

AMITY
UNIVERSITY
— MUMBAI —

ACADEMIC PROCESS **HANDBOOK**

**Excerpts from Amity
regulations -
For internal circulation
only**



FROM FOUNDER PRESIDENT'S DESK

“I strongly believe that in today's competitive world the best theoretical knowledge alone is not sufficient without practical knowledge and pragmatic approach which students learn while studying at Amity University, Mumbai (AUM).

Our students are well equipped to meet industry demands, goals and expectations and can become a great asset for an organisation by showcasing skills through challenging assignments entrusted to them. Our focus is to groom young future leaders having strong value system and competent professionals, with deep passion for humanity, to lead the world. I am proud that Amity University, Mumbai (AUM), provides world-class practical and industry-focused education which attracts brilliant students.”

Dr. Ashok K Chauhan

Founder President



FROM PRESIDENT AND CHANCELLOR'S DESK

“Amity University, Mumbai, has a strong foundation of value based education integrated with best academic practices that makes this campus a world-class institution. The campus has instituted global standards in education, training and research activities backed by state-of-the-art infrastructure and the latest teaching methodologies. The university has a core faculty comprising qualified researchers from prominent institutions and eminent visiting faculty from renowned organisations.

The university believes in nurturing talent through regular co-curricular activities along with excellence in academics. The academic ecosystem strives to blend modernity with tradition in each of its students with the mission to train future leaders of the corporate world.

The well-designed curriculum ensures holistic development of students and equips Amitians with emotional intelligence, team spirit, leadership qualities and discipline. Besides core academic programs, the mandatory components of curriculum, including behavioural science, foreign languages, communication skill and military training, instill life skills and leadership traits in students.”

Dr. Assem Chauhan

Chancellor, Amity University



FROM VICE-CHANCELLOR'S DESK

“Amity-Mumbai's educational mandate focuses mainly on outcome based education offering more than 100 programs at UG, PG and PhD. levels. The University also in-houses many centres of excellences with internationally acclaimed faculty who are dedicated to academic rigor and research capabilities.

We at Amity-Mumbai believe in imparting world class education through a well-structured curriculum, taught by our well competent and reputed faculty through new and innovative pedagogical initiatives.

As a research oriented institution, Amity-Mumbai focuses on cutting edge research and hands on training and imparting both knowledge and skill with a positive attitude.

We create opportunities and inspire students to achieve their goals. We recognize that in addition to our students' academic pursuits, they lead full, rich lives and need our support. hence Amity-Mumbai offers more than just a great learning experience. It broadens horizons and challenges assumptions. Thus, we make the newer generation face the challenge ahead through knowledge, skill and attitude to be the best in the world”.

Prof. (Dr.) A. W. Santhosh Kumar

Vice-Chancellor-AUM



PREAMBLE

Welcome to the Academic Process Handbook of Amity University Maharashtra, Mumbai. This handbook serves as a comprehensive and authoritative guide to the academic policies, procedures, and practices that govern the pursuit of knowledge and the fulfilment of academic goals within our esteemed institution.

At Amity University Maharashtra, Mumbai, we are committed to fostering a vibrant and inclusive academic community where learners from diverse backgrounds can thrive and excel. Our vision is to provide a transformative educational experience that empowers students to become innovators, ethical leaders, critical thinkers, and lifelong learners who contribute meaningfully to society and largely to the world.

This Academic Process Handbook embodies our unwavering dedication to academic excellence, integrity, and innovation. It outlines the principles that underpin our academic processes, ensuring that each student's educational journey is nurtured with care and precision.

Our esteemed faculty, comprising eminent scholars and dedicated educators, is instrumental in shaping the intellectual growth and professional development of our students. Together, we strive to create an environment that encourages curiosity, exploration, and the pursuit of knowledge.

The provisions outlined in this handbook encompass a wide range of academic matters, including various academic process such as curriculum design, course registration on Amizone, assessment methods, grading criteria, academic advising, and student support services. We believe that clear and transparent guidelines are essential for fostering a conducive and rewarding academic experience for all members of our university community.

As an institution, we are committed to continually reviewing and refining our academic processes to align with emerging educational trends, technological advancements, and societal needs. This handbook will evolve over time to reflect the changing landscape of education and our ongoing dedication to improvement. let us embrace the challenges and opportunities of academia, empowering ourselves and each other to make meaningful contributions to the world through knowledge and wisdom.

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TEACHING LEARNING PROCESSES

Amity University Maharashtra is following teaching learning pattern as per the procedures laid down by the group. It is important to work within the framework approved by the statutory bodies such as Board of Studies, Board of Examination etc. While 16 schools are running under the umbrella of Amity University Maharashtra, the pedagogy, teaching- learning process and the academic framework must be followed at par with Amity system to bring excellence.

AUM offers **comprehensive, advanced flexi-driven curriculum and evaluation system** with a choice of subjects based on credits across all the schools. The aim is to provide students to undertake choice-based courses within programs, schools or at university level. Students has a choice to choose core courses in terms of concentration electives offered within the schools and open electives at university level such as Minor Track and Foreign Languages. In the same category students are offered communication skills and Behavioural Sciences which comes under compulsory courses. The flexi choice system helps to equip our students with exemplary technical and professional competencies to meet the industry requirements.

Academic Structure:

- **Core Courses:** Courses offered by schools with evaluation pattern as 30:70 (Internal and End Term Examination for theory & Practical follows the continuous evaluation or end term examination pattern).
- **Concentration Electives:** Concentration electives are offered by each school depending on the program duration however typically it starts at 3rd year for 3 & 4 Year UG program. The evaluation pattern is the same as mentioned above (30:70). Students are made choices available within program and at the inter school level depending on the curriculum.
- **Open Elective:** Students are offered courses at university level such as, Foreign language, Communication skills, Minor Track, Behavioral Science.

FL and Minor Track is offered as choice based however Minor Track and BEH is offered as compulsory course.

- NEP- AUM has implemented NEP with comprehensive structure comprising of Discipline-1 Core, Discipline-II – Within School., Discipline-III- University Level, VAS-1, VAS-II,VAS-III, Internships, Behavioural Science, Foreign Language, communication skills etc

Credits/teaching hours:

The broad guidelines to be followed while allocating the teaching load in each academic session, this should be in line with AUM/UGC guidelines.

Teaching Hours per Credit: As per UGC/AUM regulations.

Evaluation Pattern

COURSES	Internal Assessment	End Term Examination	Remark
Theory	30 (mid term and other components)	70 Marks	As approved in BOS
Practical	30 (5 Marks for attendance)	70 Marks	Or as approved in BOS
NTCC			As approved in BOS

Schools Under Statutory bodies are following the curriculum as approved by BCI, COA etc. The additional learning is part of these programs as per AUM policies

Broadly Following are the academic Processes:

ORIENTATION OF STUDENTS

Orientation for admitted students is an essential introductory program to help new students acclimate to their engineering programs and the overall college or university environment. The primary goal of orientation is to familiarize incoming students with the campus, academic resources, support services, and various aspects of the university life. It aims to make the transition to university smoother and set the stage for a successful academic journey. Here are some key aspects typically covered during an orientation for engineering students:

Introduction to the University: Students are introduced to the university, its history, mission, and values. They may receive an overview of the academic programs and facilities available on campus.

Academic Advising: Students are assigned academic advisors who guide them through their course selection, program requirements, and academic planning.

Course Registration: Orientation often includes assistance with course registration on Aizone for the upcoming semester. Advisors help students choose

appropriate courses based on their interests and academic goals.

Campus Tour: Students are taken on a campus tour to familiarize them with important locations such as classrooms, laboratories, libraries, administrative offices, and recreational areas.

Student Support Services: Information is provided about the different support services available on campus, such as tutoring, counselling, health services, and career counselling.

Extracurricular Activities: Students are encouraged to participate in extracurricular activities, student clubs, and engineering organizations that can complement their academic experience.

Campus Policies and Resources: Students learn about campus policies, academic integrity, technology resources, and library facilities.

Networking Opportunities: Orientation provides opportunities for students to interact with faculty members, senior students, and their peers, fostering a sense of community within the engineering department.



ROLE OF FACULTY IN UNIVERSITY

The faculty plays a crucial and multifaceted role in a university, contributing significantly to the institution's academic mission, student development, research, and community engagement. The role of faculty members is multifaceted and includes the following key responsibilities:

Teaching & Learning: One of the primary roles of faculty is to deliver high-quality instruction to students. They design course curricula, develop learning materials, deliver lectures, facilitate discussions, and provide guidance and support to students in their academic journey.

Mentorship and Advising: Faculty members serve as mentors and academic advisors to students, providing guidance on course selection, career paths, research opportunities, and personal development. They support students' intellectual growth and help them navigate academic challenges.

Research and innovation: Faculty members engage in original research, scholarly activities, and creative works. They contribute to the advancement of knowledge in their respective fields and disseminate their findings through publications, conferences, and academic collaborations.

Curriculum Development: Faculty are actively involved in the development and revision of academic curricula to ensure they remain relevant, up-to-date, and aligned with academic standards and industry needs.

Grading and Assessment: Faculty assess students' performance through assignments, tests, examinations, and other forms of evaluation. They provide feedback and constructive criticism to help students improve their understanding and skills.

Service to the University: Faculty members actively participate in university governance, committees, and academic councils. They contribute their expertise to the decision-making process and the development of institutional policies.

Community Engagement: Faculty engage with the broader community, sharing their expertise and knowledge through public lectures, workshops, community service, and collaborations with external organizations.

Professional Development: Faculty members continuously engage in professional development activities to enhance their teaching methods, stay current with advancements in their fields, and maintain their expertise.

Collaboration and Interdisciplinary Work: Faculty collaborate with colleagues within and across disciplines to address complex challenges and explore interdisciplinary research and teaching opportunities.

Leadership and Administration: Some faculty members take on leadership roles within their academic departments, assuming administrative responsibilities and providing direction to their colleagues.

Role Models and Mentors for Junior Faculty: Senior faculty members serve as role models and mentors for junior faculty, providing guidance and support in their academic and professional growth.

Institutional Reputation and Excellence: Faculty members contribute to the university's reputation and excellence through their achievements in teaching, research, and service.

The role of faculty in a university is essential to creating a vibrant and intellectually stimulating environment that fosters learning, critical thinking, and personal growth for students while contributing to the advancement of knowledge and the betterment of society as a whole. AT AUM we believe in faculty role outmost to nurture students and help in achieving the goals in long term

VISITING FACULTY DUTIES IN UNIVERSITY

Visiting faculty members play a crucial role in universities by contributing their expertise, knowledge, and experience to support the institution's academic mission. Visiting faculty members bring fresh perspectives and valuable contributions to the university while enriching the academic experience for students and faculty alike.

Here are some common duties of visiting faculty in a university:

Teaching Responsibilities: One of the primary duties of visiting faculty is to teach courses within their area of expertise. They may conduct lectures, lead discussions, facilitate labs, and assess student performance. A department provides mentor to such faculty to know the various academic process to help better themselves in serving students and university.

Collaboration with Regular Faculty: Visiting faculty often collaborate with regular faculty members on academic and research projects, contributing to a diverse and enriching learning environment.

Curriculum Development: Visiting faculty may contribute to the development of course syllabi, learning materials, and assessments aligned with the university's curriculum standards.

Student Advising: Visiting faculty may provide academic and career advising to students within their department or area of specialization. They may assist students in course selection, career planning, and graduate school applications.

Research and Scholarship: Depending on their expertise and the nature of the appointment, visiting faculty may engage in research or scholarly activities. They may conduct research projects, publish academic papers, and collaborate with university faculty on research initiatives.



Supervision of Student Projects: Visiting faculty members may supervise student research projects, theses, or dissertations in collaboration with regular faculty.

Professional Development: Visiting faculty may participate in professional development activities, workshops, and seminars to enhance their teaching and research skills.

Industry Engagement: Depending on their expertise and connections, visiting faculty may help establish or strengthen ties between the university and industry partners..

A - LMS (Annexure-1 for details)

A-LMS (Learning Management System) activities refer to the various educational and interactive tasks that take place within an LMS platform. At AUM LMS activities are linked with Amizone interactive platform. AN LMS facilitates the management, delivery, and tracking of online courses and training programs. It provides a centralized and virtual learning environment where instructors can create, organize, and deliver content, and students can access and engage with that content. Here are some common LMS activities:

Course Creation: Instructors or course creators use the LMS to design and create online courses. They can structure the course, upload course materials, and set up learning objectives.

Content Delivery: LMS activities include the delivery of course content to students. This may include multimedia presentations, video lectures, interactive quizzes, reading materials, and more.

Assessments and Quizzes: LMS platforms enable the creation and administration of assessments and quizzes. Instructors can design and publish quizzes, and students can take them online.

Discussion Forums: LMS platforms often include discussion forums or message boards where students and instructors can interact, ask questions, and participate in online discussions related to course topics.

Assignments and Submissions: Instructors can assign tasks, projects, or assignments through the LMS. Students can complete and submit their work online, and instructors can provide feedback and grades through the system.

Grading and Progress Tracking: The LMS allows instructors to track students' progress, view their grades, and generate reports on their performance.

Collaborative Learning: Some LMS platforms support collaborative learning activities, where students can work together on group projects, presentations, or other team-based assignments.

Announcements and Notifications: Instructors can use the LMS to post announcements and send notifications to students regarding course updates, deadlines, or important information.

Online Assessments and Exams: LMS platforms may facilitate the administration of online assessments or exams, which can include timed quizzes or proctored exams.

Surveys and Feedback: Instructors can gather feedback from students through surveys or polls within the LMS, helping to improve course content and delivery.

Overall, LMS activities support a dynamic and interactive learning experience, allowing both instructors and students to engage effectively in the educational process.

PARENT TEACHER INTERACTION

Parent-teacher interaction refers to the communication and collaboration between parents or guardians and teachers regarding a student's academic progress, behaviour, and overall well-being. It plays a critical role in a student's educational journey and is an essential component of a successful learning environment. Effective parent-teacher interaction can lead to better student outcomes and a more supportive educational experience. Here are some key aspects of parent-teacher interaction:

Parent-Teacher Meetings: Parent-teacher meetings are formal meetings scheduled at specific times during the academic year and well planned in advance. These meetings provide an opportunity for parents and teachers to discuss the student's academic performance, strengths, areas of improvement, and any concerns.

Open Communication: Regular and open communication between parents and teachers is essential. Teachers may communicate with parents through emails, phone calls, or messaging apps to share updates on the student's progress, upcoming events, or any issues that may arise.

Student Progress Reports: Teachers provide regular progress reports to parents, outlining the student's academic achievements, areas of growth, and areas that may need attention.

Behavioural Feedback: Teachers may communicate with parents about the student's behavior in the classroom and how it affects their learning and interactions with peers.

Supporting Student's Well-Being: Parent-teacher interaction may also focus on the student's emotional well-being and social development. Teachers and parents can work together to address any challenges the student may face.

Celebrating Achievements: Parent-teacher interaction is not just about addressing concerns; it is also about celebrating the student's achievements and progress.

Effective parent-teacher interaction fosters a strong support system for students, promotes a positive learning environment, and helps to address challenges that students may face both academically and personally. It also demonstrates to the student that their education is a shared responsibility between the school or the university and their family.



MNETOR MENTEE SCHEM

AUM has a well-structured mentor-mentee scheme throughout of the duration of program. A mentor-mentee scheme for university students is a structured program that pairs experienced and knowledgeable individuals (mentors) with students (mentees) to provide guidance, support, and personal and professional development. At AUM mentor is allotted to a group of students after enrolment of students to specific program. The mentor-mentee scheme helps student navigate their academic journey, explore career options, and develop essential skills. Here's how a mentor-mentee scheme for college students typically works:

Orientation: At the beginning of the program, an orientation session is typically conducted to introduce mentors and mentees to the mentoring process, establish program expectations, and clarify the objectives and goals of the mentor-mentee relationship.

Regular Meetings: Mentors and mentees engage in regular one-on-one meetings or discussions. The frequency and format of these meetings may vary based on the program's guidelines and the mentee's needs.

Academic Support: Mentors offers academic support and guidance, such as advice on course selection, study techniques, time management, and academic resources.

Career Guidance: Mentors provide insights into various career paths and industries, share their professional experiences, and offer advice on internships, job applications, and networking.

Skill Development: Mentors helps mentees develop specific skills, such as communication, leadership, problem-solving, and teamwork.



Networking Opportunities: The mentor-mentee relationship may also open up networking opportunities for the mentee, as mentors can introduce them to relevant professionals in their field.

Personal and Professional Growth: Mentors support the mentees' personal and professional growth by providing encouragement, constructive feedback, and motivation.

Confidentiality and Trust: The mentor-mentee relationship is built on trust and confidentiality. Mentees should feel comfortable discussing their concerns and challenges with their mentors.

Feedback and Evaluation: The college may conduct periodic evaluations to assess the effectiveness of the mentoring program and gather feedback from both mentors and mentees to make improvements.

ATTENDANCE AND POLICIES

An attendance policy for students is a set of rules and guidelines established by the university to regulate and manage student attendance in classes and other academic activities. It's essential for students to familiarize themselves with the attendance policy and to adhere to the guidelines outlined. Regular attendance not only helps in academic performance but also fosters discipline and responsibility, which are valuable traits for personal and professional growth.

Communication and Awareness: The attendance policy is typically communicated to students at the beginning of the academic year or semester. Students are made aware of the policy's details and the importance of regular attendance for academic success.

Minimum Attendance Requirement: The policy typically outlines the minimum attendance percentage required for students to be eligible to appear for exams or receive credit for a course. This requirement ensures that students actively participate in the learning process. AT AUM 75% attendance is mandatory in each course to be eligible to appear for exam.



Consequences for Excessive Absences: The policy outlines the consequences for students who exceed the maximum allowable absences. Consequences include debarred from academic activities for that particular course or courses.

Documentation and Reporting: In an emergency such as illness, accident and admission to hospital according to policy students to provide appropriate documentation for excused absences, such as official letters, hospital admission evidence etc. It also outlines the procedure for reporting absences to the relevant authorities.

Parental Involvement: For younger students, the policy involve parental involvement, where parents or guardians are informed about their child's attendance and are encouraged to support regular attendance.



EXAMINATIONS

Examinations are formal assessments conducted by educational institutions to evaluate students' knowledge, understanding, and skills in a particular subject or course. Examinations play a crucial role in the education system and are used to assess students' academic progress, comprehension of the curriculum, and ability to apply what they have learned.

Examination Sets: Written exams, practical tests, oral exams, presentations, projects, and open-book assessments. The format depends on the subject, level of education, and the objectives of the assessment.

Grading and Evaluation: Students' performance in examinations is usually graded or scored to determine their level of achievement. At AUM we follow the CGPA system.

Preparation: To perform well in examinations, students need to engage in thorough preparation. This may involve studying course materials, completing assignments, participating in class discussions, and seeking clarification on challenging topics.

Assessment Criteria: Examinations are designed based on the learning objectives of the course. They are intended to assess students' comprehension of key concepts, problem-solving abilities, critical thinking skills, and application of knowledge.

Mid Term and End Term: At AUM mid term examination is conducted in mid of the term duration and end term examination at the end of the term based on 100% curriculum. However continuous evaluation goes on during the semester depending on the modules and mode.

Scheduling: Examinations are typically held at predetermined times during the academic year, often at the end of a semester or course. AUM provide exam schedules well in advance to allow students to plan their studies accordingly.

Exam Environment: Examinations are usually conducted in controlled environments to maintain fairness and prevent cheating. Students are required to follow certain rules and guidelines during the examination.

Feedback and Improvement: After the examinations, students may receive feedback on their performance, which can help them identify areas of improvement and enhance their learning process.



CONTINUOUS EVALUATION

Continuous evaluation of students is an assessment approach that involves ongoing and regular evaluation of students' performance throughout an academic term or course. Unlike traditional methods that rely solely on final exams, continuous evaluation assesses students' progress through a combination of various assessment methods and activities conducted at regular intervals. The aim is to provide a comprehensive and continuous understanding of the students' learning and allow for timely feedback and intervention. AT AUM the internal component is evaluated with reference to quiz, presentation, reports, assignments etc.

Assessment Variety: Continuous evaluation employs a variety of assessment methods, such as quizzes, tests, assignments, projects, presentations, group work, class participation, and practical assessments. The diversity of assessment types allows students to demonstrate their learning in different ways.

Timely Feedback: One of the significant advantages of continuous evaluation is that it provides prompt feedback to students. Students receive feedback on their performance shortly after each assessment, which helps them understand their strengths and areas for improvement.

Learning Progression: Continuous evaluation tracks students' learning progression over time. It enables instructors to identify gaps in understanding and adapt their teaching methods accordingly.

Formative Assessment: Continuous evaluation often includes formative assessment, which is designed to monitor students' progress and offer feedback to improve their learning. It helps students identify areas of weakness and allows instructors to address learning needs.

Reduced Exam Stress: With continuous evaluation, students are assessed periodically throughout the semester, reducing the pressure of relying solely on a final exam for grades.

Active Learning: Continuous evaluation encourages active learning and student engagement throughout the course as students must stay on top of the material for ongoing assessments.

Flexibility: Continuous evaluation allows for flexibility in the assessment process, catering to different learning styles and preferences.

Comprehensive Assessment: By incorporating various assessment methods, continuous evaluation provides a more comprehensive picture of students' abilities and achievements.



EXAMINATION EVALUATION

The exam evaluation process is crucial for maintaining academic standards, providing objective assessments, and ensuring that students' performance is accurately reflected. Fair and transparent evaluation practices contribute to a positive learning environment and encourage continuous improvement in both students and teachers. Here's an overview of the exam evaluation process followed at AUM.

Anonymity and Blind Grading: To ensure fairness, the identity of students is often kept anonymous during the evaluation process. Blind grading means that the evaluator doesn't know whose exam paper they are assessing.

Scoring and Grading: Teachers go through the answer sheets and grade the responses based on predetermined criteria or rubrics. The grading process involves assigning scores to individual questions or the overall exam.

Consistency Checking: In large-scale exams or standardized tests, there might be multiple evaluators. To maintain consistency in grading, a system of cross-checking or moderation may be employed.

Quality Control: AUM carries out random sample checks of evaluated papers or internal reviews by senior faculty members.

Result Compilation: After grading is complete, the results are compiled and processed to calculate the overall scores and grades for each student.

Grade Reporting: Once the evaluation process is completed, students are informed of their exam scores and grades. In some cases, students may have access to their graded exam papers to review their performance and learn from their mistakes.

Appeals and Re-evaluation: In certain cases, students may have the option to appeal their exam grades if they believe there was an error or misunderstanding in the evaluation process. As per examination evaluation policies at AUM, typically answer sheets are rechecked for missed answers or total correction.

Feedback and Learning: Exam evaluation provides valuable feedback to both students and educators. Students can identify areas where they need improvement, and educators can assess the effectiveness of their teaching methods.



BACK PAPERS

Back papers, typically refer to academic guidelines related to reappearing or reattempting examinations for subjects in which a student has failed to achieve a passing grade. All the guidelines are available in exam handbook of university.

Eligibility for Back Papers: Students who fail to secure a passing grade in a particular subject are usually eligible to appear for back papers or supplementary exams.

Back Paper Schedule: Students should keep track of these schedules and ensure they appear for the back paper on the designated date. At AUM students may appear for back papers in respective odd to odd or even to even semester exams.

Fees for Back Papers: Some institutions may charge a separate fee for back paper examinations. This fee may vary based on the number of back papers a student is attempting.

Syllabus and Grading: The syllabus for back papers is typically the same as that of the regular examination. The grading system may also be the same, with passing criteria set by the university.

GUIDED SELF STUDY COURSES (GSSC)

University provides a continuous learning for those students who get debarred in the regular semester in some courses.

Eligibility: University notify students to register GSSC courses, especially where students are debarred and disqualified from appearing of regular examination

Registration and attendance: Students have to register for GSSC courses and attend lectures/practical's from the additionally schedules classes and secure 75% attendance to appear for examination

Examination: Eligible students are allowed to appear for examination in respective end semester exam schedule.

Evaluation: Such students answer sheets are evaluated with reference to the policies



PROMOTION WITH ACADEMIC PROBATION

Eligibility: Students to secure a minimum SGPA of 4.5 (for UG programs) and 5.0 (for PG programs) in each semester. The overall CGPA required to successfully complete the programme is 5.0 (for UG programs) and 6.0 (for PG programs).

Warning to Students and Parents: A letter with necessary information is sent to parents mentioning that your ward has been Promoted with Academic Probation to the next semester. He/she will be required to appear in Back-Papers and registering on AMIZONE for Guided Self Study Course and thereafter attending minimum 3 sessions out of 4, which is mandatory. It is for your information that the student be advised to improve his/ her SGPA/ CGPA to meet the minimum laid down standards, failing which, he/ she will be ineligible for award of degree. 66. Ideally Students are expected to have 100% attendance in all courses.

ACADEMIC BREAK

AUM as per examination policy has a provision to offer the academic break in the circumstances mentioned below. Student has to apply to university/respective school for academic break. Following are the circumstances where students opt for academic break. A=University authority approves the same after due procedure is completed.

Examination Result: In case student fail to secure required overall passing grade in end term examination. In this case student is not eligible for promotion to next academic session.

Personal Reasons: In case of any personal reason/ health issue student can apply for academic break for a incoming academic session.



ANNEXURE-1 (LMS)

A-LMS at AUM (AMITY – Learning Management System)

A Learning Management System is a web-based application that allows educational institutions to provide the learners with informational content and educational resources. It is an effective and responsive way for teachers to create, deliver, manage their content and as monitor participation and assess performance of learners. Over the last decade, Learning Management Systems (LMS) have become mainstream in higher education and are widely used across many Universities. A-LMS is introduced from 2018 in AMITY University, the LMS was merged with Amizone. A-LMS can be accessed only through Amizone. Faculty/Students need to visit www.amizone.net and should enter their login credentials and then click on LMS tab. It will re-direct towards the A-LMS from where the assigned courses can be accessed.

Some of the important features of A-LMS for your ready reference:

Recorded Video Lectures with Quizzes: It is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space. A short video lecture/Open source reference material covering the conceptual background of subjects created/shared by the faculty are viewed by the students before the class session and the class time is devoted towards case study, exercises, projects and discussions.

Posting Content or Uploading Files: Faculty members can upload all the course related textual content such as Syllabus, Presentations, Files,

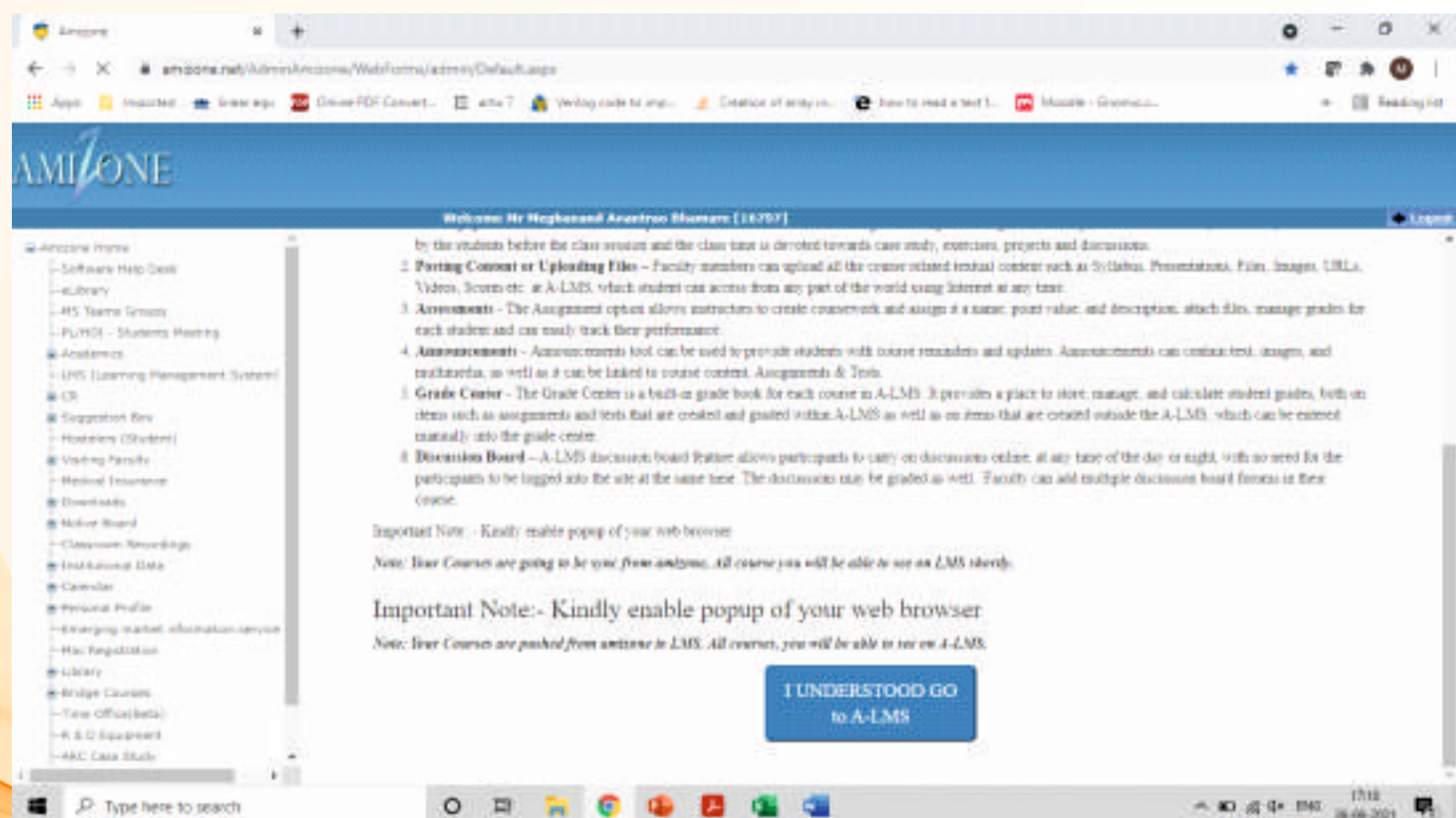
Images, URLs, Videos, Scorm etc. at A-LMS, which student can access from any part of the world using Internet at any time.

Assessments: The Assignment option allows instructors to create coursework and assign it a name, point value, and description, attach files, manage grades for each student and can easily track their performance.

Announcements: Announcements tool can be used to provide students with course reminders and updates. Announcements can contain text, images, and multimedia, as well as it can be linked to course content, Assignments & Tests.

Grade Center: The Grade Center is a built-in grade book for each course in A-LMS. It provides a place to store, manage, and calculate student grades, both on items such as assignments and tests that are created and graded within A-LMS as well as on items that are created outside the A-LMS, which can be entered manually into the grade center.

Discussion Board: A-LMS discussion board feature allows participants to carry on discussions online, at any time of the day or night, with no need for the participants to be logged into the site at the same time. The discussions may be graded as well. Faculty can add multiple discussion board forums in their course.



ACADEMIC ACTIVITIES ON A-LMS

1. Subject Description

a. Course Objectives

- Clear & Concise statements describing the teaching intent.
- Course objectives can be added/uploaded under the specific course.

b. Learning Outcome

- It will express the knowledge, skills and attitude of the learner for the course.
- Learning Outcomes can be added/uploaded under the specific course.

2. Learning Material

- Learning material is something which Instructors use in the class to teach the students.
- These study materials can be uploaded under the courses. These materials can be in any format like PDF, PPT, Excel, Doc, HTML, Audio & Video etc.
- Any supplementary Open Educational Resources can also be added under this section.

3. Collaborative/Group Learning

- Build learning communities beyond the classroom that can stimulate and engage diverse learners.
- Instructors can moderate and monitor the group activities under their courses.

4. Assessments

a. Assessment Creation

- Assessment is the process through which the faculty can identify the learning of the students throughout semester.
- Only the Internal Assessments will be done through A-LMS.
- Following question can be utilized for assessing:
 - Multiple choice questions.
 - Multiple Answers.
 - Essay questions
 - Short Questions.
 - Fill in the blanks
 - Jumbled words
 - Match the following
 - File uploading.
- iv. Addition to these formats Descriptive questions with Plagiarism check can also be enabled.

b. Assessment Evaluation

- Assessment category is divided into Test and Assignment.
- Objective type questions get automatically evaluated.
- The marks are captured by the system and saved under the Grade center against the students.
- Descriptive type questions are to be evaluated by the Instructors.
- While Evaluating the student responses, Plagiarism reports can be referred (only for assignments; if opted while creating).

ANNEXURE-II – AMIZONE

B. AMIZONE- AN INTEGRATED SYSTEM OF RECORDS

1. Guidelines for course structure and syllabus to be uploaded on Amizone

The Guidelines for course structure and syllabus to be uploaded on Amizone are as follows:

- **Prepare an Excel file as per attachment.**
- Please mention the Institute name, Course, Semester and Batch in excel file.
- Use separate sheet in a single excel file for every semester and name the sheet by semester.
- The paper code must be mentioned without space like Am2102.
- The SUBJECT NAME should be in CAPITAL LETTERS
- Mention the examination scheme clearly in terms of internal and external marks division. In the attached format, only 25 marks have been shown against “Internal Assessment”, as 5 marks are for attendance, which will be picked up automatically by the system.
- For syllabus, make a main folder by department/ institute names.
- Make separate folders for each semester and name should be the course- semester like BTECH (MECH) 3 sem.

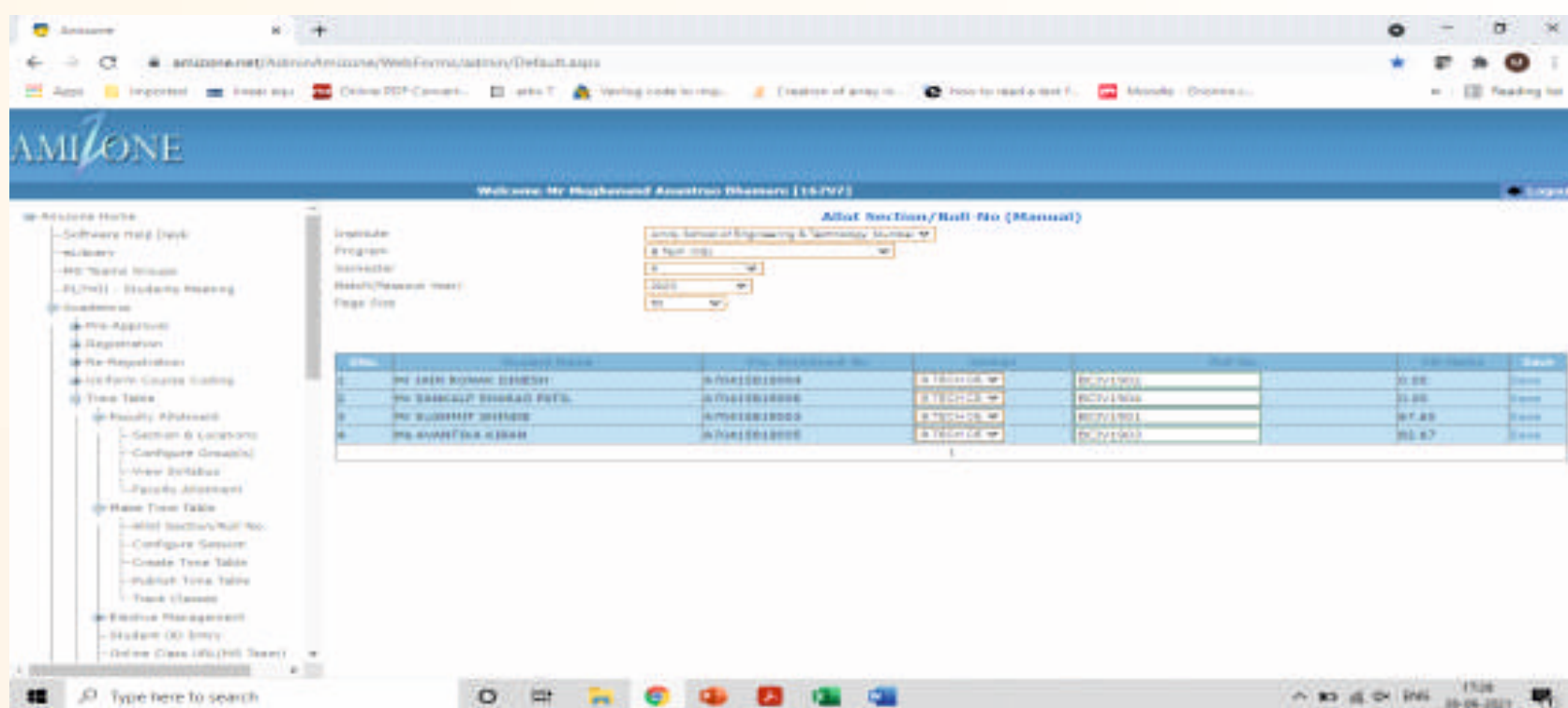
- Create separate PDF files for every paper and the name of the file should be the paper code. These files will be kept in semester wise folder.
- Make sure the subject code and subject name are correct and without spelling mistakes.
- Make sure to incorporate correct subject code and subject name especially for value-added courses.

2. Uploading Timetable on Amizone

For uploading timetable online, the following steps need to be followed sequentially on Amizone. Academics – Timetable – Make Timetable

a. Allot Section/Roll No. (Refer Screen shot)

- To allot or edit section(s) and roll no to the students click the link Allot Section/Roll No provided at top of the page.
- Select Institute, Program, Semester, Batch from the respective drop-down lists.
- The list of students will be displayed in the grid. Then select the section and enter the roll no and click the Save link provided at the end of each row to save the record.

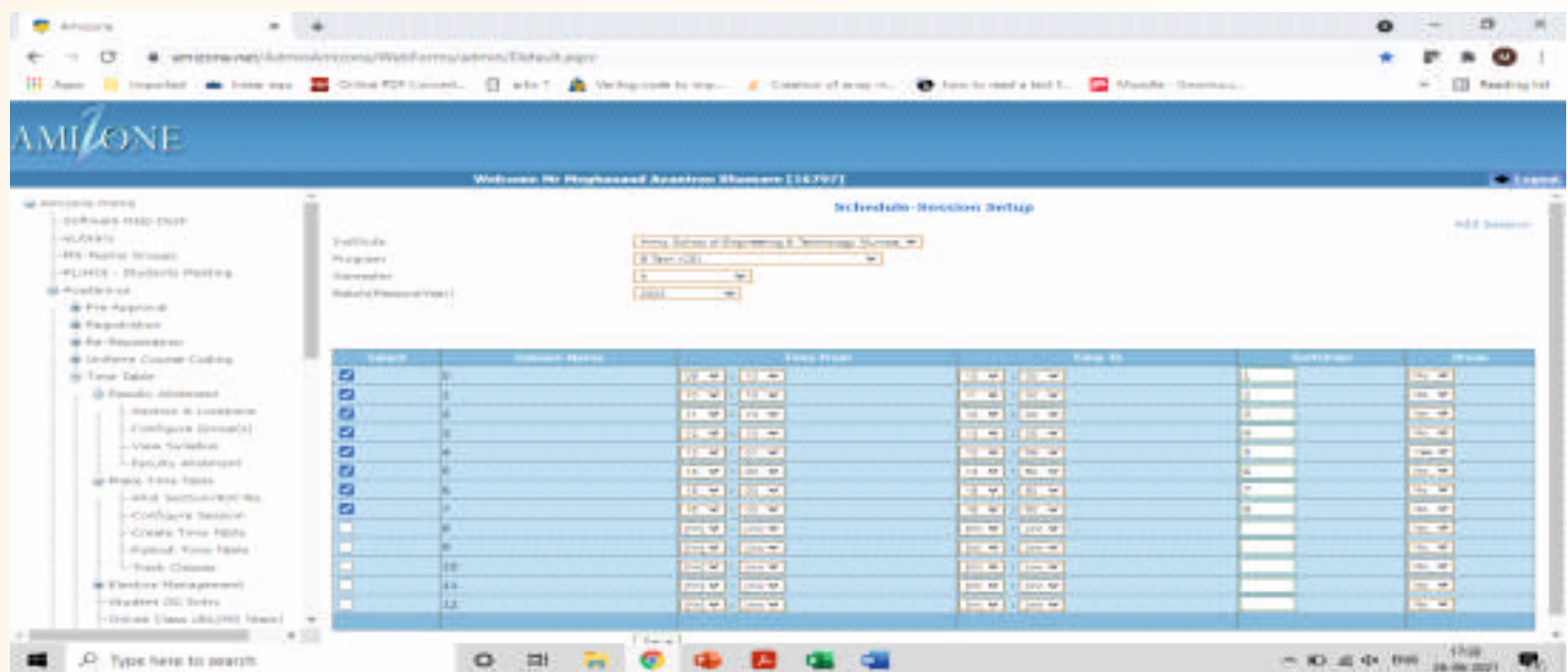


b. Configure Sessions (Refer Screen shot)

- Click the link - Configure Session provided at the top of the page.
- Select Institute, Program, Semester, Batch from the respective drop-down lists.
- Tick the Checkbox provided in the first column of the grid to make the session applicable for the specified institute, program, semester and

batch. Set the Session Start Time & Session End Time through the dropdown lists provided in the 'Time From & Time To' columns respectively. Set the order of the session and mark it whether it is a break time or not. (for example, lunch time can be marked as a break)

- Click the Save button provided below the grid to save the entire configuration.

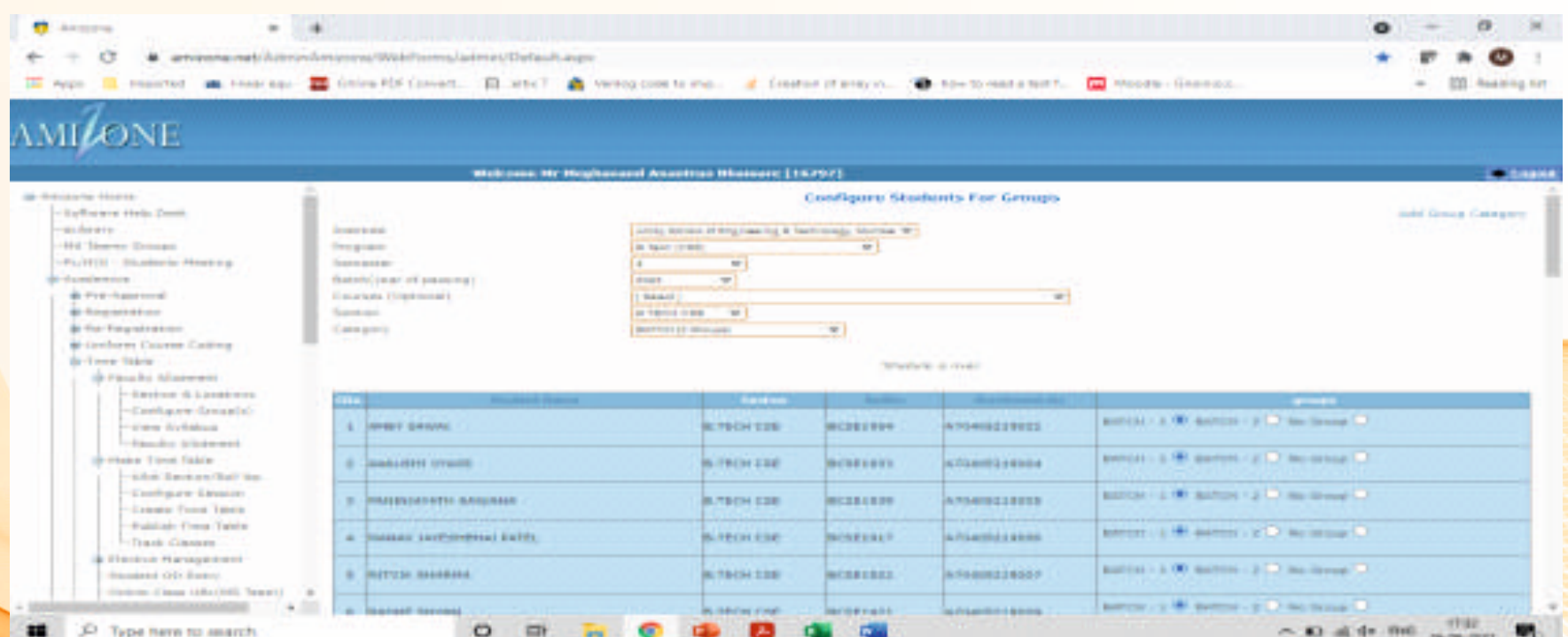


c. Configure Groups (Refer Screen shot)

What is grouping?

- Grouping list of students across sections or within a section for managing Elective/FBL/ Practical classes
- Group Category: under which the student groups are made for a specific purpose (For Example: FBL Groups/ Physics-chemistry Lab groups etc)
- One group category can have one or more number of groups.

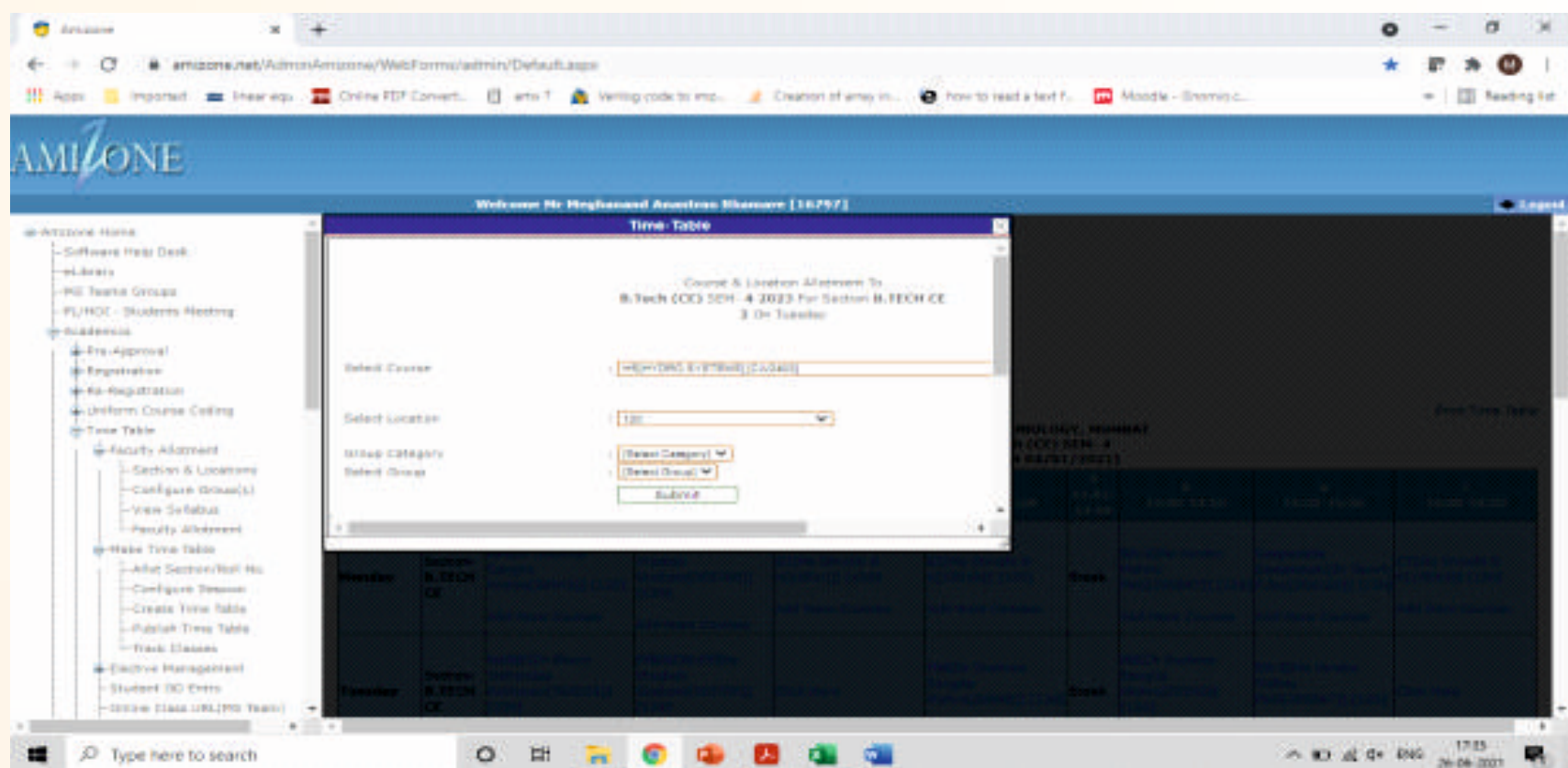
- Groups can be used for fortnightly classes and/or for electives and FBLs.
- Groups are to be chosen while publishing the timetable.
- To configure groups Click 'Configure Groups' link.
- A group can have students from different sections, or a section can have multiple groups also.
- To define groups we need to create a group category which consists of one or more groups. To add a group category, click the link 'Add Group Category'.



d. Create Timetable (Refer Screen shot)



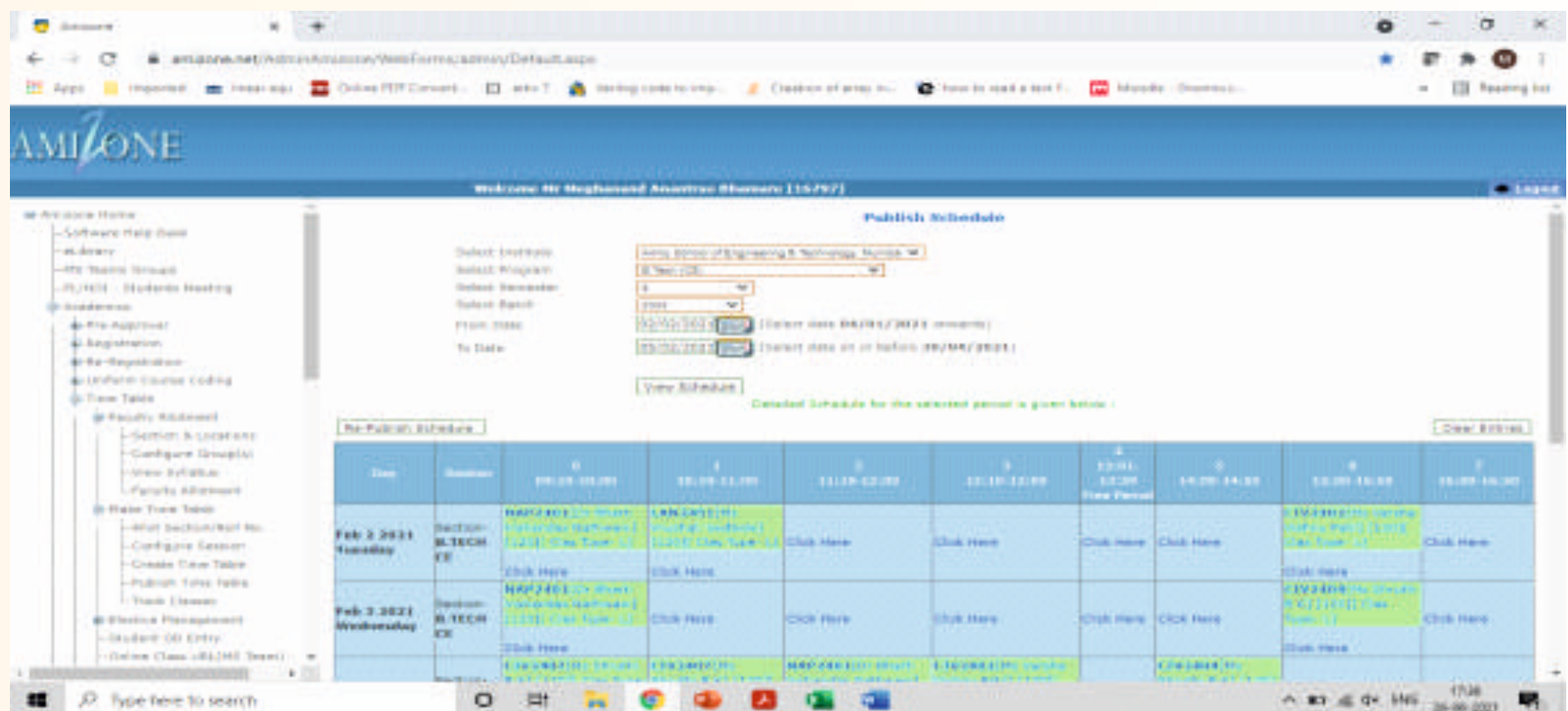
- To Create Timetable click 'Create Timetable' & select Institute, Program, Semester and batch from the respective dropdown lists.
- A grid containing all the configured days, sections and sessions will be displayed which consists of links to set Timetable at particular Time Slot.
- To define timetable of specific day, section and session click the link named 'Click Here' available in the corresponding cell.
- A window will be opened. Select the Course and Location and then submit. Link to add multiple courses at same time slot is there within the respective cells.



e. Publish Timetable

- After creating the timetable it needs to be published for future days. Timetable can be published for maximum of 7 days. The classes for attendance, tracking will only be visible after the timetable is published. The published timetable can be different from the weekly timetable made. For the institutions where there is no fixed weekly timetable the 'publish timetable' can be done independent of the weekly timetable.

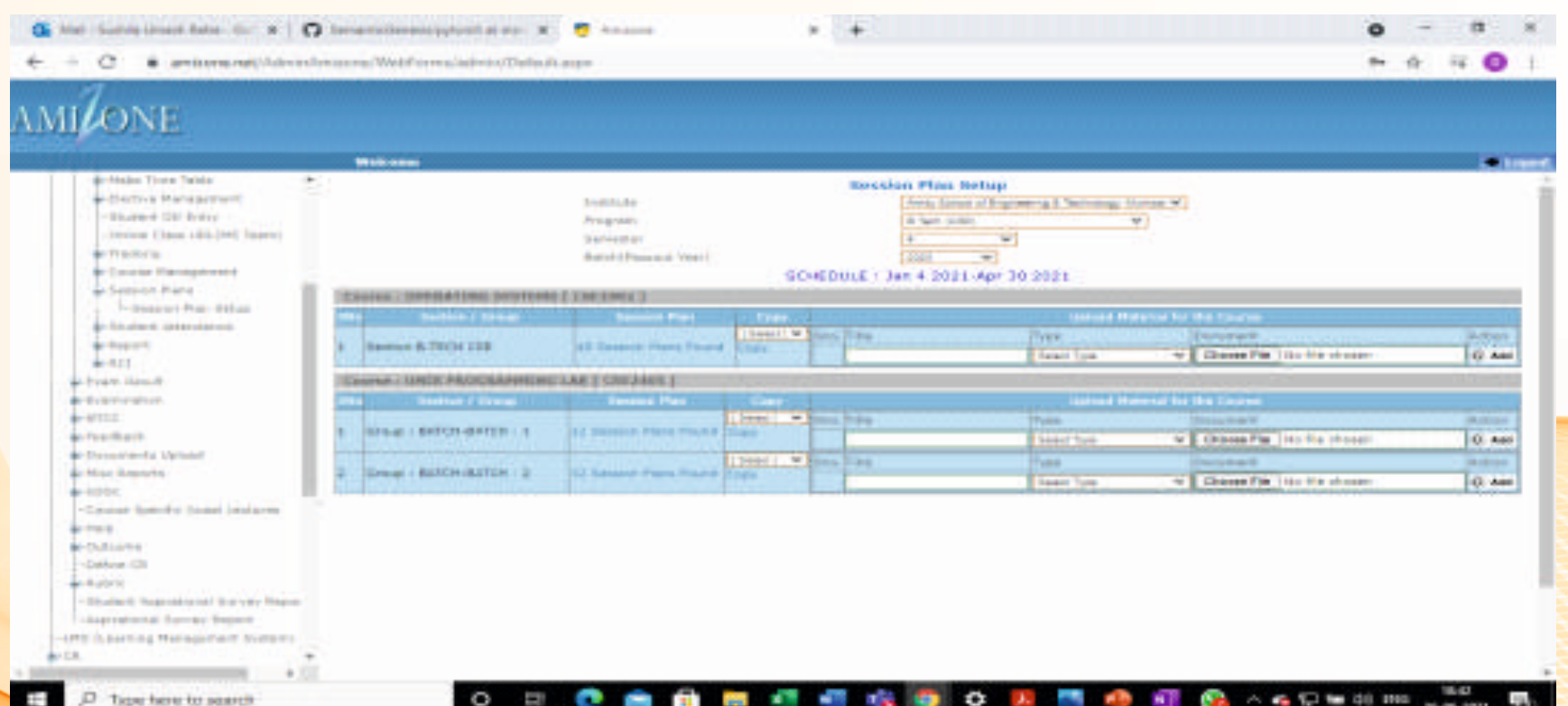
- To publish, click the link 'Publish Timetable'. Select Institute, program, Semester, Batch, Start Date & End Date and click View Schedule to populate schedule. If the schedule has been published, then the classes will appear in the grid with Green background.
- Click the Publish Schedule Button to publish the Schedule as per the timetable. We can also set the classes for each time slot.



Attendance: Attendance lock is active, so it should to be marked by faculty within 48 hours after conduction of the lecture or lab. The system will be closed after 48 hours.

Note: In the case of absence of faculty, the timetable slot should be unpublished to avoid non tracking of classes. Further on Public Holidays respective schools must unpublish the timetable.

Session plans: Faculty should upload the session plan on Amizone according to the credit for theory and lab subject before the beginning of the semester. For example, if credit is 1 then session plan will be 13 hours. (Refer Screen shot)



ANNEXURE-III – AUM SOPs

A. Students Related

SOP/AUM/AMS/01 – Attendance Monitoring System

Note: As per University guidelines, all students are expected to maintain minimum 75% attendance in all the courses in which he is registered to sit for exams.

- Every month defaulter list is taken from Hol – Amizone – QAE Report < 75% and is respective academic Coordinator/Hols
- Class co-ordinators are apprised about the students having less attendance.
- All class teachers will send the warning message via mail to the parents of students who are in defaulter to inform about the student's attendance in all subjects. The report is to be sent to all the parents where student attendance falls below 75%.
- Every month (4 weeks duration) the defaulters are required to be sent emails before debarring student in any subject in the end semester exams.
- After the last teaching day of the semester, Debarred List is prepared by Academic Coordinator in consultation with the Hols.
- The list is then submitted to the Director/ Hol for remarks and final approval.
- Director/ Hol send the debarred list with all appropriate documents to Hon'ble VC Sir's office for final decision.
- After final decision from Hon'ble VC Sir, admit cards are generated accordingly for the students for the exams which are approved by Department Coordinators.
- To minimize debarred list in the last, regular instructions are to be given in Faculty meetings by the Director/ Hol to counsel students regularly.
- All faculties are expected to sensitize the students regarding maintenance of their attendance as per norms on regular basis. In mentor-mentee and PTI meetings such defaulter cases need to be discussed with parents also.

SOP/AUM/PTI/02- Parent Teacher Interaction

Main Agenda of PTI -

PTI is conducted once every Semester of Academic Year. Information about AUM's rules and regulations given to all the parents, advancement in learning methodologies to be discussed, to update Student

Progress, to solve any query or concern raised by parents and report to concerned authorities.

- **Invitation** - Invitation of meeting should be given through mail to all the parents 15 days or at least 1 week in advance.
- **Invitation letter** - should be prepared by all class teachers containing the agenda for meeting, online MS Team Meeting Link, Time slot and contact details of Program Coordinator/ Class Teacher.
- **Acknowledgement**- Parents are asked for acknowledgement of the same.
- **Reminder mails** - Reminder mails/ text message is sent to parents. Also, students are informed about the same.
- **Presentation** - A brief Presentation is prepared by Department Coordinator to be given to the parents about school/program and achievements, in particular achievements of the students and their participation in various events are highlighted in the presentation.
- **Meetings** are addressed by the HOI and Program Coordinator. All faculties teaching in the class are expected to attend the meeting.
- **Query session** - The queries need to be resolved by the faculty present in the meeting.
- **Parents** are to be heard carefully and the queries needs to be addressed and also to be reported to the respective authorities.
- **Feedback** - It is important to have feedback from parent after meeting. A one - page feedback page is given to parents and they are requested to send the same via email or in the google form for instant response.
- **Recordings** - All the meetings to be recorded and the links should be preserved.
- **PTI Report** - Meeting report (both in word and pdf) includes all the details of the meeting, few photographs and summary of common issues if any and take away. The report is compiled by Academic Coordinator and sent to Hol within 2 days of completion of all PTI of the school which is then sent to Dean Academics from Hol.

SOP/AUM/MMS/03 – Mentor Mentee Scheme

- Every Semester a mentor is allotted a set of 25-30 students by Department Coordinator
- Mentor is expected to solve or communicate to higher authorities all the problems related to a mentee. Mentor also keeps the record of all academic and contact information of the mentee.
- Mentor must conduct meeting with allotted mentee every fortnightly in a month.
- Mentee must be informed about the meeting well in advance.
- In the meeting, mentee is encouraged to discuss their problems with the mentor.
- Mentor takes a note of all problems and try to solve the problems within his/her jurisdiction.
- Mentor after the meeting prepares a report and send his report to the department coordinator.
- Department Coordinator collects all the reports of all mentors of the department, consolidates them and send to Academic Coordinator.
- Department Coordinator also discusses the problems with the Director for feasible solutions.
- Academic Coordinator consolidates all reports and keep them in the office record of Director/ Hol.

B. Academic Approval Processes

SOP/AUM/CD/04 – Curriculum Development – BoS and Academic Council Meeting

- Curriculum Development – Curriculum development is a continuous process
- Course Structure and Detailed Course Curriculum is prepared by Program Advisory Committee and other experts from academia if required. Syllabus is prepared as per current requirements of the industry.
- While preparing curriculum feedback of stakeholders are considered after proper analysis.
- BoS Committee constituted has a approval of the university competent authority
- Director/ Hol is the default Chairman of the committee which consist of 1 external experts, and the faculty experts within school as internal members.
- External experts are invited preferably from industry to be external expert members of the committee.
- BoS is conducted in the slot approved by the university as per academic calendar
- On the date of BoS, Presentation is given by the Hol
- Suggestions are welcomed from external experts or other members regarding approval of curriculum or any significant changes.
- Minutes of meetings of BOS are prepared by the respective school and copy of the same is submitted to registrar office and Dean academics for further approval process and to be put in academic council.

SOP/AUM/EVF/05 - Employing Visiting Faculty**A. Faculty Search**

To find suitable faculty to employ as a visiting with requisite qualification Interview with HOI/faculty for selection Consent from the faculty

B. Note Sheet preparation

Remunerations Rates as per prevailing practices and approved:

- UG Theory and Pract
- PG Theory and Pract
- **Transportation Charges per day**
- Proposal to revise by the HOI thoroughly
- Proposal will be veighted by the Dean Academics
- HOI will obtained signatures of all the authorities mentioned on note sheet for final submission
- Note sheet format:

AMITY UNIVERSITY MUMBAI
Proposal for Employing Visiting Faculty
Institute/School:

For ----- Semester (Academic Session -----)
Note Sheet

It is requested that services of Mr./Ms./Dr, as a visiting faculty, needs to be availed to teach below mentioned courses for Program of Sem his/her CV is attached for perusal.

The Course wise details & estimated Honorarium is mentioned below & summited for kind approval:

Sr. No.	Course Name & Course code	Credit/Section	Total No. of Periods to be taken	Duration with Date	Rate per period (Rs.)	Total Amount to be Paid (Rs.)	UG/PG	Remark, if any
	Travelling Expenses (Rs. 500*Number of day in a week * number of weeks)							
	Total Amount to be Paid (in words)							

Coordinator

Dean Academics

HOI/Director

Hon'ble Vice-Chancellor

Hon'ble Chancellor

Dy. Director (HR)

Registrar

Submission by the respective School – HOI email only

Documents to attach & **Email to be send as per following instruction**

1. Note sheet signed by the respective authority mentioned except Hon'ble Vice Chancellor - **for each faculty in PDF format after obtaining signatures of concerned. - No compressed file pl.**

2. VF Synopsis- Excell sheet attached -

3. CV - All CV together in compressed file.

4. Teaching load summary of school as per **standard format**

The summary in the body of email to be written as below:

Sr No	Name of Visiting Faculty	Proposed amount
	Total Amount	

Dean Academics will recommend the proposal to Hon’ble Vice Chancellor for approval

Further process of approval of HO will be followed by HR-AUM

**SOP/AUM/RBP/06 -
Registration & Billing Process of VF**

Registration:

Uploading of Visiting faculty on Amizone through faculty login

- Select from drop down menu.
 - **UG**- Theory & Practical – as approved
 - **PG** – Theory & Practical – as approved
 - Travel:** as approved
- Upload all the necessary documents as required on Amizone.
- HOI to verify all the document and contents uploaded by the visiting faculty
- HOI will recommend the application to Dean Academics for further process
- Dean Academics office will further recommend the application to Hon'ble VC office

Hon'ble Vice Chancellor/VC Office will finally approve the VF application of individual faculty

Billing Process

- VF will submit the bills on 1st day of every month online through Amizone. This will only be applicable to approved applications
- Attendance data of students/ faculty attendance and time table are linked in Amizone hence it will be fetched automatically
- HOI to review the bills submitted and check all the details submitted by the VF
- Once review HOI recommends the VF to Dean Academics for further recommendation/ approval
- Dean after verifying recommends the VF bill to account section for further processing

SOP/AUM/LAP/07: Lateral Admission Process

Lateral admission applications are received by AUM for the Direct second year programs in Engineering, Transfer from Amity University in India, Transfer from any other university in India/abroad.

A committee is duly constituted by the office of registrar for each academic year to facilitate the process.

- Students apply online on admission website for lateral admission on specially created page.
- Admission team check the submitted documents and further sends to the respective school for mapping of the courses/credits of the respective program
- Committee meet once in week or as per the frequency of the applications

- HOI to present cases individually in front of committee and discuss the same.
- Note sheet is prepared as per standard format and the same is to be signed by all the members
- Once all members are approved/signed the note sheet is sent to Chairman of Committee for further process
- HOI to send an email with note sheet attachment and summary to the chairman of the committee
- Chairman of committee recommends the lateral admission committee decision to Hon'ble Vice Chancellor for final approval
- Once Hon'ble Vice Chancellor approves the admission office continue with the admission related process.

Sample Format:

AMITY UNIVERSITY MAHARASHTRA, MUMBAI School: - Amity School of Engineering and Technology Lateral Student Admission Academic Year -----						
Student Name	Qualification	Current Branch of Student	Recommended for Branch	Recommendation by Director	Recommendation by Committee	

Academic Coordinator	HOI/Director				
Dean Academics	Member	Member	Member	Member	

C. SOPs EVENTS RELATED

SOP/AUM/LSWSF/08:Guest Lecture/Seminar/Workshop/STTP/FDP

1. Objective and Scope

To organize guest lectures for the students considering their curriculum needs and latest inventions. Every semester respective department study the gaps in the curriculum as well as change in technological trends in the industry. Every department then suggests the domain areas in which the expert lectures are to be carried out.

The experts preferably from industries are invited to conduct such lectures for duration of 2 hours covering the gaps in the curriculum or focussing on some important aspects in the respective field.

2. Frequency:

Preferably during instructional days such lectures are arranged, typically once in a month for each department. Few are common for some disciplines depending on their common courses.

3. Activity process

- School meetings are conducted to discuss about the gaps in the curriculum in various courses and/or the change in the technology. The core areas are identified and broad topics of guest lecture/seminar are finalized.
- Co-ordinators are deputed for these activities and further process is carried out by the co-ordinator with approval of director. The topics are discussed with the director and approval is sought.
- School t Identify a pool of experts from research organization, industries, reputed academic institutions for lectures depending on their specialization.
- To obtain consent of the speaker communication is made with the eminent research/industry speaker. The short report including budget/dates/details of the speaker with preamble of the activity is prepared for submission to Hon'ble Vice Chancellor.
- The proposal is then sent to the Hon'ble Vice Chancellor for perusal and approval well in advance of the academic semester/event.
- Outcome report of the activity is shared with outcome director/registrar office after completion of event in 2 days.

SOP/AUM/IV/09: Industrial Visits

1. Objective and Scope

Site/Industry visits are organized for the students of all year in various subject domains. A practical know how of the related domain is being achieved through such visits. Students get actual knowledge of the processes in the industry and relevance of the curriculum concept they learned during their academics.

2. Process flow

- Faculty or in charge identifies the broad or specific areas from the curriculum or in general applications of such area and mention of the same in the curriculum.
- Based on the application, specific industries are identified by the faculty or in charge and approval is sought from the director.
- Formal communication in the form of request is made with the industry about their consent and availability of dates suitable for institute as well as industry.

- Approval from competent authorities is sought in all the cases with brief of the visit proposal and a copy of syllabus attached.
- Once industry is permitted students are informed accordingly and the instructions are issued to the students about does and don'ts.
- A consent letter in the form of undertaking is obtained from parents that they are aware about visit to a particular industry and are fully aware about all the details. In case of any untoward incidents institute will not be held responsible.
- Outcome report is to be submitted within 2 days from the completion of visit.

3. Outcome

Students understand the various process in actual practice. Application of theoretical aspects could be known to them after visiting industries of specific output.

SOP/AUM/NIN/10: Conduction of National/ International Conference

1. Aim and Objective:

The aim of an National/ international conferences is to bring together people from academic, industry, and government organizations. The main objective is to exchange ideas in the area of innovation and high technology under various domains.

2. Activity Process:

- School/Departmental meetings are conducted to discuss about various the necessity of a conference for the faculty, students and research scholar and the title is finalized. The title of various tracks under different domains are finalized.
- Co-ordinators are selected for the conference and further process is carried out by the co-ordinators
- The funding possibility, collaboration is to be looked for. Budget is prepared for such activity and approval is obtained by the competent authority as per AUM practices.
- Reputed publishers (Scopus, SCI Indexed) are to be identified for possible publication of high quality conference papers.

- The concept note is to be prepared and the proposal to be sent to Hon'ble Vice Chancellor for perusal and approval
- Identifying a pool of expert from research organization, industries, and reputed academic institutions for advisory committee, technical committee and other planned sessions depending on their specialization. The list of such experts is prepared for approval from the director for further process.
- To obtain consent of the speaker communication is made with the eminent research/industry speaker.
- Final confirmation invitations are sent to the expert before a month of the schedule.
- The final conference brochure with all the details of speaker, publication, registration fee etc is circulated in different colleges and institutes nationally and internationally for possible participation.
- The outcome report is to be submitted within 2 days from the conference is over.

SOP/AUM/PC/11: Program Change Process

In the case of request received by student to change program at AUM either within school or interschool program following procedure to be followed:

- HOI to ensure that the case of transfer falls within time frame well before the admission process is stop for the concerned year.
- Student to apply to the school head mentioning the valid reasons of the program change, the same to be endorsed by the parents in writing.
- HOI to verify the student application, parent consent as well the eligibility conditions of the programs where candidate is requesting transfer.
- The case again to be verified with Dean Academics for any academic process and guidance.
- Once admission dept confirms the eligibility of the program and candidate is eligible to seek transfer the note sheet is to be prepared after go ahead by the Hon'ble Vice Chancellor.
- HOI should recommend the case through proper channel (HOI/admission/dean academic/registrar) to Hon'ble Vice Chancellor for approval.
- Once Hon'ble VC approve the transfer the student to be ask to pay fees Rs 15000/- or as applicable time to time for transfer from one program to another. Further in case of student to be transfer to program of high fees the difference also to be paid by the student.
- Once student completes the fees payments the concerned school to be notified by the admission dept as well the changes to be made effective in Amizone.
- The admission dept/registrar office will ensure the uploading of such case for the final approval of Hon'ble Chancellor, AUM.
- Student will complete all the necessary backlog of new program within the time frame.