



AMITY
We nurture talent

101

Attributes of an
AMITIAN

Norms And Guidelines



QUOTES FOR AMITIANS

- ❖ Leadership isn't about being the best; it's about bringing out the best in others.
 - ❖ Stay focused on your goals, not your immediate problems.
 - ❖ If you want to be happy and successful in life, never stop learning.
 - ❖ There is no happiness like knowing that you have made a difference in someone else's life.
 - ❖ When the load gets too heavy or the task too hard, give it to God. Nothing is too heavy or too hard for Him.
- 
- 

101 ATTRIBUTES OF AN AMITIAN

CONTENTS

S.No	Subject/Topic	Page Nos
1.	Foreword by the Founder President	1
2.	Preamble	2
3.	Norms and Guidelines Part I - Personality	3-6
4.	Norms and Guidelines Part II - Values / Ethics	7-10
5.	Norms and Guidelines Part III - Extra-curricular Activities	11-12
6.	Norms and Guidelines Part IV - Understanding of Socio-Economic Environment / Global Environment	13-15
7.	Norms and Guidelines Part V - Academic Excellence	16-19
8.	Assessment and Evaluation Methodology	20-22

FOREWORD



Erosion of values and ethics is a matter of grave concern to all those involved in education. It is not only in India, deterioration in human values has attracted a lot of attention at international level too. While the ancient Indian education system laid great stress on ethical-moral content, our modern education system is, by and large, bereft of any such emphasis. The success of education depends on developing individual excellence, i.e. development of the whole spectrum embracing cognitive skills, social responsibility and ethical-moral dimensions. Education in a country has also to keep pace with structural changes in its culture and society because the way people view themselves, others, and their values are closely related and influenced by the content of their knowledge. If the education system does not equip those passing out from educational institutions with moral values and ethics, as also the knowledge relevant of appreciating cultural diversity, it fails to realise the objectives of education related to social, moral and cultural responsibility. It was with this concern and sense of purpose that I set about the '101 Attributes of an Amitian.'

To succeed in life it is not sufficient to excel academically. The challenges of competitiveness demand an all-round and wholesome personality based on strong values and ethics. It is equally important to develop a fine grasp of social and economic issues in the global environment. Participation in extra curricular activities is as necessary as academic excellence since it provides the much needed stimulus to the mental machine. All these essential ingredients have been addressed in the 101 attributes.

It is my firm conviction that inculcation and development of 101 attributes in our students, as also in the members of faculty, will enrich their professional as well as personal lives, and benefit the society. I have no doubt in my mind that inculcation of the '101 Attributes of an Amitian' will be implemented with all the vigour and enthusiasm at your command.

I wish you all the very best in this pursuit.

Dr. Ashok K. Chauhan

Chairman, AKC Group of Companies &
Founder President, Ritnand Balved Education Foundation (RBEF)
(Umbrella Organisation of Amity Institutions)

101 ATTRIBUTES OF AN AMITIAN

Norms and Guidelines

PREAMBLE

Driven by the Founder President's passion for inculcating good character qualities in our students so that they become good citizens of this country, the crème de la crème of the Amity Senior Advisors and Faculty got together and evolved various attributes desirable in a person. These were then debated and finally '101 Attributes of an Amitian' to be inculcated and assessed for each student doing a course in the 'Amity Universe' was promulgated on 15 Sep 2004. The assessment format designed for this purpose has the basic statement of the desired attribute and could be perceived differently by teaching faculty. In order to give direction to the thought process, each of the 101 Attributes in five parts are elaborated upon in this booklet which would assist mentors/faculty members in guiding and rating students. In deciding the interpretation as specifically relevant to a particular Institute/Course, the decision of the Head of the Institute/College would be final. As more experience is gained, its methods to inculcate these attributes in our students would be continuously improved and institutionalized as part of Amity's education system. Internalization of these attributes by Amitians would enable them to achieve greater success in life and make them stand tall in society.



Maj. Gen. Chander Bhan Sukhu, VSM (retd)
Director, Amity Institute of Leadership and Communication

NORMS AND GUIDELINES

Part I

PERSONALITY

1. Appearance and Bearing

The Physical Appearance -

Neat looks, clean, well groomed in contrast to unkempt;
Organised and composed in appearance.

Bearing -

Bearing, demeanour and mannerism;
The way one carries oneself;
The way one conducts oneself.

2. Dress sense

Dressing in fitness to the occasion;
Adherence to the established norms of dressing, though unspecified;
Following the dress-code, if laid down.

3. Sense of Responsibility and Discipline

Sense of Responsibility -

Understanding that one is responsible and accountable for what ever one does; Appreciating that each position and privilege has a degree of responsibility attached to it which one has to live up to.

Discipline -

Ability to exercise control over one's own self;
Functioning in accordance with rules and regulations.

4. Humility

An attitude of humbleness in behaviour;

Sense of being polite;

Ability to maintain level-headedness in behaviour, in contrast to arrogance, despite achievement of high performance and success.

5. Drive and Initiative

Capacity for achievement;

Motivation and energy;

Energetic desire to perform and achieve results;

The 'go factor' in an individual

Proactive bent of mind

6. Determination

Firmness of resolve/of mind to do what has been decided to be done/carried out/achieved;

Ability to make up one's mind to pursue the chosen course of action.

7. Decisiveness

Ability to make a choice promptly between the options available and implementing it resolutely.

8. Confidence

A sense of self reliance to achieve the goal;

Having faith in one's own competence to carry out the task;

Sure of one's skills to perform the task.

9. Quickness to grasp

Ability to fully comprehend the nuances of an issue;

Ability to understand the intricacies involved in an issue;

Mentally alert and open mind.

10. Power of Expression

Ability to communicate views, both orally and in writing, is with clarity and precision.

11. Power of Observation

Ability to notice the happenings/events in the surroundings;
Taking note of changes in environment;
Security conscious and observant.

12. Dependability

Can be depended upon to execute a task efficiently;
Can be relied upon / trusted with responsibility for timely execution of task efficiently and economically.

13. Creativity

Ability to imagine and visualize to create something;
Ability to think originally, discover and create which can be seen or felt;
Ability to perceive, analyse and then give it a concrete shape;
Inventive and Imaginative.

14. Intuition

Immediately apprehend a course of action without reasoning;
Intelligently able to foresee the future based on a sense of 'gut feeling'.

15. Honesty and Integrity

Truthful
Trustworthy
Honest
Forthright

16. Loyalty

True, faithful and steadfast in duty to the organization to which

one belongs (Expects a person to initiate actions which are in the the interest of organization between “true and faithfull” avoid, if not prevent, undesirable actions which bring bad name to the organization); Provide whole hearted support to the organization; Faithful to superiors, colleagues and subordinates.

17. Maturity

Has the intelligence to distinguish between the desirable and undesirable behaviour;

Discretionary approach in dealing with situations, people and work.

18. Physical Fitness

Has adequate stamina to withstand the pressure of work and stress resulting from long hours of duty.

19. Tenacity

Quality to hold fast;

Not readily relinquishing / giving up;

Keeping a firm hold.

20. Courage

Ability to share or communicate views and ideas without fear or favour;

Belief in and adherence to conviction.

21. Introvert and Extrovert

The business world demands proactive and outgoing behaviour and attitude to seek fleeting opportunities and turn them into success. An extrovert, by nature, is inclined to be outgoing and enthusiastic in his dealings with people which gives him an advantage over the introvert.

NORMS AND GUIDELINES

Part II

VALUES/ETHICS

22. Respect for elders and teachers

Genuine display of regard and consideration through communication and courtesy through actions.

23. Outlook towards parents/grand parents

Respect for parents and grand parents;

Sense of commitment to the parents;

Respect their point of view which may not fit into the modern outlook/may be in conflict with own outlook;

Genuine sense of concern for aging parents.

24. Outlook towards/respect for, opposite sex

Understand the sensitivities of opposite sex;

Not take undue advantage of his/her position vis-à-vis colleagues of the opposite sex;

Discrete and respectful behaviour;

Attitude of consideration.

25. Religious Practice – Understanding of good vs. bad and practice of religion faithfully and regularly

Unflinching faith in God;

Regular prayer (enables inculcation of discipline and is a source of strength to withstand the vicissitudes of time);

Distinguish good and right from bad and wrong.

26. Attitude towards Differently Abled

Sympathetic in approach;

Genuine urge to help;
Treat them with utmost respect;
Don't make fun of them.

27. Caring and Sharing nature

Care for the feelings of others;
Not riding rough shod;
Shares happiness, joy, sorrow, grief of others.

28. Punctuality and Meticulousness in work

Adhering to timings and respect for other's time
Methodical and consistent
Ability to give ample attention to detail
Very careful and precise

29. Behaviour towards Colleagues

One of equality, mutual respect and tolerance;
Hostile and aggressive behaviour does not allow emergence
of bonds of faith and trust;
Display of sense of superiority/dominance ruins relationship.

30. Outlook towards Copying/Unfair Means

Copying / unfair means is violation / breach of moral integrity;
Worst form of cheating;
Sign of intellectual bankruptcy.

31. Behaviour towards Poor/down trodden

One of sympathy but not pity;
Treat them with concern and piety and not look down upon them;
Respect for human dignity irrespective of station in life;
Fowl and insulting language is a sign of a perverted mind.

32. Outlook towards Neighbors

Caring and friendly but respect their sense of privacy (which varies from person to person);

Attitude to come to their help, when required;

Sensibility towards inconvenience to neighbors, e.g., loud music, noisy and loud behaviour at night.

33. Outlook towards Waste (food/paper/water)

Loss of national resources;

Conservation of resources essential to sustain progress and boost economy.

34. Economy Consciousness

Awareness of existence of limited resources;

Economic use of resources leads to greater productivity;

Ability to make best use of available resources.

35. Selflessness

Disregarding one's own self interest vis-à-vis the interest of the organization;

Working to achieve organizational goal and not seeking personal goals/benefits;

Personal agenda in sync with the organizational goals.

36. Interest and knowledge of heritage

Understanding of diverse nature of society and its richness;

Appreciation of multi cultural, multi ethnic, multi lingual and multi religious Indian society and its dynamics;

Knowledge of process of evolution of Indian society over the last 5000 years;

Need to preserve our cultural heritage in the face of globalization, emerging global village and merging civilizations.

37. Cleanliness “Tan ki Shuddhi Man ki Shuddhi”

Personal hygiene and cleanliness;
Cleanliness of habits;
Effort to achieve and maintain cleanliness of immediate environment.

38. Urge for learning through successful people

Existence or otherwise of role models;
Study of behaviour of successful people;
Study of biography of successful personalities.

39. Positive outlook and Adaptability

Optimistic attitude;
Faith in one's own abilities;
Ability to easily adapt to different people, circumstances and surroundings.

40. Secular in outlook

Respect for other religions;
Participation in religious ceremonies of other religions;
Knowledge of other religions and evolution of multi religious society.

41. Faith in Indian System

Understanding of constitutional Parliamentary Democracy, and Indian multi party political system, its pulls and pushes, and challenges;
Synergy created by legislative, judiciary and executive branches of government;
Appreciation of freedom of thought and expression.

42. Upholding Indian Values/tradition.

Awareness of our inheritance;
Role played by tradition in the milieu and individual's life;
Inherent protection and care of Indian values.

NORMS AND GUIDELINES

Part III

EXTRA - CURRICULAR ACTIVITIES

43. Participation in team games

Seriousness and consistency of participation;
Level of enthusiasm.

44. Playing individual games

Pursuing with vigour interest in one or more individual games;
Frequency of playing

45. Team spirit (accommodates others)

Considers the point of view of other members of the team, examines them and accommodates meritorious suggestion;
Explores the possibility of reconciling differences to achieve team goals.

46. Hobbies – kind/nature

Pursues a hobby with intensity;
The amount of effort made to improve proficiency;
Pursues constructive and mentally/physically stimulating hobbies

47. Special accomplishments in extra curricular activities

Participates significantly in college activities;
Achieves recognition/award in scheduled activities.

48. Leadership/Captain of events/games

Team leadership qualities / led team in events / games with success.

49. Interest in political activities/belief in one or other party (student leadership activities- head boy/head girl)

Intensity of participation in institutional political activity;
Held any elected or nominated position;
Balanced view on national politics.

50. Academic support rendered in institute's work (supporting in academic & related activities)

Level of contribution to activities conceived, planned and conducted by the organization.

51. Sportive in outlook

Lively personality;

Playful individual;

Cooperative in team events;

'Uncomplaining-happy' type of approach.

52. Social Service outlook/participation in Social service organization

Participation in activities outside his formal education and institute for the betterment of society, without expectation of any reward and benefit;

Volunteers for social service/community service

53. Outlook toward Environment Degradation

Understanding of complex phenomenon of environmental degradation and its likely impact on the future of earth;

Knowledge of preventive and curative measures to bring life into the decaying environment.

54. Art & Culture Understanding (Relevance in life)

Role played by art and culture in the human life in the past and present;

Unity that it promotes in a multi cultural society;

Understands and appreciates art.

55. Interest in Soft skills (Music/Dance/Theatre Modern/Traditional

Versatility of personality by interest/skill displayed.

56. Interest in indoor games (Chess/Bridge etc.)

Intensity of participation;

Levels of enthusiasm and skills attained;

Display of interest to learn.

57. Practice of Meditation/Yoga

Faith in traditional practices;

Level of knowledge and degree of participation;

Interest to acquire new knowledge in the field.

NORMS AND GUIDELINES

Part IV

UNDERSTANDING OF SOCIO-ECONOMIC ENVIRONMENT/ GLOBAL ENVIRONMENT

58. Awareness of Indian Rural cultures/behaviour

Knowledge of rural ethos and values and how they differ from urban outlook and practices;

Are there any major stumbling blocks;

Any conflicts/disagreements-What is the reconciliation?

59. Awareness of political situation and leadership

Degree of knowledge of Indian political system and its dynamics;

Holding a balanced view for benefit of society.

60. Awareness of Indian Economy, its history and current level of economic development in India

Nature and state of Indian Economy in general terms;

Impact of globalization on the Indian Economy.

61. Awareness of Ethnic groups (caste/creed) and pluralistic society

Degree of understanding of multi ethnic Indian society;

Dynamics of caste-based politics and future challenges for the national unity, and its impact on the Indian industry.

62. Understanding of Indian Rural – Urban Divide

Understanding and appreciation of rural way of life and its undercurrents;

Contradiction between rural and urban ethos.

63. Understanding of Issues of Haves and Have nots

Knowledge of issues in the context of Haves and Have nots, both at national and international level;

Positive views on contentious issues.

64. Understanding importance of globalization (liberalization & privatization)

Impact of globalization on Indian economy with special reference to the rural sector;

Understands the impact of increased competitiveness and consequent change in value systems;

Challenges posed by international treaties.

65. Understanding Impact of Technology (IT/Electronics/other)

Knowledge of advances made in technology;

Challenges faced by industry in face of fast changing technical regime.

66. Awareness of Global village concept?

Impact of the concept on future of Indian economy and its ramifications;

Impact on values and Ethics.

67. Understanding of problems of Unemployment

Causes and impacts of unemployment;

The way forward;

Solution to the problem.

68. Eagerness to Contribute to society

Understanding of social problems prevalent in the society and their ramifications;

Area of interest;

Any participatory effort.

69. Dream for India

- Standing of India in the community of nations;
- Development of relations with neighboring countries and advanced economies;
- Anticipation of future- political and economical progress.

70. Understanding of Impact of modernization on Indian culture/ethos

- Level of knowledge Indian culture and ethos;
- Impact of foreign influences;
- Compatibility between Indian culture and modernization.

71. Awareness of ethical/moral values and traditions in Indian Society

- Level of knowledge and appreciation of ethical and moral values.

72. Understanding the profile of Global Indians

- Level of knowledge of Indian diaspora;
- The political and economic power enjoyed by them;
- The changing fortunes of the NRIs;
- Role they can play in economical growth of India.

73. Belief in Indian Family system/Family values

- Understanding the strength of Indian family values including joint family vis-a-vis decline of the same in western countries.

74. Possession of Driving License

- Proficiency in driving;
- Understands the nuances of good traffic sense and road etiquette.

75. Possession of a Passport

- Possesses a passport or makes effort to acquire the same in order to be eligible to seek placement in Global companies.

NORMS AND GUIDELINES

Part V

ACADEMIC EXCELLENCE

Scholastic Knowledge

76. Basic concepts and fundamentals

Degree of understanding of basic theoretical concepts and fundamentals related to the subjects.

77. Major Areas (of course syllabus) Level of proficiency

78. Related Areas (to the syllabus) Level of proficiency

79. Inter-disciplinary Areas (relative to syllabus) Level of proficiency

80. General Areas (common subjects) Level of proficiency

81. Analytical Ability

Ability to examine an issue in detail and arrive at workable/plausible choices to deduce a solution/arrive at a decision.

82. Innovation and Creativity

Ability to bring in new methods to achieve better results;
Ability to formulate original, and new ideas.

83. Intellectual Potential

The faculty of reasoning, knowing and thinking as distinct from feelings;

Ability to achieve a higher level of understanding.

84. Potential for self-learning and reading books

Degree of thirst/hunger for knowledge;

Quality of books/literature being read;
Quality/Impact of presentation/discussions.

85. Current Awareness

Degree of knowledge of current happenings in national and international politics, events and the world of business / technology.

86. Ability to Question

Degree of inquisitiveness;
Desire to know how, why, when and where;
Alert and questioning mind.

Application of Knowledge

87. Dexterity in practical application

Proficiency in applying fundamentals and basic concepts in practice to proceed further in inquiry or/and resolve issues.

88. Clarity about career prospects

Clarity about the choice of career, the threats and opportunities along the career path.

89. Clarity of career goals

Clear in his/her pursuance of and both short term and long term goals.

90. Professional networking

Ability to interact with professionals in order to have meaningful dialogue to acquire information and knowledge.

91. Foreign Languages(s)

Fluency with foreign languages;
Proficiency in reading, writing and speaking

92. English

Ability to communicate views and ideas fluently both verbally and in writing.

93. National/Regional Language

Ability to communicate in national / regional language to the desired proficiency.

94. Mother Tongue

Knowledge and proficiency as a matter of interest if not national/state language.

Communication**95. Comprehension**

Ability to understand and appreciate the point of view of others;
Ability to mentally absorb thoughts contained in a piece of work;
Is a good listener.

96. Articulation

Ability to convey views and thought process fluently and coherently
Proficiency in Public Speaking

97. Literary skill

Degree of knowledge of literature and written works whose value lies in beauty of language or in emotional effects

98. Conversational skill

Ability to engage in an interpersonal, meaningful exchange of views to share knowledge and information.

99. Logical thinking

Logical thinking: ability to think of an issue or a problem in a

manner which is deducible or defensible on the ground of consistency;

Capacity of correct reasoning not contravening the laws of thought

100. Focus and Brevity

Ability to concentrate mind and attention to the issue being discussed/ considered, and communicating views briefly and accurately.

101. Understanding and instinctive ability

Ability to comprehend the crux of the issue and the points of views of others, and to respond / to act without conscious/ deliberate effort or conscious intention;

Innate impulsion.

101 ATTRIBUTES OF AN AMITIAN

ASSESSMENT AND EVALUATION METHODOLOGY

General

The '101 Attributes of an Amitian' are to be assessed in regard to each student in the Amity Universe doing a long course of one year and above. Many of the attributes would have to be ingrained into the psyche of a student during his education in the Amity Universe. The attributes can be built into the teaching activities, group activities and included in topics for lectures/discussions by students. By and large this is already being done in regard to most attributes only conscious efforts need to be made to observe these attributes and structure certain activities in order to cover all attributes and bring about a change of attitudes and behaviour. In order to give this aspect due importance and to determine intense evaluation of students it is necessary to have a method of rating, assessment, and counselling. The methodology for implementation is given in succeeding paragraphs.

Rating

Each attribute is to be rated on a scale of 0-9 within the following classification:-

- a) 3 and Below - Needs Improvement
- b) 4 and 5 - Satisfactory
- c) 6 and 7 - Good
- d) 8 - Excellent
- e) 9 - Outstanding

On compilation of averages under each of the five groups, for filling in the summary at the end of the assessment form, and issue of certificates at the end of the course, average scores will be rounded off to the next higher rating for 0.5 and above.

Self Assessment

From the Academic year 2005-06 self assessment is to be carried out by students in the first column of the assessment form. This will be discussed

during counselling of the student by faculty mentors after the 1st year of assessment and each year thereafter. Gaps in self perception and assessment by faculty should be reduced to the minimum.

Assessment by Faculty

Assessment of the attributes can be done by respective faculty/ mentor, by peer feedback, during conduct of various professional and extra curricular activities, during military training, etc. The Mentor of each student/nominated faculty member of the course could be made responsible to compile the ratings awarded against the attributes by the above method and the assessment form filled in for each student after self assessment as explained above. This activity could be done once a year for courses of two years and above, and once per semester for courses of one year duration. Year wise ratings for each year upto 5 year duration course is indicated on the form. Only relevant year wise columns need to be filled in. A final rating could be drawn up for each student at the time of graduation and placed in a dossier for record. A copy of the same could be handed over to the student for self reference when he/she leaves the college. Institute Heads and members of the faculty should be aware that there will be overlaps amongst various attributes within a group or across groups of attributes. They should consciously differentiate these overlaps while assessing students. They must also ensure that the assessments are not structured to present a good profile of their students. Our aim is to help students develop a positive and unique personality of an Amitian. This can only be done over a period of time to change undesirable attitudes, and the change may spill over to the period after they leave Amity campus and compare similar attributes in their work environment. In order that this aspect gets due importance, the rating scored by a student could be given as an additional certificate at the time of graduation and later may be integrated in the Cumulative Grade Point Average (CGPA). The certificate should only include the average of scores of the main groups.

Counselling

After compilation of rating against the attributes in each year students can be counselled by the mentor/designated member of the faculty, as an ongoing process. Such counselling should aim at improvement of rating of students in the attributes which are found to be below average/

average in their first year. Self assessment by the students must also be discussed against assessment by faculty and differences in perception reduced through discussion. Care must be taken by counsellors that they do not put students under additional pressure and that students do not put up false or structured behaviour just to fulfill the requirement of assessment. This should be taken as more of a self awareness and improvement exercise by the students.

Conclusion

The '101 Attributes of an Amitian' were evolved to add rigour to the education of students of the Amity Universe. Implemented earnestly, these will help transform an Amitian into a thorough bred professional with the right mix of moral and ethical values. Each attribute may be interpreted in a different way, one interpretation is reflected in this brochure. Should there be other interpretations they could be used at the discretion of the Head of Institution/College. The success of implementation lies in continuity of counselling and objectivity in assessment. It needs to be emphasized that any attempt to boost the profile of a student will mislead him/her, and defeat the very purpose of the exercise. The result achieved after each year of assessment will be subject to a review, for which the modalities have been communicated to all concerned. The proceedings of the review will be put up for perusal of the Founder President, and further refinements will be incorporated till '101 Attributes' are Institutionalized as part of the Amity Education Ethos.

‘Sukhasya Moolam Dharam’
(Happiness is rooted in Ethics)
- Chanakya



AMITY

Where aspirations are nurtured