

POLICY DOCUMENTS

**Mrs A V N College
Visakhapatnam**



Mrs A V N College Visakhapatnam

(Affiliated to Andhra University)

Policy Documents

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1. Academic curriculum policy

1. Introduction

- i. This policy supports *Teaching and Learning Policy*, which outlines College approach in providing outstanding teaching and learning.
- ii. This policy document is pursuant to the requirements of the Higher Education which states that the college must ensure that there is “a written policy on the curriculum, supported by appropriate plans and schemes of work”.

2. Policy aim

- i. The aim of this policy is to outline the College approach to the provisions of academic programs, the aims of those programs and the student cohorts for which they have been developed.
- ii. The policy also includes outline information about each academic program. Further details can be found by referring to the individual curriculum plans of the schools/departments of the college.

3. General principles underlying the policy

- i. Academic Council of the College share and uphold the values and principles set out in *Teaching and Learning Policy*
- ii. Faculty of the College receive training, guidance and support, enabling them to contribute to the provision of outstanding teaching and learning at College, as set out in the group of policies and procedures that support teaching and learning practices.
- iii. Faculty of the college are conversant with and abide by College academic policies and procedures in vogue.

4. Aims of the Curriculum

The aims of our curriculum are:

4.1 Support

- i. To support the students in their academic preparation for progression to further or higher education
- ii. To individually support students in learning difficulties, where/when identified, drawing on internal and external expertise to ensure that the students’ learning needs are appropriately addressed.
- iii. To provide a safe and secure learning environment.

4.2 Development

- i. To provide programme and subject choices that support students' learning and general development, enabling them to progress and work towards achieving their goals
- ii. To develop communicative, professional and study skills required to access and succeed in their endeavors to further or higher education
- iii. To develop independent learning skills of the students and engender the resilience and independence required for further/higher education.
- iv. To stretch and challenge the enquiring minds of our students, and encourage them to strive for excellence
- v. To enable the students to be creative, innovative and entrepreneurial
- vi. To support the students' spiritual, moral, intellectual and physical development and to enrich their studies beyond teaching and learning around the core content.

4.3 Attitude and outlook

- i. To promote a positive attitude towards learning so that all students enjoy coming to college and participate in the college activities
- ii. To inculcate awareness among the students in promoting respect towards society and each other through curriculum, extra-curricular programs, enrichment and charity organizations.
- iii. To promote inclusion and harmony among students of various cultures, and to engender respect for culture, heritage and spiritual beliefs and values, including the opportunities, responsibilities and experiences of life in the society.

5. College students

- i. The majority of students hail from rural areas, entering the college for their further education.
- ii. As the students are, in general, intensely focused on university progression, we guide them to apply for the appropriate universities/institutions of higher learning for their career development.

6. College programs

- i. College offers a wide range of educational programs to the students that enable them to acquire vital skills in literacy, numeracy, speaking, listening, research and presentation through a curriculum delivered in a variety of imaginative and inclusive ways (e.g. group projects, debates etc.).
- ii. The students follow a curriculum that gives them experience in the fields such as HVPE, ICT etc., which are not taught as discrete subjects. Students have access to accurate, up-to-date and impartial career guidance and are counseled on their options for further education/career.

7. Assessment

- i. Please refer to the program assessment policies and procedures for complete information regarding internal and external assessment.

8. Curriculum Revision

Any educational institute has to review and revise its curriculum frequently to achieve academic excellence. Curriculum Revision Policy is to ensure the curriculum components are consistent with recent updates in the subject concerned.

When the faculty feels that the existing curriculum of a particular course is not addressing local, national and the institutional standards the curriculum may need to be revised and or/added. In some cases there may be a need to remove outdated or unnecessary material or addition to the existing one.

Curriculum revision may be required for reasons including, but not limited to, the following:

- Changing academic, industry, and/or community needs
- Changes in pedagogy or instructional methodology
- Changing needs of students
- New directions and initiatives from government

If, sometimes, it is found difficult to incorporate a new course in the program, that particular course can be offered as certificate course and made it mandatory to the students.

2. Student admission policy and procedures

1. Introduction

Student Admission Policy and Procedures is related to the application and admission of students into various programmes of the College.

2. Objective of Policy and procedure.

The policy describes the stipulations and procedures for student application and admission into the programs of the college through a transparent and accountable online admission process.

3. General principles underlying this policy and procedures

- i. The policy and procedures are used to admit the students in a transparent, explicit, clear and consistent way.
- ii. The policy and procedures provide equal opportunities for students, including catering to the special educational needs of differently abled. The policy provides equal opportunities to all students regardless of caste, creed, region, gender, nationality, race, culture and religion.
- iii. Students are offered unbiased guidance and advice.
- iv. Students have the right to appeal about any aspect of the way in which their application and/or admission was managed.
- v. A policy and procedures exist for handling student appeals and complaints in a fair, free, effective and time-bound way.
- vi. College reserves the right to cancel any programme onto which students have been accepted, in accordance with its rules and regulations.

4. Application of policy and procedures

- i. The policy is applicable to the application and admission of all students, including those already admitted in College programs.
- ii. All feeder colleges and individual students applying for programs should be made aware of the relevant terms of *Student Admissions Policy and Procedures* by the **Academic Cell (AC)** of the college.
- iii. The Academic Cell is responsible for ensuring the feeder colleges and individual students abide by the terms of this policy when completing and submitting applications. The concerned student is responsible for ensuring the validity of information included in application forms and information/evidence provided in support of his/her application.

5. The role of AC

- i. AC monitors the student application and admission process, from providing the

materials and means for application through to the students' arrival at college to begin their studies.

- ii. All the applications and admissions are processed by the AC in accordance with *Student Admissions Policy and Procedures*.

6. Entry requirements

- i. AC admits students to College programs according to pre-specified entry requirements.
- ii. Entry requirements include minimum student age, academic qualifications and/or record, the duration of the program etc.

7. Student application and admissions process

- i. Student applications to College programs are usually received through one of the two routes shown below:
 - a) Via submitting an application along with the required documents through **OAMDC** web portal maintained by **APSCHE**
 - b) Directly from an individual - spot admission
- ii. The filled-in application form of each student must be received through any of the route of application.
- iii. All the filled-in applications must be submitted along with required and relevant documents/evidence to support their claim.

8. Student application and admission timelines

The AC will announce the admissions schedule every year in the month of April and closes by the end of May.

9. Admission appeals and complaints

- i. Students have got every right to appeal against any decision taken during the application process.
- ii. Students also have the right to complain about any aspect of the application or admission process.
- iii. AC will respond to appeals and complaints in accordance with *Admission Policy and Procedures*.

10. Offering places on College programs

- i. AC is responsible, in accordance with its defined role and responsibilities for formally offering places to successful applicants.
- ii. A student receiving an offer of a place in any of the College programs should

clearly understand:

- a) The details, rules and regulations of the offer
- b) That the offer can be withdrawn based on failure to meet the conditions on which it is made
- c) The total fee associated with their program of study and the related payment plan
- d) Where to direct any queries they may have during the remainder of the admission process.

11. Confirming student places on College programs

Following students' acceptance of an unconditional offer, or successful conversion of a conditional offer, AC will interact with each student, to confirm their place and provide all relevant logistical and program information and advice in accordance with *College Work Flow*.

12. Student scholarships

The eligible students will receive scholarships as per the Government norms and procedures.

13. Cancellation and refunds

- If a student requests to cancel admission, the college never refund any fee and in fact the student needs to pay the total fee dues for the entire program.

14. Maintaining records

- The AC maintains the records of all student applications and admissions.

3. IT Policy

1. Introduction

College promotes the use of information technology to enhance its teaching, learning and working environments. Ensuring the responsible, efficient and ethical use of information technology is a community endeavor shared between staff, students and faculty.

2. Purpose

This policy provides a framework to guide users in decision-making about the usage of information technologies provided by and/or operated at College.

3. Definitions

3.1. Information Technology (IT)

Information Technology (IT) includes, but is not limited to: computer systems; networks; data storage media; software applications; hardware; or any other electronic or telecommunications media used for the digital transmission of information, on campus or remotely, through which College provides access or is connected.

3.2. User

User refers to any person who accesses the college's information technology such as students, faculty, staff, volunteers and guests.

3.3. User account

User Account refers to the privilege and/or permission granted to a specific user to access a particular portion of the college's information technology.

4. Policy statements

4.1. The primary purpose of information technology is for college-related activities including, but not limited to teaching, learning, research and administration.

4.2. The use of information technology resources is a privilege and not a right. 4.3. Information Technology users shall be aware of, and adhere to, the requirements of all federal and provincial legislation and regulations, as well as the college's policies and procedures.

4.4. Employees are expected to store their college e-mail only on college-assigned devices and/or computers.

4.5. A user account may only be accessed by the user to whom the account was assigned and only to fulfill their role unless otherwise stated in this policy.

4.6. Users need to safeguard their user passwords and not disclose their passwords to others.

- 4.7. As a condition of access to information technology, users are individually accountable for any authorized or unauthorized use, misuse or illegal use. 4.8. Users need to take reasonable precautions to protect and secure college-owned and/or their own IT devices such as desktop computers, laptops and tablets. 4.9. Users must not attempt to circumvent any security or control measures implemented on college systems.
- 4.10. College considers any violation of this policy to be an offense and reserves the right to copy and examine any files or information resident on college systems allegedly related to unacceptable use, and to protect its network from systems and events that threaten to degrade operations. Where relevant, a user's privileges may be suspended during the investigation of an unacceptable use incident.
- 4.11. Users found to have breached this policy may be subject to college and/or legal actions. Penalties may include, but are not limited to: warning (no record); warning (written record); conduct contract; immediate, temporary and/or permanent loss of information technology privileges; restitution; probation; restriction of access to college facilities; temporary dismissal from the college; and permanent dismissal from the college. Offenders may also be prosecuted under federal, provincial and municipal laws, regulations and bylaws.
- 4.12. College shall treat all electronic communication as private and secure but this cannot be guaranteed. Users should not have an expectation of complete privacy when using IT.
- 4.12. Occasional personal use of information technology is permitted provided such use does not hinder the work or resources of the user or others.
- 4.13. Users observing any breaches of this policy shall make a report to the IT Security Officer.
- 4.14. Breaches of the Acceptable Use of Information Technology Policy include, but are not limited to: the circumvention or compromise of security systems; excessive use that interferes with the resources of others; destruction or disruption of data, networks or equipment; copyright infringement; patent infringement; intellectual property rights infringement; unauthorized deletion, modification, use or monitoring of information; violations of privacy; or the operation of a personal for-profit enterprise.
- 4.15. Examples of unacceptable use
- For illegal purposes;
 - To interfere with or disrupt network users, services, equipment, either within or outside the college;
 - To gain unauthorized access to hardware or software resources, either within or outside the college;
 - Storing college business e-mail(s) on personal computers, phones or Personal Digital Assistants (PDAs) that are not college assets;
 - For business or political reasons, which are not directly in support of learning or the administration of the college;

- To post or transmit messages considered as ‘spam’, which includes but is not limited to bulk unsolicited messages or inappropriate postings to newsgroups or social media;
- To distribute unsolicited advertising unless prior approval is received from the college;
- Unauthorized copying, removing or distributing proprietary software and data; • Decompiling, disassembling, modifying, translating or otherwise reverse engineering software to discover any source code or underlying algorithms of the software;
- To intentionally transmit, receive or display threatening, obscene, hate, and anonymous or harassing materials (cyber-bullying); and
- To knowingly propagate computer worms or viruses or other disruptive or destructive constructs.
- The foregoing list is illustrative and should not be construed as exhaustive. Please ask the IT Security Officer for clarification if unsure about whether a planned use is acceptable.

5. Roles and responsibilities

5.1 The Chief Information Officer /or IT Security Officer or IT initiatives Coordinator is responsible for ensuring that this policy is fully implemented.

5.2 A detailed description of roles and responsibilities relating to this policy is provided in the Acceptable Use of Information Technology Procedure. 5.3 The IT Security Officer is responsible for enforcing the policy. The Manager, IT Service Management and Governance is fulfilling this role. **6. Non-compliance implications**

Failure to comply with this policy could result in loss of access to College information technology services and equipment, suspension or termination of an employee or academic studies.

7. Related policies, procedures and directives

- All the policies related to the college.

4. Student Attendance Policy

1. Purpose

The purpose of the attendance policy is to ensure that staff and students are fully aware of their responsibilities for attendance and absences in relation to the statutory requirements detailed within *the Education Act of Andhra Pradesh*.

2. Scope

This policy applies to all teaching staff with responsibility for maintaining registers. It also applies to every staff member, regardless of role, as part of their safeguarding and student protection responsibilities.

3. Policy Aim

The aims of the attendance policy are to:

- i. Provide clarity on the college's expectations of students attendance
- ii. Ensure that teaching staff are aware of their statutory responsibilities for registering attendance and absences
- iii. Ensure that all staff are aware of the links between absences and the Missing Person Procedures

4. Attendance

4.1 Minimum attendance levels

- i. We expect all students to make every effort to attend college regularly and punctually in order to gain the maximum benefit from all the educational opportunities open to them.
- ii. Unauthorized absence and lateness is discouraged as it leads to educational disadvantage. Procedures are in place to ensure that instances of unauthorized absence and lateness are followed-up, and where it is appropriate, these will result in disciplinary action as detailed within the *Student Disciplinary Policy and Procedures*.

4.2 Teacher responsibilities

- i. The college has a statutory duty under *the Education policy* to maintain a register of all students attending the college. For the purposes of the attendance policy, it is the teacher's responsibility to maintain these registers.
- ii. All registers need to be completed within 5 minutes of a start of each period/class.
- iii. Teachers should report absences as per the local attendance procedures.

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- iv. Failure to maintain a register will result in action under the *Staff Code of Conduct*. 5

Raising Concerns

Any concern, including repeated or prolonged absence, should be reported to the Designated Safeguarding Lead or their Deputy either verbally or via a Welfare Concerns Form. The Welfare Officer/Proctor is available to offer advice and support to the student if required.

6 Reporting

In the event that a student is absent for more than 10 consecutive working days, then the teacher shall inform the absence about the student to his/her parents in writing and it may result to initiate disciplinary action against the student.

7 Maintaining records

- i. The College's attendance register is kept by means of a computer and/or a hard copy register and must be backed up in the form of an electronic, micro-fiche or printed copy not less than once a month. Each of these additional copies must be retained for three years after the end of the college year in question.
- ii. Copies of all actions taken in respect of Unauthorized Absence are to be recorded and retained for three years after the college year in question.
- iii. Students' attendance record will be included within their half and end term reports.

5. Teaching and Learning Policy

1. Introduction

Teaching and Learning should be planned, delivered and followed-up in accordance with the values and principles enshrined in the policy.

2. Aim of the Policy

The aim of this policy is to outline College approach to the expectations for teaching and learning, the means by which it strives to achieve outstanding teaching & learning objectives.

3. General principles underlying the policy

- i. Academic staff share, follow and uphold the values and principles set out in the policy
- ii. Academic staff receive training, guidance and support, enabling them to contribute to the provisions of outstanding teaching and learning at the College
- iii. Students are encouraged to behave in a manner that facilitates their learning, all round development and progression.

4. Purpose

College is a part of Study Group and as such our policies align to Study Groups' mission: i. To prepare students to live in a competitive world and success in global arena ii. Enabling them to realize their potentials through a transformational learning experience.

Within this broad aim, the purpose of the College is to enable students from all backgrounds and abilities to reach their maximum potential, academically and as individuals, achieving the best possible academic results, progressing to the best possible universities and, as a result, building a successful and rewarding career in their field of choice.

Through innovation, creative, diversity and breadth of programs, outstanding teaching and learning, and global reach, the College strives to transform the educational experience of every individual.

5. The College context

- i. College students are aged between 17 years and upwards, the majority of whom choose to come to continue their academic pursuits and progress to leading universities, or in other academic excellence hubs. Our academic policies recognize the diversity of our student community and provide an effective operating framework to support and stretch our students.
- ii. College represents the first experience of Indian education for our students and, as such, our teachers act as role models in shaping a positive attitude to learning and subsequent success in their endeavors in education.
- iii. Programs offered include academic programs such as Computer Skills, Foundation course at I year Undergraduate and Pre-Masters preparation as well as communicative and professional skills for subsequent academic programs.
- iv. College academic policies, such as this policy, should be read in conjunction with

other policies of the college.

6. Teaching & learning principles

The approach of the College towards teaching & learning is underpinned by the following key principles:

- i. Teaching & learning should be a professional, positive, engaging and rewarding partnership between teacher and the taught.
- ii. Teachers should ensure that their students fully understand the learning objectives of their studies at every stage. In turn, students should reflect on their own progress towards achieving their goals and share responsibilities for their learning outcome.
- iii. Teachers should develop the skills, confidence and motivation in students to transform into successful independent learners in their academic pursuits.
- iv. The teachers should support the acquisition of English language skills and thereby open cultural, social boundaries of the students.
- v. Teachers should approach teaching & learning with a cosmopolitan outlook, actively seek new ways to motivate and engage students and utilize the technology and other resources available to enhance the teaching & learning experience.
- vi. Each and every student should be provided with the equal opportunities, resources and support they need to fulfil their academic pursuits.
- vii. Teachers should be provided with the opportunities, resources, training and support they need to fulfil their teaching abilities
- viii. Teachers are encouraged to be reflective, assessing their own performance and developmental needs, and to work together to share best practices and support each other's prospects.

7. The approach to teaching & learning

The College defines its approach to teaching & learning based on its vision, context and guiding principles, as follows:

7.1 Admissions

- i. Admission criteria has been advanced to ensure that students have suitable academic foundations and communicative and professional skills to progress in their chosen academic programme
- ii. Student admissions are monitored by the Academic Cell of the college through various committees, who provide information, advice and guidance in order to help students to choose the right program and prepare for their studies.

7.2 Planning and Tailoring

- i. Programs that enable progression into higher education have been specially cater to the needs of the students.
- ii. Curriculum policies are in place for every programme and are reviewed and updated

from time to time to reflect the needs and goals of the students, akin to the global academic standards.

- iii. Content and delivery is planned from a programme at every stage through innovative pedagogical strategies to meet defined learning objectives.
- iv. Programme-level planning takes the form of a set of periodically reviewed and updated curriculum and expertise of teaching faculty and the outcome of self evaluation process.
- v. Subject/module-specific planning takes the form of detailed schemes of work, which are adopted and updated by teachers individually throughout the delivery of each programme.
- vi. Individual lesson plans, based on evolving schemes of work, are formulated according to academic requirements of the college.
- vii. Schemes of work and individual lesson plans are tailored to meet the needs of each student group
- viii. Teachers are informed regarding the educational background and culture, language ability, age-range and gender-mix of the students in the classes they teach, through student and class profile reports
- ix. Teachers evaluate the academic ability of their students at the beginning of their programme of study, using baseline academic data and the outcomes of cognitive ability tests
- x. Teachers put their experience and understanding of different learning abilities of the students to plan lessons that engage and actively involve their students
- xi. Students with Special Educational Needs or Disabilities (SEND), including those who are gifted, are identified and managed through a linked-up, expert-led process.

7.3 Monitoring attendance and progress

- i. Using individual student profile reports and the results of cognitive abilities and/or English language tests as a means to determine academic targets, proctor meet with students regularly to monitor their progress during academic sessions.
- ii. Teachers record attendance, homework, test and assessment marks in a systematic form for each student on an on-going basis, enabling proctors to access all relevant information for student monitoring purposes.
- iii. Proctors identify and address areas of concern, promote areas of interest and ability, and motivate students to reach their academic pursuits.

7.4 Delivery

- i. Teachers introduce and employ a variety of teaching and learning methods and resources, both inside and outside the classroom, to enthuse, motivate, challenge and involve students, including:
 - a. Experiential learning
 - b. Intelligent Questioning Techniques

- c. Practical activities
 - d. Interactive seminar- and tutorial-style sessions
 - e. Use of other interactive methods/resources
 - f. Teacher-led lessons
 - g. Use of a Virtual Learning Environment and other media
 - h. Field trips and visits
 - i. Invited speakers/experts
 - j. Case study-based group work
- k. Research-based assignments
- ii. Students are made aware of the learning objectives for each lesson to enable them to evaluate their own understanding and progress and identify when they need help or clarification. Learning objectives clearly distinguish the acquisition of subject knowledge from the development of learning and other skills
 - iii. Success criteria are clearly defined for the students, so that they know what they have to do in order to meet learning objectives and to achieve the assessment outcome.
 - iv. Lesson content is reinforced through assignments, key tests and provision of learning resources available to students outside of lesson time
 - v. Teachers embed principles that support students' spiritual, moral, social and cultural (SMSC) development within their approach to teaching and learning
 - vi. In addition to teaching, every lesson and assignments shares a focus to reinforce and strengthen English language, numeracy, independent learning, communication and reasoning skills.

7.5 Providing feedback

- i. Students receive regular and timely feedback on progress through dedicated tutorial sessions, and on assessments in accordance with College assessment policies and procedures
- ii. Feedback addresses progress regarding the acquisition of subject knowledge as well as the development of key skills relevant to the learning process
- iii. Students are given academic reports for each semester, which, in addition to showing assessment marks, include feedback from their teacher with regard to their perceived strengths and weaknesses and how they can improve and maximize their chances of progression
- iv. Parents/guardians also receive the academic reports, facilitating their involvement in their children's learning.

7.6 Advice and support

- i. Proctors and teachers share and discuss student feedback and collaborate to ensure the effective, relevant and timely learning support for the needy students
- ii. Students are given appropriate advice regarding their progression plans in response to the progress they are making on their current programme and their final outcomes, in accordance with *Student Progression Policy and Procedures*
- iii. Teachers support each student's spiritual, moral, social, cultural, intellectual and

physical development, in conjunction with their welfare.

8. Supporting and developing teaching and learning provision

8.1 Teacher support and development

- i. The academic staff participates in a Continuing Professional Development (CPD) programs, in accordance with UGC/*Government Policy and Procedures*. Training and development provision is based on college-wide and individual/group needs. Individual needs are identified and recorded as part of lesson observation and peer support work and annual staff appraisal processes.
- ii. College teachers should all hold or be working towards gaining a UGC recognized teaching qualification. Teachers working towards qualifications alongside college work will be supported and afforded flexibility wherever possible.
- iii. Academic staff participate in a peer support programme, consisting of a variety of activities conducted in pairs and subsequent discussion of feedback and suggested approaches to development.
- iv. Staff also should have access to a virtual learning environment (VLE), called Study Smart, where teaching and learning documents and training materials are stored and shared.
- v. Additional support is available individually to staff through regular meetings with their in-charges/ Head of the Institution and annual staff appraisal activities.

8.2 Learner support and development

College supports learner development through ensuring each lesson has a focus on skills as well as subject knowledge acquisition. Dedicated tutorial sessions individualize this further, allowing students with particular development to be identified and the appropriate support put in place.

8.3 The role of self-evaluation

Self-evaluation plays a key role in making meaningful and beneficial changes to our teaching and learning provision.

Further information on self-evaluation can be summarized below are the main on-going internal self-evaluation activities that work in parallel with college-level evaluation to support and inform teaching and learning practices:

- i. Staff appraisal – academic staff participate in an annual cycle of prospective and retrospective appraisal activities which enable staff to identify their own development goals and line managers to become aware of any needs for improvement in performance
- ii. Lesson observation – lessons are observed internally and externally as and when possible.

Teaching standards are evaluated and any necessary remedial steps taken iii. Programme evaluation – key programme parameters are measured to assess programme performance and identify areas for development work

- iv. Soliciting student feedback – student opinion and feedback is surveyed at the start, mid-point and end of their programme of study
- v. Soliciting staff feedback – staff are encouraged to provide feedback on college policies and practices, and any other area of concern or where it is felt beneficial changes could be made.

9. Expectations of students and staff

In order that our vision and principles are upheld and teaching and learning practices are carried out in accordance with our defined approach, the College has the following expectations of students and staff:

9.1 Expectations of students

Students play a key role in their own learning and success and College expresses to students before and after arrival its expectations with regard to their responsibilities and behavior throughout their programs of study, as outlined below.

Students are expected to:

- i. Actively participate in and reflect upon their own learning and share responsibility for their progress and outcomes
- ii. Strive to become independent learners
- iii. Behave in a way that allows them and others to learn - listen when requested; allow others to speak and support them in expressing their views and ideas
- iv. Demonstrate diligence, enthusiasm and a genuine interest in their studies
- v. Attend all classes and obtain authorization in advance for any planned absence
- vi. Arrive on time for lessons and other events associated with their studies, and bring with them any requested materials and equipment
- vii. Ensure that they have access to learning resources they are responsible for sourcing
- viii. Complete assignments by themselves, on time and to the best of their ability
- ix. Undertake class tests conscientiously
- x. Prepare for examinations and assessments to the best of their ability
- xi. Adhere to all internal and external regulations regarding conduct in examinations
- xii. Be co-operative and willing to participate in different approaches to teaching and learning
- xiii. Be prepared to study additional modules as required by university offers
- xiv. Interact with fellow students and staff to promote collective learning
- xv. Provide feedback on their learning experiences by completing student surveys
- xvi. Treat learning resources, facilities and materials belonging to the college with respect
- xvii. Respect the diversity of cultures and backgrounds of fellow students and staff
- xviii. Show courtesy and consideration to fellow students and staff
- xix. Dress appropriately when attending lessons.

9.2 Expectations of staff

Staff are informed that they are expected to:

- i. Understand and uphold Study Group values and College key teaching and learning vision, principles and approach
- ii. Be familiar with all college policies and procedures and apply them consistently and fairly
- iii. Be helpful, approachable, and supportive in student activities. Play a pivotal role in investigate and understand the students' needs.
- iv. Model the behavior that they expect from their students
- v. Treat all students in a manner that reflects the independent and responsible learners they are supporting them to become
- vi. Be informed about the students they teach, understand their goals and work with them to set challenging learning targets
- vii. Ensure that their subject and curriculum knowledge is up to date and that they keep abreast of key developments in the Global education sector
- viii. Plan their lessons to meet the varying needs and backgrounds of their students
- ix. Actively promote and be involved in SMSC and enrichment activities
- x. Prepare and arrive on time for all of their lessons
- xi. Clearly communicate and define to the students the intended learning outcomes for each lesson
- xii. Support students' development of English language, communication, learning and enquiry skills
- xiii. Build students' confidence and ability to engage actively in their learning through varied teaching and learning practices, listening to their ideas and positively affirming their contributions
- xiv. Differentiate classroom and assignment activities to develop different skills, open cultural boundaries and maintain interest
- xv. Mark work and provide constructive feedback in accordance with relevant assessment policies and procedures
- xvi. Promote independent learning, students' responsibilities within the learning process, and student self-reflection and progress monitoring
- xvii. Participate in peer support activities and share best practice with colleagues
- xviii. Be positive and supportive in their attitude to fellow members of staff.

10. Teaching and learning infrastructure

College should have the general structure with regard to academic staff roles within each of its departments/college.

6. Examinations and Evaluation Policy

1 Preamble:

The Academic Council has been constituted as per the guidelines of UGC and affiliating University to decide upon academic policies and academic activities from time to time. With the approval of Academic Council, the methodology for internal examination and evaluation

of the programmes run by this college is as under **Examination Committee (EC)** which is constituted as follows: (i) Principal (Chairman), (ii) Examinations coordinator, (iii) Academic Coordinator.

2 The Powers and Duties of Examination Committee (EC):

3. The EC shall design the internal examination dates, keeping in view of the University calender
4. The EC shall ensure proper performance of the various duties in conducting examinations .
5. The EC shall recommend examination reforms and shall implement them after the approval of Academic Council (AC).
6. The EC shall prepare the detailed time table of internal examinations as per the schedule approved by University academic calendar.
7. The EC shall arrange for strict vigilance during the conduct of examinations in order to avoid use of unfair means/ malpractices by the students, faculty and invigilators.
8. Internal Exams Complaint Redressal Committee (IECRC) shall be an independent committee consisting of three members appointed by Chairman, EC as and when required to deal with the complaints related to the conduct of examinations.
9. The recommendations of the CRC shall be approved by the Chairman and EC to take appropriate disciplinary actions in the concerned matter. The disciplinary actions shall be endorsed by the EC.
10. For any meeting of EC, one-third members shall constitute a quorum.
11. The members of EC shall meet at least twice during the academic year and at other times as and when necessary.
12. The various formats shall be prepared by EC for record keeping and monitoring all examination related activities.
13. The EC shall perform such duties and responsibilities that are assigned by Academic Council of the institute from time to time.

Continuous Internal Assessment (CIA)

- i CIA of theory are to be conducted by the course teacher all through the semester. Total marks for CIA of each course are 25. This shall include 20 marks from the average of marks obtained in the best 1 out of 2 descriptive/objective examinations and 5 marks for assignments. In descriptive/objective examination, student has to answer one questions for 10 marks. For the remaining 10 Marks, the concerned teacher may follow any of the pedagogical strategies to assess the student basing on the academic abilities.
- ii The marks obtained in CIA will be made available to the students in the respective departments and they are obliged to affix their signatures during a prescribed period as a confirmation of their verification of the marks.

Semester End Examinations (SEE)

The external examination shall be conducted at the end of the semester for 75 marks.

Lab Courses (Practical / Practice / Workshop): Practical's are being conducted for

100 marks split between odd and even semesters for 50 marks each. Out of 50 marks, 35 marks are to be awarded for experiments/job works and 10 marks for record and 5 for viva-voce examination.

2.12 Instructor Course Outline

Instructors will provide, for each course or section, a document that outlines, along with other information such as evaluation procedure of a student's performance and any specific criteria regarding the performance of students, such as penalties for missed tests or extra credit opportunities, etc. All the aforesaid procedures shall be approved by the Staff Council of the College.

A. The Instructor Course Outline must include:

1. Instructor's name, residence, office number, e-mail, and office hours
2. Course title, section(s), campus, semester and course prerequisites
3. General description of the course, its topics, scope, methodological approach, etc., as well as required and/or recommended texts and/or materials
4. Instructor's guideline statements relating to
 - 3.1.Late assignment penalties
 - 3.2.Missed tests/make-up tests or assignments
 - 3.3.Academic integrity
 - 3.4.Attendance
 - 3.5.Course- or section-specific competency standards
5. Value and number of assessments/**evaluations**, such as exams, tests, essays, labs, class participation, etc., expressed in the final grade.
6. Course-specific requirements, such as that students i) "must complete every assignment in order to receive a passing final grade," ii) "must write one in-class assignment," iii) "must pass both theory and lab components in order to pass this course," etc.
7. If necessary, a statement indicating that the means or values of assessments/**evaluations** are subject to change during the semester

B. The Instructor Course Outline may also include:

4. A schedule of assignments, readings, **evaluations** (i.e., syllabus)
5. A general description of course objectives/learning outcomes

2.13 Class Attendance and Participation

Instructors may use a student's record of attendance and/or level of active participation in a course as part of the student's graded performance. Where this occurs, expectations and grade calculations regarding class attendance and participation must be clearly defined in the *Instructor Course Outline*. Students who are enrolled in courses offered as part of a Field School must demonstrate sufficient readiness to

succeed in the program prior to departure on the field experience. Prior to departure, students must attend all classes and complete all required assignments or activities to a satisfactory level as determined by the course instructor and as outlined in the *Instructor Course Outline*. Any dispute over whether the student has met the required standard prior to departure will be negotiated by the Dean/Head responsible for the program.

2.14 Submitting Assignments

Instructors are responsible for explaining in advance how and when they should receive assignments from students, whether delivery is to be in-person, via departmental assistant or through electronic means, etc. Students are responsible for ensuring that their assignments are delivered appropriately and on-time as specified by instructors. Where students submit assignments to someone other than the instructor, they should obtain a proof of receipt. Where students submit assignments

electronically, they should retain proof of sending. Students are strongly advised to retain copies of their assignments.

2.15 Penalties for Late Assignments

Expectations and grade calculations regarding penalties for late assignments must be clearly defined in the *Instructor Course Outline*.

- Instructors may choose not to accept late assignments beyond the due date. •
- Instructors may reduce the grade awarded for an assignment that is turned in late to the instructor. Where this occurs the reduction in student's grade must be proportional to the degree of lateness and be applied consistently to all assignments turned in late in the course.

16 Semester End Examination for Lab courses

- 16.1. Semester End Examination for lab shall be conducted as per the examination schedule approved by EC. However in case of any emergency, the examination may be rescheduled with the prior approval of Examination coordinator.
- 16.2. CEC shall act as coordinator for conducting practical examinations. HOD/CEC of the concerned department shall be responsible for proper conduct of practical examinations and various examination related activities of the concerned department. He/She shall, however, take the services of staff of his/her Department for this purpose.
- 16.3. CEC in consultation with HOD and CoE shall prepare detailed timetable (batch-wise) for the lab examination of the concerned department.
- 16.4. The HOD shall submit the schedule and final list of examiners for all lab examinations to exam cell. Based on the list of examiners received from HOD, CoE shall issue the

appointment orders.

- 16.5. For external evaluation of UG project , external examiner outside the college is mandatory.
- 16.6. HOD of concerned department shall send the required panels of external examiners for UG projects to the exam cell. The appointment orders of internal and external examiner shall be issued by CoE.
- 16.7. HOD of the concerned department shall appoint staff for lab examination and forward the copy of the same to the CoE.
- 16.8. Internal examiners shall make all the necessary arrangements of equipment/laboratory setup required for conducting lab examination of the courses for which their appointment is made.
- 16.9. After the lab examination of the course is over, internal examiner along with the other examiner shall prepare the mark list, and submit it in sealed envelope to exam cell on the same day or latest by the next working day along with TA/DA and remuneration bills. These marks are not to be disclosed to the students.

17. Assessment of Self-study course, Internship, Employability skills and Projects:

- 17.1. Evaluation of self-study course, Internship, Employability skills and projects shall be conducted as per the schedule approved by University.
- 17.2. The student is evaluated for his/her self-study course or project through the quality of work carried out, the novelty in the concept, the report submitted and presentation(s) etc.
- 17.3. Appointments of the external examiners for semester end evaluation of project shall be issued by CoE based on the recommendations from HOD. CEC shall prepare detailed timetable (batch-wise/student-wise) for the project examination and coordinate the conduct of the same.

18. Pass Mark Regulations:

- In CBCS system, 10 point scale evaluation is followed. Examinations are conducted in Continuous Internal Assessment (CIA) and Semester End Examinations (SEE) pattern.
- Internal Assessment is for 25 marks and SEE is for 75 marks.
- The student has to secure a minimum of 35 % marks in SEE exams to pass in a particular paper.

19. Revaluation:

- The students are permitted to apply for revaluation of their answer scripts if they are not satisfied with their first valuation.
- The students are required to pay the prescribed amount for each paper

separately in which they sought revaluation to the University.

20. Calculation of Cumulative Grade Point Average (CGPA) and Semester Grade Point Average (SGPA)

- Cumulative performance of all the semesters together will reflect performance in the whole programme and it will be known as Semester Grade Point Average (SGPA), Cumulative Grade Point Average (CGPA) respectively.
- SGPA/CGPA are the real indicators of a students' performance of the programme. CGPA is computed as the ratio of total credits points secured by a student in various courses in all semesters and sum of the total credits of all courses in all semesters. SGPA, CGPA may be computed up to two decimal places.

21. Suspected Malpractice cases

- These cases are to be dealt as per University Guidelines.
- Malpractice committee will consist of the Principal, the Controller of examinations and three Academic Council members.

22. Condonation of Attendance:

- i.** The students should put in minimum 75% of attendance to be eligible to sit for the semester end examinations.
- ii.** A student cannot be promoted for next semester unless he pays the required examination fee, even though he puts in the required percentage of attendance.
- iii.** The Principal can relax the attendance eligibility by 5% for those students who could not attend the classes due to ill health or any other valid reason. This decision will be taken only on production of relevant certificate and enquiry with the Proctor concerned.

23. Preservation of assessed answer books

- All valued internal exams answer books shall be preserved for two consecutive semesters in strong room of Examination cell.

24. Semester End Examination Result

- Results usually be declared by the University

7. Research Policy

1. Aims of the Research Policy

- i.** The research policy of the college aims to create and support a research culture among its teachers, staff and students and leverage it for enriching and enhancing the professional competence of the faculty members;
- ii.** for developing and promoting scientific temper and research aptitudes of all learners;
- iii.** for realizing the vision and mission of the college and for contributing to national development by establishing an institutional fund and plan for facilitating their

participation in research and related activities and by providing the required resources and appropriate facilities.

- iv. It also aims at ensuring that the research activities of the college conform to all applicable rules and regulations as well as to the established standards and norms relating to safe and ethical conduct of research.

2. Scope of the Research Policy

This policy shall apply to all the researchers of the college and for the purpose of this policy 'researchers' are defined to include

- i. All staff, temporary and permanent, who are active in teaching, research, administration and provision of any form of support to the core functions of the college;
- ii. All students registered with the college;
- iii. All mentors, guides, external experts and sponsors associated with any of the research activities of the college
- iv. All academic and administrative departments of the college;

This policy shall apply to all the research and related activities of the college and for the purpose of this policy research and related activities will inter alia include

- i. Research activities including basic, strategic and applied research undertaken either for fulfilling the requirements of academic degrees or for solving problems
- ii. Scholarly activities intended to expand knowledge boundaries by analysis, synthesis and interpretation of ideas and information by making use of rigorous methodologies
- iii. Knowledge compilation and communication initiatives for keeping abreast of academic developments in any knowledge domain such as writing of textbooks, chapters of textbooks, monographs; developing/updating curriculum etc.
- iv. Creative activities involving the generation of new ideas, innovations, hypotheses, images, performances or artefacts, including design in any field of knowledge which leads to the development of new knowledge, understanding or expertise;
- v. Research projects of students undertaken as part of the curriculum or for enriching it
- vi. Publication, presentation and communication of the research outcomes and related activities

3. Objectives of the Research Policy

- i. To strengthen the institutional capacity for strategic, technical and operational planning, budgeting and control of all research activities of the college
- ii. To create and administer a research fund for supporting and facilitating research initiatives and projects of faculty members and students
- iii. To develop rules, procedures and guidelines for granting research support, instituting

- awards, and supporting all other related activities
- iv. To develop rules, procedures and guidelines for granting study leave, sabbatical leave, duty leave, reduction in workload, etc. for faculty members undertaking research activities
 - v. To provide a modality of for proper coordination of all research activities of the college and aligning these to the vision and mission of the college and national development goals.
 - vi. To prepare and regularly update the research agenda of the college outlining the preferred focus areas and priorities of research activities to be supported
 - vii. To guide faculty members in the effective integration research projects with the regular curriculum implementation and curriculum enrichment activities
 - viii. To identify and inform researchers about the appropriate research opportunities announced by different academic, research, industry or government organisations
 - ix. To promote interdisciplinary research and establish modalities for preparing and undertaking joint research projects covering more than one knowledge domain as well as policies for involving external agencies/experts in such projects
 - x. To define enabling framework for researchers to obtain sponsorships for research projects and which makes the participating researchers responsible for the successful implementation of the project
 - xi. To develop and promote linkages with the Research Council of the affiliating University and enable all the researchers of the college to benefit from the activities and programmes of the council
 - xii. To identify and establish linkages including MOUs for long term relationships with national and international research organisations for widening the scope of research opportunities and funding options available to the teachers and students of the college.
 - xiii. To identify and establish linkages including MOUs for long term relationships with industry bodies and individual companies for creating opportunities for teachers and students of the college to involve themselves in real life research projects and obtaining sponsorships
 - xiv. To encourage and facilitate the publication of the research work/projects in reputed academic journals
 - xv. To encourage and facilitate the presentation/communication of the research work/projects as well as their findings and recommendations through academic events such as workshops/seminars/guest lectures or the media
 - xvi. To compile data on all the research work/projects undertaken by the teachers and students into a database for easy monitoring and analysis of the progress being made by them from year to year
 - xvii. To provide a mechanism for ensure that academic staff attain the desired mix of teaching, research and consultancy outputs so as to achieve the level stated in the College mission;

- xviii. To draw up and adopt a research code, which informs all researchers about the ethical and legal norms and principles to be followed in the conduct of research
- xix. To prepare and implement a research quality assurance mechanism for ensuring that all research activities of the college conform to standard quality specifications
- xx. To develop, prescribe and administer rules and procedures to ensure the compliance of all researchers to the research quality assurance framework, the research code and all the applicable rules and regulations.

4. Composition of Board of Research Studies (BRS)

Board of Research Studies will have the following composition

- i. Principal – Chairperson
- ii. Coordinator – Member Secretary
- iii. Four teachers – Members
- iv. Industry/Academia representative - Member
- v. Two student representatives - Members

Research Cell may be expanded with the inclusion of more members if necessary. It may also set up and promote 'Action Groups' for managing specific projects/activities.

5. Research Policy implementation mechanism

The Board of Research Studies of the college shall be responsible for implementing this research policy of the college by working closely with the college vision. The specific roles and functions of the Board of Research Studies will be as follows:

- i. Facilitate the faculty in undertaking research and will work with the college to set up a research fund for providing seed money
- ii. Provide research facilities in terms of laboratory equipment, research journals and research incentives etc. required by the faculty.
- iii. Encourage and promote a research culture (eg. teaching work load remission, opportunities for attending conferences etc.).
- iv. Encourage the faculty to undertake research by collaborating with other research organisations/ industry.
- v. Create suitable procedures for giving due recognition for guiding research.
- vi. Facilitate the establishment of specific research units/ centres by funding agencies / university.
- vii. Organise workshops/ training programmes/ sensitisation programmes to promote research culture on campus.

- viii. Prepare budgets for supporting students' research projects.
- ix. Invite industry to use the research facilities of the college and sponsor research projects.
- x. Approach National and international organisations such as UGC, DAE-BRNS, ICSSR, ICHR, ICPR, DST, DBT, UNESCO, UNICEF, NBHM, CSIR etc to fund major and minor research projects undertaken by the faculty / students
- xi. Make efforts to improve the availability of research infrastructure requirements to facilitate research.
- xii. Develop and implement an official Code of Ethics to check malpractices and plagiarism in research.
- xiii. Facilitate Interdepartmental / interdisciplinary research projects.
- xiv. Institute research awards.
- xv. Create incentives for the faculty who receive state, national and international recognition for research contributions as well as research awards and recognition from reputed professional bodies and agencies.
- xvi. Encourage and promote the publication of research articles by the faculty in reputed/ refereed journals.
- xvii. Create and maintain a database of research work and research projects undertaken by the faculty and students as well as collect data by metrics such as Citation Index, Impact Factor, h-index, SNIP, SJR, etc.
- xviii. Publicise the research expertise and consultancy capabilities available in the college.
- xix. Facilitate the provision consultancy services to industries / Government / Non Government organizations / community/ public.
- xx. Prepare Rules & Guidelines for Grant of Research related leave and other remissions
- xxi. Prepare Guidelines for design and evaluation of curriculum oriented research projects
- xxii. Prepare a college research agenda with relative priorities.

8. Intellectual Property Rights Policy

1. OBJECTIVES:

- i. Aims to facilitate the protection and valorisation of intellectual property (IP) generated during scientific pursuits in the College and offers scope for wealth generation, alleviation of human sufferings and betterment of human life.
- ii. Urges all faculty, staff and students to document their IP, so that it could be protected

and applied for the gain of the society at large, the institute and the concerned inventors.

- iii. Keen to facilitate faculties and staff of the college in a proactive manner in the generation, protection and transaction of IP which offer potential and scope for shared benefits to both Institute and the inventors. Through this policy, a system will be in place to bring order into the process of knowledge generation and commercial exploration.

2. FOR WHOM IS THIS MEANT?

- i. This policy covers all staff, faculty members, students and also persons engaged in sponsored schemes and projects, from UGC, DST, CSIR, APSCHE, DAE, NBHM, etc. and any other funding agency/ Institute as well as visiting scientists/professors/personnel who participate in the research work being carried out at the Institute.

3. WHAT CONSTITUTES INTELLECTUAL PROPERTY?

- i. Intellectual Property (IP) is an intangible knowledge product resulting from the intellectual output of the inventors, namely faculty, staff and students of the Institute. IP thus is an outcome of in-house or sponsored research, Industrial consulting or other forms of collaborative R & D.
- ii. Any product of the human intellect which is unique, novel, innovative, creative and unobvious and which qualifies for protection under relevant Acts of the Government for example patent rights, copy rights, trade marks etc. which are developed at the College. IP can be of the following forms: know-how, and other proprietary concepts, solutions, processes, including an invention, scientific or technological development, and even computer software, genetically engineered microorganisms and business models and other forms as the need arises.
- iii. The above forms of IP can be protected at national and international levels. The protection of IP is seen necessary both by the Inventor and the Institute. The office of the **Intellectual Property Cell (IP Cell)** deals with all activities concerning the Intellectual Property of the Institute.
- iv. The product of the intellect can have potential for faculty entrepreneurship. Such activities will ensure that the intangible IP reaches a tangible form that can be marketed. When this is the case, the Guidelines for Faculty Entrepreneurship shall be followed. The office of Technology Licensing and Entrepreneurship (**TOTLE**) at Society for Innovations and Development (SID) handles all activities related to entrepreneurship of any faculty.

4. OWNERSHIP:

- i. **IN-HOUSE RESEARCH:** All rights in respect of investigations carried out at the Institute shall vest in and be the absolute property of the Institute except in respect of the activities carried out jointly with other institutions or agencies or under a sponsorship by an agency, in which case the ownership will be decided and agreed upon mutually under MoU.
- ii. **SPONSORED RESEARCH:** Intellectual Property Rights (IPR) of inventions arising out of research projects undertaken on behalf of the sponsoring agencies shall be taken jointly in the name of the Institute and sponsoring agencies; when the sponsoring agencies bear the cost of filing and maintaining of the IPR equally basing on the MoU. If the sponsoring agencies are not forthcoming, the Institute at its discretion may file the application with the absolute ownership and Institute will meet the entire cost of filing and protection of IPR.
- iii. **COLLABORATIVE RESEARCH:** All intellectual property jointly created, authored, discovered, invented, conceived or reduced to practice during the course of collaborative research undertaken jointly by Institute with Collaborating Institutions, shall be jointly owned; and the Collaborating Institutions will be requested to bear the cost of filing and maintenance of the IPR. In case the Collaborating Institutions are not forthcoming to bear fully the cost of filing and maintenance, if considered expedient by the Institute, the Institute will share the cost proportionately with the Collaborating Institutions as per the MoU. Where the Collaborating Institutions are not forthcoming for filing joint IPR application, the Institute at its discretion may file the application with absolute ownership and Institute will meet the entire cost of filing and protection of IPR.

5. COPYRIGHT:

- i. The College shall be the owner of work, including software created by college personnel with significant use of college resources.
- ii. If the institute foresees a gainful return from copyrights, it may initiate steps to file and protect such copyrights and share the financial benefits with the inventor on terms and conditions of the institute.
- iii. The College shall be the owner of copyright on all teaching material developed by the college personnel as part of any of the academic programs at college. The authors shall have the right to use the non-funded technical material in his/her professional capacity. If the technical material is prepared by the author on behalf of a funding agency, then the copyright will be shared between the Institute and the Funding Agency. As a traditional exception, the college shall not claim ownership of copyright on books and publications authored by the college personnel.
- iv. Any IP generated when an Inventor from the institute works in a university or company abroad/in India on EOL/sabbatical leave/earned leave, will be jointly owned by the college and the University/Company.

TECHNOLOGY TRANSFER

- i. The Intellectual Property of the Institute held either in the name of College or jointly with other Institutions/Industry will be marketed for commercial transactions under agreements involving technology transfer, licensing and revenue sharing models.
- ii. The IP Cell shall identify potential licensee(s) for the IP to which College has ownership. In case of joint ownership, the Organization/Industry which has sponsored the activity, will have the first right to commercially utilize and exploit Intellectual Products emanating from the collaboration activity, whether or not the same have been formally protected by patent(s). The licensing to commercially exploit would involve technology transfer fee and also royalty payment from the first date of such commercial exploitation for a period that will be as mutually agreed upon.
- iii. In the event of the other collaborating organization/industry not undertaking the commercial exploitation within a reasonable period of two years from the first date of development of the technology. The College reserves the right to transfer the said know-how to a Third Party for its commercial exploitation and use. In such instance, however, the college shall share the net proceeds from such commercial assignments, in equal measure with the collaborating organization/industry in the ratio 1:1.
- iv. The college would endeavor to exploit the IP by commissioning a Technology Management Agency and thereby bring to a favorable light the IP produced by its Inventor(s). The Inventor(s) may seek the college to assign the rights to them after a certain holding period, governing the rules and regulations of the IPR Act.

6. REVENUE SHARING

- i. The revenue arising out of licensing of IP and royalty would be shared in the appropriate ratio (currently, this ratio is 60:40) between the inventor(s) and the Institute. Where the college reassigns the right of the IP to its investor(s), the inventor(s) shall reimburse all the costs incurred by the college, which include protection, maintenance, marketing and other associated costs from time to time.

7. INFRINGEMENTS, DAMAGES, LIABILITY AND INDEMNITY

- i. As a matter of policy, the college shall, in any contract between the licensee and College, seek indemnity from any legal proceedings including this, but not limited to manufacturing defects, production problems, design guarantee, up gradation and debugging obligation.
- ii. The college shall also ensure that the college personnel have an indemnity clause built into the agreements with licensee(s) while transferring technology or copyright material to licensees.
- iii. The college shall reserves the right to engage in or desist from or not in any litigation concerning patent and license infringements.

8. CONFLICT OF INTEREST

- i. The inventor(s) are required to disclose any conflict of interest or potential conflict of interest initially.
- ii. If the inventor(s) and/or their immediate family have a stake in a licensee company, then they are required to disclose the stake they and /or their immediate family have in the company, and license or an assignment of rights for a patent to the licensee - company in such circumstances, shall be subject to the approval of the IP Management Committee.

9. DISPUTE RESOLUTION

- i. In case of any disputes between the college and the Inventor(s) regarding the implementation of the IP policy, the inventor(s) may appeal to the Principal of the College. Efforts shall be made to address the concerns of the inventor(s) by developing and instituting an Arbitration/Mediation mechanism and arrangement. The Principal's decision in this regard would be final and binding on both institute and inventor.

10. JURISDICTION

- i. As a policy, all agreements to be signed by the college will have the Jurisdiction of the courts in Rajamahendravaram and shall be governed by appropriate laws in vogue in the country.

9. Student Progression Policy

1. Introduction

This policy describes the processes in place to manage the progress of students to support them in achieving their full potential. It describes the role of students, Teachers, HoDs/Principal and parents/guardians and explains the tools used for monitoring purposes. It describes in detail the procedures to be followed when students make insufficient progress.

2. Policy and procedures aim

The aim of this policy and procedures is to maximize the achievement of learners to

encompass subject achievement, language and skill development, and acculturation.

3. General principles underlying this policy and procedures

- i. The policy and procedures for managing student progress are explicit, clear, and consistently applied
- ii. Teachers have the responsibility for monitoring the progress of students they teach, include subject achievement and skill development
- iii. Proctors have the responsibility for monitoring the overall progress of students on their program of study
- iv. Students are expected to take a high level of responsibility for managing their own progress, and teachers will support them to develop the necessary skills to do this.

4. Approach to progress management

4.1 Approach

- i. Managing the progress of students at College is the joint responsibility of academic staff, welfare staff and the students themselves, and effort from all three sources is required to enable the student to fulfill their academic potential.
- ii. Staff continuously monitors a student's welfare and academic progress and work together to quickly address any concerns and provide any additional support required. In turn, students are expected to monitor their own progress, using a student planner provided by the college, identify and raise any concerns they may have, and work proactively with staff to try to address them.
- iii. A group of students shall have a proctor, with whom they meet regularly. Proctors monitor and manage students' welfare and academic progress and work with students and other members of staff to address any concerns.

4.2 Overview of student progress management processes

- i. Student progress is continuously monitored by teaching staff
- ii. Attendance, assignments and assessment marks are recorded by teaching staff regularly.
- iii. Attendance data, progress information, assignment and assessment marks to date are assessed by Proctors whenever needed to support progress management
- iv. Students are encouraged to evaluate, their own progress using student planners provided by the college
- v. Proctors meet students during academic sessions to discuss progress and welfare
- vi. Concerns/issues are reported by staff, or raised by the students shall be addressed by relevant academic and welfare staff
- vii. Student support plans, including detailed management plans for students with special educational needs or disability (SEND), are developed and put in place if required.

5. Progress management: Admission and startup of program

In the beginning of every program, students undergo some level of baseline testing, including cognitive ability and English language testing. Results of these tests are provided to proctors and concerned Teachers, who are able to interpret the outcomes. Further the proctor is provided with individual, class and proctor group profile reports, based on information furnished by students in application, which include details such as gender, age, nationality, and academic entry qualifications.

- i. All staff are expected to appropriately maintain the confidentiality of baseline and initial assessment information.

5.1 Long-term Goals and Aspirations

- i. On admission, each students' long term goals and aspirations are discussed by Proctors/ Academic Advisors in the light of existing qualifications outlined in the student's baseline profile report, and the results of start-up-program baseline testing.
- ii. A student's own goals and aspirations help to inform the process of managing their progress. These goals and aspirations will be discussed with the student as they progress through their program to ensure that the student has realistic expectations and targets to work further.

5.2 Target Grades

- i. Target grades will be set for each student by teaching staff, who will evaluate information drawn from the student's past educational achievements and on-arrival baseline testing outcomes.
- ii. Subsequently these target grades can be adjusted in the light of progressive formative and summative assessment outcomes and subject-based reviews from time to time.

5.3 Skill development and acculturation

- i. Areas such as skill development and acculturation are discussed with students using the baseline profile information.
- ii. Any development that is required in these areas will be addressed by academic staff to support the student's overall learning needs.

5.4 Expectations for attendance and study

- i. In order to actively engage the students in their own learning process and make the best possible progress, it is important that they are aware of the expectations casted upon them.
- ii. Teachers and Proctors continuously communicate to students that 100% attendance at lessons is expected unless legitimate absence is authorized, and outline the disciplinary process if this expectation is not met.
- iii. In addition, students are expected to take a proactive role in their studies, monitoring and managing their own progress by putting maximum efforts. At the same time, staff should be proactive in identifying and managing additional learning or welfare

support needs.

6. Progress management: On program

6.1 Recording of assessment and attendance

- i. All assignments/test and assessment marks and all student attendance at lessons are recorded punctually.
- ii. Summary reports showing marks and attendance to date, by student and group, are available with Teachers and Proctors to facilitate the monitoring and management of student progress.

6.2 Review of progress by Teachers

- i. Teachers monitor the attendance and progress of students persistently, looking at skill development and acculturation in addition to academic achievement and general welfare, and take appropriate action to support students wherever needed.

6.3 Actions to address concerns/issues by Teachers

Where there are concerns/issues identified by a Teacher, resulting actions may include:

For general concerns/issues relating to a student's health or welfare

- i. Informal discussion of the concern/issue with the student, if appropriate, try to understand and work to resolve it, informing other relevant staff of the discussion and outcome
- ii. Discussion of the concern/issue with the concerned Proctor, relevant welfare staff and develop a plan for addressing the concern/issue, if required.

For general concerns/issues relating to a student's academic progress

- i. Informal discussion of the concern/issue with the student, if appropriate, try to understand and resolve it, informing other relevant staff for discussion and outcome
- ii. Discussion of the concern/issue with the concerned Proctor and other Teachers and chalk out a plan for addressing the concern/issue, if required.

For specific issues relating to attendance or behavior

- i. An informal discussion of the issue with the student, if appropriate, try to understand and resolve it, informing other relevant staff for the discussion and outcome
- ii. Discussion of the concern/issue with the concerned Proctor, relevant welfare staff and other Teachers and chalk out a plan for addressing the issue, if required

6.4 Review of student progress and welfare by Proctors

Each student is allocated to a Proctor to support and facilitate their academic progress

across all subjects/modules and to support their general welfare. Proctors meet regularly with their students to resolve issues related to academics and personal welfare.

Proctors monitor attendance and achievement data of students as recorded by Teachers from time to time. Proctors monitor for concerns/issues, including:

- i. Poor attendance (overall/by subject/at particular times)
- ii. Declining attendance (overall/by subject/at particular times)
- iii. Internal assessment marks below pass standard (overall/by subject) iv. Declining academic performance (overall/by subject)
- v. Missing attendance data or marks.

In addition, Proctors monitor:

- i. General welfare
- ii. Potential safeguarding/child protection issues
- iii. English language development
- iv. Progress towards acculturation
- v. Learning skill development
- vi. Spiritual, moral, social and cultural (SMSC) development
- vii. Attitude towards/engagement with studies.

Proctors provide balanced feedback to students, including positive and constructive comments. They give positive reinforcement where good progress is being made and supportive encouragement where progress could be improved. The Proctor also responds to the concerns raised by the students, their Teachers and welfare staff.

6.5 Review of progress across subjects/modules by Proctors

- i. Once in a Semester Proctors carry out a review of progress across all subjects/modules of each student. The student is expected to prepare by reviewing and evaluating their attendance data and subject/module marks, provided by the Teachers/tutor. The Tutor prepares by reviewing attendance data and homework and test marks, and Teacher comments included in students' progression reports.
- ii. The tutor acknowledges achievements and discusses areas for improvement and then supports the student to identify action for betterment or continued high performance. Support needs are addressed.
- iii. Outcomes are recorded by the student in their student planner. The tutor also records key points and outcomes of the progress review and shares the records with other relevant staff.

6.5 Actions to address concerns/issues by Tutors/Teachers

- i. Where a concern/issue is identified by a Tutor, the Tutors will firstly discuss it with other relevant academic and welfare staff. A joint plan of action to address the concern/issue should be developed by the Tutor/Teacher, as needed.

- ii. For attendance or behavioral issues, after initial discussion with other relevant staff, the Tutor or Teacher should invoke, as needed, relevant procedures as outlined in *Attendance Policy and Procedures* and *Disciplinary Policy*.
- iii. Where concerns continue, the Tutor should refer the matter to the relevant academic manager (Programme Manager/Academic Director/HoD) and/or welfare manager

7. Students making insufficient progress

7.1 Identification of students making insufficient progress

- i. Periodic monitoring of performance in formative and summative assessments is undertaken by the student's Tutor overall subjects/modules studied and enables Teachers and Tutors to identify students making insufficient progress.
- ii. Students making insufficient progress are categorized as follows:
 - a) Insufficient progress to pass the program
 - b) Insufficient progress to achieve progression to university
 - c) Insufficient progress to achieve progression to first or second (insurance) choice university for a program

7.2 Gathering further information

All available relevant information is gathered by the Tutor, with inputs from the Program Manager if needed, for any student making insufficient progress in order to identify possible causes. Information gathering includes:

- i. Baseline student profile (age, gender, nationality, academic background, Baseline testing results etc.)
- ii. Copies of relevant college records (academic and welfare) – e.g. attendance and formative assessment marks for all semesters, midterm progress reports, tutorial review records, reports of concern, SEND/medical information, disciplinary procedures etc.

In addition, the Tutor/ Program Manager should contact all other relevant staff (academic and welfare) to obtain further ('soft') information about:

- i. The student's current perceived English language ability
- ii. The student's perceived academic ability
- iii. The student's general attitude towards their studies, including homework and assessment
- iv. The student's behavior and participation in the class/extra-curricular activities/enrichment programs
- v. The student's general welfare
- vi. Recent changes in behavioral patterns, attitude, welfare etc.

7.3 Procedures when insufficient progress is identified

If a Tutor and their colleagues feel that further information gathered reveals a cause for concern regarding insufficient progress in any of the above categories being made by a

student, should follow the procedures outline below, as relevant:

1. The Tutor will meet with the relevant Program Manager, if they have not already been involved in the processes to date, to review all relevant information and agreed upon an approach for talking to the student about the concerns and subsequently managing their progress
2. The Tutor/Program Manager will then meet the student to discuss the concerns and identify the means to support the student, recording the key points and actions of the discussion
3. The Tutor/Program Manager will share management plans for the student with all other relevant staff to ensure support is provided in all areas needed.
4. If there is an indication from information gathered that lack of progress may be due to welfare/accommodation issues, then relevant welfare/accommodation policy and procedures are followed

8. Additional classes / Extra Tuition

Extra tuitions can be arranged for students who feel they are not making the progress they wish to, or where academic staff feel additional support, which cannot be provided as part of the student's usual timetable, is required.

8.1 Definition of extra student tuition

- i. College defines extra student tuition as any one-to-one or group tuition provided by a member of its academic teaching staff on College grounds outside of the structured curriculum timetable or official extra-curricular activities. This definition excludes ad-hoc assistance provided by teachers in response to specific queries made by students outside of lesson and tutorial time.
- ii. If sufficient students have requested the same additional tuition, the college may opt to run an additional class in the relevant subject as an extension to the current timetable. In this case, this support will not be classed as extra tuition.

8.2 Provision of extra tuition

College permits its academic teaching staff to provide extra tuition for students in the following circumstances:

- i. A recommendation has been made by a member of academic or welfare staff that extra subject/English tuition is required in order to facilitate a student's reasonable progress on their program of study. The recommendation has been accepted by the student and their parent/guardian/the individual who will pay for the extra tuition
- ii. A student has requested extra subject/English tuition in order to facilitate reasonable progress or enhance performance on their program of study, which has been approved by their parent/guardian/the individual who will pay for the extra tuition
- iii. A recommendation has been made by a member of academic or welfare staff that extra

English tuition is required in order to facilitate the student's integration into college academic life. The recommendation has been accepted by the student and their parent/guardian/the individual who will pay for the extra tuition

- iv. A student has requested extra English tuition to facilitate their integration into college academic life, which has been approved by their parent/guardian/the individual who will pay for the extra tuition.

8.3 Conditions for provision of extra tuition

College sets out the following conditions for the provision of extra tuition by academic teaching staff:

- i. Tuition must be provided on college grounds during college opening hours
- ii. Tuition should not disrupt timetable, management or training activities for staff, or timetabled activities for students
- iii. Tuition must be provided in accordance with College policies and procedures
- iv. A consent form for each student receiving extra tuition must be completed and signed by the student, teacher and relevant Programme Manager and, additionally, signed by the student's parent/guardian/the individual who will pay for the extra tuition
- v. The Academic Coordinator must review and approve all consent forms before extra tuition arrangements are put in place
- vi. Payment will be collected in advance directly by the College. Teachers must not take direct payment for extra tuition.

10. Consultancy Policy

The institution aims to be an entrepreneurial organization by providing consultancy services to client organisations. The College recognises the consultancy carried out by the faculty as a core and valuable part of its function as an Autonomous institution and also as part of the 'Knowledge Transfer' in developing mutually beneficial relationships with commercial, public and other organisations. Therefore, the College has established its Consultancy Policy to support all staff in the delivery of approved consultancy.

This policy is projected to provide a clear framework for faculty who wish to take up consultancy, either through College or in personal capacity. Consultancy includes the work extended by a faculty member of the college in their field of expertise for external clients, for which payment is usually made. The faculty members should take prior approval from the Head of the Institution to extend consultancy work and maintain the proper record in this regard. Personal Consultancy must be undertaken outside normal working hours of the college and should not hamper the regular teaching in the College.

Some of the Consultancy services are mentioned below:

1. External examiner
2. Acting as an subject expert/University Nominee
3. Delivering a special private/public lecture
4. Production of Intellectual works such as books, articles and papers
5. Editor of academic/research journals
6. Serving on governmental or related committees
7. Extension of research instrumentation
8. Counsellors/Mentors for distance Learners
9. Any other consultancy activity-HPCL selection panel members

The College reserves the right to impose rejection on any consultancy proposed by the faculty. Any income generated from consultancy, approved by the college, may be used to develop the academic/research facilities in the concerned department.

11. Academic Integrity and Plagiarism Policy

1. Preamble : Honesty and Ethics stand as the backbone of teaching and research activities in academia. Every now and then it is noticed that some of the “academicians” report or publish other’s work as theirs, knowingly or unknowingly, which effect the reputation of the college as well besides that of individual. In order to address such circumstances, the guidelines are proposed in Plagiarism policy. 2. Definitions: 2.1 Definition of Academic Dishonesty and Plagiarism: According to Cambridge dictionary (online), Plagiarism is defined as “The process of using another person’s ideas or work and pretending that it is your own”. For the purpose of this policy, Academic integrity means being truthful to produce and present one’s own work and being honest and respectful to the work produced by others and to acknowledge properly while

presenting the same. For the purpose of this policy, Academic dishonesty is defined as any unfair act that violates the academic integrity performed to gain academic advantage is known as academic dishonesty. For the purpose of this policy, Plagiarism may imply copying information from any published or unpublished text, e-content or audio visual material of others without proper referencing or acknowledgement. The definition of plagiarism applies, but not limited to, the following examples: Presenting other person's work word to word without quotation marks; rephrasing other person's work without quotation marks even if it is cited; summarising other person's work without citation; presenting, in quotation marks, a work from a secondary source without citing the primary source, not giving references to uncommon facts, not giving proper citations in the text to all the references that are presented in the bibliography. The other person's work in the above scenarios may include, but not limited to, ideas, phrases, text, tables, graphics, illustrations, musical sources, art work, program codes etc.

2.2 Types of Plagiarism: Plagiarism may be intentional (dishonest plagiarism) or unintentional (negligent plagiarism). Negligent plagiarism may be due to recklessness or due to incompetence to present in own words or due to lack awareness on referencing conventions or due to lack of information about the source of information. Dishonest plagiarism means consciously and deliberately using others work without proper acknowledgement. This may also include, presenting a work produced by other person for payment of money or other consideration; presenting a work without proper acknowledgement of nature and extent of collaboration (if exists). Plagiarism is a subclass of academic dishonesty which is a broad class that includes resubmitting a work that has already been assessed and accredited, presenting fabricated information or quoting wrong citations or citations that do not exist, using prohibited materials or gadgets during examinations, communicating verbally or by other means with others during examinations, tampering or unauthorized access of confidential exam/academic material, writing an exam for somebody else or allowing somebody else to write exam on one's behalf, proxy attendance, deliberately obstruct or interfere with other's work progress.

2.3 What is not Plagiarism: A text or work is not considered as plagiarized if it contains all common facts and descriptions, If there is no other way of describing certain ideas in a general way, If the work presented is an independent idea developed, If own conclusions are added to the text after consolidating other's work with proper references.

3. The Policy Government College Rajahmundry is committed to academic integrity and ethical values among the individuals and as a community for academic excellence. If academic dishonesty is found, the details of the faculty/student/research scholar will be given to the concerned subject expert for primary investigation. If the individual is found guilty, the proctorial committee will form a subcommittee comprising of concerned subject expert & other proctorial board members, if necessary, to perform a thorough investigation. If the dishonesty is pertaining to plagiarism, the committee will take best possible support from the software provided by the college and the Universities in collaboration for the detection of plagiarism. If it is found as negligent plagiarism, the individual will be given proper counseling to get awareness on referencing conventions. If it is found as dishonest plagiarism, necessary disciplinary action will be taken. If the individual is found guilty with academic dishonesty, necessary disciplinary action will be taken ranging from warning, fine and reduction of grade to suspension from the college for limited period and cancellation of the degree or rustication/dismiss