.	14	Regular	15 Sept 2015
141	Tourism Planning & Policy	Dr. Alka Maheshwari, Asst. Prof.	PhD.	28	Regular	6 Oct 2008
142	Travel Agency Management	Lajwanti Naidu, Asst. Prof.	MBA	16	Regular	16 Jan 2009
143	Basics of Tourism Marketing	Dr. Piyush Sharma, Asso. Prof.	MBA, PhD.	14	Regular	15 Sept 2015
144	Global Tourism Resources	Dr. Bivek Dutta, Asst. Prof.	PhD.	15	Regular	1 Dec 2009
145	Introduction to	Lajwanti Naidu, Asst. Prof.	MBA	16	Regular	16 Jan 2009

	Aviation & Cargo					
146	Special Interest Tourism	Lajwanti Naidu, Asst. Prof.	MBA	16	Regular	16 Jan 2009
147	Basics of Accounting	Dr. Harjit Singh, Asst. Prof.	PhD.	17	Regular	6 Apr 2015
148	Contemporary Issues for International Tourism	Narender Kumar	MTM	15	Regular	27 Feb 2012
149	Destination Planning & Development	Dr. Alka Maheshwari, Asst. Prof.	PhD.	28	Regular	6 Oct 2008
150	Introduction to Airfares and Air Ticketing	Narender Kumar	MTM	15	Regular	27 Feb 2012
151	Event Management	Suresh Gaur	MA (JMC)	13	Visiting	
152	Human Resource Management	Dr. Jaya Yadav, Professor	PhD.	21	Regular	24 Dec 2004
153	Sustainable Tourism	Dr. Piyush Sharma, Asso. Prof.	MBA, PhD.	14	Regular	15 Sept 2015
154	Tourism Laws	Narender Kumar	MTM	15	Regular	27 Feb 2012
155	Principles and Practices of Management	Vivek Singh Tomar, Asst. Prof.	M.Phil, MBA	15	Regular	18 Jan 2007
156	Business Economics	Dr. Puja Singhal	PhD.		Visiting	
157	English Language	Gibu Sabu, Asst. Prof.	M.Phil MA	11	Regular	24 Feb 2009
158	Business Mathematics	Dr. Sarika Jain, Asso. Prof.	PhD.	18	Regular	28 Sept 2005
159	Organizational Behaviour	Vivek Singh Tomar, Asst. Prof.	M.Phil, MBA	15	Regular	18 Jan 2007
160	Computers in Management	Jitendra Singh Tomar, Asst. Prof.	M.Tech	20	Regular	6 Nov 2006
161	Business Environment	Aditya Kumar Gupta, Asst. Prof	MBA	15	Regular	20 June 2006
162	Business Communication	Dr. Gauri Singh Mahalwar, Asst. Prof.	PhD.	10	Regular	19 Jan 2009
163	Business Law	Alok Verma, Asst. Prof.	MBA LLB	11	Regular	2 Mar 2009
164	Management Information System	Dr. Tina Bagga, Professor	PhD.	21	Regular	18 June 2001
165	Production and Operations Management	Jitendra Kumar	M.Phil, MBA	8	Regular	
166	Advertising and Sales Promotion	Divya Christopher	MBA	5	Visiting	
167	Total Quality Management	Jitendra Kumar	M.Phil, MBA	8	Regular	
168	Business Statistics	Dr. Renuka Bakshi, Asst. Prof.	PhD.	13	Regular	25 Nov 2010
169	Entrepreneurship Management	Dr. Sandeep Bhasin, Asso. Prof.	MBA, PhD.	24	Regular	26 Dec 2011
170	Cost & Managerial Accounting	Dr. Ashu Jain	PhD.	8	Visiting	

171	Behavioural & Allied Science	Dr. A K Sinha	PhD.	8	Visiting	
172	Mathematics	Deepa Gupta, Asst. Prof.	M.Tech	12	Regular	13 Aug 2007
173	Introduction to IT	Dr. Tina Bagga, Professor	PhD.	21	Regular	18 June 2001
174	C Programming	Dr. Nitin Pandey, Asst. Prof.	M.Sc., PhD.	16	Regular	4 June 2007
175	C Programming Lab	Dr. Nitin Pandey, Asst. Prof.	M.Sc., PhD.	16	Regular	4 June 2007
176	Data & File Structure Using C	Dr. Bhawna Minocha	PhD.		Visiting	
177	Computer Organization	Dr. Anupama R., Professor	M.Phil, MBA, PhD.	22	Regular	10 Sept 2004
178	Discrete Mathematics	Anant Jayswal, Asst. Prof.	M.Tech	17	Regular	24 Jan 2002
179	Data Structure Lab	Dr. Nitin Pandey, Asst. Prof.	M.Sc., PhD.	16	Regular	4 June 2007
180	Computer Networks	Dr. Sapna Sinha, Asst. Prof.	M.Phil, MCA, PhD.	22	Regular	1 Nov 2006
181	Data Base Management System	Abhishek Srivastava, Asst. Prof.	M.Tech	8	Regular	22 Aug 2012
182	Operating Systems	Dr. Amrish Kumar Choubey, Asst. Prof.	MCA, PhD.	20	Regular	22 Sept 2008
183	Software Engineering	Shubhra Gautam Sharma	MCA	10	Visiting	
184	Computer Graphics	Shubhra Gautam Sharma	MCA	10	Visiting	
185	Programming in Visual Basic	Dr. Laxmi Ahuja, Professor	PhD.	19	Regular	15 Feb 2001
186	Object Oriented Design Using UML	Dr. Laxmi Ahuja, Professor	PhD.	19	Regular	15 Feb 2001
187	Computer Graphics & Visual Basic Lab	Shubra Gautam Sharma	MCA	10	Visiting	
188	Java Programming	Dr. Laxmi Ahuja, Professor	PhD.	19	Regular	15 Feb 2001
189	E-Commerce	Dr. Amrish Kumar Choubey, Asst. Prof.	MCA, PhD.	20	Regular	22 Sept 2008
190	Wireless Communication & Network Security	Rana Majumdar	M.Tech	11	Visiting	
191	Data Warehouse and Mining	Abhishek Srivastava, Asst. Prof.	M.Tech	8	Regular	22 Aug 2012
192	Java and Unix Programming Lab	Dr. Laxmi Ahuja, Professor	PhD.	19	Regular	15 Feb 2001
193	Multimedia & its Applications	Dharmendra Kumar, Asst. Prof.	MA (JMC)	18	Regular	22 Jan 2007
194	Web Technologies	Dr. Archana Singh, Asso. Prof.	PhD.	19	Regular	11 Dec 2002
195	Introduction to Journalism & Mass Comm.	Dr. Piyashi Dutta, Asst. Prof.	PhD.	4	Regular	27 Feb 2017
196	Advertising	Dr. Vandana Gupta, Asst. Prof	MBA, PhD.	16	Regular	2 Nov 2006

197	Print Media	Tasha Singh Parihar	MA (JMC)		Visiting	
198	Electronic Communication	Ratnesh Dwivedi	MA (JMC)	10	Visiting	
199	History, Culture & Society	Mahesh Chandra Uniyal	MBA	12	Visiting	
200	News Writing	Dr. Aman Vats, Asso. Prof.	MBA	22	Regular	1 July 2014
201	Print Design & Layout	Dr. Aman Vats, Asso. Prof.	MBA	22	Regular	1 July 2014
202	Public Relation & Corporate Communication	Pulkit Jain, Asst. Prof.	M.Sc.	10	Regular	8 July 2014
203	Event Management; Principles and Methods	Suresh Gaur	MA (JMC)		Visiting	
204	Reporting & Writing for Media	Dr. Aman Vats, Asso. Prof.	MBA	22	Regular	1 July 2014
205	Editing: Concepts and Process	Dr. Aman Vats, Asso. Prof.	MBA	22	Regular	1 July 2014
206	Photo Journalism	Dr. Aman Vats, Asso. Prof.	MBA	22	Regular	1 July 2014
207	Computer Application for Journalism	Shiny Singh	MBA		Visiting	
208	Advertising throughPrint, Radio & Television	Suresh Gaur	MA (JMC)		Visiting	
209	Media and Society	Ankit Kashyap, Asst. Prof.	MA (JMC)	9	Regular	5 Apr 2010
210	Audio Visual Communication	Dr. Kalyan Chatterjee, Professor	PhD.	16	Regular	1 Sept 2005
211	Advance Reporting and Production Techniques	Dr. Kalyan Chatterjee, Professor	PhD.	16	Regular	1 Sept 2005
212	TV Production: Script to Screen	Dr. Nipunika Shahid, Asst. Prof.	PhD.	19	Regular	21 Apr 2008
213	Cyber Journalism	Dr. Nipunika Shahid, Asst. Prof.	PhD.	19	Regular	21 Apr 2008
214	Press Law & Media Ethics	Ratnesh Dwivedi	MA (JMC)		Visiting	
215	World Media Scenario	Dr. Kalyan Chatterjee, Professor	PhD.	16	Regular	1 Sept 2005
216	Media Ecology	Ankit Kashyap, Asst. Prof.	MA (JMC)	9	Regular	5 Apr 2010
217	Fundamentals of Computer Science	Jitendra Tomar	M.Tech		Regular	
218	Programming & Problem Solving Through C Lang.	Arti Rana	M.Phil	7	Visiting	
219	Digital Electronics	Dr. Sanjeev Thakur, Professor	M.Tech, PhD.	20	Regular	19 Aug 1999
220	Basic Mathematics	Dr. Sarika Jain, Asso. Prof.	PhD.	18	Regular	28 Sept 2005
221	PC Packages	Dr. Laxmi Ahuja, Professor	PhD.	19	Regular	15 Feb 2001
222	Introduction to Financial Accounting	Dr. Harjit Singh, Asst. Prof.	PhD.	17	Regular	6 Apr 2015

223	Networking Basics	Dr. Abhishek Singhal, Asst. Prof	M.Tech	17	Regular	6 July 2011
224	Oracle	Shambhu Kumar Jha, Asst. Prof	MCA, M.Phil	20	Regular	11 Sept 2006
225	Computer Oriented Numerical Analysis	Anant Jayswal, Asst. Prof.	MCA	17	Regular	24 Jan 2002
226	Visual Basic	Dr. Laxmi Ahuja, Professor	PhD.	19	Regular	15 Feb 2001
227	Introduction to Data Bases Management Systems	Shambhu Kumar Jha, Asst. Prof	MCA, M.Phil	20	Regular	11 Sept 2006
228	Business Systems	Shambhu Kumar Jha, Asst. Prof	MCA, M.Phil	20	Regular	11 Sept 2006
229	Data Structure Through C Language	Dr. Sarika Jain, Asso. Prof.	PhD.	18	Regular	28 Sept 2005
230	Digital and Computer Organization	Dr. Sanjeev Thakur, Professor	M.Tech, PhD.	20	Regular	19 Aug 1999
231	Web Designing	Dr. Archana Singh, Asso. Prof.	PhD.	19	Regular	11 Dec 2002
232	Router Protocols and Concepts	R B Agnihotri	M.Tech		Visiting	
233	Structured System Analysis and Design	Shweta Bhardwaj, Asst. Prof.	M.Tech	11	Regular	15 July 2008
234	Fundamentals of E-Commerce	Dr. Amrish Kumar Choubey, Asst. Prof.	MCA, PhD.	11	Regular	22 Sept 2008
235	Lan Switching and Wireless	Dr. Abhishek Singhal, Asst. Prof	M.Tech	17	Regular	6 July 2011
236	Operating System (Unix, Linux & Shell Prog.)	Dr. Amrish Kumar Choubey, Asst. Prof.	MCA, PhD.	11	Regular	22 Sept 2008
237	Data Communication and Computer Networks	Dr. Sapna Sinha, Asst. Prof.	MCA, M.Phil, PhD.	22	Regular	1 Nov 2006
238	Java Programming	Dr. Laxmi Ahuja, Professor	PhD.	19	Regular	15 Feb 2001
239	Accessing the WAN	Dr. Sanjay Kumar Dubey, Asso. Prof.	PhD.	18	Regular	16 Oct 2006
240	Multimedia Technologies	Dharmendra Kumar, Asst. Prof.	MA (JMC)	18	Regular	22 Jan 2007
241	Introduction to Enterprise Resource Planning	Dr. Archana Singh, Asso. Prof.	PhD.	19	Regular	11 Dec 2002
242	Business Organization and Management	Aditya Kumar Gupta, Asst. Prof.	MBA	15	Regular	20 June 2006
243	Democracy and Governance in India	Dr. Harshita Singh, Asst. Prof.	PhD.	9	Regular	1 Dec 2010
244	English	Gibu Sabu, Asst. Prof.	M.Phil, MA	11	Regular	24 Feb 2009
245	Cost Accounting	Dr. Sujata Khandai, Dy.Dean	MBA	22	Regular	21 Sept 2015
246	Computer Application in Business	Jitendra Tomar	M.Tech		Visiting	

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247	Environmental Management	Aditya Kumar Gupta, Asst. Prof.	MBA	15	Regular	20 June 2006
248	Business Statistics	Dr. Renuka Bakshi, Asst. Prof	PhD.	11	Regular	25 Nov 2010
249	Economic Theory & Applications	Tavishi, Asst. Prof	MBA	11	Regular	18 Sept 2008
250	Management Accounting	Vaibhav Gupta	MBA		Visiting	
251	Income Tax Laws and Practices	Dr. Harjit Singh, Asst. Prof.	PhD.	17	Regular	6 Apr 2015
252	Advertising and Personal Selling	Dr. Anurupa B Singh, Asso. Prof.	PhD.	10	Regular	5 Sept 2011
253	Corporate Accounting	Dr. Harjit Singh, Asst. Prof.	PhD.	17	Regular	6 Apr 2015
254	Foundation Course in Language - I	Dr. Anindita Sahoo	PhD.		Visiting	
255	Behavioural Sciences - I	Dr. A K Singh	PhD.		Visiting	
256	Introduction to Society	Dr. Chanda Rani Akhauri	PhD.		Visiting	
257	Foundation Course in Language - II	Dr. Anindita Sahoo	PhD.		Visiting	
258	Behavioural Sciences - II	Dr. A K Singh	PhD.		Visiting	
259	Social Problems in India	Prashant Chauhan, Asst. Prof.	MSW	8	Regular	15 Feb 2011
260	Communication Skills	Dr. Aparna Sharma, Asst. Prof.	PhD.	15	Regular	25 June 2012
261	Social Research Methods	Prashant Chauhan, Asst. Prof.	MSW	8	Regular	15 Feb 2011
262	Social Psychology	Dr. Mamata Mahapatra, Professor	PhD.	12	Regular	19 May 2015
263	English for Work Purposes	Gibu Sabu, Asst. Prof.	M.Phil	11	Regular	24 Feb 2009
264	Computer Applications	Dr. Anupam R, Professor	M.Phil, PhD.	23	Regular	10 Sept 2004
265	Introduction to Political Sciences	Dr. Shalini Saxena, Asst. Prof.	PhD.	9	Regular	13 Sept 2010
266	Foundation of Social Thought	Dr. Mamata Mahapatra, Professor	PhD.	12	Regular	19 May 2015
267	Society in India: Structure & Change	Dr. Chanda Rani Akhauri	PhD.		Visiting	
268	Economic & Political Structure	Prashant Chauhan, Asst. Prof.	MSW	8	Regular	15 Feb 2011
269	Basic Foundations of Education	Dr. Mahima Gupta, Asso. Prof.	PhD.	31	Regular	18 Mar 2014
270	Educational Technology	Dr. Gyanendra Nath Tiwari, Asso. Prof.	PhD.	15	Regular	17 Nov 2011
271	Educational Guidance & Counselling	Dr. Seema Agnihotri, Asst. Prof.	PhD.	14	Regular	1 July 2013
272	Social Welfare and Social Legislation	Prashant Chauhan, Asst. Prof.	MSW	8	Regular	15 Feb 2011

273	Health and Society	Monish KM,	MHA	8	Regular	1 Dec 2015
274	Gender and Development	Dr. Mamata Mahapatra, Professor	PhD.	12	Regular	19 May 2015
275	Assessment and Evaluation in Education	Dr. Mahima Gupta, Asso. Prof.	PhD.	31	Regular	18 Mar 2014
276	Educational Management & Administration	Dr. Anil Sehrawat, Professor	PhD.	13	Regular	2 Jan 2017
277	Principles of Education	Dr. Seema Agnihotri, Asst. Prof.	PhD.	14	Regular	1 July 2013
278	Legal Aspects of Business	Alok Verma, Asst. Prof.	MBA LLM	11	Regular	2 Mar 2009
279	Business Policy & Strategic Management	Ruchi Sharma	PhD.		Visiting	
280	Entrepreneurship Process and Behaviour	Dr. Anjani Kumar Singh, Professor	PhD.	19	Regular	18 June 2007
281	Innovation in Business and Enterprise	Dr. Anjani Kumar Singh, Professor	PhD.	19	Regular	18 June 2007
282	Evaluating Business Opportunities	Dr. Sandeep Bhasin, Asso. Prof.	MBA	8	Regular	26 Dec 2011
283	Security Analysis and Portfolio Management	Dr. Harjit Singh, Asst. Prof.	PhD.	17	Regular	6 Apr 2015
284	International Trade Finance	Amanpreet Kang	MBA		Visiting	
285	International Economics and Policy	Amanpreet Kang	MBA		Visiting	
286	International Trade Procedures and Documentation	Dr. Alka Mourya, Asso. Prof.	MBA	21	Regular	1 May 2005
287	Application of General Insurance	Anupam Suri	MBA		Visiting	
288	Life Insurance – Underwriting and Claims	Dr. Sunil Kadyan	PhD.	7	Regular	12 May 2014
289	Regulatory Framework of Insurance	Anupam Suri	MBA		Visiting	
290	Management of Technology and Innovation	Dr. Anjani Kumar Singh, Professor	PhD.	19	Regular	18 June 2007
291	Supply Chain Management	Dr. Parikshit Joshi, Asst. Prof.	PhD.	12	Regular	5 Oct 2015
292	Fundamentals of Retailing	Pooja Sehgal Tabeck, Asst. Prof.	MBA, M.Phil	15	Regular	8 Sept 2009
293	Merchandising Management	Dr. Amit Kumar Pandey, Asst. Prof.	PhD.	12	Regular	5 Oct 2015
294	Retail Supply Chain & Logistics Management	Dr. Rahul Gupta, Asst. Prof.	PhD.	13	Regular	1 Sept 2015
295	Hospitality Management	Vikas Gupta, Asst. Prof.	MTM	10	Regular	11 Aug 2015

296	Feed and Beverages Management	Paresh Bali, Asst. Prof.	MBA	15	Regular	3 Aug 2009
297	Object Oriented Programming Concepts Using C Plus Plus	Ruchika Bathla, Asst. Prof.	MCA	10	Regular	1 Aug 2007
298	Internet and New Media	Dr. Kalyan Chatterjee, Professor	PhD.	16	Regular	1 Sept 2005
299	Programming and Problem Solving Through C lang.	Arti Rani	M.Phil	7	Visiting	
300	Introduction to Object Oriented Prog & C++	Richa Singh, Asst. Prof.	MCA	10	Regular	15 July 2009
301	Cost and Management Accounting	Dr. Sujata Khandai, Dy.Dean	MBA	22	Regular	21 Sept 2015
302	Front Office Management	Paresh Bali, Asst. Prof.	MBA	15	Regular	3 Aug 2009
303	Fundamentals of Petroleum Exploration	Dr. Jyoti Singh, Asst. Prof.	PhD.	16	Regular	6 Oct 2008
304	Fundamentals of Oil & Gas Business	Dr. Jyoti Singh, Asst. Prof.	PhD.	16	Regular	6 Oct 2008
305	Project Management	Divya Christopher	MBA	5	Visiting	
306	Big Data Analytics	Ashish Gilothra	ME	20	Visiting	
307	Deep Learning	Ashish Gilothra	ME	20	Visiting	
308	Machine Learning (Supervised Learning) II	Dr. Shakshi Babbar	PhD.		Visiting	
309	Machine Learning Basics	Dr. Shakshi Babbar	PhD.		Visiting	
310	Machine Learning (Unsupervised) - I	Ruchika Bathla, Asst. Prof.	MCA	10	Regular	1 Aug 2007
311	Media Marketing & Circulation	Tasha Singh Parihar	MA Mass Com		Visiting	
312	Media Laws and Ethics	Tasha Singh Parihar	Ma Mass Com		Visiting	
313	Media Globalization	Ankit Kashyap, Asst. Prof	MA Mass Com	9	Regular	5 Apr 2010
314	New Media Communication	Dr. Aman Vats, Asso. Prof.	MBA, PhD.	22	Regular	1 July 2014
315	Public relations & Corporate Communication	Pulkit Jain, Asst. Prof	M.Sc	10	Regular	8 July 2014
316	Development Journalism	Dr. Piyashi Dutta, Asst. Prof.	PhD.	4	Regular	27 Feb 2017
317	Foreign Trade Policy	Amanpreet Kang	MBA		Visiting	
318	International cross Culture& Diversity Management	Amanpreet Kang	MBA		Visiting	
319	Global Business Operation	Vivek Singh Tomar, Asst. Prof.	M.Phil, MBA	15	Regular	18 Jan 2007

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320	Risk Management and Reinsurance	B R Singh	MBA		Visiting	
321	Insurance Marketing and Client Management	Anupam Suri	MBA		Visiting	
322	Product development and Pricing	Pooja Sehgal Tabeck, Asst. Prof.	MBA, M.Phil	15	Regular	8 Sept 2009
323	Web Enabled Business Process	Vivek Singh Tomar, Asst. Prof.	M.Phil, MBA	15	Regular	18 Jan 2007
324	Enterprise Management	Dr. Anupama R., Professor	M.Phil, MBA, PhD.	22	Regular	10 Sept 2004
325	Information Security and Risk	Dr. Himanshu Gupta, Asst. Prof.	MCA, PhD.	4	Regular	25 July 2016
326	Hospitality Laws	Vikas Gupta, Asst. Prof.	MBA	11	Regular	11 Aug 2015
327	Accomodation Management	Paresh Bali, Asst. Prof.	MBA	19	Regular	3 Aug 2009
328	Health Insurances and Health Economics	Monish KM,	MHA	8	Regular	1 Dec 2015
329	Forex Markets and Currency Derivatives	Dr. Ashima Agarwal, Asst. Prof.	MBA	17	Regular	1 Aug 2006
330	Mergers and Acquisitions	Dr. Harjit Singh, Asst. Prof.	PhD.	17	Regular	6 Apr 2015
331	Treasury and Risk Management	Dr. Harsh Kumar, Asso. Prof.	PhD.	22	Regular	3 Dec 2014
332	Banking Law and Regulation	Dr. Harsh Kumar, Asso. Prof.	PhD.	22	Regular	3 Dec 2014
333	Credit and Risk Management	Dr. Ashima Agarwal, Asst. Prof.	MBA	17	Regular	1 Aug 2006
334	Retail and Commercial Banking	Dr. Harsh Kumar, Asso. Prof.	PhD.	22	Regular	3 Dec 2014
335	Trade Finance and Cash Management	Amanpreet Kang	MBA		Visiting	
336	Introduction to Computer and Programming Concept	Rana Majumdar	M.Tech		Visiting	
337	Digital Electronics & Computer Organisation	Dr. Sanjeev Thakur, Professor	M.Tech, PhD.	25	Regular	19 Aug 1999
338	Numerical and Statistical Computations	Anant Jayaswal, Asst. Prof.	M.Tech	17	Regular	24 Jan 2002
339	Unix and Shell Programming	Dr. Laxmi Ahuja, Professor	PhD.	19	Regular	15 Feb 2001
340	Fundamentals of Petroleum Exploration	Pratul Jhakhmola	M.Tech		Visiting	
341	Petro Economics	Pratul Jhakhmola	M.Tech		Visiting	
342	Fundamentals of Refining	Pratul Jhakhmola	M.Tech		Visiting	
343	Environment and Carbon Finance	Pratul Jhakhmola	M.Tech		Visiting	

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c.   **Course mentor**

S. No.	Names with Designation	Qualification	Experiences	Type (Regular/ Contract) with gross salary/ month	Date of joining programme
1.	Prof. Gaurav Agarwal, Asst. Professor	MA(Eco), MTM	20	Regular	4 Sept 2018
2.	Dr. Kanika Gupta, Dy. Director	PhD.	12	Regular	13 Sept 2017
3.	Prof. Keshav Bhatia, Asst. Professor	PhD.	22	Regular	
4.	Prof. Sachit Paliwal, Asst. Professor	MBA	10	Regular	22 Aug 2016
5.	Dr. Archana Singh, Asso. Prof.	PhD.	19	Regular	11 Dec 2002
6.	Dr. Aman Vats, Asso. Prof.	MBA, PhD.	22	Regular	1 July 2014
7.	Prof. Ashish Gilhotra		20	Visiting	

Any other details

3.5   Details of Administrative staff

a.   **Number of Administrative staff available exclusively for Online programmes**

Admin Staff	Required	Available
Deputy Registrar	1	Yes (Sachit Paliwal)
Assistant Registrar	1	Yes (Rita Naskar)
Section Officer	1	Yes (Vikash Verma)
Assistants	3 (2 for DMUniversities)	Yes (Mukesh Yadav, Mukesh Prasad)
Computer Operator	2	Yes (Navin Kumar, Kuldeep)
Multi Tasking Staff	2	Yes (Sanjay Kumar, Rajkumar Verma)

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

b. **Number and details of Technical Support for Online Programmes as per Annexure -IV:**

i. **Technical Team for Development of e-Content as Self-Learning e- Modules:**

Post	Required	Available
Technical Manager (Production)	1	Yes (SKumar)
Technical Associate (Audio- Video recording and editing)	1	Yes (JGM)
Technical Assistant (Audio-Video recording)	1	Yes (SS)
Technical Assistant (Audio-Video editing)	1	Yes (Mohit)

ii. **For Delivery of Online Programmes:**

Post	Required	Available
Technical Manager (LMS and Data Management)	1 (per Centre)	Yes (NS)
Technical Assistant (LMS and Data Management	2	Yes (Ombir, Sheetal)

iii. **For Admission and Examination for Online mode:**

Post	Required	Available
Technical Manager (Admission, Examination and Result)	1 (per Centre)	Yes (AA)
Technical Assistant (Admission, Examination andResult)	2	Yes (PKS, PK, Ombir)

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

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 thereof
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	Yes	
2.	For ensuring transparency and credibility, the full time faculty of the Online 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	Yes	
3.	A Higher Educational Institution offering programme through Online mode shall conduct examinations either using Computer based test or pen and paper test in a proctored environment in designated test centre with all the security arrangements ensuring transparency and credibility of the examinations. It can also conduct online examination through technology mediated proctoring.	Yes	
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.	Yes	
5.	The number of examination centres in a city or	Yes	

S.No.	Provisions in Regulations	Whether complied Yes/No	If No, Reason thereof
	State must be proportionate to the student enrolment from the region		
6.	Building and grounds of the examination centre must be clean and in good condition.	Yes	
7.	The examination centre must have an examination hall with adequate seating capacity and basic amenities	Yes	
8.	Fire extinguishers must be in working order, locations well marked and easily accessible. Emergency exits must be clearly identified and clear of obstructions	Yes	
9.	The Examination Centre shall have adequate and comfortable seating capacity and amenities including adequate lighting, ventilation and clean drinking water facilities	Yes	
10.	Safety and security of the examination centre must be ensured	Yes	
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	Yes	
12.	Provision of drinking water must be made for Learners	Yes	
13.	Adequate parking must be available near the examination centre	Yes	
14.	Facilities for Persons with Disabilities should be Available	Yes	

4.2 Compliance of facilities required for the conduct of Online examination for online programmes

S.	Provisions in Regulations	Whether	If No,
No.		being compliedYes/No **If yes, please provide details andupload relevant documents**	Reason thereof
1.	Requirements at Test Centres (as mentioned in provision II (B)(13)(i) of Annexure II)	As per the regulatory permission the examinations were conducted through remote proctored method.	
2.	Requirement of proctors (as mentioned in provision II (B)(13)(ii) of Annexure II)	It was appropriately organized as per the regulation.	
3.	Security arrangements in the testing centre (as mentioned in provision II (B)(13)(iii) of Annexure II)	It was appropriately organized as per the regulation.	
4.	Remote Proctoring (as mentioned in provision II (B)(13)(iii) of Annexure II)	It was appropriately organized as per the regulation.	

4.3 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, Uploadrelevant document	If No, Reason thereof
1.	The Higher Educational Institution shall adopt the guidelines issued by the Commission for the conduct of proctored examinations.	**Upload guidelines** **Proctored**	
2.	A Higher Educational Institution offering Online programmes shall have a mechanism well in place for evaluation of learners	**Upload mechanism** **Evaluation**	

	enrolled through Online mode and their certification.		
3.	The evaluation shall include two types of assessments continuous or formative assessment and summative assessment in the form of end semester examination or term end examination: Provided that no semester or year-end examination 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 actually conducted; ii) For Online mode: the learner has minimum participation of 75 per cent. in all the activities of Online programme prior to end semester examination or term end examination.	Internal Assessment End Term Exam	
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 online mode shall be evolved by adopting same standards as being followed in conventional	Framework Sample	

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
	mode/ODL mode by the dual mode Higher Educational Institutions and in Open Distance Learning mode by the Open Universities		
5.	The weightage for different components of assessments for Online mode shall be as under: (i) continuous or formative assessment (in semester): Maximum 30 per cent. (ii) summative assessment (end semester examination or term end examination): Minimum 70 per cent.	**Upload samplequestion paper** **question paper**	
6.	The Higher Educational Institution shall notify all assessment tools to be used for formative and summative assessments	Assessment tools	
7.	Marks or grades obtained in continuous assessment and end semester examinations or term end examinations shall be shown separately in the grade card	**Upload sample** **e-Card**	
8.	A Higher Educational Institution offering a Programme in Online mode shall adopt a rigorous process in development of question papers, question banks, assignments and their moderation, conduct of examination, evaluation of answer scripts by qualified teachers, and result declaration, and shall so frame the question papers as to ensure	**Upload Process** **Process**	

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
	that no part of the syllabus is left out of study by a learner.		
9.	The examination of the programmes in Online 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.	**Upload list** Remote Proctored Examination	
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 and Passports for International learners	Yes	
	(d) In case of non-availability of the Closed-Circuit Television facilities, the Higher Educational Institution shall ensure that proper videography be conducted and video recordings are submitted by particular incharge of examination	NA	

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
	centre to the Higher Educational Institution		
11.	The Higher Educational Institution shall retain all such Closed- Circuit Television recordings in archives for a minimum period of five years	**Upload Sample and list Proctored Exam** Remote Proctored Examination	
12.	(a) There shall be an observer for each of the Examination Centre appointed by the Higher Educational Institution and	**Upload details of Observer assigned** Being the exam through remote proctor method, Amity organized Observer at HQ to monitor entire ecosystem of exam as Chief Observer under the guidance of CoE (Mr. Alok Awtans)	
	(b) It shall be mandatory to have an observer report submitted to the Higher Educational Institution	**Upload Observer Report** Observer Report	
13.	An Higher Educational Institution offering programme through Online mode shall conduct examinations either using technology enabled online test with all the security arrangements ensuring transparency and credibility of the examinations, or through the Proctored Examination and in conformity with any other norms for such examination as may be laid down by the Commission	Remote Proctored Examination	

| 14. | As restriction of territorial jurisdiction is not applicable for Online learning, such Higher Educational Institutions which are recognised to enroll international learners shall endeavour to conduct proctored | Yes | |

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
	examinations for such learners		

15.	(a) Each award of Degree at undergraduate and postgraduate level and post graduate diploma for Online mode 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.
		Upload samples
		Degree
		Statement of Marks
		Evaluation Scheme
		Degree Backside	

	(b) Each award shall also be uploaded on the National Academic Depository		

2

| 16. | 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 ofdelivery; (ii) Date of admission; (iii) Date of completion; (iv) Name and address of all Examination Centres | **Upload samples**

e-Card
Statement of
Marks | |

4.4 Result and Student Progression

For UG, PG and PGD programmes

Semester beginning	Programme name	No. of Students admitted	No. of Students appeared in exams	No. of Students progressed to next year	% of Students passed	% of Students passed in first class
<July,2022>	BA	1636	1017	619	60.86	
	BA(JMC)	57	38	23	60.53	
	BBA	1661	1221	805	65.93	
	B.Com	114	84	42	50.00	
	BCA	2265	1873	1410	75.28	
	MA (JMC)	153	114	80	70.18	
	MBA	2275	1912	1494	78.14	
	M.Com (FM)	181	128	86	67.19	
	MCA	987	853	710	87.40	
<Jan,2023>	BA	1863	653	374	57.27	
	BA(JMC)	139	103	68	66.01	
	BBA	664	464	279	60.12	
	B.Com	334	207	100	48.30	
	BCA	1620	1399	1059	75.69	
	MA(JMC)	72	49	33	67.34	
	MBA	1524	1277	990	77.52	
	M.Com (FM)	91	64	45	70.31	
	MCA	597	521	451	86.56	

Part – V: Programme Project Report (PPR) and e-Learning Material (e-LM)

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 Regulations. The explicit details of approval by its Statutory Authorities shall also be mentioned.

PPR Approval 2021, *2022-23*

PPR B.Com

INSERT TEXT BOX

Upload samples and authority approval

PPR B.Com

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

Upload samples and authority approval
The SLM developed is self-explanatory, self-contained, self-directed, self-motivating and self-evaluating. The material is so designed that it becomes easy for the learners to retain it. It provides them the opportunity to engage in higher-order thinking, critical reasoning and handling complex situations. The audio-video materials are developed to complement the SLM and as such uses simple and appropriate language, it conforms the learning outcomes.

For Online & Computer based learning, the file size is so kept that they can be easily navigated, accessed and downloaded. The format used are either word processing, PDF or E-Pub format. The contents are easily available across platforms and devices. Though the digital files are compressed but the quality is not compromised. Our audio-visual material can be accessed through any device at any place and point of time.

Our curriculum is consistent with the mission of our Institution and is designed on Learning Outcome based Curriculum Framework. The structure is well defined and has the linkage to previous and subsequent stages of learning. The content justify the learning outcomes.

5.3   Compliance status in respect of e-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.

[ELM Approval](),

INSERT TEXT BOX

Upload samples and authority approval

The courses are developed using the four quadrant approach, as per SWAYAM guidelines:

1. Quadrant-I is e-Tutorial; which contains Video and Audio Content, Animation, Simulations, video demonstrations, Virtual Labs, etc.

2. Quadrant-II is e-Content; which contain; self-instructional material (digital Self Learning Material), e-Books, illustrations, case studies, presentations etc, and other references, Related Links, Open source Content on Internet, Video, Case Studies, books including e-books, research papers and journals, Articles, etc.

3. Quadrant-III is the Discussion forum for raising of doubts and clarifying the same on real time basis by the Course Coordinator or his team. Apart from this, we have web conference, seminars, etc.

4. Quadrant-IV is Assessment, which shall contain; Problems and Solutions, which could be in the form of Multiple Choice Questions, Fill in the blanks, Matching Questions, Short Answer Questions, Long Answer Questions, Quizzes, Assignments and solutions, Discussion forum topics and setting up the FAQs.

Part – VI: Programme Delivery through Learning Platform

6.1   Details of Learning Platform
Please provide link and details of Learning Platform opted by HEI.
- *In case of SWAYAM Learning Platform, In case of SWAYAM Learning Platform, details of HEI having access to SWAYAM for the proposed programmes of study (with respective link), duly approved by the statutory bodies of the Higher Educational Institution empowered to decide on academic matters, for - Learner Authentication, Learner Registration, Payment Gateway and Learning Management System*   **NOT Applicable**

INSERT TEXT BOX

- *In case of Non-SWAYAM Learning Platform, evidence to ensure that it is not used in any franchise arrangement with a private service provider and HEI has the ownership of offering Online programmes including all the required components of Online education and compliance to all the provisions of the regulations*

Non-Swayam Platform Approval

INSERT TEXT BOX

Amity University has implemented inhouse learning platform, which meets all required components of Online education and compliance to all provisions of the regulation.
Referring UGC DEB Letter (F.No.39-3/2021 (Entitled)(DEB-II) Dated-22-March-2022, Amity University has obtained UGC-DEB approval for its Non-Swayam Learning Platform <https://amigo.amityonline.com>. UGC Approval letter has been attached for reference. Approval

6.2   Compliance status in respect of the Programme delivery
HEI shall mention mechanism followed to ensure the learner's participation at least for two hours every fortnight as per provision 13 (C) (5) of the Regulations, 2020. Further, details of the norms followed by HEI for delivery of courses in Online mode in Teaching- Learning scheme (as per table 3, Annexure – VII)

2

INSERT TEXT BOX

Course Coordinators ensures the learner's participation and active engagement in Online classes conducted as per lesson plan. Learners attendance is monitored in The Learning Management System, Online Live Classes, Forum Discussion, Feedback Sessions, Faculty Communication, Assignment Submission etc. activities. HEI follows rigorous teaching-learning scheme where E-Learning materials are delivered in Four-Quadrant Approach, which includes video lectures, lecture notes, PDFs, Forum Discussion, reading materials, assessment modules etc. Along with these University also conduct various Employability Skill Enhancement Sessions by industry experts.

6.3 Whether e-learning material of any course in a particular programme was sourced 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 Online 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/Uploads/HEIDocument/20221115112631.pdf UGC Approval Eligible UGC Approval Entitled	
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	https://amityonline.com/	
5.	Programme-wise information on syllabus, suggested readings, contact points for		

S.No.	Provision	Complied Yes/No with explicit linkaddress	If no. Reasons, thereof
	counselling/mentoring, programme structure with credit points, programme- wise faculty details, list of supporting staff, their working hours and mentoring (for Online mode) Schedule	https://drive.google.com/drive/folders/1qs7w7ZRQve7mPyeqAr6VWNwdLOp7mU15?usp=share_link	
6.	Important schedules or date-sheets for admissions, registration, re-registration, counselling/mentoring, assignments and feedback thereon, examinations, result declarations etc.	https://amigo.amityonline.com/mod/resource/view.php?id=274932 Username: amigostudent Password: Amity@123	
7.	Detailed strategy plan related to Online programme delivery, if any including learning materials offered through Online and learner assessment system and quality assurance practices of Online learning programmes	Link	
8.	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 Online programmes and shall be an input for maintaining the quality of the programmes and bridging the gaps, if any	Feedback Dox	
9.	Information regarding all the programmesrecognised by the Commission	https://deb.ugc.ac.in/pdf/Final_List_Entitled(Online)_jan-feb_2023.pdf	

S.No.	Provision	Complied Yes/No withexplicit linkaddress	If no. Reasons, there of
10.	Data of year-wise and programme-wise learner enrolment details in respect of degrees and/or post graduate diplomas awarded	July 2022 Jan 2023	
11.	Complete information about 'e-Learning Material' including name of the faculty who prepared it, when was it prepared and last updated for Online Programmes;	SLM Details	
12.	A compilation of questions and answers under the head 'Frequently Asked Questions' with the facility of online interaction with learners providing hyperlink support for Online Programmes	https://amitysupport.freshdesk.com/support/solutions	
13.	List of the 'Examination Centres' along with the number of learners in each centre, for Online 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 Online programmes	Technology enabled Proctored Examination: • The examination at Amity University are directly control under the responsibility of Controller of Examination. • The Username and Login ID's are generated for every learner so that learner can see all relevant information as their studies progress. • Internal and External assessment are directly handled by Controller of Examination. • The question papers are completely inbound. • For setting of Question Papers, empaneled faculty members are assigned directly by the Controller of Examination for different domains. • The Controller of Examination	

3

has an exclusive panel 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 Controller of Examination it goes for moderation of question papers under the supervision of Moderation Committee of the University. • The concept of question papers are based on 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 on the admit card panel. The Candidate can use the same and practice as many times as he/she wants • Question Papers can be visible to students at the time of examination. It is authenticated by the access Key provided to the student before 5 minutes to start the examination. • Examinations are strictly gets over within the stipulated time frame and cannot be extended under any circumstance. • Technology enabled system ensures the fully secure and authenticated examination environment. • To authenticate the candidate, the proctored systems ask the candidate to show the Government ID proof and face recognition proof. • After approval by the proctor, the student can start the examination. Offline 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 1 Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure IV of ODL Regulations Yes 2 Whether the examination centre is located as per clause 13 (7) of Part IV of Regulations Yes 3 Provision of CCTV Cameras Yes 4 Provision of Bio-metric attendance Yes 5 Provision of Video recording Yes Human Resources Information card panel. The Candidate can use the same and practice as many times as he/she wants • 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 . • Technology enabled system ensures the fully secure and authenticated examination environment. • To authenticate the candidate, the proctored systems ask the candidate to show the Government ID proof. • After approval by the proctor, student can start the examination.	
15.	Academic Calendar mentioning period of the admission process along with the academic session, dates of continuous and end semester examinations or term end examinations, etc	https://amigo.amityonline.com/mod/resource/view.php?id=274932 Username: amigostudent Password: Amity@123	

16.	Reports of the third party academic audit to be undertaken every five years and internal academic audit every year by Centre forInternal Quality Assurance	Awaited	

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

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 compliedYes/No
1.	Enrolment of learners to the Higher Educational Institution, for any reason whatsoever, in anticipation of grant of recognition for offering a programme in online mode, shall render the enrolment invalid	Yes
2.	A Higher Educational Institution shall, for admission in respect of any programme in online mode, accept payment towards admission fee and other fees andcharges- (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
3.	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
4.	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	Yes

	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	
5.	Admission of learners to a Higher Educational Institution for a programme in Online 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	Yes
6.	Every Higher Educational Institution shall– (a) record Aadhaar details or other Government identifier(s) of Indian learner and Passport for anInternational Learner; (b) maintain the records of the entire process of selection of candidates, and preserve such records fora 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 calledupon to do so by any statutory authority of the Government under any law for the time being in force.	Yes
7.	Every Higher Educational Institution shall publish, prior to the date of commencement of admission to any of its programme in Online 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, asmentioned 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 online mode, and the other terms and conditions of such payment	Yes
8. (b)	The percentage of tuition fee and other chargesrefundable 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 online mode, which shall be in consonance with the resources	Yes
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 theamount 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 for admission 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 Online 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 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 fee or 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	Yes
13.	In case a learner, after having admitted to a Higher Educational Institution, for pursuing any programme in online 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 orpublish- (a) any advertisement for inducing learners for taking admission 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 ofinstruction 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

8.2   Whether Higher Educational Institution provided the details of all International learners enrolled immediately after the beginning of the academic session to the Ministry of External Affairs, Ministry of Education and University Grants Commission: Yes/No

YES

If no reason, thereof :

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

Nodal Officer : Mr. Vikash Verma, mobile No.: 9958485983

9.2 **Details of Grievance received**

Numbers of Grievance Received	Numbers of Grievance Resolved
99222	98851

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)
24	24	Yes

Part – X: Innovative and Best Practices

10.1   Innovations introduced during academic year

INSERT TEXT BOX

- Live Virtual Classes: Video conferencing platforms such as Zoom, and Google Meet to conduct live virtual classes. These platforms allowed teachers and students to interact in real-time, facilitating discussions, lectures, and collaborative activities.
- Synchronous and Asynchronous Learning: Online teaching offered flexibility through synchronous and asynchronous learning. Synchronous learning involved real-time interactions, while asynchronous learning allowed students to access pre-recorded lectures, materials, and assignments at their own pace.
- Learning Management Systems (LMS): Used robust Learning Management Systems AMIGO. The platforms provided centralized spaces for teachers to share resources, upload assignments, deliver quizzes, and track students' progress.
- Simulations: To compensate for the absence of physical laboratories, simulations were developed. These tools allowed students to conduct experiments and gain practical knowledge remotely.
- Digital Assessment Tools: Online assessments became crucial, leading to the development of various digital assessment tools. These platforms enabled teachers to create and deliver quizzes, tests, and exams digitally, ensuring secure and efficient evaluation.
- Interactive Content and Multimedia: Educators utilized multimedia resources such as educational videos, animations, interactive presentations, and online simulations to enhance the learning experience and make the content more engaging.
- Collaborative Online Tools: Online collaboration tools like Google Docs, Microsoft Office 365, and cloud-based platforms enabled students to collaborate on group projects, share ideas, and work together in real-time, regardless of their physical locations.
- Flipped classroom pedagogy: An innovative pedagogical approach based on the constructivist school of thought. Evaluating and Analysing in the form of activity-based learning in the classroom wherein the interaction between student and teacher takes place in a flexible learning environment and culture
- Project-based Learning Pedagogy: It is pedagogy of reflective practice and collaboration wherein students connect the concepts with real-life situations so that it could promote lifelong learning
- Communication and Feedback Channels: Online teaching emphasized effective communication and feedback channels. Teachers and students utilized emails, discussion forums, chat platforms, and dedicated communication tools to engage in regular communication, seek clarifications, and provide feedback.

10.2   Best Practices of the HEI

INSERT TEXT BOX

1. **Engaging Content**: We have developed interactive and multimedia-rich content to enhance student engagement through four Quadrant approach- E-tutorials, E-content, Assessments and Web resources. Which includes pre-recorded videos, quizzes and additional resources to make the learning experience more immersive and enjoyable.

2. **Expert faculties from across the globe**: We engage faculties who are experts in their respective fields from across the globe to ensure our students get the best of education in their domain area.

3. **Clear Learning Objectives**: Clearly define learning objectives at the beginning of each course or module. This helps students understand what they will achieve and stay focused throughout the learning process.

4. **Collaborative Learning**: Encourage collaboration among students through online discussion forums, projects, study groups and PCP (Personal Contact Program). This facilitates peer learning.

5. **Clear Communication Channels**: We have a robust student support and a Marketing team to look int student communication. Through this we establish clear communication channels between faculty and students. Utilize messaging platforms, emails, telephonic calls, voice messages, Ask Your Professor on LMS platform to ensure timely feedback, address queries, and provide support.

6. **Regular Feedback**: Provide timely and constructive feedback on student work. This helps students understand their progress and areas for improvement, fostering continuous growth.

7. **Tech Support**: Offer technical support and resources to assist students in navigating online platforms- LMS, troubleshooting issues, and ensuring smooth access to course materials.

8. **Student Support**- To ensure all student grievances and queries are resolved on time for a good student experience.

9. **Ongoing Evaluation and Improvement**: Regularly evaluate the effectiveness of the modules and faculty and gather feedback from students. Use this information to refine and improve course design, content, and delivery methods.

10. **Curricula and Extra curricula activities**: All throughout the year, we engage in curricula and extra curricula activities such as Skillify sessions, Insta classes on social media, Expert Talks, Radio Counselling, Radio programs, Employability skills webinars and likewise.

10.3   Details of Job Fairs conducted by the HEI

INSERT TEXT BOX

	S.NO	COMPANY'S NAME	PROFILE	RENU MERA TION	QUALIFIC ATION	TOTAL REGIST RATIO N	AP PEA RE D	SELECT ED /OFFE R	SHO RTLIS TED
Jul'22			Jul'22						
virtual	1	Gi Group - City Bank	Security Derivative Exec, Sr Analyst, Operations Exec	6	MBAs	223	23	0	0
AUG'22			AUG'22						
Virtual	1	Aloha Technology	Software Engineers	5	BCA & MCA	63	25	0	0
Offline	2	Bajaj Capital	Sales & Support	3	Any Graduate	427	83	0	23
	3	Startek	Process & Ops Managers, Team Leader HR Exe	9.5	Any Graduate			17	
	4	Quess Corp India	Customer Relations	4.8	BBA & MBA			0	28
OCT'22			OCT'22						
offline	1	Quess Corp India hired for Samsung	Customer Retail Executive	5.4	Any Graduate	400	19	2	13
virtual	2	Gocomet	Management Trainee, Quality Analyst,	7	MBAs	725	0	0	0

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

JAN'23			JAN'23						
virtual	1	QuestLab	Sampling Executive/supply Executive/Associate Project Manager	3.5	Bcom, BBA, & MBA Freshers and final semesters	254	41	0	8
	2	Planet Spark	Inside sales	6.5	BBA,BCOM, BA JMC *(Final Sem & Passed out students)*	102	63	15	0
	3	Supreem Super Foods	Trade Marketing Officer	3	MBA Marketing	107	45	7	35
MARCH'23			MARCH'23						
virtual	1	Tech Mahindra	Customer support Associates	UP TO 3.5LPA	ANY GRADUATE/POST GRADUATE	435	50	0	4
APRIL'23			APRIL'23						
virtual	1	MACHWAN COMMUNICATION AND RESEARCH PVT LTD	Client/Customer coordinator	3LPA	Any bachelor's degree	513	0	0	0
	2	ANALAH CAPITAL PVT LTD	Relationship Manager	UP TO 4LPA	MBA (Marketing & Finance), BBA	199	64	9	0
	3	Accrual Intelligence Manual Group	Intern	14K per month	MBA, BBA, B.Com, PGDM	635	600	400	0
MAY'23			MAY'23						
virtual	1	Adsrole	Business Development Executive/ Client Servicing Executive	2.4 LPA + Performance Incentives	BBA, MBA, BCA, MCA, PGDM, PGDBA, MBA	480	0	0	0
	2	Livehooah Technologies	Structural Engineering Intern	10K Per month	UG/PG	322	50	0	2
	3	StarAgile	Inside Sales Managers	4.5 LPA	Final Sem UG & Pursuing PG	458	123	1	35

4

JUNE'23								
virtual	1	Republic World	Management Trainee	3LPA	Any Graduate/ Final semester	179	177	0
	2	Product Dossier	Presales Engineer, Sales Development Representatives, Account Executive	2 - 4 LPA	MCA, BBA, BCA, B.E., B. Tech MBA in Sales & Marketing	205	-	-
	3	Drishti Group	Business Development Trainees/Associates	monthly stipend of Rs.15000 After 2 months 3.36 lakh per annum	Any Graduate, Post Graduate	195	-	-
	4	Cube Software Pvt Ltd	Junior Software Developer(.NET Development),(PHP Development),(IONIC Development)	Stipend: 15 K to 20 K	BCA, MCA	222	-	-

10.4   Success Stories of students of Online mode of the HEI

INSERT TEXT BOX

Student Name: Meenakshi
Enrolment Number: A9920122002932(el)
Program: MASTER OF BUSINESS ADMINISTRATION (Insurance Management)
Session: Jul22-Feb23
Semester: III

There are so many amazing learners in Amity University Online, one of our students named Meenakshi who is enrolled in MBA program of Jan 2022 batch shares her success story.

Prior to joining the program, she had been working as a sales executive in her 40's years of age with a basic understanding of the business world. However, as per her verbatim Enrolling in the MBA program from Amity University online boosted her career so well.

As per her, the curriculum was not only comprehensive but also tailored to the needs of working professionals.

The professors were not just educators, but industry experts who brought real-world scenarios into the classroom.

It has elevated her career to new heights and given her the tools to excel in the insurance industry.

Now she can proudly say that she is now leading the "claims department" at JK Insurance brokers, and she owes a significant part of this achievement to the education, support, and resources she gained from the MBA program with Amity University online.

10.5   Initiatives taken towards conversion of e-LM into Regional Languages

INSERT TEXT BOX

The National Education Policy 2020 emphasizes the use of regional languages in teaching and learning to ensure that education reaches a broader diaspora. The conversion of online self-reading material into regional languages is a significant step towards achieving this goal.

Following this approach, the conversion of self-learning materials for BA and BCom courses into regional languages namely Tamil, Telugu, Kannada, and Malayalam was initiated. The translated content is provided in a time-bound fashion and can be accessed seamlessly in the LMS.

The translation of self-learning material is targeted towards the South Indian diaspora to improve outreach and provide equal educational opportunities to students who may not be fluent in English. It is a step towards creating an inclusive learning environment and ensuring that students have access to quality education irrespective of their language proficiency. The content has been well received by students who are more comfortable learning in their native languages.

Overall, the initiative promotes the idea of making education accessible to all, irrespective of their language proficiency, and encourages them to participate in the learning process with greater ease. It is a significant step towards achieving a more equitable and accessible education system.

10.6   Number of students placed through Campus Placements

Placement July'22 - June'23

INSERT TEXT BOX

Placement July'22 to June'23

10.7   Details of Alumni Cell and its activity

INSERT TEXT BOX

The Amity Alumni Association aims to connect and build a strong sense of camaraderie among Alumni and the University through various Alumni events by which Alumni can contribute their collective knowledge and perspective to the life of the university and work together to make this world a better place for a new era of Amitians.
Alumni activities conducted in 2022 - 23

Please find below few Alumni Forum topics :
- Industry readiness for International arena
- Gender is determined on the basis of a person's physical features
- Entrepreneurial Quiz Debate Competition
- Emerging Entrepreneurship Opportunities in the Middle east
- International Placement Opportunity … etc..

Given below are few webinar topics:
- Opportunity in Higher education in the field of special education
- Career opportunities in Hospitality Industry
- Global Marketing Trends: World Beyond Pandemic
- In making and implementing informed educational and occupational choices
- History through theatre and performance etc…

Here are few counselling session topics that was scheduled by the alumni themselves:
- Opportunities gained from Amity University
- Career tips for getting internships, placements and improving skills
- Cracking entrance for Mass Communication
- Career counselling session for the students aspiring to join aviation industry
- Grooming students for corporate world
- Students to believe in themselves … etc

There were few workshops, mentoring sessions where dynamic expert people from the relevant field addresses the alumni, takes their queries and explain them in detail.

Conferences are organized on trending topics and theme.

10.8   Any other information

INSERT TEXT BOX

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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: _Divya_

Name: Dr. Divya Bansal

Seal:

Date: 31/08/23

Signature of the Registrar:

Name: Prof (Dr.) Raj Kamal Kapur

Seal: Prof. (Dr.) Raj Kamal Kapur
Officiating Registrar

Date: 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.