

**HEI ID:0388**

**Name of HEI: Amity University Rajasthan**

**Type of HEI: Private**

# **Annual Report**

**OF**

**CENTRE FOR INTERNAL QUALITY ASSURANCE  
(CIQA)**

**PROGRAMMES UNDER**

**ONLINE MODE**

**<2024-2025>**

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## Part – I: General Information

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

1. [Copy Attached](#)

### 1.2 Details of Director, CIQA

- Name: Prof. Dr. Deepali Bhatnagar
- Qualification: MBA, M. Com, PhD.

### 1.3 Details of CIQA Committee:

#### a. Composition as per Regulations

| S. No. | Designation                                                                                                 | Nomination as | Name and Qualification                                | Specialization             | Date of Nomination in CIQA Committee |
|--------|-------------------------------------------------------------------------------------------------------------|---------------|-------------------------------------------------------|----------------------------|--------------------------------------|
| a.     | Vice Chancellor of the University                                                                           | Chairperson   | Prof. Amit Jain- MBA, Ph.D.                           | Management                 | 09/05/24                             |
| b.     | Three Senior teachers of HEI                                                                                | Member 1      | Prof. G K Aseri- Ph.D.                                | Management                 | 09/05/24                             |
|        |                                                                                                             | Member 2      | Prof. Mani Sachdev- MA, M.Phil.- Philosophy, Ph.D.    | Head Psychology Department | 09/05/24                             |
|        |                                                                                                             | Member 3      | Dr. Jayati Sharma- Masters of Mass Communication, PhD | Communication              | 09/05/24                             |
| c.     | Head of three Departments or School of Studies From which programme is being offered in ODL and Online mode | Member 4      | Dr. Sanjeeb Pal- MA Tourism Management, Ph.D.         | Hospitality & Tourism      | 09/05/24                             |
|        |                                                                                                             | Member 5      | Prof. Swapnesh Taterh, MTech-CS, PhD                  | Computer Science           | 09/05/24                             |
|        |                                                                                                             | Member 6      | Prof. Jagdish Prasad- M.Sc.- Statistics, PhD          | Statistics                 | 09/05/24                             |
| d.     | Two External Experts of ODL and/or Online Education                                                         | Member 7      | Prof. Heena K Bijli                                   |                            | 09/05/24                             |
|        |                                                                                                             | Member 8      | Dr. Sher Singh                                        |                            | 09/05/24                             |

**HEI ID: 0388**

**Name of HEI: Amity University Rajasthan**

**Type of HEI: Private**

|    |                                      |                            |                    |  |          |
|----|--------------------------------------|----------------------------|--------------------|--|----------|
| e. | Officials from<br>departments of HEI | Member 9<br>Administration | Dr. Nitin Bhardwaj |  | 09/05/24 |
|----|--------------------------------------|----------------------------|--------------------|--|----------|

| S. No. | Designation    | Nomination As     | Name and Qualification                      | Specialization | Date of Nomination in CIQA Committee |
|--------|----------------|-------------------|---------------------------------------------|----------------|--------------------------------------|
|        |                | Member 10 Finance | Mr. Manish Sharma                           |                | 09/05/2024                           |
| f.     | Director, CIQA | Member Secretary  | Prof. Deepali Bhatnagar- M. Com, MBA, Ph.D. | Management     | 09/05/2024                           |

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

If No, reason thereof

**1.4 Number of meetings held and its approval:**

**a. No. of meetings held every year:1**

**b. Meeting details:**

| Meetings  | Date-Month-Year          | No. of External Expert Present | Minutes                 | Approval of Minutes |
|-----------|--------------------------|--------------------------------|-------------------------|---------------------|
| Meeting 2 | 28 <sup>th</sup> Feb, 25 | 2                              | <a href="#">Minutes</a> | Approved            |

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

From <Month, Year> academic session:

| Sr. No. | Name of the Department | Certificate Title | Duration (months) | No. of Credits | Admission Eligibility | Fee (Rs.) | Approval of statutory Authority (s) (DD-MM-YYYY) of HEI/Regulatory authority (if required) | Number of students admitted (Male/Female/Trans-gender) |    |    |       |
|---------|------------------------|-------------------|-------------------|----------------|-----------------------|-----------|--------------------------------------------------------------------------------------------|--------------------------------------------------------|----|----|-------|
|         |                        |                   |                   |                |                       |           |                                                                                            | M                                                      | F  | TG | Total |
| 1.      | NA                     | NA                | NA                | NA             | NA                    | NA        | NA                                                                                         | NA                                                     | NA | NA | NA    |
| N.      |                        |                   |                   |                |                       |           |                                                                                            |                                                        |    |    |       |

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

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

From <Month, Year> academic session:

| Sr. No. | Name of the Department | Diploma Title | Duration (months) | No. of Credits | Admission Eligibility | Fee (Rs.) | Approval of statutory Authority (s) (DD-MM-YYYY) of HEI/Regulatory authority(if required) | Number of students admitted (Male/Female/Trans-gender) |    |    |       |
|---------|------------------------|---------------|-------------------|----------------|-----------------------|-----------|-------------------------------------------------------------------------------------------|--------------------------------------------------------|----|----|-------|
|         |                        |               |                   |                |                       |           |                                                                                           | M                                                      | F  | TG | Total |
| 1.      | NA                     | NA            | NA                | NA             | NA                    | NA        | NA                                                                                        | NA                                                     | NA | NA | NA    |
| N.      |                        |               |                   |                |                       |           |                                                                                           |                                                        |    |    |       |

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

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

From <Month, Year>academic session: TO BE EXTRACTED FROM WEBPORTAL

| Sr. No. | Post Graduate Diploma Title | Duration (years) | No. of Credits | Admission Eligibility | Fee (Rs.) | UGC Recognition Letter No. and date | Number of students admitted (Male/Female/Trans-gender) |    |    |       |
|---------|-----------------------------|------------------|----------------|-----------------------|-----------|-------------------------------------|--------------------------------------------------------|----|----|-------|
|         |                             |                  |                |                       |           |                                     | M                                                      | F  | TG | Total |
|         | NA                          | NA               | NA             | NA                    | NA        | NA                                  | NA                                                     | NA | NA | NA    |

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

**1.8 Number of programmes started at Undergraduate Degree Programmes as per Commission Order:**

From <July, 2024>academic session: TO BE EXTRACTED FROM WEBPORTAL

| Sr. No. | Under - Graduate Degree Title | Duration (years) | No. of Credits | Admission Eligibility | Fee (Rs.) | UGC Recognition Letter No. and date | Number of students admitted (Male/Female/Trans-gender) |   |    |       |
|---------|-------------------------------|------------------|----------------|-----------------------|-----------|-------------------------------------|--------------------------------------------------------|---|----|-------|
|         |                               |                  |                |                       |           |                                     | M                                                      | F | TG | Total |
| 1.      | Bachelor of Commerce (Hons.)  | 3                | 159            | 10 + 2 (Min 55%)      | 1,65,000  |                                     |                                                        |   |    | 205   |
| N.      |                               |                  |                |                       |           |                                     |                                                        |   |    |       |

**Note: Mention details separately for <July, 2024>academic session, as applicable, as above.**

**HEI ID: 0388****Name of HEI: Amity University Rajasthan****Type of HEI: Private****1.9 Number of programmes started at Post-graduate Degree Programmes as per Commission Order:**

From &lt;July, 2024&gt;academic session: TO BE EXTRACTED FROM WEBPORTAL

| Sr. No. | Post-graduate Degree Title              | Duration (years) | No. of Credits | Admission Eligibility | Fee (Rs.) | UGC Recognition Letter No. and date | Number of students admitted (Male/Female/Trans-gender) |   |      |       |
|---------|-----------------------------------------|------------------|----------------|-----------------------|-----------|-------------------------------------|--------------------------------------------------------|---|------|-------|
|         |                                         |                  |                |                       |           |                                     | M                                                      | F | TG   | Total |
| 1.      | M.Sc. Data Science                      | 2 years          | 109            | Graduate              | 2,50,000  |                                     |                                                        |   | 123  |       |
| 2.      | Master of Arts (Counselling Psychology) | 2 years          | 104            | Graduate              | 2,50,000  |                                     |                                                        |   | 1008 |       |

**Note: Mention details separately for <July, 2024>academic session, as applicable, as above.**

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

### 2.1 Action taken on the functions of CIQA:-

| S.No. | Provisions in Regulations                                   | Details of Action taken by CIQA and Outcome thereof (Not more than 500 words)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Upload Relevant Document |
|-------|-------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 1.    | Quality maintained in the services provided to the learners | <p>Processes, methods, and mechanisms are implemented as part of internal quality assurance to guarantee that the services we offer fulfil set criteria and get better over time. We offer the following services to the students:</p> <p>Easy online admissions process, including payment.</p> <p>Robust learning management system for students; called AMIGO, which has received regulatory authorities' approval.</p> <p>Through AMIGO, students have access to a single dashboard for learning management.</p> <p>Students receive the material in electronic format, with the addition of physical copy student learning materials.</p> <p>Every student is required to adhere to the four-quadrant teaching methodology. provisions for student onboarding.</p> <p>Robust automated mechanism for student assistance.</p> <p>Managers of student support are committed to helping the students.</p> <p>Robust academic assistance from faculty members under the domain "Ask your Professor".</p> <p>Discussion forums facilitate easy communication between students and instructors.</p> <p>To facilitate the flow of student inquiries and offer appropriate answers, the student portal is used to forward student inquiries received via SMS, email, phone calls, and other channels.</p> <p>ongoing curriculum modification.</p> <p>Live virtual sessions for every module. setting up PCP courses and gathering evaluations at the conclusion of each session.</p> <p>Finish the online test while using appropriate monitoring tools, such as a biometric system and CCTV recording.</p> <p>Incorporating courses with added value into the curriculum.</p> <p>Workshops for academic and professional development as well as special orientation events are held online to encourage more working professionals to participate.</p> <p>The following are the results of these quality assurance measures:</p> <ul style="list-style-type: none"> <li>• <b>Improved Learning Experience:</b> Students gain from well-organized classes, current curricula,</li> </ul> |                          |

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
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|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>efficient teaching strategies, and helpful resources.</p> <ul style="list-style-type: none"> <li>• <b>Greater Academic Achievement:</b> Learners do better academically when evaluations are improved and learning objectives are in line.</li> <li>• <b>Good Reputation:</b> We have a solid reputation thanks to our quality assurance initiatives, which draw in additional students and possible partners.</li> <li>• <b>Accreditation and Recognition:</b> Successful accreditation evaluations and external recognition are the results of effective quality assurance.</li> <li>• <b>Continuous Improvement:</b> We find areas for improvement and make well-informed judgments to continuously improve the educational services by analysing data and feedback.</li> <li>• <b>Employability:</b> Learners who possess pertinent information and skills are more employable since they are better prepared for the labour market.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |
| 2. | <p>Self-evaluative and reflective exercises undertaken for continual quality improvement in all the systems and processes of the Higher Educational Institution</p> <p>and reflective exercises undertaken for continual quality improvement in all the systems and processes of the Higher Educational Institution</p> <p>and</p> <p>reflective exercises undertaken for continual quality improvement in all the systems and processes of the Highe</p> | <p>Amity University takes great satisfaction in its all-encompassing approach to education, offering students study materials that are self-explanatory and well-structured.</p> <p>To support remote learning, which is essential to our students educational journey, the soft copy is also made available to them.</p> <p>We make sure they comprehend the core of each subtopic by periodically assessing their comprehension.</p> <p>Additionally, by encouraging active participation, this assessment method strengthens learned material and promotes a thorough understanding of the subject. Additionally, it fosters a dynamic learning environment by enabling students to pinpoint areas in which they need to improve and, if necessary, seek additional clarification.</p> <p>The carefully crafted internal examination follows the guidelines of Bloom Taxonomy, a well-known educational paradigm. By using this taxonomy, we make sure that the evaluation is in line with different cognitive levels, encouraging higher-order thinking abilities and a comprehensive comprehension of the material.</p> <p>A set of thoughtfully crafted multiple-choice questions (MCQs) divided into three difficulties levels—easy, medium, and difficult—make up the internal evaluation.</p> <p>Eleven easy multiple-choice questions, five medium-difficulty questions, and three demanding questions are included in the presentation of the fundamental concept difficulty levels to the students. This equitable distribution makes it possible to assess their knowledge and abilities thoroughly across a range of difficulty levels.</p> |  |

|    |                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
|----|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|    |                                                                                                                     | <p>Additionally, it pushes students to study more about the subject, showcasing their capacity to evaluate and apply what they have learned. Additionally, as students advance through their courses, they come across an engaging case study at the conclusion. By combining different facets of the course material with practical applications, this case study represents the pinnacle of their educational journey. Students are forced to exercise critical thinking, make connections between abstract ideas and real-world circumstances, and provide well-reasoned solutions by interacting with this real-world scenario. After the case study, students must complete five multiple-choice questions to further solidify their knowledge. The purpose of these carefully constructed questions is to evaluate their application of the course material. These final multiple-choice questions (MCQs) provide a thorough evaluation by covering the breadth and depth of the subject matter, enabling students to demonstrate their command of the course material.</p> <p>The online assessment system at Amity University offers students a strong foundation for learning and assessment. It guarantees that they fully understand the ideas, encourages critical thinking, and gets them ready for problems in the real world. We enable our students to achieve academic success and effectively apply their knowledge by integrating ongoing evaluations, internal assessments that are linked with Bloom Taxonomy, and a final case study. By taking this all-encompassing approach, we hope to develop well-rounded people who can contribute significantly to their sector of choice encourage further development.</p> |  |
| 3. | Contribution in the identification of the key areas in which Higher Educational Institution should maintain quality | <p>Learning environments are improved by having access to modern facilities, libraries, labs, and digital resources. Amity makes investments in cutting-edge tools and infrastructure that facilitate collaborative research and accommodate different learning preferences.</p> <p>Amity uses state-of-the-art research and innovation to advance society.</p> <p>Innovation and real-world problems are addressed by promoting multidisciplinary collaboration, encouraging teachers and students to conduct research, and establishing alliances with businesses and research institutes.</p> <p>Amity is guaranteed to meet the high national and international standards by putting in place strong quality assurance procedures and pursuing accreditation from respectable organizations. Institutional</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |

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|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|    |                                                                                                                                                                                                     | <p>quality is improved by regular internal and external assessments, benchmarking against peers throughout the world, and addressing areas that need improvement.</p> <p>Teaching students ethical and professional values equips them for successful professions and responsible citizenship. We encourage honesty, critical thinking, effective communication, and a strong sense of civic duty.</p> <p>Working together with businesses, nonprofits, and the community helps close the knowledge gap between academics and the real world.</p> <p>We help students develop a global mentality in an increasingly interconnected world. Providing study abroad opportunities, international collaborations, and cultural exposure broadens students' horizons and equips them to face global concerns.</p>                                                                                                                                                                                                                                                                                    |  |
| 4. | <p>Mechanism devised to ensure that the quality of Online programmes matches with the quality of relevant programmes in conventional mode (For Dual Mode HEIs)</p>                                  | <p>Amity has a strong mechanism in place to guarantee the caliber of its academic offerings. The majority of academic committees, such as the Academic Advisory Council and the Board of Studies, are affiliated with the regular institution. Every committee is established under the rigorous supervision of the university highest authority.</p> <p>The curricula are the same as those of the traditional institution. The exam's format is identical to that of a standard examination.</p> <p>Consistency is maintained since the university Controller of Examination (CoE) directs and oversees the exam.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| 5. | <p>Mechanisms devised for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society, employers, and Government for quality improvement.</p> | <p>The calibre of learning outcomes and experiences is crucial in the field of education. Amity has created a variety of channels for communicating with and gathering input from all parties concerned, including students, instructors, staff, parents, employers, and the government, in order to guarantee ongoing development and relevance. These systems are vital resources for raising the standard of education and adjusting to changing demands.</p> <p>Perhaps the most important stakeholders are the students, who are at the centre of the educational process. To effectively interact with them, we have developed several ways. Students can voice their ideas on teaching strategies, course material, and overall experiences through regular surveys and feedback forms. These tests empower students by allowing them to actively participate in determining their own education, in addition to offering insight into areas that require development.</p> <p>Additionally, focus groups, town hall meetings, and open forums offer outlets for direct communication</p> |  |

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|  |  | between students and administrators, encouraging cooperation and a feeling of community. Teachers are essential to the educational system because they facilitate the transfer of knowledge. Equally important are mechanisms for their participation and feedback. Teachers can improve their teaching strategies by getting helpful criticism from peers and experts through peer evaluations, classroom observations, and professional development seminars. |  |
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| 6. | Measures suggested to the authorities of Higher Educational Institution for qualitative Improvement | <p>Every administrative and academic procedure is examined, and steps are taken to increase its efficacy and quality:</p> <p>The IQAC keeps a close eye on all the processes and makes sure that the necessary improvement measures are put into place. To guarantee a seamless resolution, brainstorming is done if any further stages are needed.</p> <p>There are several ways to communicate with students, including asking for their opinions on administrative and academic operations, resources, facilities, etc. Programs, plans, curricula, etc. are reviewed in accordance with the Board of Studies recommendations and the Academic Council approval. To address student diverse concerns and grievances, a grievance resolution structure with several communication channels is in place.</p> |  |
| 7. | Implementation of its recommendations through periodic Reviews                                      | <p>Openly recognizing compliance will encourage proactive problem-solving and remedial actions. In summary, putting suggestions for improving quality through recurring reviews into practice is a dynamic and iterative process.</p> <p>Institutions can systematically improve the quality of education and overall efficacy by putting in place a review mechanism, setting priorities for suggestions, developing thorough action plans, including stakeholders, carrying out frequent assessments, and staying flexible. By using data to inform our decisions and committing to ongoing development, we may establish ourselves as pioneers in providing education that is impactful, transformative, and pertinent.</p>                                                                                |  |

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| 8. | Workshops/ seminars/ symposium organized on quality related themes, ensure participation of all stakeholders, and disseminate the reports of such activities among all the stakeholders in Higher Educational Institution. | <p>strengths, and indicate areas for improvement.</p> <p><b>Reporting and Documentation:</b> CIQA keeps thorough records of the event, including talks, presentations, results, and comments.</p> <p><b>Report Distribution:</b> CIQA distributes the event report to all interested parties, including those who were unable to attend.</p> <p><b>Follow-up and Implementation:</b> CIQA keeps an eye on how the suggestions, concepts, and action items that came out of the event are being carried out.</p> <p>It keeps tabs on developments and reports on results based on conversations and information acquired.</p> <p><b>Integration with Quality Assurance Procedures:</b> CIQA makes sure that the knowledge gathered from these incidents are included into our improvement plans and quality assurance procedures.</p> <p>Increased understanding of quality-related ideas, alignment of stakeholders' viewpoints, the discovery of creative approaches, and a reaffirmed dedication to institutional-wide continuous improvement are the results of these initiatives.</p> |  |
| 9. | Developed and collated best practices in all areas leading to quality enhancement in services to the learners and disseminate the same all concerned in Higher Educational Institution                                     | <p>A thorough evaluation of the organization's current procedures, methods, and results is the first step in creating best practices. This entails identifying areas that need improvement by involving students, instructors, staff, and other stakeholders. Following the identification of these areas, best practices are developed using a methodical methodology. These procedures are data-driven, supported by evidence, and consistent with the mission and objectives of the organisation.</p> <p>Following their development, best practices must be compiled into an extensive resource centre or repository,</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |

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|     |                                                                                                                        | <p>such as a guidebook, digital platform, or series of workshops.</p> <p>As part of the collation process, the best practices are categorised.: provide concise justifications for every procedure and helpful implementation advice. To guarantee precision and pertinence, feedback from subject matter experts, seasoned educators, Input from subject matter experts, seasoned instructors, and researchers is essential during the collation process to guarantee accuracy and relevance. A broad range of stakeholders, including academics, administrators, and support staff, may easily access and comprehend the best practices because they are written in an easy-to-read and brief manner.</p> <p>One of the most important steps in the process of improving quality is the sharing of best practices. Reaching out to all relevant parties within the higher education institution is part of it. To guarantee that the best practices are communicated and comprehended, a strategic communication plan is created.</p> |  |
| 10. | Collected, collated and disseminated accurate, complete and reliable statistics about the quality of the programme(s). | <p>To enable educational institutions to make well-informed decisions, improve program efficacy, and maintain transparency, it is crucial to gather, compile, and distribute accurate, comprehensive, and trustworthy statistics regarding the calibre of educational programs. This methodical approach promotes ongoing improvement and allows stakeholders to evaluate the impact of programs. This is how the process goes:</p> <p><b>Information Gathering:</b> This procedure begins with the collection of pertinent data from multiple sources. These sources include research findings, graduate employment rates, instructor comments, student assessments, course evaluations, and other performance metrics. To guarantee accuracy and dependability, data is gathered throughout time in a methodical and regular manner.</p> <p><b>Collation and Analysis:</b> Following collection, the data is compiled and</p>                                                                                                         |  |

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|  |  | <p>arranged for insightful analysis. The information is frequently processed and analysed using sophisticated data management tools.</p> <p>Trends, patterns, and key performance indicators are found using statistical techniques and methodologies. This study aids in identifying the program's advantages and disadvantages as well as problem areas.</p> <p><b>Benchmarks and Quality Metrics:</b> Reliable statistics are contrasted with accepted benchmarks and quality metrics. Industry norms, legal specifications, or internal goals established by the organisation are examples of these benchmarks. We assess the performance of our programs and if they fulfil the required quality standards by comparing data to these benchmarks.</p> <p><b>Performance Reports:</b> Detailed performance reports are produced using the gathered and examined data. These reports emphasise important findings and give a concise summary of the program's or programs' quality. Faculty, administrators, students, parents, and outside accrediting organisations are just a few of the stakeholders who should be able to obtain and comprehend performance reports.</p> <p><b>Accountability and Transparency:</b> Accountability and transparency are promoted by sharing the performance reports and data that have been gathered. Openly communicating this information to stakeholders via newsletters, LMS notifications, prospectuses, websites, etc. shows our dedication to excellence and permits outside verification. Among stakeholders, this openness fosters confidence and trust.</p> <p><b>Feedback Loops:</b> Feedback loops are also made possible by the dissemination of statistics. Faculty, students, and administrators are among the stakeholders who offer input based on the data that is displayed. This input is very helpful in pinpointing areas that need attention or enhancement, and it enables the software to be modified in response to</p> |  |
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|     |                                                                                                                                                                                                                                                  | <p>current data.</p> <p><b>Benchmarking and Best Practices:</b><br/>Important insights can be gained by contrasting the institution's data with that of peer institutions or industry best practices. Benchmarking enables us to pinpoint our strengths and potential areas for development. This outside viewpoint adds to a comprehensive evaluation of the program's calibre.</p> <p><b>Continuous Improvement:</b> To promote continuous improvement, statistics are gathered, compiled, and shared. We may carry out focused interventions, alter teaching methods, update curricula, and improve support services by tracking program quality over time and spotting trends. This way, we can make sure that the programs are always changing to satisfy the demands of stakeholders and learners.</p> |  |
| 11. | Measures taken to ensure that Programme Project Report for each programme is according to the norms and guidelines prescribed by the Commission and wherever necessary by the appropriate regulatory authority having control over the programme | The corresponding School of Studies prepares the PPR in accordance with the 'Guidelines on Program Project Report' as per UGC Regulations and submits it to the CIQA meeting for approval. The minutes of the CIQA meeting are then submitted to the statutory committee for final approval. The School of Studies oversees the entire academic process to ensure quality, with the BOS which consists of both internal faculty and external subject experts reviewing the syllabus and the course content on a regular basis as part of the academic audit.                                                                                                                                                                                                                                                 |  |

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| 12. | Mechanism to ensure the proper implementation of Programme Project Reports                                                                            | <p>The goal of Amity University's educational strategy is to give students excellent learning experiences that satisfy industry demands. Creating new academic programs at the university requires a stringent approval process that needs permission from the Academic Council and the School Board, the university's highest academic authorities. Amity's curriculum and evaluation procedures are outcome-based, emphasizing industry-centric curricula and guaranteeing that every student learns at a high level. To assess the success of its programs and make sure they align with its objective, the university uses a thorough program evaluation process. Every course at Amity is created with a set of goals in mind, and departments employ a variety of assessment techniques to examine student work and make sure it aligns with the goals.</p> <p>Finally, the yearly evaluation of learning outcomes is an essential instrument for spotting gaps and creating plans of action for program enhancement. In addition, a dedicated program managers are appointed to ensure efficient implementation of PPR.</p> |  |
| 13. | Maintenance of record of Annual Plans and Annual Reports of Higher Educational Institution, review them periodically and generate actionable reports. | <p>Amity uses a methodical and structured strategy to oversee the upkeep of the records of annual plans and reports. The following are some crucial actions taken in this regard: creating a standardised and transparent file system to house all the papers related to annual reports and plans. We make sure that the file naming rules adhere to a standard structure and are simple to comprehend.</p> <p>Team members have been given roles and responsibilities for keeping and examining records. A manager is tasked with supervising the entire procedure and making sure they are sufficiently familiar with the Annual Plans and Reports. Periodically, we check the papers for accuracy,</p>                                                                                                                                                                                                                                                                                                                                                                                                                          |  |

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|     |                                                                                                                                                | <p>completeness, and compliance to spot patterns and areas of strength and weakness. If needed, we then take corrective action.</p> <p>CIQA Make reports based on the review's conclusions and distribute them to the appropriate parties. These reports assist in making well-informed judgements regarding the program's overall success by highlighting the areas that require attention.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| 14. | <p>Inputs provided to the Higher Educational Institution for restructuring of programmes in order to make them relevant to the job market.</p> | <p>Programs must be continuously redesigned and modified to guarantee graduates have the knowledge and abilities that meet industry demands in the quickly changing job market of today. We consider a variety of inputs and tactics to make programs more applicable to the labour market:</p> <p><b>1. Industry Partnerships and Advisory Boards:</b> Working with industry through partnerships and advisory boards is a crucial tactic. These partnerships provide insight into current and future job trends, technological advancements, and talent requirements. Experts from the industry help develop curricula, suggest modifications, and even offer internships, co-ops, or guest lectures to close the knowledge gap between academia and the real world. practices.</p> <p><b>2. Market Analysis:</b> Identifying high demand industries, developing sectors, and particular employment categories is made easier by carrying out in-depth market analysis. We can modify our programs to fit the demands of the labour market thanks to this data-driven strategy.</p> <p><b>3. Curriculum Adaptation:</b> We constantly examine and revise program curricula to include the newest technological advancements and industry practices. This entails incorporating real-world work environment simulations, case studies, practical projects, and hands-on experiences. Both fundamental knowledge and</p> |  |

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|  |  | <p>industry-specific skills are included in the courses.</p> <p><b>4. Flexible and multidisciplinary Programs:</b> Students can acquire a wide range of skills that are useful in a variety of professions by enrolling in programs that are both flexible and multidisciplinary. Offering concentrations, minors, or cross-disciplinary courses enables students to specialise in related disciplines while personalising their education.</p> <p><b>5. Soft Skills and Professional Development:</b> While technical skills are necessary, soft skills like communication, critical thinking, teamwork, and problem solving are equally important for job success. Through workshops, seminars, group projects, and leadership experiences, we make sure to provide opportunities for students to improve these skills.</p> <p><b>5. Technology Integration:</b> Students gain digital literacy and familiarity with tools used in the business when technology is incorporated into the curriculum. Simulations, online collaboration tools, and virtual labs improve students' technical competence and capacity to adjust to digital surroundings.</p> <p><b>6. Innovation and Entrepreneurship:</b> Promoting innovation and an entrepreneurial mentality equips students to not just look for traditional employment but also to create their own chances. To foster creativity and business savvy, we provide courses on entrepreneurship, innovation challenges, and incubator programs.</p> <p><b>7. Ongoing Feedback and Alumni Engagement:</b> Asking alumni who are now employed in a variety of areas for their opinions can also yield insightful information about the advantages and disadvantages of</p> |  |
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|     |                                                                                                                                               | <p>current programs. In addition to suggesting areas for improvement, alumni share their thoughts on how effectively their education prepared them for their professions.</p> <p><b>6. Global and Cultural Awareness:</b> Graduates are expected to have a global perspective and cultural competency as the globe grows increasingly interconnected.</p> <p><b>Experience-based learning and internships:</b> Offering coop experiences, industry placements, and internships allows students to put their academic knowledge to use in practical situations. These encounters close the knowledge gap between the classroom and the workforce and frequently result in employment offers after graduation.</p> <p><b>11. Professional Licensure and Certifications:</b> The employability of graduates is improved by working with industry associations to incorporate pertinent certifications and licenses into the curriculum. These certifications give students a competitive edge in the job market and certify their knowledge and abilities.</p> |  |
| 15. | Facilitated system based research on ways of creating learner centric environment and to bring about qualitative change in the entire system. | <p>2. Forming a committee to apply for evaluation and accreditation from a recognised organisation, like NAAC, is a thorough and calculated process that includes a number of important elements. An explanation of the procedures needed to perform this function successfully is provided below:</p> <p><b>1. Committee Formation:</b> The first stage is to create a specialised coordinating unit with competent and experienced people, such as faculty, administrative personnel, quality assurance specialists, and representatives from other departments. This section oversees all associated operations and serves as the driving force behind the accreditation process.</p> <p><b>2. Awareness and Orientation:</b> This committee's main responsibility is to hold awareness and orientation</p>                                                                                                                                                                                                                                              |  |

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|  |  | <p>meetings for all parties involved in the institution, such as the administration, staff, teachers, and students.</p> <p><b>3. Self-Assessment Preparation:</b> To support the self-assessment process, the unit collaborates closely with other departments and stakeholders. This entails gathering thorough information on academic programs, infrastructure, student results, institutional operations, and other pertinent topics. The committee helps with the analysis of this data in order to determine its advantages, disadvantages, opportunities, and difficulties.</p> <p><b>4. Criteria-wise Documentation:</b> In accordance with the structure established by the accrediting body, this committee then directs the institution in creating criterion-wise documentation. This entails gathering documentation, reports, policies, and other proof that demonstrate the institution's adherence to the accrediting requirements.</p> <p><b>5. Internal Review and Mock Assessments:</b> Mock assessments are carried out to guarantee preparedness. The institution can find gaps and areas that need improvement by simulating the real accreditation visit using these activities. These simulated tests' feedback aids in improving the self-assessment.</p> <p><b>External Peer Review:</b> Working with outside peer reviewers is an essential first step. To evaluate the institution's preparedness for accreditation, the unit finds and welcomes seasoned professionals, instructors, and specialists from related fields. These reviewers validate the results of the self-assessment, offer insightful commentary, and recommend enhancements.</p> <p><b>7. Document Submission:</b> The committee oversees compiling and sending the self-assessment report and any accompanying documentation to the appropriate</p> |  |
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|  |  | <p>accrediting authority. This calls for painstaking attention to detail to accurately display all necessary information.</p> <p><b>8. Accreditation Visit Preparation:</b> By organising facilities, scheduling meetings with peer reviewers and other stakeholders, and managing logistics, the committee gets the institution ready for the accreditation visit. To highlight the institution's initiatives and strengths, this entails setting up meetings, lectures, and campus tours.</p> <p><b>9. On-site Visit Support:</b> The committee serves as a point of contact between the peer reviewers and the institution during the accreditation visit. They make sure the reviewers have access to the necessary data and tools, handle any questions, and promote easy interactions.</p> <p><b>10. Post-Visit Follow-up:</b> The committee helps respond to any follow-up questions or requests for more information from the accrediting authority following the accreditation visit. They work together with interested parties to respond promptly and guarantee that the accreditation procedure proceeds.</p> <p><b>11. Quality Enhancement Plan:</b> Using the input gathered during the accrediting process, the committee assists the institution in creating a Quality Enhancement Plan (QEP). This plan tackles recognised deficiencies, lays out plans for ongoing improvement, and is in keeping with the institution's long-term objectives.</p> <p><b>12. accrediting Outcome:</b> Following notification of the accrediting outcome, the committee collaborates with the institution to acknowledge accomplishments and share the findings with the public, stakeholders, and academic community. They also keep an eye on developments and supervise the QEP's execution.</p> |  |
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| 16. | Steps taken as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc. | <p>7. Forming a committee to apply for evaluation and accreditation from a recognised organisation, like NAAC, is a thorough and calculated process that includes a number of important elements. An explanation of the procedures needed to perform this function successfully is provided below:</p> <p><b>1. Committee Formation:</b> The first stage is to create a specialised coordinating unit with competent and experienced people, such as faculty, administrative personnel, quality assurance specialists, and representatives from other departments. This section oversees all associated operations and serves as the driving force behind the accreditation process.</p> <p><b>7. Awareness and Orientation:</b> This committee's main responsibility is to hold awareness and orientation meetings for all parties involved in the institution, such as the management, staff, teachers, and students.</p> <p><b>8. Self-Assessment Preparation:</b> To support the self-assessment process, the unit collaborates closely with other departments and stakeholders. This entails gathering thorough information on academic programs, infrastructure, student results, institutional operations, and other pertinent topics. The committee helps with the analysis of this data to determine its advantages, disadvantages, opportunities, and difficulties.</p> <p><b>9. Criteria-wise Documentation:</b> In accordance with the accreditation agency's framework, this committee then assists the institution in creating criterion-wise documentation. This entails gathering documentation, reports, policies, and other proof that demonstrate the institution's adherence to the accrediting requirements.</p> <p><b>10. Internal Review and Mock Assessments:</b> Mock assessments are carried out to guarantee preparedness. The institution can find gaps and areas</p> |  |
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|  |  | <p>that need improvement by simulating the real accreditation visit using these activities. The documentation for the self-assessment is improved with input from these simulated tests.</p> <p><b>8. External Peer Review:</b> Working with outside peer reviewers is an essential first step. To evaluate the institution's preparedness for accreditation, the unit finds and welcomes seasoned professionals, instructors, and specialists from related fields. These reviewers validate the results of the self-assessment, offer insightful commentary, and recommend enhancements.</p> <p><b>10. Document Submission:</b> The committee oversees compiling and sending the self-assessment report and any accompanying documentation to the appropriate accrediting authority. This calls for painstaking attention to detail in order to accurately display all necessary information.</p> <p><b>8. Accreditation Visit Preparation:</b> By organising facilities, scheduling meetings with peer reviewers and other stakeholders, and managing logistics, the committee gets the institution ready for the accreditation visit. To highlight the institution's initiatives and strengths, this entails setting up meetings, lectures, and campus tours.</p> <p><b>9. Support for On-Site Visits:</b> The committee serves as a point of contact between the institution and the peer reviewers throughout the accreditation visit. They make sure the reviewers have access to the necessary data and tools, handle any questions, and promote easy interactions.</p> <p><b>10. Post-Visit Follow-up:</b> The committee helps respond to any follow-up questions or requests for more information from the accrediting authority following the accreditation visit. They work</p> |  |
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|     |                                                                                                                                                      | <p>together with interested parties to respond promptly and guarantee that the accreditation procedure proceeds.</p> <p><b>11. Quality Enhancement Plan:</b> Using the input gathered during the accreditation process, the committee assists the institution in creating a Quality Enhancement Plan (QEP). This plan tackles recognized deficiencies, lays out plans for ongoing improvement, and is in keeping with the institution's long-term objectives.</p> <p><b>10. Accrediting decision:</b> Following notification of the accrediting decision, the committee collaborates with the institution to highlight accomplishments and share the findings with the public, stakeholders, and academic community. They also keep an eye on developments and supervise the QEP's execution.</p>                                                                                                                                                                                                                                                                                                                                            |  |
| 17. | <p>Measures adopted to ensure internalization and Institutionalization of quality enhancement practices through periodic accreditation and audit</p> | <p>Amity has put policies in place to guarantee improvements in quality across the board. CIQA performs audits and self-assessments with an emphasis on continual improvement to upgrade facilities and raise educational standards. All these actions have helped Amity University's online education system expand and flourish.</p> <p>Measures have been put in place to guarantee that quality improvement procedures are institutionalized and internationalized. Periodic compliance and audit procedures are used to accomplish this. As online learning becomes more popular, it's critical to make sure that these requirements are fulfilled.</p> <p>The University Academic Council has a major influence on how the institution's academic standards, policies, and programs are developed and managed. Its main duty is to guarantee the integrity, quality, and applicability of the education that is given, encompassing teaching, learning, and assessment as well as research and innovation, governance, and outreach and societal initiatives. Peer review is a step in the quality assurance process when subject-</p> |  |

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|     |                                                                                                                                                  | <p>matter experts assess the organization and offer suggestions for enhancement. Periodic audits are conducted to make sure that standards are upheld in addition to regulatory compliance. These audits examine the institution's policies, procedures, and practices, among other things. We also examine the results of the university's education, including employment rates and chances for students to pursue higher education. All things considered, these steps guarantee that the organization is fulfilling the required requirements and offering top-notch online instruction. Students can be sure they are getting a worthwhile education that will help them in their future aspirations if this is done.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |
| 18. | <p>Steps taken to coordinate between Higher Educational Institution and the Commission for various quality related initiatives or guidelines</p> | <p>To guarantee that quality-related programs and guidelines are implemented successfully, the institute and the appropriate Commission in charge of quality assurance must effectively coordinate. Within the higher education system, this collaboration makes it easier to raise educational standards, encourages ongoing development, and advances accountability. The procedures listed below describe how Amity works with the Commission on several quality-related projects or directives:</p> <p><b>1. Creating contact Channels:</b> We start the coordinating process by creating effective and transparent channels of contact with the Commission. To encourage communication and information sharing, regular meetings, workshops, and seminars are planned. Through these channels, both sides can talk about projects, exchange ideas, and resolve any issues or difficulties.</p> <p><b>2. Alignment with Regulatory Framework:</b> Their quality-related policies and programs are guaranteed to be in conformity with the Commission's established regulatory framework. The initiatives' adherence to regional or national standards and</p> |  |

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|  |  | <p>expectations is ensured by this alignment.</p> <p><b>2. Cooperation in Policy Development:</b> We work closely with the Commission to develop policies and guidelines pertaining to quality. Additionally, it is guaranteed that the policies are realistic, workable, and representative of the various demands and environments of educational establishments.</p> <p><b>Joint Workshops and Training Programs:</b> We cooperate with the Commission to plan capacity-building initiatives, training sessions, and joint workshops. These programs offer chances to comprehend and successfully apply quality-related policies. These cooperative endeavours foster the exchange of knowledge and the improvement of skills.</p> <p><b>Data Sharing and Reporting:</b> As part of our quality assurance procedures, we routinely provide the Commission with pertinent data and reports. Student outcomes, program evaluations, instructor credentials, and infrastructure are all included in this data. Sharing data promotes openness and enables the Commission to evaluate the success of projects.</p> <p><b>3. Peer Review and evaluation:</b> The Commission facilitates the peer review and evaluation procedures in which we take part. Peer reviews ensure an outside viewpoint on quality by having experts from other HEIs evaluate institutions. Amity can find areas for improvement by comparing its procedures to industry norms through this technique.</p> <p><b>4. Feedback and Improvement Mechanisms:</b> Based on our real-world experiences and difficulties, this feedback aids the Commission in honing and modifying its strategies.</p> <p><b>Compliance Monitoring:</b> The Commission and the institute collaborate on compliance monitoring initiatives. To make sure we are following set standards and consistently</p> |  |
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|  |  | <p>enhancing their quality assurance procedures, audits and assessments are carried out on a regular basis.</p> <p><b>9. Sharing Best Practices:</b> We provide the Commission with success stories and best practices pertaining to quality improvement. We may learn from successful tactics and apply them to our own improvement projects thanks to this information sharing.</p> <p><b>10. Advocacy and Representation:</b> Amity takes part in forums and conversations where the Commission discusses policies and rules pertaining to quality. Our representatives support our institutions' interests and help to mould the field of quality assurance.</p> <p><b>5. Integration of Feedback:</b> The Commission appreciates our input and incorporates it into the development of quality-related programs and policies. This iterative procedure guarantees that the strategies are flexible and adaptable to the evolving demands of the higher education industry.</p> |  |
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| 19. | Information obtained from other Higher Educational Institutions on various quality benchmarks or parameters and best practices. | <p>Current educational research and the depth of institutional knowledge are combined in Best Practices for Teaching and Learning. Research-based teaching methods for all grade levels and subject areas are provided by this resource. The university places a strong emphasis on three key areas of best practices for teaching and learning:</p> <p>In order to establish a safe and productive learning environment where students are accountable, self-motivated, and self-evaluative, it is important to consider how the physical setup and the role of the teacher impact student expectations. In order to do this, we design tasks and tests in accordance with learning standards.</p> <p>Make deliberate plans to modify your teaching methods to suit each student's needs.</p> <p>Use instructional methods, approaches, and materials that cater to each student's needs. We modify instruction based on evidence to meet the requirements of the students and monitor their progress towards standards and learning objectives in order to evaluate their learning and growth. Inform parents, students, and others about student accomplishments and actively engage students in assessment to encourage lifelong learning.</p> <p>Nonetheless, we adhere to the finest methods and closely follow the top online education provider. We regularly conduct the research for the aforementioned tasks.</p> |  |  |
| 20. | Recorded activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance.   | The following quality assurance-related activities have been carried out: academic meetings, skill-building workshops, webinars, seminars, FDPs, MDPs, and guest lectures are planned during all semesters. To guarantee maximum participation in both academic and extracurricular activities, these events are scheduled at the start of the semester and set up in the appropriate areas. For the yearly                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |

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|     |                                                                                                                                                                      | reports to be turned in, Meetings are held, and information is collected, compiled, and reports are filled up based on the requirements. These reports are properly submitted once they are completed. Additionally, they are positioned in the appropriate locations to ensure that all pertinent stakeholders are informed about the institute.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |  |
| 21. | (a) Submitted Annual Reports to the Statutory Authorities or Bodies of the Higher Education al Institution about its activities at the end of each academic session. | <ul style="list-style-type: none"> <li>• The institution's operations, accomplishments, difficulties, and future objectives are all thoroughly covered in the yearly reports. The institution's dedication to openness, efficiency, and ongoing development is demonstrated by the submission of these reports, which is an essential accountability measure. The data presented in the yearly form serves as the basis for all decision-making, and annual reports are a way to make the performance of the organisation transparent. It makes it easier to communicate effectively with stakeholders. It motivates the institute to consider its successes and shortcomings. Any strategic planning is based on the annual reports. The annual report's components include: <ul style="list-style-type: none"> <li>• <b>The mission, goal, values, and organisational structure</b> of the institute are all included in the institutional overview. The context for the remainder of the report is established in this section.</li> <li>• <b>Academic Programs and Achievements:</b> Provides information on the variety of academic programs available, enrolment figures, graduation rates, and noteworthy faculty and student accomplishments.</li> <li>• <b>Research and Innovation:</b> Highlights research endeavours, publications, partnerships, and any innovations or breakthroughs that have taken place this academic year.</li> <li>• <b>Facilities and Infrastructure:</b></li> </ul> </li> </ul> |  |  |

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|  |  | <p>Provides an overview of the organization's facilities, such as classrooms, labs, libraries, and other establishments that facilitate research, teaching, and learning.</p> <p>• <b>Student Support Services:</b> Describes the variety of services that students can use, including extracurricular activities, career advising, student organisations, and counselling.</p> <p>• <b>Faculty Development and Training:</b> Highlights efforts geared at faculty development, such as workshops, training programs, and chances for professional growth.</p> <p>• <b>Community participation:</b> Explains the institution's outreach initiatives, industry partnerships, institutional collaborations, and participation with the local community.</p> <p>• <b>Financial Overview:</b> Provides an overview of the finances, including sources of income, budgetary allocations, and expenses. Building confidence in financial matters requires transparency.</p> <p>• <b>Difficulties and Corrective Actions:</b> Discusses difficulties encountered throughout the school year and describes actions done or intended to deal with these difficulties going forward.</p> <p>• <b>Future Plans and Goals:</b> Talks about the organization's efforts, strategic plans, and objectives for the next year. The institution's growth and improvement goals should be stated in this section.</p> <p>• <b>Accreditation and Recognition:</b> Highlights any honours, accolades, or accreditations the school has obtained this academic year, reaffirming its dedication to excellence.</p> <p>• <b>Testimonials &amp; Impact Stories:</b> Contains statements attesting to the beneficial effects of the institution's operations from students, staff, alumni, and other stakeholders.</p> <p><b>Appendices and Data:</b> Offers extra supporting documentation, including</p> |  |  |
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|     |                                                                                                                                                                                                              | reports, charts, graphs, and statistical data, to give a more thorough picture of the institution's performance.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |  |
|     | (b) Submitted a copy of report in the format as specified by the Commission, duly approved by the statutory authorities of the Higher Educational Institution annually to the Commission.                    | Every year, a copy of the completed program reports which have been officially approved by the Higher Educational institution's statutory authorities is presented to the Commission in the format provided by the Commission.<br>Additionally, documents are kept in the QAE department office.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |  |
| 22. | Overseen the functioning of Centre for Internal Quality Assurance and approve the reports generated by Centre for Internal Quality Assurance on the effectiveness of quality assurance systems and processes | We take the following actions to monitor the Centre for Internal Quality Assurance's overall operation:<br>-Establish an expert group to examine the academic procedures and process.<br>-To make sure the CIQA complies with the standards established by regulatory and accrediting bodies, -scheduled meetings are held to discuss the quality of the microprocess and processes.<br>-Staff members at the Centre should receive frequent training to stay current on the newest methods for improving quality.<br>Appropriate minutes are kept.<br>Lastly, the committee evaluates the Center's reports and provides suggestions for enhancements.<br>-We take steps such as integrating quality enhancement strategies into the University's policies and processes to guarantee their internalization and institutionalization.<br>-Utilize student input to raise the standard of instruction and learning.<br>The University takes the following Steps |  |  |  |

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|  |  | <p>to enhance audit and accreditation:<br/>Establish a strong system of quality assurance to meet all standards for compliance and quality.<br/>- criteria.<br/>Make sure the quality assurance system is functioning properly by routinely monitoring and assessing it.<br/>Faculty and staff should be encouraged to take part in audit and accreditation procedures.<br/>Additionally, CIQA is essential in promoting internationalization in ways such as:</p> <ol style="list-style-type: none"> <li>1. We can meet or beyond the expectations of international students, teachers, and partners by using quality standards and benchmarking.</li> <li>2. <b>Curriculum Development:</b> We integrate global case studies, viewpoints, and cooperative initiatives.</li> <li>3. <b>Faculty Development:</b> To assist faculty members in acquiring the abilities necessary for successful cross-cultural teaching and communication, we host workshops and training sessions.</li> <li>4. <b>International Partnerships:</b> We create and foster partnerships with research institutes, universities, and business partners around the world.</li> <li>5. <b>Student Services:</b> To assist the students in integrating and succeeding, we offer counselling, orientation, and other services.</li> <li>6. <b>Cross-Cultural Competence:</b> The centre encourages the Amitians to comprehend one another's cultures. This entails promoting an open and friendly campus atmosphere as well as increasing knowledge of cultural diversity.</li> </ol> <p>2. <b>Evaluation and Ongoing Improvement:</b> We put in place systems to evaluate how well internationalisation initiatives are working. This entails getting input from partners, instructors, and students to pinpoint areas that need work and implementing the required changes.</p> |  |  |
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| 23. | Facilitated adoption of instructional design requirements as per the philosophy of the Online learning decided by the statutory bodies of the HEI for its different academic Programmes | <p>offers instruction on using technological tools for online exams, promoting online conversations, and producing captivating multimedia content.</p> <p><b>Course Design Support:</b> The faculty members are helped during the course design process which includes adapting their existing courses for online distribution, ensuring compatibility with the online learning philosophy and regulatory standards.</p> <p><b>technological Integration:</b> Amity has a powerful IT dept. who then combine this with relevant technological tools and platforms that correspond with the online learning philosophy, like learning management systems (Amigo), video conferencing tools, and interactive multimedia software.</p> <p><b>Quality Assurance and Review:</b> Lastly, the platform is examined to make sure that the online courses' instructional design satisfies the necessary requirements.</p> <p><b>Cooperation with Statutory agencies:</b> Amity makes sure that the criteria for instructional design comply with the directives and standards established by the statutory agencies that oversee higher education following appropriate discussion and cooperation with these bodies.</p> <p><b>Feedback and Pilot Testing:</b> After online courses have undergone pilot testing, teacher and student input is gathered.</p> <p><b>Continuous Improvement:</b> By routinely evaluating the efficacy of online courses, Amity hopes to foster a culture of continuous improvement. To spot patterns and make the required corrections, it collects information on student performance, engagement, and happiness.</p> <p>To improve the quality of online education provided by the organisation, Amity makes sure that the instructional design of online courses complies with the online learning philosophy as established by the regulatory bodies.</p> |  |
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| 24. | Promoted automation of learner support services of the Higher Educational Institution | <p>The most important part of any learning system is the learner support services. Using the several types of learner support services that students can access, the university examines the purpose of these services. Amity University offers its students interactive support services, ICT facilities, a monitoring system to guarantee efficient student support services, and committed staff who oversee delivering the services. As information and communication technology advances, diverse and heterogeneous learning groups that are dispersed geographically and have rising expectations from all parties involved require efficient support services to guarantee appropriate instruction and conducive learning environments. In addition to offering top-notch academic programs, learner support services make sure that students receive their study materials on time, that their projects are graded and assessed within the allotted period, and that they receive academic advice. Utilising ICT and other technologies also enhance the university's support services. The effectiveness of the delivery system is dependent on the university staff as well as effective service delivery methods. In summary, Amity offers automated 30-day onboarding emails to help learners during their first 30 days of working with us. a website chatbot that is well-trained to respond to any relevant questions. Inbound IVR, which continuously forwards calls to the support staff around-the-clock. The Freshdesk support staff is immediately tasked with handling the mailers that the students send.</p> |  |
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| 25. | Coordinated with external subject experts or agencies or organisations, the activities pertaining to validation and annual review of its in-house processes | There is a robust faculty pool at Amity that supports a wide range of subjects. This covers every task necessary for the academic deliverance. Some activities are also carried out by outside specialists, who participate in crucial committee meetings to provide their thoughts or opinions in accordance with the regulations of the relevant regulating body. Cross-checking our internal processes and procedures is aided by this. First and foremost, Amity University's own faculty handles all crucial tasks.                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| 26. | Coordinated with third party auditing bodies for quality audit of programme(s)                                                                              | Amity's internal IQAC section conducts the internal audits. After that, the reports are forwarded to Amity University Uttar Pradesh's quality assurance division, or QAE. We are informed of the holes that have been found. Actions are taken to close the holes, and QAE and Amity conduct another audit to make sure the gaps have been filled. The third party for the quality audit is then coordinated with Amity University's QAE department.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |
| 27. | Overseen the preparation of Self-Appraisal Report to be submitted to the Assessment and Accreditation agencies on behalf of Higher Educational Institution  | <p>The Self Appraisal Report (SAR) provides as a complete overview of the institution's strengths, achievements, difficulties, and action plans, ultimately contributing to its accreditation status.</p> <p><b>Forming a Committee for SAR:</b> Establishing a specialised SAR committee with administrators, seasoned professors, and other interested parties is the first step. This committee oversees planning the entire procedure, arranging for input from other departments, and guaranteeing the quality and comprehensiveness of the report.</p> <p><b>Collecting Useful Information and Data:</b> The school collects a wide range of data and information about its academic programs, teaching and learning methods, research endeavours, student services, infrastructure, governance structure, and other topics. This data serves as the SAR's factual foundation and aids in assessing the institution's present</p> |  |

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|     |                                                                                                                 | <p>state. <b>Finding Our Strengths and Weaknesses:</b> We evaluate this data to determine our strengths and weaknesses. This analysis is thorough, objective, and supported by data. The projects, creative methods, and our strong points are emphasised.</p> <p><b>Finding the Opportunities and Difficulties:</b> To address the difficulties and chances for improvement, extra attention is made to identify them.</p> <p><b>Creating Plans of Action:</b> Actionable and quantifiable strategies for change are created based on the strengths, flaws, opportunities, and difficulties that have been recognised. These action plans are guaranteed to be precise, time-bound, and centred on improving several facets of the organisation. <b>Writing and Compilation:</b> The SAR is completed in an understandable, well-structured, and succinct way. A thorough understanding of Amity is provided by the compilation of the statistics, graphs, charts, and supporting documentation.</p> <p><b>Finalisation and Submission:</b> The SAR is completed following assessment and integration of all practical, pertinent input. After completion, the SAR is delivered to the accrediting and assessing body within the allotted period.</p> |  |
| 28. | Promoted collaboration and association for quality enhancement of Online mode of education and research therein | <p>enable teachers to create and present dynamic, captivating classes.</p> <p><b>Standards and Quality Assurance:</b> Associations are essential to the creation and maintenance of quality standards. Through cooperatively creating policies, evaluation models, and accrediting standards, Amity makes sure that our programs fulfil acknowledged standards of quality.</p> <p><b>Research Collaboration and Dissemination:</b> Research collaboration promotes the exchange of knowledge, conclusions, and empirical data that contribute to the</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |

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|     |                                                                                                                    | <p>enhancement of methods for instruction and learning. We stress this in our online delivery since collaborative research projects tackle important issues of learner engagement, technology integration, and evaluation techniques, which are crucial in online delivery as opposed to traditional modes of education.</p> <p><b>Access and Inclusivity:</b> Working together makes it easier to implement programs that target marginalized and underprivileged groups. To overcome digital gaps, provide scholarships, and guarantee that our programs are available to students from a variety of backgrounds including those who live in distant or economically underdeveloped areas associations and partnerships are thus developed.</p> |  |
| 29. | Facilitated industry-institution linkage for providing exposure to the learners and enhancing their employability. | <p>Amity Rajasthan's industry base databank is quite robust. However, most Amity's programs are focused on the sector. Strong industry networking has been made possible by the tight interaction within the industry through a variety of events such as expert talks, placement drives, virtual job fairs, and mentor-mentee concepts. This has generated opportunities for employability.</p> <p>All things considered, an industrial connection program with universities promotes a symbolic relationship between academics and industry, fostering economic growth, innovation, and cooperative efforts to address real-world difficulties.</p>                                                                                             |  |

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

| Sr.No. | Provisions in Regulations | Action taken in respect of online programmes | Upload relevant document |
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| 1. | <p>Governance, Leadership and Management:</p> <p>a. Organisation Structure and Governance</p> <p>b. Management</p> <p>c. Strategic Planning</p> <p>d. Operational Plan, Goals and Policies</p> | <p><b>Governance, Leadership, and Management:</b></p> <p>a. We have put in place a transparent governance structure that outlines the department's roles, duties, and decision-making procedures.</p> <p>b. Hiring skilled and knowledgeable employees who are aware of the potential and difficulties associated with online distance learning.</p> <p>c. To promote cooperation and openness, we have established efficient lines of communication between the administration, staff, teachers, and students.</p> <p>d. The program team is given opportunities for professional growth to improve their abilities in managing online distance learning.</p> <p><b>Organizational Structure and Governance:</b> The organisational structure, which includes specialised teams for curriculum creation, instructional design, technological support, and student services, was created to meet the unique requirements of these learners and provide high-quality education. Within the organisational framework, amity guarantees distinct lines of power, reporting, and responsibility. To address difficulties unique to online distance education and guarantee representation from pertinent stakeholders, pertinent committees have been constituted. Governance policies and processes should be reviewed and updated on a regular basis to reflect evolving trends and best practices in India.</p> <p><b>Strategic Planning:</b></p> <p>Amity's strategic plan outlines the vision, mission, and goals of education. We conduct a comprehensive analysis of the online distance education landscape, including market trends, competition, and student needs. Strategic priorities and initiatives are defined to enhance the quality, accessibility, and affordability of online education offerings. We establish key performance indicators (KPIs) and metrics to measure progress towards strategic goals. We regularly review and update the strategic plan to align with emerging technologies, pedagogical approaches, and industry demands.</p> |  |  |
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|    |                                                           | <b>Operational Plan, Goals, and Policies:</b><br>Our operational plan translates the strategic goals into actionable steps and timelines. We set specific and measurable goals for program development, student enrolment, retention, and student satisfaction are set. Policies and procedures have been developed that address online distance education-specific considerations, such as faculty recruitment and training, course design and development, student support services, and assessment and evaluation. We continuously monitor and evaluate operational performance against established goals and policies and make necessary adjustments as needed.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |  |  |
| 2. | Articulation of Higher Educational Institution Objectives | <b>Amity University Objectives:</b><br><b>Educational Excellence:</b> <ul style="list-style-type: none"> <li>• To establish and maintain a culture that values excellent instruction and emphasises an outcome-based educational framework.</li> <li>• Encourage the application of a range of contemporary mechanisms, as well as suitable new technologies and techniques, in the teaching and learning process.</li> <li>• Put an emphasis on improving employability by delivering high-quality education and helping students build their skills and capabilities.</li> <li>• When developing the course curriculum, take into account the input of all stakeholders.</li> <li>• Including CBCS in the academic program</li> </ul> Students' holistic development: <ul style="list-style-type: none"> <li>• Make sure the teaching and learning environment is holistic and learner-centred.</li> <li>• Offer top-notch instruction to set students up for future research, study, and a sensible array of job options in academia, government, business, and other fields.</li> </ul> Why Provide students the skills they need to be responsible professionals by connecting basic ideas and classroom instruction to real-world |  |  |  |

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|  |  | <p>applications.<br/>To prepare students to succeed professionally and personally to embrace a commitment to lifelong learning</p> <ul style="list-style-type: none"> <li>• To develop digitally literate students who can use technology strategically to find and evaluate information, connect and collaborate with others, produce and share original content, &amp; use the internet and technology tools to achieve many academic, professional and personal goals.</li> <li>• To facilitate the integration of research and inquiry into the curriculum and move towards developing students as knowledge producers.</li> </ul> <p><b>Innovation &amp; Research Excellence:</b></p> <ul style="list-style-type: none"> <li>• To develop a truly comprehensive strategy for addressing and preventing plagiarism and to ensure that the submitted manuscript is original and shall not contain plagiarised material;</li> <li>• To maintain and strengthen the core infrastructures, state-of-the-art facilities, and an excellent pool of human resources to stimulate the intellectual participation of students in research;</li> <li>• To establish fruitful, mutually beneficial, and sustainable research collaborations with government, industry, and other reputable international universities.</li> <li>• Foster a culture of inquiry and critique among educators and learners and offer a supportive setting for creating, preserving, and sharing knowledge for the benefit of society.</li> <li>• Promote realization of the importance of research among faculty in achieving a competitive status.</li> <li>• Promote rigorous research that is relevant to the nation and aligned with industry needs and goals</li> <li>• Enhance quality of research publications evidenced by high citation index per paper.</li> <li>• Increase prolific academic experts</li> </ul> <p><b>Intellectual Capital Investment:</b></p> <ul style="list-style-type: none"> <li>• • Draw in and keep a diverse and capable staff</li> </ul> <p>Create fresh strategies to encourage</p> |  |  |
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|  |  | <p>productive dialogue on significant intellectual topics amongst staff, faculty, and students both inside and outside of institutions.</p> <ul style="list-style-type: none"> <li>• Encourage faculty members to collaborate across institutions and universities in intellectually stimulating ways.</li> <li>• Improve the academic environment at the university to draw and keep top-notch instructors and personnel who are qualified and large enough to fulfil the institution's obligations, especially to all stakeholders.</li> <li>• Motivate academics and staff to uphold the university's basic principles and values.</li> </ul> <p><b>Maintain High Ethical Values and Foster Social &amp; Environmental Responsibility:</b></p> <ul style="list-style-type: none"> <li>• • Boost initiatives to draw in a top-notch and varied student population and deliver services in an unbiased, effective, and discrimination-free manner while abiding by professional norms and national rules of good practice.</li> <li>• To recruit and retain qualified instructors and staff who are compassionate and help students achieve their learning objectives.</li> <li>• Promote community outreach by means of general education initiatives.</li> <li>• Promote environmentally sustainable development and raise awareness of global, ethical, social, and environmental challenges.</li> <li>• To include environmental literacy, sustainability, and human values into theory, practice, and instruction.</li> </ul> <p><b>Globalisation:</b></p> <ul style="list-style-type: none"> <li>• Expand the variety and quantity of foreign faculty and students</li> <li>• Providing opportunities for global exposure and international experiences to students</li> <li>• To increase number of inbound – outbound students through Student Exchange Programme, Study Abroad Programme etc.</li> </ul> <p>To increase numbers of international scholarships/fellowships/grants etc for students and faculty</p> <p><b>Attaining &amp; Retaining Accreditations and Enhance Rankings:</b></p> |  |  |
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|  |  | <ul style="list-style-type: none"> <li>• To realign, streamline, and enhance systems and procedures for institutional performance tracking; to get reputable and pertinent national and international accreditations for programs, institutions, and universities</li> <li>• Constant evaluation of systems and processes—important deliverables to meet benchmarks and obtain higher accreditations from global accrediting organisations</li> </ul> <p><b>Building Strong Industry Linkages and Alumni Network:</b></p> <ul style="list-style-type: none"> <li>• To identify opportunities for expanding relationships with industry through various activities;</li> <li>• To establish connections between the university and industries in order to enhance the university's curricula, promote research, and advance technologies;</li> <li>• To cultivate relationships with corporations and cultivate a strong network of alumni in order to keep the research and academic programs responsive to industry needs and develop sufficient capabilities in research and teaching.</li> </ul> <p><b>Enhance Employability and Entrepreneurial Capabilities Among Students</b></p> <ul style="list-style-type: none"> <li>• Help students determine their professional objectives and raise their understanding of the various job alternatives accessible to them.</li> <li>• To draw in the most reputable firms for campus placement in order to improve placement quality and guarantee 100% placements for students.</li> <li>• Assist students in acquiring the abilities and job-search techniques necessary to fulfil their professional aspirations.</li> <li>• To cultivate a new generation of entrepreneurs by educating students about self-employment and enterprise to assist them in managing their revenue-generating endeavours and job creation.</li> <li>• Find qualified employers and assist them in achieving their employment objectives.</li> </ul> |  |  |
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|    |                                                                                                                                                                                                                                    | <p><b>Adopt Good Governance</b></p> <ul style="list-style-type: none"> <li>• To support the conduct and procedures required of the board, different councils, each council member, all professors and staff, and the university in the performance of duties.</li> <li>Establish standards for, encourage, and enable every university employee to make morally sound judgements.</li> <li>• To create different procedures, rules, and systems to ensure that the University's many constituents operate effectively and efficiently.</li> <li>• To establish a just and equitable system for allocating funds to each and every organisation.</li> </ul> <p>To enable efficient planning, a thorough grasp of the administrative procedures and financial scopes of various organisations must be developed.</p>                                                                                                                                                                                                                                                                                                                                                 |  |  |  |
| 3. | <p>Programme Development and Approval Processes</p> <p>a. Curriculum Planning, Design and Development</p> <p>b. Curriculum Implementation</p> <p>c. Academic Flexibility</p> <p>d. Learning Resource</p> <p>e. Feedback System</p> | <p>After the new program is approved by the Standing Committee, the Program Review and Outcome Assessment Committee (PROAC) develops the program structure. When completing this assignment, the program's objective, established skills, job predictions, graduate qualities, and local, regional, national, and worldwide demands are all taken into account.</p> <p>After careful consultation with internal and external subject matter experts, changes to the program structure for the relevant academic session are advised for continuing programs.</p> <p>In order to create a CRC for the new course material, the PROAC will consult with the relevant stream coordinator if the program structure includes new courses. After obtaining feedback from the pertinent stakeholders, the CRC will create the updated course material in CD01a.</p> <p>Stakeholders include representatives from industry and academics. The course curriculum has been updated to reflect the suggestions given by the Area Advisory Board. There may already be certain courses in the curriculum that need to be reviewed.</p> <p>The Program Review and Outcome e</p> |  |  |  |

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|    |                                 | <p>Assessment Committee (PROAC) reviews the introduction of current courses that might be employed in the program structure. If these courses need to be revised, the PROAC will notify the relevant CRC members via the stream coordinator so that the necessary courses can be revised.</p> <p>The same procedure will be used to revise the course: gathering input from stakeholders, creating a FAS, and then updating the curriculum in accordance with the AAB's recommendations. PROAC will ask stakeholders for their opinions on the program's framework. All course curricula must be distributed to stakeholders in order to gather insightful input. Therefore, the AAB-recommended course curriculum ought to be forwarded to the PROAC. The program's FAS, which will be presented to the Board of Studies (BoS), will be prepared by PROAC. The Dean of the other Faculty or Domain of the course will be invited by the BoS in addition to the formed members. Following careful consideration, the BoS will submit the course content and program structure for approval by the Academic Council following thorough verification by a special committee. The Academic Office will be in charge of sending the Board of Studies meeting minutes to the Academic Council. Review of Existing Programmes</p> <p>It may be necessary to review the current programs because of local, regional, national, and international needs, or because the curriculum needs to be revised based on feedback from students and faculty. It may also be necessary to revise the graduate attributes.</p> <p>Every three years, a comprehensive assessment of current programs is carried out. The method for the review of the current programmes is likewise similar as indicated before.</p> |  |  |  |
| 4. | Programme Monitoring and Review | <p><b>Monitoring</b> is an ongoing activity that enables consistent feedback on information or data that has been consistently gathered.</p> <p><b>Review:</b> The review's main goal is to use data as a foundation for evidence in order to spot patterns in student results and satisfaction and assess how well the department has addressed important issues.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |  |  |

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|    |                          | <p>and expanded on successful and best practices. The review's conclusions are used to guide action items where change is needed as well as strategies for future improvements to practice and provision.</p> <p>At Amity, monitoring and review are crucial parts of every change planning process. Performance metrics may be tracked, and the outcomes can be used to assess the effectiveness of the modification plan and decide when actions should be taken. The planning cycle relies on efficient monitoring and review. In order to stimulate conversation on current and/or upcoming changes and to identify measures that will address any issues that arise, the goal is to critically reflect on and assess a variety of data sources. This will eventually improve the provision and the student experience.</p> <p>To accommodate the scope and/or significance of the introduction or change being made, Amity University Rajasthan offers a variety of approval and modification procedures. These procedures include the Faculty Board of Studies' review of updates and minor adjustments as well as the formal validation of new provisions (including industry professionals, external topic experts, and internal university representatives).</p> <p>To make sure that opportunities for development and best practices are taken into account and addressed by the proper authority within the university, the monitoring process has to be thoroughly evaluated at every level. Module Review Reports are among the documents used for yearly program monitoring.</p> <p>Reports from the Program Review Committee; minutes and acts of the Board of Studies</p> <p>Reports from Academic Committees</p> <p>Since each provided program is evaluated separately and not in conjunction with other programs, distinct program review reports will be generated for each program.</p> <p>The academic office receives completed monitoring documents.</p> |  |  |  |
| 5. | Infrastructure Resources | Amity Rajasthan fulfill infrastructure requirements as stated by UGC & AICTE. In addition, the learners are also provided with the virtual & physical library of the                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |  |

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|    |                                          | <p>According to the UGC and AICTE, Amity Rajasthan satisfies the infrastructural standards. Additionally, the University's physical and virtual libraries are made available to the students.</p> <p>Additionally, the institution's Learning Management System (LMS) may be used for contemporary teaching pedagogies that utilise audio-visual media thanks to ICT-enabled resources such computer labs, studios, and reading rooms.</p> <p>The needs of industry 4.0 can be met by laboratory equipment. The university established 18 virtual laboratories in addition to real labs. The university has the newest software and computer resources to conduct research and facilitate hands-on learning.</p>                                                                                                                                                                                                                                                                                                                                   |  |  |  |
| 6. | Learning Environment and Learner Support | <p>AMIGO, an individualised learning platform offered by Amity University Rajasthan, gives students a flexible and practical way to access their courses and course materials through a single interface. The platform includes an Amigo Dashboard and a student page. Interestingly, it holds many orientation events to help students learn how to use particular features. The institution also offers a variety of recreational and academic programs, including virtual placement drives, expert chat sessions, and a radio counselling program. In order to maximise both professional and academic results, a thorough 30-day onboarding program has been carefully created. The institution uses a variety of contact methods, including as emails, WhatsApp, phone calls, and social media handles, to further strengthen student support. Amity University Rajasthan aims to provide an engaging and dynamic learning environment that promotes student enrichment by utilising e-resources and cutting-edge pedagogical techniques.</p> |  |  |  |
| 7. | Assessment and Evaluation                | <p>The University Grants Commission's (UGC) rules for the assessment and evaluation procedure are followed by Amity University Rajasthan. With weights of 30% and 70%, respectively, internal assessments and end-term exams make up the assessment components, which add up to 100% overall. 30% is the passing threshold for internal evaluations, however for external evaluations, it is</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |  |  |

|    |                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |  |
|----|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|    |                                        | 30% as well, with undergraduate (UG) and graduate (PG) programs requiring an aggregate score of at least 40%. Subjective questions, a case study, and multiple-choice questions make up the three components of the question paper. The evaluation has a total score of 70 points and a 120-minute completion time limit. Every semester or year, a minimum passing Semester Grade Point Average (SGPA) of 5.0 is required for postgraduate programs and 4.5 for undergraduate programs. Students must also achieve a minimum cumulative grade point average (CGPA) of 6.0 for postgraduate programs and 5.0 for undergraduate programs. The CGPA serves as the basis for the divisional categorization, and there is no set procedure for converting CGPA to percentage marks. The institution uses cutting-edge teaching techniques and e-resources to give students an engaging and dynamic educational experience. |  |  |
| 8. | Teaching Quality and Staff Development | Research in their field is encouraged for faculty members. Periodically, a variety of webinars, seminars, trainings, and FDPs are held to support the faculty's overall growth. In addition to SDP, Amity Staff College offers a variety of staff trainings in accordance with the academic year.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |  |

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

| Sr.No. | Provisions in Regulations | Action taken in respect of online programmes | Upload relevant document |
|--------|---------------------------|----------------------------------------------|--------------------------|
|        |                           |                                              |                          |

|    |                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
|----|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 1. | Academic Planning | <p><b>Curriculum Design &amp; Development:</b></p> <ul style="list-style-type: none"> <li>· Using a four-quadrant strategy, a committed group of academics and subject matter specialists was formed to work together on the creation and delivery of online courses.</li> <li>· Developed standards and criteria for designing online courses, including the use of online learning-appropriate evaluation techniques and multimedia materials.</li> </ul> <p>made sure that the learning objectives and academic rigour of the online and traditional classroom courses were in line.</p> <p><b>Needs Assessment:</b></p> <ul style="list-style-type: none"> <li>· Carried out a comprehensive needs analysis to determine the main academic subjects that may be successfully taught online and to comprehend the demands of our students. (Webinars on employability skills, sessions on Skillify, Instagram classes, and expert talks)</li> </ul> <p>Students' ongoing comments on LMS are used to assess the online learning environment.</p> <p><b>Faculty Support &amp; Development :</b></p> <ul style="list-style-type: none"> <li>· Support and resources were made available for the conversion of course materials into online formats, including advice on how to make interesting multimedia content, design tests, and lead online conversations using discussion boards.</li> </ul> <p><b>Technological Infrastructure:</b></p> <ul style="list-style-type: none"> <li>· The learning management system (LMS) of the college was upgraded from Canvas to AMIGO in order to facilitate the efficient delivery of online courses.</li> </ul> <p>Added software and technologies to improve online interactions, such live class recordings and efficient student support services for answering questions from students.</p> <p>The LMS manager held training workshops for faculty members to acquaint them with the LMS and make sure they are prepared to</p> |  |
|----|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

|    |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
|----|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|    |            | <p>provide high-quality instruction in the online environment.</p> <p><b>Students Support:</b></p> <ul style="list-style-type: none"> <li>· In order to meet the demands of online learners, extensive student support services were put into place. Various offline and online orientation sessions were held to acquaint students with the online learning environment, accessible resources, and support channels.</li> </ul> <p><b>Quality Assurance &amp; Evaluation:</b></p> <ul style="list-style-type: none"> <li>· To guarantee the continuous enhancement of online courses and their classes, we have a strong quality assurance procedure in place</li> <li>· .Conducted frequent evaluations of learning outcomes, student engagement, and course efficacy, using faculty and student input to inform ongoing improvements.</li> </ul> <p><b>Marketing &amp; Admission Team:</b></p> <ul style="list-style-type: none"> <li>· Our marketing team makes sure that marketing campaigns are run to raise awareness about our online programs, emphasising their unique features, flexibility, curricular and co-curricular activities, and academic excellence.</li> <li>· Our admission team handles student admission and generates their enrolment numbers.</li> </ul> |  |
| 2. | Validation | Once the academic planning is done with all the stake holders then it is put up to the academic committee Amity University for approval                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |

|    |                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 3. | <p>Monitoring, Evaluation and Enhancement Plans</p> <p>a. Reports from Examination Centres</p> <p>b. External Auditor or other External Agencies report</p> <p>c. Systematic Consideration of Performance Data at Programme, Faculty and Higher Educational Institution levels</p> <p>d. Reporting and Analytics by the Higher Educational Institution</p> <p>e. Periodic Review</p> | <p>For education delivery to run smoothly and be successful, plans for monitoring, assessment, and improvement must be put into action. The examination facility, located on the Amity University campus in Uttar Pradesh, has the facilities needed to conduct exams in accordance with UGC regulations. The university is able to assess its performance at many levels, including program, faculty, and university-wide, thanks to the useful reports that the external examiners offer.</p> <p>A thorough evaluation of the overall success of all the programs that are given is made easier by the methodical assessment of performance data. Program managers also regularly report and analyse data, and evaluations are carried out on a regular basis to ensure correct evaluation. By carrying out these plans, we are able to continuously assess its efficacy and development, creating opportunities for ongoing improvement in the calibre of education it provides.</p> |  |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

## Part – III: Human Resources and Infrastructural Requirements

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

Or

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

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

(Attach appointment letters and joining report)

Prof. Dr. Deepali Bhatnagar- Director CDOE, MBA M. Com Ph.D.

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

Or

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

*Mention details such as Regular Employee, Designation, Qualification, Salary*

*(Attach appointment letter and joining report)*

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

Or

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

*Mention details such as Regular Employee, Designation, Qualification, Salary*

*(Attach appointment letter and joining report)*

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

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

**Centre for Distance and Online Educations has the requisite academic and administrative staff as follows:-**

- **Director – 1**

***For Academic delivery***

- **Programme Coordinator - 3**
- **Course Coordinator -**
- **Course Mentor –**

***For Administration***

- **Dy. Registrar – 1**
- **Assistant Registrar – 1**
- **Section Officer – 1**
- **Assistants – 1**
- **Computer Operator – 1**

***For Development of e-Content***

- **Technical Manager – 1**
- **Technical Associate - 1**
- **Technical Assistant (recording & editing) – 1**
- **Technical support Staff - 1**

***For Delivery***

- **Technical Manager – 1**
- **Technical Assistant – 1**
- **For Admission & Examination**
- **Technical Manager (admission, examination, result) - 1**
- **Technical Assistant - 1**

**i. Programme name:**

- a. **Programme Coordinator**

| S. No. | Names with Designation                    | Qualification | Experiences | Type (Regular/ Contract) with gross salary/ month |
|--------|-------------------------------------------|---------------|-------------|---------------------------------------------------|
| 1.     | Dr. Kajal Yadav- Assistant Professor      | M.Com, PhD    | 5           | Regular                                           |
| 2.     | Dr Yudhveer Singh- Associate Professor    | M.Sc, Ph.D    | 13          | Regular                                           |
| 3.     | Dr. Ajit Kumar Singh- Assistant Professor | MA, PhD       | 5           | Regular                                           |

**b. Course Coordinator**

| S. No. | Course name          | Names with Designation      | Qualification                                         | Experiences | Type (Regular/ Contract) with gross salary/ month |
|--------|----------------------|-----------------------------|-------------------------------------------------------|-------------|---------------------------------------------------|
| 1.     | B. Com(H)            | Gopalam Sultania            | LLM, PhD                                              | 3           | Regular                                           |
| 2.     | B. Com(H)            | Kajal Yadav                 | M.Com, PhD                                            | 5           | Regular                                           |
| 3.     | B. Com(H)            | Prof. Dr. Deepali Bhatnagar | MBA, M. Com, PhD.                                     | 20          | Regular                                           |
| 4.     | B. Com(H)            | Dr. Anupam Jain             | MBA, PhD                                              | 12          | Regular                                           |
| 5.     | B. Com(H)            | Dr. Shakir Hussain Malik    | MA, PhD                                               | 3           | Regular                                           |
| 6.     | B. Com(H)            | Mr. Akshay Yande            | MA (Psychology), PG Diploma in Training & Development | 18          | Regular                                           |
| 7.     | B. Com(H)            | Dr. Ankita Chaturvedi       | M.Com (ABST), M. Com (BADM), PhD                      | 18          | Regular                                           |
| 8.     | B. Com(H)            | Dr. Soma Patnaik            | MBA, PhD                                              | 4           | Regular                                           |
| 9.     | B. Com(H)            | Dr. Reetika Sehgal          | MBA, PhD                                              | 14          |                                                   |
| 10.    | M.Sc. (Data Science) | Dr. Savdeep Vasudeva        | MBA, PhD                                              | 24          | Regular                                           |
| 11.    | M.Sc. (Data Science) | Dr. Sonal Khandelwal        | MBA, PhD                                              | 10          | Regular                                           |
| 12.    | M.Sc. (Data Science) | Ms. Kalpana                 | MTech                                                 | 14          | Regular                                           |
| 13.    | M.Sc. (Data Science) | Mr. Deependra Ojha          | MBA                                                   | 12          | Regular                                           |
| 14.    | M.Sc. (Data Science) | Dr. Anjali Pandey           | MA, PhD                                               | 6           | Regular                                           |

|     |                      |                         |                               |     |         |
|-----|----------------------|-------------------------|-------------------------------|-----|---------|
| 15. | M. Sc (Data Science) | Dr. Pulkit Mehenderatta | MTech, Ph.D.                  | 13  | Regular |
| 16. | M.Sc. (Data Science) | Ms. Shilpa Tyagi        | MCA                           | 9   | Regular |
| 17. | MA Psychology        | Dr Monika Gwalani       | MA (Psychology), PhD          | 5   | Regular |
| 18. | MA Psychology        | Dr. Aarushi Rajput      | MA Clinical Psychology, PH. D | 2   | Regular |
| 19. | MA Psychology        | Dr. Divya Vashistha     | MSc, PhD                      | 1.5 | Regular |
| 20. | MA Psychology        | Dr. P Sharon Shulamite  | MSc Health Psychology, Ph.D.  | 2.1 | Regular |
| 21. | MA Psychology        | Dr. Aahana Saha         | MA, PhD                       | 3   | Regular |
| 22. | MA Psychology        | Ms. Pallavi Mehta       | MSc, MA Psychology            | 11  | Regular |

**c. Course mentor**

| S. No. | Names with Designation      | Qualification                                         | Experiences | Type (Regular/ Contract) with gross salary/ month |
|--------|-----------------------------|-------------------------------------------------------|-------------|---------------------------------------------------|
| 1.     | Gopalam Sultania            | LLM, PhD                                              | 3           | Regular                                           |
| 2.     | Kajal Yadav                 | M.Com, PhD                                            | 5           | Regular                                           |
| 3.     | Prof. Dr. Deepali Bhatnagar | MBA, M. Com, PhD.                                     | 20          | Regular                                           |
| 4.     | Dr. Anupam Jain             | MBA, PhD                                              | 12          | Regular                                           |
| 5.     | Dr. Shakir Hussain Malik    | MA, PhD                                               | 3           | Regular                                           |
| 6.     | Mr. Akshay Yande            | MA (Psychology), PG Diploma in Training & Development | 18          | Regular                                           |
| 7.     | Dr. Ankita Chaturvedi       | M.Com (ABST), M. Com (BADM), PhD                      | 18          | Regular                                           |
| 8.     | Dr. Soma Patnaik            | MBA, PhD                                              | 4           | Regular                                           |
| 9.     | Dr. Reetika Sehgal          | MBA, PhD                                              | 14          |                                                   |
| 10.    | Dr. Savdeep Vasudeva        | MBA, PhD                                              | 24          | Regular                                           |
| 11.    | Dr. Sonal Khandelwal        | MBA, PhD                                              | 10          | Regular                                           |
| 12.    | Ms. Kalpana                 | MTech                                                 | 14          | Regular                                           |

|     |                          |                               |     |         |
|-----|--------------------------|-------------------------------|-----|---------|
| 13. | Mr. Deependra Ojha       | MBA                           | 12  | Regular |
| 14. | Dr. Anjali Pandey        | MA, PhD                       | 6   | Regular |
| 15. | Dr. Pulkrit Mehenderatta | MTech, Ph.D.                  | 13  | Regular |
| 16. | Ms. Shilpa Tyagi         | MCA                           | 9   | Regular |
| 17. | Dr Monika Gwalani        | MA (Psychology), PhD          | 5   | Regular |
| 18. | Dr. Aarushi Rajput       | MA Clinical Psychology, PH. D | 2   | Regular |
| 19. | Dr. Divya Vashistha      | MSc, PhD                      | 1.5 | Regular |
| 20. | Dr. P Sharon Shulamite   | M.Sc. Health Science, Ph.D.   | 2.1 | Regular |
| 21. | Dr. Aahana Saha          | MA, PhD                       | 3   | Regular |
| 22. | Ms. Pallavi Mehta        | MA Psychology, MSc            | 11  | Regular |

|  |  |  |  |  |  |
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### 3.5 Details of Administrative staff

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

| Admin Staff         | Required | Available |
|---------------------|----------|-----------|
| Deputy Registrar    | 1        | 1         |
| Assistant Registrar | 1        | 1         |
| Section Officer     | 1        | 1         |
| Assistants          | 1        | 1         |
| Computer Operator   | 1        | 1         |
| Multi-Tasking Staff | 1        | 1         |

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

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

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

| Post                                                    | Required | Available |
|---------------------------------------------------------|----------|-----------|
| Technical Manager (Production)                          | 1        | 1         |
| Technical Associate (Audio-Video recording and editing) | 1        | 1         |
| Technical Assistant (Audio-Video recording)             | 1        | 1         |
| Technical Assistant (Audio-                             | 1        | 1         |

|                |  |  |
|----------------|--|--|
| Video editing) |  |  |
|----------------|--|--|

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

| Post                                          | Required       | Available |
|-----------------------------------------------|----------------|-----------|
| Technical Manager (LMS and Data Management)   | 1 (per Centre) | 1         |
| Technical Assistant (LMS and Data Management) | 2              | 1         |

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

| Post                                                    | Required       | Available |
|---------------------------------------------------------|----------------|-----------|
| Technical Manager (Admission, Examination and Result)   | 1 (per Centre) | 1         |
| Technical Assistant (Admission, Examination and Result) | 1              | 1         |

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

## Part – IV: Examinations

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

| S.No. | Provisions in Regulations                                                                                                                                                                                                                                                                                                                                                                   | Whether complied Yes/No | If No, Reason thereof |
|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-----------------------|
| 1.    | All processes of assessment of learners in different components of Examination shall be directly handled by the concerned Institution and no part of the assessment shall be Outsourced                                                                                                                                                                                                     | Yes                     |                       |
| 2.    | For ensuring transparency and credibility, the full time faculty of the Online mode Higher Educational Institutions or qualified faculty from University Grants Commission recognised Higher Educational Institutions only should be associated to function as invigilators, examination superintendents, as observers etc                                                                  | Yes                     |                       |
| 3.    | A Higher Educational Institution offering programme through Online mode shall conduct examinations either using Computer based test or pen and paper test in a proctored environment in designated test centre with all the security arrangements ensuring transparency and credibility of the examinations. It can also conduct online examination through technology mediated proctoring. | Yes                     |                       |
| 4.    | The examination centre must be centrally located in the city, with good connectivity from railway station or bus stand, for the convenience of the students.                                                                                                                                                                                                                                | Yes                     |                       |
| 5.    | The number of examination centres in a city or                                                                                                                                                                                                                                                                                                                                              | Yes                     |                       |

| S.No. | Provisions in Regulations                                                                                                                                              | Whether complied Yes/No | If No, Reason thereof |
|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-----------------------|
|       | State must be proportionate to the student enrolment from the region                                                                                                   | Yes                     |                       |
| 6.    | Building and grounds of the examination centre must be clean and in good condition.                                                                                    | Yes                     |                       |
| 7.    | The examination centre must have an examination hall with adequate seating capacity and basic amenities                                                                | Yes                     |                       |
| 8.    | Fire extinguishers must be in working order, locations well marked and easily accessible. Emergency exits must be clearly identified and clear of obstructions         | Yes                     |                       |
| 9.    | The Examination Centre shall have adequate and comfortable seating capacity and amenities including adequate lighting, ventilation and clean drinking water facilities | Yes                     |                       |
| 10.   | Safety and security of the examination centre must be ensured                                                                                                          | Yes                     |                       |
| 11.   | Restrooms must be located in the same building as the examination centre, and restrooms must be clean, supplied with necessary items, and in working order             | Yes                     |                       |
| 12.   | Provision of drinking water must be made for Learners                                                                                                                  | Yes                     |                       |
| 13.   | Adequate parking must be available near the examination centre                                                                                                         | Yes                     |                       |
| 14.   | Facilities for Persons with Disabilities should be Available                                                                                                           | Yes                     |                       |

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

| S. | Provisions in Regulations | Whether | If No, |
|----|---------------------------|---------|--------|
|----|---------------------------|---------|--------|

| No. |                                                                                                               | being complied<br>Yes/No<br><br>If yes,<br>please<br>provide<br>details and<br>upload<br>relevant<br>documents | Reason<br>thereof |
|-----|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-------------------|
| 1.  | Requirements at Test Centres<br><br>(as mentioned in provision II (B)(13)(i) of Annexure II)                  | Yes                                                                                                            |                   |
| 2.  | Requirement of proctors<br><br>(as mentioned in provision II (B)(13)(ii) of Annexure II)                      | Yes                                                                                                            |                   |
| 3.  | Security arrangements in the testing centre<br><br>(as mentioned in provision II (B)(13)(iii) of Annexure II) | Yes                                                                                                            |                   |
| 4.  | Remote Proctoring<br><br>(as mentioned in provision II (B)(13)(iii) of Annexure II)                           | Yes                                                                                                            |                   |

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

| S.No. | Provisions in Regulations                                                                                                         | Whether complied<br>Yes/No<br>If Yes, Upload<br>relevant<br>document | If No,<br>Reason<br>thereof |
|-------|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-----------------------------|
| 1.    | The Higher Educational Institution shall adopt the guidelines issued by the Commission for the conduct of proctored examinations. | <a href="#">Proctored Examination Document Attached 4.3(1)</a>       |                             |

|    |                                                                                                                    |                                                    |  |
|----|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|--|
| 2. | A Higher Educational Institution offering Online programmes shall have a mechanism well in place for evaluation of | <a href="#">4.3(2)</a><br><a href="#">Attached</a> |  |
|----|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|--|

| S.No. | Provisions in Regulations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Whether complied Yes/No<br>If Yes, Upload relevant document | If No, Reason thereof |
|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|-----------------------|
|       | learners enrolled through Online mode and their certification.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Yes                                                         |                       |
| 3.    | <p>The evaluation shall include two types of assessments continuous or formative assessment and summative assessment in the form of end semester examination or term end examination:</p> <p>Provided that no semester or year-end examination shall be held unless:</p> <p>i) The Higher Educational Institution is satisfied that at least 75 per cent. of the programme of study stipulated for the semester or year has been actually conducted;</p> <p>ii) For Online mode: the learner has minimum participation of 75 per cent. in all the activities of Online programme prior to end semester examination or term end examination.</p> | <a href="#">Yes 4.3 (3) Evaluation Document Uploaded</a>    |                       |
| 4.    | The curricular aspects, assessment criteria and credit framework for the award of Degree programmes at undergraduate and postgraduate level and/or Post Graduate Diploma programmes through online mode shall be evolved by adopting same standards as being followed in conventional                                                                                                                                                                                                                                                                                                                                                           | Yes                                                         |                       |

| S.No. | Provisions in Regulations                                                                                                                                                                                                                                                                                                                        | Whether complied<br>Yes/No<br>If Yes, Upload<br>relevant<br>document | If No,<br>Reason<br>thereof |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-----------------------------|
|       | mode/ODL mode by the dual mode Higher Educational Institutions and in Open Distance Learning mode by the Open Universities                                                                                                                                                                                                                       |                                                                      |                             |
| 5.    | The weightage for different components of assessments for Online mode shall be as under:<br>(i) continuous or formative assessment (in semester): Maximum 30 per cent.<br>(ii) summative assessment (end semester examination or term end examination): Minimum 70 per cent.                                                                     | <a href="#">4.3(5) Evaluation Weightage Attached</a>                 |                             |
| 6.    | The Higher Educational Institution shall notify all assessment tools to be used for formative and summative assessments                                                                                                                                                                                                                          | Yes                                                                  |                             |
| 7.    | Marks or grades obtained in continuous assessment and end semester examinations or term end examinations shall be shown separately in the grade card                                                                                                                                                                                             | <a href="#">4.3(7) Grade Card Attached</a>                           |                             |
| 8.    | A Higher Educational Institution offering a Programme in Online mode shall adopt a rigorous process in development of question papers, question banks, assignments and their moderation, conduct of examination, evaluation of answer scripts by qualified teachers, and result declaration, and shall so frame the question papers as to ensure | Yes                                                                  |                             |

| S.No. | Provisions in Regulations                                                                                                                                                                                                                  | Whether complied Yes/No<br>If Yes, Upload relevant document             | If No, Reason thereof |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-----------------------|
|       | that no part of the syllabus is left out of study by a learner.                                                                                                                                                                            |                                                                         |                       |
| 9.    | The examination of the programmes in Online mode shall be managed by the examination or evaluation Unit of the Higher Educational Institution and shall be conducted in the examination centre as given under these regulations.           | <a href="#">4.3 (9)- Remote Proctored Examination Document Attached</a> |                       |
| 10.   | (a) The Examination Centre shall have proper monitoring mechanisms for Closed-Circuit Television (CCTV) recording of the entire examination procedure.                                                                                     | Yes                                                                     |                       |
|       | (b) Availability of biometric system                                                                                                                                                                                                       | Yes                                                                     |                       |
|       | (c) The attendance of examinees shall be authenticated through biometric system as per Aadhaar details or other Government identifiers of Indian learners and Passports for International Learners                                         | Yes                                                                     |                       |
|       | (d) In case of non-availability of the Closed-Circuit Television facilities, the Higher Educational Institution shall ensure that proper videography be conducted and video recordings are submitted by particular incharge of examination | NA                                                                      |                       |

| S.No. | Provisions in Regulations                                                                                                                                                                                                                                                                                                                                                            | Whether complied Yes/No<br>If Yes, Upload relevant document | If No, Reason thereof |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|-----------------------|
|       | centre to the Higher Educational Institution                                                                                                                                                                                                                                                                                                                                         |                                                             |                       |
| 11.   | The Higher Educational Institution shall retain all such Closed- Circuit Television recordings in archives for a minimum period of five years                                                                                                                                                                                                                                        | Yes                                                         |                       |
| 12.   | (a) There shall be an observer for each of the Examination Centre appointed by the Higher Educational Institution and                                                                                                                                                                                                                                                                | Observer assigned                                           |                       |
|       | (b) It shall be mandatory to have observer report submitted to the Higher Educational Institution                                                                                                                                                                                                                                                                                    |                                                             |                       |
| 13.   | An Higher Educational Institution offering programme through Online mode shall conduct examinations either using technology enabled online test with all the security arrangements ensuring transparency and credibility of the examinations, or through the Proctored Examination and in conformity with any other norms for such examination as may be laid down by the Commission | Remote Proctored Exam                                       |                       |
| 14.   | As restriction of territorial jurisdiction is not applicable for Online learning, such Higher Educational Institutions which are recognised to enroll international learners shall endeavour to conduct proctored                                                                                                                                                                    | Yes                                                         |                       |

| S.No. | Provisions in Regulations                                                                                                                                                                                                                                                                                                                                                                                                         | Whether complied Yes/No<br>If Yes, Upload relevant document | If No, Reason thereof |
|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|-----------------------|
|       | examinations for such learners                                                                                                                                                                                                                                                                                                                                                                                                    |                                                             |                       |
| 15.   | <p>(a) Each award of Degree at undergraduate and postgraduate level and post graduate diploma for Online mode shall be assigned a unique identification number and shall have</p> <ol style="list-style-type: none"> <li>Photograph</li> <li>Aadhaar number or other government recognised identifier or Passport number, as applicable,</li> <li>Other relevant details of the learner along with the Programme name.</li> </ol> | <a href="#">Sample Degree Attache d 4.3(15)</a>             |                       |
|       | (b) Each award shall also be uploaded on the National Academic Depository                                                                                                                                                                                                                                                                                                                                                         |                                                             |                       |
| 16.   | It shall be mandatory for Higher Educational Institution to mention the following on the backside of each of the degrees/certificates and mark sheets issued by the Higher Educational Institution to the learners (for each semester certificate and at the end of the programme): (i) Mode of delivery; (ii) Date of admission; (iii) Date of completion; (iv) Name and address of all Examination Centres                      | <a href="#">4.3(16)- Marksheet Uploaded</a>                 |                       |

#### 4.4 Result and Student Progression

##### For UG, PG and PGD programmes

| Semester beginning | Programme name | No. of students | No. of students | No. of students | % of student | % of students |
|--------------------|----------------|-----------------|-----------------|-----------------|--------------|---------------|
|--------------------|----------------|-----------------|-----------------|-----------------|--------------|---------------|

**HEI ID:0388****Name of HEI: Amity University, Rajasthan****Type of HEI: Private**

|              |                             | admitted | appeared<br>in exams | progressed<br>to next year | s<br>passed | passed<br>in first<br>class |
|--------------|-----------------------------|----------|----------------------|----------------------------|-------------|-----------------------------|
| <July, 2024> | 1. B. Com(H)                | 56       | 31                   | 31                         | 48.2        | 21                          |
|              | 2. MA<br>Psychology         | 290      | 197                  | 197                        | 53.4        | 194                         |
|              | 3. M.Sc.<br>Data<br>Science | 36       | 29                   | 29                         | 80.5        | 28                          |
| <Jan, 2025>  | 1. B. Com(H)                | 31       | 17                   | 17                         | 48.4        | 12                          |
|              | 2. MA<br>Psychology         | 385      | 292                  | 292                        | 57.6        | 132                         |
|              | 3. M.Sc.<br>Data<br>Science | 32       | 27                   | 27                         | 84.3        | 23                          |

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

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

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

INSERT TEXT BOX

#### Upload samples and authority approval

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

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

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

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

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

*programmes.*

The SLM developed is self-explanatory, self-contained, self-directed, self-motivating and self-evaluating. The material is so designed that it becomes easy for the learners to retain it. It provides them the opportunity to engage in higher-order thinking, critical reasoning and handling complex situations.

The audio-video materials are developed to complement the SLM and as such uses simple and appropriate language, it conforms the learning outcomes.

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

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

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

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

## INSERT TEXT BOX

## Upload samples

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

1. **Quadrant-I** is e-Tutorial; which contains Video and Audio Content, Animation, Simulations, video demonstrations, Virtual Labs, etc.
2. **Quadrant-II** is e-Content; which contain; self-instructional material (digital Self Learning Material), e-Books, illustrations, case studies, presentations etc, and other references, Related Links, Open-source Content on Internet, Video, Case Studies, books including e-books, research papers and journals, Articles, etc.
3. **Quadrant-III** is the Discussion forum for raising of doubts and clarifying the same on real time basis by the Course Coordinator or his team. Apart from this, we have web conference, seminars, etc.
4. **Quadrant-IV** is Assessment, which shall contain; Problems and Solutions, which could be in the form of Multiple Choice Questions, Fill in the blanks, Matching Questions, Short Answer Questions, Long Answer Questions, Quizzes, Assignments and solutions, Discussion forum topics and setting up the FAQs.

## Part – VI: Programme Delivery through Learning Platform

### 6.1 Details of Learning Platform

*Please provide link and details of Learning Platform opted by HEI.*

- In case of SWAYAM Learning Platform, In case of SWAYAM Learning Platform, details of HEI having access to SWAYAM for the proposed programmes of study (with respective link), duly approved by the statutory bodies of the Higher Educational Institution empowered to decide on academic matters, for - Learner Authentication, Learner Registration, Payment Gateway and Learning Management System*

INSERT TEXT BOX

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

INSERT TEXT BOX

### 6.2 Compliance status in respect of the Programme delivery

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

INSERT TEXT BOX

### 6.3 Whether e-learning material of any course in a particular programme was sourced through OER/ Massive Open Online Courses: Y/N- N

a. Provide details as under:

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

**HEI ID:0388****Name of HEI: Amity University, Rajasthan****Type of HEI: Private**

|  |  |  |  |  |  |  |                             |   |
|--|--|--|--|--|--|--|-----------------------------|---|
|  |  |  |  |  |  |  | wise<br>programmes<br>wise) | – |
|  |  |  |  |  |  |  |                             |   |
|  |  |  |  |  |  |  |                             |   |
|  |  |  |  |  |  |  |                             |   |
|  |  |  |  |  |  |  |                             |   |

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

*Upload*

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

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

| S.No.                                                           | Provision                                                                                                                                                                                                                                        | Complied Yes/No with explicit link address                                                                                                               | If no. Reasons, thereof |
|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| 1.                                                              | Joint declaration by authorised signatories, Registrar and Director of Centre for Internal Quality Assurance has been displayed on HEI website authenticating that the documents from Sr. No. '2' to '17' have been uploaded on the HEI website? | Yes                                                                                                                                                      |                         |
| Uploading of the following on HEI website <b>(Mention link)</b> |                                                                                                                                                                                                                                                  |                                                                                                                                                          |                         |
| 2.                                                              | The establishing Act and Statutes there under or the Memorandum of Association, as the case may be or both, of the Higher Educational Institution, empowering it to offer programmes in Online mode                                              |                                                                                                                                                          |                         |
| 3.                                                              | Copies of the letters of recognition from Commission and other relevant statutory or regulatory authorities                                                                                                                                      |                                                                                                                                                          |                         |
| 4.                                                              | Programme details including brochures or programme guides inter alia information such as name of the programme, duration, eligibility for enrolment, programme fee, programme structure                                                          | <a href="https://www.amity.edu/jaipur/adoe.aspx">https://www.amity.edu/jaipur/adoe.aspx</a>                                                              |                         |
| 5.                                                              | Programme-wise information on syllabus, suggested readings, contact points for                                                                                                                                                                   | B. Com-<br><a href="https://amityonline.com/bachelor-of-commerce-honours?utm_source">https://amityonline.com/bachelor-of-commerce-honours?utm_source</a> |                         |

|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  |  | <a href="https://amityonline.com/msc-in-data-science?utm_source=amity.edu/jaipur/adoe.aspx&amp;utm_medium=website&amp;utm_campaign=03072024">ce=amity.edu/jaipur/adoe.aspx&amp;utm_medium=website&amp;utm_campaign=03072024</a><br>M.Sc(Data Science)-<br><a href="https://amityonline.com/msc-in-data-science?utm_source=amity.edu/jaipur/adoe.aspx&amp;utm_medium=website&amp;utm_campaign=03072024">https://amityonline.com/msc-in-data-science?utm_source=amity.edu/jaipur/adoe.aspx&amp;utm_medium=website&amp;utm_campaign=03072024</a><br>MA Psychology<br><a href="https://amityonline.com/ma-in-psychology?utm_source=www.amity.edu/jaipur/&amp;utm_medium=website&amp;utm_campaign=03072024">https://amityonline.com/ma-in-psychology?utm_source=www.amity.edu/jaipur/&amp;utm_medium=website&amp;utm_campaign=03072024</a> |  |
|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

| S.No. | Provision                                                                                                                                                                                                                                                                                         | Complied<br>Yes/No with<br>explicit link<br>address                                         | If no.<br>Reasons,<br>thereof |
|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-------------------------------|
|       | counselling/mentoring, programme structure with credit points, programme-wise faculty details, list of supporting staff, their working hours and mentoring (for Online mode) Schedule                                                                                                             |                                                                                             |                               |
| 6.    | Important schedules or date-sheets for admissions, registration, re-registration, counselling/mentoring, assignments and feedback thereon, examinations, result declarations etc.                                                                                                                 | <a href="#">7.1(6) Important Schedule Attached</a>                                          |                               |
| 7.    | Detailed strategy plan related to Online programme delivery, if any including learning materials offered through Online and learner assessment system and quality assurance practices of Online learning programmes                                                                               | <a href="#">7.1 Learning Material and Assessment Pattern Uploaded</a>                       |                               |
| 8.    | The feedback mechanism on design, development, delivery and continuous evaluation of learner-performance which shall form an integral part of the transactional design of the Online programmes and shall be an input for maintaining the quality of the programmes and bridging the gaps, if any | <a href="#">7.1 (8) Faculty Feedback Attached</a>                                           |                               |
| 9.    | Information regarding all the programmes recognised by the Commission                                                                                                                                                                                                                             | <a href="https://www.amity.edu/jaipur/adoe.aspx">https://www.amity.edu/jaipur/adoe.aspx</a> |                               |

| S.No. | Provision                                                                                                                                                                                  | Complied<br>Yes/No with<br>explicit link<br>address                                      | If no.<br>Reasons,<br>thereof |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-------------------------------|
| 10.   | Data of year-wise and programme-wise learner enrolment details in respect of degrees and/or post graduate diplomas awarded                                                                 | NA                                                                                       |                               |
| 11.   | Complete information about 'e-Learning Material' including name of the faculty who prepared it, when was it prepared and last updated for Online Programmes;                               | <a href="#">7.1(11)SLM<br/>Details Attached</a>                                          |                               |
| 12.   | A compilation of questions and answers under the head 'Frequently Asked Questions' with the facility of online interaction with learners providing hyperlink support for Online Programmes | <a href="#">7.1(12)FAQ<br/>Attached</a>                                                  |                               |
| 13.   | List of the 'Examination Centres' alongwith the number of learners in each centre, for Online programmes                                                                                   | Amity University<br>Rajasthan, SP-1,<br>Kant kalwar,<br>RIICO Industrial<br>Area, 303002 |                               |
| 14.   | Details of proctored examination in case of end semester examination or term end examination of Online programmes                                                                          | Proctored exam in<br>online                                                              |                               |
| 15.   | Academic Calendar mentioning period of the admission process along with the academic session, dates of continuous and end semester examinations or term end examinations, etc              | <a href="#">7.1(15)Academic<br/>Calendar June<br/>2024 &amp; Jan 25<br/>Attached</a>     |                               |
| 16.   | Reports of the third party academic audit to be undertaken every five years and internal                                                                                                   | Awaited                                                                                  |                               |

**HEI ID:0388****Name of HEI: Amity University, Rajasthan****Type of HEI:Private**

| <b>S.No.</b> | <b>Provision</b>                                                   | <b>Complied<br/>Yes/No with<br/>explicit link<br/>address</b> | <b>If no.<br/>Reasons,<br/>thereof</b> |
|--------------|--------------------------------------------------------------------|---------------------------------------------------------------|----------------------------------------|
|              | academic audit every year by Centre for Internal Quality Assurance |                                                               |                                        |

## Part – VIII: Admission and Fees

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

| S.No. | Provision                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Whether being complied<br>Yes/No |
|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| 1.    | Enrolment of learners to the Higher Educational Institution, for any reason whatsoever, in anticipation of grant of recognition for offering a programme in online mode, shall render the enrolment invalid                                                                                                                                                                                                                                                                                                                                                                        | Yes                              |
| 2.    | A Higher Educational Institution shall, for admission in respect of any programme in online mode, accept payment towards admission fee and other fees and charges-<br>(a) as may be fixed by it and declared by it in the prospectus for admission, and on the website of the Higher Educational Institutions;<br>(b) with a proper receipt in writing issued for such payment to the concerned learner admitted in such Higher Educational Institutions;<br>(c) only by way of online transfer, bank draft or pay order directly in favour of the Higher Educational Institution. | Yes                              |
| 3.    | It shall be mandatory for the Higher Educational Institution to upload the details of all kind of payment or fee paid by the learners on the website of the Higher Educational Institution.                                                                                                                                                                                                                                                                                                                                                                                        | Yes                              |
| 4.    | The fee waiver and/or scholarship schemes for Scheduled Caste, Scheduled Tribe, Persons with Disabilities category of learners and students from deprived section of society shall be in accordance with                                                                                                                                                                                                                                                                                                                                                                           | Yes                              |

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |     |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
|    | <p>the instructions or orders issued by Central Government or State Government:</p> <p>Provided that a Higher Educational Institution shall not engage in commercialisation of education in any manner whatsoever, and shall provide for equity and access to all deserving learners</p>                                                                                                                                                                                                                                                                                            |     |
| 5. | Admission of learners to a Higher Educational Institution for a programme in Online mode shall be offered in a transparent manner and made directly by the Head Quarters of the Higher Educational Institution which shall be solely responsible for final approval relating to admissions or registration of learners                                                                                                                                                                                                                                                              | Yes |
| 6. | <p>Every Higher Educational Institution shall–</p> <p>(a) record Aadhaar details or other Government identifier(s) of Indian learner and Passport for an International Learner;</p> <p>(b) maintain the records of the entire process of selection of candidates, and preserve such records for a minimum period of five years;</p> <p>(c) exhibit such records as permissible under law on its website; and</p> <p>(d) be liable to produce such record, whenever called upon to do so by any statutory authority of the Government under any law for the time being in force.</p> | Yes |
| 7. | Every Higher Educational Institution shall publish, prior to the date of commencement of admission to any of its programme in Online mode, a prospectus (print and in e-form) containing the following for the purposes of informing those persons intending to seek admission to                                                                                                                                                                                                                                                                                                   |     |

|        |                                                                                                                                                                                                                                                                                                                                           |     |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
|        | such Higher Educational Institutions and the general public, namely, as mentioned at sr. no. '8(a)' to '8(k)' below                                                                                                                                                                                                                       |     |
| 8. (a) | Each component of the fee, deposits and other charges payable by the learners admitted to such Higher Educational Institutions for pursuing a programme in online mode, and the other terms and conditions of such payment                                                                                                                | Yes |
| 8. (b) | The percentage of tuition fee and other charges refundable to a learner admitted in such Higher Educational Institutions in case such learner withdraws from such Higher Educational Institutions before or after completion of programme of study and the time within, and the manner in, which such refund shall be made to the learner | Yes |
| 8. (c) | The number of seats approved in respect of each programme of online mode, which shall be in consonance with the resources                                                                                                                                                                                                                 | Yes |
| 8. (d) | the conditions of eligibility including the minimum age of a learner in a particular programme of study, where so specified by the Higher Educational Institution                                                                                                                                                                         | Yes |
| 8. (e) | The minimum educational qualifications required for admission in programme(s) specified by the Commission or relevant statutory authority or councils, or by the Higher Educational Institution, where no such qualifying standards have been specified by any statutory authority                                                        | Yes |
| 8. (f) | The process of admission and selection of eligible candidates applying for such admission, including all relevant information in regard to the details of test or examination for selecting such candidates for                                                                                                                           | Yes |

|        |                                                                                                                                                                                                                                                                                                                                                                          |     |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
|        | admission to each programme of study and the amount of fee to be paid for the admission test                                                                                                                                                                                                                                                                             |     |
| 8. (g) | Details of the teaching faculty, including therein the educational qualifications and teaching experience of every member of its teaching faculty and also indicating therein whether such member is employed on regular or contractual basis or any other                                                                                                               | Yes |
| 8. (h) | Pay and other emoluments payable for each category of teachers and other employees                                                                                                                                                                                                                                                                                       | Yes |
| 8. (i) | Information in regard to physical and academic infrastructure and other facilities, including that of each of the learner support centres (for ODL programmes) and in particular the facilities accessible by learners on being admitted to the Higher Educational Institution                                                                                           | Yes |
| 8. (j) | Broad outline of the syllabus specified by the appropriate statutory body or by higher educational institution, as the case may be, for every programme of study                                                                                                                                                                                                         | Yes |
| 8. (k) | Activity planner including all the academic activities to be carried out by the higher educational institution during the academic sessions                                                                                                                                                                                                                              | Yes |
| 9.     | Higher Educational Institution shall publish information at <b>sr. no. '8'</b> above on its website, and the attention of the prospective learners and the general public shall be drawn to such publication on its website and Higher Educational Institution admission prospectus and the admission process shall necessarily be over within the time period mentioned | Yes |

|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |     |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
|     | in the Commission Order                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |     |
| 10. | No Higher Educational Institution shall, directly or indirectly, demand or charge or accept, capitation fee or demand any donation, by way of consideration for admission to any seat or seats in a programme of study conducted by it                                                                                                                                                                                                                                                                                                                                        | Yes |
| 11. | No person shall, directly or indirectly, offer or pay capitation fee or give any donation, by way of consideration either in cash or kind or otherwise, for obtaining admission to any seat or seats in a programme in Online mode offered by a Higher Education Institution                                                                                                                                                                                                                                                                                                  | Yes |
| 12. | No Higher Educational Institution, who has in its possession or custody, any document in the form of certificates of degree, diploma or any other award or other document deposited with it by a person for the purpose of seeking admission in such Higher Educational Institution, shall refuse to return such degree, certificate award or other document with a view to induce or compel such person to pay any fee or fees in respect of any programme of study which such person does not intend to pursue or avail any facility in such Higher Educational Institution | Yes |
| 13. | In case a learner, after having admitted to a Higher Educational Institution, for pursuing any programme in online mode subsequently withdraws from such Higher Educational Institution, no Higher Educational Institution in that case shall refuse to refund such percentage of fee deposited by such learner and within such time as notified by the Commission and mentioned in the prospectus of such Higher                                                                                                                                                             | Yes |

|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |     |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
|     | Educational Institution                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |     |
| 14. | <p>No Higher Educational Institution shall, issue or publish-</p> <p>(a) any advertisement for inducing learners for taking admission in the Higher Educational Institution, claiming to be recognised by the appropriate statutory authority or by the Commission where it is not so recognised;</p> <p>(b) any information, through advertisement or otherwise in respect of its infrastructure or its academic facilities or of its faculty or standard of instruction or academic or research performance, which the Higher Educational Institution, or person authorised to issue such advertisement on behalf of the Higher Educational Institution knows to be false or not based on facts or to be misleading</p> | Yes |

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

**If No, reason thereof:**

## Part – IX: Grievance Redressal Mechanism

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

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

**OBJECTIVE** To provide opportunities for redressal of certain grievances of students already enrolled in any institution, as well as those seeking admission to such institutions, and a mechanism thereto. Modes through which students may raise their grievances to student support:

1. Email: students can drop an email to [studentsupport@amityonline.com](mailto:studentsupport@amityonline.com)
2. Phone: Call on the following numbers to reach directly to student support team: 1800-102- 3434 option#  
**+91 – 8826334455.**
3. ‘Post Query’ on Student Portal

**Grievance redressal and closure:** - Post receiving the student grievance via email/query, an interim response is shared with the student informing them that the request has been received and a tentative closure time is shared.

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

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

### 9.2 Details of Grievance received

| Numbers of Grievance Received | Numbers of Grievance Resolved |
|-------------------------------|-------------------------------|
|-------------------------------|-------------------------------|

|    |    |
|----|----|
| 78 | 78 |
|----|----|

### 9.3 Complaint Handling Mechanism

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

The student can post his grievance on his LMS, and that will be taken care by the student support team and will be routed to the concerned authority to take appropriate actions and resolve the issue.

### 9.4 Details of Complaints received from UGC (DEB)

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

## Part – X: Innovative and Best Practices

### 10.1 Innovations introduced during academic year

**Live Virtual Classes:** Video conferencing platforms such as Zoom, and Google Meet to conduct live virtual classes. These platforms allowed teachers and students to interact in real-time, facilitating discussions, lectures, and collaborative activities. Opinion polling, Ideaboat, Mentimeter, Padlet are the few tools used to interact with the students to increase engagement and learning retention.

**AI – powered AI Professor (AMI) :** Amity University , launched Professor AMI -- India's first AI Professor in online higher education. Powered by ChatGPT-4 and Open AI-driven technology, Professor AMI is designed to enable a new-age personalized learning experience for every student of Amity Rajasthan based on their strengths, areas of improvement, and learning styles. Since each learner is unique and has different learning needs, Prof. AMI will be attuned to these diverse requirements.

**Be-Social – Community platform :** A platform which will help our students, connect; create; and collaborate. At beSocial, there is a welcoming space to connect with fellow students, make plans, and seek guidance from each other. One can attend webinars led by the faculty and engage with diverse perspectives, all within our supportive platform. Here, online education is not a barrier to being social; it's an opportunity to connect anytime, fostering your journey of growth and discovery. Online education is not a barrier to being social; it's an opportunity to connect anytime, fostering your journey of growth and discovery.

**E-Magazine :** It is a quarterly e-magazine containing information about the latest happenings at Amity University Rajasthan. Also, selected articles from faculty and students are incorporated in this magazine. This magazine is uploaded to the LMS for students' reference.

**Virtual Labs and Simulations:** To bridge the gap between theory and practice, we offer virtual labs and simulations. These tools allow students to engage in hands-on learning experiences enabling them to have a real time physical experience

## 10.2 Best Practices of the HEI

**Live session:** The academic calendar was designed to maximize participation by professionals in the classes. In addition to weekday classes, weekend sessions and late-night slots were also incorporated.

**Advanced Certificate for Career Readiness (ACCR) :** ACCRs was introduced to acclimatize in the Academic environment of Amity University Rajasthan and will also benefit in their overall development. These webinars are based on recent trends and are not domain specific, so any student can join these sessions and after successful completion of these webinars' students are given e-certificates. Each webinar is concluded with ten minutes of question answer session related to the topic. Few webinar topics were as Work smarter not harder, Emotional Intelligence in workplace, Psychology at Work; Managing stress etc.

**Virtual Orientation:** Separate orientation for undergraduate and postgraduate students was scheduled to help them transition smoothly into their new academic environment. It focused on the institution resources, facilities, important information about courses, schedules, academic expectations, understanding policies and procedures, building community and the support services.

**Interdisciplinary Webinars:** The main objective of these webinars is to create an interdisciplinary academic environment. These webinars are specifically for the faculty, FDP. This series is focused on enhancing cross-disciplinary knowledge, fostering collaboration or addressing specific global challenges. Few topics, for e.g. Are Research Methodology, crucial in Social Studies : A Phenomenological Narrative, Andragogy: Emerging practices of teaching adult learners, Using AI Tools to enhance the Teaching and Learning Process, etc.

**LMS:** Analytics is embedded in our LMS which plays a crucial role in enhancing the educational experience like personalized learning, real-time feedback, early invention, informed decision making, improving the course quality, enhanced student engagement, resource optimization and measuring learning outcomes.

## 10.3 Details of Job Fairs conducted by the HEI

NA

## 10.4 Success Stories of students of Online mode of the HEI

As none of the batches have passed out so far so success stories are yet to be created.

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

NA

#### 10.6 Number of students placed through Campus Placements

As none of the batches have passed out so far so students are not placed

#### 10.7 Details of Alumni Cell and its activity

Amity University Rajasthan alumni can access the Amizone intranet portal to apply for transcripts and other services. However, the university maintains its primary alumni engagement through a network of alumni cells for each school and a regular schedule of events.

Alumni portal and network

- **Amizone Intranet:** The main online hub for administrative and academic tasks, Amizone, provides a dedicated function for alumni. Through this portal, alumni can apply for official transcripts and other services.
- **School-specific alumni cells:** Each school within the university, such as the Amity School of Communication (ASCO) or the Amity School of Hospitality (ASH), maintains its own alumni network and designated coordinator. This decentralized structure allows for more focused activities within specific fields
- **Global network:** As part of the larger Amity University system, Amity University Rajasthan alumni can connect with a wide network of professionals from all Amity campuses.

Alumni activities and events

- **Alumni meets:** The university regularly hosts alumni meets both on campus and through its various chapters to foster a sense of community and reconnect former students with their alma mater.
- **Mentorship and interaction:** Alumni are invited to return to campus to act as mentors for current students and share their valuable career experiences. These sessions are often held during orientation programs and throughout the academic year.
- **Professional development sessions:** The Directorate of Alumni Affairs organizes sessions and workshops led by alumni to provide career guidance and industry-specific skills to current students. Recent examples include sessions on Power BI and opportunities in clinical psychology.
- **Virtual events:** To accommodate a broader alumni base, the university also conducts virtual alumni meets and webinars.

**Showcasing achievements:** The university highlights notable achievements of its alumni on its website and at events to celebrate their success and inspire current students

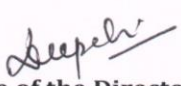
#### 10.8 Any other Information

INSERT TEXT BOX

HEI ID: HEI – U – 0388 Name of HEI: Amity University Rajasthan Type of HEI: Private

### DECLARATION

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

  
Signature of the Director:

Name: Prof. (Dr.) Deepali Bhatnagar

Seal:

  
Date: 28.08.25

  
Signature of the Registrar:

Name: Dr. Nitin Bhardwaj

Seal:

Date: 28.08.25



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