SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

AMITY UNIVERSITY HARYANA

AMITY UNIVERSITY HARYANA, AMITY EDUCATION VALLEY,
PANCHGAON, MANESAR, GURUGRAM -122413
122413
amity.edu/Gurugram

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Amity University Haryana with a legacy of world class academic infrastructure is a part of Amity Education Group, a pioneer of global culture in education in India. AUH - a research and innovation driven university, is built on a foundation, which embodies the qualities that have made Amity institutes world class. Spread over a 110 acre green campus in the close proximity of Gurugram, one of India's biggest corporate hubs, AUH is India's first University to be awarded LEED Platinum certification for its green building. Over the years, the University has instituted global standards in education, training and research with state-of the-art infrastructure, the latest teaching methodologies and digital integration. With the mission to train budding leaders of the corporate, social and cultural world, the University strives to blend modernity with tradition for sustainable future.

The University has six Faculty of Studies viz. Faculty of Management Studies and Behavioural Sciences; Faculty of Science, Engineering and Technology; Faculty of Arts; Faculty of Law; Faculty of Health and Allied Sciences; and Faculty of Architecture & Planning. As part of continuous improvement in providing quality education with focus on flexibility and ICT enabled learning, Amity University Haryana has introduced the Choice Based Credit System and integrated ICT in its academic framework. The Courses conform to global standards, ethical values coupled with industry relevance. The rich and diversified Ph.D. programmes are constantly evolving into high value knowledge creation and dissemination. The University takes pride in providing robust quality education.

The campus provides a multicultural environment with presence of students from across India and more than 30 countries who constitute diversity and global outlook. The Amity Innovation Incubator, located within the campus, is first of its kind in India that is aimed at empowering Amity students and entrepreneurs to realize their innovative and entrepreneurial ideas. The practice, research and outreach Centers of Excellence facilate transdisciplinary research, knowledge creation with focus on industry integration and relevance to society. Some of them include Amity Centre for BRICS Studies, Amity Centre for Ocean Atmospheric Science and Technology, Centre for Robotics and Amity Centre for Stem Cell Research.

Vision

The **'Vision'** of Amity University Haryana is "*to be a world class centre of creativity and innovation and to contribute to the progress of humanity through excellence in education, industry and society relevant research and extension services.*"

Mission

The '**Mission**' of Amity University Haryana is:

1. To foster academic innovations to create an environment of student-

   centric learning.

2. To nurture talent and creativity.

3. To promote interdisciplinary and trans-departmental culture.

4. To strengthen industry-academia integration for relevance driven

   excellence in education and research.

5. To promote international collaboration and cooperation.

6. To inculcate moral values, help embrace cognitive skills and social

   responsibilities.

7. To provide an academic environment where 'Modernity blends with

   tradition'

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **A Legacy with World Class Infrastructure:** Located on a sprawling 110 acre campus, AUH is a green, smart platinum LEED certified campus, equipped with 1000 mbps Wi-Fi, spacious amphitheatre-styled air-conditioned classrooms, 20 acres sports complex, 200+ Hi-tech labs, world class Library, multiple auditoria, moot court and studios with a commercial complex for residents.
- **Academic Innovation:** Multidisciplinary flexible Choice Based Credit System (CBCS) focuses on leveraging the talent and innovative capabilities of students, making them industry-ready. It gives them the flexibility to design their own degree and do a minor in the area of their choice.
- **Faculty and Research:** AUH has some of the most talented faculty trained in the best national and international institutions with numerous publications in Indexed, National and international journals, with patents and books, sponsored projects and numerous collaborations/MoUs for research.
- AUH is part of the Amity education group having **global presence** in five continents with eleven Indian and eight campuses abroad.
- **Student Support and Grievance Redressal:** University has a diverse, multi cultural mix of students from different corners of the country and 30 other countries. It has a robust Single Window Student Services, Mentoring programme, and Counselling service.
- **Centres of Excellence:** AUH has several centres of excellence for BRICS studies, Ocean Atmospheric Science and Technology, Robotics, Stem Cell Research, Innovation in education, Social Business Centre, Linguistics, Child Rights, Affordable Innovation, Data Science and Computational Biology and Pollution Control, and Genomics and Proteomics.
- **Technology integration:** The University has its ERP system 'Amizone' which allows smooth conduct of academic, examination and administrative processes. Students access information through Amizone

and provide faculty feedback.

- **Industry Integration:** Industry integrated curriculum helps the students get industrial exposure, hands on experiential learning and projects, understand global business practices and nurtures them as future industry leaders.
- **Social Initiatives** undertaken in renewable energy, rainwater harvesting, sewage and effluent treatment plants, zero water discharge, and waste management. Social initiatives to provide livelihood, plantation, cleanliness and Government's skill development programmes helped to reach out to adjoining villages.
- University has figured in the prestigious NIRF ranking.

Institutional Weakness

- The University has robust infrastructural facilities but it has still to achieve it optimal strength of students.
- A comparatively young university only 3000 students have graduated from the university so far and its alumni network is still evolving
- The University's ambition is to have 100% doctoral Faculty. At the moment 68% of faculty members are with doctoral degree while other faculty members are in the process of completing their doctoral qualification.
- Being a new and evolving university, besides making its presence in New and Renewable Energy and Hospitality, it has still not fully ventured into consultancy services in diverse fields.

Institutional Opportunity

- AUH is going to play a dynamic role as India evolves as a global education hub creating a quality revolution in higher education and shape the 21st century model of higher education that is of high-quality, yet equitable and affordable.
- AUH's rich infrastructure and research facilities like CIRF and other research centres can provide excellent opportunities for national/international research projects
- Nurture students as future leaders who are responsible citizens with national pride, sensitivity and awareness.
- AUH believes in Innovation, Industry Integration and Internationalization. Our collaborations with national and international agencies of repute can be instrumental in initiating collaborative research and projects in national interests.
- University has the location advantage with its close proximity to the industrial hub of Gurgaon. The advantage helps in leveraging more industrial academia connect for better placements, exposure, sponsored R&D, innovation, programmes, incubation, entrepreneurship and consultancy projects.
- The University has a greater role to play in implementing and driving India's sustainable development initiatives through their institutional policies and practices.
- Taking positive steps and joining hands with India's Skill Development Mission to bridge the skill gap and making students and professional more employable.
- AUH can leverage the internet technology with online and distance learning programmes for distant learners.

Institutional Challenge

- With the ever changing work place dynamics AUH'S role in integrating dynamic technology, automation, digital platforms, and other innovations with expertise to deliver world class pedagogical inputs.
- Striding with global developments in higher education and research and integrating with country's current scenario and industry integration.
- Integrating ever evolving technologies in Academic sector.
- Attracting more international students and faculty members thus creating a global presence.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Robust curriculum coupled with high quality teaching Is the backbone of the rigorous academic programmes being offered at the University. This is in line with the University's philosophy of achieving academic excellence with focus on Innovation, Industry integration and Internationalisation. As part of continuous improvement in providing quality education Amity University Haryana introduced the flexible, Choice Based Credit System and integrated ICT in its academic framework. The Choice Based Credit System allows students to opt for courses cutting across disciplines, enabling them to acquire a more holistic perspective and leverage their talent and capabilities to meet the needs of contemporary dynamic business environment making them more industry ready. The credit system also permits credit transfers and earning credits through MOOCs and live projects. The course delivery is a combination of blended learning, classroom contact sessions, workshops/ seminars/ certification programmes, projects and assignments having industry relevance. Value added courses in Behavioural Science, Communication Skills, Foreign Language and short-duration inter-disciplinary Study Abroad Programmes focussing on global exposure are integral components of the curriculum.

Under the digital integration initiative of the University the teaching-learning process of the University focuses on use of ICT making the learning process student/ learner centric. Use of ICT approach caters to the diverse needs of students allowing them to practice and engage in Choice, Collaboration, Communication, Critical thinking, Creativity and Change.

During the last 5 years the University has offered around 29000 courses in more than 100 programmes. Besides the core knowledge areas, these courses also belong to areas which are important for the holistic development of the students like values and ethics, environment and sustainability, technology, communication and cross cultural exposure. The curriculum focuses on enhancing the employability of the students for which the industry needs are taken into consideration in curriculum designing and innovative pedagogy. The curriculum is reviewed every year for which feedback is taken from various stakeholders.

Teaching-learning and Evaluation

AUH has been active in assessing the knowledge gaps and learning requirements of its students. Both slow and advanced learners are helped through practice assignments, extra-reading materials, bridge courses, regular quizzes and tests. AUH conducts orientation programmes for the new batches to familiarize them with the institution, its activities, facilities, and regulations. Students also go through value added courses in communication skills, personality development and soft skills. The university also practices a robust student academic counseling process.

The student run clubs, 24x7 activities, students' participation in numerous extra-curricular activities as student coordinators, enhance their leadership skills. Regular guest lecturers, corporate connect programs, industrial visits, expert talks by scientists and public figures add to the required exposure. Visits at hospitals, moot court sessions, art exhibitions, fashion shows, therapy sessions, optometry - eye camps, military training programmes, community outreach programmes and entrepreneurship awareness enhance a progressive teaching and learning experience.

The focus of AUH has been on student centric learning. The methods used include Group Discussions, Role-plays, Flipped Classroom, Meta Plan, Power of Feedback, Collaborative Learning, Peer Tutoring, Quizzes, Simulation and Gaming. The students gain skills in critical thinking, communication, team cohesiveness and learning. Summer Internships for a project of 6-8 weeks are also considered as an integral part of the Curriculum.

The Examination Regulations are very rigorous and schedules are strictly maintained. A set of well-drafted policies are adopted by the Examination Department. The date-sheets are uploaded on Amizone and the guidelines for invigilation are strictly followed. Examination related FAQ's are uploaded on Amizone for the students.

The outcomes of all AUH programmes are reflected in the Academic Manual where the Blooms Taxonomy plays a significant role. The Learning Outcomes are quite measurable. The pedagogy adopted is in sync with the Learning Outcomes to be achieved. As is the practice, the outcomes are assessed and measured to identify the extent to which goals are accomplished. The attainment of POs, PSOs and COs begins from writing appropriate COs for each course. Programme Handbook and assessment criteria are made available for all, and Master Session Plans are uploaded on Amizone e-platform.

Research, Innovations and Extension

The quest for search of new knowledge is made vibrant by promoting basic and interdisciplinary research activities with focus on emerging societal needs and innovation. A well-defined research policy of the university ensures smooth conduct of research activities. For this, university creates an enabling environment to foster interdisciplinary research culture while providing for required research infrastructure and support. As part of infrastructural push, AUH has established Central Instrument Research Facility (CIRF) and procured cutting edge equipments for biological as well physical science research. Our research endeavour is well supported by a Directorate of Research & Publication (DRP) catering to needs of researchers and facilitates dissemination of information related to Schemes, Awards, Fellowships etc. The University also promotes and provides incentives to faculty engaged in top publications, authoring books and innovative research leading to patents. For startups the University also provides an Innovation Incubator, to support entrepreneurs to start their own ventures. The research and innovation efforts have yielded extensive network of national and international collaborations, leading to joint projects and quality publications and research students' exchanges.

Research, Innovations and Extension

- Well defined Research Policy Guidelines
- Dedicated Research Faculty for high quality research
- State-of-the-art equipments and space – exclusive research building
- Pool of excellent SRFs/JRFs/Post-Doctoral Fellows on national/project fellowships
- Supported by well-equipped research laboratories

Resource Mobilization for Research

- ~50 sponsored research projects worth INR 20 Crores
- Two Infrastructural support from DST under FIST

Innovation Ecosystem

- Incubation center with support facilities like systems, software and network connectivity
- Dedicated IPR cell/Incubation center

Research Publications

- 115 patents Filed
- 265 books/book chapters/conference proceedings
- 3000+ research publications in reputed International Journals/Proceeding

Infrastructure and Learning Resources

Being one of the top academic institutions, the infrastructure of Amity University Haryana is a mix of the old and the new. AUH has taken great care in ensuring that the existing natural beauty is incorporated into its landscaping for the campus and its buildings. There are several common conference halls of different sizes, in addition to which the Institutes and Departments have their own well equipped seminar halls and conference rooms. The University has been constantly upgrading the infrastructure in the last several years to keep pace with increasing demand and additional requirements. The result is a few state-of-the-art auditoria.

While the classrooms are fully air-conditioned and equipped with digital projectors, the research and computer labs are well equipped with most advanced generation equipments and technology comparable with the top universities in the country. AUH has invested substantially over the last few years to improve the infrastructure on classrooms, laboratories and library with innovative books and journals. Some of the important additions to infrastructure include an Emergency Medicine Block, Hostel for international students, the Innovation Centre, and new cafeterias like Café Coffee Day and Dosa Plaza.

All buildings and floors also provide safe drinking water facility through installation of RO plant in the campus and in the hostels and staff quarters. The quality of water as refined by the plant is continuously monitored. Uninterrupted electricity supply is ensured in the campus with the help of seven Gensets generating about 5100 KV. Transport facility is provided with the help of Buses, Tempo Travelers (from internal resourses as well as hired fleet of buses) and Tata Sumo supported by few small cars on standby.

Amity University Haryana has invested hugely in maintaining the green landscape with botanical garden and

many lush green lawns to beautify its campus, besides a playground spread over acres of land for outdoor games, athletics and public gathering.

The University being a residential campus, has the provision of necessary housing units and hostels for its residents i.e. students, faculty, wardens and staff with appropriate vehicle parking space.

Student Support and Progression

Student Support and Progression is an integral part of the quest for 'Academic Excellence' at Amity University Haryana. The various support functions required to manage the academic delivery have been designed and divided into departments such as admission, academics, examinations, placements, grievance/ complaints, network administration and general administration. Student Welfare is one of the most important areas in which the University has invested a lot of thought and planning. Each of these areas and every wing of the University is staffed as per the anticipated work load, and also – as per the stipulations laid down by the various regulatory authorities of the Government of India and that of the Government of Haryana.

The University has adopted several strategic measures towards holistic development of students. In particular, it is important to mention its 'Student-centric Experiential Learning Approach', and productive engagement of AUH with industries for effective job placements through its CRC. Similarly, competency building of the students and adoption of a sustainable model for higher studies are some of the other endeavours towards this objective.

The University ensures that students are exposed to the best practices and environment of other institutions of higher learning/ corporate/business houses for a better academia-industry integration. This is achieved by arranging visits to the various academic institutions and corporate business houses.

AUH has set up high standards in Student Support. The University upholds the best quality, authenticity and accountability of the placements to both national and international students.

Student exchange programmes with various universities and recognition of its programmes by international bodies have provided students with the right knowledge and understanding of the international practices which have resulted in students performing exceedingly well in international and national competitions and certifications.

The objective of AUH is to promote inclusive practices for social justice and better stakeholder relationships. The University promotes value-based education for inculcating social responsibility and good citizenry amongst its student community. The University's state-of-the-art infrastructure promotes active participation of the students in social, cultural and recreational activities which help develop various skills in students to foster holistic personal and professional development.

Governance, Leadership and Management

Amity University Haryana has a very effective and participatory management which is in conformity with its vision and mission. The core values that uphold academic innovation, national pride, scientific ethics and environmental sustainability are all reflected here. The AUH leadership ensures involvement of each stakeholder, effective decision making and a unified system consistent with University's Acts, Statutes and

Ordinances. Its strategic plan is in perfect harmony with the set objectives, broad goals and the mission and vision documents.

A Grievance and Disciplinary mechanism is in order to redress any complaints arising during the course of employment. Any act of 'Misconduct' is deliberated upon by the relevant committee to recommend appropriate action. The University's e-Governance is effectively functioning in the areas of planning, administration, finance and examination. All such committees maintain records through Minutes of Meeting and ensure their effective implementation.

AUH maintains very high working and living standards with world class infrastructural facilities and welfare measures for students and on-campus residents. It also provides financial, logistical and motivational support for every aspect of professional development. The Faculty is encouraged to attend national/international FDPs, conferences, seminars for their personal and professional growth.

Every Teaching/Non Teaching employee is assessed for his/her performance through Academic Performance Indicator and Performance Based Appraisal System (PBAS) based on the guidelines as stipulated by UGC.

Regular and stringent financial audit is performed every year to maintain accounts along with external audits for an impeccable and transparent system. The University receives grants from time to time from both governmental agencies and private foundations, which are optimally utilized for targeted activities and for continual improvements matched with the global best practices.

AUH has established an Internal Quality Assurance Cell (IQAC) to implement and improve quality standards and strategies through a combination of internal and external evaluation. IQAC undertakes periodical audits to improve processes related to teaching-learning, structures, and methodologies. Recommendations and feedback by IQAC are analyzed and implemented for improvements.

The AUH as well as its faculty have received many accolades and awards which indicate highest global standards in research, industry integration and academics.

Institutional Values and Best Practices

Amity University Haryana is committed to adopt best practices blended with educational value system to achieve goal of excellence in providing 21st century quality education to meet national and global needs. AUH attaches high priority to core areas of human endeavour including environmental sustainability, sensitivies towards gender and differently-abled, community development, promotion of human values and national integration. It shows transparency in terms of finances and academic processes with defined code of conduct for university functionaries. All academic and other events and activities are well recorded and monitored through a unique online IT-Platform called Amizone.

Amity University Haryana works as per UN mandate to create University as 'living lab of sustainability' by adopting best practices to take care of its energy, water, vegetation and waste management, use of solar energy, water treatment and its reuse, rain water harvesting, native vegetation plantation and many more. The University buildings are LEED Platinum certified by USGBC. Its landscape supports sound ecological status (123 bird varieties including migratory and 40 butterfly varieties as documented in campus). Further, it has a well equipped meteorological facility reflecting reasonably good air quality as compared to Delhi-NCR. In a very short span, the University has not only developed a quality centre for education but also become an oasis

in semi-arid Aravalli.

The University is well equipped with state-of-the-art infrastructure, well trained and sensitive human interface, courses and curricula, easily accesible grievance redressal mechanism, and well-structured guidance and counseling services. Safety and security constitute another strength of the University to make education inclusive and fair in every way.

Imparting value education and professional ethics are very meticulously integrated into curricula through appropriate pedagogy and community integration like Social Awareness Programme and sessions on relevant issues. Since the University is in rural and economic flourishing setting, we address locational aspects through school/college connect programmes, industry oriented academic programmes, medicinal plant distribution centre for villagers, well equipped shared transport facilities and many more.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	AMITY UNIVERSITY HARYANA
Address	Amity University Haryana, Amity Education Valley, Panchgaon, Manesar, Gurugram -122413
City	Gurugram
State	Haryana
Pin	122413
Website	amity.edu/Gurugram

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Vice Chancellor	P.B Sharma	0124-2337015	9871054449	-	auh@ggn.amity.edu
Dean	Padmakali Banerjee	0124-2337016	9560097724	-	padmakali@ggn.amity.edu

Nature of University	
Nature of University	State Private University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	26-04-2010
Status Prior to Establishment,If applicable	

Recognition Details			
Date of Recognition as a University by UGC or Any Other National Agency :			
Under Section	**Date**	**View Document**	
2f of UGC	26-04-2010	View Document	
12B of UGC			

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

Location, Area and Activity of Campus							
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**	**Program mes Offered**	**Date of Establishment**	**Date of Recognition by UGC/MHRD**
Main campus	Amity University Haryana , Amity Educati on Valley, Panchga on, Manesar , Gurugr am -122413	Semi-urban	110	147523.2	UG,PG, Diploma, M.Phil,P H.D		

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	0
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	0
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)		: Yes
SRA program	Document	
INC	105499_3926_7_1571133817.pdf	
BCI	105499_3926_8_1571206868.pdf	
RCI	105499_3926_19_1571206886.PDF	
PCI	105499_3926_6_1571206902.pdf	
COA	105499_3926_18_1571206916.pdf	

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned				60				75				244
Recruited	42	18	0	60	40	30	0	70	121	116	0	237
Yet to Recruit				0				5				7
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff			
	Male	Female	Others	Total
Sanctioned				430
Recruited	333	97	0	430
Yet to Recruit				0
On Contract	0	0	0	0

Technical Staff			
	Male	Female	Others	Total
Sanctioned				108
Recruited	102	6	0	108
Yet to Recruit				0
On Contract	0	0	0	0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	36	16	0	33	26	0	72	60	0	243
M.Phil.	1	0	0	1	0	0	2	6	0	10
PG	3	2	0	6	4	0	47	50	0	112

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	2	0	0	2
Adjunct Professor	19	0	0	19
Visiting Professor	26	38	0	64

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Faculty of Arts	Chair Professor Lingusitcs	Ritnand Balved Education Foundation

Provide the Following Details of Students Enrolled in the University During the Current Academic Year

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
Doctoral (Ph.D)	Male	64	72	0	9	145
	Female	100	83	0	0	183
	Others	0	0	0	0	0
Diploma	Male	1	2	0	0	3
	Female	0	4	0	0	4
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	0	1	0	0	1
	Female	4	10	0	0	14
	Others	0	0	0	0	0
UG	Male	1252	1258	0	44	2554
	Female	756	931	0	22	1709
	Others	0	0	0	0	0
PG	Male	145	195	0	27	367
	Female	346	228	0	15	589
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes
Total Number of Integrated Programme	7

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	13	20	0	0	33
Female	9	13	0	0	22
Others	0	0	0	0	0

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	01-01-1970
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Faculty Of Architecture And Planning	[View Document](#)
Faculty Of Arts	[View Document](#)
Faculty Of Health And Allied Sciences	[View Document](#)
Faculty Of Law	[View Document](#)
Faculty Of Management Studies And Behavioral Sciences	[View Document](#)
Faculty Of Science Engineering And Technology	[View Document](#)

3. Extended Profile

3.1 Program

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
101	104	113	112	99

File Description	Document
Institutional Data in Prescribed Format	[View Document]()

Number of departments offering academic programes

Response: 06

File Description	Document
Institutional Data in Prescribed Format	[View Document]()

3.2 Students

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
5296	5686	5498	4976	4137

File Description	Document
Institutional Data in Prescribed Format	[View Document]()

Number of outgoing / final year students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1659	1574	1419	1157	935

File Description	Document
Institutional Data in Prescribed Format	[View Document]()

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
4983	4964	4911	4493	3874

File Description	Document
Institutional Data in Prescribed Format	[View Document](#)

Number of revaluation applications year-wise during the last 5 years

2018-19	2017-18	2016-17	2015-16	2014-15
108	84	129	79	88

3.3 Teachers

Number of courses in all programs year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
5382	5543	6438	6256	5543

File Description	Document
Institutional Data in Prescribed Format	[View Document](#)

Number of full time teachers year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
369	361	377	354	328

File Description	Document
Institutional Data in Prescribed Format	[View Document](#)

Number of sanctioned posts year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
379	379	379	360	330

File Description	Document
Institutional Data in Prescribed Format	[View Document](#)

3.4 Institution

Number of eligible applications received for admissions to all the programs year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
6082	6278	6404	5738	5747

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1605	1665	1569	1350	1070

File Description	Document
Institutional Data in Prescribed Format	View Document

Total number of classrooms and seminar halls

Response: 208

Total number of computers in the campus for academic purpose

Response: 1200

Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
7639.16	7314.93	6413.92	4667.20	4484.92

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the University

Response:

Achieving academic excellence through innovation, industry integration and internationalization expresses the core philosophy at Amity University Haryana and this is reflected in our academic processes including the curriculum. The curriculum coupled with high quality teaching forms the backbone of the rigorous academic programmes being offered at the University.The innovative and inter-disciplinary approach challenges the young Amitians to explore intellectual pathways and discover new academic passion

The curriculum is regularly updated keeping in view the needs of the various stakeholders involved which include

- Aligning the curriculum with the requirements of relevant statutory regulatory and accreditation bodies like Rehabilitation Council of India, Indian Nursing Council, Council of Architecture, Pharmacy Council of India, Bar Council of India.
- Demand of the industry through trend analysis of market demand in new and existing areas.
- Feedback from students, alumni, employees, faculty etc.
- Suggestion from members of Board of studies.
- Benchmarking with reputed universities - both nationally and internationally

One of the notable milestone in the journey towards academic excellence was the adoption of the flexible Credit System (a Choice Based Credit System) in the year 2013 by the University. The choice based credit system focuses on leveraging the talent and innovative capabilities of the budding professionals to meet the needs of the contemporary dynamic business environment thus making the students more industry ready. The students have a wide array of courses available to them to choose from. They are then able to develop on their areas of strength by choosing courses from subjects which are of interest to them. In the year 2018-19, 282 open elective courses were offered, including a Military Training course for leadership and decision making. In addition 149 value added courses were being offered to the students, inlcuding Behavioural Science, Communication Skills and Foreign Languages (French, German, Spanish, Russian, Chinese, Korean and Japanese).

The course delivery is a combination of

- Blended learning
- Classroom contact sessions (Lectures, Tutorials and Practicals)
- Workshops/ Seminars/ Certification programme
- Substantial project work, internships and assignments with industry relevance

Study Abroad Program-The student has the option of earning credits through a well designed 4 – 6 weeks

study abroad program which helps the student to get global exposure.

The new/revised courses are discussed by the area experts based on whcih a preliminary draft is prepared. It is then placed in the meeting of Board of studies for discussion and modification. The modified course is then duly assigned a code from academic office and is placed before the Academic Council for approval.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

1.1.2 Percentage of programs where syllabus revision was carried out during the last five years

Response: 100

1.1.2.1 How many programs were revised out of total number of programs offered during the last five years

Response: 144

1.1.2.2 Number of all programs offered by the institution during the last five years

Response: 144

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Details of program syllabus revision in last 5 years	View Document
Any additional information	View Document

1.1.3 Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years

Response: 70.31

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
3954	4041	4433	4110	3916

File Description	Document
Program/ Curriculum/ Syllabus of the courses	[View Document](#)
MoU's with relevant organizations for these courses, if any	[View Document](#)
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	[View Document](#)
Average percentage of courses having focus on employability/ entrepreneurship	[View Document](#)
Any additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 9.43

1.2.1.1 How many new courses are introduced within the last five years

Response: 2750

1.2.1.2 Number of courses offered by the institution across all programs during the last five years

Response: 29162

File Description	Document
Minutes of relevant Academic Council/BOS meetings	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 98.02

1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.

Response: 99

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1 Institution integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum

Response:

The contemporary issues pertinent to gender equity, environment consiouseness and sustainability, human values and professional ethics are reflected in the implementation of courses acrosss programs. AUH has implemented variety of courses across programmes. These courses aim to develop professional competencies and instill competencies like social and ethical values, human values, environment sensitivity etc., resulting in the holistic development of the future professionals.

The activities/courses on Human Values, Professional Ethics and Environmental Studies are embedded in the curriculum of all UG & PG programmes.

1. Human Values and Professional Ethics

A number of activities are carried out to develop human values and professional ethics among the students. They include visiting/working in old age homes, blind people, NGOs, shelter homes, spastic children centre, organizing blood donation camps, health check-up camps, hygiene and health workshops, environment awareness camps and river cleanliness drive. In addition, workshops on social issues, public health, gender issues etc are also held. All such activities are monitored by a faculty in-charge of Social Awareness Programme. This is an integral part of the curriculum of the Behavioural Science course which is compulsorily taken by all the students of Amity.

AUH follows a policy of zero tolerance towards plagiarism in order to ensure professional ethics and code of conduct. It is expected that all research material/assignment originating from students and faculty should be original and not plagiarized from any source. All research materials to be sent for publication, are first checked for originality using "Turnitin plagiarism software". AUH also organizes guest lectures by experts, and luminaries to inculcate social, moral and ethical values in the students.

2. Environment Studies

A 4 credit course on environment studies is included in first year of all UG programmes. A number of activities such as seminars, workshops, guest lectures, industry visits and field excursions are organized for students of all programmes to create awareness among students about the environment and sustainability issues. In addition, Environment Day, Earth Day and Water Day are celebrated every year. As a new initiatve has been established in January 2018. It has succeessfully certified the first batch of 40 students as leaders in green initiative and environment design. LEED lab is a multi- disciplinary educational module which is being offered in partnership with US Green Building Council.

3. Gender Sensitivity:

Courses related to gender studies are embedded in various programmes offered at the university. At AUH, gender sensitization is thus achieved by blending theory with practice. The courses (related to gender sensitivity) include Gender Psychology, Gender & Social work, Gender and History.

These courses acquaint the students about conceptual, theoretical as well as analytical aspects of gender as a social construction and various approaches to work towards gender equity from a cross-cultural perspective.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	[View Document](#)

1.3.2 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 662

1.3.2.1 Number of value-added courses are added within the last five years

Response: 662

File Description	Document
List of value added courses	[View Document](#)
Brochure or any other document relating to value added courses	[View Document](#)
Any additional information	[View Document](#)

1.3.3 Average percentage of students enrolled in the courses under 1.3.2 above

Response: 99.91

1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
5287	5677	5490	4976	4137

1.3.4 Percentage of students undertaking field projects / internships

Response: 67.07

1.3.4.1 Number of students undertaking field projects or internships

Response: 3552

File Description	Document
List of programs and number of students undertaking field projects / internships	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year-wise
A. Any 4 of above

B. Any 3 of above

C. Any 2 of above

D. Any 1 of above

Response: A. Any 4 of above

File Description	Document
Action taken report of the University on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback processes of the institution may be classified as follows:
A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 54.08

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2776	3038	2967	2708	2324

File Description	Document
List of students (other states and countries)	[View Document]
Institutional data in prescribed format	[View Document]

2.1.2 Demand Ratio(Average of last five years)

Response: 3.51

2.1.2.1 Number of seats available year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1763	1788	1788	1742	1544

File Description	Document
Demand Ratio (Average of Last five years)	[View Document]

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 100

2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1605	1665	1569	1350	1070

File Description	Document
Average percentage of seats filled against seats reserved	[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

AUH makes an assessment of the knowledge gaps and learning requirements of its students and provides an impetus in strengthening their academic achievements. Both slow and advanced learners are helped to the best of their satisfaction in which the academic environment supports learning at all levels. Every year AUH conducts orientation programme for the parents and the students at the commencement of new batch. The programme helps them to get familiarized with the institution, curricular and co-curricular activities, facilities, rules and regulations etc.

Students are given training on communication skills, personality development, time management and motivational sessions. In order to motivate both slow and advanced learners, workshops, tutorials and exclusive interaction (mentor-mentee engagement) with faculty members are organized at all levels and wherever applicable. The student run clubs also arrange multiple programmes that organize hands on activities to enhance soft skills. The active participation of advanced learners as student coordinators enhances their leadership skills. Regular guest lecturers, corporate connect programmes, industrial visits, session by scientists, engineers, architect, medical practitioners, and public figures give them the required exposure. In addition, visits at hospitals, moot court sessions art exhibitions, fashion shows, therapy sessions, optometric camps, military training programmes, human values and community outreach programmes, student led management fests (AMIFEST), entrepreneurship awareness initiatives through students led E-Cell programmes, inter-university competitions, webinars, 24/7 student-led activities, yoga classes for mental and physical wellbeing further enhance a progressive teaching and learning experience.

The university practices a robust student academic counseling process. They are assigned to a faculty member for exclusive counseling. The counselors follow a progressive approach towards teaching, learning and overall grooming and development. The mentors monitor academic performance and interact frequently to understand and assist students with issues that affect their ability to learn or impede in their academic success and personal wellbeing. The institute has a system to communicate performance and attendance of students to parents. Practice assignments, extra-reading material, bridge courses, regular quizzes and tests are organized to support the slow learners. Revision sessions are also conducted for these students to enhance the spirit of teaching and learning.

AUH also understands that it is imperative to address the high performing students to build their career during the course of study. Therefore, they are encouraged to participate in technical events, seminars, group discussions and technical quizzes. These help them to develop analytical and problem-solving abilities and further improve on their presentation skills.

Various club activities are conducted by all the departments in the respective areas to mould the students in corresponding fields. Involvement in micro-projects, research papers under the able guidance of faculty members especially in the areas of Sciences, Engineering and allied discipllines create a space for intelligent learners. Thier creativity is enhanced thorugh participation and organization of national level technical symposia. Semester Toppers and University rank holders are encouraged with certificates and awards by the management of the university.

File Description	Document
link for additional information	View Document

2.2.2 Student - Full time teacher ratio

Response: 14.35

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.09

2.2.3.1 Number of differently abled students on rolls

Response: 5

File Description	Document
Institutional data in prescribed format	View Document

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

The foucs is on student centric learning and therefore a number of methods of experiential and participatory learnings are adopted to ensure that students are active participants in the teaching-learning process. This is made effective through small student group engagement.

Lecture method: The conventional method of blackboard-whiteboard is commonly adopted by the entire faculty. This method facilitates the faculty to interpret, explain the content of a text for better comprehension of the subject and repeat/reinforce a point, when required.

Interactive method: Faculty members motivate students to participate in Group Discussions, Role-plays, Flipped Classroom, Meta Plan, Power of Feedback, Collaborative Learning, Peer Tutoring, Surprise quiz, News analysis, Educational Games, discussion and reflection on current trends of industry/economy.

ICT Enabled Teaching:ICT enabled teaching includes Wi-Fi enabled class rooms with LCD, projectors, Language Lab, Smart Class rooms, E-learning resources, Video Competence, Socratic, Note App, and Webinar sessions. AUH conducts regular sessions to develop Behavioral and Communication Skills among the students. Professional Courses like Certified Management Accountant, HR Analytics, Career related workshops are offered to the students to build their Curriculum Vitae. Motivational talks, educational videos support the teaching-learning process.

Case Study Analysis and Discussion:Through this method the students gain skills in critical thinking, communication, team cohesiveness and learning. The faculty uses case studies in diverse fields across the respective schools. The approach includes looking into classical and contemporary case studies.

Group Learning Method:Group Learning allows the slow learners to develop problem solving, interpersonal, presentational and communication skills to confirm quality in learning with Peer Group. Under group learning, heterogeneous group of students comprising Fast, Average and Slow learners are divided into small groups depending upon the class size. Group Discussions, Management Games, Group Projects/assignments are conducted across all the departments.

Project-based and Experiential learning:Courses specifically related to Computer applications, or teaching of Social Sciences Courses benefit immensely from such learning. All the Master's level courses have project work in their final semester. Students are fostered learning environment by engaging in rich experiential content of teaching through experience, demonstration, visual aids, Periodic industrial visits, Organizing exhibitions, Presenting papers, field visits, Meta Plan activity analyzing case studies and Participating and conducting quiz on topics of theoretical interest.

Summer Internship Project:Summer Internships are considered as an integral part of the Curriculum. The students of the university are divided into groups and are assigned a project of 6-8 weeks each. The final presentation and viva-voce is conducted at the end of the third semester. Summer internships teach valuable on-the-job skills and provide networking opportunities to the students.

File Description	Document
Any additional information	[View Document](#)

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 369

File Description	Document
List of teachers (using ICT for teaching)	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 14.35

2.3.3.1 Number of mentors Response: 369

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 97.96

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 44.37

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
243	170	148	130	108

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document

2.4.3 Teaching experience per full time teacher in number of years

Response: 12.25

2.4.3.1 Total experience of full-time teachers

Response: 4518.8

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 25.15

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
38	24	14	7	7

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of award letters (scanned or soft copy)	[View Document](#)

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 63.15

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
251	236	241	226	201

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results during the last five years

Response: 53

2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
48	67	59	44	47

File Description	Document
List of programs and date of last semester and date of declaration of result	[View Document](#)

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 2.78

2.5.2.1 Number of complaints/grievances about evaluation year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
145	105	175	98	122

File Description	Document
Any additional information	[View Document](#)

2.5.3 Average percentage of applications for revaluation leading to change in marks during the last five years

Response: 10.25

2.5.3.1 Number of applications for revaluation leading to change in marks year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
8	10	13	11	7

File Description	Document
Any additional information	[View Document](#)

2.5.4 Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system

Response:

Examination procedures:

The Examination Schedule is prepared on the basis of Academic Calendar of AUH before the commencement of each semester and is then uploaded on Amizone. Question papers are received in the Examination Department on the basis of the Examination Guidelines. The papers are then moderated by the subject experts as recommended by the HOI's. An undertaking of non-disclosure proforma is obtained from the paper setter and moderator. The date-sheets are uploaded on Amizone about 40 days prior to the commencement of End-Semester Examinations.

The Controller of Examination issues guidelines for the faculty/invigilators/ Examination Superintendent instructing them to use the pre-printed attendance sheet (with Student's name & Enrolment number) and the correct status of Absent/Debarred/UFM cases to be marked by the invigilator during conduct of the examinations. The Examination Hall tickets are sent to HOI/HOD's as per Examination Calendar dates. Seating plans are displayed at various places to facilitate the students to locate their seat well before the start of examinations on a day-to-day basis. The Flying Squad remains vigilant during the conduct of examinations. The discipline is maintained through AUH Security staff/Marshals.

The sealed question papers as per seating plans are sent to Examination Control Rooms 15 minutes prior to the start of the examinations on a day-to-day basis. The OMR answer books are issued/received back on the day of the examinations itself. The secrecy code is marked on the OMR answer books immediately after their receipt in the examination department. Evaluators & checkers names are obtained from HOI's on prescribed performa. Guidelines are issued to evaluators/checkers for evaluation/checking of the answer books. An undertaking is obtained from the evaluators/checkers before evaluation/checking of answer-books on non disclosure proforma. The faculty is instructed / monitored for timely evaluation /checking of the answer sheets. The records are maintained in a register. The results are prepared on fully automated OMR scanning machines and processed through Amizone software. The results are published on Amizone for the viewing by all concerned. Results are analyzed to assess the performance of students.

Processes integrating IT:

Most of the jobs are accomplished through use of computers. The guidelines for the faculty/invigilators/ Examination Superintendent / Students are uploaded on Amizone for their information. The Examination Hall Tickets are processed and printed through Amizone software and are disbursed to students through HOIs. The marks are scanned on fully automated OMR scanning machines and processed and published through Amizone software.

Examination related FAQ's have been uploaded on Amizone for self answering the queries of the students. The student can upload the query on Amizone website which is answered on a day-to-day basis by the Examination Department. Various Examination-related Notices are uploaded on Amizone from time-to-time for the students.

File Description	Document
Link for Additional Information	View Document

2.5.5 Status of automation of Examination division along with approved Examination Manual
A. 100% automation of entire division & implementation of Examination Management System (EMS)

B. Only student registration, Hall ticket issue & Result Processing

C. Only student registration and result processing

D. Only result processing

Response: A. 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	View Document
Annual reports of examination including the present status of automation	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

AUH is committed to being at the forefront of providing the best tertiary education. The outcomes of all the respective programmes of the University are reflected in the Academic Manual. These are a set of competencies, skills and abilities that the students develop, along with disciplinary and inter-disciplinary knowledge that they procure. At AUH, concept of Blooms Taxonomy is deployed in all programmes. The Blooms Taxonomy play a very significant role in accomplishing and aligning the mission and vision of the University.

Following issues are taken care of while developing the learning outcomes:

- The Learning outcomes are measurable and stated using active verbs (in accordance to Bloom's taxonomy).
- They are expressed as complete declarative sentences that clearly describe the knowledge, skills, and competencies the students would acquire by the time they complete their respective programme/ courses.

Further, the pedagogy adopted to deliver knowledge is in synchrony with the learning outcomes to be achieved.

- The outcomes are assessed and measured to identify the extent to which goals are accomplished.
- Proper action plans are laid down to identify the gaps that may have accrued after the detailed analysis
- Different direct and indirect measurement methods are used to assess the learning outcomes of the students.

Mechanism of communication:

1. Programme Handbook and assessment criteria are made available in the library for use of all.

2. Course level outcomes are stated in Master Session Plan on Amizone.

3. Programme level outcomes are stated in the programme structure and are available online (Amizone), uploaded by the faculty members

The graduate attributes can be classified under the following domains:

Intellectual Development fosters in-depth domain knowledge, commitment to intellectual openness and developing understanding beyond subject domains. It ensures competence for Research and Innovation, ability to initiate, design, conduct, report and supervise independent and original research leading for providing innovative solutions for societal impact, and ability to identify and analyze problems, critical thinking and problem-solving competence. The students build up an ability to use software and hardware of an information technology system including use of specialized software and devices in the process.

Personal Development builds inter-personal skills and strong communication skills, to be able to work in a team and also to lead a team, and acquire networking and collaborative skills, which are also enhanced along with time management.

Social and Ethical Development ensures development of skills like resilience; focus, managing people, and self-reliance develop in the learners. It enables to comprehend and respect diversity and encourage inclusion initiatives. The students are able to develop the ability to respect diverse cultural perspectives and apply knowledge in culturally appropriate manner. Demonstration of Integrity, Honesty, Responsibility and Ethical Behaviour are all imbibed among the students community in sync with the mission, vision and the core values along with programme and course outcomes.

File Description	Document
Link for Additional Information	[View Document](#)

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

The process of attainment of POs (Programme Outcomes), PSOs (Programmeme Specific Outcomes) and COs (Course Outcomes) begins from writing appropriate COs for each course. This is done from the first Semester until the final semester for each programme. The course outcomes are written by the respective faculty members using action verbs of learning levels suggested by Bloom Taxonomy. Then, a correlation is established between COs and POs to address innovation, contribution towards society, skill development, inculcating appropriate value systems and internationalization among students. A mapping matrix is prepared in this regard for every course in the programme including the elective subjects. The course outcomes written and their mapping with POs are reviewed frequently by Academic Affairs Division of the university before they are finalized.

The process for the evaluation of the students in different courses is followed as per the rules and regulations of the University and its Examination Department. The implementation of the syllabi with changes and the process of evaluation of the learners are monitored by the academic affairs of the university. The university promotes faculty to organize workshops as well as deputes to participate in the seminars and conferences at national and international level. Moreover, they are promoted to present and publish research papers to achieve the Course Outcomes and Programme Outcomes successfully.

The assessment takes place at the following levels:

1. **The Course-level Assessment includes:**

A Continuous Assessment with a relative weight of 30% - 40% is done depending upon the course type, whereas 30% is allotted to meet the course objectives, learning outcomes and pedagogy. Various components for continuous assessment are defined and used. The relative weight of the End semester Examination – written examination/lab examination/practical examination varies from 60% - 70% depending upon the course type.

1. *The Programme Level Assessment includes:*

The assessment of Programme Learning Outcomes is done through assessment methodology, comprehensive examination, and rubrics every year. The University conducts surveys keeping in mind the parameters or the learning outcomes as prescribed in the course curriculum. These are measured and the desired emphasis are laid during the delivery of a programme as prescribed in the course curriculum.

File Description	Document
Link for Additional Information	[View Document](#)

2.6.3 Average pass percentage of Students

Response: 88.25

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 1464

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 1659

File Description	Document
List of programs and number of students passed and appeared in the final year examination	View Document
Any additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.66

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution has a well defined policy for promotion of research and the same is uploaded on the institutional website

Response: Yes

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
Any additional information	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money to its teachers for research (average per year)

Response: 51.29

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
89.26	144.78	7.28	8.33	6.8

File Description	Document
Minutes of the relevant bodies of the University	View Document
List of teachers receiving grant and details of grant received	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document
Any additional information	View Document

3.1.3 Number of teachers awarded international fellowship for advanced studies/ research during the last five years

Response: 33

3.1.3.1 The number of teachers awarded international fellowship for advanced studies / research year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
12	7	7	4	3

File Description	Document
List of teachers and their international fellowship details	[View Document](#)
e-copies of the award letters of the teachers.	[View Document](#)

3.1.4 Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates, other research fellows in the university enrolled during the last five years

Response: 333

3.1.4.1 The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows in the university enrolled year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
82	75	61	68	47

File Description	Document
List of research fellows and their fellowship details	[View Document](#)

3.1.5 University has the following facilities

1. **Central Instrumentation Centre**
2. **Animal House/Green House / Museum**
3. **Central Fabrication facility**
4. **Media laboratory/Business Lab/Studios**
5. **Research/Statistical Databases**

Any four facilities exist

Three of the facilities exist

Two of the facilities exist

One of the facilities exist

Response: Any four facilities exist

File Description	Document
List of facilities provided by the university and their year of establishment	View Document
Any additional information	View Document
Link to videos and photographs geotagged	View Document

3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar recognition by government agency

Response: 66.67

3.1.6.1 The Number of departments with UGC-SAP, CAS, DST-FIST ,DBT,ICSSR and other similar recognition by government agency

Response: 4

File Description	Document
List of departments and award details	View Document
e-version of departmental recognition award letters	View Document

3.2 Resource Mobilization for Research

3.2.1 Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments,Chairs in the institution during the last five years (INR in Lakhs)

Response: 135.01

3.2.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
79.84	0.65	53.11	1.41	0

File Description	Document
List of project and grant details	[View Document](#)
e-copies of the grant award letters for research projects sponsored by non-government	[View Document](#)

3.2.2 Grants for research projects sponsored by the government sources during the last five years

Response: 1565.69

3.2.2.1 Total Grants for research projects sponsored by the government sources year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
701.221	290.27	460.92	46.48	66.8

File Description	Document
e-copies of the grant award letters for research projects sponsored by government	[View Document](#)
Any additional information	[View Document](#)

3.2.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0.15

3.2.3.1 Number of research projects funded by government and non-government agencies during the last five years

Response: 53

3.2.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 1789

File Description	Document
Supporting document from Funding Agency	[View Document](#)
Any additional information	[View Document](#)
Link for funding agency website	[View Document](#)

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

Response:

In line with its Vision & Mission, the University is committed to drive the agenda of Research and Innovation and has created an ecosystem for research, innovation and entrepreneurship. The key initiatives taken are as under:

Human Resource: The University recruits **dynamic & vibrant young faculty** along with **renowned distinguished experts at senior level** to mentor and channelize the young students and scientists. The faculty members are **up-gradated on domain-specific knowledge** through organization of Conferences, Seminars, FDPs and Lecture Series. Faculty members are granted leave and are provided financial support to attend Orientation and Refresher Courses in India and abroad. Appreciable fee concession is provided to faculties, employees & JRFs/SRFs/Research Associates to pursue PhD programs.

Excellent **research infrastructure** has been created both through extramural sources such as DST, DBT, ICMR, DAE etc., as well as through intramural funding.

To **facilitate networking** and establish **collaborations** for undertaking multi-disciplinary and interdisciplinary research, Amity regularly invites eminent experts and has **accorded honorary degrees and positions** to academic and industry leaders. The University encourages **external co-supervisors for Ph.D scholars.**

Protection and Commercialisation of Intellectual Property: A dedicated **IPR Cell is** at the University to provide IPR services to all the students, researchers and faculty; the University covers all costs of organizing consultations as well as filing patents.

E-Cell and Amity Innovation Incubator: Entrepreneurship Cell at the University is working to create a culture and ecosystem of entrepreneurship at campus to provide start-up support to students through its incubation centre. The E-Cell organizes Entrepreneurship Awareness Camps, Business Pitch Challenge, Friday Fortnight Entrepreneur Lecture Series, Idea Camp, and through all these activities, it motivates those students who have an aptitude to be an entrepreneur. Amity Innovation Incubator, provides necessary support in terms of mentoring, infrastructure and business support services to the budding entrepreneurs.

Access to academic and research resources is very crucial for looking for the advancement in one's own areas of interest elsewhere as reported in journals, book chapters, new articles and pamphlets – all accessible at the click of mouse in AUH library sites.

Directorate of Research and Publications: Research has always been an area of paramount importance to AUH. Therefore, AUH has established Directorate of Research and Publications. The Directorate is responsible in promoting and facilitating leading-edge research, including collaborative and interdisciplinary research; building, and providing sufficient support for a community of innovative researchers to enhance research capacity at the university and to increase internal and external research opportunities for faculty, post-doctoral fellows, and graduate students; developing networks between the research Centre and researchers in the field nationally and internationally.

University is also empanelled under the *Pradhan Mantri Yuva Yojna* with the Ministry of Skill Development and Entrepreneurship to impart courses in Entrepreneurship. The University also offers Courses in Entrepreneurship under Choice Based Credit System.

File Description	Document
Any additional information	View Document
link for additional information	View Document

3.3.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry - Academia Innovative practices during the last five years

Response: 304

3.3.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
89	79	60	43	33

File Description	Document
Report of the event	View Document
List of workshops/seminars during the last 5 years	View Document

3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years

Response: 51

3.3.3.1 Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
17	12	11	4	7

File Description	Document
List of innovation and award details	View Document
e- copies of award letters	View Document

3.3.4 Number of start-ups incubated on campus during the last five years

Response: 23

3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
18	4	1	0	0

File Description	Document
List of startups details like name of startup, nature, year of commencement etc	View Document
e- sanction order of the University for the start ups on campus	View Document
Contact details of the promoters for information	View Document

3.4 Research Publications and Awards

3.4.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

File Description	Document
Any additional information	View Document

3.4.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: Yes

3.4.3 Number of Patents published/awarded during the last five years

Response: 23

3.4.3.1 Total number of Patents published/awarded year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
7	2	7	6	1

File Description	Document
List of patents and year it was awarded	[View Document](#)
Any additional information	[View Document](#)

3.4.4 Number of Ph.D.s awarded per teacher during the last five years

Response: 0.47

3.4.4.1 How many Ph.Ds are awarded within last 5 years

Response: 58

3.4.4.2 Number of teachers recognized as guides during the last five years

Response: 123

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	[View Document](#)
URL to the research page on HEI web site	[View Document](#)

3.4.5 Number of research papers per teacher in the Journals notified on UGC website during the last five years

Response: 6.5

3.4.5.1 Number of research papers in the Journals notified on UGC website during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
406	556	551	391	423

File Description	Document
List of research papers by title, author, department, name and year of publication	[View Document](#)

3.4.6 Number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings per teacher during the last five years

Response: 1.22

3.4.6.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
66	142	86	44	97

File Description	Document
List books and chapters in edited volumes / books published	[View Document](#)

3.4.7 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Response:

File Description	Document
BiblioMetrics of the publications during the last five years	[View Document](#)
Any additional information	[View Document](#)

3.4.8 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response:

File Description	Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the University	[View Document](#)
Any additional information	[View Document](#)

3.5 Consultancy

3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual

Response: Yes

File Description	Document
Soft copy of the Consultancy Policy	
Minutes of the Governing Council/ Syndicate/Board of Management related to Consultancy policy	
URL of the consultancy policy document	

3.5.2 Revenue generated from consultancy during the last five years

Response: 310.09

3.5.2.1 Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
210.0	15.35	66.26	15.963	2.52

File Description	Document
List of consultants and revenue generated by them	
Audited statements of accounts indicating the revenue generated through consultancy	

3.5.3 Revenue generated from corporate training by the institution during the last five years

Response: 0

3.5.3.1 Total amount generated from corporate training by the institution year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
List of teacher consultants and revenue generated by them	

3.6 Extension Activities

3.6.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

Amity University Haryana promotes regular engagement of faculty, staff and students with the neighborhood community for their holistic development and sustained community development through various activities. Every year, AUH organizes a program known as **Human Welfare Drive** under which students and staff participate voluntarily in community based outreach activities. The members of student Clubs organize various awareness campaigns, workshops and road shows with themes like health awareness, cleanliness, green environment & tree plantation, traffic rule awareness and empowerment of girls and women under which students and staff participate voluntarily in community based activities with neighborhood.

Continuous voluntary activities by students to maintain cleanliness in and around the Campus, create awareness about the role of clean environment in human health and contribute to the Extension activity provides a link between the University and the Society. The objectives of these activities are to:-

1. Understand the working conditions and their relations with community.
2. Identify the needs and problems of the community and involve them in problem solving processes.
3. Develop a sense of social and civic responsibility.
4. Acquire leadership qualities.

Six blood donation camps have been organized, with an average of 450 students, faculty and staff donating blood.

Legal aid cell which provides legal aid to the underprivileged people.

Engagement with NGOs like Rotary Club, RSO to name a few.

Health check camps for the villagers located in the close proximity of the Campus.

Optometry Consultation and providing free eye glasses to villagers.

Spreading the "Swach Bharat" awareness amongst rural youth. Collecting relief material during national calamities.

Amity Marathon is held each year to promote the importance of running and maintaining a healthy life style, and also carry out fund raising for social causes for NGOs such as "Save the Children", Akshaya Patra, Oxfam India and CARE. Link as follows :-

http://www.amitygurugrammarathon.com/savethechildren/

Teaching underprivileged children of laborers and village school, distributing blankets to the poor, activities undertaken by SAAKAR and UDAAN.

Creating social awareness in public by street plays, with themes such as safety of women & girl child and

road safety.

Impact :

Exposure to extension and outreach activities sensitizes the students towards social issues and also the legal and social remedies for matters like domestic violence, dowry, child abuse, female child, and victims of violence, old and infirm persons etc.

The activities conducted result in imbibing values of social responsibility such as:-

1. To help people in need and distress.
2. To understand and share the need of under privileged children.
3. To promote cleanliness

Learning outcomes:

1. Enlarge the knowledge of societal issues and problems and to search solution by getting involved with their lives.
2. Build up relations and tie up with organizations/NGOs to carry forward humanitarian work in future.
3. Develop a passion and brotherhood towards community and affected people.
4. The skills developed include social & communication, management, leadership, analytic, perceptual.

File Description	Document
Any additional information	[View Document](#)
link for additional information	[View Document](#)

3.6.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 8

3.6.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
3	2	1	1	1

File Description	Document
Number of awards for extension activities in last 5 years	View Document
e-copy of the award letters	View Document

3.6.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 217

3.6.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
32	54	63	37	31

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document
Any additional information	View Document

3.6.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 43.42

3.6.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2819	2906	3029	1260	1339

File Description	Document
Report of the event	
Average percentage of students participating in extension activities with Govt. or NGO etc.	

3.7 Collaboration

3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year

Response: 79.8

3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
261	57	49	29	3

File Description	Document
Number of Collaborative activities for research, faculty etc	
Copies of collaboration	

3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years

Response: 1572

3.7.2.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
555	402	277	194	144

File Description	Document
e-copies of linkage related Document	
Details of linkages with institutions/industries for internship	

3.7.3 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 93

3.7.3.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2018-19	2017-18	2016-17	2015-16	2014-15
11	13	29	22	18

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	[View Document](#)
Details of functional MoUs with institutions of national, international importance,other universities etc during the last five years	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc

Response:

Amity University Haryana has developed a high-tech campus with modern facilities/learning resources as per the curriculum requirements and norms of statutory/regulatory bodies according to its vision and strategic objectives. The **infrastructure facilities and learning resources** are mentioned as under:

S.No.	Description	Quantity
1	Academic Blocks	4
2	Class Rooms & Lecture Theatres	101
3	Tutorial Rooms	104
4	Laboratories	143
5	Research Labs	16
6	Computer Labs	27
7	Central Library	1
8	Departmental Library	4
9	Conference Hall	4
10	Training Hall	1
11	Auditorium in Academic Blocks (Capacity)	03(A- 396, B- 296 & D–796)
12	Multipurpose Halls	2
13	Moot Court	1
14	Admission Hall	1
15	Faculty Lounge	1
16	Mass Communication Studio	1
17	Student Common Room	4
18	Activity Room	1
19	MDP Room	1
20	Military Training Camp	2 Separate for Boys & Girls)
21	Art Gallery	1
22	Innovation Gallery	1
23	Hostel Blocks	10 (With capacity of 216 each)
24	Smart Classroom	1
25	Open Learning Area	1
26	Guest Rooms	9

Utilities available on campus include RO water, adequate number of Restrooms, Central Air Conditioning, Generators, Bore wells, Overhead & UG Tanks, Sewage Treatment & Effluent Treatment

Plant etc.The **Libraries** at AUH are integrated Knowledge Resource Centres that are stocked with over 50255 books, periodicals, references, national and international journals, CD-ROMs covering all aspects of academic studies and research material. Amity Students have access to electronic information resources for online databases, Journals, Case studies, research materials etc. Some of the popular online resources accessible to Amity students/faculty are EBSCO, OXFORD JOURNALS, TAYLOR & FRANCIS, UGC-INFONET, RSC, IOP, ROYAL SOCIETY OF CHEMISTRY, AMERICAN INSTITUTE OF PHYSICS, MANUPUTRA, SUPREME COURT CASES, LEED LAB etc.

AUH as a research and innovation driven university lays great emphasis on creating conducive ambience in Teaching & Research Laboratories. AUH has maintained an optimum balance of environment by conserving all the parameters of building, design, landscape, water & energy conservation, operation & maintenance, thereby becoming the first university in India and second in Asia to achieve LEED Platinum Certificate by US Green Building Council.

LIST OF RESEARCH LABS - FACULTY OF SCIENCE, ENGINEERING & TECHNOLOGY		
S. No.	**Room No.**	**Name of Research lab**
1	PORTA CABIN	BIODIESEL LAB
2	ALG 01	INFECTIOUS BIOLOGY LAB 1
	ALG 05	INFECTIOUS BIOLOGY LAB 2
3	ALG 06	CIF LAB
	ALG 08	CIF LAB
4	ALG 12	MEDICAL MICRO LAB
5	ALG 16	TISSUE CULTURE 1
	ALG 18	TISSUE CULTURE 2
6	ALG 19	LEAF ANALYSIS LAB
7	A 113	NANOBIOLOGY LAB
8	A 115	BIOSAFETY LAB
9	A 117	LIPIDOMICS CENTRE
10	A 119	CIRF LAB
11	A 201A	DATA SCIENCE LAB
12	A 201B	CANCER BIOLOGY LAB
13	A 210	BIONNOVA LAB
14	A 213	CELL CULTURE LAB
15	A 215	ANIMAL CELL LAB
16	A 403	BIOINFORMATICS LAB

File Description	Document
Link for Additional Information	[View Document](#)

4.1.2 The institution has adequate facilities for sports, games (indoor, outdoor),gymnasium, yoga

centre etc., and cultural activities

Response:

AUH has 20 acres Sports Complex. Facilities include football, basketball, volleyball, tennis, table tennis, badminton, gymnasium (fitness center) and cricket practice pitch etc. The University offers opportunities to students for regular work-out, lifestyle management and interaction. Details of sports facilities-Annexure []

Every year AUH organizes **SANGATHAN** - a month long intra Institutional Sports event. The unfurling of "Sangathan Flag" marks the beginning of the glittering ceremony which includes an impressive march past, various sports events, like badminton, squash, basketball, volleyball, cricket, tug of war with institutes vying to clinch the much coveted trophies. Students of various institutes also present a colorful cultural programme at the concluding ceremony of Sangathan. Few achievements of AUH students and alumni are: -

1. Mr Falit Bhardwaj, Bodybuilding, weight category – 90 Kg Gold Medalist at the IBBF - Mr. Gurugram - 2014 and Silver Medal in IBBF - Mr. Haryana - 2015 competition held in Gurugram.
2. Deepak, Taekwondo World Championship 3rd Position – 2017-18.
3. Mandeep Singh, National **61st National Shooting Championship** Silver Medal in Jaipur, ISSF Junior World Cup Rifle / Pistol/ Shotgun competition held at Sydney, Australia from 19th March to 29th March 2018. 25 meters rapid fire (pistol).
4. Yogesh Panwar, **53rd National Speed Skating Championship**, Silver Medal.

All India Football Federation (AIFF) and AUH have entered into a Memorandum of Understanding (MOU) with the objective of cooperation in development and promotion of Football in India. The MOU is focused on innovation and execution of research projects and also to establish a robust education system in areas of coaching and Football administration.

AUH encourages and organizes cultural and extracurricular activities. These activities are planned and organized under the supervision of respective club coordinators.The list of various clubs is as follows. A Few achievements in cultural and extracurricular activities are as under:-

1. Dramatic Society at AUH "Ek Awaaz" won second position at National Street Play competition "Rangrez" Chitkara University, Chandigarh.
2. Dramatic Society at AUH "Ek Awaaz" participated in V Fest 2015 Delhi Prelims and Nukkar Natak Competition in Youth Vibe 2014 Fest organized by Lovely Professional University, Punjab.
3. Art Jam organized by Udaan Club.
4. Mental and Health Mela.

AUH competed with 75 universities in North Zone inter University Championship organized by Association of Indian Universities winning seven events and runners up in five events. The University *organizes cultural* and extracurricular activities that are planned and supervised by club coordinators.The clubs activities are not only recreational but extends to social welfare and reformation too. Some of the clubs at AUH are:

CULTURAL ACTIVITIES CLUB

THEATER AND DRAMATICS CLUB

INTERNATIONAL STUDENTS CLUB

SAKAAR CLUB

DEXTER CLUB

"YUVA" (Debating and Declamation)

HUNKAAR CLUB

FASHION SHOW CLUB

CYBER CLUB

ALLEGORIES LITERARY CLUB "ALFAAZ"

PHOTOGRAPHY CLUB

AMIGREEN ENVIRONMENT CLUB

AERO MODELING CLUB

ROBOTICS CLUB

FINE ARTS CLUB

TREKKING CLUB.

SOCIAL RESPONSIBILTY CLUB

UDAAN CLUB – "*Practice To Teach Poor Children.*"

SHIKSHA ASSOCIATION

PHOTOGRAPHY CLUB

MUSIC CLUB

YOGA CLUB

VOLLEYBALL CLUB

BASKETBALL CLUB

TENNIS CLUB

FOOTBALL CLUB

CRICKET CLUB

HEALTH & FITNESS CLUB - AEROBICS CLUB, BODY BUILDING CLUB

File Description	Document
link for additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 208

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 6.9

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
300	350	308	460	500

File Description	Document
Audited utilization statements	View Document
Any additional information	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

The libraries at AUH are an Integrated knowledge resource centre that is stocked with more than 50 thousand books, periodicals, references, national and international journals, conversing all aspects of academic studies and research materials. The Library has online journals and access to e-journals, databases etc through Amity's portal "Amizone". All e-resources are accessible locally within the campus as well as remotely Annexure []. The Central University Library building is centrally located spread over 3 floors covering an area of approx. 50,000 sqr. ft. with the ambiance that is suitable for learning and scholarship. Library buildings have provision for both individual and group studies making room for interaction, discussion and quiet studies. Adequate space is provided for browsing and relaxed reading too.

Libraries are equipped with adequate number of sign boards displays and guides for the convenience of the users. The library has open access to its collection for all student, faculty and staff. Facilities include fire detection alarm and fire fighting systems, ramp, escalators and lifts for easy and convenient access to differently –abled users. Library buildings have ramp, escalators and lifts for easy and convenient access to differently–abled users. OPAC/Web OPAC is main tool to provide access to the Library Collection. Library website also provides information about resources, rules and regulations.

AUH Libraries are automated using open source software "KOHA" Description of ILMS is as follows:

The Integrated Open Source Library Management Software (ILMS) "KOHA" which function from cataloguing to The Library have well stocked with 50,000 books. All the books are classified with DDC Classification scheme an

The details of ILMS are given below:				
	Name of the ILMS software : KOHA **Nature of automation(fully or partially): Partially** **Version: 16.05.11** **Year of automation: 2013 to till date**			

Each library has adequate number of work stations to facilitate searching./accessing OPAC, e-resources, we browsing and for other academic works. Provision has also been made to allow downloading/printing of materials from these resources. AUH has installed excellent ICT infrastructure with adequate bandwidth for fast and seamless access to Internet. AUH Libraries are also members of DELNET. The initiatives taken and best practices adopted.

1. Open Access Systems for users.
2. ICT & WI-FI, Internet access, download & printout facility.
3. Central Air Conditioning
4. Reference Service CAS/SDI
5. Reprographic facility
6. Books Exhibitions/displays of New arrivals
7. Centralize feedback & suggestions system through Intranet Portal "Amizone"

8. Electrical Points for recharging of laptop/tab/notebook/ mobiles each floors
9. Modern & comfortable furniture
10. Drinking water & wash room facilities
11. Smart room for group discussion, research scholars, digital lecture/presentation & delegation/honorary persons.
12. Career/employment information/Newspaper Clipping Services
13. Previous year question papers
14. Orientation Programme
15. Separate property counter along-with security guard

File Description	Document
Any additional information	View Document
link for additional information	View Document

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment

Response:

The Central Library at AUH established during the year 2010 makes all efforts to acquire useful books including rare books, thesis and other knowledge resources to enrich its collection. **The Special collection** & Collection of rare books in the library provide for research interests and subject specializations of students and faculty. Old rare palm leaf engraved (Three Pandulipies of Upanishad) are also available in the library. The Knowledge resources are supported by a Collections of CD ROMs available for users. The collection of rare books also support and enhance the teaching learning process. The details are as under:

S. No.	Description- Rare books & Special Collection	Name of the books/Manuscript/ /Author/ Copies/ year	Publisher
1	Rare books	77	
2.	Conf. Proceedings	95	
2	Ph.D. Thesis	41	
3	Special Collection	122	
4	CD Collection(1888)	1888	

File Description	Document
link for additional information	View Document

4.2.3 Does the institution have the following

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	[View Document](#)

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 46.96

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
42.22	15.77	48.88	16.07	111.88

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	[View Document](#)
Audited statements of accounts	[View Document](#)

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Any additional information	[View Document](#)

4.2.6 Percentage per day usage of library by teachers and students

Response: 19.81

4.2.6.1 Number of teachers and students using library per day over last one year

Response: 1122

4.2.7 E-content is developed by teachers :

1. **For e-PG-Pathshala**
2. **For CEC (Under Graduate)**
3. **For SWAYAM**
4. **For other MOOCs platform**
5. **For NPTEL/NMEICT/any other Government Initiatives**
6. **For Institutional LMS**

Any 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: Any 3 of the above

File Description	Document
Details of e-content developed by teachers for e-PG-Pathshala, CEC (UG)	[View Document](#)

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The University has the latest IT Infrastructure to support the teaching & learning processes. Details of University's computing facilities i.e., hardware and software are mentioned below:

Number of systems with individual configurations

Desktop (Intel i5, Dual Core, with 4GB to 8GB RAM and 250 GB

to 500 GB HDD)

Laptop (i3-4030U 2.10 GHZ, 4GB RAM, 500 GB HDD)

Total number of systems- 1260 (1060 Desktops + 200 Laptops)

Dedicated computing facilities

Internet through LAN in all Computer Labs

Internet through LAN in all Residential Flats for staff

Wi-Fi in all Hostels Block and Hostel Plaza

LCD Projectors for all Class rooms

Audio Visual Class rooms

LAN facility

One network across the campus and access internet/ intranet resources under uniform network policy

Wifi facility

WiFi network across the Hostel area including Students Suits, Hostel corridors & Hostel Plaza. Hot-Spots in Academic Area to access internet/ intranet resources under uniform network policy

Proprietary software

- Campus with Microsoft
- Oracle 11g
- Schrodinger
- IBM Rational Rose
- Solid Works
- HFSS
- OrCAD
- Xilinx
- Mentor Graphics HEP1
- Mentor Graphics HEP2
- MAT Lab
- SPSS
- AutoCAD LT 2012
- AutoCAD LT 3D
- Adobe Creative suite
- Coral Draw Graphics Suite5
- TukaCAD

Number of nodes with internet facility

Server on virtual platform using VMware and HP Servers. High speed connectivity from multiple ISP's

Description of IT facilities including Wi-Fi with date of updation and nature of updation is as follows:

- Access Points (ALTAI) Installation with Secure Wi-Fi Coverage using MAC Authentication Up-gradation in April 2013
- IP Surveillance (audio enabled) Up-gradation Jun 2016
- Up-gradation of Projector with individual PA system for classroom and seminar rooms 2015 , 2016, 2017
- Access control System upgrade with Biometric by Starlink in May 2017
- Call Center Up-gradation with IVRS facilities and customize Reporting March 2012, May 2016
- Academic LAB Up-gradation as per Software requirement Every year
- Digital signage System Feb 2015
- Live web Broadcasting for event May 2013
- Bandwidth up-gradation from 1GBPS to 1.2 GBPS August 2017
- MPLS up-gradation up to 10 MBPS August 2017
- Firewall Up-gradation (Fortinet) FortiGate 800C BDL 2015
- Software Up-gradation of Library Automation System (from Libsys to Koha) in December 2013
- Software Purchased (ANSYS) Version- Aug 2014
- UPGRADE Software (MATLAB) June 2018
- MacAfee upgraded Version - 8.8.0 Jan 2015, Virus DAT daily update.
- Faculty Laptop changed/upgraded (Lenovo E40) Sep 2015
- End-User UPS changed (500VA Offline) Mar 2016
- User end Desktop changed (Lenovo M700) Mar 2016
- ORCAD upgraded Version Apr 2016

Students and Faculty members have access to electronic databases which encourages them to use e-learning resources. Database / software packages provided to the staff and students are given below:

- Digital Library through AMIZONE
- Digital Signage
- SSC Online
- Manupatra Online
- SCOPUS

University has Online Lectures and availability of all information related to classes, Attendance of Students and all activities available on Amizone.net. Lectures are also available on

http://www.youtube.com/amityuni.

WiFi is available in all Hostel Blocks

Wifi Hotspot is available in All Academic Block & Plaza area

File Description	Document
link for additional information	[View Document](#)

4.3.2 Student - Computer ratio

Response: 4.41

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)
?1 GBPS

500 MBPS - 1 GBPS

50 MBPS-250 MBPS

250 MBPS-500 MBPS

Response: ?1 GBPS

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	[View Document](#)
Link to photographs	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 54.39

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
4614.49	4253.42	3291.68	2426.8	2245.26

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	[View Document](#)
Audited statements of accounts.	[View Document](#)

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

The University has a dedicated maintenance department responsible for overseeing the maintenance of buildings, class rooms, laboratories, hostels, cafeterias, sports facilities, utilities, STP /ETP, lawns etc. The Campus facilitates 24x7 maintenance services to ensure uninterrupted facilities. The department has qualified and skilled manpower for civil and electric work, plumbing, carpentry work, horticulture etc. Maintenance of infrastructure facilities, services and equipments is done as per following details:

1. The infrastructure facilities such as class-rooms, buildings, hostels, STP/ETP, etc. are maintained by the maintenance department.
2. The University has power management department to ensure uninterrupted power supply and maintenance of electrical assets. The maintenance of equipment like Generator Sets, General Lighting, Power Distribution System, Solar Panels etc. are undertaken as per their preventive maintenance schedules, guidelines through the authorized agencies.
3. The maintenance of equipments for water pumping plants, sewage, etc. are undertaken as per their preventive maintenance schedules and guidelines through authorized agencies.
4. Maintenance of Services: The University provides various services/facilities to the students, faculty and staff and are maintained by respective service providers.

- Cafeterias facilities
- ATM facility & services
- Laundry services
- Gymnasium facilities
- Reprographic, Photocopy services and Stationary
- Salon facilities.
- Departmental Store
- Vegetable & Juice Shop
- Departmental Store

In order to facilitate the students' and faculty's commute from Gurgaon/Delhi to Campus the University has hired air conditional buses and procured tempo travelers. For frequent movement of faculty and staff for various activities a fleet of vehicles is maintained by transport department of the University.

Amity Clinic, sports facilities, etc. are maintained by the administration department as per the laid down guidelines.

Housekeeping services are available on campus.

Campus Surveillance Cameras, CCTVs, other security equipments are maintained through IT department by the equipment providers.

Teaching aids such as LCD Projectors, PA Systems, Laptops, Desktops, Printers, Wi-Fi etc. are maintained by IT Helpdesk department.

Fire Fighting equipments in various blocks, class-room, labs, hostels, offices, etc. are maintained by Fire & Safety Department.

File Description	Document
Any additional information	View Document
link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Response: 0.11

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
24	1	3	1	0

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	[View Document](#)
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 2.77

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
171	174	169	119	86

File Description	Document
Any additional information	[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

1. **Guidance for competitive examinations**
2. **Career Counselling**

   3.Soft skill development
   4.Remedial coaching
   5.Language lab
   6.Bridge courses
   7.Yoga and Meditation
   8.Personal Counselling

7 or more of the above

Any 6 of the above

Any 5 of the above

Any 4 of the above

Response: 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	View Document

5.1.4 Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 7.52

5.1.4.1 Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
389	530	521	421	123

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document

5.1.5 The institution has an active international students cell to cater to the requirements of foreign students

Response:

Yes

The University has a dedicated Office of International Affairs (OIA) and Dean of Student Welfare (DSW) to cater to the requirements of international students. In an era of globalization, it is absolutely essential for a University to give a global and multicultural exposure to its students so as to prepare them to meet the challenges of the knowledge age.

The dedicated office is responsible for International Student Management and conducting events and activities for the International Students round the academic year. The university has presence of International students from over 30 different countries which include United Kingdom, Japan, Dublin, Chile, Congo, Kenya, Afghanistan, Pakistan, Bahrain, Libya, Gambia, Mauritius, Sierra Leone, Bhutan, Iraq, Nepal, Cambodia, Nigeria, Yemen, among others. The university strongly believes in augmenting the principles and teachings of mutual respect and understanding for each other's culture, tradition, customs and beliefs that have been fundamentally taught to its students.

These students can reach out to these coordinators or to their respective Program coordinators or to OIA in case they have any query regarding academics, examinations, hostels etc.

Key Functions of OIA:

1. Organizes formal as well as informal reception and Orientation Program, Monthly open houses for the international students at the commencement of the session.

Organizes different cultural and extracurricular events for global inclusion and inculcating human values such as National day,

1. International Student Day, Heritage and cultural Excursions, Festivals celebrations, movie screening, Medical camps, visits to NGOs whole year for International Students. The objectives are:

1. To promote Human Values

2. To promote multi cultural perspective

3. To promote higher inclusion of International Students for diverse

learning environment on campus.

c. Conducts Cross-cultural programmes, Student exchange programs, FDPs, workshops and international lecture series like DGISS (Distinguished Global Indian Speaker Series).

d. In association with the faculty coordinator make efforts for timely resolution of problems, complaints/grievances of International students.

f. Organizes special classes for local language/communication skills, including understanding and speaking.

e. Advise students on documentation needed for exchange visits and higher studies abroad

f. Provide faculty with information on teacher exchange and international cooperation programs

Dean of Student Welfare (DSW)

The dedicated team:-

a. Provides support in the process of registration with Foreigner Regional Registration Office, visa extensions or any other related issues.

c. Provide assistance in arranging paying guest or rented accommodation, if hostel accommodation is not available or not opted. Arranging and providing special privileges regarding food preferences and ensuring well being of the International students.

d. Handling special cases of Hostel and academic fees extension and waiving fines.

e. Medical assistance to international students.

f. Ensure safety and security to the international students during their visit to historical places and visits in and around NCR.

Besides OIA and DSW, each school at University has a dedicated Academic Affairs – Student Services to look after the routine academic issues of international students and facilitate them to ensure congenial academic environment for them.

Through all these efforts, we maintain a high level of satisfaction among the international students

File Description	Document
Any additional information	View Document

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

Response: Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document
Any additional information	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 27.35

5.2.1.1 Number of outgoing students placed year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
373	490	499	410	117

File Description	Document
Details of student placement during the last five years	[View Document](#)

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 44.73

5.2.2.1 Number of outgoing students progressing to higher education

Response: 742

File Description	Document
Details of student progression to higher education	[View Document](#)

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 83.48

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
15	24	14	11	6

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT, GRE/TOEFL/ Civil Services/State government examinations) year-wise

during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
16	40	22	11	6

File Description	Document
Upload supporting data for the same	<u>View Document</u>
Number of students qualifying in state/ national/ international level examinations during the last five years	<u>View Document</u>

5.3 Student Participation and Activities

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) during the last five years

Response: 45

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
17	15	04	07	02

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	<u>View Document</u>
e-copies of award letters and certificates	<u>View Document</u>

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

Yes: To imbibe leadership skills and organizing capabilities in the students, the University provides ample

opportunities of representation to its students in academic and administrative bodies or committees of the University:

Student Class Representative System: CRs are nominated for each year of every programme of the University who represent the academic and other general matters pertaining to students takes part in regular meeting with Head of the Institution and also with Dean of Student Welfare. Director Administration, Dy Director Security and Hostels are present during the meeting to answer/provide solutions to issues raised by the CRs. The DSW compiles the feedback and forwards to all concerned to take appropriate action.

Student Committee of Placement: The committee assist and support in the various activities pertaining to industry integration, internship and placement of students. The committee works under the close supervision of Director-Corporate Resource Centre and institutional placement coordinator.

Hostel Representatives. Similarly nominated hostellers also regularly give their feedback to the DSW during regular meetings conducted for this purpose.

University Clubs/ Committees elect President, Vice Presidents, Member Secretary and Treasurer positions, where students organize domain specific events, extra-curricular events (non - domain specific) ,competitions and conferences honing their subject expertise skills in addition to their leadership skills.

Club/Committees are platforms that offer a plethora of opportunities to students to give them a voice of their own and shed their inhibitions through an enriching and engaging experience.

Club/Committee activities, campaigns, workshops, debates and Inter-University competitions enhance the communication skills, team management & leadership skills, time-management, resource management skills and above all builds confidence in each student. Through the Club/committee platform, provided by the Institution/University, students learn to do practical implementation of the classroom learning. Office of Dean Student Welfare monitors the effectiveness and outcome of Club/Committee activities.

Best practices of each Institution are transmitted across University to strengthen the student's platforms for holistic development of each student of the University.

1. Mess Committee**.** The Dy Director Hostels holds a mess meeting every month. Warden and Hostellers are the member of mess committee and meeting chaired by Dy Director Hostel. The main aim to conduct mess meeting is as follows:-
2. Change Mess Menu according to session.
3. Feedback regarding food quality.

File Description	Document
Any additional information	[View Document](#)

5.3.3 Average number of sports and cultural activities / competitions organised at the institution level per year

Response: 29.8

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
40	44	35	17	13

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

Yes:

At AUH the alumni association exists as "Amity University Gurugram Alumni Association".

Basic objectives of the Alumni Association are :

1. To promote and cultivate mutual interaction between the alumni and their alma-mater.
2. To motivate alumni to contribute in taking its alma-mater to newer heights.
3. To contribute in creating a fund at AUH to be utilized for developing better facilities   (residential , academics as well as leisure) for the University/Institute community.
4. To provide assistance to students of the university/ institute through grants, scholarships and prizes and also to assist in academics and placement.
5. To create and mitigate knowledge (professional as well as academics) through conferences, seminars, panel discussions, workshops & training courses.
6. To embark on activities leading to society and nation building.

Engagements of Alumni and AUH:

Various activities are used to engage the alumni like:

1. Inviting them to deliver talks, guest lectures, and alumni forums
2. Selecting few of the Alumni as the Alumni Association Flag Bearer.
3. Inviting them as the participant, speaker during workshops and conference like HR congress.

4. Recruiting the existing students for their respective companies.
5. Supporting events like Amifest as sponsors
6. Sharing their knowledge in the capacity of Visiting Faculty members.
7. Alumni are also making contribution in upgrading the curriculum of the various courses taught at the AUH by providing their feedback. This ensures that the syllabus is industry integrated.
8. Engagement with existing students of AUH as their Mentor.

File Description	Document
Link for Additional Information	[View Document](#)

5.4.2 Alumni contribution during the last five years (INR in Lakhs)
? 100 Lakhs

50 Lakhs -100 Lakhs

20 Lakhs -50 Lakhs

5 Lakhs -20 Lakhs

Response: <5 Lakhs

File Description	Document
Alumni association audited statements	[View Document](#)

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 14

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
5	3	2	2	2

File Description	Document
Report of the event	[View Document](#)
Number of Alumni Association / Chapters meetings conducted during the last five years	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the University

Response:

The Vision and Mission statement defines the unique characteristics of Amity University Haryana and its effective leadership.

1. The **'Vision'** of Amity University Haryana is "*to be a world class centre of creativity and innovation and to contribute to the progress of humanity through excellence in education, industry and society relevant research and extension services.*"

2. The '**Mission**' of Amity University Haryana is

   1. To foster academic innovations to create an environment of student-centric learning.
   2. To nurture talent and creativity.
   3. To promote interdisciplinary and trans-departmental culture.
   4. To strengthen industry-academia integration for relevance driven excellence in education and research.
   5. To promote international collaboration and cooperation.
   6. To inculcate moral values, help embrace cognitive skills and social responsibilities.
   7. To provide an academic environment where 'Modernity blends with tradition'.

3. The '**Core values**' of the University are as follows:

   1. National pride and global outlook.
   2. Integrity, transparency and trust worthiness.
   3. Continuous learning and knowledge creation.
   4. Professional morality, scientific ethics and academic freedom.
   5. Quality consciousness and environmental sustainability.

4. Amity University Haryana is **committed** to deliver the best possible educational platform with a world-class infrastructure as well as competent faculty to the students.

5. The involvement of Leadership of AUH is ensured through well-defined system as per the organizational structure consistent with this University's Act, Statutes & Ordinances. The various bodies of the AUH have developed a set of **University Policies, Regulations & Guidelines** (listed under 6.2.2., Para 7), the implementation and continuous improvement of which are the responsibility of the University leadership. The leadership at Amity includes Vice Chancellor, Deputy Vice-Chancellor, Pro-Vice-Chancellor, Deans, Directors/Heads of Institutes/Departments /Centres, or Programme Leaders and Domain/Course Coordinators, etc.

6. The Vice-Chancellor, as the Principal Executive along with the Pro Vice Chancellor and Deans steers the University in fulfillment of its vision, mission and objectives. They allocate responsibilities to faculty

and staff and set up a review mechanism. The Deputy Vice-Chancellor looks after the general administration and maintenance and/or creation of appropriate infrastructure.

7. The faculty members are nominated in various statutory bodies and committees for decision-making and managing the various functions of the University. Regular inputs are taken from faculty and staff through monthly meetings. Further, under the AUH E-Governance Policy, an online system (AMIZONE) has been developed to foster transparency by inviting innovative ideas. A mechanism of academic audit is also in place through both Performance Based Academic System (PBAS) as guided by a well-defined Quality Assurance Framework, monitored by the IQAC Mechanism.

File Description	Document
Any additional information	[View Document](#)

6.1.2 The institution practices decentralization and participative management

Response:

1. The University has had a focus on **decentralization** and **flexibility**. There are competent administrators at each level: University, Faculty of Studies, Department, Centers of Excellence, and at the Programme Level.

2. The **Board of Management** (BoM) specifies the administrative structure of the Constituent Units of the University, frame Regulations for management, ensures linkages with industries and the **Academic Council** (AC) has representation from a wide range of faculty. The best example of participatory mechanism in the above could be seen in rationalization of its **Choice-based Credit System**.

3. **A Case Study on Process of Curriculum/ Programme Review**

3.1.   The process of curriculum/programme review undertaken recently by a committee of all HoIs, programme coordinators could be presented as a case study here. It was undertaken in 2017, and was carried out with the following objectives:

- To rationalize the contact hours to align with the best practices and market demand.
- To give students flexibility to pursue practical projects, industry certification, group projects/ self-study
- To enhance the relevance of CBCS
- To ensure conformity with various regulatory bodies

3.2. The following steps were taken to carry out and complete this review process over a few months:

(a) Faculty members and HoIs were involved, along with inputs from the industry and external academics.

(b) An Academic Programme/Course review as carried out in the Board of Studies

(c) The BoS took into consideration the regulations of the University, UGC and other regulatory and

professional bodies.

(d) The revised structure was discussed and finalised in the Academic Council, and was adopted after the BoM approved it. It was then uploaded for online on Amizone to achieve the following:

    1. B.Tech Programs: 195 Credits

    2. 2-year Post-Graduate Programs: 100 Credits

    3. 2-year MBA Program: 110 Credits

3.3. This whole exercise was necessary in 2017 as **AUH** progressively introduced a number of courses **beginning with only ten academic programmes in 2010-2011**: BBA and MBA from ABS, B.Com (H) under ACC, B.Tech (Biotech), M.Sc. (Biotech) and M.Tech.(Biotech) from AIB, BJMC from ASCO, BCA and MCA (3 Years) from AIIT, and AUH Ph.D Programmes. **In 2011-12, 41 more courses** were added, followed by **15 more in 2012-13**.

3.4. I**n 2013-14, 24 new programmes** were launched. Further, **18 new programmes were started in 2014-15**, many of which were very innovative and market-oriented, such as programmes in Bioinformatics, the Dual Degree BCA-MCA, Forensic Sciences, Biochemistry, Graphics, Tourism Administration, Food & Beverage Service, Front Office Operation, etc. Finally, just before this massive participatory exercise in curriculum review began, **20 more programmes were introduced in 2015-16** in Earth Sciences, Construction Technology & Management, Envioromental Engg, Medical Lab Technology, etc. When the Academic review was in progress, **7 new programmes** got introduced **in 2017-18 in** Nano Technology, Internet of Things, Data Science, Interior Design etc. All these required a serious reworking in 2017-18.

File Description	Document
Any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

1. The Perspective Plan and the Strategic Plan documents are available in the institution and also in the linked documents here. After the inception, the Perspective Plan was replaced with a Strategic Plan with these **objectives**:

(a) Conform to globally acceptable standards.

(b) Ensure value addition to make students globally employable.

(c) Provide platform for nurturing cross-cultural environment.

(d) Comply with all statutory requirements.

(e) Ensure protection of environment.

(f) Ensure exposure to industry leaders

(g) Inculcate human values and ethics.

(j) Enhance transparency, awareness and participation of all.

. The Strategic Plan focused on these 15 **Strategic Areas:**

1. Admissions

2. Academic Excellence

3. Accreditation and Ranking

4. Faculty Development

5. Industry Integration

6. Research & Publications

7. Funded Research Projects

8. Patents/IPR/Trademark

9. Student Support & Progression

10. Corporate Relations & Placement

11. Internationalization

12. **Infrastructure & Learning Resources**

13. Extension Activities

14. IQAC

15. Library & Information Centre

3. As an instance of the successful implementation of the plan, let us consider the twelfth area. The target was to create a world class academic and research infrastructure, with a focus on optimum utilization, and a completely Green building architecture, with Solar power and Water sustainability. The idea was that adequate infrastructure of international standard is made available.

4. The **Strategic Actions** pertained to the following**:**

The four Academic Blocks were to have an extensive floor area of 8, 42,862 sq ft, housing 54 Classrooms, 102 Tutorials & 46 Lecture Theatres, to start with and 95 hi – tech well equipped Laboratories. The three state- of -art Auditoriums with seating capacity 800, 400 & 300 were to be created with a high-end Media Lab. Regular workshops and conference were to be organised in the these facilities.

The existing sports facilities were also to be enhanced with Football and Cricket grounds, Lawn Tennis/Badminton/Volleyball courts, Parasailing Ground, Kabaddi and Shooting Range.

The existing outsourced well equipped gymnasium was to be further improved. Further, an 'Open Learning Area' was to be created to motivate students to utilize their free time. It was also planned to develop additional Student Lounges as 'Open Learning Areas'

Targets and Timeline: The following actions were planned between 2017 & 2020, many of which become a reality even before time:

- The academic blocks were developed.
- Hi-tech Laboratories were added.
- More laboratory instruments were procured.
- It is planned to develop a covered Badminton, Horse Riding & Squash Court.
- A highly equipped gymnasium.
- Two more Cafeterias to be added with branded eateries.
- Uninterrupted and enhanced power supply.
- In addition to 1000 computers, plan to add more.

As a result, AUH has become the first university in India and the second one in Asia to be awarded with the coveted "LEED Green Platinum Certification (EB), USA" from the US Green Building Council. The Platinum category certification ensures that the buildings and the campus are designed in compliance with the highest levels of green parameters in use of materials, construction technology, and use of natural light.

File Description	Document
Link for Additional Information	[View Document](#)
Strategic Plan and deployment documents on the website	[View Document](#)

6.2.2 Organizational structure of the University including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

The University has a clearly defined organizational hierarchy and structure to support decision making processes that are clear and consistent with its purposes and supports effective decision making. The organizational structure lends itself to sustaining institutional capacity and education effectiveness through involvement of stakeholders in various Committees/ Boards.

The following committees have different roles and responsibilities:

1. **Planning, Development & Review**: Governing Board (GB), Board of Management (BoM), Planning Board (PB), Outcome Committeees (OC), IQAC, Domain-specific Internal Audit & Finance Committee
2. **Admissions**: Academic Council (AC), Admission Committee, University Research Council (URC), Departmental Research Committee (DRC) & Research Advisory Committee
3. **Course & Curriculum Development:** AC, BoS & Course & Program Review Committees
4. **Fee** : Fee Committee
5. **Examinations**: Examination Committee, Moderation Board, UFM & Results Moderation Committee
6. **Research**: AC, URC, DRC, PAC & Dissertation Committee
7. **Fellowship and Scholarship:** Scholarship Committee
8. **Finance:** FC, Purchase Committee & BoM
9. **Placements**: Central Placement Committee (CRC)
10. **Discipline**: Proctorial Board, Student Discipline Committee, Anti-Ragging Committee, Sexual Harassment Committee
11. **Grievance** : Grievance Committee
12. **Administration** : Academics Affairs (with Deans/ HoIs)
13. **Culture**: 24 x 7 Committee
14. **Accommodation:** Housing & Allotment Committee

AUH is set up under the **Govt. of Haryana Act 10 of 2010** (Under *The Haryana Private Universities Act 32 of 2006*), amended on 11.04.2013, 2.05.2014, and on 24.12.2015 -, the AUH strictly follows these directives to establish various Constituent Units and all Degrees, Diplomas and Certificates.

The AUH statutorily has the Governor of Haryana as **Ex-Officio Visitor** of the university, and is headed by its **Chancellor**, Dr Aseem Chouhan.

The **Govt. of Haryana Act 10 of 2010** allows AUH to (i) to provide instructions, teaching and training and make provisions for research; (ii) create higher levels of intellectual abilities; (iii) establish state of the art facilities; (iv) offer continuing education programs; and (v) create centres of excellence.

The following are the AUH policies and guidelines:

- **Examination Regulations (Policies for** Evaluation & Checkers, Question paper Setting and for Conduct of Convocation
- **Policy on Curriculum Design and Development**
- **Guidelines for Doctor of Philosophy**
- **Guidelines for SAP**
- **Guidelines/SoP on Field Visits & Extension Activities**
- **Admission Policy** (including policies for Foreign Students, and Fellowships, Scholarships, Stipends and Awards) **Admission Policy** (including policies for Foreign Students, and Fellowships, Scholarships, Stipends and Awards)
- **Student Welfare Policy (**Anti-Ragging, Mentoring, Class Representation, Student Discipline Student Discipline and Policy on Advanced and Slow Learners)
- **HR Policy** (Including Code of Conduct, Recruitment, PBAS, CAS & Staff Development, Grievances of Employees, Equity, Diversity & Non-Discrimination Policy and Policy for Adjunct,

Emeritus, Honorary & Chair-Professors)
- **Policy on Innovations and Incubators**
- **Library Manual**
- **Guidelines for Academic Audit**
- **IQAC Policy & Quality Manual**
- **Research and Consultancy Policy** (including Research Ethics, Funding for Research Policy on Funding for Reserach and Central Research Facilities)
- **Regulation for Prevention of Sexual Harassment**
- **Policy on Grievances of Students**
- **AUH Finance Policy**
- **AUH Vigilance Manual**
- **Environment Consciousness and Sustainability Policy** (including Policy on Waste management)

File Description	Document
Any additional information	[View Document](#)
Link to Organogram of the University webpage	[View Document](#)

6.2.3 Implementation of e-governance in areas of operation

1. Planning and Development
2. Administration
3. Finance and Accounts
4. Student Admission and Support
5. Examination

All 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: All 5 of the above

File Description	Document
Screen shots of user interfaces	[View Document](#)
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	[View Document](#)
Any additional information	[View Document](#)

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

As per AUH Examination regulation, the Examination Discipline Committee is fully functional and holds regular meetings during and after the Odd, Even and Supplementary examinations. The committee conducts regular meetings where students reported using unfair means during examinations are given opportunity for appeal and committee reviews their cases and appropriate penalties of use of unfair means are awarded to respective students by the committee.

The Students who indulged in act of unfair means during examinations are reported by the concerned Examination Superintendent and Detector/ Invigilator through a duly processed UFM CASE proforma.

A notice is uploaded on Amizone student portal mentioning the date, time and venue where the meeting is scheduled to give them a fair chance to defend their cases by appearing before the committee.

The committee after hearing the concerned students and analyzing the evidences takes decision on appropriate penalties of use of unfair means.

The verdict of the discipline committee is displayed on Amizone student portal e-notice section for intimation to the concerned students/parents/departments. The verdict of the Discipline Committee or UFM-Committee is successfully implemented case by case. e.g 'letter of censure' is issued to concerned students, Examinations of the students are cancelled, thus it becomes a reappear in the subject, Answer-books are evaluated and appropriate marks are awarded to 'exonerated' cases where discipline committee finds that the unfair means case against a student is to be dropped as per the merit of the case.

All the heads of the Institute/School/college are requested to inform respective students and their parents through other means about the verdict of the Discipline Committee and also to counsel students not to indulge in act of use of unfair means in any future university examinations and also to submit an undertaking that the student will never use unfair means practices in future examinations during entire academic career at AUH.

The various penalties of use of unfair means are also intimated to all students through various means. e.g poster inside examination hall, student examination guidelines etc to make the use of unfair means during examinations a deterrent.

The university has effective flying squad team of 6 persons per academic block, thus making the team of 24 members for all 4 academic blocks (A.B.C.D). The flying squad team members' visits and checks all the examination rooms of all blocks for maintenance of pin drop silence in the room, keeping an observation whether Invigilators are delivering their duties properly, students are not indulged in act of unfair means, cleanliness of desks/walls of examination room during the surprise checks.

The overall coordinator of the flying squad team summarizes the observation report of the examination day and sends the combined report to controller of examinations for taking further necessary actions for its successful implementations.

The consolidated reports of the observations made by the flying squad team are sent to the Vice-Chancellor and Pro-Vice-Chancellor.

This systematic practice has resulted in a drastic reduction of Unfair Means Cases in the University.

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

All Teaching and non-teaching staff of Amity University Haryana has the highest living and working standards at the campus. The following facilities have been provided towards the welfare of the teaching and non-teaching staff.

- Concessional/Free, limited Family/single accommodation for both faculty and staff
- Concessional, air-conditioned transport for people living outside the campus
- Centralized air-conditioned campus
- Phone facility at work and home as per the requirement of the job
- Concessional medical assistance from top medical hospitals of Gurugram
- Financial assistance to meet emergency medical expenses of staff and family members
- All the non-doctoral faculties and staff are encouraged to get enrolled for Ph.D. program with considerable fee concession
- Medical Insurance for all faculty and staff members.
- On campus free medical facilities.
- Priority of admission to the wards of the faculty and staff in the World class Amity Schools
- Crèche facilities for the toddlers of faculty and staff
- Earned leave for up to 30 days
- Casual leave for 12 days and Sick leave for 10 days
- Study leave for up to 3 years
- Sabbatical for 2 years
- 84 days of Maternity leave.
- Yoga classes, language and Zumba Classes on the campus
- Access to world class library
- On campus cafes, cafeterias, eateries, provision shop and ATM
- Gym facility
- Annual increments based on performance
- Mediclaim policies for all staff
- PhD increments for those who complete PhD during their employment with Amity
- Laundry facility on nominal payment
- Access to RO water at faculty blocks and flats
- Laptops for all faculty and desktops for the staff
- 5 days week and compensatory leave
- 24*7 ambulance facility

- Preference given to spouse for Amity's jobs
- Employees provident fund for employees with salaries upto INR 15000/-
- In house 24*7 maintenance services on campus
- Free Wi-Fi in academic blocks and hostels
- Concessional/ free electricity
- Various recreational and club activities as part of 24*7 campus programme.
- Adequate space for parking
- Pollution free, safe sprawling campus
- Diwali Bonuses and gifts for all the employees.

File Description	Document
Link for Additional Information	View Document

6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years

Response: 6.4

6.3.2.1 Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
21	27	22	19	25

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	View Document

6.3.3 Average number of professional development / administrative training programs organized by the University for teaching and non teaching staff during the last five years

Response: 62.4

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
94	91	70	44	13

File Description	Document
Details of professional development / administrative training programs organized by the University for teaching and non teaching staff	View Document
Details of professional development / administrative training programs organized by the University for teaching and non teaching staff	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 67.14

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
310	273	228	217	178

File Description	Document
Details of teachers attending professional development programs during the last five years	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

PERFORMANCE ASSESSMENT OF TEACHERS AND PROMOTION (PBAS)

1. All AUH Faculty members are assessed for performance based on the Academic Performance Indicator (API) as derived from PBAS.
2. The Proforma has been evolved as per guidelines stipulated in "UGC Regulations on Minimum Qualifications for Appointment of Teachers in Universities and Measures for the Maintenance of Standards in Higher Education – 2010" no. F.3-1/2009 dated 30 June 2010.
3. The API scores as endorsed and verified in the PBAS Proforma will be the basis of promotion under Career Advancement Scheme (CAS), increments and other awards/ Incentives.
4. The PBAS Proforma is placed as an **Appendix – I**.
5. The Scales for awarding Scores are in **Appendix – II**.

6. Eligibility criteria for CAS promotions given in **Appendix – III – Amity Guidelines for Career Advancement.**
7. The PBAS Proforma is submitted on the following occasions:

1. **Annual PBAS.** By 15th of July of every year, PBAS Proforma is filled up by all existing faculty members indicating achievements pertaining to July-June period, i.e. the academic year immediately preceding **30 June**. All new joinees fill up the PBAS Proforma as per the time-frame mentioned in HR Policy **Appendix – IV: Timelines for filling PBAS Forms.**
2. **Supplementary PBAS.** This is submitted by all faculty members who have joined Amity in the Oct-Nov-Dec (OND) quarter or Jan-Feb-Mar (JFM) quarter as a one-time exercise, required for the calendar year assessment. Following which the faculty member shall be required to fill the Annual PBAS for the academic year. The details are mentioned in HR Policy **Appendix – IV.**
3. The HR Department maintains a record of API score for each year on each Faculty.
4. The PBAS Proforma reflects performance activities undertaken only during that relevant Academic year. Even if one has filled up Supplementary PBAS, the Annual PBAS will still be required to be filled up**.**

1. **Submission of PBAS Proforma.** Responsibility for submission of the PBAS Proforma rests with the individual Faculty. They Cat. IV partis filled up by the Initiating Officer (IO)/ Reporting Officer for review of the Reviewing Officer (RO) after fully verifying the details. The RO forwards it to the HR Office.
2. The IO (Initiating Officer) will be the immediately next superior authority i.e. HOD or the HOI, as the case may be. RO (Reviewing Officer) will be the HOI (where IO is HOD) or the next senior authority or the Dean of the concerned Institute.
3. The PBAS Proforma is a 'Confidential' document and will be seen only by the authorized personnel.
4. **Constitution of Promotion Committees.** The constitution of Promotion Committees and awarding system are explained in **Appendix – VI.**
5. **Application for Promotion.** Meetings of Promotion Committees are once a year.

1. **Increments.** The Management rewards the employees for their performance/ achievements by suitable Increments/ Allowances.

- **Performance Feedback & Monitoring**: Based on the Performance Grade/ API Rating, each faculty is given feedback as per the framework explained in HR Policy **Appendix – X.**

File Description	Document
Link for Additional Information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Yes, the University has a mechanism for internal and external audit. The University has a full-time CF&AO since the inception (ie., 2010 onward to ensure maintainance of annual accounts and balance sheets of the univeristy and thereof.

The University has a separate internal audit by Pooja Chauhan and Associates, manned by accountants and experienced audit personnel.

The university's finances are regularly audite by qualified independent auditors.

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

Response: 169.78

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
60.42	60.67	26	12.33	10.36

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	[View Document](#)
Any additional information	[View Document](#)
Annual statements of accounts	[View Document](#)

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The university is funded and supported by RBEF – a not for profit educational trust and receives no grants or donations. As a self funded university, the resource mobilization is mainly through fee deposit. Other sources of financial revenue include:

- Training & Consultancy
- Research Project grants
- Participation fee in various conferences, seminars organized by the University
- Sponsorships for various events, conferences, seminars etc.
- Establishment of industry/government sponsored labs
- Endowments

Under papra 7(1) of the AUH Statues wide Notification dated 15.10.2013 (Haryana Govt. Gazette dated 26

Nov. 2013) the Finance Committee is the principal financial body of the University. The Finance Committee is constituted and functions as prescribed in para 7(1)(b) of the statues of the University.

The finance committee prepares the annual estimates of income and expenditure based on inputs from University IQAC and Financial Planning Sub-Committee and its recommendations along with annual budget is put up to executive council for consideration and approval. The Financial planning and budgeting (operational expenses and capital investments) is an integral part of annual academic planning at university level. The annual plans for the University are finalized by the Finance Committee chaired by Additional President RBEF.

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- Training & Consultancy
- Research Project grants
- Participation fee in various conferences, seminars organized by the University
- Sponsorships for various events, conferences, seminars etc.
- Establishment of industry/government sponsored labs
- Endowments

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Procedure to prepare annual estimates of Income and Expenditure

- All institutions and departments propose their annual financial plans based on academic planning to the finance committee of the University to achieve educational purposes and objectives.
- The proposed budget is examined and approved by the finance committee of the university for the academic year.
- The administrative and financial approvals are taken from competent authority as per university policy and guidelines.
- The various heads for which budget is prepared and funds allocated, are provided in the financial guidelines given by the university.

The Finance committee is responsible for observance of regulations relating to maintenance of accounts of income and expenditure and considers any other matter referred by the court and executive council of the university.

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

IQAC drafts and implements ongoing quality improvement strategies through internal evaluation initiatives and action steps for enhancing the quality of teaching, learning, research at two levels: a) University b) Department

All Academic activities/events are mapped in the Academic Calendar of the Institute which is monitored by IQAC. The following reports and recommendations are then placed before the authorities for deliberation and decision on action points, and approval:

a) IQAC Annual Report

b) Annual Academic Planning

c) Results of audits and observations

d) Stakeholder's feedback

Here are two examples of practices institutionalized as a result of IQAC initiatives:

Practice 1: Ensuring and monitoring Academic Excellence and rigor

The Annual Academic planning is important for the smooth functioning of the University. Every year at the commencement of the academic session IQAC ensures that all the departments are in line with the Academic plan designed to achieve the CO, PO and PSO. To ensure this, IQAC conducts regular audits based on the formats and checklists designed for specific academic parameters. Following audits are carried out in the process:

- Daily class held report (CDC)
- Academic audit at the commencement of the semester with respect to Registration of students, Teaching load, Course manuals, Session plans uploaded on Amizone (LMS), Mentor-Mentee allotment, nomination of Class representatives (CR), Laboratory check, computer labs and studio check.
- Audit during the semester- CR meetings, Mentor-mentee record, Re-audit of previous non conformities, surprise class checks, Examination process.
- Audit of resources pertaining to academic processes - HR, Library, Corporate Resource Centre.

Non-Conformities are identified; reports are shared with respective HOI with a copy marked to Dean Academics to close the NCs.

Practice 2: Striving for Continuous Improvement in the processes

Apart from ensuring academic excellence, IQAC has to strive for continual improvement in terms of processes and best practices has also been the endeavor of IQAC. IQAC coordinators, nominated by the departments, help IQAC team to maintain and improve quality standards.

We achieve this through the following mechanism:

- Institutions carry out their assessment and implementation of academic processes as follows:
  - Faculty development programs, workshop and training, guest lectures and seminars,

- research and publication.
  - Field trips, industrial visits, educational tour, social and community outreach programs for the development of students' skills and abilities.
- Institutions carry out the SWOC analysis based on self-assessment proforma provided by IQAC to identify weaknesses and opportunities for improvement.
- IQAC analyzes and verifies the SWOC reports submitted by the departments and share the analysis with HOI's for continuous improvement.

IQAC carries out periodic review of administrative activities

IQAC maintains quality manual as per the ISO standards. Audit of administrative processes are conducted by designed checklists periodically. Audit reports are shared with concerned department for system improvement. Following offices are audited:

- Registrar Office - maintaining records
- Administration – (Maintenance, Housekeeping, Transport) safety and hygiene
- Security- Campus
- Hostel-Facilities - safety and security
- Mess and Cafeterias- for Hygiene and quality

File Description	Document
Any additional information	<u>View Document</u>

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

Any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC:

At AUH, IQAC undertakes Academic Audit periodically to review the existing processes and benchmarks them with global best practices.

IQAC has evolved certain parameters with which the Key Performance Indicators are determined and a continuous monitoring is done for the following purposes:

1. Ensures the statutory compliances in Schools / Institutes regulated by BCI, RCI, INC, COA and PCI.
2. Regular academic audits ensure effective implementation of teaching learning process and maintenance of Programme Structure, Course Manuals with detailed Session Plans and Time-table.

3. Ensures that institutional and program/course objectives are met through the audit.

Example 1: Focus on learning centric ICT enabled pedagogy

A major revision in the year 2017-18 in academic framework incorporated a more advanced digital initiatives at AUH in regard to teaching learning processes to make it more extensively ICT enabled. The objective of the review was to shift the focus from 'Teacher **centric learning'** to a '**Student/ Learner Centric'** learning process. Such an approach caters to the diverse needs of students allowing the students to engage in: *Choice, Collaboration, Communication, Critical thinking, Creativity and Change.*

Apart from above following methodologies were adopted to meet similar objectives:

- A blended learning approach followed here combines e-learning through online digital media with traditional classroom methods to create a new hybrid teaching methodology with an objective of increasing the student engagement and bringing in flexibility in the teaching learning process.
- The introduction of **digital platforms** enable personalized learning technologies embedded around a digital text book which can be customized by faculty and involve quizzes, problems and games to keep students interested in the topic.
- Use of **adaptive learning technology** wherein the lessons are individualized to assess the student's knowledge and assess them with concepts they need help with.

During the blended learning Facilitators focus is on the following key areas:

(i) Development and compilation of online and offline course content.

(ii) Guiding the learning experience of individual students, and customizing material wherever possible to strengthen the learning experience.

(iii) Assessment

- **Blended Learning and other Student Centric Pedagogical Tools**

Blended learning has three primary components:

1. In-person classroom activities facilitated by a trained educator.
2. Online learning materials, often including pre-recorded lectures.
3. Structured independent study time guided by the material in the lectures and skills developed during the classroom experience.

Following are some the blended learning and student centric pedagogical tools which faculty can choose from to include in their teaching pedagogy

- **MOOCs** - Massive Open Online Courses - These are online courses available for anyone to enroll with an objective of providing an affordable and flexible way to acquire knowledge.(List attached

??URL?)

In addition to traditional course materials such as filmed lectures, readings and assessment material, many MOOCs provide interactive user forums to support community interactions among students and the faculty. Through MOOCS students have access to the expertise of eminent faculty from across the world resulting in enhanced academic rigor

- **Flipped Classrooms**: Students watch the learners' videos in their own time and space, giving them opportunity to work at their own pace. It also allows time in the classroom to be used in critical thinking.

- **Simulation** — These techniques are used to teach many topics in engineering and social sciences. Simulation helps in replicating real life situations to help the students experience the actual situation they would be facing.
- **Assessment Process**- Every faculty needs to design a well thought of **Assessment / Evaluation Process** which takes into consideration all the pedagogical components. The assessment is such that the student performance is evaluated against the course learning outcomes aligned with PO and PSO. For example, if a student goes through a MOOC to study a specified topic, a quiz or a problem solving exercise is conducted by the faculty to assess the learning outcome.

Example 2: Mentor Mentee systems:

At the University the practice of Mentor Mentee has been introduced

in all institutes to facilitate better communication and understanding

between the members of the faculty and students. A brief is given

to all the departments from time to time regarding its practices.

To make it more effective, a one day workshop on "Mentor Mentee

practice" is conducted every year to create awareness in all departments.

Mentor Mentee guidelines with templates were shared with all the

Institutes for standardized and thorough implementation.

Regular audit and follow up is carried out periodically of the above

practice. The Audit reports are sent to the concerned HOI with a copy

to Hon'ble Vice Chancellor, Deputy Vice Chancellor and Pro-Vice-chancellor.

Following evidences of the practices are available at every department:

• Dedicated Mentor Mentee session is mentioned in the academic

time table.

• Record of Mentor-Mentee sessions are maintained and available

with faculty and the institutes.

• Semester-wise audit of mentor mentee sessions are conducted by

IQAC

• Students are made aware of the Mentor-Mentee practice during

the time of the 'Orientation programme' by respective HOIs.

Outcome of Mentor Mentee sessions:

• Mentor-Mentee sessions have resulted in a stronger bond between

the faculty and the students.

• It establishes a platform for an interaction where students can

share their concerns regarding academics, career and life.

• It also helped in boosting confidence level of students coming

from rural background.

• It has resulted in the reduction of student's grievance.
• There have been marked improvements in attendance and

   in the attitude of the students.

• Measurable outcome is reflected in Criteria V.

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 6.2

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
6	6	6	8	5

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	[View Document](#)

6.5.4 Quality assurance initiatives of the institution include

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
2. **Academic Administrative Audit (AAA) and initiation of follow up action**
3. **Participation in NIRF**
4. **ISO Certification**
5. **NBA or any other quality audit**

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 3 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	[View Document](#)

6.5.5 Incremental improvements made during the preceding five years *(in case of first cycle)* **Post accreditation quality initiatives** *(second and subsequent cycles)*

Response:

Teaching, Learning and Evaluation processes

IQAC has been striving hard to help all wings of the university make continual improvement through regular benchmarking with global parameters. Following revisions were incorporated based on IQAC recommendations.

- A review of credit system was conducted, as a student centric exercise for specific programs, to shift students' focus from pure academics to developmental activities like MOOC, self study and live projects to enhance their personal growth.
- Before the beginning of Academic Session, the Institutes/ Schools/Departments were reminded to conduct Board of Studies meetings for to review and update academics programs. This enhanced effectiveness of delivery of courses as per the current market requirements.
- Amity Centre of Innovation in Education was added as the thirteenth Centre of Excellence.

- Amity Institute of Pharmacy was established in 2018 under the aegis of Faculty of Health and Allied Sciences to cater to the increasing demands of resources in Pharmacy industry.
- New courses have been introduced as 'Minor tracks' in tune with recent trends as given below:

(i) Mandatory courses on Behavioural Science and Communication skills are now conducted in a workshop mode to create an interactive learning environment.

(ii) Military Training Course which inculcates, leadership qualities and national pride in students is now a single credit course.

- Focus on collaboration has resulted in the increased number of MoUs signed with the industry and national and international universities/ organizations.

- University promotes students to participate in regional and national sports and cultural activities to inculcate fitness and team spirit
- The constant monitoring has ensured 24x7 club activities for complete engagement of resident students.
- Establishment of the Leadership in Energy and Environment Design lab along with program in collaboration with LEED was facilitated.
- Number of Ph.D. scholar in the campus has increased from **27 in 2013 to 60 in 2017**.
- Appointment of eminent and experienced faculty members to hold key positions could be undertaken after the gap areas were identified.
- The Institutes invited reputed visiting academicians and renowned industry professionals to interact with the faculty and the students to stimulate experiential learning.
- A capacity building center, in association with Erasmus, has been established in 2019 for faculty development.
- Incubator and E-cell have been introduced to encourage entrepreneurship and startups.
- A Language Lab has been established under the Amity School of Languages for enhanced learning experience of foreign languages component.
- IQAC monitors all laboratories as per a designed checklist to implement good lab practices based on global practices and conforming to security regulations.
- Evaluation and Checker registers are now maintained in hardbound registers instead of loose leaf form, duly certified by COE with an aim to protect the records.
- Complete prohibition/ restricted use of Mobile in select examination areas has been ensured.

Social Outreach programmes

- AUH has signed MoUs with NSDC and seven other Sector skill councils viz, Apparel, Life Sciences, Agriculture, Security, Rubber and Electronics to fill the skill gap

- New Skill Tracks are included keeping in tune with Government's skill development program, in association with National Skill Development Corporation
- Students are also trained in sector related skills with industry collaboration like GE Healthcare.
- Trained about 200 students in Solar (????) and Hospitality skills in two government funded Skill development programmes viz 'Suryamitra' and 'Hunar se Rozgar Tak'
- Students' participation in Social outreach like Rural Innovation and Social Entrepreneurship' (RISE) as a part of AUH incubator.
- Students of Optometry reached out to nearby villages for preventing blindness through 'Mission vision'.
- Students of Amity Institute of Psychology impart free of cost counseling.
- Audiology students are providing free service to children with hearing impairment.
- Legal aid is provided to those who seek legal advice in nearby villages by the Amity Law School.

Research and Development

- Advanced Research labs have been established resulting in an increase of publication in good Impact Factor and Scopus indexed journals.
- Progressively increasing number of proposals submitted to various funding agencies.
- Substantial increase in patent filing making AUH one of the leading universities in patent filing.

Infrastructure and Learning Resources

- New academic blocks, classrooms, labs, staff cabins, auditorium and seminar halls were added for a better teaching-learning experience.
- A state of the art new Central Library has been constructed with personalized space for exclusive reading experience.
- Every year, substantial number of library books is added to central and departmental libraries.
- A world class Auditorium with a seating capacity of 800 was constructed in 2017 to organize national/international events.
- A new fully air conditioned hostel was inaugurated in 2017
- Three state of the art, advance smart classes were added in the year 2016.

Feedback from Stakeholders

- Comprehensive feedback from students of passing out batches and parents is obtained annually to get suggestions for further improvement
- It has been made mandatory for all students to fill on-line faculty feedback, on University portal-Amizone, before and after the exams.

Periodic review of administrative processes has been undertaken:

1. **Audit of administrative processes**

Audit of administrative processes are conducted by designed checklist periodically. Following departments are audited for process improvement and implementation of standard operating procedures:

- Hostel - quality
- Administration – Maintenance, Housekeeping and Transport for upkeep and cleanliness

- Security- Campus
- Human resources to check the resource availability, for all academic and non academic positions.
- Registrar office for maintaining records.
- Mess and Cafeteria for quality, safety and hygiene.

2. **Digitalization of processes**

- Online admission process has been implemented from 2018 for paperless and smooth processes.
- HR practices have been digitalized with TCS ion for maintaining faculty and staff's attendance and leave record.
- Biometric attendance for fourth class employees and leave application through TCS ion.
- University is in the process for online uploading of students' academic records in association with National Academic Depository (NAD) for smooth online verification by the prospective employers.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 38

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
9	13	8	3	5

File Description	Document
Report of the event	View Document
List of gender equity promotion programs organized by the institution	View Document

7.1.2 Institution shows gender sensitivity in providing facilities such as
a) Safety and Security
b) Counselling
c) Common Room

Response:

The Regulations and Guidelines of AUH for admission, recruitment, and administrative and academic functioning safeguard the interests of students, faculty and staff without showing any gender discrimination.

(a) Safety and Security

The University campus has a robust CCTV camera network across all sensitive locations frequented by students with a central monitoring facility for immediate action on any possible incidence of sexual harassment. A team of 17 Marshals with Motorola sets constantly monitor classrooms and corridors. They are instructed to report any case of sexual harassment for immediate action to be taken by the Dean of Students Welfare and the Proctor. Serious cases are to be put up to the "Women's Cell".

The University offers hostel facilities for 2100 students with separate facilities for boys and girls. The students are thus encouraged to focus on their academics by caring wardens and a set of tight security personnel. The campus has a strict security through biometric readers, latest IP cameras, fire warning systems, 24-hour security guards & patrolling units and strict monitoring at the main gate to restrict unauthorized entry into campus. Provision of female hostel guards placed at all sensitive locations

including entry and exit points of women's hostel. There are strict rules to prevent entry of boys in girl's hostel (Additional Information: Hostel rules and regulations). Further, the Ragging Helpline numbers are provided to all students. Female members of women cell could also be contacted to lodge a complaint. Exclusive Study Rooms with WI-FI and activity rooms in girl's hostel provide a space to female hostlers to study /access internet and play indoor games.

(b) Counseling

The **Counseling Center** is equipped with qualified counselors to provide services to all students and staffs. **Medical room** & Counseling centre are located in hostel block. The range of problems addresses include stress related concerns, depression, anxiety, psychosomatic problems, adjustment related issues, relationship difficulties and academic problems. Services are delivered in comfortable and peaceful environment following counseling ethics. The dignity of the individual is maintained by not revealing the identity. Details of cases are maintained in the Centre with confidentiality.

(c) Common Room

Male and female students are provided access to spaces within the campus where they can meet and socialize as equals. There are separate common rooms for girls and boys in the academic blocks which are well lit areas with modern indoor designing. There are provisions for arranging social gathering with prior approval of higher authorities. The students must follow the rules and regulations of the common room.

The following facilities/activity is provided/conducted as common places for interactions for students:-

- Cafeteria, Mess, Food Plaza, Eatery points including Cafe Coffee day, Dosa Plaza and many more.
- Activity rooms, 3 Auditoriums, Snooker table, ATM, Students' common room, Library, Sports Complex.
- Open Learning Area is designated space for students' interactions & collaboration.
- Military Training Camps & Cultural activities are conducted involving male and female students.

File Description	Document
Any additional information	[View Document](#)

7.1.3 Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 10.54

7.1.3.1 Annual power requirement met by renewable energy sources (in KWH)

Response: 712983

7.1.3.2 Total annual power requirement (in KWH)

Response: 6766063

File Description	Document
Details of power requirement of the university met by renewable energy sources	View Document
Any additional information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 51.11

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 502840

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 983840

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document
Any additional information	View Document

7.1.5 Waste Management steps including:
- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

Waste Management:

AUH being an educational institution, the key operations do not significantly impact the environment. University is very conscious of generating less waste and recycling it by passing it through a system that enables the substance to be reused, which ensures lesser consumption. The less waste we produce, the less we have to dispose.

The major waste produced at university is as follow:

(a) Solid Waste

(b) Liquid Waste

(c) Power sector/Lab Waste

Solid Waste:

The waste is generated by all sorts of routine activities carried out in the university. It includes paper, plastics, glass, metals, foods, etc. The waste is segregated at each level and source. The administrative supervisor in each block ensures that the waste in each floor is collected at designated time intervals.

The block housekeeping staff in each floor collects the waste in the dustbins provided at each floor. The floor dustbins are emptied in movable containers/dustbins provided for each block and is taken to the dumping yard provided by the university. The University has contacted authorized vendors who collects the waste from the designated place, segregate them, recycles them and disposes them at the landfills authorized by the Government.

A proper procedure is followed for segregation of dry and wet waste at source itself followed by collection and disposal, without compromising sanitation and hygiene. A very effective waste collection infrastructure is maintained for segregation of waste. A small recycling unit in form of composting and bio-gas unit are also maintained to supplement in house requirements of organic manure and energy need. University discourages uses of plastic; particularly single use plastics in campus. There is no scope of production of hazardous waste. There are two authorized vendors M/s Arya Pvt Ltd. And M/s Resource E waste Solutions Pvt Ltd to dispose solid wastes like tube lights, glass batteries etc.

An initiative is made by the university in which organic solid waste is properly collected from the campus and converted into biogas as renewable source of energy to supplement in house need. A small composting plant is maintained for recycling of waste for in house need of manure. The manure is used for farming within the campus to grow vegetables, medicinal and fruit bearing plants. The University has also created Organic farms to grow various medicinal & horticulture plants.

University is a producer of paper waste. Paper wastes from Academic Blocks, Library, Examination Centre, Administrative offices; Student's & Faculty Housing are disposed through approved vendors. The wastes are properly collected and stacked in designated place from where it is being disposed through vendors for proper waste management. Apart from having a very efficient mechanism for disposing of paper wastes, University consciously promotes reduction in usage of paper by using digital platform for communication and sharing of documents. University also recommends not to take printout of documents if not necessary. Envelops & Cobra files are reused by all offices, one sided printed papers are also used for printing and other official use to reduce paper wastes.

Liquid Waste Management:

Liquid waste is generated from different sources like Hostel Blocks, Academic Blocks, Faculty Housing, Canteen, Cafeterias and Laundry.

Liquid wastes generated by the University are of three types:

1. Sewage waste
2. Laboratory, Laundry and Cafeteria effluent
3. Power sector used oil

University maintains very efficient infrastructure for sewage and waste water treatment (STP and ETP) with different capacities for sewage (STP) and effluent (ETP).

There are two Sewage Treatment Plants situated near faculty housing. Each of these plants have the capacity of treating 4,50,000 litre of sewage water per day. The process followed for treating Sewage is different in the two plants- one is of Aerobic type and the other is of anaerobic type.

The sewage, kitchen and laundry liquid wastes are treated in the two STPs and the treated water are stored in storage tank for reuse.

There are two Effluent Treatment Plants in the campus. These are situated near faculty flats. One of these plants treats the wastes from kitchen. It has a capacity of 50,000 l/day. The other plant treats effluent from laundry. It has a capacity of 20,000 l/day. The treated water is stored in the storage tank for reuse.

Liquid waste generated from different residential and office buildings are treated in the Sewage Treatment Plants. The treated water is recycled and utilized further for gardening, toilet flush, building construction and irrigation. Some of the excess treated water is also recharged into the ground to improve groundwater level. Water has always been treated as an important factor and it is recycled and reused to reduce wastage of water.

M/s Resource E waste Solutions Pvt Ltd is in agreement with AUH to maintain Effluent Treatment Plant.

Generators are used to provide power during power cuts. The generators are a source of used lube oil. The waste oils from the generators are directly collected and disposed by M/s New Lubri Sales (India) Pvt Ltd. M/s New Lubri Sales is an approved vendor by Haryana Pollution Control Board. To reduce usage of generators, rooftop solar pv power plant are installed on campus to provide power to academic blocks.

E-waste Management

AUH follows a very efficient mechanism to dispose E wastes generated from various sources. E wastes are generated from computer laboratories, electronic labs, Physics Labs, Chemistry Lab, Biotech Labs, Academic and Administrative Offices.

The e-waste includes used or obsolete items like lab instruments, circuits, desktops, laptops and accessories, printer, charging and network cables, Wi-fi devices, cartridges, sound systems, display units, UPS, Biometric Machine, scientific instruments etc. All instruments are put to optimal use.

All such equipment's which cannot be reused or recycled is being disposed off through authorized vendors as mentioned above. Instead of a new procurement Buy-Back option is preferred for technology up gradation. AUH has agreement with E-waste management vendor M/s Sakshi Computers, to dispose E-wastes.

File Description	Document
Any additional information	[View Document](#)

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Amity University Haryana is located in semi-arid region and devoid of any ephemeral source of water, so rainwater is only source available in this area for groundwater recharge that is ultimate source of water for University. With idea to sink every possible rain drop to sink into groundwater, rainwater harvesting facility has been made integral part of developmental plan of university since its inception which consists of an elaborate network of rainwater harvesting wells and recharge structure spread all over the campus. The location and size of such water harvesting infrastructure is selected based upon watershed contour of this area which ensures maximum harvest of rainwater.

- Number of wells: 43
- No of bores: 112

Periodical cleaning of Rainwater harvesting structure is carried out to ensure their efficiency for groundwater recharge. Proper operation and maintenance is followed to facilitate efficient water harvesting.

Water Conservation Measures: The AUH campus is committed to achieve zero water discharge campus through network of rainwater harvesting and wastewater/effluent treatment infrastructure and reuse to ensure efficient and optimal water consumption. University has elaborate arrangement for treating wastewater generated from different university units including administrative, hostels, residential buildings including laundry units. The performance and efficiency of STPs, ETPs is regularly monitored to ensure efficient utilization. Immediate remedial action is taken to rectify any problem to ensure water conservation and safety. Wastewater generated by the University are of two types:

1. Sewage water
2. Laboratory, Laundry and Cafeteria effluent water

The above waste is treated through Sewage Treatment Plants (STPs) and Effluent Treatment Plants (ETPs). The treated water is linked to different sector for reuse including horticulture, farm irrigation and toilet flush. The following are the details of STPs and ETPs installed in the university

1. Sewage Treatment Plant Unit1 (Capacity- 450000 Liters/day; Type- Aerobic)

   Unit 2 (Capacity- 450000 Liters/day; Type- Anaerobic)

1. Effluent Treatment Plan Unit 1(Capacity- 50000 liters/day for domestic/kitchen effluent)

   Unit 2(Capacity- 20000 liters/day for domestic/kitchen effluent)

University strives towards developing water conservation and water efficiency through following strategies:

1. Promote water efficiency practices by spreading awareness among Students, Faculty & Staff.
2. Monitor and minimize the wastage of water across University.
3. Promote planting indigenous trees in and around the University to reduce water usage.

4. Regular monitoring and maintance of tube well and water harvest structures on periodical basis.
5. All the roof top water is guided to the Rainwater Harvesting Wells.
6. Sustain implementation of water-efficient technologies such as rainwater harvesting, reuse water etc.

Annual cleaning work of all the Rainwater Harvesting pits is executed before the monsoon and the photographs are attached for reference.

File Description	Document
Any additional information	[View Document](#)

7.1.7 Green Practices
• **Students, staff using**
a) **Bicycles**
b) **Public Transport**
c) **Pedestrian friendly roads**
• **Plastic-free campus**
• **Paperless office**
• **Green landscaping with trees and plants**

Response:

The University is aware of its environment conservation responsibilities and embraces principle of sustainable development to ensure any adverse environmental impact.

Infrastructural development is done to maximize usage of natural resources like native vegetation, water reserves, sun and wind resources. Passive green features i.e. sunken areas are developed to reduce temperature regime during summer. Based upon overall build up areas, *AUH building is awarded LEED Platinum certificate; highest rated and first such building in India*.

Water Environment: AUH campus is a zero water discharge campus. Since this region receives water only through rain-fall, measures are adopted to ensure reduction, recycling and reuse of water with all supportive infrastructure i.e. rainwater harvesting, water recharge, waste water treatment, water efficient tabs, flush, native plantation with least water requirements and many more.

Carbon accounting: All vehicles entering University have "Pollution Under Control" certificate. 500kW grid connected solar PV power plant is installed which provides power to Academic block during daytime. "No Smoking Zone" is strictly followed at AUH. The building plan and architecture are planned in user friendlly that pormotes walkablity. All four academic blocks are connected through connectors which reduce the usage of lift.

Green landscaping: Two-tier plantations have been done along the campus boundary. Various fruit bearing and shady plants like *Sahtut, Babool, Lasoda, Akash, Neem, Alstonia, Neem, Shisham, Mango,*

Ficus, Amaltash, Kadamb, Strawberry, Arjun, Jatroofa, Jacfruit, etc are planted. A nursery, and a well functional green house, composting unit to provide organic manure and trained manpower to carry out horticulture work is maintained. An organic orchard is created which harbors a large number of horticulture plant varieties. Due to natural vegetation patches, AUH campus is ecologically sound and is home for a large number of birds and butterflies. 120 birds and 40 butterflies are documented inside campus during biodiversity survey.

Air Quality Monitoring Station: Facility for continuous monitoring and display of all major air pollutants is developed under SAFAR program in collaboration with IITM, Pune. Several other air quality parameters are also monitored as part of collaborative project with NASA.

Paperless office: All official communication to staffs and students is done through email, data collection is carried out through Amizone portal and TCSiON is used for HR management.

Plastic free campus: AUH is trying its best to minimize plastic usage. The stores and food stalls are motivated to use paper and jute bags for packing. Awareness program is also conducted like Swachh Bharat Abhiyan.

Public transport: University provides buses and tempo travelers for students, faculty and staff for daily commuting and also encourages car pooling to reduce carbon footprint.

Bicycles: Students & Staff are encouraged to use cycles on campus.

Pedestrian Friendly Roads: Proper footpaths are made along the roads within the campus and are well maintained in terms of quality with lush green belts accompanying the roadsides. Campus is developed in walk friendly manner with network of padestrian walkway across the campus and to discourage use of vehicles inside the campus.

File Description	Document
Any additional information	[View Document](#)

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 1.12

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
73.64	98.66	63.973	56.69	48.71

File Description	Document
Green audit report	[View Document](#)
Details of expenditure on green initiatives and waste management during the last five years	[View Document](#)
Any additional information	[View Document](#)

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. **Physical facilities**
2. **Provision for lift**
3. **Ramp / Rails**
4. **Braille Software/facilities**
5. **Rest Rooms**
6. **Scribes for examination**
7. **Special skill development for differently abled students**
8. **Any other similar facility (Specify)**

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: A. 7 and more of the above

File Description	Document
Resources available in the institution for Divyangjan	[View Document](#)
Any additional information	[View Document](#)
link to photos and videos of facilities for Divyangjan	[View Document](#)

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 58

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
14	11	12	10	11

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	[View Document]
Any additional information	[View Document]

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 39

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1	3	6	13	16

File Description	Document
Report of the event	[View Document]

7.1.12
Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
Any additional information	[View Document]
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	[View Document]

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Provide URL of website that displays core values	[View Document](#)

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	[View Document](#)
Any additional information	[View Document](#)

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Any additional information	[View Document](#)

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

File Description	Document
Any additional information	[View Document](#)

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 25

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
10	6	6	2	1

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File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

AUH is committed to provide quality education along with addition of best human quality including patriotism, fraternity, care for nature and environment, social consciousness, gender sensitization and many more. To inculcate human quality several initiatives has been taken right from curriculum to engage them for several festivities and pan-academic activities. In this context University imbibes feeling of nation pride among its students through organizing birth and death anniversaries of national figures like Mahatma Gandhi, Rabindra Nath Tagore, Bhagat Singh, commemorating important dates like Independence Day, Republic Day, Law Day, Woman's Day, Constitution Day, Hindi Diwas and many more. The University also spreads its wings to inculcate human values in local students from nearby schools by engaging them to participate in Sangathan –the Sports Meet, National Science Day, Independence Day, Republic Day and Yoga day. Each of these events is celebrated with full enthusiasm by students and faculty members within the campus. Different activities are conducted by students of various clubs to address social issues to create awareness among the mass. Street plays are also conducted by students. Faculty members are also involved in training the students for the occasion. Saraswati Puja is also celebrated by students and faculty members to seek the blessings of goddess Saraswati. Seminars are also conducted to depict the cultural heritage of India.

International yoga day is also celebrated in the university which shows participation of students and faculty members. Yoga Guru's train the participants and highlight te importance of yoga to keep fit and healthy. Regular yoga classes are also held in the morning to imbibe healthy practices in students and faculty members.

Many human value related course are part of curriculum of all programs, which includes course like understanding of self, Group dynamics and Team Building, Individual Society and Nations, Leading through teams and many more. Seminars and workshops are also conducted in the university to inculcate leadership qualities among students. They are also encouraged to vote and participate in nation building through workshops. University provides necessary assistance to students and faculty members to get voter ID.

Similarly, to make student more sensitive and aware toward nature and environment; a core course on Environmental Studies is integrated for all UG programmes. This course includes field-based activities and demonstration on challenging issue like water pollution, air pollution, green building, rainwater harvesting and many more.

To promote the Indian Cultural Heritage, the University conducts workshops/ street plays through various student clubs within or outside the campus. These events are organized by students for the students and local people. Movie screening is also organized for students and faculty members to develop social awareness and value systems in students and that a socially-addressed film can lead to practical implementation of the values learnt in personal lives. Films generate the power to give pleasure to the students and develop their interest in learning and applying social values in their lives. It also provides a platform for young mind to understand the issue and strive to find solutions.

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

To ensure good governance, transparency and accountability; the vision, mission and goals are clearly defined at all levels. The functioning of the university is fully transparent. A brief details of some of the transparent functions is given below.

Transparency in Evaluation Process

The evaluation process for each course is explicitly provided in the course structure for all programs offered by the University. Hard copy of the same is provided to all students during the orientation and the same is also made available through AMIZONE. AMIZONE is a digital platform for interaction between faculty, students, Administration and Examination. All information regarding academic administration is shared and made available to all stakeholders through AMIZONE and is also mailed to concerned person following proper hierarchy.

Familiarization of various stakeholders about the examination regulations is done during orientation programs. The regulations are also available on Amizone. Assessment or Examination scheme based on L/T/P/SW/FW structure, weightage of Continuous Assessment (CA) and End Semester Examination (ESE) of the respective course are made available on AMIZONE and is accessible by authorized persons.

Transparency in Admission process is ensured through:

Admission process is through our portal where entire information is available online. Student can see the information and make their selection before coming to university for personal interaction. Online fee payment can also be done.

Interaction Session of parents is facilitated with HOI to improve their clarity and make admission process fully transparent.

Campus tours are organized for Parents and Guardian, who accompany applicants during selection process, to let them know about the University.

Withdrawal and refund policies are strictly followed as per UGC norms and are well documented in

Admission Brochure. Security refund is through Amizone. Student can apply online and also can monitor the progress of their refund.

Transparency in Finance Function

Fee structure is available online to student through their Amizone. Fee payment system is fully automated. Student's accessibility to Top Management regarding any kind of query or grievances is also possible through AMIZONE.

Transparency in Academic Administration

Amizone feedback system is also online. Student can give their feedback freely without fear of being tracked. The feedback is seen at higher level for necessary deliberation. The student module of Amizone has link for sending suggestions or complains.

Transparency in Auxiliary Functions

Delegation of responsibilities at various levels and committees are informed to all concerns through emails and circulars. In case of disciplinary issues, committees are formed with due approval from all Vice Chancellor to conduct impartial investigation.

In addition, periodic review meetings at various levels (Deans / HoIs) are conducted to ensure transparency, accountability and corrective measures. Monthly Faculty Meeting, IQAC review meeting & Audit, Monthly Research Review Meeting are conducted. Monthly Class Representatives Meeting to address grievances and implement suggestions received from students.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

1. **Title of the Practice : Academic Innovations**
2. **Objectives of the Practice**

In the backdrop of achieving academic excellence and the vision of being an Industry-Integrated University, Amity University has introduced Choice Based Credit System, which focuses on leveraging talent and innovative capabilities of the budding professionals to meet the needs of contemporary, dynamic business environment, making students industry-ready. It gives students the flexibility to design their own degree. Allow credit transfer from one programme to another, Freedom to choose courses from other programmes, earn credits through live projects/community projects/workshops, Option of taking a break after diploma and then continuing to earn a degree and transfer credits to other Universities.

1. **Context**

The academic innovations in pedagogical techniques, technologically vibrant, learners' centric and

research-oriented setting makes the process more efficient and helps students in tailoring their talents in the best possible way.

- In a changing context, the needs of students have to be met through innovation in curriculum. Educationists and academicians have to address present day challenges. There are number of drivers of change in higher education which includes technology, globalization, changing demographics, economy, changing employer needs, increased demand for accountability, changing student's expectations and so on. The impact of any one of these drivers is significant and in total is transformative. Realizing that the present system offers a very rigid pattern, which is inadequate to satisfy the interests and aspirations of students. It is necessary for University to keep pace with time and offer programmes to cater to diverse needs of students according to their learning ability and pace of learning. University has adopted several innovative mechanism in teaching learning to meet the expectations of students like choice based credit system, flexi learning, Industry Integration and Research Orientation, Student Centric Pedagogical innovations, MOOCs Resources and Certification Courses.

1. **The Practice**

The following academic innovations have been taken:

- **Choice based credit system/ flexible credit system:**

The CBCS offers cross programme education to acquire a more holistic perspective and inter-disciplinary understanding of the subject to make him/her industry efficient. Students have the freedom to choose open elective courses from a pool of courses offered by various schools. For

example, a student of engineering can take courses in the field of animation or film making from Amity School of Communication or a course in creative drawing from Amity School of Creative Arts or any other as offered by other Schools. This help in improving creativity and logical thinking among the students. Also they enjoy learning new things and actively participate in events conducted by other schools. A student gets a minor degree in the specialized field provided he/she has successfully completed all the required courses to earn the degree. The student's academic performance is assessed as the aggregate of the continuous evaluation and the end semester examinations.

- **Flexi Learning**

The flexi learning is introduced to make learning more effective as it serves as the perfect balance of blended learning involving interactive classroom sessions, workshops, seminars, project works and assignments with great relevance to the industry sector. Three value added course viz.B*ehavioural Sciences, Communication and Foreign Language courses* are offered to all UG & PG students which is an unique feature of the curriculum. *Study Abroad Programme (SAP)* helps students to have a global exposure and it helps in the holistic development. It enhances the communicant skills and provides cross-cultural exposure to participating students. SAP also helps students and faculty members to build strong linkage between faculty and students of other University for collaborative research and internship.

- **Industry Integration and Research Orientation:**

To prepare students suitable for industrial sector, continuous exposures are planned with the industrial

partners for summer internship projects, industry visits, live projects, field visits and dissertation which are integral part of the course curriculum. Such academia-industry interface prepares the students to be industry ready. Also experts from industry are invited or their suggestions are also taken to improve course curriculum during board of studies meetings to upgrade the curriculum as per the requirement of industry.

- **Student Centric Pedagogical innovations**:

A student centric approach is adopted for all teaching learning activities. Participatory methods, Case Study Strategies, Problem Solving or Brainstorming techniques, assignments, student seminars make the course content, delivery and evaluation more attractive, interesting and relevant. Special lectures, endowment lectures, subject conferences and seminars, experts visit and advice are regularly conducted at Amity for better learning.

- **MOOCs Resources:**

The curriculum is so designed to incorporate the credits earned through UGC approved MOOCs courses towards the relevant courses as per the program structure in the field of engineering, sciences and management. It provides an affordable and flexible way to learn new skills to make advancement in career.

- **Student Involvement in Innovation and Research**

Amity being a research and innovation driven university, encourages students towards research and innovation practices. Apart from Doctorate & PG, UG students are also encouraged and given opportunity to get involved in research efforts. The summer projects and M. Tech/M.Sc./B.Sc. dissertations are made research driven and a number of scientific papers and patents have come out of this work as an outcome. The students are encouraged to participate in seminars and conferences and present their work. Students also take part in international conferences and workshops to present their work. This helps in boosting the confidence of the students and also develop network for future collaboration.

- **Certification Courses**

Students are being awarded certification in minor areas including Human rights, Data analytics, Renewable Energy, Cloud Computing, Animation, Pharmaceuticals, Climate Science and many more. Some of the trainings are offered in partnership with Ministry/NSDC to fulfill the mission of the country. After completion of the training, the students are also helped in placement in relevant industry. Some of these students have become entrepreneurs and are doing well in their respective fields.

1. **Evidence of Success**

Interdisciplinary Study and Placements in reputed industries and organizations: Interdisciplinary study allows students to learn by making connections between ideas and concepts across different disciplines. Interdisciplinary study is a novel way to reinvent higher education. Students are able to combine multiple disciplines and pursue different ways of thinking about the same problem or subject. It enables students to develop critical thinking skills and presents many real world opportunities for growth. This kind of approach helps students to work with faculty members & students of other department/school and learn things beyond the scope of their prescribed curriculum.

Scientific contributions by students: Students of UG and PG programs get the opportunity to work in

industry/ research labs during Summer Internship or Major Projects. These collaborations had been beneficial in terms of academic excellence wherein students get the opportunity to present their work in conferences and publish in reputed journals. Students also get awards for best paper presentation or best poster presentation for their work presented in conferences or workshop.

Academia-Industry Interaction

Partnerships, collaboration or cooperation between Academic Institutions and Industry are not a new phenomenon, as these could be considered as 'age-old' partnerships. However, it has become relevant in the 21st century due to increasing economic activities and global competition. In recent times, there has been a resurgence of partnering between Academic Institutions and industry as both the sectors have decided to address modern challenges in

advancing research, innovation and technological development, together.

6. Problems encountered and resources required

Faculty Training is initial hurdles but with robust academic network University has successfully implemented the above innovations in teaching learning processes. Faculty development programs were conducted to train faculty members to get acquainted with the innovative learning techniques. Faculty members have undergone international teaching learning training under European Union funded CABCIN project.

Students counseling also helped in better implementation of the innovative tools in practice.

Best Practices II

1. **Title -Amizone (Amity Intranet Zone):**

An online system (AMIZONE) has been developed as an interactive interface between the academics, students and the student guardians.

2. **Objectives of the Practice** – AMIZONE is implemented in Amity University Haryana to standardize and automate various processes to foster transparency, accuracy and institutional research for decision making and continual improvement. It is a learning platform designed to provide educators, administrators and learners with single robust, secure and integrated system to create personalized learning environments. It is designed to support both teaching and learning. It delivers a powerful set of learner centric tools and collaborative learning environments that empower both teaching and learning.

3. **The Context** – Nowadays the education sector around the globe is developing and expanding quite rapidly. Universities and academic institutions are facing challenges while trying to align themselves with students' and stakeholders expectations. AMIZONE IS A DIGITAL PLATFORM used to streamline flow of information among all stakeholders through controlled interaction and connections with stakeholders. It helps in improving the efficiency and effectiveness of the Academic processes and enhances student centric services. Amity University offers programmes in various disciplines which are run under multiple institutions located in different campuses in India and abroad. Amizone (Amity Intranet Zone) is

implemented with Admission Management system, academic activities including academic delivery and progress monitoring, Fees, Hostels, Human Resource Management, Examination, Research, Alumni and other related processes of the university. Academic delivery and student progression are integrated with Amizone where all stakeholders can update progress. It provides a flexible tool set to support blended learning. It is easy to configure AMIZON to integrate everything needed for a course using its complete range of built in features. A simple interface, drag and drop features and well documented resources along with ongoing improvements make AMZONE easy to learn and use.

4. **The Practice**- It is a web and mobile based application which features a centralized data storage structure with role-based access. This system is integrated with Core ERP system (HR, Finance and Accounting, Purchase and

Inventory).

- This helps administrators, faculty, parents and students to access data from anywhere and anytime on web / mobile using https://www.amizone.net and the information is used in quick and well-informed decision making.
- The students are benefited as the ICT is integrated in teaching through Amizone and LMS to enhance students' experience.
- LMS, flipped classes and MOOCs, all course curricula, session plan, time table, reading material etc. are uploaded online on Amizone. LMS module upgraded in AMIZONE is a teaching learning platform wherein faculty members can upload their lectures, session plan, assignments.
- LMS is also used for conducting quizzes and assignments.
- Students can also access their time table, attendance, result etc. on mobile.
- AMIZONE gives users to access digital library which is a platform for online learning.
- Access to e-journals, databases etc is provided through AUH Portal "Amizone" (www.amizone.net). All e-resources are accessible locally within the campus as well as remotely.
- Feedback on Amizone and corrective measures are taken accordingly to improve the teaching-learning processes.
- Student's feedbacks on the Amizone helps in identifying and accessing the qualities and loop holes in the system and improve the system by treating the critical feedback as the opportunities to get better.
- Faculty members can share their personal and professional profiles through AMIZONE.
- It is a platform to share information within the university and also with other Amity universities. Research facility available in all Amity Universities can be viewed through AMIZONE along with its specifications, location and charges for usage.
- Central research facilities created in the University is thus accessible to researchers from within and outside the university.
- AMIZONE is web based and so can be accessed from anywhere in the world. It has mobile compatible interface making it easily accessible and consistent across different web browsers and devices.
- AMIZONE is a well supported by a team of dedicated developers to handle technical difficulties and support.
- Committed to safeguard data, security and user privacy, security controls are constantly updated and implemented in AMIZONE.

Evidence of Success – Improvement and enhancement in the functionalities of the University and smooth and efficient operation of the system processes. AMIZONE is used by all students and faculty members

since its inception into the system for all academic processes. University has successfully implemented Admission, Attendance, Feedback, Course Delivery, Examination process, Results, Leaves, NTCC, Notices, Time Table, Session Plans, Academic Calendar,

1. Faculty allotment, Class section allotment, students registration, students no dues, uploading of faculty personal and professional data, holiday list, Major Events, course curriculum, Lab equipments, digital library, uploading of quotations for lab procurement, uploading of course materials for students through LMS through AMIZONE. It is single platform for all students' related activity.

Parents can also access AMIZONE through their own login to monitor their wards performance and attendance. Students can monitor their attendance and internal marks through AMIZONE and can also communicate to higher authorities in case of any discrepancies.

Students provide faculty feedback twice a semester through student's feedback system. This is a mandatory requirement for every course opted by the students. This is linked to generation of Admit Cards for the course.

Faculty uploads daily attendance of the students on AMIZONE. Students and their parents can also view their or their wards attendance through their personal login. The debarred list for all examinations is generated by AMIZONE automatically based on student's attendance filled by faculty members. It also generates a consolidated report of the attendance of the class to take preventive actions.

Internal marks for each course are uploaded by faculty members which is accessible to students and examination cell. Marks once submitted to exam cell cannot be changed by faculty members.

6. **Problems Encountered and Resources Required**

Training of students and faculty members are required for successful implementation of AMIZONE in teaching learning processes in the University. Training sessions are conducted for faculty members whenever a new module is introduced in AMIZONE. Students are provided training during the orientation program. Special session for AMIZONE training is scheduled for all students of UG & PG in their respective Schools wherein they are trained to use AMIZONE successfully. Faculty AMIZONE coordinators from the respective schools help the students during registration on AMIZONE which is the first step after admission. The faculty coordinators constantly help the students during the initial semester to make the students familiar with the system. Three days training is provided to all faculty members across the University for the Implementation of LMS and had been made mandatory for all faculties.

One week orientation is conducted for the students taking admission at Amity University every year. They are briefed about the scope of AMIZONE, its usage, how to take advantage of the digital contents made available through digital library, Learning Management System, Examination related activities. Students and faculty members find it as an easy platform to communicate.

The system is updated and improved very frequently to meet the needs of all users and stakeholders.

File Description	Document
Any additional information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

Innovation in Education

Amity University Haryana being a research and innovation driven university, constantly strives to incorporate innovation in imparting quality education. Innovations in education includes internationalization, knowledge delivery through ICT, evaluation of knowledge delivery through suitable pedagogy. Apart from academic flexibility, University initiated several contemporary programs, Sustainability education, ICT based teaching learning, MOOCs, Remote network education and many more. These initiatives brought qualitative and quantitative shift in classroom delivery, knowledge creation in measurable terms, to groom studentsmarket ready. Faculty development is one of prime area where university is continuously striving. with following initatives

a. **Capacity Building In Higher Education Institutions :**Taking leap-frog towards innovation and capacity building in education, Amity University Haryana, initiated a multi university education project funded by European Union (Erasmus+). The CBC with hi-tech facilities for lecture delivery and computational facility aims to improve the quality of teaching in (HEI by providing Capacity Building solutions along with integrating the industry and academia.CABCIN project addresses the key issue of improving the quality of teaching in Indian HEIs through robust capacity building and sharing best practices of European HEIs. A team of dedicated and competent faculty members have been trained at Indian and European HEIs by trainers from partner European Universities for quality exposure and understanding to integrate it in Indian scenario.

b. **Skilling and training:** AUH gives special focus to impart training and skilling to student to make the quality value addition in line to make student market/Industry ready. Amity Skill Institute in nodal centre to create skilled professionals by minimizing the gap that exists between education and the skills required for a particular job. NSDC and Skill Sectors Councils have created the National skill qualification framework which clearly defines skills required at all levels of work.

Amity University became a knowledge partner of NSDC and other skill sector councils and organizations and Vishwakarma Skill University in terms of training and skill oriented short/long terms course for potential students, which includes workshops, training programmes, open elective courses. University also runs'Surya Mitra' programmes to skill and train potential youth in area of solar PVC fabrication and maintenance.

c. **LEED LAB:** In the era of climate change, global agenda is to achieve SDGs, So imparting sustainability education is one of prime focus of Amity University Haryana. In 2018 AUH in collaboration with GBCI and USGBC launched'LEED Lab' to trainstudents for green building design and rating so that student can

able to not only strives out green building features but able to rate the building in real terms. AUH is first university in India and second in Asia to run such prestigious programme. The University building is a LEED Platinum certified; which also very first among Indian universities, which act as learning lab for LEED Lab. So far students of several areas including mechanical. civil, electronics, earth sciences, architecture and planning had opted and certified for LEED Lab.

d. IIRS Outreach Network: AUH is outreach network institution of Indian Institute of Remote Sensing (IIRS) a sister organisation of ISRO to conduct different programmes of Remote sensing, GIS and GNSS. In last two years several basic learning programmes on Remote Sensing, GIS and Global Navigation has been successfully conducted and such programmes are running on regular basis.

e. iTellOrell Digital Language Lab: Under the Foreign language teaching Program, Orell Digital Language Lab was set up with all its features helps the student to update their knowledge, skills and attitudes in communication. The Teacher/Linguist can design and create new and interesting materials for a computer added classroom with a communicative approach. The idea has been to promote 'Self-Pacing so that the students may work through the lessons material at a pace suited to their ability. The Digital lab provides students with a variety of model voices rather than just the voice of the teacher (whether a native speaker or not). Our most modern systems have a model voice feature allowing a native speaker to converse which is used as a model voice to be heard and repeated. Since the listening skills are an essential element in becoming linguistically fluent, the Language Lab helps students develop good listening skills that aid the process of communication. The students also have the provision to type (write) the text which they read. With Seven Foreign Languages (French, German, Spanish, Russian, Chinese, Japanese and Korean), Hindi has also been introduced as a foreign language recently for non-native students.

f. **Amity Centre of Open Learning and Education Technology (ACOLET):** ACOLET aims at developing a more effective learning environment; bringing greater openness and creativity in the University. It will be achieved by providing improved educational strategies using modern Information and Communication Technologies (ICT), providing platform for continuous interactions between students and teachers through electronic means and opening access to data banks and adequate opportunities for practice.

Students are encouraged to use the choicest e-learning tools (apps, MOOCs, adaptive learning solutions). We prefer platform agnostic, web-based solutions. To name a few: Edmodo, Moodle, Duolingo, BigBlueButton and WebRTC.

g. Amity Centre for Linguistics Studies (ACLIs): Drawing from the strength of this university in Liberal Arts, Technology and Management, the *AcLIS* has been set up and was located in the Amity School of Liberal Arts and Languages, to help launch Research Programmes in **Applied Linguistics** (with focus on Language Teaching & Language Endangerment and NLP, or Natural Language Processing) and eventually another Doctoral program in **Translation Studies**.

h. Study Abroad Programme (SAP): University offers a study abroad programme to eligible students to sandwich their certain credits earned from study abroad. Student carry out their classes at selected foreign university including USA, UK, Singapore, Dubai and many other locations based on providing international exposure and contemporary prospective into their education.

The overall objective of innovative education and Amity University Haryana is equipped all students with contemporary education and skill to make them market ready.

File Description	Document
Any additional information	View Document

5. CONCLUSION

Additional Information :

- The innovative curriculum allows the students freedom to choose from more than 50 areas to obtain a minor. These diverse areas include Robotics, Data Analytics, Tagore Studies, Animation, Nano Technology Human Rights etc.
- As a part of Amity Centre of Innovation in Education, Amity Capacity Building Centre was established under the prestigious European Union CABCIN project in July 2016 to improve the quality of teaching learning in higher education.
- On the June 5, 2018 (World Environment Day), Amity University Haryana in collaboration with Ministry of AYUSH have set up a "AYUSH – AMITY Herbal garden and medicinal plants distribution centre". The center will produce herbal plants and local medicines with a view to create public awareness in Ayurvedic, Unani, Naturopathy, Homeopathic and Siddha health care. This project is of benefit to local farmers and provides vast opportunities for the youth in the vicinity for employment and agriculture growth.
- Important landmarks in research include organizing the 37th SMYTE(Small Meeting of Yeast Transport and Energetics), International Conference on Molecular Medicine "From Bench to Bedside and Beyond", 1st and 2nd International Conference on "Lipids in the forefront" wherein researchers from all across the globe participated in the deliberation of the meetings. AUH also hosted the 5th Asia Pacific Conference of Young Scientists which witnessed participation from 11 countries.
- LEED Lab at the University is a key educational tool connecting students passion for sustainability with their academic pursuits in the area of Green building design. This certification helps equip the students with practical experience needed to differentiate them in today's job market showcasing Amity's commitment for a better world.
- Funding from Ministry of New and Renewable Energy for 'Suryamitra' training on PV solar installation and from Ministry of Tourism for 'Hunar Se Rozgar Tak'- a programme for enhancing employability in hospitality skills.
- SAFAR Air Quality Monitoring station, Air Pollution Decision Theatre have been installed in collaboration with Indian Institute of Tropical Meteorology Pune and Indian Institute of Technology, Delhi respectively. AUH is also under the network of field station of NASA for optical depth monitoring of several atmospheric parameters including Ozone.

Concluding Remarks :

As a part of the NAAC accreditation process Amity University Haryana (AUH) is submitting the SSR prepared by IQAC and approved by the Academic Council of the University.

The University pioneered successful implementation of the flexible Choice Based Credit System (CBCS) in 2012 which gives flexibility to the students to design their own degree and choose from more than fifty areas to do a minor. The industry integrated curriculum, with focus on employability and human values coupled with innovative pedagogical techniques for course delivery, is the hallmark of the rigorous academic system at AUH. As a research and innovation driven University, AUH has state-of-the-art infrastructure facility which has been created through government funded departments such DST, DBT, AYUSH, DAE etc. as well as

through Amity Resources. The Central Instrument Research Facility (CIRF) established at the University has given research a tremendous boost through its cutting-edge equipment for biological and physical science research. This is reflected in the research publications and growing number of patents of the University. Further the University received infrastructural support from two projects from DST under FIST. Currently AUH is running more than 60 R&D sponsored and consultancy projects of more than INR 20 Crores. AUH is a smart 'Platinum LEED' certified green campus equipped with 1000 mbps Wi-Fi, spacious air-conditioned lecture theatres, 20 acres sports complex, 200+ Hi-Tech laboratories, a world class Central Library, multiple auditoria, moot court, studios and commercial complex for residents.

Amity University Haryana is committed to nation building and holistic development of students through rich learning experiences, providing them opportunity for research and entrepreneurship thereby contributing to the growth of nation and society.