

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

<2025-2026>

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Part – I: General Information

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

1.1.1- Date of notification to the centre 1 & 2]

1.2 Details of Director, CIQA

- Name: Prof. Dr. Deepali Bhatnagar
- Qualification: MBA, M.Com, PhD.
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1.3 Details of CIQA Committee

a. Composition as per Regulations

	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	09-05-2024
b.	Three Senior teachers of HEI	Member 1	Prof. Jagdish Prasad- M.Sc. Statistics, PhD	Statistics	09-05-2024
		Member 2	Dr. Jayati Sharma- Master of Mass Communication, PhD	Mass Communication	09-05-2024
		Member 3	Prof. Bhupesh Kumar Singh- Ph.D., B.E.	Computer Science & Engineering	11-06-2026
c.	Head of the Departments or School of Studies From which programme is being offered in ODL and Online mode	Member 4	Prof. Neeraj Bhargava- M.S Computer Science, Ph.D	Information Technology	11-06-2026
		Member 5	Prof. Mani Sachdev- MA, M.Phil., Ph.D.	Humanities	09-05-2024
d.	Two External Experts of ODL and/or Online Education	Member 6	Dr. Vishvanath Tiwari M.Sc., Ph.D.	Director (Research & Development). Former Director (ODL & OP) Central University of Rajasthan, India	11-06-2026
		Member 7	Dr. Sher Singh MA, M.Ed., M.Phil, Ph.D.	Assistant Regional Director, Sr. Scale IGNOU	09-05-2024

S. No	Designation	Nomination as	Name and Qualification	Specialization	Date of Nomination in CIQA Committee
e.	Officials from departments of HEI	Member Administration 8	Dr. Nitin Bhardwaj MBA, MPhil, PhD.	Registrar	09-05-2024
		Member Finance 9	Mr. Manish Sharma Chartered Accountant	Assistant General Manager, Accounts	09-05-2024
f.	Director, CIQA	Member Secretary	Prof. Deepali Bhatnagar- M. Com, MBA, Ph.D.	Management	09-05-2024

a. 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	12 th June,2026	2	Minutes of 2nd Meeting of CIQA	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	T G	Total
1.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

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:

[illegible]

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

[illegible]

Note: Mention details separately for <July, 2025>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				(AY 24-25) 192	

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										(AY 25-26) 220 Total 291
N.										

Note: Mention details separately for <July, 2025>academic session, as applicable, as above.

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

From <July, 2025>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					AY 24-25) 65 (AY 25-26) 161 Total 226
2.	Master of Arts (Counselling Psychology)	2 years	104	Graduate	2,50,000					(AY 24-25) 622 Total 622

Note: Mention details separately for <July, 2025>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	As part of internal quality assurance, procedures, techniques, and systems are put in place to ensure that the services we provide meet predetermined standards and improve over time. We provide the kids with the following services: The online admissions procedure is simple and includes payment. AMIGO is a strong student learning management system that has been approved by regulatory bodies. Students may access a single learning management dashboard using AMIGO. Along with hard copies of their course materials, students also receive the content in electronic format. The four-quadrant teaching technique must be followed by every pupil. arrangements for the onboarding of students. strong automated system for helping students. The goal of student support managers is to assist the students. Robust academic assistance from faculty members under the domain “Ask your Professor”. Discussion forums facilitate easy communication between students and instructors. 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. Live virtual sessions for every module. setting up PCP courses and gathering evaluations at the conclusion of each session. Finish the online test while using appropriate monitoring tools, such as a biometric system and CCTV recording. Incorporating courses with added value into the curriculum. Workshops for academic and professional development as well as special orientation events are held online to encourage more working professionals to participate.	

2.	Self-evaluative and reflective exercises undertaken for continual quality improvement in all the systems and processes of the Higher Educational Institution and reflective exercises undertaken for continual quality improvement in all the systems and processes of the Higher Educational Institution and reflective exercises undertaken for continual quality improvement in all the systems and processes.	Amity University takes great pride in its comprehensive approach to teaching, providing students with well-structured and self-explanatory study resources. The soft copy is also made available to our students in order to facilitate remote learning, which is crucial to their academic path. We frequently evaluate their comprehension to make sure they understand the fundamentals of each subtopic. Additionally, this evaluation approach fosters a deep comprehension of the subject and reinforces learnt content by promoting active engagement. By allowing students to identify areas in which they need to improve and, if required, request further explanation, it also promotes a dynamic learning environment. The well-known educational model Bloom Taxonomy is followed in the meticulously designed internal test. By employing this taxonomy, we ensure that the assessment is consistent with various cognitive levels, promoting higher-order thinking skills and a thorough understanding of the subject matter. The internal evaluation consists of a series of carefully constructed multiple-choice questions (MCQs) with three difficulty levels: easy, medium, and challenging. The core idea difficulty levels are presented to the students in eleven simple multiple-choice questions, five medium-difficulty questions, and three challenging questions. It is feasible to evaluate their skills and knowledge because of this fair distribution comprehensively at various levels of difficulty. It also encourages students to learn more about the topic, demonstrating their ability to assess and apply what they have learned. Students also encounter an interesting case study at the end of their courses as they progress through them. 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	
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		the course material. Amity University's online assessment system provides students with a solid basis for learning and evaluation. It ensures that students comprehend the concepts completely, promotes critical thinking, and prepares them for real-world challenges. We help our pupils succeed academically. Participants successfully apply their knowledge by including final case studies, internal exams connected to Bloom Taxonomy, and continuous evaluations. By adopting this comprehensive strategy, we aspire to produce well-rounded individuals who can make substantial contributions to their chosen field and promote future growth.	
3.	Contribution in the identification of the key areas in which Higher Educational Institution should maintain quality	Access to state-of-the-art buildings, libraries, labs, and digital resources enhances learning settings. Amity invests in state-of-the-art infrastructure and systems that support diverse learning styles and enable collaborative research. Amity advances society via cutting-edge research and innovation. By stimulating interdisciplinary cooperation, motivating educators and students to carry out research, and forming partnerships with companies and research facilities, innovation and practical issues are tackled. By putting in place robust quality assurance methods and obtaining accreditation from reputable organisations, Amity ensures that it will fulfil the high national and international standards. Regular internal and external evaluations, comparing against peers worldwide, and addressing areas that require improvement all contribute to increased institutional quality. 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. Working together with businesses, nonprofits, and the community helps close the knowledge gap between academics and the real world. 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.	
4.	Mechanism devised to ensure that the quality of Online programmes matches with the quality of relevant programmes in conventional	Amity has a robust system in place to ensure the quality of its academic programs. Most academic bodies, including the Board of Studies and the Academic Advisory Council, are connected to the main institution. Each committee is formed under the strict oversight by the highest authority in the university. The conventional institution's courses are identical. The format of the test is the same as that of a typical exam.	

	mode (For Dual Mode HEIs)	Since the test is overseen and directed by the university's Controller of Examination (CoE), consistency is preserved.	
5.	Mechanisms devised for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society, employers, a n d G o v e r n m e n t f o r quality improvement.	In the realm of education, the quality of learning experiences and results is vital. Amity has established a number of channels for interacting with and obtaining feedback from all relevant stakeholders, such as students, teachers, employees, parents, employers, and the government, in order to ensure continued growth and applicability. These systems are essential tools for improving educational standards and adapting to shifting needs. Students are at the center of the educational process, making them possibly the most significant stakeholders. We have devised a number of strategies to communicate with them in an efficient manner. Through frequent surveys and feedback forms, students may express their opinions on teaching methods, course content, and overall experiences. 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. Additionally, focus groups, town hall meetings, and open forums offer outlets for direct communication 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.	

6.	Measures suggested to the authorities of Higher Educational Institution for qualitative Improvement	Every academic and administrative process is reviewed, and actions are taken to improve its effectiveness and calibre: The IQAC closely monitors every procedure and ensures that the required improvement actions are taken. If more steps are required, brainstorming is carried out to ensure a smooth resolution. Students can be contacted in a number of ways, such as by asking about their thoughts on facilities, resources, administrative and academic operations, etc. Programs, programs, curricula, etc. are evaluated in compliance with the Academic Council's approval and the Board of Studies' recommendations. To address student diverse concerns and grievances, a grievance resolution structure with several communication channels is in place.	
7.	Implementation of its recommendations through periodic Reviews	Acknowledging compliance in an open manner will promote proactive problem-solving and corrective measures. Within In summary, implementing recommendations for enhancing quality through periodic assessments is a dynamic and iterative process. Institutions can methodically raise the standard of instruction and overall effectiveness by establishing a review system, prioritizing recommendations, creating comprehensive action plans, including stakeholders, conducting regular evaluations, and being adaptable. By utilizing data to guide our choices and making a commitment to continuous improvement, we can position ourselves as leaders in delivering relevant, influential, and revolutionary education.	
8.	Workshops/ seminars/ symposium organized on quality related themes, ensure participation of all stakeholders, and disseminate the reports of such activities among all the stakeholders in Higher Educational Institution.	strengths, and indicate areas for improvement. Reporting and Documentation: CIQA keeps thorough records of the event, including talks, presentations, results, and comments. Report Distribution: CIQA distributes the event report to all interested parties, including those who were unable to attend. Follow-up and Implementation: CIQA keeps an eye on how the suggestions,	

		concepts, and action items that came out of the event are being carried out. It keeps tabs on developments and reports on results based on conversations and information acquired. Integration with Quality Assurance Procedures: CIQA makes sure that the knowledge gathered from these incidents are included into our improvement plans and quality assurance procedures. 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.	
9.	Developed and collated best practices in all areas leading to quality enhancement in services to the learners and disseminate the same all concerned in Higher Educational Institution	The first stage in developing best practices is a comprehensive assessment of the organization's present practices, approaches, and outcomes. Students, teachers, staff, and other stakeholders must be included in order to identify areas that require improvement. Best practices are created utilising a systematic technique when these areas have been identified. These practices are evidence-based, data-driven, and in line with the organization's goals and mission. Best practices must be assembled into a comprehensive resource center or repository when they are developed, such as a manual, online platform, or series of seminars. The best practices are grouped as part of the collation process: give succinct explanations for each step and practical implementation guidance. 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. 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.	
10.	Collected, collated and disseminated accurate, complete and reliable statistics about the quality of the programme(s).	Accurate, thorough, and reliable data about the quality of educational programs must be gathered, compiled, and disseminated in order for educational institutions to make informed decisions, enhance program efficacy, and uphold transparency. This systematic approach encourages continuous development and enables stakeholders to assess program effects. The procedure is as follows: Information Gathering: This process starts with gathering relevant information from various sources. Research results, graduate employment rates, teacher remarks, student assessments, course ratings, and other performance measures are some examples of these sources. Data is collected methodically and consistently throughout time to ensure accuracy and reliability. Collection and Analysis: After the data is gathered, it is organised and assembled for perceptive analysis. Sophisticated data management solutions are often used to analyse and evaluate the data. Statistical methods and procedures are used to identify trends, patterns, and key performance indicators. The program's benefits, drawbacks, and issue areas are all identified with the help of this study. Quality metrics and benchmarks: Quality measurements and recognised standards are compared using reliable statistics. Examples of these benchmarks include industry standards, legislative requirements, or internal objectives set by the company. By comparing data to these benchmarks, we evaluate the effectiveness of our initiatives and if they	

		meet the necessary quality criteria. Performance Reports: Using the collected and analysed data, comprehensive performance reports are created. These papers highlight significant discoveries and provide a succinct overview of the program's or programs' quality. The stakeholders who should be able to access and understand performance reports include instructors, administrators, students, parents, and external accrediting organisations. Accountability and Transparency: By disseminating the collected data and performance reports, accountability and transparency are encouraged. Openly sharing this information with stakeholders through websites, prospectuses, LMS alerts, newsletters, and other channels demonstrates our commitment to quality and enables external verification. This transparency encourages confidence and trust among stakeholders. Feedback Loops: 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 current data. Benchmarking and Best Practices: 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. Continuous Improvement: 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	
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		trends. This way, we can make sure that the programs are always changing to satisfy the demands of stakeholders and learners.	
11.	Measures taken to ensure that Programme Project Report for each programme is according to the norms and guidelines prescribed by the Commission and wherever necessary by the appropriate regulatory authority having control over the programme	The PPR is prepared by the relevant School of Studies in compliance with UGC Regulations' "Guidelines on Program Project Report" and presented to the CIQA meeting for approval. The statutory committee then receives the CIQA meeting minutes for final approval. The BOS, which is made up of both internal faculty and outside subject matter experts, regularly reviews the syllabus and course material as part of the academic audit. The School of Studies controls the whole academic process to assure quality.	

12.	Mechanism to ensure the proper implementation of Programme Project Reports	Giving students outstanding educational experiences that meet industry expectations is the aim of Amity University's educational approach. The Academic Council and the School Board, the university's top academic authority, must approve new academic programs through a rigorous approval procedure. Amity emphasises industry-centric courses and ensures that every student learns at a high level through outcome-based curriculum and evaluation processes. The institution employs a comprehensive program assessment procedure to determine the effectiveness of its programs and ensure that they are in line with its goal. At Amity, each course is designed with a set of objectives in mind, and departments use a range of assessment methods to review student work and ensure that it is in line with the objectives. 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.	
13.	Maintenance of record of Annual Plans and Annual Reports of Higher Educational Institution, review them periodically and generate actionable reports.	Amity oversees the maintenance of the records of yearly plans and reports using a systematic and organised approach. Some important steps performed in this direction are as follows: establishing a transparent, uniform file system to store all documents pertaining to plans and yearly reports. We ensure that the file name guidelines follow a common format and are easy to understand. 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,	

		completeness, and compliance to spot patterns and areas of strength and weakness. If needed, we then take corrective action. Based on the review's findings, CIQA creates reports and sends them to the relevant parties. By emphasising the areas that need improvement, these reports help make educated decisions about the program's overall effectiveness.	
14.	Inputs provided to the Higher Educational Institution for restructuring of programmes in order to make them relevant to the job market.	To ensure that graduates have the skills and knowledge necessary to satisfy industry expectations in today's rapidly evolving labour market, programs must be regularly updated and improved. To make programs more relevant to the labour market, we take into account a range of inputs and strategies: 1. Industry Partnerships and Advisory Boards: One of the most important strategies is collaborating with industry through partnerships and advisory boards. These collaborations shed light on talent needs, technology developments, and employment trends both now and in the future. To bridge the knowledge gap between academics and the real world, industry experts give internships, co-ops, guest lectures, and assistance in developing curriculum. 2. Market study: Conducting a thorough market study facilitates the identification of high demand industries, emerging sectors, and specific job categories. This data-driven approach allows us to adapt our programs to the needs of the labour market. 3. Curriculum Adaptation: We continuously review and update program curricula to incorporate the most recent developments in technology and business processes. This means using case studies, real-world work environment simulations, useful projects, and	

		practical experiences. The courses cover both industry-specific skills and basic information. 4. Flexible and interdisciplinary Programs: By enrolling in programs that are both flexible and interdisciplinary, students may get a wide range of abilities that are helpful in a number of vocations. By providing concentrations, minors, or cross-disciplinary courses, students can customise their education and concentrate in relevant fields. 5. Soft Skills and Professional Development: While technical skills are essential, professional success also depends on soft skills like problem-solving, communication, critical thinking, and teamwork. We make care to provide students the chance to develop these abilities through workshops, seminars, group projects, and leadership experiences. 6. Technology Integration: 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. 6. Innovation and Entrepreneurship: 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. 7. Ongoing Feedback and Alumni Engagement: Asking alumni who are now employed in a variety of areas for their opinions can also yield insightful information about	
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		the advantages and disadvantages of current programs. In addition to suggesting areas for improvement, alumni share their thoughts on how effectively their education prepared them for their professions.	
15.	Facilitated system-based research on ways of creating learner centric environment and to bring about qualitative change in the entire system.	Establishing a committee to submit an application for assessment and certification from a reputable organization, such as NAAC, is a meticulous and deliberate procedure that involves several crucial components. Below is an explanation of the steps required to carry out this function successfully: 1. Committee Formation: Establishing a specialised coordinating unit with qualified and experienced individuals, including faculty, administrative staff, quality assurance specialists, and representatives from other departments, is the first step. This division is in charge of all related activities and acts as the catalyst for the accreditation procedure. 2. Awareness and Orientation: This committee's main responsibility is to hold awareness and orientation meetings for all parties involved in the institution, such as the administration, staff, teachers, and students. 2. Self-Assessment Preparation: 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. 4. Criteria-wise Documentation: 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. 5. Internal Review and Mock Assessments: 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. External Peer Review: 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. 7. Document Submission: 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 to accurately display all necessary information. 8. Accreditation Visit Preparation: 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. 9. On-site Visit Support: 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	
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		questions, and promote easy interactions. 10. Post-Visit Follow-up: 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. 11. Quality Enhancement Plan: 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. 12. accrediting Outcome: 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.	
16.	Steps taken as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc.	Establishing a committee to submit an application for assessment and certification from a reputable organization, such as NAAC, is a meticulous and deliberate procedure that involves several crucial components. Below is an explanation of the steps required to carry out this function successfully: 1. Committee Formation: Establishing a specialised coordinating unit with qualified and experienced individuals, including faculty, administrative staff, quality assurance specialists, and representatives from other departments, is the first step. This division is in charge of all related activities and acts as the catalyst for the accreditation procedure.	

		2. Awareness and Orientation: 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. 3. Self-Assessment Preparation: The unit works closely with stakeholders and other departments to assist the self-assessment process. This means compiling comprehensive data on academic programs, facilities, student outcomes, institutional operations, and other relevant subjects. The committee assists in analysing this information to identify its benefits, drawbacks, opportunities, and challenges. 4. Criteria-wise Documentation: This committee then helps the institution create criterion-wise documentation in compliance with the accreditation agency's framework. This include compiling records, reports, rules, and other evidence that shows the organization complies with accreditation standards. 5. External Peer Review: One crucial initial step is collaborating with external peer reviewers. The unit locates and invites seasoned professionals, professors, and experts from related sectors to assess the institution's readiness for accreditation. These reviewers confirm the self-evaluation's findings, provide perceptive criticism, and suggest improvements. 6. Document Submission: The committee is in charge of gathering and forwarding the self-assessment report and any supporting materials to the relevant accrediting body. To correctly present all required information, meticulous attention to detail is required. 7. Accreditation Visit Preparation: By organising facilities, scheduling meetings with peer reviewers and other stakeholders, and managing logistics, the committee gets the institution ready	
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		for the accreditation visit. To highlight the institution's initiatives and strengths, this entails setting up meetings, lectures, and campus tours. 8. Support for On-Site Visits: 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. 9. Post-Visit Follow-up: 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. 10. Quality Enhancement Plan: 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.	
17.	Measures adopted to ensure internalization and Institutionalization of quality enhancement practices through periodic accreditation and audit	Amity has implemented procedures to ensure improvements in overall quality. In order to modernize facilities and enhance educational standards, CIQA conducts audits and self-evaluations with a focus on continuous development. All of these initiatives have contributed to the growth and success of Amity University's online learning environment. Actions have been taken to ensure the institutionalization and internationalization of quality improvement processes. To do this, audit and compliance processes are employed on a regular basis. It's crucial to ensure that these conditions are met as online education grows in popularity.	

		The development and administration of the university's academic standards, policies, and programs are heavily influenced by the University Academic Council. Ensuring the integrity, quality, and application of education is its primary responsibility. This includes research and innovation, governance, outreach, and societal efforts in addition to teaching, learning, and evaluation. As part of the quality assurance process, subject-matter experts evaluate the company and provide recommendations for improvement during peer review. In addition to ensuring regulatory compliance, regular audits are carried out to ensure that standards are maintained. Among other things, these audits look at the institution's policies, practices, and processes. 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.	
18.	Steps taken to coordinate between Higher Educational Institution and the Commission for various quality related initiatives or guidelines	Effective coordination between the institute and the relevant Commission responsible for quality assurance is necessary to ensure the successful implementation of quality-related programs and standards. This partnership improves accountability, promotes continuous improvement, and facilitates the raising of educational standards within the higher education system. The following protocols outline how Amity collaborates with the Commission on various quality-related initiatives or directives: Establishing Contact lines: We begin the coordination process by establishing clear, efficient lines of communication with the Commission. Regular meetings, seminars, and workshops are organised to	

		promote communication and information exchange. These channels allow both parties to discuss initiatives, share ideas, and work out any problems or challenges. Alignment with Regulatory Framework: The Commission's established regulatory framework will be adhered to by its quality-related policies and activities. This alignment ensures that the efforts correspond to national or regional norms and expectations. Cooperation in Policy Development: We collaborate closely with the Commission to create quality-related policies and recommendations. Furthermore, the policies are assured to be practical, realistic, and indicative of the many needs and settings of educational institutions. Joint Workshops and Training Programs: 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. Data Sharing and Reporting: We regularly provide relevant data and reports to the Commission as part of our quality assurance processes. This data includes infrastructure, instructor certifications, program assessments, and student results. Data sharing encourages transparency and makes it possible for the Commission to assess project progress. Peer review and assessment: We participate in peer review and assessment processes that are facilitated by the Commission. By having specialists from different HEIs assess institutions, peer assessments guarantee an external perspective on quality. By using this method to compare its processes to industry standards, Amity may identify opportunities for improvement.	
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		Feedback and Improvement Mechanisms: Based on our real-world experiences and difficulties, this feedback aids the Commission in honing and modifying its strategies. Compliance Monitoring: The Commission and the institute collaborate on compliance monitoring initiatives. To make sure we are following set standards and consistently enhancing their quality assurance procedures, audits and assessments are carried out on a regular basis. Sharing Best Practices: 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. Integration of Feedback: 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.	
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19.	Information obtained from other Higher Educational Institutions on various quality benchmarks or parameters and best practices.	Best Practices for Teaching and Learning combines the depth of institutional expertise with the most recent educational research. This resource offers research-based teaching strategies for all subject areas and grade levels. Three major areas of best practices for teaching and learning are highly prioritised by the university: It is crucial to take into account how the physical setup and the teacher's position affect students' expectations in order to create a secure and effective learning environment where students are responsible, self-motivated, and self-evaluative. We create assignments and examinations in compliance with learning standards to achieve this. Make conscious planning to adapt your teaching strategies to meet the requirements of every student. 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. Nonetheless, we adhere to the finest methods and closely follow the top online education provider. We regularly conduct the research for the aforementioned tasks.		
20.	Recorded activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance.	Academic meetings, skill-building workshops, webinars, seminars, FDPs, MDPs, and guest lectures are all scheduled for every semester. These events are planned at the beginning of the semester and put up in the proper locations to ensure maximum participation in both academic and extracurricular activities. Meetings are held, information is gathered, organised, and reports are completed in		

		accordance with the standards in order for the annual reports to be submitted. When these reports are finished, they are appropriately submitted. They are also placed in the right places to guarantee that the institute is known to all relevant parties.		
21.	(a) Submitted Annual Reports to the Statutory Authorities or Bodies of the Higher Educational Institution about its activities at the end of each academic session.	• The 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: • The mission, goal, values, and organisational structure of the institute are all included in the institutional overview. The context for the remainder of the report is established in this section. • Academic Programs and Achievements: Provides information on the variety of academic programs available, enrolment figures, graduation rates, and noteworthy faculty and student accomplishments. • Research and Innovation: Highlights research endeavours, publications, partnerships, and any innovations or breakthroughs that have taken place this academic year. • Facilities and Infrastructure: Provides an overview of the organization's facilities, such as classrooms, labs, libraries, and other		

		establishments that facilitate research, teaching, and learning. • Student Support Services: Describes the variety of services that students can use, including extracurricular activities, career advising, student organisations, and counselling. • Faculty Development and Training: Highlights efforts geared at faculty development, such as workshops, training programs, and chances for professional growth. • Community participation: Explains the institution's outreach initiatives, industry partnerships, institutional collaborations, and participation with the local community. • Financial Overview: Provides an overview of the finances, including sources of income, budgetary allocations, and expenses. Building confidence in financial matters requires transparency. • Difficulties and Corrective Actions: Discusses difficulties encountered throughout the school year and describes actions done or intended to deal with these difficulties going forward. • Future Plans and Goals: 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. • Accreditation and Recognition: Highlights any honours, accolades, or accreditations the school has obtained this academic year, reaffirming its dedication to excellence. • Testimonials & Impact Stories: Contains statements attesting to the beneficial effects of the institution's operations from students, staff, alumni, and other stakeholders. Appendices and Data: Offers extra supporting documentation, including reports, charts, graphs, and statistical data, to give a more thorough picture of the institution's performance.		
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	(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. 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: -Establish an expert group to examine the academic procedures and process. -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. -Staff members at the Centre should receive frequent training to stay current on the newest methods for improving quality. Appropriate minutes are kept. Lastly, the committee evaluates the Center's reports and provides suggestions for enhancements. -We take steps such as integrating quality enhancement strategies into the University's policies and processes to guarantee their internalization and institutionalization. -Utilize student input to raise the standard of instruction and learning. The University takes the following Steps to enhance audit and accreditation: Establish a strong system of quality assurance to meet all standards for compliance and quality. - criteria. Make sure the quality assurance system is functioning properly by routinely monitoring and assessing it.		

		Faculty and staff should be encouraged to take part in audit and accreditation procedures. Additionally, CIQA is essential in promoting internationalization in ways such as: 1. We can meet or beyond the expectations of international students, teachers, and partners by using quality standards and benchmarking. 2. Curriculum Development: We integrate global case studies, viewpoints, and cooperative initiatives. 3. Faculty Development: To assist faculty members in acquiring the abilities necessary for successful cross-cultural teaching and communication, we host workshops and training sessions. 4. International Partnerships: We create and foster partnerships with research institutes, universities, and business partners around the world. 5. Student Services: To assist the students in integrating and succeeding, we offer counselling, orientation, and other services. 6. Cross-Cultural Competence: 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. 2. Evaluation and Ongoing Improvement: 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.		
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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	offers instruction on using technological tools for online exams, promoting online conversations, and producing captivating multimedia content. Course Design Support: 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. technological Integration: 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. Quality Assurance and Review: Lastly, the platform is examined to make sure that the online courses' instructional design satisfies the necessary requirements. Cooperation with Statutory agencies: 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. Feedback and Pilot Testing: After online courses have undergone pilot testing, teacher and student input is gathered. Continuous Improvement: 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. 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.
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24.	Promoted automation of learner support services of the Higher Educational Institution	The learner support services are the most crucial component of any learning system. The university investigates the goals of the various learner support programs available to students. Amity University provides its students with ICT resources, interactive support services, a monitoring system to ensure effective student support services, and dedicated staff to oversee service delivery. In order to provide proper instruction and conducive learning settings, varied and heterogeneous learning groups that are geographically distributed and have increasing expectations from all parties involved need effective support services as information and communication technology progresses. 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. Utilizing 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.	
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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	Amity has a large faculty pool that teaches a variety of courses. This includes all of the tasks required for the academic delivery. Certain tasks are also completed by outside experts who attend important committee meetings to provide their ideas and opinions in compliance with the rules of the applicable regulatory body. This helps us cross-check our internal processes and procedures. First and foremost, all important responsibilities are managed by Amity University's own professors.	
26.	Coordinated with third party auditing bodies for quality audit of programme(s)	The internal audits are carried out by Amity's internal IQAC division. The reports are then sent to the quality assurance department, or QAE, at Amity University Uttar Pradesh. The flaws that have been discovered are reported to us. In order to ensure that the gaps have been addressed, QAE and Amity do another audit after taking steps to seal the holes. The QAE department of Amity University then works with the third party for the quality audit.	
27.	Overseen the preparation of Self-Appraisal Report to be submitted to the Assessment and Accreditation agencies on behalf of Higher Educational Institution	The institution's strengths, accomplishments, challenges, and action plans are all thoroughly summarised in the Self Appraisal Report (SAR), which ultimately influences the institution's accreditation status. Creating a SAR Committee: The first stage is to create a specialist SAR committee comprised of administrators, seasoned lecturers, and other interested individuals. This committee is in charge of organising information from other departments, organising the entire process, and ensuring the report's quality and thoroughness. Gathering Useful Data and Information: The school gathers a variety of data and information on its academic programs, teaching and learning strategies, research projects, student services, infrastructure, governance structure, and other	

		subjects. This information provides the factual basis for the SAR and helps evaluate the current condition of the organization. Identifying Our Advantages and Disadvantages: We assess this information to identify our advantages and disadvantages. This study is comprehensive, impartial, and data-driven. The projects, innovative techniques, and our advantages are highlighted. Finding the Opportunities and Difficulties: Extra effort is put into identifying the challenges and opportunities for improvement. Developing Action Plans: Based on the identified strengths, weaknesses, opportunities, and challenges, actionable and measurable change plans are developed. These action plans are certain to be exact, time-bound, and focused on enhancing various aspects of the company. Writing and Compilation: The SAR is finished in a clear, organised, and concise manner. The collection of statistics, graphs, charts, and accompanying material offers a comprehensive picture of Amity. Finalisation and Submission: 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.	
28.	Promoted collaboration and association for quality enhancement of Online mode of education and research therein	Standards and Quality Assurance: 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. Research Collaboration and Dissemination: Research collaboration promotes the exchange	

		of knowledge, conclusions, and empirical data that contribute to the 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. Access and Inclusivity: 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.	
29.	Facilitated industry-institution linkage for providing exposure to the learners and enhancing their employability.	The industry-based databank of Amity Rajasthan is quite strong. Nonetheless, the majority of Amity's initiatives are sector-specific. The close engagement within the sector through a range of activities, including expert presentations, placement drives, virtual job fairs, and mentor-mentee concepts, has enabled strong industry networking. Opportunities for employability have resulted from this. All things considered, an industrial connection program with colleges fosters economic growth, creativity, and collaborative efforts to solve real-world challenges by establishing a symbolic relationship between academia and industry.	

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

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

1.	Governance, Leadership and Management: a. Organisation Structure and Governance b. Management c. Strategic Planning d. Operational Plan, Goals and Policies	Governance, Leadership, and Management: a. We have put in place a transparent governance structure that outlines the department's roles, duties, and decision-making procedures. b. Hiring skilled and knowledgeable employees who are aware of the potential and difficulties associated with online distance learning. c. To promote cooperation and openness, we have established efficient lines of communication between the administration, staff, teachers, and students. d. The program team is given opportunities for professional growth to improve their abilities in managing online distance learning. Organizational Structure and Governance: 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. Strategic Planning: Amity's strategic plan outlines the vision, mission, and goals of education. We conduct a comprehensive analysis of the online distance education landscape, including market trends, competition, and student needs. Strategic priorities and initiatives are defined to enhance the quality, accessibility, and affordability of online education offerings. We establish key performance indicators (KPIs) and metrics to measure progress towards strategic goals. We regularly review and update the strategic plan to align with emerging technologies, pedagogical approaches, and industry demands.		
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		Operational Plan, Goals, and Policies: Our operational plan translates the strategic goals into actionable steps and timelines. We set specific and measurable goals for program development, student enrolment, retention, and student satisfaction are set. Policies and procedures have been developed that address online distance education-specific considerations, such as faculty recruitment and training, course design and development, student support services, and assessment and evaluation. We continuously monitor and evaluate operational performance against established goals and policies and make necessary adjustments as needed.			
2.	Articulation of Higher Educational Institution Objectives	Amity University Objectives: Educational Excellence: • To establish and maintain a culture that values excellent instruction and emphasises an outcome-based educational framework. • Encourage the application of a range of contemporary mechanisms, as well as suitable new technologies and techniques, in the teaching and learning process. • Put an emphasis on improving employability by delivering high-quality education and helping students build their skills and capabilities. • When developing the course curriculum, take into account the input of all stakeholders. • Including CBCS in the academic program Students' holistic development: • Make sure the teaching and learning environment is holistic and learner-centred. • 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. Why Provide students the skills they need to be responsible professionals by connecting basic ideas and classroom instruction to real-world			

		applications. To prepare students to succeed professionally and personally to embrace a commitment to lifelong learning • To develop digitally literate students who can use technology strategically to find and evaluate information, connect and collaborate with others, produce and share original content, & use the internet and technology tools to achieve many academic, professional and personal goals. • To facilitate the integration of research and inquiry into the curriculum and move towards developing students as knowledge producers. Innovation & Research Excellence: • 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; • 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; • To establish fruitful, mutually beneficial, and sustainable research collaborations with government, industry, and other reputable international universities. • 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. • Promote realization of the importance of research among faculty in achieving a competitive status. • Promote rigorous research that is relevant to the nation and aligned with industry needs and goals • Enhance quality of research publications evidenced by high citation index per paper. • Increase prolific academic experts Intellectual Capital Investment: • • Draw in and keep a diverse and capable staff Create fresh strategies to encourage		
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		productive dialogue on significant intellectual topics amongst staff, faculty, and students both inside and outside of institutions. • Encourage faculty members to collaborate across institutions and universities in intellectually stimulating ways. • 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. • Motivate academics and staff to uphold the university's basic principles and values. Maintain High Ethical Values and Foster Social & Environmental Responsibility: • • 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. • To recruit and retain qualified instructors and staff who are compassionate and help students achieve their learning objectives. • Promote community outreach by means of general education initiatives. • Promote environmentally sustainable development and raise awareness of global, ethical, social, and environmental challenges. • To include environmental literacy, sustainability, and human values into theory, practice, and instruction. Globalisation: • Expand the variety and quantity of foreign faculty and students • Providing opportunities for global exposure and international experiences to students • To increase number of inbound – outbound students through Student Exchange Programme, Study Abroad Programme etc. To increase numbers of international scholarships/fellowships/grants etc for students and faculty Attaining & Retaining Accreditations and Enhance Rankings:		
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		• 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 • Constant evaluation of systems and processes—important deliverables to meet benchmarks and obtain higher accreditations from global accrediting organisations Building Strong Industry Linkages and Alumni Network: • To identify opportunities for expanding relationships with industry through various activities; • To establish connections between the university and industries in order to enhance the university's curricula, promote research, and advance technologies; • 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. Enhance Employability and Entrepreneurial Capabilities Among Students • Help students determine their professional objectives and raise their understanding of the various job alternatives accessible to them. • To draw in the most reputable firms for campus placement in order to improve placement quality and guarantee 100% placements for students. • Assist students in acquiring the abilities and job-search techniques necessary to fulfil their professional aspirations. • 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. • Find qualified employers and assist them in achieving their employment objectives.		
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		Adopt Good Governance • 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. Establish standards for, encourage, and enable every university employee to make morally sound judgements. • To create different procedures, rules, and systems to ensure that the University's many constituents operate effectively and efficiently. • To establish a just and equitable system for allocating funds to each and every organisation. To enable efficient planning, a thorough grasp of the administrative procedures and financial scopes of various organisations must be developed.			
3.	Programme Development and Approval Processes a. Curriculum Planning, Design and Development b. Curriculum Implementation c. Academic Flexibility d. Learning Resource e. Feedback System	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. 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. 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. 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. The Program Review and Outcome e			

		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. 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 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. 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.			
4.	Programme Monitoring and Review	Monitoring is an ongoing activity that enables consistent feedback on information or data that has been consistently gathered. Review: 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.			

		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. 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. 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). 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. Reports from the Program Review Committee; minutes and acts of the Board of Studies Reports from Academic Committees Since each provided program is evaluated separately and not in conjunction with other programs, distinct program review reports will be generated for each program. The academic office receives completed monitoring documents.			
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			

		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. 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 as computer labs, studios, and reading rooms. 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.			
6.	Learning Environment and Learner Support	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 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.			
7.	Assessment and Evaluation	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			

		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	Curriculum Design & Development: · 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. · Developed standards and criteria for designing online courses, including the use of online learning-appropriate evaluation techniques and multimedia materials. made sure that the learning objectives and academic rigour of the online and traditional classroom courses were in line. Needs Assessment: · 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) Students' ongoing comments on LMS are used to assess the online learning environment. Faculty Support & Development : · 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. Technological Infrastructure: · The learning management system (LMS) of the college was upgraded from Canvas to AMIGO in order to facilitate the efficient delivery of online courses. Added software and technologies to improve online interactions, such live class recordings and efficient student support services for answering questions from students. The LMS manager held training workshops for faculty members to acquaint them with the LMS and make sure they are prepared to
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		provide high-quality instruction in the online environment. Students Support: • 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. Quality Assurance & Evaluation: • To guarantee the continuous enhancement of online courses and their classes, we have a strong quality assurance procedure in place • .Conducted frequent evaluations of learning outcomes, student engagement, and course efficacy, using faculty and student input to inform ongoing improvements. Marketing & Admission Team: • 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. • Our admission team handles student admission and generates their enrolment numbers.	
2.	Validation	Once the academic planning is done with all the stake holders then it is put up to the academic committee Amity University for approval	

3.	Monitoring, Evaluation and Enhancement Plans a. Reports from Examination Centres b. External Auditor or other External Agencies report c. Systematic Consideration of Performance Data at Programme, Faculty and Higher Educational Institution levels d. Reporting and Analytics by the Higher Educational Institution e. Periodic Review	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. 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.	
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Part – III: Human Resources and Infrastructural Requirements

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

Or

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

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	4	Regular
2.	B. Com(H)	Kajal Yadav	M.Com, PhD	6	Regular
3.	B. Com(H)	Prof. Dr. Deepali Bhatnagar	MBA, M. Com, PhD.	21	Regular
4.	B. Com(H)	Dr. Anupam Jain	MBA, PhD	13	Regular
5.	B. Com(H)	Dr. Shakir Hussain Malik	MA, PhD	4	Regular
6.	B. Com(H)	Mr. Akshay Yande	MA (Psychology), PG Diploma in Training & Development	19	Regular
7.	B. Com(H)	Dr. Ankita Chaturvedi	M.Com (ABST), M. Com (BADM), PhD	19	Regular
8.	B. Com(H)	Dr. Soma Patnaik	MBA, PhD	5	Regular
9.	B. Com(H)	Dr. Reetika Sehgal	MBA, PhD	15	Regular
10.	B. Com(H)	Dr Shubham Kakran	M.Com, PhD	2	Regular
11.	B. Com(H)	Dr. Hemant Bhanawat	M.Com, MBA, PhD	9	Regular
12.	B. Com(H)	Aanchal Oswal	M.Com, CS	5	Regular
13.	B. Com(H)	Simran Kaur	M.Com, B.Ed.	3.1	Regular
14.	M.Sc. (Data Science)	Dr. Savdeep Vasudeva	MBA, PhD	24	Regular

15.	M.Sc. (Data Science)	Dr. Sonal Khandelwal	MBA, PhD	10	Regular
16.	M.Sc. (Data Science)	Ms. Kalpana	MTech	14	Regular
17.	M.Sc. (Data Science)	Mr. Deependra Ojha	MBA	12	Regular
18.	M.Sc. (Data Science)	Dr. Anjali Pandey	MA, PhD	6	Regular
19.	M. Sc (Data Science)	Dr. Pulkit Mehenderatta	MTech, Ph.D.	13	Regular
20.	M.Sc. (Data Science)	Ms. Shilpa Tyagi	MCA	9	Regular
21.	M.Sc. (Data Science)	Dr Era Upadhyay	M. Sc, PhD	17	Regular
22.	M.Sc. (Data Science)	Mr. Zahir Mulani	MCA	17	Regular
23.	M.Sc. (Data Science)	Dr Akansha Mehanderatta	MTech, PhD (CSE)	12	Regular
24.	MA Psychology	Dr Monika Gwalani	MA (Psychology), PhD	5	Regular
25.	MA Psychology	Dr. Aarushi Rajput	MA Clinical Psychology, PH. D	2	Regular
26.	MA Psychology	Dr. Divya Vashistha	MSc, PhD	1.5	Regular
27.	MA Psychology	Dr. P Sharon Shulamite	MSc Health Psychology, Ph.D.	2.1	Regular
28.	MA Psychology	Dr. Aahana Saha	MA, PhD	3	Regular
29.	MA Psychology	Ms. Pallavi Mehta	MSc, MA Psychology	11	Regular
30.	MA Psychology	Dr. Ayushi Pandwal	MA Psychology. PhD		Regular
31.	MA Psychology	Dr. Bhavna Uba	MA, PhD	10	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
23.	Dr. Ayushi Pandwal	MA Psychology. PhD		Regular
24.	Dr Shubham Kakran	M.Com, PhD	2	Regular
25.	Dr. Hemant Bhanawat	M.Com, MBA, PhD	9	Regular
26.	Dr Era Upadhyay	M. Sc, PhD	17	Regular

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

27.	Aanchal Oswal	M.Com, CS	5	Regular
28.	Dr. Bhavna Uba	MA, PhD	10	Regular
29.	Mr. Zahir Mulani	MCA	17	Regular
30.	Dr Akansha Mehandiratta	MTech, PhD (CSE)	12	Regular
31.	Simran Kaur	M.Com, B.Ed.	3.1	Regular

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- Video editing)	1	1

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	

	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,
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No.		being complied Yes/No If yes, please provide details and upload relevant documents	Reason thereof
1.	Requirements at Test Centres (as mentioned in provision II (B)(13)(i) of Annexure II)	Yes	
2.	Requirement of proctors (as mentioned in provision II (B)(13)(ii) of Annexure II)	Yes	
3.	Security arrangements in the testing centre (as mentioned in provision II (B)(13)(iii) of Annexure II)	Yes	
4.	Remote Proctoring (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 Yes/No If Yes, Upload relevant document	If No, Reason thereof
1.	The Higher Educational Institution shall adopt the guidelines issued by the Commission for the conduct of proctored examinations.	4.3 (1) Proctored Examination System Document	

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
2.	A Higher Educational Institution offering Online programmes shall have a mechanism well in place for evaluation of learners enrolled through Online mode and their certification.	4.3 (2) Evaluation Mechanism Yes	
3.	The evaluation shall include two types of assessments continuous or formative assessment and summative assessment in the form of end semester examination or term end examination: Provided that no semester or year-end examination shall be held unless: i) The Higher Educational Institution is satisfied that at least 75 per cent. of the programme of study stipulated for the semester or year has been actually conducted; ii) For Online mode: the learner has minimum participation of 75 per cent. in all the activities of Online programme prior to end semester examination or term end examination.	4.3 (3) Evaluation Document	

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
4.	The curricular aspects, assessment criteria and credit framework for the award of Degree programmes at undergraduate and postgraduate level and/or Post Graduate Diploma programmes through online mode shall be evolved by adopting same standards as being followed in conventional mode/ODL mode by the dual mode Higher Educational Institutions and in Open Distance Learning mode by the Open Universities	Yes	

5.	The weightage for different components of assessments for Online mode shall be as under: (i) continuous or formative assessment (in semester): Maximum 30 per cent. (ii) summative assessment (end semester examination or term end examination): Minimum 70 per cent.	<u>4.3 (5) Evaluation Weightage</u>	
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	<u>4.3 (7)- Grade Card</u>	
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 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.	4.3 (9) Remote Proctored Examination Document	
10.	(a) The Examination Centre shall have proper monitoring mechanisms for Closed-Circuit Television (CCTV) recording of the entire examination procedure.	Yes	
	(b) Availability of biometric system	Yes	
	(c) The attendance of examinees shall be authenticated through biometric system as per Aadhaar details or other Government identifiers of Indian learners and Passports for International Learners	Yes	
	(d) In case of non-availability of the Closed-Circuit Television facilities, the Higher Educational Institution shall ensure that proper videography be conducted and video recordings are submitted by particular incharge of examination	NA	

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof
	centre to the Higher Educational Institution		
11.	The Higher Educational Institution shall retain all such Closed- Circuit Television recordings in archives for a minimum period of five years	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 If Yes, Upload relevant document	If No, Reason thereof
	examinations for such learners		
15.	(a) Each award of Degree at undergraduate and postgraduate level and post graduate diploma for Online mode shall be assigned a unique identification number and shall have - Photograph - Aadhaar number or other government recognised identifier or Passport number, as applicable, - Other relevant details of the learner along with the Programme name.	4.3 (15) Sample Degree	
	(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	4.3 (16)- Mark Sheet	

4.3 Result and Student Progression**For UG, PG and PGD Programmes**

Semester beginning	Programme name	No. of students admitted	No. of students appeared in exams	No. of students progressed to next year	% of students passed
<July, 2025>	B. Com(H)	216	176	139	64%
	M.Sc. Data Science	109	95	81	74%
<Jan, 2026>	B. Com(H)	28	21	15	54%
	M.Sc. Data Science	60	47	45	75%

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 programmes 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 (Mention link)			
2.	The establishing Act and Statutes there under or the Memorandum of Association, as the case may be or both, of the Higher Educational Institution, empowering it to offer programmes in Online mode		
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	https://www.amity.edu/jaipur/adoe.aspx	
5.	Programme-wise information on syllabus, suggested readings, contact points for	B. Com- https://amityonline.com/bachelor-of-commerce-honours?utm_source	

		ce=amity.edu/jaipur/adoe.aspx&utm_medium=website&utm_campaign=03072024 M.Sc(Data Science)- https://amityonline.com/msc-in-data-science?utm_source=amity.edu/jaipur/adoe.aspx&utm_medium=website&utm_campaign=03072024 MA Psychology https://amityonline.com/ma-in-psychology?utm_source=www.amity.edu/jaipur/&utm_medium=website&utm_campaign=03072024	
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S.No.	Provision	Complied Yes/No with explicit link address	If no. Reasons, thereof
	counselling/mentoring, programme structure with credit points, programme-wise faculty details, list of supporting staff, their working hours and mentoring (for Online mode) Schedule		
6.	Important schedules or date-sheets for admissions, registration, re-registration, counselling/mentoring, assignments and feedback thereon, examinations, result declarations etc.	7.1 (6) - Important Dates	
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	7.1-(7)Learning Material& Assesment Pattern 7.1-(7) Learning Material & Assesment Pattern	
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	7.1 (8) -Faculty Feedback Form, 2026	
9.	Information regarding all the programmes recognised by the Commission	https://www.amity.edu/jaipur/adoe.aspx	

S.No.	Provision	Complied Yes/No with explicit link address	If no. Reasons, 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;	7.1- 11- SLM Details	
12.	A compilation of questions and answers under the head 'Frequently Asked Questions' with the facility of online interaction with learners providing hyperlink support for Online Programmes	7.1 (12)- FAQ Attached	
13.	List of the 'Examination Centres' alongwith the number of learners in each centre, for Online programmes	Amity University Rajasthan, SP-1, Kant kalwar, RIICO Industrial Area, 303002	
14.	Details of proctored examination in case of end semester examination or term end examination of Online programmes	Proctored exam in 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.	7.1- (15)- Academic Calendar Sem 1 7.1 (15) - Academic Calendar Sem II	
16.	Reports of the third party academic audit to be undertaken every five years and internal	Awaited	

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

Part – VIII: Admission and Fees

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

S.No.	Provision	Whether being complied Yes/No
1.	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- (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; (b) with a proper receipt in writing issued for such payment to the concerned learner admitted in such Higher Educational Institutions; (c) only by way of online transfer, bank draft or pay order directly in favour of the Higher Educational Institution.	Yes
3.	It shall be mandatory for the Higher Educational Institution to upload the details of all kind of payment or fee paid by the learners on the website of the Higher Educational Institution.	Yes
4.	The fee waiver and/or scholarship schemes for Scheduled Caste, Scheduled Tribe, Persons with Disabilities category of learners and students from deprived section of society shall be in accordance with	Yes

	the instructions or orders issued by Central Government or State Government: Provided that a Higher Educational Institution shall not engage in commercialisation of education in any manner whatsoever, and shall provide for equity and access to all deserving learners	
5.	Admission of learners to a Higher Educational Institution for a programme in Online mode shall be offered in a transparent manner and made directly by the Head Quarters of the Higher Educational Institution which shall be solely responsible for final approval relating to admissions or registration of learners	Yes
6.	Every Higher Educational Institution shall– (a) record Aadhaar details or other Government identifier(s) of Indian learner and Passport for an International Learner; (b) maintain the records of the entire process of selection of candidates, and preserve such records for a minimum period of five years; (c) exhibit such records as permissible under law on its website; and (d) be liable to produce such record, whenever called upon to do so by any statutory authority of the Government under any law for the time being in force.	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 sr. no. '8' above on its website, and the attention of the prospective learners and the general public shall be drawn to such publication on its website and Higher Educational Institution admission prospectus and the admission process shall necessarily be over within the time period mentioned	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.	No Higher Educational Institution shall, issue or publish- (a) any advertisement for inducing learners for taking admission in the Higher Educational Institution, claiming to be recognised by the appropriate statutory authority or by the Commission where it is not so recognised; (b) any information, through advertisement or otherwise in respect of its infrastructure or 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	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 Id
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 rooted 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? (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 intervention, 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

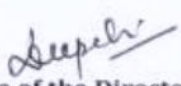
10.8 Any other Information

INSERT TEXT BOX

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

DECLARATION

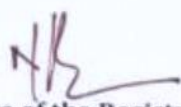
I hereby declare that the information given above and in the enclosed documents is true, correct and nothing material has been concealed therein. In case information provided is found to be contrary to the fact, it will result in cancellation of recognition to offer ODL programmes, along with initiation 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: 27.08.26


Signature of the Registrar:

Name: Dr. Nitin Bhardwaj

Seal:

Date: 27.08.26



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.