Living World of Diversity...

PLACEMENT POLICY
Guidelines & Procedures

-: *An Intiative of Tecnia Internal Quality Assurance Cell* :-

TECNIA INSTITUTE OF ADVANCED STUDIES
NAAC ACCREDITED GRADE "A" INSTITUTE

Recognized Under Sec. 2(f) of UGC Act 1956, Approved by AICTE, Ministry of HRD, Govt. of India, Affiliated to Guru Gobind Singh Indraprastha University.

INSTITUTIONAL AREA, MADHUBAN CHOWK, ROHINI, NEW DELHI, 110085

ISO 9001:2015, ISO 14001:2015, ISO 21001:2018 & ISO 51001: 2018 Certified Institute;
Rated as 'A' Category by JAC, Govt. of NCT of Delhi; A++ Category - Best Business School
by AIMA - Business Standard Survey & Included in Top 100 B & IT School by Dalal Street Investment Journal.

PLACEMENT POLICY
Guidelines & Procedures

SOP FOR IMPLEMENTION OF PLACEMENT POLICY

S.No.	PARTICULARS	DESCRIPTION
1	**Policy Number**	TIAS/IQAC/2017-22/
2	**Policy Structure**	The placement policy for the students of Tecnia Institute of Advanced Studies to be undertaken by Training & Placement Cell for Programmes: MBA, BBA, BA(JMC) & BCA, Guidelines & Procedure to be adopted for the recruitment of students through campus interview/Job Fair etc. for career development from various reputed industries/service sectors organizations PLACEMENT GUIDELINES COMPRISING OF :. Identifying golas and Objectives, Formation of Placement Committee, Selection of Companies, Eligibility & Registration, Faculty Mentor Verification, Application Rules, Placement Process, Rules of withdrawing an Application, Selection Process, Acceptance of Offers, Off-Campus Application Rule, Early Joining, Pre Placement Offers (PPO) Policy, Post Selection/ Joining Policy, Student Conduct and Disciplinary Policy, Placement Activities Participation, Absenteeism rules and policy, Professional Skills Capability Enhancement Program.
3	**Scope of the Policy**	The placement policy has been envisioned to cover the points of placement as a part of career progression while designing it through a clear objectives, code of conduct, pre-Placement Planning; Guidelines and SOPs for Applying, Appearing, Withdrawal, Acceptance, and Feedback for Online/Offline/Pool Campus Process, and Training and development program. The policy relates to all Management, Computer Applications & Journalism and Mass Communications or any other programmes which is a part of the institute by way of its affiliation with the GGSIP University and for which • Students will be assessed • Completion is required for an award of the GGSIP University degree • Campus recruitment is meant only for the Students of Final year
4	**Policy Status**	Original –Version -2.0
5	**Originated By**	Dr. Nivedita, Training & Placement Officer Tecnia Institute of Advanced Studies, Delhi
6	**Reviewed By**	- Coordinator, Internal Quality Assurance Cell (IQAC), Tecnia Institute of Advanced Studies, Delhi
7	**Effective Date**	01/12/2021
8	**Approving Authority**	- Dr. Ajay Kumar, Director, Tecnia Institute of Advanced Studies, Delhi
9	**Amendment Number**	Nil
10	**Effective Date of Amended Policy**	Nil

THE INSTITUTE

Tecnia Institute of Advanced Studies ("TIAS") is a Flagship of Tecnia Group of Institutions; one of the Premier NAAC accredited "A" Grade Institute; Approved by All India Council For Technical Education (AICTE), Ministry of Human Resource Development (MHRD), Government Of India (GoI) and Affiliated to Guru Gobind Singh Indraprastha University, Delhi; Recognized under Section 2(f) of University Grants Commission Act, 1956. The Institute conducts Master of Business Administration (MBA), Bachelor of Business Administration (BBA), Bachelors of Arts Journalism and Mass Communication BA (JMC) & Bachelor of Computer Applications (BCA) programmes in both shifts. The institute is ISO (hereinafter ISO refers to International Organization For Standardization) 9001:2015, ISO 14001:2015, ISO 21001:2018 & ISO 51001: 2018 Certified and Instituted is Top 50 Best B-School in North Zone by The Week Hansa Research Survey, Top 50 Private Institute in India by Times BBA Education Ranking Survey; The institute has established Institution Innovation Council (IIC) under the Norms of MHRD's Innovation Cell, GoI Dated 11.09.2019 to promote Innovation and Start up and also established Entrepreneurship Development Cell. Institute provides Value Added Programs & Career Counseling Session, Capabilities Enhancement Program on Technical and Soft Skill Expertise knowledge for development of young professional. The institute had setup TIAS-NPTEL Local chapter to complete MOOCs Course with e- certification for making students employable. Institute has ultra- Modern infrastructure and impart Value Based Education, conducts Training, Research & Consultancy, National and International Conferences and Seminars, Faculty Exchange Programme, Technical cum Cultural Fest etc. since 1998. The Institute is located at a prime location and has State-of-the-Art facilities, erudite faculties, dedicated staff members and an ambience to fulfill admirable academic pursuit.

VISION

Imparting holistic development by inculcating knowledge, ethics, professional acumen and socially concerned attitude to carve an edge in a dynamic environment.

MISSION

To make a thorough professional and responsible citizen through student centric teaching learning process, co-curricular, extra-curricular, enrichment, extension and outreach activities and research environment.

QUALITY POLICY

To provide quality education, training and expertise to improve the quality of life by improving the capabilities of human resources, thinking process, practices and performance in the Management, Information Technology and Media disciplines by adopting the quality management system through continual improvements.

CORE VALUES

Being a professional institute, we subscribe to, in our dealings and hold ourselves accountable to all stakeholders by maintaining integrity, honesty, openness, personal

excellence, constructive self-criticism, continual self-improvement, mutual respect, professionalism, quality service & standards, innovation, objectivity and honoring our commitments.

INTERNAL QUALITY ASSURANCE CELL (IQAC)

The NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL (NAAC) conducts assessment and accreditation of (HEI) recognized institution to undertake the 'Quality Status' of the institution. NAAC evaluates the institutions for its conformance to the standards of quality in terms of its performance related to the educational processes and outcomes, curriculum coverage, teaching-learning processes, faculty, research, infrastructure, learning resources, organization, governance, financial wellbeing and student services. In pursuance of above for its performance evaluation, assessment & accreditation & quality up-gradation of higher education, NAAC proposes to establish an Internal Quality Assurance Cell (IQAC) as a post-accreditation quality sustenance measure. Since quality enhancement is a continuous process, the IQAC will become a integral part of the institution's system & work towards realization of the goals of quality enhancement & sustenance. The prime task of the IQAC is to develop a system for conscious, consistent & catalytic improvement in the overall performance of the institute for the post-accreditation period, it will channelize all efforts & measures of the institution towards promoting its holistic academic excellence. The Tecnia Institute of Advanced Studies was accredited on 11-Sept.-2017 with CGPA of 3.11 of 'A' Grade by NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL. IQAC established at Institute continued to strive for the betterment of systems, processes and policies setup. The NAAC visited the Institute Campus from 28th – 29th August 2017 (First Cycle) taking the tangible efforts to further has established a concrete Tecnia-IQAC hosting in TIAS-ERP in Institute.

IQAC VISION

To shape and certify the quality culture in the Institute with an intention of assured all round excellence.

IQAC MISSION

To channelize the efforts and establish the actions of the institute towards quantify academic and administrative talent and to be the change agent for leading and remove deficits to enrich the quality

IQAC GOALS

IQAC shall evolve mechanisms and procedures for:-
❖ To ensure timely, efficient and progressive performance appraisal of academic, administrative and financial tasks
❖ To ensure relevance and quality of academic and research programmes
❖ To develop equitable access to and affordability of academic programmes for various sections of society
❖ To optimize and integrate modern methods of teaching and learning
❖ To ensure credibility of evaluation procedures; adequacy, maintenance and functioning of the support structure and services

❖ To develop research sharing and networking with other institutions in India and abroad

IQAC DOLES

❖ The doles of the IQAC are:-
❖ To contribute meaningfully to ensure heightened level of clarity and focus on institutional functioning towards quality enhancement through internalization of the quality culture
❖ To act as a nodal agency in the Institute to empower, integrate and coordinate among various quality-related activities including adoption dissemination and institutionalize of best practices, for quality outcomes
❖ To build an organized methodology for decision-making, quality changes, documentation of the various programmes/activities to improve institutional functioning and internal communication for quality improvement

IQAC ROLES

❖ The roles of the IQAC are:-
❖ To develop, disseminate information and application of quality benchmarks for various academic and administrative activities of higher education.
❖ To facilitate the creation of a learner-centric environment conducive to quality education and faculty maturation to adapt the required knowledge and technology for participatory teaching and learning process
❖ To establish network to coordinate, facilitate and implement feedback response on quality- assurance initiatives by involving the stakeholders
❖ from students, parents and other stakeholders
❖ To organize inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles
❖ To develop and maintain institutional database through TIAS-ERP (MIS) for the purpose of maintaining, enhancing, quality culture in the institution.
❖ Periodical conduct academic and administrative audit and its follow-up to prepare the Annual Quality Assurance Report (AQAR) as per guidelines and parameters for onward submission to NAAC.

PLACEMENT POLICY

Training & Placement Cell, TIAS Delhi

The Training & Placement Cell (T&P Cell) of Tecnia Institute of Advanced Studies (TIAS), Delhi welcomes all eligible students to take active part in the Placement Process for the Placement Season every year starting September onwards. TIAS Delhi consider Placement Process as vital and furnishes all out administrative support to ensure that students are given the right placement opportunity to foster their career. The conversion from institute to professional life is a landmark! The impending PG/Graduation and the search for the first "real" job mark the beginning of a new and a momentous stage in students life. The goal of students search should be to find a situation that supports onward progress in life, and where one feels esteemed and comfortable - in short, a job that every student will find satisfying in all respects. Training & Placement Cell is fully equipped to render all the necessary assistance to make search dream job, by connecting to external organizations. The T&P Cell endeavors to bring a broad spectrum of opportunities to satisfy the diverse requirements and aspirations of the students. The role of the T&P

Cell is of a facilitator and counselor for placement related activities. T&P Cell provides 100% placement assistance to all the registered students as per the norms provided here. The placement team continuously endeavors to ensure TIAS Delhi coming up with the Best Placement results and continues to be the most favored institute for ON/OFF/POOL campus placements. This becomes possible with the support and full teamwork of all students. To take advantage for the benefits to all the stakeholders, the Placement Policy for the students has evolved over the years. To comprehend a win-win situation for the institute and our corporate collaborators, all students are required to cognize the Placement Policy and follow it in its letter and spirit. Some policy changes may be required to take place during the year in the best interest of the whole batch. The placement policy is applicable to all students registered for the Class of Year Campus Placements of TIAS Delhi (including the ones who may de-register) and will be followed during the entire tenure of the placement season.

The purpose of the placement policy is to define the overall structure & processes of the Training and Placement activities, its structure, the roles & responsibilities of the teams working on this process of placements. The following policy framework governs the student's involvement in the various aspects of the placement processes.

The policy will ensure that:-
- To maintain the quality standards of the jobs offered
- To ensure that the whole team work according to the defined processes to achieve the common objective
- Deserving candidates can have the opportunity to start their career with their preferred company
- Maximum number of students gets on/off/pool campus placement

Scope
This policy relates to all Management, Computer Applications & Journalism and Mass Communications or any other programmes which is a part of the institute by way of its affiliation with the GGSIP University and for which
- Students will be assessed
- Completion is required for an award of the GGSIP University degree
- Campus recruitment is meant only for the Students of Final year

About Training & Placement Cell
A body consisting of the Training & Placement Officer, Departmental Coordinator, Faculty Placement Mentor, and the Student Coordinators, Training & Placement Cell & Its Role; The institute has a dedicated Training and Placement Cell headed by Training and Placement Officer (TPO). TPO plays an important role in boosting the career of students. The Training and Placement Officer guides students to choose the right career and to plan for programs and activities to enhance knowledge, skill, attitude and the right kind of aptitude to meet the manpower requirements of the Industry. The overall role of the Training & Placement cell is to be a facilitator and counselor for training and placement related activities.

The industry is always on the lookout for students who are vibrant, energetic individuals and ready to accept challenges, attentive, with a good academic background, fast learners, open to learning even at work and more importantly possessing good communication skills. TPO shall assist students to develop/clarify

their academic and career interests, and their short and long-term goals through individual counseling and group sessions. The placement cell shall act as a contact place and facilitator to arrange internship of the students, campus visits and conduct of the recruitment process of the employers for the purposeful placement of students of the institution.

Further, to assist students for industrial training at the end of fourth semester, Training & Placement cell shall also design and implement internal curriculum, take classes, arrange experts, arrange agency for student's Personality Development, Improve Communication Skills, Vocabulary, prepare students for Resume Preparation & Email Writing, Group Discussion, Interview Skills, Aptitude Training & Practice Tests, Technical report writing, presentation skills, Foreign Languages proficiency etc.

The institute allocate budget to facilitate the functioning of Training and Placement Cell and meet the funding requirements for various activities.

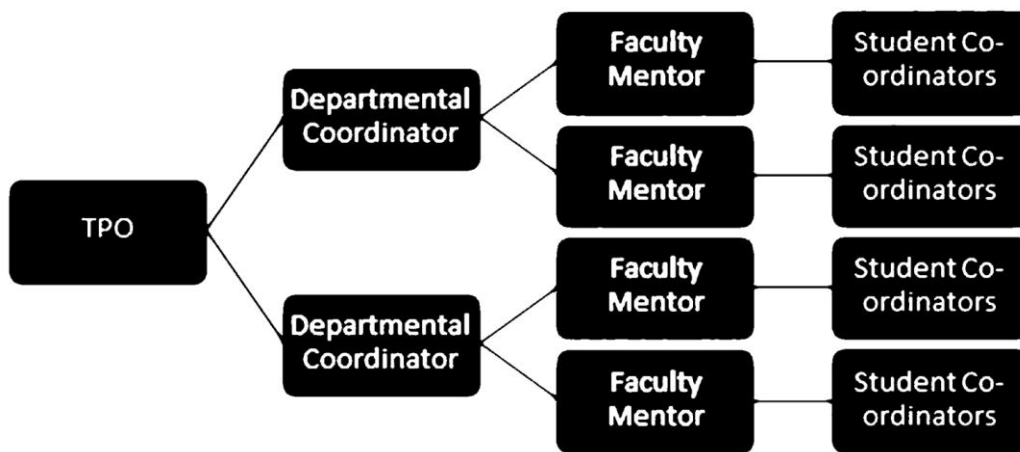The organizational structure of Training and placement cell is as follows:

Fig.1. Organizational Structure of T&P Cell

Training and Placement Officer of the Institute will be supported by a Departmental coordinator for Training and Placement Activities and Faculty Supervisors/ Mentors designated by the Head of the Departments. The department will have a student's committee comprising of 1-3 students from each class for supporting Training and placement activities headed by Student Coordinator. Departmental coordinator and Faculty Supervisors/ Mentors will be nominated at the start of the Academic year for each batch. However, student coordinator being the representative of students will be selected by the students with the help of Training and Placement Officer.

Faculty Mentor/Supervisors play active roles during the internship and minimum 20 students are supervised by each faculty mentor or as per the departmental strength.

Placement Committee
The Placement Committee comprises of T&P Cell and the Department of each Programme is responsible for operationalizing the Placement Process. At the commencement of each academic year, for each programme; i.e. MBA, BBA, BA(JMC) & BCA will constitute a Placement Committee consisting of representatives from Training and Placement Cell, students from each programme and a faculty member from each department to be nominated by the Director/HoD.

Selection of Companies
The classification of a company is based on the criteria of pay package and work profile. Companies will be invited and scheduled by the T&P Cell on the basis of the following parameters:
a) Job profile and growth prospects.
b) The package being offered by the company.
c) Past record of recruitment at TIAS.
d) Feedback from the Alumni regarding the company.

The offer of a job: If a Student's name appears on the final shortlist declared after the Company's process through the Placement Cell, then that would be considered an offer to the student.

Eligibility & Registration

The Institute would facilitate through T&P Cell for final placement of students undergoing UG/PG Programme basis fulfilling the below mentioned criteria:-

- All full time registered final year students of TIAS Delhi are eligible to participate in the recruitment process for placements through the T&P Cell
- Successfully completed the semester examinations/course with a CGPA equivalent with no backlogs.
- Satisfactory conduct with no disciplinary action throughout the program.
- All the requisite fee has been paid to the Institute.
- Good attendance record in their courses and has good participation in Placement Activities (Capacity Building Programs: Guest Lectures/ Seminars/ Conferences/ Industry Visits etc).
- 90% attendance in the proposed trainings conducted as part of capability enhancement programmes by T&P Cell.
- Graduating students who wish to pursue their startup ambitions instead of seeking placements, may seek deferment from the on/off/pool-campus placement process by obtaining formal approvals from their respective HoDs, Faculty Placement Mentor and final approval from TPO by April of the year in which the applicable placement process starts.
- The T&P Cell will attempt to find suitable opportunities for deferred-students who return to request placement support within 12 months of their graduation date. Placement support to such students will be made on a best- attempt basis without any assurances or guarantees.
- All students eligible for on/off/pool campus jobs have to register themselves with T&P.
- Once registered, each student must participate in the placement activities.
- Students from earlier batches who are specially permitted as per Deferred Placement Policy will also be eligible to participate in the recruitment process.

Faculty Mentor Verification

- The eligible students are required to fill in the T&P CV and also upload their photograph in the space provided.
- It is expected that a student shall NOT add any ambiguous/ wrong/ fraudulent/ misleading information in his/her resume. Resume checks will continue throughout the placement process. If, on verification, any discrepancies are found, the student would be de-barred from placements. This may also attract strict disciplinary action.
- All the final year students of all the programs will be subjected to a test consisting of Aptitude and technical skills at the onset of Academic Session to measure their employability index. Every student will be in continuous evaluation throughout the programme. The Evaluation of the various skills acquired will be done by giving weightage as per following:

S. No	% Weightage	MBA	BBA	BA(JMC)	MCA
1	Technical Skills*	50%	30%	50%	70%
2	Soft Skills	40%	55%	40%	20%
3	Attendance	10%	15%	10%	10%

| 4 | Cut off % for Eligibility in placement drive | 70% | 50% | 60% | 50% |

Domain knowledge, analysis, design of solutions, investigations, ethical uses of tools for society through environmental sustainable solutions for generating new ideas products or new ways of viewing thinks

- The evaluation on the Performa as mentioned in point no. 2 will be done by the competent authority/committee consisting of either one or all of the following members: Head of Departments, Training and Placement Officer, Faculty Placement Coordinators, Faculty Expert, Academic Coordinator, Dean, Director any other specified by the competent authority.
- All the final year students of all the programs will be counseled to chalk out their career plan- whether to pursue higher education, join family business, starting their own venture or to seek an employment and will be trained accordingly.

Application Rules
- All applications to the companies are to be made only through online /offline system of the T&P Cell, TIAS Delhi. If a student does not apply on T&P Cell ERP/Website for a particular company, the student will not be allowed to participate in the selection process of that company.
- A student can apply to a maximum of 05 companies' up to 1st April. The student can apply to infinite number of companies post that. No withdrawal allowed is after the deadline. The quota status and the number of companies the student may further apply to will be constantly available on the T&P account application status page. Please check it after every application/withdraw.
- If any student falls below 80% attendance in the capability enhancement programs, the student will not be allowed to have infinite applications in case not placed by the month of April attendance is compulsory if you have applied/ pre-registered for any company. No extension of 05 applications will be permitted in any case. Students are responsible for their attendance during any activity.
- All students are advised to check the company profile, job descriptions and background thoroughly of each company before applying. Kindly make informed decisions BEFORE applying to any company on/off/pool campus. T&P Cell would NOT be liable for any default from the company's end at any stage later. Once you apply to a company all rules as per student policy will apply.

Placement Process
The Institute will follow a rolling placement process starting September every year. The placement process will have the flexibility to accommodate the needs of the recruiting organizations. It will broadly comprise of the following steps:-
- Recruiting companies will inform the Institute about their requirements, role descriptions, eligibility norms and the remuneration packages being offered.
- These details will be shared with students through the Placement Committee. Students will be able to decide about participating in the company's recruitment process depending upon their interest, suitability, specializations and career interests.
- Resumes of interested and/or suitable students will be sent to the recruiting organization, basis which the company will notify a shortlist of students.
- Shortlisted students will be informed about the selection process which may include one or more of the following: Personal or online Assessment, Telephonic interview, Case Discussion, Group Discussion, Multiple rounds of Interviews.

These may be conducted on the Institute's on/off/pool campus or at other premises to be chosen by the company.

- Students may be required to go to the company's office or other pool campus-locations for final placements as may be decided by the company.
- All the students are required to attend Pre Placement Talks and seek clarification from the representatives about the job profile, salary packages, stipend, etc. in a dignified manner.
- After the Pre-Placement talk for Final Placement, student/s can withdraw his/her candidature. Once the company's placement process commences, students will not be allowed to withdraw. Any withdrawal will result in debarring the student from the placement assistance process.
- It shall be mandatory for short-listed students to appear for the interview. Absence from the interview would result in debarring such student(s) from the placement assistance process.
- In the event of students appearing for multiple recruiting companies' selection process for final placement, it would be mandatory for the student(s) to accept the first offer and join that company.

Rules of withdrawing an Application

The student may withdraw his/her application from a company on campus subject to the following rules and regulations:-

- The student can withdraw his/her application to a company ONLY if the last date of application to that particular company is NOT over. There can be no withdrawals done after this date.
- The student may withdraw from any or all companies without any limits, but only before the last date of application to organization concerned.

- The student may also reapply to a company that had earlier withdrawn from, provided has not exceeded application quota & application deadline for the company is not over.
- Each withdrawal from a company (before the last date of application to the company) will increase his/her application quota by one.
- After the last date of application all rules and regulations (including absenteeism penalty) mentioned in the section 'SELECTION PROCESS' will be applicable.

Selection Process

- One student is allowed for only one job if the SECURE GROSS PACKAGE is 3.0 lakh per annum. If the amount offered is less than Secure Gross Package, the student is eligible to apply for a company whose gross amount is more than that and therefore after once secures gross package in job is achieved than, one would be automatically deregistered from that day onwards.
- As more than one company would be visiting the campus, there may be a possibility that one student secures more than one job on the same day. Therefore, each eligible student will be required to fill up his/her individual preferences in advance for each placement day, ranking the companies he/she has applied to/ has been shortlisted on a particular day, in the descending order of his/her choice. The preferences are editable till a day before by 23:59 hours or as notified. (These preferences shall be used in case the student gets selected in more than one company on the same placement day.)
- In case a student gets selected in 2 or more companies on the same day, then the company ranked higher in the preference order of the student will be the one where the student would be finally considered placed.

- In case a student does not fill the preference order for a placement day, then the allotment will be done by the electronic system and he/she will NOT be allowed to continue to appear for the placement process of the other companies. It is therefore advised that one MUST register their preference.
- In case a company does not give its final selection list on the same day it visits the campus, then the students will be allowed to appear in other companies visiting on subsequent days till they finally get selected. However, if a student has already been selected by a company that came on the subsequent day & the company that deferred its decision also makes an offer to him/her later on, then:
- In case more than one result of selected student(s) comes on the same day, then the student will be given an option to choose between company of the previous day and the company of the day.
- In case the result of the company (which deferred its selection process) gives its result on a day later than the day when the student was selected by another company, this late offer will be rejected and the company would be informed.

Acceptance of Offers
- Selected students would get the message from their Faculty Mentor. After this stage the student would be required to accept the offer by informing T&P Cell through email within 01 day of declaration of the result. In case the offer is not accepted within 01 day, the same would get communicated to the company through its online account with T&P. Whether one accepts or does not, one would not be allowed to participate further. It is advised that the students accept the offer immediately through the T&P online system.
- Students are advised not to sign offer letters under any company's pressure before accepting it.

Off-Campus Application Rule
- Students are strictly prohibited from making any contact with organizations that are likely to visit or have visited the campus for placement in the past 3 years. Link of companies available on: https://tiaspg.tecnia.in/training-and-placement-cell/
- Students found promoting or applying to companies identified as non-on-campus by T&P Cell, would be debarred from applying through T&P and may face action.

Early Joining
- Companies may indicate early joining in their offer letters. Such cases will be reported to the TPO, T&P Cell and HOD of respective programme.
- At present, the Institute does not have an explicit policy for early joining. The Institute does not encourage early joining as it involves loss of academic credits which may potentially lead to incomplete coursework and under developed skill sets. However, such early joining may be permitted depending on the merits of the case. In all circumstances the student would be allowed to join early only if recommended by the respective HoD, Academic Cell to complete the loss of credits with appropriate course work and approved by the Academic Committee.
- The Institute reserves the right to change/modify any or all of the above-mentioned rules/regulations and procedures, whenever it is deemed necessary to do so.

Pre Placement Offers (PPO) Policy
- If a student gets a pre-placement offer (PPO) from an Organisation, they will be considered as campus placed and will not eligible for further placement assistance from the Institute.
- All Pre-Placement Offers by any organization, extended to any student, have to be immediately reported to the T&P Cell by the student after registration. This also includes offers extended by organizations that are not participating or are not likely to participate in the campus placements.
- All pre placement offers extended to any student have to be routed through the placement cell. If one likes the offer, one is advised to accept the offer. Such students who accept the PPO would, however, be deregistered from the on-campus placement process.
- All organizations contacted will also be informed about the PPO policy of the institute.
- Any form of intimation from an organization about the possibility of a PPO being granted in future should be informed to the T&P Cell without waiting for the formal offer letter/email. The T&P Cell will take up the matter with the organization further and the student will be allowed to appear for on campus placement activities as per normal policy until a decision regarding the grant of a PPO is made by the organization.
- Students should proactively review the terms and conditions for the PPO. In case of any difference between the company's terms and conditions and the Institute Policy, the same should be explicitly brought to the notice of the Placement Office
- In case the candidate rejects the PPO by 15th April or within one week of the release of PPO (whichever later), he is treated as a normal candidate.
- In case the candidate neither accepts nor rejects the PPO by 15th April or within one week of the release of PPO (whichever later), student would be allowed to appear for the on-campus placement process till such date that the company visits the campus. After that day, would be deregistered.

- Students accepting or rejecting a PPO will have to immediately notify the T&P Cell of the same with a copy of their communication to the organization. If the PPO is accepted, the job will be recorded, and will be deregistered from the process.

Post Selection/ Joining Policy
- In case the candidate after accepting the offer in April is not willing to join the company to pursue higher studies or for any other reasons, student's should inform the company and T&P Cell simultaneously before 1st May.
- In all other cases if the candidate does not inform about the above, student will be liable for any further consequences, including referral to the institute for actions.

Student Conduct and Disciplinary Policy
- Campus placement involves interacting with external entities/people. It represents a significant opportunity for creating goodwill and esteem for the student and the Institute. The participating entities view the student as an ambassador of the Institute. Students are therefore cautioned to display civility and good professional conduct while interacting with the external entities. If any student is found to be in violation of professional code of conduct, student is liable to be debarred from placement assistance.
- Students are expected to behave with the companies in a courteous manner and should not argue with the recruiters and maintain decorum even under provocation.
- No discussion with the recruiters regarding selections/selection process should be done.
- If there are any behavioral problems from the recruiter's side that students face, kindly inform the T&P Cell immediately. Do NOT take action from your end.
- If there are any behavioral problems reported side against any student, appropriate disciplinary action will be initiated.

Placement Activities Participation
- Students are required to keep a track of the communications regarding the companies with Job opportunities. If a student eligible as per the Job Description chooses not to apply for three (3) consecutive eligible job postings, then it may validly imply that the student is not interested in pursuing the placement assistance process. In such cases, the student will be denied further placement assistance.
- For securing a job, a maximum of five (5) attempts of selection rounds will be allowed. If a student fails to obtain a confirmed job offer after appearing for selection interview of five (5) organizations, then student will automatically opt out of the placement assistance from the Institute.
- All job offers will be made via the T&P Cell.
- The Institute follows a one student, one job offer policy. So, it becomes mandatory for the student to accept the first job offer. Upon receiving the first job offer, the student will be automatically considered as placed, and removed from list of students awaiting job offers.
- The Training and Placement Cell will provide opportunities to all its registered students with a policy of one student- one job till at least 50% of the students in a particular discipline/Specialization get a job; unless otherwise notified by the Cell.

- Once 50% of the class gets one job, the students already having a job will be eligible to apply for another job as per the discretion of Training and Placement cell.
- Students are expected to behave professionally with all faculty/staffs of Institute. Any misconduct, misbehaviour, non-maintenance of decorum would be dealt with seriously and could lead to disqualification from all Placement related assistance from the Institute.

Absenteeism rules and policy:
- It is the student's responsibility to follow all deadlines arising out of the placement processes. For this purpose, the student must regularly check the emails, messages, or notices from the online portal and comply with the actions as required within the indicated timelines. Non-adherence to the timelines may lead to denial of the subsequent process outcomes such as interviews etc.
- For absenteeism in any test, interview or any selection process which an applicant has to attend as part of a company's recruiting procedure the following minimum penal action would apply:
- Absence of first time – Warning
- Absence of second time – Debarred from on/off/pool campus placement
- Re-registration requests will be entertained from 10 AM – 5 PM on working days only. Re-registration can take upto half a working day after receipt of the stamped payment voucher from the bank
- Strict disciplinary action including debarring from on/off/pool campus placement would be imposed on students who are absent in pre-registered placement events without Leave Application (LA)
- Student need to submit Leave Application (LA) to the T&P Cell or send a copy of same with undertaking through representative or can also drop a mail with the filled LA on placementstias@tecnia.in at least 3 hours prior to the start of the activity (In case of emergency) between 10:00 AM – 5:00 PM before the activity. Relevant proof needs to be attached with LA for missing the event which includes
  ➢ Medical certificate for medical reasons
  ➢ If the class is scheduled at the activity time (if any) screenshot of in campus presence
  ➢ Other relevant proofs as per the reason.
  Please note: The LA will not be counted as your attendance for the event. Attendance is counted ONLY when you are physically present.
- If for whatever reasons the student remains absent from any stage/round of selection process student would be immediately de-registered from T&P Cell and would not be allowed to take part in the further placement processes till re-registered as described above.
- Students appearing for any proficiency tests/GD/presentation/PI should be present at least 10 minutes prior to the start of process. Any entry to the gate 5 minutes post the scheduled time would not be allowed. The candidate thus would be considered absent for that particular process. Any violation or forced entry after that time limit would be entitled to the above effects liable.
- No cell phones are allowed in a test. The process holds the same sanctity as any of the TIAS minor/major exams and the candidate will be debarred if found violating it.
- Impersonation in tests or any kind of malpractice is a serious offence. Seating in tests will be pre-defined by T&P Cell, any violation will be considered as malpractice and the student is liable to be deregistered immediately and also will be referred to the concerned authorities for disciplinary action.

- A list of companies coming on/off/pool campus for recruitment is put up on the T&P Cell website. Students must NOT apply to any of these companies on/off/pool campus, as under an accord of mutual understanding between the firms and TIAS, companies would notify T&P Cell whenever they receive an on/off/pool campus application from any of TIAS students. In all such cases suitable action as per the institute rules would be would be initiated apart from the candidates being deregistered.
- Students are not allowed to share their personal contacts via any means with the companies coming on/off/pool campus. If asked to fill at any places, you should fill the contact details of T&P Cell, refer to the T&P notification site for details or contact T&P Cell in case of discrepancy before proceeding.
- Students are NOT allowed to appear in final selection process (test/GD/interview etc) of companies they have not applied to through the T&P Cell or have not been shortlisted in those companies. Students must refrain from contacting personnel of such companies when they are on/off/pool-campus. Violation of this will attract deregistration and suitable action. Only special cases allowed with prior approval of T&P Cell.

General Advice
- Students must carry their I-cards at all times during interviews & screening tests. No one would be allowed to enter the test/interview venue without the I-card.
- The date/time/venue of the interviews will be subject to changes which, at times, may be at a short notice. Students must keep themselves well informed by visiting the T&P Cell internal website.
- Be seated 10 minutes prior to the start of any activity to avoid delays.
- Students must carry a complete file with a few copies of the resume, original certificates (if possible) and copies thereof while appearing for the interviews.
- At the time of appearing for interviews, students MUST carry copies of the T&P resume only as was submitted to that company online & NO other resume.
- Discrepancies in resumes are not appreciated by companies and may become a cause for rejection.
- Please be aware that some companies may use the attendance of candidate for shortlisting purposes if they so wish.
- All students are informed that any student aiding the blacklisted companies' off-campus or contacting them for internship or placement will be liable for strict action as per institute norms.
- T&P is not liable for any visa related issues.
  No mobile phones are allowed in the interview area. Kindly refrain from carrying one into interview venues.
- All participating students are required to be present in the Institute on all days of placement-related activities in formal attires. For male students this means blazers/suits/shirt & tie, and for female students this means sarees/ business suits.
- Dress Code*: Semi-Formals Dress Code to be followed in normal working days and during placement activities are given below:
- Normal Working days (PPTs & Written Test) :
  - ➢ Shirt with collar
  - ➢ Trousers (full pant)/ for Boys or Any formal attire/ Trousers (full pant)/ for Girls
  - ➢ Hair combed /properly tied
  - ➢ Polished Shoes /Sandles

**Flip flops (Bathroom/Rubber), Crocs etc. NOT permitted.

- Training and Placement Cell is a facilitator and shall assist the students in Final Placement/Summer Internship activities. It however does not guarantee jobs/placements/internships. Applying for a company is solely the responsibility and decision of the students.
- All offerings would be mailed on the group mail/displayed on the Placement Notice Board. No individual communication would be given to a student.

ASSESSING HIGHER-ORDER ABILITIES & PROFESSIONAL SKILLS

In the 21st century, professional skills
also known as   -   Soft Skills,
                       -          Generic Skills
                       -          Transferable Skills
have emerged as important attributes of a graduate. Studies had shown that Industry/ employers around the world value these abilities more than the disciplinary knowledge. This is also reflected in the NBA Graduate Attributes wherein six out of twelve attributes belong to this category, viz.

a. Communication,
b. Teamwork,
c. Understanding Ethics And Professionalism,
d. Understanding Global And Societal Contexts,
e. Lifelong Learning, and
f. Knowledge of Contemporary Issues.

Further, higher-order cognitive abilities like Critical Thinking, Problem-Solving and Making Informed Decisions are also crucial for a graduate to succeed in the emerging world.

The employers consider these professional skills and higher abilities as important, students are weak in them. The main challenge surrounding them is that they are difficult to assess through existing conventional examination system.

INNOVATIVE EDUCATIONAL EXPERIENCES TO TEACH AND ASSESS

To address the limitation of educational experience for most of the coursework in various programs, oriented towards teaching technical knowledge and skills; and to enable the students to acquire the professional skills comprehensive reforms are envisaged in the way to design curriculum pedagogy, student learning experiences and assessment of the outcomes. Worldwide several attempts are being made to address these challenges.

Following are the few educational experiences that are in practice at the institute to teach and assess professional outcomes and higher-order cognitive abilities:-

* Course Projects
* Open-Ended Experiments in laboratories
* Project-Based Learning modules
* MOOCs
* Co-Curricular experiences
* Mini / Minor projects
* Final year Projects
* Internship experiences
* E-portfolios of student works

- Outbound Experiential Learning Programmes
- Communication through Theatre Techniques
- Course of Independent Study
- NSE and other similar Certification Programs
- Social Sensitization Projects
- Community Development Projects
- Rural Innovation Projects
- Consulting Projects
- Industry or Academic Internships
- Field/Live Projects
- Global Virtual Team Project
- Study Abroad Programme
- Student Exchange Programs
- Case Based Learning
- Experiential/Live Projects
- Global Virtual Teams
- Global Classrooms
- Second Generation Core Courses
- Leadership Building
- Emphasis on Indian Business Models

A dedicated program by the name of capability enhancement program has been adopted by the T&P Cell, TIAS to make the students to learn professional skills. Which includes following dynamics:-

TECNIA INSTITUTE OF ADVANCED STUDIES

NAAC Accredited Grade 'A' Institute

TRAINING AND PLACEMENT CELL
Capability Enhancement Program
Department of Management Sciences-MBA
(Established as per AICTE, GoI)

Programme: MBA			SESSION 2021–22
SYLLABUS RELATED TRAINING REQUIREMENTS (Through HoD/Faculty)			
S. No.	**Date**	**Dynamics #**	**Events/Activities**
1.		Ability Enhancement Course	1st Semester ❖ MS 151: Information Technology Management Lab ❖ MS 115: Managerial Skills Development (NUES) 2nd Semester ❖ MS 116: Business Analytics (NUES) 3rd Semester ❖ MS 209: Business Simulation and Games (NUES) 4th Semester ❖ MS 208: Corporate Social Responsibility, Human Values & Ethics
2.		Ability Enhancement Course : Summer Training	3rd Semester ❖ MS 201: Summer Training Report
3.		Ability Enhancement Course : Project Report (Optional Live)	4th Semester ❖ MS 202: Project Dissertation
4.		Industrial Visit	1st /2nd Semester
5.		Educational cum Industrial Tour	3rd /4th Semester: in India / Abroad
6.		Bridge Courses	Pre 1st Semester Bridge Classes for Statistics/Accounting/Economics
7.		Remedial Coaching	1st Semester / 2nd Semester/ 3rd Semester/ 4th Semester Remedial Classes (After Exam Result as per Time-Table)
8.		Language Lab	English Language Proficiency
VALUE ADDED PROGRAMS (30 Hrs.) Technical Skills & Life Skill Management on Thrust Area			
9.		Value Added Programs	1st Semester : ❖ Artificial Intelligence, Machine Learning and Deep Learning 2nd Semester : ❖ Leadership & Excellence, Emotional Intelligence 3rd Semester : ❖ Real Estate Management 4th Semester : ❖ ROAD - Response Effectiveness, Organizing Self, Attitudinal Shift, Decision Making or ❖ Social Enterprise Management
CAPABILITY ENHANCEMENT PROGRAMS: Personality Development			
10.		Soft Skills	1st Semester ❖ Soft Skill : Quizzes Competition ❖ Soft Skill : Extempore 2nd Semester ❖ Soft Skill : Debate ❖ Soft Skill : Group Discussion 3rd Semester ❖ Soft Skill : Role Play ❖ Soft Skill : Personality Development Workshop

			4th Semester ❖ Soft Skill : Interpersonal Skills Development ❖ Soft Skill : Negotiation Skills Development
11.		Development Schemes	Development Schemes 1st Semester ❖ Development Schemes: Resume Writing ❖ Development Schemes: Portfolio / Profile Summary, 2nd Semester ❖ Development Schemes: Job Description Analysis ❖ Development Schemes: Personal Grooming 3rd Semester ❖ Development Schemes: Dress Code ❖ Development Schemes: Body Language 4th Semester ❖ Development Schemes: Mock Interview (Workshops)
12.		Career Counseling	Career Counseling 1st Semester ❖ Guest Lectures – Tips on Personality Development 2nd Semester ❖ Successful Entrepreneurs-Corporate Domain Interaction 3rd Semester ❖ Counseling Session from Expert: Govt. Jobs; Guidance for competitive examinations (NET/SET/SLET/GATE/CAT/IAS/ IPS etc / State PSC/UPSC/BANK PO/Others etc.) 4th Semester ❖ Alumni Interaction: Successful Start-up Entrepreneur
13.		Seminar	Seminar 1st Semester ❖ Public Speaking 2nd Semester ❖ Specialization choices 3rd Semester ❖ Domain Expert Lecture 4th Semester ❖ Career Options
14.		Corporate Orientation	Corporate Orientation 1st Semester ❖ Yoga and Meditation (Stress Busting) 2nd Semester ❖ Corporate Ethics 3rd Semester ❖ Industrial Academia Meet 4th Semester ❖ Pre Placements Orientation
15.		Proficiency Test	1st Semester ❖ Proficiency Test : Wheebox Employability Test 2nd Semester ❖ Proficiency Test : Smart Skill Aptitude Test 3rd Semester ❖ Mock Interview 4th Semester ❖ Proficiency Foreign / Vernacular Languages
16.		Placements	4th Semester ❖ Campus Placements: Off Campus ❖ Campus Placements: On Campus ❖ Campus Placements: Pool Campus IPU ❖ Campus Placements: Job Fair
17.		Alumni	4th Semester ❖ Press Conference ❖ Alumni Meet

Note: # through GGSIP University Syllabus of MBA w.e.f. Academic Session 2018-19 onwards

TECNIA INSTITUTE OF ADVANCED STUDIES

NAAC Accredited Grade 'A' Institute
TRAINING AND PLACEMENT CELL
Capability Enhancement Program
Department of Management Sciences-BBA

Ref. No. TIAS/T&P/BBA/2021-22/   Dated: 14.08.2021

Programme: BBA 30.04.2022)		SESSION 2021–22 (16.08.2021 to 27.11.2021 & 17.01.2022 to	
S. No.	**DYNAMICS #**	**EVENTS/ACTIVITIES**	
A	**GGSIPU SYLLABUS RELATED : Training through HoD/Faculty**		**Date**
18.	Ability Enhancement Courses (AEC): Leads to Knowledge Enhancement.	2nd Semester ❖ BBA 110: Business Communication* 3rd Semester ❖ BBA 211: Environmental Science (NUES)* *Courses on Environmental Studies Communication; English Communication/MIL Communication*	As per Time Table Schedule
19.	Skill Enhancement Courses	1st Semester ❖ BBA 109: Computer Applications ❖ BBA 111: Computer Applications Lab 2nd Semester ❖ BBA 108: E-Commerce Lab 4th Semester ❖ BBA 208: Research Methodology Lab ❖ BBA 212: Information Systems Management Lab ❖ BBA 214: Managerial Skill Development (NUES)* *Skill Enhancement Courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc. designed to provide value-based and/or skill-based instructions.*	As per Time Table Schedule
20.	Skill Enhancement Course : Summer Training	5th Semester ❖ BBA 311: Summer Training Report** **Each student shall undergo practical training of 08 weeks during the vacations after 4th semester in an approved business / industrial / service organization and submit at least 02 copies of the Summer Training Report to the Director of the Institution before the commencement of the end-term Examination. The Summer Training Report shall Carry 100 marks. Viva-Voce will be conducted in 5th semester. It shall be evaluated for 50 marks by an Internal Examiner to be appointed by the Director of the Institution.*	As per Time Table Schedule
21.	Skill Enhancement Course: Project Report	6th Semester ❖ BBA 312: Project Report $^{##}$ *##: Project Report (Optional Live) is considered as a special skill enhancement course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem during the 06th semester each student shall undertake a project to be pursued by him/ her under the supervision of an Internal Supervisor to be appointed by the Director. The project should preferably be based on primary data Both the subject and the name of the Supervisor will be approved by the Director of the Institution. The Project Report in duplicate along with one soft copy in a CD/DVD will be submitted at least 03 weeks prior to the commencement of the End Term Examination of the 6th Semester. Project Report shall carry 100 marks. It shall be evaluated for 50 marks by an Internal Examiner to be appointed by the Director of the Institution.*	As per Time Table Schedule
22.	Interdisciplinary Course: Industrial Visit	1st / 3rd / 5th Semester ❖ BBA 101: Management Process & Organizational Behavior ❖ BBA 205: Business Ethics and Corporate Social Responsibility ❖ BBA 303: Production & Operations Management ❖ BBA 307: Entrepreneurship Development *$ Aim: The aim of this Industrial visit is to allow students to develop background as well as functional domain knowledge on above aspects in Business Administration of one of the fastest growing industries is in India.*	As per Time Table Schedule
23.	Interdisciplinary Course : Educational cum Industrial Tour in India / Abroad	2nd / 4th / 6th Semester ❖ Business Environment *The Educational cum Industrial Tour will allowed students to develop in sites about various practical aspects of the Business Environment of one of the fastest growing industries is in India. Students will gain the knowledge, skills and abilities about the Business Environment in any organization. The course covers a broad range of related concepts and issues that face industries today in India/Abroad*	As per Time Table Schedule
24.	Bridge Courses	Pre 1st Semester Bridge Classes for pre-requisites on Business Mathematics	As per Time Table

		/Financial Accounting/ Business Economics	Schedule
25.	Remedial Coaching	1st Semester / 2nd Semester/ 3rd Semester/ 4th Semester Remedial Classes (After GSSIPU Exam Result)	As per Time Table Schedule
26.	Language Lab	English Language Proficiency 2nd Semester ❖ BBA 110: Business Communication* 3rd Semester ❖ BBA 211: Environmental Science (NUES)* 4th Semester ❖ BBA 214: Managerial Skill Development (NUES)* *Courses on Environmental Studies Communication/ English Communication/MIL Communication	As per Time Table Schedule
B	VALUE ADDED PROGRAMS (30 Hrs.): AICTE Thrust Area - Technical Skills & Life Skill Management		DATE**
27.	Value Added Programs	1st Semester ❖ ROAD - Response Effectiveness, Organizing Self, Attitudinal Shift, Decision Making 2nd Semester ❖ Social Enterprise Management 3rd Semester ❖ Capacity Building 4th Semester ❖ Design thinking 5th Semester ❖ Event Management 6th Semester ❖ Leadership & Excellence	As per Time Table Schedule
C	CAPABILITY ENHANCEMENT PROGRAMS: Personality Development		DATE**
28.	Proficiency Test	1st Semester ❖ Proficiency Test : Wheebox Employability Test 2nd Semester ❖ Thematic Appreciation Tests (TAT) 3rd Semester ❖ Proficiency Test : Smart Skill Aptitude Test 4th Semester ❖ Proficiency Foreign / Vernacular Languages 5th Semester ❖ Mock Interviews	As per Time Table Schedule
29.	Soft Skills	1st Semester ❖ Soft Skill : Quizzes Competition ❖ Soft Skill : Presentation 2nd Semester ❖ Soft Skill : Extempore ❖ Soft Skill : Debate 3rd Semester ❖ Soft Skill : Group Discussion and Etiquettes ❖ Soft Skill : Role plays 4th Semester ❖ Soft Skill : Interpersonal Skills Development ❖ Soft Skill : Negotiation Skills Development 5th Semester ❖ Soft Skill : Profile Summary ❖ Soft Skill : Portfolio 6th Semester ❖ Soft Skill : Writing letters and e-mails - official and non-official ❖ Soft Skill : Personality Development Workshop	As per Time Table Schedule
30.	Seminar	Seminar 1st Semester ❖ Public Speaking 2nd Semester	As per Time Table Schedule

		❖ Specialization Choices 3rd Semester ❖ Domain Expert Lecture 4th Semester ❖ Career Options 5th Semester ❖ Project Management 6th Semester ❖ BCA 358#: Seminar (NUES) # Courses on Environmental Studies, English Communication/MIL Communication	
31.	Development Schemes	Development Schemes 1st Semester ❖ Development Schemes: Resume Writing ❖ Development Schemes: Portfolio Development 2nd Semester ❖ Development Schemes: Job Description Analysis ❖ Development Schemes: Personal Grooming 3rd Semester ❖ Development Schemes: Dress Code ❖ Development Schemes: Body Language 4th Semester ❖ Development Schemes: Mock Interview (Workshops) ❖ Development Schemes: Writing for various online platforms: e-mails, blog, social networking sites 5th Semester ❖ Development Schemes: Situation based behavior & its analysis ❖ Development Schemes: Emotional Intelligence 6th Semester ❖ Development Schemes: Team Building Exercises and Crisis Management ❖ Development Schemes: Human Value based Leadership & Excellence	As per Time Table Schedule
32.	Corporate Orientation	Corporate Orientation 1st Semester ❖ Yoga and Meditation (Stress Busting) 2nd Semester ❖ Corporate Ethics 3rd Semester ❖ Industrial Academia Meet 4th Semester ❖ New Emerging Technology 5th Semester ❖ Pre Placements Orientation 6th Semester ❖ Live Project Selection from Corporate issues	As per Time Table Schedule
33.	Career Counseling	Career Counseling 1st Semester ❖ Guest Lectures – Tips on Personality Development ❖ Guest Lectures on Career Choices after BBA 2nd Semester ❖ Alumni Interaction: Successful Start-up Entrepreneur ❖ IIC: Inspiration, Motivation and Ideation 3rd Semester ❖ Successful Entrepreneurs-Corporate Domain Interaction ❖ IIC: Validation and Concept Development 4th Semester ❖ Live Projects from Industry in domain areas ❖ IIC: Prototype, Design, Process Development for Business Model/ Process/ Services 5th Semester	As per Time Table Schedule

		❖ Counseling Session from Expert: Govt. Jobs; Guidance for competitive examinations (NET/SET/SLET/GATE/CAT/IAS/ IPS etc. / State PSC/UPSC/BANK PO/Others etc.) ❖ IIC: Awareness about Startup and related Ecosystem	
D	**PLACEMENTS**		**DATE****
34.	Placements	6th Semester : Campus Placement Drives # ❖ # Off Campus/On Campus/Pool Campus IPU/Job Fair	As per Time Table Schedule
E	**ALUMNI**		**DATE****
35.	Alumni	6th Semester: Alumni Meet cum Press Conference	After the End Term Examination

Note: -

❖ *Reference Notification No. GGSIPU/DAA/2021-22/3636ᴸ Dt. 09.08.2021; Academic Calendar for the session 2021-22 issued from Director of Academic Affair, GGSIP University, and commencement of 1st 3rd 5th Semester and 2nd 4th 6th Semester (15 weeks duration with 6 days working) w.e.f. – 16.08.2021 to 27.11.2021 (Odd) and 17.01.2022 to 30.04.2022 (Even).*

\# *Extracted from GGSIP University Syllabus of BBA w.e.f. Academic Session 2017-18 onwards.*

** *Exact date will be notified by T&P Department separately.*

TECNIA INSTITUTE OF ADVANCED STUDIES
NAAC Accredited Grade 'A' Institute
TRAINING AND PLACEMENT CELL
Capability Enhancement Program
Department of Journalism & Mass Communication

Ref. No. TIAS/T&P/2021-22/   Dated: __.__.2021

Programme: BCA – 1st Semester		SESSION 2021–22 (16.08.2021 to 27.11.2021)	
S. No.	Dynamics #	Events/Activities	DATE**
A	GGSIPU SYLLABUS RELATED : Professional Ethics, Gender, Human Values, Environment and Sustainability crosscutting issues integrated in Curriculum and training through experiential learning through Project Work, Field Work, Internship during the year (HoD /Faculty)		
	1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum		NAAC
1.	Professional Ethics: Integrated in Curriculum	1st Semester BA (JMC) 105: Basics of Design and Graphics BA (JMC) 109: Writing Skills BA (JMC) 157: Personality Development Lab 2nd Semester BA (JMC) 104: Media Laws and Ethics BA (JMC) 108: Health Communication BA (JMC) 110: Sports Journalism 3rd Semester BA (JMC) 207: Radio Jockeying and News Reading 4th Semester BA (JMC) 204: Basics of Public Relations BA (JMC) 208: Television News: Reporting and Anchoring BA (JMC) 210: Corporate Communication 5th Semester BA (JMC) 301: Basics of New Media	
2.	Gender: Integrated in Curriculum	1st Semester BA (JMC) 103: Contemporary India: An Overview BA (JMC) 153: Contemporary India: Issues and Debates(Seminars/ Presentations)	
3.	Human Values: Integrated in Curriculum	2nd Semester BA (JMC) 102: Print Journalism BA (JMC) 110: Sports Journalism 3rd Semester BA (JMC) 207: Radio Jockeying and News Reading	
4.	Ability Enhancement Compulsory Courses (AEC): Environmental Studies & Environment & Sustainability: Integrated in Curriculum	6th Semester BA (JMC) 306: Environment Communication	
	1.3.2 Number of courses that include experiential learning through project work/field work/internship during the year		NAAC
5.	Experiential Learning : Project Work	5th Semester BA (JMC) 353: Media Research Lab BA (JMC) 357: Functional Exposure Report 6th Semester BA (JMC) 352: Final Project and Comprehensive Viva	
6.	Experiential Learning : Field Work	1st Semester BA (JMC) 155: Design & Graphics Lab – I 2nd Semester	

		BA (JMC) 152: Print Journalism Lab BA (JMC) 160: Sports Journalism Lab 3rd Semester BA (JMC) 257: Radio Jockeying and News Reading Lab 4th Semester BA (JMC) 254: Public Relations Lab BA (JMC) 258: Television News: Reporting and Anchoring Lab 5th Semester BA (JMC) 355: Event Management Lab	
7.	Experiential Learning : Internship	3rd Semester BA (JMC) 255: Summer Training Report	
	GGSIPU SYLLABUS RELATED Courses : Learning Outcomes (Blooms Taxonomy)		**NAAC**
8.	Ability Enhancement Compulsory Courses (AEC): Communicative Hindi Integrated in Curriculum :	1st Semester BA (JMC) 109: Writing Skills BA (JMC) 159: Writing Skills Lab 2nd Semester BA (JMC) 152: Print Journalism Lab	
9.	Ability Enhancement Compulsory Courses (AEC): Communicative English Integrated in Curriculum :	1st Semester BA (JMC) 109: Writing Skills BA (JMC) 159: Writing Skills Lab 2nd Semester BA (JMC) 152: Print Journalism Lab	
10.	Ability Enhancement Compulsory Courses (AEC): Communicative Regional Language Integrated in Curriculum :	3rd Semester BA (JMC) 203: Basics of Radio Programming and Production	
11.	Skill Enhancement Courses (SEC): *Fundamental of Computers*	1st Semester ❖ BA (JMC) 155: Design and Graphics Lab – I 2nd Semester ❖ BA (JMC) 156: Design and Graphics Lab – II 3rd Semester ❖ BA (JMC) 251: Radio Production Lab ❖ BA (JMC) 253: Video Production Lab ❖ BA (JMC) 257: Radio Jockeying and News Reading Lab ❖ BA (JMC) 259: Video Editing Lab	
12.	Skill Enhancement Courses (SEC): *Communication Skills*	1st Semester BA (JMC) 101: Communication: Concepts & Processes 2nd Semester BA (JMC) 108: Health Communication 3rd Semester BA (JMC) 201: Development Communication BA (JMC) 207: Radio Jockeying and News Reading 4th Semester BA (JMC) 204: Basics of Public Relations BA (JMC) 206: Television Programming and Production BA (JMC) 210: Corporate Communication 5th Semester BA (JMC) 307: Digital Media Marketing	
13.	Skill Enhancement Courses (SEC): *Communication Technology*	1st Semester ❖ BA (JMC) 151: Communication Skills Lab 2nd Semester ❖ BA (JMC) 158: Health Communication Lab ❖ BA (JMC) 160: Sports Journalism Lab 3rd Semester BA (JMC) 251: Radio Production Lab BA (JMC) 253: Video Production Lab BA (JMC) 257: Radio Jockeying and News Reading Lab 4th Semester BA (JMC) 254: Public Relations Lab BA (JMC) 256: TV Production Lab	

		BA (JMC) 260: Corporate Communication Lab	
14.	Skill Enhancement Courses (SEC): *Social Media*	4th Semester BA (JMC) 254: Public Relations Lab 5th Semester BA (JMC) 351: New Media Lab BA (JMC) 353: Media Research Lab BA (JMC) 359: Digital Media Marketing Lab 6th Semester BA (JMC) 302: Media Management and Entrepreneurship	
15.	Industrial Visit	1st Semester: BA (JMC) 155: Design & Graphics Lab – I* *Visit a printing press and write a report on the visit: demonstrate proficiency of skills in designing and creating layouts using page layout softwares for print media.* 3rd Semester: Journalism and Mass Communication *@ Objectives: The course covers a broad range of Media related concepts and issues that face industries today; The course will also examine the practical aspects of the issues involved in Media Industries. Students will gain the knowledge, skills and abilities to incorporate good Journalism & Mass practice in any Media Houses.* 5th Semester: Heritage Photography & Short Film Shoot (Contemporary Topics) *@ Objectives: The course covers a broad range of Heritage Photography & Short Film Shoot related concepts and issues that faced by the Media Professionals today; The course will also examine the practical aspects of the issues involved in Media Industries. Students will gain the knowledge, skills and abilities to incorporate good Heritage Photography & Short Film Shoot practice.*	
16.	Educational cum Industrial Tour (India /Abroad) Optional	2nd Semester: Still Photography [@] *@ Objectives* *The course covers a broad range of Still Photography concept & issues which are being faced by the professional while discharging their day to day assignment. It will examine the practical aspects of the Still Photography involve in exceling in their professional career.* 4th Semester BA (JMC) 204: Basics of Public Relations[#] *# Visit by Management to PR Agency. The course covers a broad range of Advertising, Public Relation & Electronic Media concept & issues which are being faced by the professional while discharging their day to day duties.* 6th Semester: BAJMC 302@: Practical Exposure on Media Management and Entrepreneurship related to ME Industry *@ Objectives: The course covers a broad range of security related concepts and issues that face industries today; The course will also examine the practical aspects of the issues involved in secure systems and networks and industry practices being adopted to protect information systems. Students will gain the knowledge, skills and abilities to incorporate good information security practice in any organization.*	
17.	Bridge Courses	Pre 1st Semester Bridge Classes for ❖ Designing & Graphics Software ❖ News Papers Introduction ❖ Introduction of Journalism, Career & Employability prospectus	
18.	Remedial Classes	1st / 2nd /3rd /4th / 5th Semester Remedial Classes (After Exam Result)	
19.	Language Lab	1st Semester: English Language Proficiency[#] 2nd Semester: Communication Skills * 3rd Semester: Technical Communication [#] 4th Semester: Corporate Communication Skills[#] ❖ BAJMC 260[#]: Corporate Communication Lab [#] 5th Semester: Technical Communication[#] ** Courses related to Print Journalism* *#Courses on Environmental Studies, English Communication/MIL Communication*	
20.	*Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year*		**NAAC**
B	**VALUE ADDED PROGRAMS (30 Hrs.): AICTE Thrust Area - Technical Skills & Life Skill Management**		**DATE****
21.	Value Added Programs	1st Semester ❖ MOOCs ❖ Hindi Typewriting (Mangal Font) and Hindi News/Contents	

		Writing	
		2nd Semester ❖ MOOCs ❖ Photography **3rd Semester** ❖ MOOCs ❖ Design & Graphics and Web Designing **4th Semester** ❖ MOOCs ❖ Advertisement and Public Relation **5th Semester** ❖ MOOCs ❖ Digital Media Marketing and Web Journalism **6th Semester** ❖ MOOCs ❖ Content Writing English	
C	**CAPABILITY ENHANCEMENT PROGRAMS: Personality Development**		**DATE****
22.	Proficiency Test	1st Semester: Wheebox Employability Test 2nd Semester: Thematic Appreciation Tests (TAT) 3rd Semester: Smart Skill Aptitude Test 4th Semester: Proficiency Foreign / Vernacular Languages 5th Semester: Mock Interviews	
23.	Soft Skills	**1st Semester** ❖ Quizzes Competition ❖ Presentation **2nd Semester** ❖ Extempore ❖ Debate **3rd Semester** ❖ Group Discussion and Etiquettes ❖ Role plays **4th Semester** ❖ Interpersonal Skills Development ❖ Negotiation Skills Development **5th Semester** ❖ Profile Summary ❖ Portfolio **6th Semester** ❖ Environment Communication	
24.	Seminar	1st Semester: Public Speaking 2nd Semester: Specialization Choices 3rd Semester: Domain Expert Lecture 4th Semester: Career Options 5th Semester: Event Management Project Management/ Varchasva 6th Semester: Seminar on Media Entrepreneurship	
25.	Development Schemes	**1st Semester** ❖ Development Schemes: Resume Writing ❖ Development Schemes: Portfolio Development **2nd Semester** ❖ Development Schemes: Job Description Analysis ❖ Development Schemes: Personal Grooming **3rd Semester** ❖ Dress Code ❖ Body Language **4th Semester** ❖ Mock Interview (Workshops) ❖ Writing for various online platforms[#] [#]e-mails, blog, social networking sites **5th Semester** ❖ Development Schemes: Situation based behavior & its	

		analysis	
		❖ Development Schemes: Emotional Intelligence	
		6th Semester	
		❖ Team Building Exercises and Crisis Management	
		❖ Human Value based Leadership & Excellence	
26.	Corporate Orientation	1st Semester: Yoga and Meditation (Stress Busting) 2nd Semester: Corporate Ethics 3rd Semester: Industrial Academia Meet 4th Semester: New Emerging Technology 5th Semester: Pre Placements Orientation 6th Semester ❖ Guidance for Govt Jobs/Competitive Examinations# #NET/SET/SLET/GATE/CAT/IAS/ IPS etc./State PSC/UPSC/BANK PO/Others etc.) from Expert ❖ Alumni Interaction: Successful Start-up Entrepreneur	
27.	Career Counseling	1st Semester ❖ Guest Lectures – Tips on Personality Development ❖ Successful Entrepreneurs-Corporate Domain Interaction 2nd Semester ❖ Live Project in Media Houses: ❖ IIC: Inspiration, Motivation and Ideation 3rd Semester ❖ IIC: Validation and Concept Development 4th Semester ❖ Industry Networking through live projects ❖ IIC: Prototype, Design, Process Development for Business Model/ Process/ Services 5th Semester ❖ IIC: Awareness about Startup and related Ecosystem	
D	**Training and Placement**		**DATE****
28.	Placements	2nd Semester ❖ Summer Project/Training** *** Summer Training will be held for 4 weeks after the end of second semester. Viva-Voce will be conducted in 3rd semester.* 4th Semester ❖ Functional Exposure Report (FER)/Training** *** Functional Exposure Training will be held for 4 weeks in the Radio /TV/Advertising/ Public Relation/NGO after the end of 03rd semester. Viva-Voce will be conducted in 5th semester.* 6th Semester ❖ Campus Placement Drives # *# Off Campus/On Campus/Pool Campus IPU/Job Fair*	After end of 04th Semester
E	**ALUMNI**		**DATE****
29.	Alumni	2nd / 4th / 6th Semester Alumni Meet cum Press Conference	After the ET Examination

Note: -

❖ *Reference Notification No. GGSIPU/DAA/2021-22/3636ᴸ Dt. 09.08.2021; Academic Calendar for the session 2021-22 issued from Director of Academic Affair, GGSIP University, and commencement of 5th Semester (15 weeks duration with 6 days working) w.e.f. – 16.08.2021 to 27.11.2021.*

\# *Extracted from GGSIP University Syllabus of Bachelor of Arts (Journalism & Mass Communication) w.e.f. Academic Session 2016-17 onwards*

** Exact date will be notified by T&P Department separately.

TECNIA INSTITUTE OF ADVANCED STUDIES

NAAC Accredited Grade 'A' Institute
TRAINING & PLACEMENT CELL
Capability Enhancement Program
Department of Computer Sciences-BCA

Ref. No. TIAS/T&P/2021-22/   Dated: 16.08.2021

Programme: BCA 2021–22			SESSION
S. No.	**Dynamics #**	**Events/Activities**	
A	**GGSIPU SYLLABUS RELATED : Training through HoD/Faculty**		
30.	Ability Enhancement Courses (AEC): Leads to Knowledge Enhancement.	1st Semester ❖ BCA 151*: Practical 1 – C Prog. Lab ❖ BCA 153*: Practical 2 – IT Lab 2nd Semester ❖ BCA 152*: Practical 3 – DS Lab ❖ BCA 154*: Practical 4 –DBMS Lab ❖ BCA 156#: Cyber Ethics (NUES) 3rd Semester ❖ BCA 251*: Practical 5 –.NET Lab ❖ BCA 253*: Practical 6 – C++ Lab ❖ BCA 255#: Software Development Skills (NUES) 4th Semester ❖ BCA 252*: Practical 7 –Java Lab ❖ BCA 254*: Practical 8 –Web Tech Lab ❖ BCA 256#: Personality Development Skills (NUES) 5th Semester ❖ BCA 351*: Practical 9 –CG Lab 6th Semester ❖ BCA 352*: Practical 10 –Linux Lab *# Courses on Environmental Studies, English Communication/MIL Communication.* ** Elective Courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc. designed to provide value-based and/or skill-based instructions.*	
31.	Ability Enhancement Course : Summer Training	5th Semester ❖ BCA 355: Summer Project/Training** *** After the End of 4th Semester, the student shall undergo Summer Project/Training for a period of 04-Weeks; Viva-Voce will be conducted in 5th semester. Evaluation on Summer Training will be conducted by the college committee after 4th semester.*	
32.	Ability Enhancement Course : Project Work Report (Minor/Major) (Optional Live)	5th Semester ❖ BCA 357##: Minor Project 6th Semester ❖ BCA 356##: Major Project *##: Project work (Major/Minor) /Dissertation is considered as a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A candidate studies such a course on his own with an advisory support by a teacher/ faculty member. The work done will have to be submitted in writing as a dissertation.*	
33.	Industrial Visit	4th Semester ❖ BCA 210$: Computer Networks *$ Aim: The aim of this course is to allow students to develop background knowledge as well as core expertise in networking technologies, which one of the fastest growing industries is in today's world.* •	
34.	Educational cum Industrial Tour	in India / Abroad 6th Semester ❖ BCA 314@: Network Security *@ Objectives* *• The course covers a broad range of security related concepts and issues that face industries today.* *• The course will also examine the practical aspects of the issues involved in secure systems and networks and industry practices being adopted to protect information systems. Students will gain the knowledge, skills and abilities to incorporate good*	

		information security practice in any organization.	
35.	Bridge Courses	Pre 1st Semester Bridge Classes for Mathematics / Physics	
36.	Remedial Coaching	1st Semester / 2nd Semester/ 3rd Semester/ 4th Semester Remedial Classes (After Exam Result as per Time-Table)	
37.	Language Lab	English Language Proficiency 1st Semester ❖ BCA 155[#]: Communication Skills (NUES) *# Courses on Environmental Studies, English Communication/MIL Communication*	
B	**VALUE ADDED PROGRAMS (30 Hrs.): AICTE Thrust Area - Technical Skills & Life Skill Management**		**DATE****

38.	Value Added Programs	1st Semester
		  ❖ Ethical Hacking(Module-1)
		2nd Semester
		  ❖ Ethical Hacking(Module-2)
		3rd Semester
		  ❖ Internet of Things
		4th Semester
		  ❖ Robotics
		5th Semester
		  ❖ Data Science
		6th Semester
		  ❖ Artificial Intelligence, Machine Learning and Deep Learning	

C	**CAPABILITY ENHANCEMENT PROGRAMS: Personality Development**		**DATE****
39.	Proficiency Test	1st Semester ❖ Proficiency Test : Wheebox Employability Test 2nd Semester ❖ Thematic Appreciation Tests (TAT) 3rd Semester ❖ Proficiency Test : Smart Skill Aptitude Test 4th Semester ❖ Proficiency Foreign / Vernacular Languages 5th Semester ❖ Mock Interviews	
40.	Soft Skills	1st Semester ❖ Soft Skill : Quizzes Competition ❖ Soft Skill : Presentation 2nd Semester ❖ Soft Skill : Extempore ❖ Soft Skill : Debate 3rd Semester ❖ Soft Skill : Group Discussion and Etiquettes ❖ Soft Skill : Role plays 4th Semester ❖ Soft Skill : Interpersonal Skills Development ❖ Soft Skill : Negotiation Skills Development 5th Semester ❖ Soft Skill : Profile Summary ❖ Soft Skill : Portfolio 6th Semester ❖ Soft Skill : Writing letters and e-mails - official and non-official ❖ Soft Skill : Personality Development Workshop	
41.	Seminar	Seminar 1st Semester ❖ Public Speaking 2nd Semester ❖ Specialization Choices 3rd Semester ❖ Domain Expert Lecture	

		4th Semester	
		❖ Career Options	
		5th Semester	
		❖ Project Management	
		6th Semester	
		❖ BCA 358[#]: Seminar (NUES)	
		# Courses on Environmental Studies, English Communication/MIL Communication	
42.	Development Schemes	Development Schemes 1st Semester ❖ Development Schemes: Resume Writing ❖ Development Schemes: Portfolio Development 2nd Semester ❖ Development Schemes: Job Description Analysis ❖ Development Schemes: Personal Grooming 3rd Semester ❖ Development Schemes: Dress Code ❖ Development Schemes: Body Language 4th Semester ❖ Development Schemes: Mock Interview (Workshops) ❖ Development Schemes: Writing for various online platforms: e-mails, blog, social networking sites 5th Semester ❖ Development Schemes: Situation based behavior & its analysis ❖ Development Schemes: Emotional Intelligence 6th Semester ❖ Development Schemes: Team Building Exercises and Crisis Management ❖ Development Schemes: Human Value based Leadership & Excellence	
43.	Corporate Orientation	Corporate Orientation 1st Semester ❖ Yoga and Meditation (Stress Busting) 2nd Semester ❖ Corporate Ethics 3rd Semester ❖ Industrial Academia Meet 4th Semester ❖ New Emerging Technology 5th Semester ❖ Pre Placements Orientation 6th Semester ❖ Live Project	
44.	Career Counseling	Career Counseling 1st Semester ❖ Guest Lectures – Tips on Personality Development ❖ Successful Entrepreneurs-Corporate Domain Interaction 2nd Semester ❖ Industrial Visit : IT Companies ❖ IIC: Inspiration, Motivation and Ideation 3rd Semester ❖ AICTE : Smart India Hackathon ❖ IIC: Validation and Concept Development 4th Semester ❖ Industry Networking through live projects ❖ IIC: Prototype, Design, Process Development for Business Model/ Process/ Services 5th Semester ❖ AICTE : Toycathon ❖ IIC: Awareness about Startup and related Ecosystem	

		6th Semester	
		❖ Counseling Session from Expert: Govt. Jobs; Guidance for competitive examinations (NET/SET/SLET/GATE/CAT/IAS/ IPS etc. / State PSC/UPSC/BANK PO/Others etc.) ❖ Alumni Interaction: Successful Start-up Entrepreneur	
D	**PLACEMENTS**		**DATE****
45.	Placements	6th Semester : Campus Placement Drives # ❖ # Off Campus/On Campus/Pool Campus IPU/Job Fair	As per Time Table Schedule
E	**ALUMNI**		**DATE****
46.	Alumni	6th Semester: Alumni Meet cum Press Conference	After the End Term Examination

Note: -

❖ *Academic Calendar for the session 2021-22 issued from Director of Academic Affair, GGSIP University, and commencement of 1st 3rd 5th Semester and 2nd 4th 6th Semester (15 weeks duration with 6 days working) w.e.f. – 16.08.2021 to 27.11.2021 (Odd) and 17.01.2022 to 30.04.2022 (Even).*

\# *Extracted from GGSIP University Syllabus of BCA w.e.f. Academic Session 2011-12 onwards*

** Exact date will be notified by T&P Department separately.

(Sample Scoring Rubrics)
RUBRICS FOR COMMUNICATION (WRITTEN & ORAL)

Component	Proficient	Acceptable	Needs Improvements
Written Communication	Report is well organized and clearly written. The underlying logic is clearly articulated and easy to follow. Words are chosen that precisely express the intended meaning and support reader comprehension. Diagrams or analyses enhance and clarify presentation of ideas. Sentences are grammatical and free from spelling errors.	Report is organized and clearly written for the most part. In some areas the logic or flow of ideas is difficult to follow. Words are well chosen with some minor exceptions. Diagrams are consistent with the text. Sentences are mostly grammatical and only a few spelling errors are present but they do not hinder the reader.	Report lacks an overall organization. Reader has to make considerable effort to understand the underlying logic and flow of ideas. Diagrams are absent or inconsistent with the text. Grammatical and spelling errors make it difficult for the reader to interpret the text in places.
Presentation Visual Aids	Slides are error-free and logically present the main components of the process and recommendations. Material is readable and the graphics highlight and support the main ideas.	Slides are error-free and logically present the main components of the process and recommendations. Material is mostly readable and graphics reiterate the main ideas.	Slides contain errors and lack a logical progression. Major aspects of the analysis or recommendations are absent. Diagrams or graphics are absent or confuse the audience.
Oral Presentation	Speakers are audible and fluent on their topic, and do not rely on notes to present or respond. Speakers respond accurately and appropriately to audience questions and comments.	Speakers are mostly audible and fluent on their topic, and require minimal referral to notes. Speakers respond to most questions accurately and appropriately.	Speakers are often inaudible or hesitant, often speaking in incomplete sentences. Speakers rely heavily on notes. Speakers have difficulty responding clearly and accurately to audience questions.
Body Language	Body language, as indicated by appropriate and meaningful gestures (e.g., drawing hands inward to convey contraction, moving arms up to convey lift, etc.) eye contact with audience, and movement, demonstrates a high level of comfort and connection with the audience.	Body language, as indicated by a slight tendency to repetitive and distracting gestures (e.g., tapping a pen, wringing hands, waving arms, clenching fists, etc.) and breaking eye contact with audience, demonstrates a slight discomfort with the audience.	Body language, as indicated by frequent, repetitive and distracting gestures, little or no audience eye- contact, and /or stiff posture and movement, indicate a high degree of discomfort interacting with audience.

MAPPING OF CAPABILITY ENHANCEMENT PROGRAMME OUTCOME-BASED EDUCATION WITH ASSESSMENT AND GRADUATE ATTRIBUTES:

S. No.	Graduate Attributes	Activities proposed	Outcome
1.	**Domain Knowledge:** Apply the knowledge of domain, Management Process and Organizational Behaviour, Quantitative Techniques Managerial Economics, Accounting for Management fundamentals, and an IT specialization for the solution of complex managerial problems.	Practical experience during industrial internship / Project work.	An ability to apply knowledge in application of management sciences tools & techniques, online resources on the project. The application of systematic domain design processes appropriate to the internship program.
2.	**Problem Analysis:** Identify, formulate, research literature and analyze complex managerial problems reaching a substantiated conclusion using fundamentals of management sciences and other specialized domain	Working for Consultancy / research projects in the institute/ industry.	Helping Faculty members in their research and consultancy projects will help student learn research methodologies and analytical tools and will develop an ability to use appropriate knowledge and skills to identify, formulate, analyze, and solve Complex domain problems in order to reach substantiated conclusions.
3.	**Design/Development of solutions:** Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for public health and safety and cultural, societal, and environmental considerations.	Innovation / Entrepreneurship Activities: Participation in Innovation Competitions, Idea completions, Hackathons etc.	An ability to design solutions for complex, open-ended domain problems and to design systems, components or processes that meet specified needs with appropriate attention to health and safety risks, applicable standards, and economic, environmental, cultural and societal considerations.
4.	**Conduct investigations of complex problems:** Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.	Project work/ industrial training/ International /National Internships or advanced courses are considered for internship requirements	Global competitiveness and employability of students will be enhanced.
5.	**Modern tool usage:** Create, select and apply appropriate techniques, resources, and modern IT tools, including prediction, modeling of complex problems/ activities, with an understanding of the limitations.	Work on the modern tools, processes & procedure being used in the industry. Interns expose themselves to advanced tools like simulation and modeling.	Will be able to use modern tools and processes to solve the live/real-time problems.
6.	**The management and society:** Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional managerial practice.	The AICTE Activity Point Program focuses on supporting all the sections of society especially in adopted villages.	Students will learn their social responsibilities and to use their professional managerial knowledge to assess societal, health, safety, legal and cultural issues.

7.	**Environment and Sustainability:** Understand the impact of the professional managerial solution in societal and environmental contexts and demonstrate the knowledge of and need for sustainable development.	Under the community service activities, focus on the environment and sustainability issues has been laid down.	Students will learn the importance and methods of environment protection & sustainability and will develop an ability to analyze social and environmental aspects of all managerial activities.
8.	**Ethics:** Apply ethical principles and commit to professionals ethics and responsibilities and norms of the managerial practice.	The student will learn to demonstrate honesty, punctuality and obey Company's business practices and procedures.	Learning of professional ethics and accountability will make student ready for the future.
9.	**Individuals and team work:** Function effectively as an individual and as a member or leader in diverse teams and in multidisciplinary domain settings.	Students are required to help the Committees for organizing Conference/ workshop/ Competition at Institutional Level.	Student will develop ability to work effectively as a member and leader in teams, preferably in a multi-disciplinary domain setting.
10.	**Communication:** Communicate effectively on complex engineering activities with the engineering community and with the society at large, such as being able to comprehend and write effective reports and design documentation, make effective presentations and give and receive clear instructions.	To assist students in industrial training at the end of 2nd semester. Training & Placement Cell shall also organize training for student's Personality Development, improving Communication Skills, report writing, presentation skills, Foreign Languages etc.	The student will develop an ability to communicate effectively (oral and written communication, report writing, presentation skills.
11.	**Project Management and Finance:** Demonstrate knowledge and understanding of the management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.	The industry should make sure to include interns in brainstorming sessions and also be given opportunity to understand Project Management and finances.	These competencies will help the student in horizontal and vertical mobility.
12.	**Life-long learning:** Recognize the need for and have the preparation and ability to engage in independent and life-long learning in the broadest context of management and ITC changes.	Students will learn to implement knowledge into practice and innovate.	Students' ability to ability to identify and to address their own educational needs in a changing world in ways sufficient to maintain their competence and to allow them to contribute to the advancement of knowledge will be enhanced.

Rubrics: Teamwork

Performance Indicator	Unsatisfactory (0-40)	Adequate (41-60)	Satisfactory (61-75)	Excellent (76-100)	Score (0-100)
Ability to have a role effectively as individual and team to achieve common goals in a multidisciplinary environment.	• Little self-aware on the team • Missing on action while works on a team • Doesn't understand the job role • Missing major participation	• Confusing on individual contribution • Weak contribution as a personal • Weak understand the job role • Other sections are weak	• Provide substantial contribution • be able to communicate with the team • be able to understand the job role • show support with the others	• Excellent self-organization • Well-stated result and contribution Statement or Purpose • Show leadership • show support and mentoring with the others.	Summer Internship Project
Evaluation					
Integrates input from all team members and makes decisions in relation to objective.	• Lacking information or information is inaccurate or irrelevant for the team • Some output has been plagiarized • Presents little understanding of teamwork	• Some basic information, but some is inaccurate or irrelevant for the team • Significant amount of working result is copied verbatim from another source with citation • Presents basic understanding of some parts of topic with the team	• Adequate information with a few minor errors or omissions • Adequate research as part of team work • Result is mostly the author's own words; only a slight amount of copied and cited text • Presents general understanding of topic	• Exceptional information (accurate and relevant) • Careful and thorough research • All Result is coordinated with the team. • Presents in-depth understanding and insight for the team to success • Having critical roles in the team	

Rubrics: Understanding Ethics And Professionalism

Performance Indicator	Unsatisfactory (0-40)	Adequate (41-60)	Satisfactory (61-75)	Excellent (76-100)	Score (0-100)
The ability to understand ethical values and commit to the norms, responsibilities and ethics of profession. In the context of the Indian society, the values and norms that are considered and accepted in profession other than universal common humanitarian norms should also include the principles of, local cultural values, and national interests.	•Lack of awareness of professional standards as well as to commit to norms, responsibilities, local cultural values and ethics, etc.	•Has reasonable professional appearance, but may overestimate his skills and abilities	•Commit to professional conduct well as to commit to norms, responsibilities, and ethics, etc.	•Has capacity to formulate specific professional standards and how they apply to Profession design and conduct.	Summer Internship Project
Evaluation					
Making judgments of Professional responsibility based on internal evidence or external criteria.	Incapacity to recognize how Profession responsibility introduces legal or ethical issues.	Evaluates the Professional responsibility using personal understanding of the situation	Able to judge part of Professional responsibility using limited information of evidences	Clearly articulates an organized response to ethical or legal aspects of an Professional responsibility.	

Rubric: Global Understanding Learning Outcome

Criteria	Excellent = 4	Good=3	Satisfactory=2	Unsatisfactory=1
Global Self-Awareness	Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.	Evaluates the global impact of one's own and others' specific local actions on the natural and human world.	Analyzes ways that human actions influence the natural and human world.	Identifies few or no connections between an individual's personal decision-making and certain local and global issues.
Perspective Taking	Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical.)	Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.	Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.	Rejects multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).
Cultural Diversity	Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.	Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.	Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews.	Is unable to describe the experiences of others historically or in contemporary contexts even when seen primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews.
Personal and Social Responsibility	Takes informed and responsible action to address ethical, social, and environmental challenges in global systems	Analyzes the ethical, social, and environmental consequences of global systems and identifies a	Explains the ethical, social, and environmental consequences of local and national decisions on	Is unable to identify basic ethical dimensions of some local or national decisions that have

	and evaluates the local and broader consequences of individual and collective interventions.	range of actions informed by one's sense of personal and civic responsibility.	global systems.	global impact.

	Mastery (Senior Level) Point-value: 4	**Proficient (Junior Level) Point-value: 3**	**Developing (Sophomore Level) Point-value: 2**	**Basic (Freshman Level) Point-value: 1**	**Skill is evident but performance falls below Freshman Level2 Point-value: 0**	**No Evidence: Assignment may not elicit skill or student failed to articulate.**
Students are inter-culturally competent. Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning.)						
Knowledge Cultural self-awareness	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)	Lacks complete awareness of own cultural rules or biases.3	
Knowledge *Knowledge of cultural worldview frameworks*	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Elements of another culture are couched in negative or dismissive terms or student denies existence of cultural differences or experiences.	

Skills Empathy	Interprets intercultural experience from the perspectives of own and multiple worldviews and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.	Experiences of others are denied or couched in negative or dismissive terms.	
Skills Verbal and nonverbal communication	Articulates complex understanding of cultural differences in verbal or nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different culture) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.	Lacks understanding of verbal and nonverbal communication at even a minimal level.	

2 Evaluators are encouraged to assign a zero to any work sample that does not meet Basic (Freshman Level) performance. Evaluators are encouraged to check the "No Evidence" if the rubric dimension is not evident in the work. For example, a student who openly states that he has no desire to learn about a particular culture would be rated below Basic (point-value 0) for the Attitude: Curiosity. By contrast, if the student makes no mention one way or another about a desire to learn about a culture, the "No Evidence" category would be selected. There is simply no evident of what the student's attitude was in regards to cultural curiosity. 3 Zero category based upon the Intercultural Competence Development Continuum: http://www.mdbgroup.com/intercultural-development.html (retrieved 5 20 14) which theorizes that people move through five stages in developing intercultural competence: Denial, Polarization, Minimization, Acceptance and Adaptation.

	Mastery (Senior Level) Point-value: 4	Proficient (Junior Level) Point-value: 3	Developing (Sophomore Level) Point-value: 2	Basic (Freshman Level) Point-value: 1	**Skill is evident but performance falls below Freshman Level Point-value: 0**	**No Evidence: Assignment may not elicit skill or student failed to articulate.**
Students are able to discuss civic responsibilities						
Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through						

both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

Diversity of Communities and Cultures	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. **Exhibits little curiosity about what can be learned from diversity of communities and cultures.**	Expresses attitudes and beliefs as an individual, from a one-sided view	Is resistant to what can be learned from diversity of communities and cultures.	
Analysis of Knowledge	Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.	Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to tone's own participation in civic life, politics, and government.	Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.	Unable to correctly identify how his/her own academic study/field/discipline is relevant to civic engagement.	
Civic Identity and Commitment	Evaluates what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and commitment to public action.	Describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment.	Demonstrates basic awareness of civic-engagement activities and a sense of civic identity.	Provides little evidence of her/his awareness of civic-engagement activities and does not connect awareness to civic identity.	Provides no evidence of his/her awareness of civic-engagement activities. Does not connect awareness to civic identity.	
Civic Communication	Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action	Effectively communicates in civic context, showing ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Unable to communicate in a civic context including inability to express, listen or adopt ideas and messages based upon others perspectives.	

Examples of how intercultural competence is currently being assessed include through embedded course assessment, self-report instruments, reflection papers, critical incident analysis, interviews, observations (by professors, internship supervisors, host families, group members, etc.), simulations and longitudinal studies. While it is encouraging that more institutions are assessing intercultural

competence outcomes, there is much work that needs to be done on improving intercultural competence assessment and as such, there are currently no examples of "best" practices.

	Mastery (Senior Level)Point-value: 4	Proficient (Junior Level Point-value: 3)	Developing (Sophomore Level) Point-value: 2	Basic (Freshman Level) Point-value: 1	Skill is evident but performance falls below Freshman Level Point-value: 0	No Evidence: Assignment may not elicit skill or student failed to articulate.
Students engage in regional, national and global communities Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably.						
Global Self-Awareness	Effectively addresses significant issues in the world based on articulating one's identity in a global context.	Evaluates the global impact of one's own and others' specific local actions on the world.	Analyzes ways that human actions influence the world.	Identifies some connections between an individual's personal decision-making and certain local and global issues.	Incorrectly makes connections between group or individual decisions and local or global issues.	
Perspective Taking	Evaluates and applies diverse perspectives to complex systems relevant to the discipline systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical.)	Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating systems relevant to the discipline.	Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring systems relevant to the discipline.	Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical) when exploring systems relevant to the discipline.	Disparages perspectives other than his/her own.	
Personal and Social Responsibility	Analyzes ethical, social, economic and/or environmental challenges in global systems, evaluates the local and broader consequences of individual and collective interventions, and identifies actions which further advance alternative or expanded solutions.	Analyzes the ethical, social, economic and/or environmental consequences of global systems and identifies a range of responses informed by one's sense of personal and civic responsibility.	Explains the ethical, social, economic and/or environmental consequences of local and national decisions on global systems.	Identifies basic components of some local or national decisions that have global impact.	Incorrectly to identify basic components of some local or national decision that has had a global impact.	

Understanding Global Systems	Demonstrates deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems in developing informed, appropriate action plans to solve complex problems in the human and natural worlds.	Analyzes major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions, to pose elementary solutions to complex problems in the human and natural worlds.	Examines the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on global systems within the human and the natural worlds.	Identifies the basic role of some global and local institutions, ideas, and processes in the human and natural worlds.	Inaccurately identifies basic roles of global and local institutions', ideas or processes in the human and natural worlds.	
Applying Knowledge to Contemporary Global Contexts	Applies deep knowledge of global systems to identify sophisticated, appropriate and workable solutions to address complex problems using interdisciplinary perspectives.	Plans and evaluates more complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives	Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives	Defines global challenges in basic ways, including a limited number of perspectives and solutions.	Inaccurately defines a global challenge in even limited ways.	

Rubrics: Lifelong Learning

Performance indicator	Unsatisfactory (0-40)	Adequate (41-60)	Satisfactory (61-75)	Excellent (76-100)	Score (0-100)
Ability to realize the importance of lifelong learning and able to carry it out.	demonstrates no knowledge of new skill	unable to solve problem but demonstrates some knowledge of new skill	demonstrates some knowledge of new skill and able to partially solve given problem	able to solve given problem completely by applying new skill	(Final Project and Oral Examination)
Evaluation					
Using previously learned skills to perform new but related tasks	denies need for continuous professional development	acknowledges possibility of need for continuing professional development	acknowledges need for continuing professional development	provides convincing argument for need for continuous professional development	

Rubrics: Knowledge of Contemporary Issues.

Performance Indicator	Unsatisfactory (0-40)	Adequate (41-60)	Satisfactory (61-75)	Excellent (76-100)	Score
Ability to think logically to evaluate health, social, safety, legal, and cultural issues in the context of the recent knowledge and science in performing Professional activities.	• Little knowledge of contemporary issues in health, social, safety, legal, and cultural and so on • Cannot identify contemporary issues	Identifies a contemporary issue but important facts are missing	• Identifies more than one relevant contemporary issues in health, social, safety, legal, and cultural • Ignores some less significant, yet relevant issues	• Identifies several relevant contemporary issues in health, social, safety, legal, and cultural, including subtle details • Does not include unrelated contemporary issues	(Project and Oral Examination),
Evaluation					
Evaluates alternative Professional/Sustainable solutions or scenarios by taking into consideration current issues	• Shows little understanding of contemporary issues • Provides little or incorrect explanation of alternative potential solutions	• Shows some understanding of contemporary issues • Provides some explanation of other potential solutions but important facts are missing	• Shows adequate understanding of contemporary issues • Provides adequate explanation of other potential solutions • Missing the explanation of minor facts	• Shows in-depth understanding of contemporary issues • Provides in-depth explanation of other potential solutions based on Professional standard	

भारत का राजपत्र
The Gazette of India

अखिल भारतीय तकनीकी शिक्षा परिषद्

अधिसूचना

नई दिल्ली, 4 जनवरी 2016

(तकनीकी संस्थाओं (डिग्री/डिप्लोमा) में शिक्षकों तथा अन्य शैक्षणिक स्टॉफ के लिए अर्हताएं, वेतनमान, सेवा शर्तों, कैरियर उन्नति योजना (सीएएस) इत्यादि से संबंधित कुछ मुद्दों/विसंगतियों पर स्पष्टीकरण)

फा0सं0 27/आस्आईएफडी/वेतनमान/01/2013—14.—अखिल भारतीय तकनीकी शिक्षा परिषद् अधिनियम, 1987 (1987 का 52) की धारा 10 (प) और (अ) के साथ पठित धारा 23 की उप-धारा (1) के अधीन प्रदत्त अपनी शक्तियों का प्रयोग करते हुए अखिल भारतीय तकनीकी शिक्षा परिषद् निम्न विनियम बनाती है :–

I. संक्षिप्त नाम, प्रयोज्यता एवं आरंभ :

(क) इन विनियमों को अखिल भारतीय तकनीकी शिक्षा परिषद् (तकनीकी संस्थाओं (डिग्री/डिप्लोमा) में शिक्षकों तथा अन्य शैक्षणिक स्टॉफ के लिए अर्हताएं, वेतनमान, सेवा शर्तों, कैरियर उन्नति योजना (सीएएस) इत्यादि से संबंधित कुछ मुद्दों/विसंगतियों पर स्पष्टीकरण] विनियम, 2016 कहा जाएगा।

(ख) ये उन तकनीकी संस्थाओं पर लागू होंगे जो तकनीकी शिक्षा तथा ऐसे अन्य पाठ्यक्रम/कार्यक्रम और विषय–क्षेत्र संचालित कर रहे हैं, जैसेकि परिषद द्वारा समय–समय पर अधिसूचित किए गए हैं।

II. सामान्य

अभातशिप को अभातशिप विनियम संख्या 37–3/विधिक/अभातशिप/2010 दिनांक 05 मार्च, 2010, तकनीकी संस्थाओं (डिग्री/डिप्लोमा) में शिक्षकों तथा अन्य शैक्षणिक स्टॉफ के लिए, संशोधित अर्हताएं, वेतनमान, सेवा शर्तों कैरियर उन्नति योजना पर अभातशिप विनियम, 2010 (इसके पश्चात् इसे अभातशिप विनियम, 2010 के रूप में उल्लिखित किया गया है।) तथा अभातशिप विनियम संख्या 37–3 विधिक/अभातशिप/2012 दिनांक 08 नवम्बर, 2012 तकनीकी संस्थाओं (डिग्री/डिप्लोमा) में शिक्षकों तथा अन्य शैक्षणिक स्टॉफ के लिए कैरियर उन्नति योजना विनियम, 2012 (इसके पश्चात् इसे अभातशिप विनियम, 2012 के रूप में उल्लिखित किया गया है।) को लागू करने के संबंध में उठाए गए मुद्दों पर स्पष्टीकरण की मांग करने वाले विभिन्न अभ्यावेदन प्राप्त हुए हैं। इसमें अभातशिप की पूर्व की अधिसूचनाओं के संबंध में उठाए गए कुछ मुद्दों को भी शामिल किया गया है।

तकनीकी संस्थाओं (डिग्री/डिप्लोमा) में शिक्षकों तथा अन्य शैक्षणिक स्टॉफ के लिए अर्हताएं, वेतनमान, सेवा शर्तों, कैरियर उन्नति योजना (सीएएस) इत्यादि से संबंधित कुछ मुद्दों/विसंगतियों पर स्पष्टीकरण

(iv) उसे संयंत्र प्रशिक्षण में परिसर साक्षात्कार/कार्य मेलों आदि की व्यवस्था करनी होती तथा वह कार्मिकों और अंतिम वर्ष के छात्रों, दोनों के लिए औद्योगिक प्रायोजित परियोजनाओं की व्यवस्था भी करेगा।

(v) उसे उद्योग/शोध/सेवा क्षेत्रों के संबधित क्षेत्र में विशेषज्ञों का डाटा बैंक सृजित करना होगा तथा छात्रों तथा स्टॉफ सदस्यों के लाभ के लिए, व्याख्यान देने के लिए उन्हें संस्थान में आमंत्रित करना होगा।

(vi) उसे उद्योगों/शोध/सेवा क्षेत्रों में छात्रों और स्टॉफ सदस्यों के लिए प्रशिक्षण/क्षेत्रीय दौरों की भी व्यवस्था करनी होगी।

(vii) उसे उद्योगों/शोध/सेवा संगठनों में प्रशिक्षु प्रशिक्षण तथा उपयुक्त नियोजन प्राप्त करने में छात्रों को भी सहायता करनी होगी। वह समूह चर्चा, वैयक्तिक साक्षात्कार और व्यक्तित्व विकास आदि के लिए तैयारी करने वाले छात्रों को अभ्यास कराने के लिए भी उत्तरदायी होगा।

(viii) प्रशिक्षण और नियोजन अधिकारी को समस्त पूर्व छात्रों का डाटा बैंक भी सृजित करना होगा जिन्हे प्रतिष्ठित उद्योगों/शोध/सेवा संगठनों में रोजगार प्राप्त हुआ है।

(ix) संस्थान के प्रमुख द्वारा समय–समय पर सौंपे गए कोई अन्य संबधित कार्य।

डिप्लोमा श्रेणी के संस्थान में प्रशिक्षण तथा नियोजन अधिकारियों (टीपीओ) की योग्यता, वेतनमानों तथा सेवा शर्तों पर संबधित राज्य/संघ राज्यक्षेत्र सरकार उल्लिखित के अनुसार तथा जहाँ भी बदलाव अपेक्षित हों, निर्णय ले सकते है।

ये नियम राजपत्र में अधिसूचना की तारीख से प्रभावी होंगे ।

ALL INDIA COUNCIL FOR TECHNICAL EDUCATION

NOTIFICATION

New Delhi, the 4th January 2016

[CLARIFICATIONS ON CERTAIN ISSUES/ ANOMALIES PERTAINING TO QUALIFICATIONS, PAY SCALES, SERVICE CONDITIONS, CAREER ADVANCEMENT SCHEMES (CAS) etc. FOR TEACHERS AND OTHER ACADEMIC   STAFF OF TECHNICAL INSTITUTIONS (DEGREE/DIPLOMA)]

F. No. 27/RIFD/Pay Scale/01/2013-14.—In exercise of the powers conferred under sub-Section (i) of Section 23 read with Section 10 (i) and (v) of the All India Council for Technical Education Act, 1987 (52 of 1987), the All India Council for Technical Education makes the following Regulations:-

I. Short title, Applications and Commencement:

(a) These Regulations may be called All India Council for Technical Education (clarifications on certain issues/ anomalies pertaining to Qualifications, Pay Scales, Service Conditions, Career Advancement Schemes (CAS) etc. for Teachers and other Academic Staff of Technical Institutions (Degree/Diploma)),2016.

(b) These shall apply to technical institutions conducting technical educations and such other courses/ programs and area notified by the Council from time to time.

II. General

AICTE has received several representations seeking clarifications on certain issues arising out of implementation of AICTE Regulations No. 37-3/ Legal/AICTE/2010 dated 05th March 2010 on revised Pay Scales, Service Conditions and Qualifications for the Teachers and other Academic Staff in Technical Institutions (Degree & Diploma) Regulations, 2010 (here in after referred as AICTE Regulations, 2010) and No. 37-3/ Legal/AICTE/2012 dated 8th Nov. 2012 on Career Advancement Scheme for the Teachers and other Academic Staff in Technical Institutions (Degree & Diploma) Regulations, 2012 (here in after referred to as AICTE Regulations, 2012). Some of the issues raised from the AICTE previous Notifications have also been included.

Clarifications on certain issues/ anomalies pertaining to Qualifications, Pay Scales, Service conditions, Career Advancement Schemes (CAS) etc. for Teachers and Other Academic Staff of Technical Institutions (Degree/Diploma)

The clarifications on certain issues of teachers and equivalent positions are given below:

Annexure-V

QUALIFICATION, PAY SCALES AND SERVICE CONDITIONS OF
TRAINING AND PLACEMENT OFFICERS (DEGREE)

The need for placement and Training in a Degree Level Technical Institutions was recognized in the AICTE Norms and standards of the year 1990, to be adopted by State/UT Government in the respective States /UTs. Vide Para 10 (b) of Letter No. FD/PSSC/Clrif/2002/1 dated 03-01-2003 their Pay Scales etc. were left to be decided by said Governments taking local conditions into consideration. Considering the various representations received by various stakeholders and the importance of Training and Placement Officers (TPO) in the changed Scenario of developing of economy of the country, it has become imperative to bring them in the purview of AICTE to determine their service conditions. Accordingly, the following is proposed.

(i)   Person entering as Training and placement officers shall be of the cadre of a Professor and shall be recruited with designation as Professor (TPO). Essential Qualifications and experience required for the post shall be in line with Professor (Engineering and Technology) laid down in AICTE Regulations 2010 (Degree). Due waitage shall be given to a person from the reputed Industrial background with good managerial and communicational skill. Degree in management shall be a desirable qualification.

(ii)   Existing Training and Placement officers shall be re-designated as Professor (TPO)/ Associate Professor (TPO)/ Asst. Professor (TPO), as the case may be, provided all the requisite qualifications and relevant experience in line with faculty norms laid down in AICTE Regulations 2010 (Degree) and subsequent AICTE Clarifications/ Notifications issued thereof.

(iii)   Pay Scales of existing TPO shall be fixed in accordance of fitment table of 6th CPC with re-designation of post as may be applicable.

(iv)   Career Advancement scheme shall be equally applicable to them in line with that prescribed for the faculty subject to fulfilment of essential eligibility conditions as laid down in AICTE Regulations 2010 & 2012 and in subsequent Clarification/ Notifications issued thereof.

Duties and responsibilities of Training and Placement officer:

(i)   The post shall be treated as a non vacational post. The officer shall have a teaching work load of 4 hrs/week.

(ii)   TPO should maintain a good liaison with industry in and around the place of the campus.

(iii)   He should conduct an annual survey of job requirements in the Industries, research and service organizations.

(iv)   He should arrange for campus interviews/ job mela etc., in plant training and also arrange to get industries sponsored projects for both staff and final year students.

(v)   He should create data bank of experts in respective field from industries/research/service sectors and invite them to the Institute to deliver lectures for the benefit of students and staff members.

(vi)   He should also arrange training/field visits to students and staff members in industries/research/service sectors.

(vii)   He should also assist the students in getting apprentice training and suitable placement in industries/ research/service organizations. He shall also be responsible for preparing the students in facing group discussions, personal interviews and personality development etc.

(viii)   Training and placement officer should create a data bank of all alumni who are placed in reputed industries/research/service organizations.

(ix)   Any other related duty assigned by the Head of the institute from time to time.

Qualification, Pay Scales and Service Conditions of Training and Placement Officers (Diploma) similar to the above, may be considered, with appropriate changes where ever required by respective State/UT Government.

These rules will be effective from the date of notification in official Gazette.