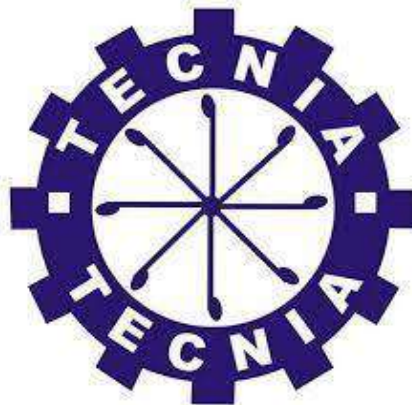


NAAC Criterion-VII

Institutional Values and Best Practices

Key Indicator – 7.1 Institutional Values and Responsibilities

Sub-Criteria 7.1.10. The Institution code of conduct for students, teachers, administrators and other staff- Evidences



TECNIA INSTITUTE OF ADVANCED STUDIES

**(Approved By AICTE, Ministry of Education, Govt. of India,
Affiliated to G.G.S.I.P. University & Recognised Under Sec. 2 (f) of UGC 1956)
3 PSP, Institutional Area Madhuban Chowk, Sector 14, Rohini, New Delhi-110085**

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TECNIA INSTITUTE OF ADVANCED STUDIES

3 PSP, Institutional Area, Madhuban Chowk, Rohini, New Delhi-110085

The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

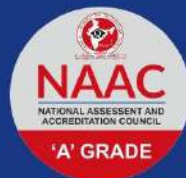
1. The Code of Conduct is displayed on the website
 - Policy & Standard of Operating Procedures for Maintenance of Discipline of Students
 - Code of Professional Conduct, Ethics & Appeal Rules (Teaching Staff) Guidelines & Procedures
 - Code of Professional Conduct, Ethics & Appeal Rules (Non-Teaching) Guidelines & Procedures
 - Technical Teacher Training Policy
 - Role and Responsibilities of Various Coordinators Appointed in Departments
2. There is a committee to monitor adherence to the Code of Conduct
3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff
4. Annual awareness programmes on Code of Conduct are organized



Living World of Diversity...



MAINTENANCE OF DISCIPLINE AMONG STUDENTS Guidelines & Procedures



-: An Initiative 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

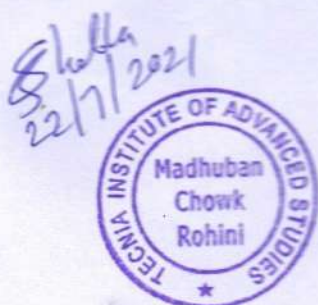
ISO 9001:2015, ISO 14001:2015, ISO 21001:2018 & ISO 51001: 2018 Certified Institute;
Rated as 'A' Category by JAC, Govt. of NCT of Delhi; A++ Category - Best Business School
by AIMA - Business Standard Survey & Included in Top 100 B & IT School by Dalal Street Investment Journal.


-: An Initiative of Tecnia Internal Quality Assurance Cell :-

**MAINTENANCE OF DISCIPLINE
AMONG STUDENTS
Guidelines & Procedures**

POLICY & SOP FOR MAINTENANCE OF DISCIPLINE AMONG STUDENTS

S.No.	PARTICULARS	DESCRIPTION
1	Policy Number	TIAS/IQAC/2019-22/
2	Policy Structure	POLICY & SOP FOR MAINTENANCE OF DISCIPLINE AMONG STUDENTS The Policy describes maintenance of discipline among students and other allied issues of Board of Discipline Rules for the same.
3	Scope of the Policy	The scope of the policy & SOP for maintenance of discipline among students, The provisions contained in this policy shall apply to all students of the Institute. These shall include, Powers vested with Heads of Institute, Acts of indiscipline and misconduct, Penalties for breach of discipline, Declaration to be signed by a student, Total prohibition of ragging and penalties thereof, Constitution of the Boards of Discipline, Functions of the Board of Discipline
4	Policy Status	Original -Version -1.0 Adopted from Guru Gobind Singh Indraprastha University Act, Statutes & Ordinances (As amended upto 30th June, 2012); CALENDAR; EDITION-II; 2012; Ordinance 3: Maintenance Of Discipline Among Students. Currently adopted in TIAS, Institute affiliated with GGSIP University.
5	Originated By	Adopted from Guru Gobind Singh Indraprastha University Act, Statutes & Ordinances (As amended upto 30th June, 2012); CALENDAR; EDITION-II; 2012; Statute: 23: Maintenance Of Discipline Among the Students of the University; Ordinance: 3 Maintenance Of Discipline Among Students.
6	Reviewed By	TIAS Internal Quality Assurance Cell (IQAC) for Institute by Coordinator, TIAS-IQAC, Tecnia Institute of Advanced Studies, Delhi
7	Effective Date	22/07/2021
8	Approving Authority	Director, Tecnia Institute of Advanced Studies, Delhi. Coordinator, Internal Quality Assurance Cell (IQAC), Tecnia Institute of Advanced Studies, Delhi, TIAS-IQAC,
9	Amendment Number	Nil
10	Effective Date of Amended Policy	Nil




Dr. Ajay Kumar, Director
Tecnia Institute of Advanced Studies
(Affiliated to GGSIP University, Delhi)
Madhuban Chowk, Rohini, Delhi-85

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1.0 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.

2.0 VISION

To impart holistic development, by inculcating knowledge, ethics, professional acumen including socially concerned attitude to carve out an edge in dynamic environment.

3.0 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.

4.0 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.

5.0 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.

6.0 TECNIA INTERNAL QUALITY ASSURANCE CELL (TIQAC)

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 an 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.

7.0 IQAC VISION

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

8.0 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

9.0 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

10.0 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.

11.0 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.

POLICY & SOP FOR MAINTENANCE OF DISCIPLINE AMONG STUDENTS

12.0 Maintenance of discipline amongst the students of the TIAS, Institute affiliated with GGSIP University

- 12.1 The powers regarding discipline and disciplinary action in regard to the students of the Institute shall vest in the Director who may delegate all or any of his powers, as he may deem fit.
- 12.2 Without prejudice to the generality of his powers relating to the maintenance of discipline and taking such action as he may deem appropriate for the maintenance of discipline, the Director may, in exercise of his powers, by order, direct that any student or students be expelled or rusticated for a specified period and not admitted to a course or courses of study in the TIAS affiliated Institute of GGSIP University or an for a stated period, or be punished with a fine for an amount to be specified in the order, or debarred from an examination or examinations conducted by the University or an affiliated college or institution for one or more years or that the result of the student or students concerned in the examination or examinations, in which he has or they have appeared, to be cancelled.
- 12.3 The head of affiliated Institute TIAS, with GGSIP University shall have the authority to exercise all such disciplinary powers over the students in their Institute as may be necessary for the proper and efficient functioning of Institution as per the Guru Gobind Singh Indraprastha University Act, Statutes & Ordinances (As amended upto 30th June, 2012); CALENDAR; EDITION-II; 2012; Statute: 23: Maintenance Of Discipline Among the Students of the University.

13.0 Definitions

- 13.1 In this Policy, unless the context otherwise requires:-
- (i) "Policy", "Act", "Statutes", "Ordinances" and "regulations" mean respectively the Guru Gobind Singh Indraprastha University Act, 1998 (9 of 1998), the statutes, the ordinances and the regulations of the Guru Gobind Singh Indraprastha University as adopted by Tecnia Institute of Advanced Studies (TIAS).
 - (ii) "Affiliated Institute" means the Tecnia Institute of Advanced Studies (TIAS), Institute affiliated to the Guru Gobind Singh Indraprastha University.
- 13.2 Words and expressions used, but not defined, in this Policy shall have the meanings assigned to them in the SOP.

14.0 Powers to vest in the Head of Tecnia Institute of Advanced Studies (TIAS), affiliated Institute with GGSIP University

- 14.1 All powers relating to maintenance and enforcement of discipline among and disciplinary action against the students of the Institute shall vest in the Director, Tecnia Institute of Advanced Studies (TIAS).
- 14.2 The Director may delegate all or any such of his powers, as he deems proper, to such other officers and authorities of the Institute as he may specify in this behalf.

14.3 The Director of the TIAS, Institute affiliate with GGSIPU shall have the authority to exercise all such disciplinary powers over the students in their respective Institute.

15.0 Acts of indiscipline and misconduct

15.1 Without prejudice to the generality of the power to maintain and enforce discipline under this ordinance, the following shall amount to acts of indiscipline or misconduct on the part of a student of the Institute:

- (i) physical assault, or threat to use physical force, against any member of the teaching or non-teaching staff of the TIAS, affiliated Institute with GGSIP University or against any student of the University, an affiliated college or institution.
- (ii) remaining absent from the class, test or examination or any other curricular or co-curricular activity which he is expected to participate in;
- (iii) carrying of, use of or threat to use, any weapon;
- (iv) Misbehavior or cruelty towards any other student, teacher or any other employee of the Institute, University or any other college of University.
- (v) use of drugs or other intoxicants except those prescribed by a qualified doctor;
- (vi) any violation of the provisions of the Civil Rights Protection Act, 1976;
- (vii) indulging in or encouraging violence or any conduct which involves moral turpitude;
- (viii) any form of gambling;
- (ix) violation of the status, dignity and honour of a student belonging to a scheduled caste or a scheduled tribe;
- (x) discrimination against any student or a member of staff on grounds of caste, creed, language, place of origin, social and cultural background or any of them;
- (xi) practicing caste-ism and un-touch ability in any form or inciting any other person to do so;
- (xii) any act, whether verbal or otherwise, derogatory to women;
- (xiii) drinking or smoking;
- (xiv) any attempt at bribing or corruption of any manner or description;
- (xv) willful destruction of the property of the University or an affiliated college or institution;
- (xvi) behaving in a rowdy, intemperate or disorderly manner in the premises of the Institute or the college or the University, as the case may be, or encouraging or inciting any other person to do so;
- (xvii) creating discord, ill-will or intolerance among the students on sectarian or communal grounds or inciting any other student to do so;
- (xviii) causing disruption of any manner or description of the academic functioning of the Institute system;

- (xix) Indulging in or encouraging any form of disruptive activity connected with tests, examinations or any other activity of the Institute or the college or the University, as the case may be.
 - (xx) Truancy and unpunctuality;
 - (xxi) Ragging as defined in this ordinance.
- 15.2 The Director may amend or add to the list of malpractices under clause (15.1)

16.0 PENALTIES FOR BREACH OF DISCIPLINE

- 16.1 Without prejudice to the generality of his powers relating to the maintenance of discipline and taking such action in the interest of maintaining discipline as deemed appropriate by him,
- 16.2 The Director of the Institute i.e. TIAS as the case may be, may in the exercise of his powers aforesaid, order or direct that any student-
- (i) be expelled from the Institute, University as the case may be, in which case he shall not be re-admitted to the Institute or University from where he is expelled but it shall not preclude his admission to any other affiliated Institution with the prior approval of the Vice-Chancellor; or
 - (ii) be, for a stated period, rusticated in which case he shall not be admitted to an affiliated institution or the University, till the expiry of the period of rustication; or
 - (iii) be not, for a stated period, admitted to a course or courses of study of an affiliated institution or the University; till the expiry of the period of rustication
 - (iv) be imposed with the fine of a specified amount of money;
 - (v) be debarred form taking a University examination or examinations for one or more years.
- 16.3 The Director in exercise of his powers aforesaid or on the recommendations put forwarded to the Vice-Chancellor of the University. or any other Institutions, may also order or direct that the result of the student concerned of the examination or examinations at which he has appeared, be cancelled.

17.0 Declaration to be signed by a student

- 17.1 At the time of admission, every student shall be required to sign a declaration on oath that he shall submit to the disciplinary jurisdiction of the Director, TIAS, and authorities of the Institute or of with GGSIP University as the case may be, of the Institution or any other college or as the case may be.

18.0 Total prohibition of ragging and penalties therefore

- 18.1 Ragging in any form shall be strictly prohibited within the premises of the TIAS, Institute affiliated with GGSIP University, as the case may be, or in any part of the Institute/ University system as well as on public transport, or at any other place, public or private.
- 18.2 Any individual or collective act or practice of ragging shall constitute an act of gross indiscipline and shall be dealt with under the provisions of this ordinance.
- 18.3 Ragging, for the purposes of this ordinance, shall ordinarily mean any act, conduct or practice by which the dominant power or status of senior students is brought to bear upon the students who are in any way considered junior or inferior by the former and includes individual or collective acts or practices which-
- (i) Involve physical assault or threat to use physical force;
 - (ii) Violate the status, dignity and honour of students, in particular women students and those belonging to a scheduled caste or a scheduled tribe;
 - (iii) Expose students to ridicule or contempt or commit an act which may lower their self-esteem; and
 - (iv) Entail verbal abuse, mental or physical torture, aggression, corporal punishment, harassment, trauma, indecent gesture and obscene behaviour.
- 18.4 The Director of the institution or the Head of the Department/ Programme of the Institute, as the case may be, shall take immediate action on the receipt of any information that ragging has taken place or is likely to take place.
- 18.5 Notwithstanding anything contained in clause (18.4), the Chairman of the Board of Discipline of the Institute; Head of the Department of respective Programme or the convener of the Board of Discipline of TIAS, Institute affiliated with GGSIP University may also suo motu inquire into any incident of ragging or likelihood of such incident and make a report to the Vice-Chancellor clearly pinpointing, among other details, the identity of the student or the students who were involved in the incident and the nature of the incident.
- 18.6 The chairman (Director, TIAS) or the convener of the Board of Discipline, as the case may be, may also submit an interim report to the Director, TIAS/ Vice-Chancellor of affiliating University establishing the identity of the perpetrators of ragging and the nature of the incident.
- 18.7 The chairman of a Board of Discipline is satisfied that for any reason, to be recorded in writing, it is not feasible to hold an inquiry referred to in clauses (18.4) and (18.5), he may so advise the Director, TIAS Institute affiliated with GGSIP University / Vice-Chancellor of the University accordingly.
- 18.8 Where the Director, TIAS, Institute affiliated with GGSIP University / Vice-Chancellor of the University is satisfied, on receipt of a recommendation to this effect or otherwise, that it is not expedient to hold an inquiry into an incident of ragging, he shall order accordingly for reasons to be recorded in writing.

19.0 Constitution of the Boards of Discipline

- 19.1 The Boards of Discipline at the level of the Institute shall be constituted by the Director, TIAS, Institute affiliated with GGSIP University as follows :-
- (i) The Director TIAS, Institute affiliated with GGSIP University, **Chairman**
 - (ii) Two senior teachers of the TIAS to be nominated by the Health & Educational Society (Regd.) society running the Institute, **Member**
 - (iii) One senior lady teacher of the TIAS to be nominated by the Health & Educational Society (Regd.) society running the Institute, **Member**
 - (iv) A senior teacher of the TIAS of the programme to which the act of indiscipline or misconduct by a student or students pertains to.
- 19.2 The nominated members shall hold office for a period of **TWO YEARS** and a vacancy occurring in the Board of Discipline shall be filled for the remaining period of the term of the member whose departure has caused the vacancy.
- 19.3 Three members of the Board of Discipline including the chairman shall form the quorum.
- 19.4 In the absence of the chairman, the senior most member of the Board of Discipline shall act as the chairman.

20.0 Functions of the Board of Discipline

- 20.1 The Board of Discipline shall perform the following functions:-
- (i) To consider matters concerning maintenance of discipline among the students in the Institute/ Department of each Programme of the institute, as the case may be,
 - (ii) To enquire into the acts of indiscipline or misconduct committed by a student or students whenever such cases are referred to the Board of Discipline by the HoD of the concerned Department of the respective Programme of the Institution and to submit their findings, conclusions and recommendations for the quantum of punishment under the provision of this ordinance to the Director or the person authorised by the Director in this behalf/ Director of the Institution/ Principal of the college, as the case may be.
 - (iii) To supervise and monitor the disciplinary climate prevailing in the Institution, the University or, as the case may be.
 - (iv) To take preventive and precautionary steps such as issue of notices, warnings, instructions etc. as the case may be, for the purpose of forestalling acts of individual or collective indiscipline, misconduct and ragging, etc.
 - (v) To maintain liaison with the police authorities and the concerned departments of the Government, neighboring institutions and the concerned authorities of the Institute/ University regarding maintenance of law and order in the Institution, or the University as the case may be.
 - (vi) To perform such other functions as may be assigned to it by the Director of the Institute from time to time.

- 20.2 The decision in each case shall be conveyed by the Chairman/ Convenor of the Board of Discipline concerned communicating the penalty or penalties, if any, imposed on a student or students.
- 20.3 A student or students who are aggrieved with the penalty imposed upon them, may appeal to the Director of the Institute/ Vice-Chancellor of the University whose decision in this regard shall be final and binding on the parties.

GGSIU BOM Resolution – 08th meeting dated 29.02.2000

GGSIU Gazette Notification No. F.2(29)/Ord/IPU/DRP/2005/2431 dated 10.03.2005

The above Policy shall come into force w.e.f. the date of its approval by the Governing Body of the Institute.



TECNIA

INSTITUTE OF ADVANCED STUDIES

NAAC ACCREDITED GRADE "A" INSTITUTE

DELHI | INDIA

Tecnia Campus, Institutional Area, Madhuban Chowk, Rohini, Delhi-110085

Contact: 011-27555121-24

For Details Visit: Website: www.tiaspg.tecnia.in

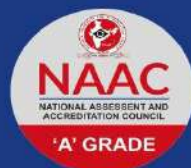
E-Mail: directortias@tecnia.in



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**CODE OF PROFESSIONAL CONDUCT,
ETHICS & APPEAL RULES (TEACHING STAFF)**
Guidelines & Procedures



-: An Initiative 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,
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INSTITUTIONAL AREA, MADHUBAN CHOWK, ROHINI, NEW DELHI, 110085

ISO 9001:2015, ISO 14001:2015, ISO 21001:2018 & ISO 51001: 2018 Certified Institute;
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by AIMA - Business Standard Survey & Included in Top 100 B & IT School by Dalal Street Investment Journal.

-: An Initiative of Tecnia Internal Quality Assurance Cell :-

**CODE OF PROFESSIONAL
CONDUCT, ETHICS & APPEAL
RULES (TEACHING STAFF)
Guidelines & Procedures**

POLICY & SOP FOR IMPLEMENTATION OF CODE OF PROFESSIONAL CONDUCT, ETHICS & APPEAL RULES (TEACHING STAFF)

S.No.	PARTICULARS	DESCRIPTION
1	Policy Number	TIAS/IQAC/2019-22/
2	Policy Structure	POLICY & SOP FOR IMPLEMENTATION OF CODE OF PROFESSIONAL CONDUCT, ETHICS & APPEAL RULES (TEACHING STAFF) The Policy describes Teacher and their Responsibilities, Students, Colleagues, Authorities, Non-Teaching Staff, Guardians & General and other allied issues of Conduct, Ethics and Appeal Rule for the same.
3	Scope of the Policy	The scope of the Policy & SOP for implementation of code of professional conduct, ethics & appeal rules (teaching staff) envisages that whosoever adopts teaching as a profession assumes the obligation to conduct himself/ herself in accordance with the ideals of the teaching profession. A teacher is constantly under the scrutiny of his students and the society at large. Therefore, every teacher should see that there is no incompatibility between his precepts and practices. The national ideals of education which have already been set forth and which he/she should seek to inculcate among students must be his/her own ideals. The profession further requires that the teachers should be calm, patient and communicative by temperament and amiable in disposition.
4	Policy Status	Original -Version -1.0 Adopted from Guru Gobind Singh Indraprastha University Act, Statutes & Ordinances (As amended upto 30th June, 2012); CALENDAR; EDITION-II; 2012; Ordinance 32: Code of Professional Ethics, Discipline, Penalty & Appeal Rules (Teaching Staff). Currently adopted in TIAS, Institute affiliated with GGSIP University.
5	Originated By	Adopted from Guru Gobind Singh Indraprastha University Act, Statutes & Ordinances (As amended upto 30th June, 2012); CALENDAR; EDITION-II; 2012; Ordinance: 32
6	Reviewed By	TIAS Internal Quality Assurance Cell (IQAC) for Institute by Coordinator, TIAS-IQAC, Tecnia Institute of Advanced Studies, Delhi
7	Effective Date	22/07/2021
8	Approving Authority	Director, Tecnia Institute of Advanced Studies, Delhi. Coordinator, Internal Quality Assurance Cell (IQAC), Tecnia Institute of Advanced Studies, Delhi, TIAS-IQAC,
9	Amendment Number	Nil
10	Effective Date of Amended Policy	Nil

8/10/21
22/7/2021



Dr. Ajay Kumar, Director
Tecnia Institute of Advanced Studies
(Affiliated to GGSIP University, Delhi)
Madhuban Chowk, Rohini, Delhi-85

POLICY & SOP FOR IMPLEMENTATION OF CODE OF PROFESSIONAL CONDUCT, ETHICS & APPEAL RULES (TEACHING STAFF)

S.No.	PARTICULARS	DESCRIPTION
1	Policy Number	TIAS/IQAC/2019-22/
2	Policy Structure	POLICY & SOP FOR IMPLEMENTATION OF CODE OF PROFESSIONAL CONDUCT, ETHICS & APPEAL RULES (TEACHING STAFF) The Policy describes Teacher and their Responsibilities, Students, Colleagues, Authorities, Non-Teaching Staff, Guardians & General and other allied issues of Conduct, Ethics and Appeal Rule for the same.
3	Scope of the Policy	The scope of the Policy & SOP for implementation of code of professional conduct, ethics & appeal rules (teaching staff) envisages that whosoever adopts teaching as a profession assumes the obligation to conduct himself/ herself in accordance with the ideals of the teaching profession. A teacher is constantly under the scrutiny of his students and the society at large. Therefore, every teacher should see that there is no incompatibility between his precepts and practices. The national ideals of education which have already been set forth and which he/she should seek to inculcate among students must be his/her own ideals. The profession further requires that the teachers should be calm, patient and communicative by temperament and amiable in disposition.
4	Policy Status	Original -Version -1.0 Adopted from Guru Gobind Singh Indraprastha University Act, Statutes & Ordinances (As amended upto 30th June, 2012); CALENDAR; EDITION-II; 2012; Ordinance 32: Code of Professional Ethics, Discipline, Penalty & Appeal Rules (Teaching Staff). Currently adopted in TIAS, Institute affiliated with GGSIP University.
5	Originated By	Adopted from Guru Gobind Singh Indraprastha University Act, Statutes & Ordinances (As amended upto 30th June, 2012); CALENDAR; EDITION-II; 2012; Ordinance: 32
6	Reviewed By	TIAS Internal Quality Assurance Cell (IQAC) for Institute by Coordinator, TIAS-IQAC, Tecnia Institute of Advanced Studies, Delhi
7	Effective Date	22/07/2021
8	Approving Authority	Director, Tecnia Institute of Advanced Studies, Delhi. Coordinator, Internal Quality Assurance Cell (IQAC), Tecnia Institute of Advanced Studies, Delhi, TIAS-IQAC,
9	Amendment Number	Nil
10	Effective Date of Amended Policy	Nil

8/10/21
22/7/2021



Dr. Ajay Kumar, Director
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1.0 1.0 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.

2.0 VISION

To impart holistic development, by inculcating knowledge, ethics, professional acumen including socially concerned attitude to carve out an edge in dynamic environment.

3.0 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.

4.0 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.

5.0 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.

6.0 TECNIA INTERNAL QUALITY ASSURANCE CELL (TIQAC)

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 an 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.

7.0 IQAC VISION

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

8.0 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

9.0 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

10.0 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.

11.0 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.

POLICY & SOP FOR IMPLEMENTATION OF CODE OF PROFESSIONAL CONDUCT, ETHICS & APPEAL RULES (TEACHING STAFF)

The Policy describes Teacher and their Responsibilities towards Students, Colleagues, Authorities, Non-Teaching Staff, Guardians & General and other allied issues of Conduct, Ethics and Appeal Rule for the same. The Policy has its basis from Guru Gobind Singh Indraprastha University Act, Statutes & Ordinances (As amended upto 30th June, 2012); CALENDAR; EDITION-II; 2012; Ordinance 32: Code of Professional Ethics, Discipline, Penalty & Appeal Rules (Teaching Staff). Currently adopted in affiliating University of the Institute

The Institute adopted the provisions of Section 27 of the Guru Gobind Singh Indraprastha University Act 1998 (9 of 1998), the Board of Management of the University makes Ordinance – 32: Code Of Professional Ethics, Discipline, Penalty & Appeal Rules (Teaching Staff). This Ordinance has been framed by the University Under Section 5 of the Guru Gobind Singh Indraprastha University Act 1998 read with the provisions of Statute 31. The provisions of this Ordinance are applicable to all teachers of the University and for all practical purpose have adopted with minor changes.

12.0 DEFINITIONS

12.1 In this Policy unless the context otherwise requires:-

- (a) "Appointing Authority" means the authority empowered to make appointment of a Teacher.
- (b) "Appellate Authority" means the authority specified in the Schedule appended to these rules.
- (c) "Competent Authority" means "The Director"
- (d) "Disciplinary Authority" means the authority competent under these rules to impose on a Teacher any of the penalties specified in Rule No. 21.
- (e) Professors, Associate Professors, Readers and Lecturers and such other posts of the Institute including Training & Placement Officers or Any other Nodal Officer/ Programme Officer/ In-charge as may be treated at par with Teachers by the Governing Body of the Institute.
- (f) "Prescribed authority" means the Director or the authority prescribed by the Governing Body of the Institute for the purpose of these rules as a whole or for any individual rules.
- (g) "Schedule" means the schedule appended to these rules.
- (h) "Service" means service under the Tecnia Group of Institutions including Institute affiliated with GGSIP University.

13.0 TEACHERS AND THEIR RESPONSIBILITIES

13.1 Whosoever adopts teaching as a profession assumes the obligation to conduct himself/ herself in accordance with the ideals of the teaching profession. A teacher is constantly under the scrutiny of his students and the society at large. Therefore, every teacher should see that there is no incompatibility between his precepts and practices. The national ideals of education which have already been set forth and which he/she should seek to inculcate among students must be his/her own ideals. The profession further requires that the teachers should be calm, patient and communicative by temperament and amiable in disposition.

Teachers should:

- 13.1.1 adhere to a responsible pattern of conduct, behavior and demeanor expected of them by the community;
- 13.1.2 manage their private affairs in a manner consistent with the dignity of the profession;
- 13.1.3 seek to make professional growth continuous through study, research, consultancy, industrial liaisoning and the use of networking;
- 13.1.4 express free and frank opinion by participation at professional meetings, seminars, conferences etc., towards the contribution of knowledge;
- 13.1.5 maintain active membership of professional organizations and strive to improve standards of education to achieve excellence through knowledge generation and dissemination of the latest techniques in the class;
- 13.1.6 perform their duties in the form of teaching, tutorial, practical, academic and seminar work conscientiously and with complete dedication to develop expertise in their domain;
- 13.1.7 co-operate and assist in carrying out functions relating to the educational responsibilities of the University such as: assisting in appraising applications for admission, advising and counselling students as well as assisting in the conduct of University examinations, including supervision, invigilation and evaluation; and
- 13.1.8 Participate in extension, co-curricular and extracurricular activities including community service to encourage teamwork.
- 13.1.9 Strive to bring transparency and equity in his day to day work and generate knowledge to achieve excellence in the field of research.
- 13.1.10 Disseminate thought provoking knowledge to encourage students for development of innovative research work.

14.0 TEACHERS AND THE STUDENTS

14.1 Teachers should:

- 14.1.1 respect the right and dignity of the students in expressing their opinion;
- 14.1.2 deal justly, fairly and impartially with students regardless of their religion, caste, political, economic, social and physical characteristics to reflect transparency and equity;
- 14.1.3 recognize the difference in aptitude and capabilities among students and strive to meet their individual needs;
- 14.1.4 encourage students to improve their attainments, develop their personalities and at the same time contribute to community welfare;
- 14.1.5 inculcate among students scientific outlook and temperament and respect for physical labour and ideals of democracy, patriotism, peace and improvement of environment;
- 14.1.6 be affectionate to the students and not behave in a vindictive manner towards any of them for any reason whatsoever;
- 14.1.7 pay attention to only the attainment of the student in the assessment of merit;
- 14.1.8 make themselves available to the students willingly even beyond their class hours and help and guide students without any remuneration or reward;
- 14.1.9 aid students to develop an understanding of national heritage and national goals; and
- 14.1.10 Refrain from inciting students against other students, colleagues or administration or any authority.

15.0 TEACHERS AND COLLEAGUES

15.1 Teachers should:

- 15.1.1 treat other members of the profession in the same manner as they themselves wish to be treated;
- 15.1.2 speak respectfully of other teachers and render every assistance for professional betterment;
- 15.1.3 refrain from lodging in any form unsubstantiated or motivated allegations against colleagues to any higher authorities;
- 15.1.4 Refrain from allowing any considerations of caste, creed, religion, race or sex in their professional endeavour.

16.0 TEACHERS AND AUTHORITIES

16.1 Teachers should:

- 16.1.1 discharge their professional responsibilities according to the existing rules and regulations and adhere to procedures and methods consistent with their profession in initiating steps through their own institutional bodies and/ or professional organizations for change of any such rule or regulation detrimental to the professional interest;

- 16.1.2 refrain from undertaking any other employment and commitment including private tuitions and coaching classes which are likely to interfere with their professional responsibilities;
- 16.1.3 co-operate in the formulation of policies of the institution by accepting various offices and discharge responsibilities which such offices may demand;
- 16.1.4 shall show due deference to the authorities and hierarchy, processes and procedures.
- 16.1.5 co-operate through their organizations in the formulation of policies of the other institutions and accept offices;
- 16.1.6 co-operate with the authorities for the betterment of the institutions keeping in view the interest and in conformity with dignity of the profession and show the deference to the authorities and hierarchy;
- 16.1.7 adhere to the conditions of contract;
- 16.1.8 give and expect due notice before a change of position is made;
- 16.1.9 refrain from availing themselves of leave except on unavoidable grounds and as far as practicable with prior intimation, keeping in view their particular responsibility for completion of academic schedule; and
- 16.1.10 refrain from bringing outside influence or adopting any coercive and unlawful methods towards fulfilment of any of their demands.

17.0 TEACHERS AND NON-TEACHING STAFF

17.1 Teachers should:

- 17.1.1 treat the non-teaching staff as colleagues and equal partners as in a cooperative undertaking, within the educational institution;
- 17.1.2 help in the smooth functioning of the administrative set up of the University covering both teachers and the non-teaching staff.

18.0 TEACHERS AND GUARDIANS:

18.1 Teachers should: Try to maintain contact with the guardians of their students to keep them informed of the state of their ward's academic pursuits, their general conduct or behaviour and interest in cultural and other co-curricular activities etc.

19.0 GENERAL

- 19.1 Every teacher shall at all times maintain absolute integrity and devotion to duty, and also be strictly honest and impartial in all its official dealings.
- 19.2 Every teacher should at all times be courteous in his dealings with members of public and prompt in his official dealings.

- 19.3 Unless otherwise stated specifically in the terms of appointment, every teacher is a whole time teacher of the TIAS, Institute affiliated with GGSIP University, and may be called upon to perform such duties as may be assigned to him by the Competent Authority, beyond scheduled working hours and on closed holidays. These duties inter-alia shall include attendance at meetings of Committees to which he may be appointed by the TIAS, Institute affiliated with GGSIP University.
- 19.4 Every teacher shall do nothing which is unbecoming of a teacher of the TIAS, Institute affiliated with GGSIP University.
- 19.5 No teacher shall indulge in acts of sexual harassment of any person at his/her work place.
- 19.6 Every teacher shall observe the scheduled hours of working during which he must be present at the place of his duty.
- 19.7 Except for valid reason and/ or unforeseen contingencies, no teacher shall be absent from duty without prior permission.

20.0 TAKING PART IN POLITICS AND JOINING OF ASSOCIATIONS – As per Central Civil Services (CCS) Conduct Rules found in force.

21.0 DEMONSTRATIONS AND STRIKES – As per Central Civil Services (CCS) Conduct Rules found in force.

22.0 CONNECTION WITH PRESS OR RADIO OR OTHER MEDIA – As per Central Civil Services (CCS) Conduct Rules found in force.

23.0 CRITICISM OF THE INSTITUTE/ UNIVERSITY – As per Central Civil Services (CCS) Conduct Rules found in force.

24.0 EVIDENCE BEFORE A COMMITTEE OR ANY OTHER AUTHORITY – As per Central Civil Services (CCS) Conduct Rules found in force.

25.0 GIFTS – As per Central Civil Services (CCS) Conduct Rules found in force.

26.0 SUBSCRIPTION – As per Central Civil Services (CCS) Conduct Rules found in force.

27.0 PRIVATE TRADE OR EMPLOYMENT

- 27.1 Teacher may, without such sanction, also undertake honorary work of a social or charitable nature or occasional work of a literary, artistic or scientific character, subject to the condition that his official duties do not thereby suffer.
- 27.2 No teacher may accept any fee or remuneration by whatever name assigned thereto, for any work done by him for any public body or any private person without the sanction of the Competent Authority.

28.0 EMPLOYMENT OF NEAR RELATIVES OF INSTITUTE TEACHERS

- 28.1 No teacher shall use his position or influence directly or indirectly to secure employment of any member of his family in the TIAS, Institute affiliated with GGSIP University.
- 28.2 No teacher shall, in the discharge of his official duties deal with any matter or give or sanction any contract to any company or firm or any other person if any member of his family is employed in that company or firm or under that person or if he or any member of his family is interested in such matter or contract in any other manner and the employee shall refer every such matter or contract to his official superior and the matter or contract shall thereafter be disposed off according to the instruction of the authority to whom the reference is made.

29.0 CRIMINAL PROCEEDINGS

- 29.1 A teacher who gets involved in some criminal proceedings shall immediately inform the Competent Authority through the Head of the Department to which he is attached, irrespective of the fact whether he has been released on bail or not.
- 29.2 A teacher who is detained in police custody whether on criminal charge or otherwise for a period longer than 48 hours shall not join his duties unless he has obtained written permission to that effect from the Competent Authority.

30.0 PROHIBITION REGARDING EMPLOYMENT OF CHILDREN BELOW 14 YEARS OF AGE

- 30.1 No teacher shall employ to work any child below the age of 14 years.

31.0 VINDICATION OF ACTS AND CHARACTER

- 31.1 No teacher shall, except with the previous sanction of the Competent Authority, have recourse to any court of law or to the press for the vindication of any official act which has been the subject matter of adverse criticism or an attack of a defamatory character.
- 31.2 Provided nothing in this rule shall be deemed to prohibit a teacher from vindicating his private character or any act done by him in his private capacity and where any action for vindicating his private character or any act done by him in private capacity is taken, he shall submit a report to the prescribed authority regarding such action.

32.0 CONSUMPTION OF INTOXICATING DRINKS AND DRUGS

- 32.1 A teacher shall, strictly abide by any law relating to intoxicating drinks or drugs in force in any area in which he may happen to be for the time being;
- 32.2 Not be under the influence of any intoxicating drink or drug during the course of his duty and shall also take due care that the performance of his duties at any time is not affected in any way by the influence of such drink or drug;
- 32.3 Refrain from consuming any intoxicating drink or drug in a public place;

32.5 Not appear in a public place in a state of intoxication;

32.6 Not use any intoxicating drink or drug to excess.

EXPLANATION- For the purpose of this rule 'public place' means any place or premises (including a conveyance) to which the public have, or are permitted to have, access, whether on payment or otherwise.

33.0 MARRIAGE, ETC. – As per Central Civil Services (CCS) Conduct Rules found in force.

34.0 REPRESENTATIONS

34.1 Whenever any teacher wishes to put forth any claim, or seeks redressed of any grievance or of any wrong done to him, he must forward his case through proper channel, and shall not forward such advance copies of his application to any higher authority, unless the lower authority has rejected the claim or refused relief, or the disposal of the case is delayed by more than three months.

34.2 No teacher shall be signatory to any joint representation addressed to the authorities for redressed of any grievance or for any other matter.

35.0 SUSPENSION, PUNISHMENT & APPEALS Etc.

All the teachers shall be governed by the provisions of this Policy and further with Act, Statutes and Ordinances regarding suspension and imposition of penalties for any breach of these rules. The procedure for imposition of penalties and preference of appeals against any such action shall be as per provisions of Central Civil Services (CCS) Conduct Rules found in force from time to time.

36.0 PROCEDURE FOR IMPOSING PENALTIES

Procedure for imposing penalties shall be as per this Policy and further with Central Civil Services (CCS) Conduct Rules found in force and no order shall be passed except as provided under Statute 22 of the Guru Gobind Singh Indraprastha University Act.

SCHEDULE

[For Teaching Staff]

S.No.	Description of posts	Appointing Authority	Authority competent to impose penalties (minor/ major) as per CCS rules found in force		Appellate Authority
1.	All Teachers	Governing Body (GB)	(i) Director	Minor penalties only	G.B.
			(ii) G.B.	All	Appellate Committee or Executive Director of the Institute where no Appellate Committee is constituted by the Director.

The above Policy and Schedule shall come into force w.e.f. the date of its approval by the Governing Body of the Institute.



TECNIA

INSTITUTE OF ADVANCED STUDIES

NAAC ACCREDITED GRADE "A" INSTITUTE

DELHI | INDIA

Tecnia Campus, Institutional Area, Madhuban Chowk, Rohini, Delhi-110085

Contact: 011-27555121-24

For Details Visit: Website: www.tiaspg.tecnia.in

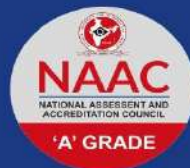
E-Mail: directortias@tecnia.in



Living World of Diversity...



CODE OF PROFESSIONAL CONDUCT, ETHICS & APPEAL RULES (NON-TEACHING STAFF) Guidelines & Procedures



-: An Initiative 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.

-: An Initiative of Tecnia Internal Quality Assurance Cell :-

**CODE OF PROFESSIONAL
CONDUCT, ETHICS & APPEAL
RULES (NON-TEACHING STAFF)
Guidelines & Procedures**

POLICY & SOP FOR IMPLEMENTATION OF CODE OF PROFESSIONAL CONDUCT, ETHICS & APPEAL RULES (NON-TEACHING STAFF)

S.No.	PARTICULARS	DESCRIPTION
1	Policy Number	TIAS/IQAC/2019-22/
2	Policy Structure	POLICY & SOP FOR IMPLEMENTATION OF CODE OF PROFESSIONAL CONDUCT, ETHICS & APPEAL RULES (NON-TEACHING STAFF) The Policy describes Non-Teaching employee and their Conduct Rules and other allied issues of Appeal Rule for the same.
3	Scope of the Policy	The scope of the policy & SOP for implementation of code of conduct, discipline & appeal rules (non-teaching staff). The provisions contained in this policy shall apply to all employees of the Institute including academic staff other than Institute teachers. These shall also not apply to:- (a) any person in casual/ contract appointment; (b) monthly rated, daily rated, work-charged and other employees not on regular establishment.
4	Policy Status	Original -Version -1.0 Adopted from Guru Gobind Singh Indraprastha University Act, Statutes & Ordinances (As amended upto 30th June, 2012); CALENDAR; EDITION-II; 2012; Ordinance 33: Code of Professional Ethics, Discipline, Penalty & Appeal Rules (Non-Teaching Staff). Currently adopted in TIAS, Institute affiliated with GGSIP University.
5	Originated By	Adopted from Guru Gobind Singh Indraprastha University Act, Statutes & Ordinances (As amended upto 30th June, 2012); CALENDAR; EDITION-II; 2012; Ordinance: 33
6	Reviewed By	TIAS Internal Quality Assurance Cell (IQAC) for Institute by Coordinator, TIAS-IQAC, Tecnia Institute of Advanced Studies, Delhi
7	Effective Date	22/07/2021
8	Approving Authority	Director, Tecnia Institute of Advanced Studies, Delhi. Coordinator, Internal Quality Assurance Cell (IQAC), Tecnia Institute of Advanced Studies, Delhi, TIAS-IQAC,
9	Amendment Number	Nil
10	Effective Date of Amended Policy	Nil

Shobha
22/7/21



Dr. Ajay Kumar, Director
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(Affiliated to GGSIP University, Delhi)
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1.0 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.

2.0 VISION

To impart holistic development, by inculcating knowledge, ethics, professional acumen including socially concerned attitude to carve out an edge in dynamic environment.

3.0 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.

4.0 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.

5.0 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.

6.0 TECNIA INTERNAL QUALITY ASSURANCE CELL (TIQAC)

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 an 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.

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IQAC shall evolve mechanisms and procedures for:-

- ❖ To ensure timely, efficient and progressive performance appraisal of academic, administrative and financial tasks
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- ❖ To develop equitable access to and affordability of academic programmes for various sections of society
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- ❖ To develop research sharing and networking with other institutions in India and abroad

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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
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- ❖ To develop, disseminate information and application of quality benchmarks for various academic and administrative activities of higher education.
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- ❖ To establish network to coordinate, facilitate and implement feedback response on quality- assurance initiatives by involving the stakeholders
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- ❖ 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.

POLICY & SOP FOR IMPLEMENTATION OF CODE OF PROFESSIONAL CONDUCT, ETHICS & APPEAL RULES (NON-TEACHING STAFF).

The scope of the Policy & SOP for implementation of code of conduct, discipline & appeal rules (non-teaching staff). The provisions contained in this policy shall apply to all employees of the Institute including academic staff other than Institute teachers. These shall also not apply to:-

- (a) any person in casual/ contract appointment;
- (b) monthly rated, daily rated, work-charged and other employees not on regular establishment.

12.0 DEFINITIONS

12.1 In this Policy unless the context otherwise requires:-

- (a) "Appointing Authority" means the authority empowered to make appointments in a cadre in which the employee is for the time being included.
- (b) "Appellate Authority" means the authority specified in the Appendix appended to these rules.
- (c) "Competent Authority" means:-
 - (i) "The Director" in the case of all Non-Teaching employees.
- (d) "Disciplinary Authority" means the authority competent under these rules to impose on an employee any of the penalties specified in Rule No. 17.
- (e) "Employee" means any person in the service of the Institute who is a member of a cadre of one of the categories of posts created under the Institute and includes any such person on service to other Institution/ organization or whose services are temporarily placed at the disposal of this Institute.
- (f) "Prescribed authority" means the Director or the authority prescribed by the Governing Body of the Institute for the purpose of these rules as a whole or for any individual rules.
- (g) "Schedule" means the schedule appended to these rules.
- (h) "Service" means service under the Institute affiliated with GGSIP University.

13.0 CONDUCT RULES (GENERAL)

13.1 Every employee shall at all times-

- (i) maintain absolute integrity;
- (ii) maintain devotion to duty; and
- (iii) do nothing which is un-becoming of an employee of the Institute. He shall also be strictly honest and impartial in his official dealings.

13.2 An employee shall at all-time be courteous in his dealings with other members of staff, students and members of the public and shall not in his official dealings with the public or otherwise adopt dilatory tactics or willfully cause delays in disposal of the work assigned to him.

- 13.3 (a) Unless otherwise stated specifically in the terms of appointment, every employee is a whole time employee of the Institute and may be called upon to perform such duties as may be assigned to him by the Competent Authority even beyond scheduled working hours and on closed holidays and Sundays. These duties shall inter-alia include attendance at meetings of committees to which he may be appointed or nominated by the Institute.
- (b) An employee shall observe the scheduled hours of work, during which he must be present at the place of his duty.
- (c) Except for valid reasons and/ or unforeseen contingencies, no employee shall be absent from duty without prior permission.
- (d) No employee shall leave station except with the previous permission of the Competent Authority, even during leave or vacation.
- (e) Whenever leaving the station, an employee shall inform the Head of the Department/ Cell/ Centre to which he is attached, or Director if he is himself the Head of the Department/ Centre the address where he would be available during the period of his absence from station.

- 13.4 (a) Every employee holding a supervisory post shall take all possible steps to ensure the integrity and devotion to duty of all employees for the time being under his control and authority.
- (b) No employee shall, in the performance of his official duties, or in the exercise of powers conferred on him, act otherwise than in his best judgment except when he is acting under the direction of his official superior and shall where he is acting under such direction, obtain the direction in writing, wherever practicable and, where it is not practicable to obtain the direction in writing, he shall obtain written confirmation of direction as soon thereafter as possible.

Explanation I:- An employee who habitually fails to perform the task assigned to him within the time set for the purpose and with the quality of performance expected of him shall be deemed to be lacking in devotion to duty within the meaning of sub-rule (1) of this rule.

Explanation II:- Nothing in clause (ii) of sub-rule (4) shall be construed as empowering an employee to evade his responsibilities by seeking instructions from, or approval of, a superior officer or authority when such instructions are not necessary under the scheme of distribution of powers and responsibilities.

- 13.5 (a) No employee shall indulge in any act of sexual harassment of any person at his/her work place.
- (b) Every employee who is in-charge of a work place shall take appropriate steps to prevent sexual harassment to any person at such work place.

Explanation : For the purpose of this rule, “sexual harassment” includes such unwelcome sexually determined behaviour, whether directly or otherwise, as-

- (i) physical contact and advances;
- (ii) demand or request for sexual favours;
- (iii) sexually coloured remarks;
- (iv) showing any pornography; or
- (v) any other unwelcome physical, verbal or non-verbal conduct of a sexual Nature.

14.0 TAKING PART IN POLITICS/ ELECTIONS AND JOINING OF ASSOCIATIONS shall be as per Central Civil Services (CCS) Conduct Rules found in force.

15.0 DEMONSTRATION AND STRIKES shall be as per Central Civil Services (CCS) Conduct Rules found in force.

16.0 CONNECTION WITH PRESS OR RADIO OR TELEVISION OR OTHER MEDIA OR PATENTS shall be as per Central Civil Services (CCS) Conduct Rules found in force.

17.0 CRITICISM OF THE INSTITUTE/UNIVERSITY/GOVERNMENT shall be as per Central Civil Services (CCS) Conduct Rules found in force.

18.0 EVIDENCE BEFORE COMMITTEE OR ANY OTHER AUTHORITY shall be as per Central Civil Services (CCS) Conduct Rules found in force.

19.0 UNAUTHORISED COMMUNICATION OF INFORMATION shall be as per Central Civil Services (CCS) Conduct Rules found in force.

20.0 SUBSCRIPTIONS shall be as per Central Civil Services (CCS) Conduct Rules found in force.

21.0 COMPETENT AUTHORITY MEANS - The Director, in the case of an employee holding any post except where any lower authority is specifically specified by the Governing Body for any purpose;

22.0 GIFTS: shall be as per Central Civil Services (CCS) Conduct Rules found in force.

23.0 PRIVATE TRADE OR EMPLOYMENT shall be as per Central Civil Services (CCS) Conduct Rules found in force.

24.0 EMPLOYMENT OF NEAR RELATIVES OF INSTITUTE EMPLOYEES

- 24.1 No employee shall use his position or influence directly or indirectly to secure employment of any member of his family in the TIAS, Institute affiliated to the University;

24.2 No employee shall, in the discharge of his official duties deal with any matter or give or sanction any contract or any company or firm or any other person if any member of his family is employed in that company or firm or under that person or if he or any member of his family is interested in such matter or contract in any other manner and the employee shall refer every such matter or contract to his official superior and the matter or contract shall thereafter be disposed off according to the instruction of the authority to whom the reference is made.

25.0 CRIMINAL PROCEEDINGS

- 25.1 An employee who gets involved in some criminal proceedings shall immediately inform the competent authority through the Head of the Department/ Cells/ Centre to which he is attached, irrespective of the fact whether he has been released on bail or not.
- 25.2 An employee who is detained in police custody whether on criminal charge or otherwise for a period longer than 48 hours shall not join his duties in the TIAS, Institute affiliated to the University unless he reports the same to, and obtains written permission to that effect from the Director.

26.0 VINDICATION OF ACTS AND CHARACTER OF EMPLOYEES

- 26.1 No employee shall, except with the previous sanction of the competent authority, have recourse to any Court of Law or to the press for the vindication of any official act which has been the subject matter of adverse criticism or an attack of a defamatory character.
- 26.2 Nothing in this rule shall be deemed to prohibit an employee from vindicating his private character or any act done by him in his private capacity and where any action for vindicating his private character or any act done by him in private capacity is taken, the employee shall submit a report to the prescribed authority regarding such action.

27.0 MARRIAGE, ETC. – As per Central Civil Services (CCS) Conduct Rules found in force.

28.0 CONSUMPTION OF INTOXICATING DRINKS AND DRUGS

- 28.1 An employee shall-
- (a) Strictly abide by any law relating to intoxicating drinks or drugs in force in any area in which he may happen to be for the time being;
 - (b) Not be under the influence of any intoxicating drink or drug during the course of his duty and shall also take due care that the performance of his duties at any time is not affected in any way by the influence of such drink or drug;
 - (c) Refrain from consuming any intoxicating drink or drug in a public place;
 - (d) Not appear in a public place in a state of intoxication;
 - (e) Not use any intoxicating drink or drug to excess.

Explanation :- For the purpose of this rule 'public place' means any place or premises (including a conveyance) to which the public have, or are permitted to have access, whether on payment or otherwise.

29.0 REPRESENTATIONS

- 29.1 Whenever an employee wishes to put forth any claim or seeks redressed of any grievance or of any wrong done to him, he must forward his case through proper channel, and shall not forward such advance copies of his application to any higher authority, unless the lower authority has rejected the claim, or refused relief, or the disposal of the matter is delayed by more than three months.
- 29.2 No employee shall be signatory to any joint representation addressed to the authorities for redressal of any grievance or for any other matter.

30.0 PROHIBITION REGARDING EMPLOYMENT OF CHILDREN BELOW 14 YEARS OF AGE

- 30.1 No employee shall employ to work any child below the age of 14 years.

31.0 SUSPENSION, PUNISHMENT & APPEALS, ETC.

Except as provided under the Policy framed by the Institute, an employee shall be governed by the provisions as per Central Civil Services (CCS) Conduct Rules found in force.

- 32.0 REVISION AND REVIEW** shall be governed by the provisions as per Central Civil Services (CCS) Conduct Rules found in force.

33.0 SERVICE OF ORDERS, NOTICES ETC.

Every order, notice and other process made or issued under these rules shall be served in person on the employee concerned or communicated to him by registered post/ speed post.

34.0 POWER TO RELAX TIME-LIMIT AND TO CONDONE DELAY

Save as otherwise expressly provided in these rules, the authority competent under these rules to make any order may, for good and sufficient reasons or if sufficient cause is shown, extend the time specified in these rules for anything required to be done under these rules or condone any delay.

35.0 REMOVAL OF DOUBTS/ INTERPRETATIONS

If any doubt arises as to the interpretation of any of the provisions of these rules, the matter shall be referred to the Governing Body which shall decide the same. Decisions/ instructions of the Govt. of India issued from time to time qua any of these rules shall, moutatis mutandi, be applicable.

36.0 DELEGATION OF POWERS

The Governing Body may by general or special order, direct that any power exercisable by it under these rules, (except the powers under Rule 17 of these rules) shall, subject to such conditions, if any, as may be specified in the order, be exercisable also by such officer or authority as may be specified in the order.

SCHEDULE-I

[For Non-Teaching Staff]

S.No.	Description of posts	Appointing authority	Authority competent to impose penalties (minor/major) as per CCS rules found in force		Appellate Authority
1.	All Non-Teaching posts Group 'A'	Governing Body (G.B.)	(i) Director	Minor penalties only	Governing Body
			(ii) Governing Body	All	Appellate Committee or Executive Director of the Institute where no Appellate Committee is constituted by the Director.
2.	All Non-Teaching posts except Group 'A'	Director	Director	All	Director where the order is of the Director, the Governing Body.

The above Policy shall come into force w.e.f. the date of its approval by the Governing Body of the Institute.



TECNIA

INSTITUTE OF ADVANCED STUDIES

NAAC ACCREDITED GRADE "A" INSTITUTE

DELHI | INDIA

Tecnia Campus, Institutional Area, Madhuban Chowk, Rohini, Delhi-110085

Contact: 011-27555121-24

For Details Visit: Website: www.tiaspg.tecnia.in

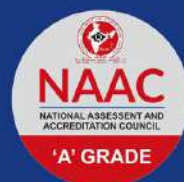
E-Mail: directorfias@tecnia.in



Living World of Diversity...



Technical Teachers Training Policy Guidelines & Procedures



Internal Quality Assurance Cell

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Recognized Under Sec. 2(f) of UGC Act 1956, Approved by AICTE, Ministry of HRD, Govt. of India,
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INSTITUTIONAL AREA, MADHUBAN CHOWK, ROHINI, NEW DELHI, 110085

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by AIMA - Business Standard Survey & Included in Top 100 B & IT School by Dalal Street Investment Journal.

-: An Initiative of Tecnia Internal Quality Assurance Cell :-

TECHNICAL TEACHERS TRAINING POLICY

Guidelines & Procedures

SOP FOR IMPLEMENT OF TECHNICAL TEACHERS TRAINING POLICY

SL. NO.	PARTICULARS	DESCRIPTION
1	Policy Number	TIAS/IQAC/2019-22/
2	Policy Structure	The policy describes the training needs for different cadre of faculty, expectations as good teacher, prescribe structure of training, resource persons, resource material (both print and online modes), sustainable system, making mandatory, successful completion of at least one subject course through MOOCs / Open Online Courses every year for the faculty of MBA, BBA, BA(JMC) & BCA Programme.
3	Scope of the Policy	The policy details the procedure followed by the Institute while organizing, providing implementing, monitoring and evaluating, assisting/felicitation of teacher training on following aspects: Orientation towards Technical Education & Curriculum Aspects; Professional Values, Ethics, Ecology & Sustainable Development; Communication Skills, Modes and Knowledge Dissemination; Instructional Planning and Delivery; Technology Enabled Learning and Life-long Self-learning; Effective Modes of Student Assessment and Evaluation; Creative Problem Solving, Innovation and Meaningful R&D; Miscellaneous Aspects (Institutional Management & Administrative Procedures)
4	Policy Status	Original –Version -1.0
5	Originated By	Adopted from "A Comprehensive Training Policy for Technical Teachers" April 2018 & November 2018, AICTE
6	Reviewed By	- Director, Internal Quality Assurance Cell (IQAC), Tecnia Institute of Advanced Studies, Delhi - Coordinator, TIAS-IQAC, Tecnia Institute of Advanced Studies, Delhi
7	Effective Date of Policy	22/07/2021
8	Approving Authority	The Academic Council, TIAS and BoG of Tecnia Institute of Advanced Studies, Delhi
9	Amendment Number	Nil
10	Effective Date of Amended Policy	Nil



Dr. Ajay Kumar, Director
Tecnia Institute of Advanced Studies
(Affiliated to GGSIP University, Delhi)
Madhuban Chowk, Rohini, Delhi-85

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A TECHNICAL TEACHERS TRAINING POLICY

With rapidly changing technological scenario in the context of ever-increasing global connectivity as well as competitiveness in modern times, the role of technical education in economic development has become very significant and challenging. Also, as a consequence of intensive technological developments, the concerns of sustainability, environmental degradation, resource depletion and inclusive growth have become more relevant. The need for well-qualified professionals is more critical with complex problems that affect the quality of life of everyone, everywhere for

businesses seeking well-rounded ICT and Management professionals who face global challenges. Further, the concerns about making the educational curricula and training more conducive to the national needs are becoming a top priority.

In the past few decades, there has been a spectacular increase in the number of technical institutions. The thrust on improving the quality of education in such a wide spectrum, that requires serious introspection; a large number of technical teachers are being recruited afresh every year. The technical institution requires the technical manpower needed to meet the requirements. The most important component require is the information-knowledge transition. The teaching professionals or teachers join this profession immediately after the completion of their post graduate or research degrees and then progress in their career requires training, which prepares them to take on the role in the teaching profession.

Another important issue worth pondering is that the teaching profession in the technical education domain does no longer attracts the best academic performers and many times, it becomes the last choice. There has to develop mechanism to motivate academically brilliant candidates to take up the teaching profession and groom them for providing quality education. Also to emphasize that with such a downside trend, a vicious cycle is created that continues to operate, and results in degradation of the quality of education.

Given the above, the need of the hour is to adequately augment the quality of technical education and making it more and more appropriate to the present requirements so as to become very acute and that's requires effort on the part of the statutory agencies as well as the all stakeholders. The AICTE has launch a number of initiatives to cope up with this situation. The AICTE Council in its 49th meeting held on 14th March 2017 comprehensively discuss with all the stakeholders in technical institution, to effectively improve the quality measures in the Institute. The measures include:-

- ❖ an exhaustive revision in the current curricula;
- ❖ training of teachers;
- ❖ mandatory student orientation program at the time of induction;
- ❖ examination reforms;
- ❖ mandatory accreditation;
- ❖ mandatory internship;
- ❖ effective industry interaction;
- ❖ Advance perspective planning, etc.

The most important is to implement a "Technical Teachers Training Policy". As per the directions issued in AICTE "A COMPREHENSIVE TRAINING POLICY FOR TECHNICAL TEACHERS" for inducing a mandatory course for teachers at the entry level. The "Technical Teachers Training Policy" includes a training program at the induction level of newly recruited technical teachers called "inductee teachers" as well as propose additional training inputs at various stages of the teaching career of technical teachers. The AICTE provides mandate and set the modalities; deliberated on all the feedback, comments and suggestions; includes all the disciplines/ domains handled by the AICTE including Management, MCA, etc. for other domains and appropriate modifications and alterations can be worked out accordingly.

➤ **The Rationale and Need for the Training Policy**

The Technical Teachers Training Policy of AICTE brings in tangible improvement in quality of technical education in the country; The pace-setting institutions recruited teachers without undergoing any training and are left to fend for themselves in working up in their profession with an expectation that they will become competent teachers by trial and error, totally unmentioned. It may be appreciated that to be a proficient teacher in any field, one should have a sound knowledge and associated skills of the subject and its application with the prevailing practice scenario in real life. One should also have the requisite teaching skills needed to scientifically plan for instructional delivery and communicate the knowledge and skills to the students in an effective manner. This has to be done in a manner so that they are motivated and fascinated to acquire knowledge and associated skills and visualize its application for helping them to become competent professionals, capable of contributing effectively towards the welfare of the society and also their career development.

A faculty member who completes his/ her studies in a timely manner, and joins the academic career normally enjoys 30-35 years of the total working period. The first deliverable viz. 'outputs' is quantifiable in a short duration from the start of the academic career. The second deliverable viz. 'outcomes' comes in a medium duration say 10-15 years of working and the third, 'impacts' is visualized in a long duration say beyond 20-25 years. A faculty member is required to provide quality outputs in the short run so that they lead to meaningful outcomes for the disciplines in the medium duration which in turn cause a valuable impact for the nation in the long duration. Thus, a faculty member is required to plan the efforts of effective teaching learning and implementation to make the academic career meaningful.

Truly speaking, knowledge of practice, i.e. its application helps to be a subject expert and, therefore, competent enough for teaching. Such situations are ensured in several other professions, whereas the teachers are simultaneously the practitioners as well. In the domain of technical education, this condition is totally missing. Therefore, means need to be evolved to provide exposure to technical teachers. Guiding them to carry out meaningful R&D, sponsored projects, consultancy etc. provides such an avenue to some extent for which proper training and exposure is required. Hence, it is essential to have such skills and leadership enhancement programs for young professionals entering the teaching profession and continuing such efforts to be able to fulfill the expectation better and succeed to face the global challenges.

There is another important challenge, they have to keep themselves abreast with the latest developments in their fields or the cutting edge technologies in an effort to be at par with the 'world-class' and on the other hand, it is equally important to develop the competence to visualize the indigenous needs creatively and to find appropriate solutions which are useful and user-friendly. To develop such competence and culture of creative innovation, one needs proper training and practice. Only when teachers themselves acquire the skill of proper need analysis, meaningful literature review, problem framework and creative problem solving, thus, can carry out meaningful work and guide the students properly.

A core requirement for effective classroom interaction is that the teachers develop the art of preparing a systematic lesson plan and a lively classroom interaction. This is an area of basic teaching competence. Further, appropriate pedagogical techniques, different modes of learning by the students as well as effective modes of evaluation of the desired learning outcomes are required to be mastered by the teachers to be successful. These skills have to form an important part of their training.

Faculty member has to set the pace of activities in the career. In the beginning, the faculty member is not comfortable with student engagement, institutional development and teaching-learning activities. While the faculty becomes comfortable with student development activities and improved competence in teaching-learning and institutional development, there is usually a quantum improvement in the technology and its relevance to the industry at national and international levels. A teacher has to contribute effectively for professional grooming of the student, institutional development and address relevance to industry.

A need of new domains of 'Teacher Training' has arisen because of increasing use of ICT tools in the modern teaching-learning process, in seeking information and in knowledge dissemination. There is a deluge of new software, online platforms, e-modes of teaching-learning, e-sources of information, etc. and the teacher has to learn how to make judicious use of these tools without getting lost in the quagmire and not becoming obsolete is of paramount importance.

➤ **Need for Orientation in Human Values**

The important area of teacher competence has been in the domain of value inculcation, attitude formation, personality development, social responsibility and the ethical conduct of the profession realization has become more significant. There is strong complementarity between human values and skills. All the acquired skills are harnessed in accordance with the value perception. Faculty inculcates a holistic perception and universal human values, all the skills are likely to get misused under the influence of greed, fear, selfishness, jealousy, etc. While the human beings have been able to empower themselves with sophisticated technology, simultaneous enrichment with human values has become all the more important.

Training in human values with an appropriate process of self-exploration happens to be, important component of the training of teachers. They must also be able to visualize the interrelationship and interaction between science, technology, environment, social and ethical values. In past, innovative experiments were conducted towards integrating human values in technical education in professional institutions and technical universities. The development of effective teacher orientation programs, resource material which is useful in providing teacher training. The real foundation of sustainable development lies in the appropriate integration of science, technology and human values. Teachers with value-orientation are effective mentors and counselors for students and create a value-centric environment in institution and mold the thinking of the students enabling a holistic development of their personality. Active academics and intelligence quotient (IQ) alone cannot help to build a nation of good citizens unless it is blended with the due and active preparation of students in emotional quotient (EQ) and social quotient (SQ).

➤ Continuous Teaching Learning

A teacher has to learn the knack of continuous learning, updating and life-long learning at successive stages of the teaching career, training inputs about curriculum development, infrastructure development, institutional development, discipline and other important aspects of educational administration and policy formulation etc. It requires the development of a Technical Teachers Training Policy for inductee teachers and teachers working at different stages of their careers as well as meeting different needs, the size of the problem is comprehensive.

PREVIOUS INITIATIVES

The technical teachers must undergo training program with full seriousness. Quality Improvement Programs (QIP) to facilitate the enhancement of quality of in-service teachers. In this respect, they have been helpful and therefore, need to be continued. The effort towards, improving the teaching skills, ICT capabilities and more importantly the values and attitudes have been rather missing and need to be appropriately incorporated. Training-focused Technical Teacher Training Institutes are required for teachers actively engaged in training and development of technical education in all aspects. The institutes were renamed as the Institute of National Importance are asked to carry out the training of technical teachers.

These institutes have the necessary infrastructure and expertise for online modes of interaction, these institutes have long experience of technical teacher training, curriculum development, instructional resource development and to conduct Conference (National/International), Seminar, Webinar, Workshops, STP, MDP, FDP, Capability Enhancement Program, Summer/ Winter Schools and etc. which needs to be appropriately harnessed in the future after appropriate revamping and orientation. An Academic Staff Colleges (ASCs) established by UGC for providing orientation and refresher programs for teachers, government agencies like MHRD, AICTE, UGC, etc. provide ample support for conducting QIP, Short-Term Refresher Courses, Orientation Program, Research Methodology further reference

"UGC Gazette NOTIFICATION; No. 285; New Delhi, the 11th July, 2016; No.F.1-2/2016 (PS/Amendment) -In exercise of the powers conferred under clauses (e) and (g) of sub-section (1) of Section 26 of University Grants Commission Act, 1956 (3 of 1956), the University Grants Commission Pg. 28; APPENDIX-III - TABLE: III; MINIMUM ACADEMIC PERFORMANCE AND SERVICE REQUIREMENTS FOR PROMOTION OF TEACHERS IN COLLEGES"

S. No.	Teacher	Minimum Academic Performance
1	Asst. Prof./ equivalent cadres from Stage 1 to Stage 2	One Orientation and one Refresher / Research Methodology Course of 2/3 weeks duration.
2	Asst. Prof./ equivalent cadres from Stage 2 to Stage 3	One course / programme from among the categories of refresher courses, methodology workshops, Training, Teaching-Learning-Evaluation Technology Programmes, Soft Skills development Programmes and Faculty Development Programmes of 2/3 week duration.

3	Asst. Prof./ (Stage 3) to Associate Professor (Stage 4)	<ul style="list-style-type: none"> • At least three publications in the entire period as Assistant Professor (twelve years). However, in the case of College teachers, an exemption of one publication may be given to M. Phil. holders and an exemption of two publications may be given to Ph. D. holders. • One course / programme from among the categories of methodology workshops, Training, Teaching-Learning - Evaluation Technology Programmes, Soft Skills development Programmes and Faculty Development Programmes of minimum one week duration.
4	Asso. Prof. (Stage 4) to Professor (Stage 5)	A minimum of five publications since the period that the teacher is placed in stage 3 in UGC Care
5	Professor (Stage 5) to Professor (Stage 6).	Additional credentials are to be evidenced by: (a) post-doctoral research outputs of high standard; (b) awards / honours / recognitions / patents and IPR on products and processes developed / technology transfer achieved; and (c) Additional research degrees like D.Sc., D.Litt., LL.D., etc.,

APPENDIX – III: TABLE I

ACADEMIC PERFORMANCE INDICATORS (API) FOR CAREER ADVANCEMENT SCHEME (CAS) PROMOTIONS FOR ASSISTANT PROFESSOR, ASSOCIATE PROFESSOR AND PROFESSOR AND FOR DIRECT RECRUITMENT OF ASSOCIATE PROFESSOR AND PROFESSOR IN UNIVERSITIES AND COLLEGES.

	Direct Teaching Hours per week
Assistant Professor	16
Associate Professor	14
Professor	14

Based on the teacher’s self-assessment, API scores are proposed for (a) teaching related activities; domain knowledge; (b) participation in examination and evaluation; and (c) contribution to innovative teaching, new courses etc. The minimum API score required by teachers from this category is different for different levels of promotion. The self- assessment score should be based on objectively verifiable records. It shall be finalized by the screening cum evaluation / selection committee. Universities may detail the activities, in case institutional specificities require, and adjust the weightages without changing the minimum total API scores required under this category.

CATEGORY I: TEACHING, LEARNING AND EVALUATION RELATED ACTIVITIES

Category	Nature of Activity	Assistant Professor		Associate Professor		Professor	
		Max. Score	Actual Score	Max. Score	Actual Score	Max. Score	Actual Score
I	a. Direct Teaching	70	Actual hours spent per	60	Actual hours spent per	60	Actual hours spent per
			academic year ÷ 7.5		academic year ÷ 7.75		academic year ÷ 7.75
	b. Examination duties (question paper setting, Invigilation, evaluation of answer scripts) as per allotment	20	Actual hours spent per academic year ÷10	20	Actual hours spent per academic year ÷10	10	Actual hours spent per academic year ÷10
	c. Innovative Teaching - learning methodologies, updating of subject contents/ courses, mentoring etc.	10	Actual hours spent per academic year ÷10	15	Actual hours spent per academic year ÷10	20	Actual hours spent per academic year ÷10

Note:

1. Direct Teaching 16/14/14 hours per week include the Lectures/ Tutorials/ Practical / Project Supervision / Field Work.
2. University may prescribe minimum cut-off, say 75%, below which no scores

- may be assigned in these sub-categories.
3. In consonance with established academic and teaching traditions, and with a view to reinforcing a student-centric and caring approach the teachers are encouraged to work with students, beyond the structure of classroom teaching. Indicatively, this could entail mentoring, guiding and counseling students. In particular teachers would be the best placed to identify and address the needs of students who may be differently abled, or require assistance to improve their academic performance, or to overcome a disadvantage. There are no prescribed hours for such efforts, measured either in weeks or months, or in the context and calculation of the API scores, these are nevertheless important and significant activities that could be carried out by teachers.

CATEGORY II: PROFESSIONAL DEVELOPMENT, CO-CURRICULAR AND EXTENSION ACTIVITIES

Based on the teacher's self-assessment, Category II API scores are proposed for Professional development, co-curricular and extension activities; and related contributions. The minimum API required by teachers for eligibility for promotion is fixed in Table II (A). A list of items and scores is given below. The self-assessment score should be based on objectively verifiable records and shall be finalized by the screening cum evaluation committee for the promotion of Assistant Professor to higher grades and selection committee for the promotion of Assistant Professor to Associate Professor and Associate Professor to Professor and for direct recruitment of Associate Professor and Professor.

The model table below gives groups of activities and API scores. Universities may detail the activities or, in case institutional specificities require, adjust the weightages without changing the minimum total API score required under this category.

Category II	Nature of Activity	Maximum API Score	Actual score
a.	Student related co-curricular, extension and field based activities. (i) Discipline related co-curricular activities (e.g. remedial classes, career counseling, study visit, student seminar and other events.) (ii) Other co-curricular activities (Cultural, Sports, NSS, NCC etc.) (iii) Extension and dissemination activities (public /popular/ Lectures/ talks/ seminars etc.)	15	Actual hours spent per academic year ÷ 10
b.	Contribution to corporate life and management of the department and institution through participation in academic and administrative committees and responsibilities. i). Administrative responsibility (including as Dean / Principal / Chairperson / Convener / Teacher-in-charge/similar other duties that require regular office hrs for its discharge) (ii). Participation in Board of Studies, Academic	15	Actual hours spent per academic year ÷ 10

	and Administrative Committees		
c.	Professional Development activities (such as participation in seminars, conferences, short term training courses, industrial experience, talks, lectures in refresher / faculty development courses, dissemination and general articles and any other contribution)	15	Actual hours spent per academic year ÷ 10

CATEGORY-III: RESEARCH AND ACADEMIC CONTRIBUTIONS

Based on the teacher's self-assessment, API scores are proposed for research and academic contributions. The minimum API scores required for teachers from this category are different for different levels of promotion in universities and colleges. The self-assessment score shall be based on verifiable records and shall be finalized by the screening cum evaluation committee for the promotion of Assistant Professor to higher grades and Selection Committee for the promotion of Assistant Professor to Associate Professor and Associate Professor to Professor and for direct recruitment of Associate Professor and Professor.

Category	Activity	Faculties of Languages / Humanities / Arts / Social Sciences / Library / Physical education / Management	Maximum score for University / College teacher*
III (A)	Research Papers published in:	Refereed Journals as notified by the UGC#	25 per Publication
		Other Reputed Journals as notified by the UGC#	10 per Publication
III (B)	Publications other than journal articles (books, chapters in books)	Text / Reference Books published by International Publishers, with ISBN/ISSN number as approved by the University and posted on its website. The List will be intimated to UGC.	30 per Book for Single Author
		Subject Books published by National level publishers, with ISBN/ISSN number or State Central Govt. Publications approved by the University and posted on its website. The List will be intimated to UGC.	20 per Book for Single Author
		Subject Books, published by Other local publishers, with ISBN/ISSN number as approved by the University and posted on its website. The List will be intimated to UGC.	15 per Book for Single Author

		Chapters in Books published by National and International level publishers, with ISBN/ ISSN number as approved by the University and posted on its website. The List will be intimated to UGC.	International – 10 per Chapter National – 5 per Chapter
III (C)	RESEARCH PROJECTS		
III (C) (i)	Sponsored Projects	Major Projects with grants above Rs. 5 lakhs	20 per Project
		Major Projects with grants above Rs. 3 lakhs up to Rs. 5 lakhs	15 per Project
		Minor Projects with grants above Rs. 1 lakh up to Rs. 3 lakhs	10 per Project
III (C) (ii)	Consultancy Projects	Amount mobilized with a minimum of Rs. 2 lakhs	10 for every Rs.10 lakhs and Rs.2 lakhs, respectively
III (C) (iii)	Projects Outcome / Outputs	Major Policy document prepared for international bodies like WHO/UNO/ UNESCO/ UNICEF etc. Central / State Govt./Local Bodies	30 for each International / 20 for each national level output or patent. Major policy document of International bodies - 30 Central Government – 20, State Govt.- 10 Local bodies – 5
III (D)	RESEARCH GUIDANCE		
III(D)(i)	M.Phil.	Degree awarded	5 per candidate
III(D) (ii)	Ph.D.	Degree awarded / Thesis submitted	15/10 per candidate
III E	Fellowships, Awards and Invited lectures delivered in conferences / seminars		
III(E)(i)	Fellowships/ Awards	International Award / Fellowship from academic bodies/associations	15 per Award / 15 per Fellowship
		National Award/Fellowship from academic bodies/associations	10 per Award / 10 per

			Fellowship
		State/University level Award from academic bodies/associations	5 Per Award
III(E)(ii)	Invited lectures / papers	International	7 per lecture / 5 per paper presented
		National level	5 per lecture / 3 per paper presented
		State/University level	3 per lecture / 2 per paper presented
	The score under this sub-category shall be restricted to 20% of the minimum fixed for Category III for any assessment period		
III(F)	Development of e-learning delivery process /material		10 per module

Intended to improve the quality of technical teachers and also support the training of teachers in industries and other research institutions, but the programs need more systematic organization and monitoring after which these would also contribute to the in- service training programs. Needless to emphasize that they should learn from the experiences gained from earlier initiatives as well as use the infrastructure created and appropriately assimilate these in the Technical Teachers Training Policy.

BROAD OBJECTIVES OF THE TECHNICAL TEACHERS TRAINING POLICY

The training needs of teachers in their career are visualized in two distinct categories of:-

- ✓ Faculty Induction Program (FIP) to be provided just after the recruitment of inductee teachers and
- ✓ In-Service Training Program (ITP) catering to the specific requirement at various levels of their teaching career.

The Institute broad objectives for the Technical Teachers Training Policy for inductee teachers are as under:-

- ❖ To clearly demarcate the training needs at different levels of career and for different categories of teachers, keeping in mind their present status, the expectations from a good teacher and the ground reality of technical education for the programme in the Institute. This will naturally characterize the training needs at the time of induction as well as at the successive stages of the academic career.
- ❖ To prescribe the structure and the contents of the training program at different cadre levels of faculty i.e. AP, AP-1, AP-2, AP-3, Asso. Professor, Professor.
- ❖ To propose a feasible mechanism to effectively implement the desired Training Policy for all the departments of the Institute.
- ❖ To monitor, facilitate and successively improve the quality of training by proposing to develop suitable resource persons, resource material (both print and online modes) and carrying out action taken on teaching/research.
- ❖ To recognize the salient implications of the policy and suggest ways and means to appropriately deal with these to establish a sustainable system for training of technical teachers in the Institute.
- ❖ Continuous updating of technical subject expertise (theory and practice) by making mandatory, the successful completion of at least one subject course offering through technology-based means i.e. Massive Open Online Courses (MOOCs) and/or Open Online Courses every year.

TRAINING NEEDS (During The Faculty Induction Program (FIP))

Training requirements of Faculty Induction Programme (FIP) for teaching skills, enhancement and leadership requires additional general as well as domain-specific requirements; needs instructional as well as guided exposure to best practices and demonstrative situations. The policy recognizes the following requirements to be met in the training:

- ❖ General orientation of present scenario and challenges of technical education and the spectrum of duties and expectations.
- ❖ Basic understanding of the teaching-learning process, the psychology of learning and effective pedagogical techniques.
- ❖ Training for preparing lesson plans and effective instructional process and initiatives for developing competence in communication skills in various modes relevant to the technical profession.
- ❖ Inculcation of a holistic perception, professional values and ethical attitudes.
- ❖ Exposure to relevant ICT tools and aids for effective teaching-learning and resources for lifelong self-learning.
- ❖ Training on appropriate use of various modes of student evaluation.
- ❖ Training in creative problem-solving; research methodology; conducting guidance for R&D projects etc.
- ❖ Guided exposure to good teaching practices, learning methods, lab development and organization of practical classes etc.
- ❖ Training on miscellaneous aspects other than teaching and research, such as administrative procedures, financial procedures and legal implication etc.

➤ Faculty Induction Program (FIP)

The first and a very significant training input shall be in the form of a Faculty Induction Program (FIP) to be provided to inductee teachers. The AICTE at length

on the different aspects of this program, including the contents, time duration, structured way of delivery, an assessment etc. and suggests the following to be followed:

- ❖ This phase of the Training Program for the inductee teachers can be kept during the one-year probation period of the teachers, just after their selection.
- ❖ Keeping in view large numbers of inductee teachers, the training can be conducted through Massive Open Online Courses (MOOCs) mode followed by contact programs organized in summer and winter vacations.
- ❖ The induction training can be spread over two terms. The total contact hours proposed for the training would be in the range of 450-480 hours in the first term. This will be followed by the second term which would include on the job training and exposure to industrial/ field practices.

CONTENTS (Instructional Modules for FIP)

These modules and their content that follows in this section serve as a guide to provide an overall understanding of the topics to be covered. The minimum knowledge and skills that will have to be acquired after course completion are also outlined.

MODULE 1: Orientation towards Technical Education & Curriculum Aspects

To be responsive to internal requirements and to meet the challenges, it is important that various aspects of the technical education system in the country are well understood by the inductee teachers. These teachers should understand the role and linkage of stakeholders and challenges/ issues affecting the quality of technical education. The technical teachers need to be also well conversant with the curricular aspects as it is the '*key constituent*' of any educational programs. Hence approaches, implementation, monitoring and evaluation aspects are to be understood.

Contents:-

- ❖ Overview of technical education- the present scenario and emerging challenges; excellence in technical education – criteria for quality education.
- ❖ Domains of Learning-Cognitive, Affective and Psychomotor as per revised Bloom's Taxonomy; Cognitive process dimension and knowledge dimension; program objectives and learning outcomes at different levels.
- ❖ Psychology of learning and motivation; principles of instruction and learning; understanding the teaching- learning process.
- ❖ Four pillars of learning proposed by UNESCO
 - learning to know;
 - learning to do;
 - learning to be and
 - learning to live together.
- ❖ Interpreting the curriculum and its characteristics; curriculum and instruction; curricular and extra-curricular modes of student-teacher interaction; alternative modes of learning; curriculum implementation, monitoring and evaluation.
- ❖ Need for correlating knowledge to professional practice, research & development.
- ❖ Expected understanding
- ❖ Analyze the issues and challenges in the domain of technical education, especially concerning quality and excellence.
- ❖ Formulate learning outcomes at different levels in all domains of learning and

- ❖ explain the application of cognitive process and knowledge dimensions.
- ❖ Apply the concepts, principles and processes of instruction and learning to ensure effective implementation of the curriculum.

MODULE 2: Professional Values, Ethics, Ecology & Sustainable Development

The technical education system should be able to equip the student with not only technical/ managerial competency but also professional values, ethics and moral values. Professional ethics and sustainable development need to be inculcated in inductee teacher who should play a role model to peers and students.

Contents:-

- ❖ Understanding the essential complementarities of values and skills.
- ❖ Understanding the human reality correctly and the inherent interconnectedness and order in the whole existence.
- ❖ Guru-Shishya parampara - relationship.
- ❖ Developing a holistic perception of human happiness; prosperity; life-goals, needs and relationships; ethical human behavior Sarvejana Sukhino Bhavantu.
- ❖ Mentoring and counseling; personality development.
- ❖ Understanding the ecology and basic parameters of sustainable development.
- ❖ Salient values and attitudes for professional excellence and personality development; social responsibility as good citizens and also as technical professionals.

Expected understanding:-

- ❖ Develop an adequate appreciation of the essential complementarities of values and skills and a better understanding of the human reality vis-à-vis co-existence with the rest of nature.
- ❖ Comprehend the prime basis of values, relationships and holistic perception and their significance in the profession.
- ❖ Demonstrate ethical and responsible professional behavior in the performance of his or her duties and roles

MODULE 3: Communication Skills, Modes and Knowledge Dissemination

Effective communication is the life-blood of education, and hence teacher needs the ability to transfer ideas, views, attitude and feeling etc., effectively and efficiently, through all forms- speaking, reading, writing, listening etc. The inductee teacher should be made aware of nuances of communication skills and strategies to implement these as knowledge dissemination which is affected by the communication media and hence the effective use in instruction is also critical to utilization and delivery.

Contents:-

- ❖ Basic concepts, models, verbal and non-verbal and written communication; the importance of communication skills in the teaching-learning process and in knowledge dissemination; barriers in communication.
- ❖ Different modes of communications and respective media.
- ❖ Application of principles of communication to improve the instructional process and for effective professional interaction with peers, superiors and

subordinates.

- ❖ Proficiency in oral communication; logical discussion and presentation; use of dialogue mode: right pronunciation and command of the language.
- ❖ Various modes of written communication- research papers, articles, technical reports, project proposals/ reports, thesis, manuals etc. Learning to write minutes, summary of deliberation, executive summary etc. in an effective manner; Nontechnical communication, official correspondence, file notes etc.
- ❖ Introduction to modern media & methods, appropriate use of Educational Technology (ET) and audiovisual aids.

Expected understanding:-

- ❖ Develop requisite competence in communication skills and the use of various modes of knowledge dissemination needed by a technical teacher.
- ❖ Communicate effectively and clearly in the language of instruction, both orally and in writing, using correct grammar, in various contexts related to teaching-learning and assessment.

MODULE 4: Instructional Planning and Delivery

This is one of the core skills for effective delivery in the learning process. The inductee teacher should be able to appreciate the process of human learning and curriculum design philosophies to interpret it rightly and deliver it effectively and efficiently. This would help the teacher attain the planned outcome of the teaching-learning experiences.

Contents:-

- ❖ Interpretation of learning outcomes; a clear grasp of the subject matter; learning outcome objectives.
- ❖ Preparation and effective implementation of the lesson plan for systematic presentation in the classroom.
- ❖ Effective chalkboard work; the right pace of delivery; use of interactive mode; frequent recapitulation and summing up the key points.
- ❖ Correlating lecture inputs effectively with tutorial exercises, home assignments and laboratory work as well as indicating relevance to prevailing practices.
- ❖ Supplementing with brief handouts/ class-notes and references for detailed study.
- ❖ Appropriate instructional strategies and suitable teaching methods and media for effective instruction and learning by students appropriate to the subject matter/ course content.
- ❖ Feedback mechanisms for continuous improvement in the teaching-learning process.

Expected understanding:-

Develop requisite learning materials and methodologies that are appropriate to the level of students and the subject content, accomplishment of learning outcomes and development of the competencies in the students as targeted in the program of study, applying the principles related to:-

- i. Learning and instruction
- ii. Instructional planning and delivery
- iii. Practicum in the lab classes

- ❖ Organize and deliver class/ laboratory/ workshop based and industry/ service sector-oriented instruction and learning to promote students' overall ability, personality and social development.

MODULE 5: Technology Enabled Learning and Life-long Self-learning

With the explosion of data and information and also the evolution of new technologies, including internet and other ICT techniques, technology-enabled or enhanced learning can make teaching-learning process more efficient and effective. The young inductee teachers should know about the necessity of technology in the learning process and make effective use of technology in self-learning. The teacher should be able to develop content for such media by appreciating the effectiveness of new technology paradigms. The need and importance of emerging systems of instructions like ICT based online learning platforms, e-sources of information MOOCs and other open learning systems; various ICT modes and educational technology aids and their effective usages.

Contents:-

- ❖ Suitable online and offline techniques and tools for the assessment of appropriate learning outcomes.
- ❖ Effective use of library facilities, use of research journals and classified research material.
- ❖ Need for lifelong learning through own experience and by interaction through seminars, workshops, conference and refresher courses etc.; continuous updating of knowledge.

Expected understanding:-

- ❖ Integrate information and communication technologies in preparing and delivering of teaching-learning online and offline, print and non-print instructional learning material and activities for instructional management and professional development purposes.
- ❖ Engage in the continuous professional development of self through developing lifelong learning skills.

MODULE 6: Effective Modes of Student Assessment and Evaluation

The assessment and evaluation of the effectiveness of the teaching-learning process should have the characteristics of validity, reliability and objectivity to match the needs of society. The content should enable the inductee teacher to scientifically design various tools of assessment and also sensitize towards the guidelines for evaluation and assessment.

Contents:-

- ❖ Clear identification of outcome expectations.
- ❖ Concepts, principles, characteristics and process of student evaluation in the process of education.
- ❖ Assessment tests and performance measures, rubrics, etc. to assess cognitive, psychomotor and affective learning outcomes using scientific principles of evaluation.
- ❖ Valid and reliable schemes and tools for student assessment; effective design of question paper.
- ❖ Evaluation through written tests, quizzes, objective questions, viva-voce

- through home assignments and open book examination.
- ❖ Evaluation through projects and case studies.
- ❖ Mechanism for project and thesis evaluation.
- ❖ Relevance of alternative modes of evaluation.
- ❖ Student self-assessment tools.
- ❖ Analysis, interpretation and reporting of test data

Expected understanding

- ❖ Evaluate student progress in learning the subject and mastering the related competencies.
- ❖ Devise and use suitable online and offline techniques and tools for assessment of appropriate learning outcomes.

MODULE 7: Creative Problem Solving, Innovation and Meaningful R&D

Increasing creativity and innovation are the hallmark of development of the institution, society and nation. The inductee teacher should be able to increase own attitude towards creativity and innovation and also that of the students. Therefore, the teacher should comprehend the fundamentals of creativity and innovation and apply them in research and development initiatives.

Contents:-

- ❖ Introduction to the creative problem-solving process, needs analysis, problem formulation, innovative concept generation, feasibility analysis, detailed design etc.
- ❖ Hunting for innovative solutions; design and development.
- ❖ Understanding different research designs including methodologies and their appropriateness to problems; action research proposal; problem identification, literature review, research instruments appropriate to the research problem, steps of analysis and synthesis, presentation of results and conclusions etc.; action research report.
- ❖ Guidelines for developing a research field for oneself.
- ❖ R&D through teamwork.

Expected understanding

- ❖ Develop an understanding of creative problem-solving processes, research methodology and action research, including familiarity with the reference sources and their use.

MODULE 8: Miscellaneous Aspects (Institutional Management & Administrative Procedures)

A teacher should be aware of the basic skills required to emerge as a leader and execute tasks as a manager and contribute to the growth and development of the institution. The teacher should also have a basic understanding of the administration, finance and legal requirements. The need for well-qualified professional could not be more critical when the country is faced with complex problems that affect the quality of life of everyone, everywhere and businesses seeking more well-rounded engineers and professionals who can take on leadership roles.

The public perception of the engineering profession is also on a downward spiral as

is the enrolment of young in professional schools. The teacher is the cornerstone of engineering institution, responsible for inculcating management and leadership skills, in the students. In most of the professional programs such as legal, medical, accountancy etc. fresh entrants are required to go through a skills enhancement program of different forms, before entering the profession. In the profession of engineering and also its teaching, there is no such practice, and hence it is felt essential to have such skills and leadership enhancement program for young professionals to be able to fulfill the expectations better and successfully.

Contents

- ❖ Familiarization with the institutional vision framework and administrative procedures; financial and purchase procedure; relevant legal matters etc.;
- ❖ Modes of interaction with external organizations.
- ❖ Feedback from alumni and prospective employers, etc. for continuous improvement.

Expected understanding:

- ❖ Describe the purpose and meaningfulness of institutional vision, missions; administrative, financial, purchase and management processes in institutional functioning.
- ❖ Relate to alumni and employers for continuous development and improvements.

➤ Details of the Second Term of FIP

In the second term of the training, the inductee teacher is expected to work under a mentor (who may be one of the senior faculty) at the institute. The inductee teacher will be teaching one subject and also one laboratory course under the guidance of a senior teacher as a mentor. In this term, the teacher will practically implement the learning acquired under the course studied in the first term.

The mentor will assist the teacher in his/ her endeavour to pick up the right practices on curriculum implementation and evaluation etc. The teacher in the laboratory course will have to understand the laboratory class handling and also develop new experiments to understand the working of laboratory equipment, process of conduct of laboratory experiments and student assessment. The faculty, in this term, will also be required to practice communication skills by preparing and presenting a paper on state-of-the-art of a subject chosen under the guidance of the mentor. The teacher will also be expected to prepare a mock funding proposal for a research project to be submitted to a funding agency. The teacher will also be expected to spend 2-3 weeks as part of training in an industry/ research laboratory etc. as decided by the mentor.

IN-SERVICE TRAINING NEEDS AT VARIOUS LEVELS

Continuous knowledge updating through suitably designed refresher courses always be needed at all levels of the teaching career. These will mostly be subject-specific in the area of specialization.

Also, it will mandate for these teachers to undergo MOOCs in a phased manner as

discussed in FIP as well as to provide requisite training modules to train the in-service teachers for the responsibilities required to be carried out in their next professional cadres and also for the specialized inputs such as :-

- Intellectual Property Right (IPR) issues,
- Sustainable Development,
- Action Research,
- Curricular Review,
- Infrastructure Development Etc.

➤ **Some Details of the In-service Training Programs at Various Stages of Teaching Career**

Stage 1 – Faculty Induction Program (already described above)

Stage 2 – During Lecturer/ Assistant Professorship – having experience of 5-10 years

- ❖ Refresher Modules for knowledge updating, newer developments and thrust areas in the concerned fields.
- ❖ Training for research guidance, sponsored project planning and conduction, consultancy etc.
- ❖ Training for lab development and preparing manuals.
- ❖ Training on IPR issues, patenting, technology transfer/dissemination and ethical issues in R & D.
- ❖ Training on organization of conferences, workshops, symposia etc.
- ❖ Training in basic principles of education technology through MOOCs.

Stage 3 – During Associate Professorship – having an experience of 10-15 years

- ❖ Refresher Modules for knowledge updating, newer developments and thrust areas in the concerned fields.
- ❖ Training in curriculum development, resource material development and best practices in teaching and research through MOOCs.

Stage 4 – During Professorship/HOD-around 20-30 years

- ❖ Refresher Modules for knowledge updating, newer developments and thrust areas in the concerned fields.
- ❖ Training courses in Institutional Management and promotion of Entrepreneurship development
- ❖ Training in leadership; preparing vision, mission and strategy by involving all stakeholders.
- ❖ Training on collaborative research with industry, institutions, government agencies and NGOs.
- ❖ Planning for departmental growth, motivation and efficiency.
- ❖ Removal of obsolescence and planning for continuous growth of the departments and the institution.
- ❖ Effective interaction with monitoring and collaborating agencies.
- ❖ Facilitating a value-based ethical environment in the institutional handling disciplinary issues.
- ❖ Liaison with governmental monitoring/ regulatory bodies.

MODE OF CONDUCT AND EVALUATION

The training program will be coordinated and supervised by the respective National Technical Teacher Training Institute to which the inductee teacher to undergo MOOCs within the framework of broad guidelines given in FIP. These programs will be based on applied aspects which are useful for technical teachers. The institution of the inductee teacher will be required to share responsibility and accordingly well experienced senior faculty member will be identified as a mentor by the Principal/ Director.

The mentor would be coordinating the complete training activities of the inductee teacher in both the terms. Besides, he/she will coordinate the subject and laboratory class to be handled by the inductee teacher and also help in assessing the work done by the inductee teacher in the classroom, laboratory and project preparation etc. The mentor will keep a complete record of the progress of the inductee teacher. The instructional inputs as designed and indicated will be delivered by the coordinating Technical Teacher Training Institutes. The magnitude of training also brings the services of eminent experts for outsource some of the modules.

MOOCs will also be added for training and made mandatory available to the inductee teacher. Besides training through MOOCs, inductee teachers will undergo contact programs during summer and winter vacations at some training institutes. The inductee teacher will be assessed for the instructional inputs on the basis of written examination, viva, relevant reports, etc. at the end of the first term and the mentor will assist in the evaluation of the work done in the second term, including a teaching performance as well as the laboratory work and industrial training.

A certificate of having undergone both phases of FIP shall be issued to the inductee teacher at the end of the training program. The Academic Committee suggests the following nomenclatures for the certificate shall be:

Induction Training in Educational Technology
or
Induction Training in Technical Education.

IMPLEMENTATION ASPECTS

Having provided the basic framework of the Training Policy covering both the stages i.e. induction and during different career levels and also having spelt out the broad components of the training, the mode of conducting the training phases, the Academic Committee deliberated on various aspects of implementation of the program, keeping in view the scale of the program to be offered to number of teachers as well as a institute requirements.

The Academic Committee, keeping in view above aspects and the wide range of professional subjects to be handled in the training schedule, suggests that an Apex Body preferably by AICTE for overall planning, coordination and monitoring of the Training Policy for its effective implementation. The suggested Apex Board (for education technology) will have a representation of MHRD, AICTE, UGC, State Technical Universities, NITTTRs, other Training Centers, Industry representatives and eminent academicians. It is also suggested/ recommended that for proper networking and implementation, three categories are identified viz.,

Mentoring (Institution),
Training (Institution) and
Beneficiary (Institution)

MENTORING (Institution)

NITTTTRs which are specialized institutions dedicated to Technical Teacher Training and some of the IITs having management & educational technology departments will be mentoring faculties and will be expected to provide resource persons (i.e. training the trainers) and also the training curriculum and resource material through MOOCs is invited. They will also be helping Teacher Training through MOOCs, offer guidance and monitor their efficacy besides that of the training activities. They will be engaged in continuous action research to augment the quality of training. Apart from these specialized tasks, these faculties will also be engaged directly in training of the inductee teachers as well as conducting in-service training programs.

TRAINING (Institution)

In this category, there should be select technical institutions of national repute, like IITs/NITs with well- established infrastructure as well as teaching and research environment. It will be necessary to provide Teacher Training in these institutions which will take up the responsibility of carrying out the training of teachers in the designated region. These institutions will have necessary core faculty which will be supplemented with the part-time services of the expert faculty members of the institute as well as outsourcing experts from other agencies as needed.

INSTITUTION (Beneficiary)

The institution would avail as well as contribute their resources to get their teachers trained. Their active participation in the training process will be essential. They would be designated as local mentors for the teachers under training. The networking of these institutes is depicted in the diagram given below:

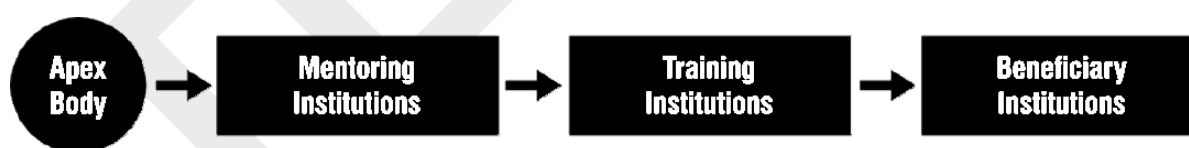


Fig. : Implementation Aspects

FINANCIAL IMPLICATIONS

There are three major stakeholders in the training program:

- (i) The teacher under training,
- (ii) The institutions (beneficiary) and
- (iii) Statutory Agencies MHRD/AICTE/UGC etc.

The Committee deliberated in detail regarding the financial implications of the training and made the following suggestions:-

- a) The inductee teacher during FIP will be on probation for a period of one year and undergo the mandatory faculty development program, in letter & spirit to fulfill the desired objectives for the effective teaching-learning process. He/ she will

earn the annual increment only after successful completion of FIP or otherwise further probation.

- b) The institution (self-financing) will prefer the inductee teachers are sent for FIP at the training institutions during the contact mode.
- c) Substantial part of the training expenditure, for example strengthening/ establishing additional training centers, hiring experts, the cost of training the trainers and development of resources like MOOCs will have to be borne by the government agencies such as MHRD, AICTE, etc.

EXPECTED OUTCOME (From the Proposed Training Program)

- ❖ It is strongly believed and expected that the Comprehensive Training Program as envisaged in this policy document if properly implemented, will go a long way in improving the quality of technical education in the institute.
- ❖ The institutional environment, discipline and motivation of students/ teachers will also boost up, thus improving the quality of teaching-learning processes.
- ❖ The grooming in professional skills, values and attitudes will have a profound impact on shaping up the young minds and transforming them into socially responsible technical professionals.
- ❖ Organization of continuous in-service training programs will help the teachers to keep themselves abreast with the latest developments and also correlate their teaching to the prevailing practice and indigenous development as per the needs of the country.
- ❖ It will also promote a culture of continuous learning from the seniors and ensure a cohesive teamwork within the department as well as institute.
- ❖ A major area of student-teacher interaction outside the classroom, which is presently conspicuous by its absence will also develop, enabling proper mentoring, counseling and healthy personality development among the students.

POSSIBLE IMPLICATIONS

There may be some other possible implications in implementation of the proposed policy, some of which are listed below:-

- ❖ Need for revamping and restructuring of the institute to be able to implement the new mandate and if necessary set up new agenda.
- ❖ Networking with prospective inductee teacher training institute for initiating teacher training centers.
- ❖ The possibility of linking the newly recruited teachers/other training programs with probation and promotion of the faculty.
- ❖ The possible implications of the impact of training programs with accreditation processes.
- ❖ Motivating technical institutions not approved to implement the training programs.
- ❖ The possibility of following the training of faculty in the institutions of higher learning.
- ❖ The issues involved in the process of certification and recognition of certification agencies.

The training programs proposed in this Policy document embeds the concepts of flexibility and responsibility. The flexibility is in the hands of the faculty to plan,

execute and bring to fruition their academic goals in line with the academic vision of the institution. Also, the institutions have to play a proactive role in understanding the importance of faculty training and preparing a Plan of Action for effective implementation. The Policy throws a great responsibility on institute to prepare MOOCs, train the trainers, and hire the services of other resource organization / persons for effective implementation of MOOCs through online and contact modes for bringing positive improvements in the teaching-learning process. All connected agencies and authorities are supposed to play a proactive role in the success of the proposed Policy.

ISSUING OF THE CERTIFICATE BY THE INSTITUTION (Mentoring)

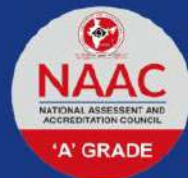
The training programs proposed for development of faculty members embeds the concepts of flexibility and responsibility. The flexibility is in the hands of the faculty member to plan, execute and bring to fruition their academic goals in line with the academic vision of the institution. Also, the responsibility of concluding the academic activities places a few requirements on the conduct of faculty members on the fronts of personal ethics, stakeholders' engagement, professionalism and academic value system. With the constructive contribution from the government bodies, mentor institute and the beneficiary the proposed training policy will light up new avenues.



Living World of Diversity...



Role & Responsibilities of Various Coordinators Appointed in Departments Guidelines & Procedures



-: An Initiative of Tecnia Internal Quality Assurance Cell :-

TECNIA INSTITUTE OF ADVANCED STUDIES NAAC ACCREDITATION 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.

-: An Initiative of Tecnia Internal Quality Assurance Cell :-

ROLE & RESPONSIBILITIES

Coordinators in Departments

SOP FOR ROLE & RESPONSIBILITIES OF VARIOUS COORDINATORS IN DEPARTMENTS

SL. NO.	PARTICULARS	DESCRIPTION
1	Policy Number	TIAS/IQAC/2021-22/
2	Policy Structure	The policy describes the Role And Responsibilities Of Various Coordinators Appointed In Departments Viz. Class Coordinators; MBA/BBA/MCA/BCA/ BA(JMC) Coordinators; Remedial Classes; SWAYAM/NPTEL/MOOCs Coordinators; Internship Coordinators; Outcome Based Education (OBE) Coordinators; Training & Placement Coordinators; Faculty Feedback Coordinators; NSS Coordinators; Time-Table Coordinators; LMS/ERP Coordinators; NEWS Letter Coordinators (Youngster); Department Library In-charges; Department- Webpage Coordinators; Alumni Coordinators; Industry- Institute Interaction Coordinators; Data & Records Coordinators; Curriculum Development Coordinators; ITC coordinator; Accreditation (NAAC) Coordinators; Academic/Lab Audit Coordinators; Annual Progress Report (APR) Coordinators; Admissions (UG & PG) Coordinators for all academic, Research, Administrative and outreach needs for different cadre of faculty, expectations, prescribe structure, resource persons, every year from the faculty of MBA, BBA, BA(JMC) & BCA Programme.
3	Scope of the Policy	The policy details the procedure followed by the Institute while organizing, providing implementing, monitoring And Evaluating, Assisting/Felicitation Of Various role & responsibilities of various coordinators appointed in departments for various aspects:
4	Policy Status	Original -Version -1.0
5	Originated By	By the Institute and various departments of the institute
6	Reviewed By	- Director, Internal Quality Assurance Cell (IQAC), Tecnia Institute of Advanced Studies, Delhi - Coordinator, TIAS-IQAC, Tecnia Institute of Advanced Studies, Delhi
7	Effective Date of Policy	22/07/2021
8	Approving Authority	The Academic Council, TIAS and BoG of Tecnia Institute of Advanced Studies, Delhi
9	Amendment Number	Nil
10	Effective Date of Amended Policy	Nil

Shabla
22/7/21



Dr. Ajay Kumar, Director
Tecnia Institute of Advanced Studies
(Affiliated to GGSIP University, Delhi)
Madhuban Chowk, Rohini, Delhi-85

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

To impart holistic development, by inculcating knowledge, ethics, professional acumen including socially concerned attitude to carve out an edge in 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.

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.

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.

TECNIA INTERNAL QUALITY ASSURANCE CELL (TIQAC)

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 an 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.

Class Coordinators

TECNOVA

ROLE AND RESPONSIBILITIES OF VARIOUS COORDINATORS APPOINTED IN DEPARTMENTS OF THE INSTITUTE

CLASS COORDINATORS:

- ❖ To monitor and maintain attendance, marks and other academics, Co-curricular & extracurricular records of students.
- ❖ Coordination between student, parents and institute
- ❖ Apprising parents/guardians of students regarding the attendance and performance of their ward.
- ❖ To coordinate between students and other coordinators of department
- ❖ Coordinate orientation session at the beginning of every semester for informing students about initiatives taken for their benefit
- ❖ Organizing a working group to help with resources of Institute.
- ❖ Advise the students regarding absenteeism, performance, MOOC courses, internship, projects, selection of electives, career etc.
- ❖ To communicate any positive feedback or concerns raised by parents to the relevant authorities of the Institute/Director through HOD/Dean
- ❖ Organize meetings on campus/online with students/parents of class assigned, prepare a report to address all FAQs
- ❖ To coordinate various feedback and other activities as per the institute calendar and academic timelines
- ❖ To monitor/moderate the activities of the assigned class
- ❖ Motivation to students to participate in professional development, sports and club for extension and outreach activities.
- ❖ Coordination with examination section in case of specific cases.
- ❖ Conduction of regular counseling sessions/meetings for grievance redressal to keep in touch when they pass out and become "alumni".
- ❖ Any other matter as referred by HOD/Dean/ Director.

MBA/BBA/MCA/BCA/ BA(JMC) COORDINATORS:

- ❖ To perform all the duties of class coordinator
- ❖ To prepare/update the information brochure of UG/PG course
- ❖ To maintain and submit the record of attendance for the purpose of scholarships.
- ❖ To mentor the students for Project Report/dissertation/ SWAYAM/VAC/ Add-Ons/Certificate course selection
- ❖ To interact with the students in individual/group to resolve queries regarding Career/Entrepreneurship /Higher studies
- ❖ To coordinate with the students and department Time-Table Coordinator for the Teaching Load assignments
- ❖ To organize awareness/training programmes for students on research methodology/research ethics
- ❖ To motivate and guide the students for the publication and participation in conferences

- ❖ To monitor the performance in Project Report/dissertation and mentor for timely completion of Project Report/dissertation
- ❖ To contact/motivate with the prospective students for UG/PG programme (To ensure 100% quality admissions in UG/PG programme)
- ❖ To coordinate with the T&P cell and employers for the possible placements of UG & PG students.
- ❖ To offer general advice and support for students.
- ❖ Oversees the academic requirements, academic schedule including conduct of internals examinations
- ❖ Monitoring of attendance, class work of students
- ❖ Maintaining a record of project titles/ Industrial Visits and associated supervisors/ mentors of students
- ❖ Scheduling Dissertation/ Project, seminar reviews and monitoring the same under coordination with concerned HoD
- ❖ Maintaining records of internal/ external examiner for viva-voce of Dissertation/ Project
- ❖ Monitoring of admission data, student profile, result and completion of all students & Coordination with admission team
- ❖ Oversees Scholarships

REMEDIAL CLASSES:

- ❖ To identify the student's academic problems through individual/group interaction
- ❖ To motivate the concerned students to attend the remedial classes
- ❖ To coordinate with Institution remedial class coordinator and department HoD to organize the remedial classes
- ❖ To prepare the time-table for remedial classes
- ❖ To mentor the students in coordination with concerned faculty
- ❖ To monitor the students' performance during and after the remedial classes
- ❖ To maintain the students record (attendance, performance, etc.)
- ❖ To provide the record/documents related to remedial classes to HoD, Institute level coordinator and Dean
- ❖ To apply for various government schemes for financial assistance to conduct remedial classes

SWAYAM/NPTEL/ MOOCS COORDINATORS:

- ❖ To finalize the courses to be opt from NPTEL / MOOCS in consultation with department faculty members for the approval of final list of department electives courses (DE's), Open category courses (OC's), Minor courses from the concerned Board of studies (BoS) and to keep proper record
- ❖ To encourage the students of respective department for the registration in MOOCs and to aware the students for the approved list of DE's, OC's, Minor courses with name of mentors through department web pages/

Whatsapp groups etc

- ❖ To Monitor the status of students for enrolment/ registration on SWAYAM Platform to ensure enrolment/ registration before deadline
- ❖ To ensure that the course mentors are mandatorily registered in the assigned course
- ❖ To coordinate with MOOC course mentors to ensure timely submission of assignments by the students before due date
- ❖ To prepare the time-table of mentoring session in coordination with Time Table coordinator of Department
- ❖ To monitor the mentoring sessions taken by the mentors and to keep proper record of mentorship and attendance
- ❖ To organize separate mentoring session at department level for the students who have not enrolled/registered for SWAYAM courses due to unavoidable circumstances
- ❖ To conduct counseling sessions with the students to address the student's queries
- ❖ To maintain the performance record of students for registered SWAYAM courses
- ❖ Coordinate with Institute SWAYAM Coordinator and Associate SWAYAM Coordinator for dissemination of information and timely compilation of data as and when required
- ❖ To motivate the faculty mentors to register for SWAYAM courses
- ❖ To maintain the record of faculty registration and certification record
- ❖ To maintain the record of Students registration and certification record for onward submission to the GGSIPU university.

Note: It is expected from SWAYAM coordinators to register him/her self for at least one SWAYAM/NPTEL course in each semester.

INTERNSHIP COORDINATORS:

- ❖ To motivate the students to participate in Industry/Research internship programme
- ❖ To assign the faculty mentors for the students for internship
- ❖ To maintain the domain specific Industries/other research organizations information/contact details
- ❖ To resolve issues/problems encountered by students in completion of internship successfully
- ❖ To mentor the students in coordination with other faculty members of department for report writing
- ❖ To provide support in getting Internship for students from relevant industry/research organization etc
- ❖ To coordinate with T& P Cell and to maintain students' records
- ❖ To conduct the Assessment/evaluation of Internship

OUTCOME BASED EDUCATION (OBE) COORDINATORS:

- ❖ To establish POs and PSOs based on Vision and Mission of the department
- ❖ To revise POs and PSOs, if necessary, based on the report submitted by Department Committee
- ❖ To consider recommendations for achievement of POs and PSOs given by the syllabus as prescribed by GGSIPU University.
- ❖ To formulate guidelines for attainments of POs, PSOs & Cos in coordination with Institute OBE Coordinator and circulate the same to Class Coordinators & other faculty members
- ❖ To draft and revise feedback forms viz. Alumni, Employer, Industry, Parent, Student and any other.
- ❖ To conduct and analyze results of above mentioned feedback and Cos feedback every year with the help of respective feedback coordinators
- ❖ To evaluate attainment of POs based on assessment of COs of the courses
- ❖ To assess the achievement of attainment of the POs & PSOs
- ❖ To submit a report on "Evaluation and Attainment of POs and PSOs to HoD
- ❖ To submit report to IQAC on evaluation of attainment of POs, PSOs & COs
- ❖ To guide Class Coordinator/Faculty Members/Course Coordinator in defining and redefining course objectives and COs
- ❖ To guide Faculty/Class/Course Coordinators in designing CO survey forms and problems encountered in the Implementation of OBE
- ❖ To contribute as a Department committee member in evaluation of POs, PSOs and COs
- ❖ To aware the stakeholders about OBE implementation objectives and outcomes
- ❖ To organize workshop/seminar/Group discussion on OBE for better understanding of OBE philosophy for faculty and students
- ❖ To appoint students OBE Coordinators
- ❖ To cooperate and coordinate with OBE Manager of the Institute

TRAINING & PLACEMENT COORDINATORS:

- ❖ Contacts alumni of the department and finding the various opportunities that may be available to students for internships, placements, etc. in the organization
- ❖ To liaison with industries
- ❖ To identify the training needs of students
- ❖ To support T&P cell in arranging campus interviews
- ❖ Prepares database of some top international/national companies consisting of their addresses, details of operations, their expectations, their HR team etc
- ❖ To guide students in developing/clarifying their academic and career interests, and their short and long-term goals through individual counseling and group sessions

- ❖ To support T&P cell in preparation of audio-video presentation or a hand-out on the Institute to be presented to potential employers
- ❖ Compiles and maintains a data bank on student profiles and resumes along with their photographs
- ❖ Prepares a placement brochure having all the student profiles
- ❖ Acts as a link between students, alumni and the employment community
- ❖ Generation of awareness in the students regarding future career options available to them
- ❖ Assists students in obtaining final placement in reputed companies
- ❖ Keeps track of all the advertisements related to placements appropriate to the profiles of aspirants
- ❖ Communicates the resume of suitable candidates to the potential employers
- ❖ Organizes placement training, finishing school for the students and make them ready for interview and group discussion
- ❖ Provides information on the schedule of recruitment drives well in advance to class coordinator, HoD and students
- ❖ To keep the student's placement records and to submit to concerned HoD

FACULTY FEEDBACK COORDINATORS:

- ❖ To collect the Faculty Feedback, Feedback on Curriculum & other feedbacks from concerned stakeholders
- ❖ To develop and maintain internal policies and procedures
- ❖ Providing advice on sampling and statistical techniques to ensure methodology is statistically valid
- ❖ Promoting techniques to achieve the highest possible response rates
- ❖ Managing appreciation to encourage responses
- ❖ To Analyse Feedbacks data and providing timely action taken reports to class coordinators/HoD and Dean
- ❖ Managing the department's internal and external feedbacks
- ❖ Coordinating, planning, promoting and administering the department's evaluation of feedback & Corrective actions with HoD
- ❖ Assisting the concerned HoD to make evidence-based decisions on matters of strategic importance as per feedback evaluation reports
Analysing, developing and maintaining Datasets

NSS COORDINATORS:

- ❖ NSS coordinators will perform following duties under the supervision and guidance of NSS Programme Officer of Institute:
- ❖ assist and guide the students for implementation of NSS programmes at department level help in organising camps, training and orientation programmes visit the places of activities under NSS for monitoring and evaluation visit different NSS units and camps for supervision, consultancy, guidance etc
- ❖ ensure implementation of NSS Regular activities and special camping

programmes

- ❖ To submit the documents and reports on the achievements of NSS to Programme Officer motivate the student to participate in NSS activities and to become part of NSS unit
- ❖ ensure that the NSS programme is implemented as per NSS manual and administrative instructions issued by Programme Officer
- ❖ arrange discussions and workshops of group of students on a regular basis on issues of social importance, ethical relevance and moral values
- ❖ organize social service groups and clubs as well as outdoor field activities, to encourage and involve students in social service activities
- ❖ Conduct extension activities for faculty, staff, students of Institute and in local community/ neighbourhood for sensitising the social issues for holistic development
- ❖ Organise extension and outreach programmes through NSS/NCC/Red Cross/YRC, etc. (including Government-initiated programmes such as Swachh Bharat, AIDS Awareness, and Gender Sensitization and those organised in collaboration with industry, community and NGOs)
- ❖ Conduct Novel Engaging course on NSS

TIME-TABLE COORDINATORS:

- ❖ Preparing department time table for theory & practical classes at the beginning of each semester in coordination with HoD along with teaching load distribution, mentoring session, lab-wise, class-room wise time-table
- ❖ Assigning of classrooms and tutorial rooms, assigning of common resources (classrooms, labs, tutorial rooms which are shared)
- ❖ Prepare Faculty & Staff (individual) time table in coordination with HoD
- ❖ Update time table according to the need
- ❖ Ensure that timing (Period wise) on time
- ❖ Inform faculty well in advanced regarding some changes in time table (if any)
- ❖ Ensure that no class should go vacant without faculty
- ❖ Report to HoD regarding any discrepancy in time - table
- ❖ Coordination in sharing teaching load from other departments
- ❖ Communicate and widely publicize the class time tables to staff and students
- ❖ Prepare Academic Calendar of Department by collecting information from Conveners of various Committees, HODs
- ❖ To display and publicize the Department's Academic Calendar for the information of students and staff
- ❖ To attend to various complaints of clashes (if any) in the time-table and make necessary adjustments
- ❖ To scrutinize the teaching load of the individual faculty members/teachers and the Departments as per Institute rules
- ❖ To maintain the records of the Time-Table framed and submit the same to the HoD

- ❖ Managing the time tables file available in the Department

LMS/ERP COORDINATORS:

- ❖ To work as MOODLE Administrator in department in coordination with Institute MOODLE Administrator
- ❖ To organize workshop/group discussion in department to showcase the MOODLE facility for teaching-learning activities
- ❖ To guide the faculty & staff for proper utilization of MOODLE
- ❖ To monitor the MOODLE Utilization in department
- ❖ To resolve queries of faculty & staff regarding MOODLE functioning features etc
- ❖ To ensure maximum MWI (MOODLE Working Index) of department
- ❖ To prepare MOODLE utilization report of Department
- ❖ To arrange meetings with class-coordinators to ensure maximum utilization of MOODLE by students
- ❖ To utilize the MOODLE for the internal/continuous assessment & evaluation

NEWS LETTER COORDINATORS (YOUNGSTER):

- ❖ To decide on the issues and themes of social awareness women empowerment etc. that will form the basis of each edition of the NEWS Letter
- ❖ Provide the editorial support to the NEWS Letter committee Invite literary and other creative contributions for NEWS letter
- ❖ Arrange for competition so that the best contribution could be selected for publication
- ❖ Provide students with some training in editorial work ensure regular publication of the wall NEWS Letter
- ❖ Design a newsletter template Arrange to include a message from the dignitaries, from the alumni
- ❖ Produce four newsletters quarterly in the month of March, June, September and December
- ❖ To conduct meeting with the entire student and the faculty coordinators
- ❖ Have editorial team (faculty & students) to have a better publication
- ❖ Assign topics to team members for information gathering.
- ❖ Edit all articles
- ❖ Publish it to website and distribute to all the stakeholders
- ❖ To coordinate with Institute Newsletter coordinator for the publication of Institute NEWS letter

DEPARTMENT LIBRARY IN- CHARGES:

- ❖ To formulating Library policy
- ❖ To look after general maintenance of the library in terms of reading material and infrastructure
- ❖ To effectively involve in fostering the reading habit of faculty, staff and

students

- ❖ To recommend / justify the books/e-books/journals and study material for procurement via conducting meetings with faculty members and feedback from students
- ❖ To keep the record of books/e-books/journals in the form of stock register
- ❖ To keep the record of library uses
- ❖ To keep the record of issued books

DEPARTMENT- WEBPAGE COORDINATORS:

- ❖ To provide all the academic & professional development material on webpage of department like scheme of examination, curriculum, Time-Table, Academic Calendar, Activities calendar, information brochure etc
- ❖ Regularly update the information/data given on the website under various items/heads so as to have the latest and correct information about the department at all times and removes the incorrect and irrelevant data
- ❖ Collect information about the latest events in the department, achievements etc and get them posted on the website by way of write ups and pictures etc
- ❖ Update all communications, notices, announcements etc on a regular basis on department webpage
- ❖ Strive to make improvement in the website with respect to design, preventability etc on a continuous basis
- ❖ To develop and maintain the department webpage in coordination with Institute web-manager
- ❖ To disseminate the efforts and the achievements of the Students, faculty & staff on webpage
- ❖ To arrange publishing newsletters, publicity material etc. on department webpage

ALUMNI COORDINATORS:

- ❖ Act as a link between Students, Alumni and the Placements Cell
- ❖ Contact alumni of the department and finding the various opportunities that may be available to students for internships, placements, etc. in the organization in which alumni is working
- ❖ Contact alumni and apprise them about the various activities undertaken by the institute
- ❖ Contact the alumni and request them to deliver some lectures for the benefit of the department's students (lectures on special topics of relevance, career guidance to students, etc.)
- ❖ Contact the alumni and requests them to attend alumni association meeting conducted from time-to- time
- ❖ Maintain database of the department's alumni and sharing the same with the Placements

INDUSTRY- INSTITUTE INTERACTION COORDINATORS:

- ❖ Arranges industrial visits, internships and industrial tours
- ❖ Involves industrial experts in Academic council, Department Development committees, IIC, etc
- ❖ Facilitate the department in signing the MoU with Industries
- ❖ Fructifying the tie-ups into MOUs with industry for the purpose of training, placements, internships, students projects and for utilizing the services for entrepreneurship development programs
- ❖ Organize student and Faculty Training at the Industry
- ❖ Identification and arrangement for course delivery through industry experts
- ❖ Assist in bringing in sourcing live projects to be done by Final Year Students
- ❖ Tie-up with the Industry for establishment of industry supported research centres in department
- ❖ Plan and implement the Entrepreneur development programs within campus
- ❖ Assist in bringing the R&D Projects from Research Organizations
- ❖ Guide in getting financial support from industry the R&D Projects from Governmental organizations which include DST, CSIR, UGC, AICTE etc
- ❖ Facilitate in marketing the consultancy services offered by departments

DATA & RECORDS COORDINATORS:

- ❖ To Compile various information at department level with review/check/verification in context of quality and validity
- ❖ To prepare Data Templates as per NAAC SoPs
- ❖ To collect and compile the quantitative & qualitative information as per NAAC key Indicators along with supporting documents
- ❖ To prepare AQAR with all review and verification as per NAAC timeline under the guidance of Dean
- ❖ To Coordinate with Institute Data Manager and Dean
- ❖ To compile and submit the valid and quality information to various administrative offices of Institute
- ❖ To conduct awareness workshop for faculty, staff and students regarding preparation (AQAR, SSR, SSS, Team Visit) as per NAAC requirement

CURRICULUM DEVELOPMENT COORDINATORS:

- ❖ Keep their respective department apprised regarding curriculum
- ❖ Prepare documents as per agenda of meeting in conjunction with the HoD
- ❖ To collect, analyse the feedback from stakeholders on curriculum
- ❖ To prepare action taken report on feedback collected from stakeholders on curriculum
- ❖ To prepare the list of Value Added, Add-Ons/Certificate & MOOC courses and compile the syllabus of each subject under different category

- ❖ To prepare the annual summary on curriculum revision and changes
- ❖ To conduct the meetings with different stakeholders on curriculum development
- ❖ To organize meetings with OBE coordinators (students)
- ❖ To work in collaboration with OBE coordinator (Faculty) to implement the OBE successfully in the Department
- ❖ Serve as liaison and resource to faculty, staff, management and external representatives on curriculum requirements
- ❖ Work collaboratively with faculty, staff and management to advise and ensure curricular development aligns with the strategic needs of the Institute and complies with the rules and policies of the AICTE/UGC
- ❖ Consult and advises faculty on curriculum design and development in alignment with Institute and program goals, student pathways, transferability, and assessment
- ❖ Work collaboratively with industry & academia experts as well as the ADC, Exam coordinator to ensure that faculty requirements, course specifications, and graduation requirements, software system needs, and compliance issues.
- ❖ Facilitates and supports curriculum development & revision at the Department
- ❖ Support Institute initiatives related to new program development and program alignment with student success initiatives.
- ❖ Support benchmark research for development of new courses focused on Skill Development, Internship& Employability, including feasibility, quality, impact assessments.
- ❖ Create notices of intent, program applications and departmental resolutions.
- ❖ Keep the department informed regarding curriculum changes/revisions
- ❖ Support the curricular aspects of the accreditation process
- ❖ Reviews academic program materials for compliance with University Ordinances and Institute regulations and guidelines.
- ❖ Training, Researches and responds to inquiries and requests for information related to the curriculum process and curriculum issues from faculty, staff, students, the community and other Institute authorities
- ❖ Coordinates the preparation and dissemination of a variety of reports and publications for the Institute, and use and access by other stakeholders
- ❖ To discuss and recommend proposals affecting the academic program of the department, including but not limited to course proposals, program changes, addition and deletion of programs, degree requirements, and general policies with impact on instruction and learning
- ❖ Attend all Curriculum related meetings
- ❖ Demonstrate mastery of curriculum procedures, policies, resources, forms, and deadlines
- ❖ Provide first-line curriculum support for faculty during curriculum development by answering questions and providing information on

- curriculum policies and procedures
- ❖ Review all curriculum materials provided via agenda prior to meetings
- ❖ Serve as a resource to assist faculty in the development of curriculum proposals
- ❖ Develop recommended procedures and forms for the processing of curriculum materials
- ❖ Review all curriculum proposals for technical accuracy and work with faculty to make necessary corrections
- ❖ Facilitate curriculum training for committee members
- ❖ Maintain the Institute Curriculum Guidelines, curriculum materials
- ❖ Assist in the development of the Programme Educational Objectives in accordance with the Vision, Mission of the Department, policies, and objectives of the Institute
- ❖ To encourage creativity, flexibility, and innovation in curriculum development
- ❖ Responsible for the continuing revision of curriculum
- ❖ To work as a vehicle through which curriculum development shall take place

ITC COORDINATOR:

- ❖ To educate internal stockholders of department for Online and Digital education to ensure equitable Use of Technology
- ❖ To promote and extensive use of technology in teaching and learning system
- ❖ To implement following aspects of online/digital teaching-learning via preparing a plan of implementation:
 - ❖ Online teaching platform and tools
 - ❖ Use of LMS
 - ❖ Content creation, digital repository, and dissemination
 - ❖ Addressing the digital divide
 - ❖ MOOCS & Virtual Labs
 - ❖ Training & Support to stockholders
 - ❖ Online assessment and examinations
 - ❖ Blended models of learning
 - ❖ Use of e-resources
 - ❖ Use of plagiarism software
 - ❖ Other aspects to ensure Online and Digital Education.
- ❖ To submit the monthly action taken report on
- ❖ Technology enabled teaching-learning through HoD

ACCREDITATION (NAAC) COORDINATORS:

- ❖ To create awareness of on outcome-based education/accreditation to the faculty and the students
- ❖ To train the department on the preparation of SSR
- ❖ To review and prepare the SSR during the course of accreditation

- ❖ To add and adopt best practices as and when stipulated by the NAAC
- ❖ To attend NAAC workshops as organized by the authorities
- ❖ To ensure quality management system processes are established, implemented and maintained
- ❖ To establish quality policy and communicate the same to the internal stakeholders
- ❖ To arrange and undertake internal audits
- ❖ Provide advice regarding accreditation procedure and needs for the faculty & staff members when required
- ❖ Recommending corrective actions where ever required
- ❖ To ensure the meeting of targets and benchmarks
- ❖ Development and application of quality benchmarks/parameters for various academic and administrative activities of the institution
- ❖ Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process
- ❖ Arrangement for feedback response from students, parents and other stakeholders on quality-related institutional processes
- ❖ Dissemination of information on various quality parameters of higher education
- ❖ Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles
- ❖ Documentation of the various programmes/activities leading to quality improvement
- ❖ Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices
- ❖ Development and maintenance of institutional database through MIS for the purpose of maintaining/enhancing the institutional quality
- ❖ Development of Quality Culture in the institution
- ❖ To support in the preparation of the Annual Report as per guidelines and parameters of NAAC in coordination with data managers.

ACADEMIC/ LAB AUDIT COORDINATORS:

- ❖ To collect the required information/documents in offline/online mode as per audit format
- ❖ To prepare and update (regularly) the files/documents required for Audit
- ❖ To maintain the information/documents/department webpage/MOODLE as per Audit Format in digital mode
- ❖ To guide and aware the faculty & staff to maintain working place, laboratory, office, MOODLE as per Audit requirement
- ❖ To arrange prior auditing by department committee to assure the preparation according to audit requirement
- ❖ To coordinate the audit with HoD/Team
- ❖ To assure the corrective measures as per previous audit report & to maintain corrective measures report

- ❖ To arrange meetings with different coordinators of department to assure requirements as per audit format
- ❖ To take all necessary initiatives along with HoD to achieve higher grade in audit

ANNUAL PROGRESS REPORT (APR) COORDINATORS:

- ❖ To educate the faculty & staff regarding need of APR
- ❖ To discuss the format of APR & data requirement with faculty and Staff
- ❖ To ensure that reports of all events/activities of the department are prepared as per instructions and signed copies are uploaded on webpage
- ❖ To collect the information as per APR format
- ❖ To review and prepare the APR with HoD
- ❖ To present the APR to department's faculty & Staff for review and necessary corrections
- ❖ To incorporate the changes/suggestions received during internal presentation
- ❖ To submit the APR in each quarter before the deadline so that the information can be compiled at the central level and presented in the IQAC meeting
- ❖ To coordinate with Dean Academics office to maintain the APR as per requirements
- ❖ To collect & prepare the supporting documents for the information provided in APR
- ❖ To arrange a review/check at department level meeting before submitting APR

ADMISSIONS (UG & PG) COORDINATORS:

- ❖ To prepare, revise and update department prospectus
- ❖ Periodically update the relevant information on the website through web-coordinator
- ❖ To explore and implement all the possible approaches/initiatives to ensure 100 % quality admissions
- ❖ Identification of potential candidates who would be more appropriate for the admission in concerned program
- ❖ Conduct awareness programmes for potential candidate
- ❖ Publicity of concerned programme through various modes
- ❖ Track the admissions process each year by maintaining a database of pertinent information on the applicants
- ❖ To review admission data annually (number of admissions different category/class wise, closing and opening rank etc)
- ❖ Support and counselling to students during annual admission process
- ❖ To collect the feedback from students and parents visited the institute for the purpose of admission
- ❖ Analysis of admission data and to recommend necessary corrective measures (if any)

- ❖ To support counselling team in resolving the queries of students and parents
- ❖ To visit the counselling cell and monitor the process during admission process

Note: The above role & responsibilities are subjected to change due to further order/instructions concerning to specific coordinator job.

TECNOVA



TECNIA

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