CITY COLLEGE

No. 27/2, 33rd Cross, 2nd Main Rd, 7th Block,
Jayanagar, Bengaluru,
Karnataka 560070

Matrix 6.2.1 :The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

CITY COLLEGE

PERSPECTIVE PLAN

(2024-2034)

PERSPECTIVE PLAN OF THE INSTITUTION

		10th Year
Future 10 Years	Holistically Reaching Higher International Standards in Academic Excellence	
Future 5 Years	Reaching a Higher Level Status of Accreditation	
Future 3 years	Autonomous Status for Majority of the Courses in the College	
Future 2 Years	International Affiliation of Courses & Maintaining Highly Qualified Faculty with Rich knowledge in Research	
Future 2 Years	A Skill Hub Center in Association with State & Central Government With Higher level of Infrastructure Facility	
Future Years	Integrating Various Professional Courses with the Present Courses	Start

COLLEGE AT A GLANCE

City College Jayanagar, offers extensive international collaboration opportunities for both students and faculty through our robust exchange programs. Our MBA students benefit from these global partnerships by participating in international study programs and gaining exposure to diverse business practices and technological advancements. Each year, students can attend international programs in Malaysia and other countries, where they can earn valuable certifications and broaden their understanding of the global business landscape. These experiences are designed to enrich their education, enhance their professional skills, and prepare them to excel in an increasingly interconnected world. Join us at City College, Jayanagar and take advantage of these unique opportunities to learn, explore, and grow on an international stage.

VISION AND MISSION

VISION

To be an institution of change by imparting knowledge to students, enhancing their critical thinking and decision-making abilities, and training them to take on their larger responsibilities as informed citizens of the country, thereby earning their rightful place in society.

MISSION

To continue fostering innovation and excellence in teaching and research, promoting creative teaching and learning, emphasizing social inclusion and gender justice, and focusing on inculcating green ethos, integrity, accountability, openness and communication among students.

AIMS AND OBJECTIVES OF PERSPECTIVE PLAN

The aims and objectives of this current perspective plan can be summarized as follows - To act as a model guideline for all institutional stakeholders in improving the gaps that are inherently present in different developmental sectors of the institution. To acquire better grades in all future quality assessment exercises. To lay the foundation for a quality autonomous grade institution. The primary objectives of perspective planning are to forecast the vision of the future. It aims to achieve future direction through separate and interrelated, sub-sector of the main plan. To improve the management of educational institution and the teaching- learning process taking place in the institution.

The perspective plan 2024-2034 has been prepared by the Internal Quality Assurance Cell (IQAC) with active assistance of the SSR Preparation Sub-Committee. It was subsequently accepted for execution in accordance to a Governing Body Resolution held in the month of September 2020. The entire exercise has been envisioned keeping in view of quality parameters laid down by NAAC for holistic upgradation of a higher educational institution. The mode of execution shall be mainly through IQAC interventions, in a phased manner, to be decided from time to time as per resolutions taken in the IQAC care committee meetings.

PERSPECTIVE PLAN 2024-34

CURRICULAR ASPECTS

a) To introduce new post graduate and under graduate programs in various departments in addition to the exciting programs.

b) To introduce new vocational/career oriented/value added/short term courses and add-on courses.

c) To conduct academic programs through collaborative mode.

d) To introduce job oriented and skill based courses for Entrepreneurship Development

e) To cultivate good communication skills and appreciation of work.

f) To develop leadership competency qualities among fellow beings.

g) Enrich academic skills with computer use.

h) To Conduct more Student's Exchange Programs and Faculty Exchange Programs through MoUs, as and when feasible in terms of number and frequency.

Considering all these factors one needs to plan the educational process of the coming generation with much more foresight and vision, and knowledge is our most powerful engine of progress. The crucial rate of education is the process of modernization, building up of a democratic and pluralistic society and development of both the socioeconomic resources and human resource to achieve social justice and equity.

LEARNING RESOURCES

1. To augment academic infrastructure viz. ICT enabled classroom, smart classrooms, computers, e-learning resources, etc.

2. To renovate and upgrade existing Non-ICT classrooms.

3. To provide in campus Wi-Fi facilities for all students.

4. To undertake various popularized and provide easy access to all students to various forms of e-learning resources that is available in different modes and platforms.

5. Purchase of more computing equipment to replace the outdated and old ones through Govt. Schemes like star college scheme under DBT, Govt. of India. ☐

6. Sharing of all ICT- enables and smart classrooms by different departments on a practical basis, so that every department has access to ICT- enabled teaching. Ensuring cent percent teachers enable ICT, so that faculty members become competent enough to get involved with the production of MOOC's under SWAYAM.

INFRASTRUCTURE UP-GRADATION ☐

1. To enhance and upgrade academic, administrative hostel as well as indoor and outdoor sports facilities. ☐
2. To setup producers for setting up an institutional records room.
3. To set up a designated parking space for vehicles inside the campus.
4. To restructure the current office set up and arrangements.

STUDENT SUPPORT AND PROGRESSION

1. To provide enhanced career counselling opportunities and guidance for competitive opportunities and guidance for competitive examinations, through collaborative mode in association with external agencies. ☐

2. To arrange study tours, field and industrial visits for students of all departments, irrespective of the curricular needs.

3. ☐ To carry out different faculty and student exchange programs through various MOUs. ☐

4. To identify the talents of each individual and encourage him/her to showcase of the same.

5. To regularly maintain the academic record of the students and ensure that the parents get to see and sign the record after each internal assessment test and university examinations every semester.

6. To formulate placement caring and career counseling. To carry out personal and Psycho social counselling.

RESEARCH AND EXTENSION ACTIVITIES

1. To motivate and encourage faculty members for availing research projects under various schemes. ☐
2. To publish the in-house research journal in a regular mode. ☐
3. To undertake various welfare programs in the institutions by framing policies to extend financial support to regular faculty members for attending and presenting papers in academic meets like seminars, conference, workshops, etc.

4. Holding of more outreach activities for students as far as practicable and encouraging the students to participate in those activities through joint teacher student initiatives, preferably in the institution/villages adopted by the college.

GOVERNANCE, LEADERSHIP AND MANAGEMENT

1. To devise policies to improve the financial health of the institution.

2. Identify bright students based on merit and enabling scholarships by providing additional support systems to students with different learning abilities.

3. To motivate the faculty members to attend more faculty development/teacher training programmes for upgrading and updating the knowledge base.

4. Creating a research friendly environment among faculty and students in all departments and provide administration, financial and infrastructure support through timely decisions and planning to enable nationally acclaimed research output.

5. To conduct internal/external quality audits of regular intervals, viz. Academic Audit, Administrative Audit, etc.

6. To involve guardians in different -in-house and outreach activities/ programmes of the college through collaborative mode.

7. To institute a formal annual performance appraisal system for all teaching and non-teaching staff.

8. To put forward efforts to obtain/receive grants from different funding agencies like UGC, DST, CSIR, DBT etc. and other non-governmental sources.

9. To achieve cent percent paperless administration communication.

10. To ensure a hygienic, clean and green campus through various means at all times.

11. Adoption and implementation of an effective management information system (MIS) with a view towards co-ordination, control, analysis and visualization of institutional information. □

12. A participatory and decentralized mechanism, with accountability, through active involvement of all institutional stakeholders. □

INNOVATIONS AND BEST PRACTICES

1. To institute best performance awards in respect of different best practices implemented by academic departments, teaching staff and non-teaching staff on an annual basis. These include Best Practice Award (for the department which excels in the totality of all aspects), Best teacher award (for the teacher who was earned credit in all aspects) and Best Performing Award for Non-Teaching Staff or any member of the non-teaching staff (for any member) of the non-teaching staff who has earned credit in all aspects.

2. To promote energy conservation practices like the installation of solar panels and wide usage of LED lights/fans and also through wide awareness creation campaigns.

3. To encourage more departments to publish departmental level newsletters/journals/magazines etc.

4. To ensure regular submission of DATA to IQAC every year within the stipulated time framework.

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Short Term Goals and Long Term Goals

Short Term Goals

A short-term goal indicates the Institution to complete in the near future, such as within the near next months. These are often stepping stones towards larger goals of the City College.

The List of Short term Goals are as under:

1) Building up the required Infrastructure Facility.

2) Appointing as much as PhD holders,NET/SET qualified Faculties.

3) Providing the Faculty with Monetary benefits to Publish Research Article in the Index Journals

4) Construction of sports complex in the institution.

5) Installing of more Solar Panel to generate electrical power which will be used for Computer Labs and library.

6) Installing the GYM facility in the institution

7) Appointing the research associates with latest Lab Facility & software installation.

8) Enforcing paper less mode of managing the entire operations in the institution.

9) To Promote Social Responsibility activities by the college to the required Society.

10) The institution will enforce to start Evening College as per the norms of the university.

Long Term Goals

The Long Term goal Indicates the institution to complete in the next 5 to 8 years in the future,these are often a continuous of short-term goals of City College.

The List of Long-term Goals are as under:

1) Going for autonomous status.

2) Starting a New Publication in the banner of our Organization.

3) Introducing more PG Programs

4) The Institution will listed in NIRF Ranking

5) The Institution will enforce the State & Central Government Skill development Courses.

6) The International affiliation Programs will be started.

****

CITY COLLEGE JAYAGNAGAR (CCJ)

STRATEGIC PLANNING AND DEPLOYMENT DOCUMENT (2024-2029)

Summary:

Strategic planning is a consistent cycle with a particular spotlight on achieving institutional objectives in this competitive world. Strategic Planning and deployment document (SPDD) depends on examination of current obstructions and future open doors and conceives the bearing towards which the organization thought to move to accomplish its laid out objectives and goals.

The first part of it addresses the vision, mission which the institute sees along with core values, institutional long term & short term goals. These are defined and guided by the stake holders (management, leadership, Program Coordinators, faculty, staff, industry, students, alumni and parents) through SWOC analysis. After analyzing the internal and external environment, the institutional goals were set up in all possible growth domains through continuous thought process and discussion with Program Coordinators and faculty members. The strategies with action plans were decided to achieve institutional strategic goals.

While formulating the strategic plan and deployment document, care has been taken to involve all stakeholders to help contribute their part which is vital for the success of every organization. Effort has been taken to identify clearly the implementation processes and monitoring by identifying measurable targets in line with the desired outcomes. This will emerge to be the guiding force for City College to achieve its goal to become an institution of Academic Excellence and providing professionals, like skilled young Entrepreneurial and managers to the society.

OBJECTIVES

- o To train in critical thinking and decision making
- o To emphasizing social inclusion & Gender justice in the society
- o To impart Human Values & life skills
- o To provide educational quality

Quality policy of City College:

To impart holistic education to develop competent and ethically strong human resources possessing leadership qualities and the ability to sustain and adapt themselves to the changing environment through the participative efforts of all stakeholders of the institution.

Strategic Plan of the Institution

- Introduce professional and skill based UG and PG programs.
- Develop institution as an excellent learning center for graduate and post-graduate education.
- Establish Centre for Innovation and incubation to encourage students and faculty to establish start-ups on campus.
- Enrich the teaching-learning and evaluation activities in the institution to make the students easily complete the program with expected skills.
- Update library with needed books, journals and ICT facilities for accessing e-journals, e-books and other e-sources.
- Conduct remedial classes to enhance the results of slow learners.
- Nurture the potentiality of advance learners to achieve academic excellence and get placed in highly reputed companies or take up entrepreneurial activity.
- Organize innovative and creative activities to bring the experiential learning into traditional pedagogy teaching methodology.
- Conduct various student development programs to make them industry ready.
- Encourage the students to specially go on self-employment activities for livelihood by exposing them o successful entrepreneurs who are placed themselves in self occupations.
- Conduct extension activities to achieve industry-institution-community outreach programs to enable the students to be acquainted with the community needs and needs of employers.
- Inculcate coordination, cooperation and leadership qualities among the students by involving them into various academic, administrative committees and events organized by the institution.

Short Term Goals and Long Term Goals

Short Term Goals

A short-term goal indicates the Institution to complete in the near future, such as within the near next months. These are often stepping stones towards larger goals of the City College.

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8) Enforcing paper less mode of managing the entire operations in the institution.

9) To Promote Social Responsibility activities by the college to the required Society.

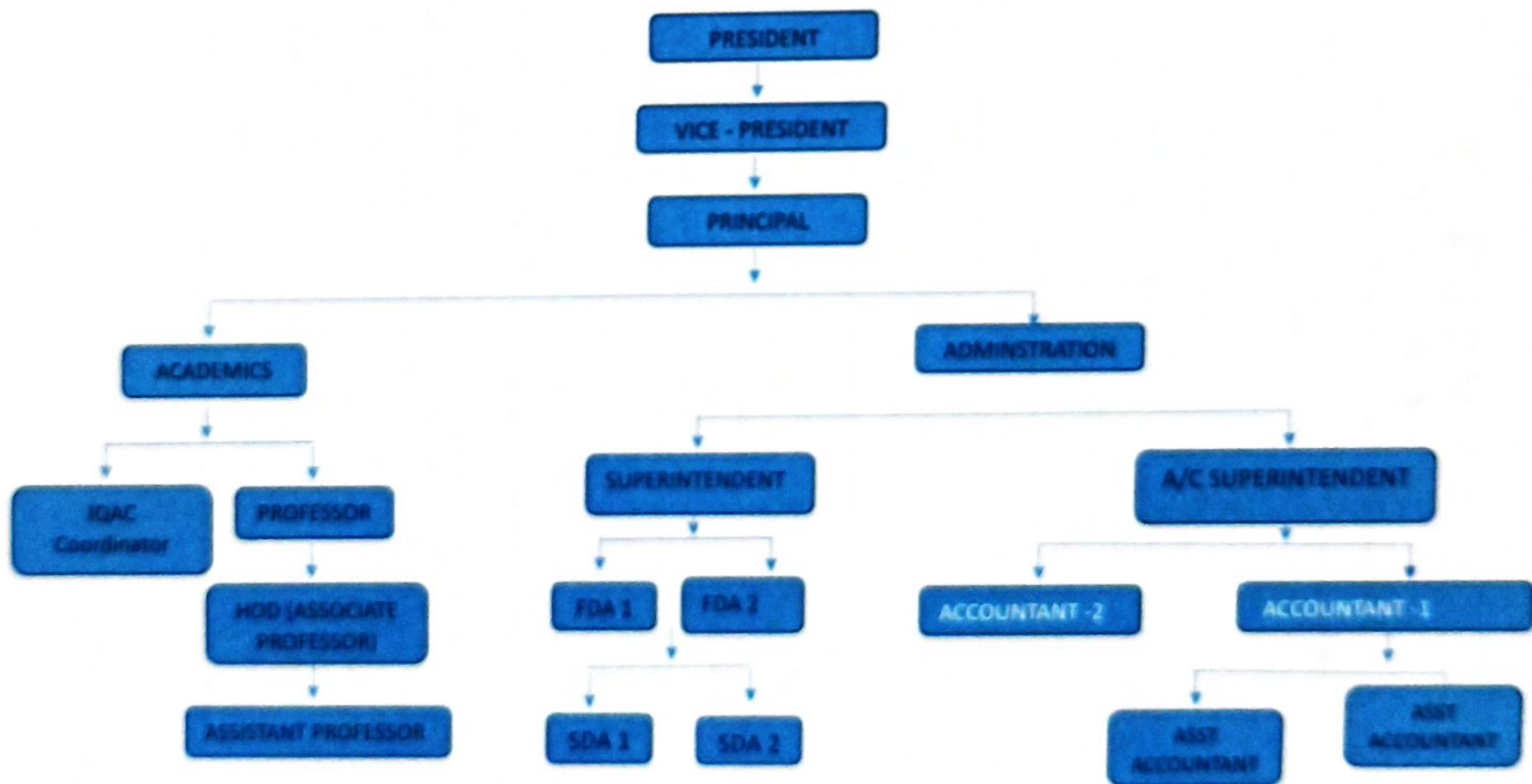10) The institution will enforce to start Evening College as per the norms of the university.

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CITY COLLEGE

ORGANISATION CHART

```
                          PRESIDENT
                              │
                        VICE - PRESIDENT
                              │
                          PRINCIPAL
                              │
        ┌─────────────────────┴─────────────────────┐
    ACADEMICS                                  ADMINSTRATION
        │                                           │
   ┌────┴────┐                        ┌─────────────┴─────────────┐
IQAC      PROFESSOR              SUPERINTENDENT           A/C SUPERINTENDENT
Coordinator    │                      │                         │
          HOD (ASSOCIATE        ┌─────┴─────┐           ┌────────┴────────┐
          PROFESSOR)          FDA 1       FDA 2    ACCOUNTANT -2     ACCOUNTANT - 1
               │                            │                              │
    ASSISTANT PROFESSOR              ┌──────┴──────┐              ┌─────────┴─────────┐
                                   SDA 1        SDA 2           ASST              ASST
                                                              ACCOUNTANT       ACCOUNTANT
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CITY COLLEGE

No. 27/2, 33rd Cross, 2nd Main Rd, 7th Block, Jayanagar, Bengaluru, Karnataka 560082.

The following committees are constituted to conduct curricular and co-curricular activities during the Academic year 2023-24

> GOVERNING COUNCIL

Sl No	Name	Position/Designation
1	Dr. K. R.Paramahamsa	President - JES
2	Mrs.K.Geetha Paramahamsa	Vice Chairperson - JES
3	Ms.Monica kalluri	Vice President - JES
4	Yet to be decided by University	BU Nominee
5	Dr.D.V.S.S.R.Prakash	Member
6	Dr Puttaraj P	Member secretary
7	Mr.Sudarshan	Staff Representative

The GCC Meeting will focus more on Budget,Faculty Recruitment, ERP Software,Student Admission,Research,Staff Support on academic activities,Decentralization of Work,Infrastructural maintenance,Physical Facilities & any new Initiatives

> TIME TABLE COMMITTEE (UG)

Sl.No.	NAME	POSITION	DEPARTMENT
1	Mrs. Roopshree T. V	Convener	Commerce
2	Mrs. Roopa L.C	Member	Computer Science
3	Dr. Netravathi S	Member	Kannada
4	Mr. Arun Shaji	Member	English
5	Mr. Chetan V. K	Member	MBA
6	Mrs. Deepashree B. R	Member	MBA

The Committee will enforce the class schedule task for each of the current Program in the college and they will Communicate to requirement to the Principal before start of the semester and will follow the guidelines of the university

> EXAMINATION COMMITTEE

Sl.No.	NAME	POSITION	DEPARTMENT
1	Dr. Sanganagouda Shivanagi	Convener	Kannada
2	Mr. Praveen B	Member	Commerce
3	Mr. Sunil B.M	Member	Management
4	Mr. Chetan V. K	Member	MBA
5	Mr. Rajesh G	Member	MBA

The Examination Committee has two division with is internals examination will be focus on schedule on internals examination and policy,The External examination committee will enact as per the University Policy.

> DECIPLINE COMMITTEE

Sl. No.	NAME	POSITION	DEPARTMENT
1	Mr. Sudarshan V	Convener	MBA
2	Mrs. Shwetha S. N	Member	Computer Science
3	Mrs. Roopashree T V	Member	Commerce
4	Mr. Chethan V.K	Member	MBA
5	Mrs. Deepashree B.R	Member	MBA
6	Mr. Vijay Kumar B	Member	Commerce

The Discipline committee has its own does & donts in the campus and enforce the disciplinary action when ever the indiscipline activities happens in the campus.

> ALUMINI ASSOCIATION

Sl. No.	NAME	POSITION	DEPARTMENT
1	Mr. Rajesh. G	Convener	MBA
2	Mrs. Bhavya kala H. V	Member	Commerce
3	Mrs. Deepashree B. R	Member	MBA
4	Ms. Namratha K	Member	MBA

The Association meets yearly once to connect each other in the campus with the intention of Knowledge Transfer, Placement, Internship etc....

> NSS COMMITTEE

Sl.No.	NAME	POSITION	DEPARTMENT
1	Dr. Sanganagouda Shivanagi	Convener	Kannada
2	Dr. Neetravathi S	Member	Kannada
3	Mr. Sunil BM	Member	Commerce
4	Mrs. Nischita V	Member	Commerce
5	Mrs. Bhavya Kala H. V	Member	Commerce
6	Mr. Chetan V. K	Member	MBA

The Institutional NSS will focus more on social service awareness activities such as Blood Donation Camps, Free Health check up, Tobacco Consumption is danger to health ,Helmet is not only safety it is a life of ones family,etc........

> SKILL DEVELOPMENT CELL

Sl.No.	NAME	POSITION	DEPARTMENT
1	Mr. Rajesh G	Nodal Officer	Commerce
2	Mrs.Sabary Appukuttan	Member	BBA (A)
3	Ms.Anusha U	Member	Computer Science
4	Mr.Sudarshan V	Member	MBA

Skill Development cell has a visionary to set up a skill Program in the campus by integrating State & Central Government Skill Program and focus on certification program on various Industry demand Skill.

> CULTURAL COMMITTEE

Sl.No.	NAME	POSITION	DEPARTMENT
1	Mrs.Sabary Appukuttan	Convener	BBA (A)
2	Mr.Sudarshan V	Member	MBA
3	Mrs.Bhavyakala H. V	Member	Commerce
4	Mr.Sunil B M	Member	Commerce
5	Dr. Sanganagouda Shivanagi	Member	Kannada
6	Dr. Sheik Imran	Member	Hindi
7	Mrs. Nischitha V	Member	Computer Science
8	Mrs.Abida Emama	Member	BBA
9	Mr. Vijay Kumar B	Member	Commerce

The Committee aims the cultural talent of the students to inbide it for various Inter College Computation & University level Computition.

> ECO CLUB

Sl.No.	NAME	POSITION	DEPARTMENT
1	Dr. Sanganagauda	Convener	MBA
2	Mrs.Roopa L C	Member	Computer Science
3	Ms.Namratha V	Member	MBA
4	Mrs.Nischitha V	Member	Computer Science

The Eco Club is mainly for the Environment awareness which the students will in take participation in sampling of plants in the society

> RESEARCH COMMITTEE

Sl.No.	NAME	POSITION	DEPARTMENT
1	Dr.Rajmohan	Convener	MBA
2	Mr.Rajesh G	Member	Commerce
3	Mr.Praveen B	Member	Commerce
4	Dr.Bhuvanashwari	Member	MBA
5	Mrs.Saritha Vittal	Member	Computer Science

The Intention of Research Committee is to form the Entrepreneurial skill in the minds of the students

> LIBRARY COMMITTEE

Sl.No.	NAME	POSITION	DEPARTMENT
1	Mr.Nagaraju	Convener	Library
2	Mr.Praveen B	Member	Commerce
3	Mrs.Shwetha S. N	Member	Computer Science
4	Ms.Anusha U	Member	Computer Science

The Library & Information Science is well know to serve book,journals,magazine & information to the students,Staff & others stakeholders both Digitally & Manually

> SPORT COMMITTEE

Sl.No.	NAME	POSITION	DEPARTMENT
1	Mr.Rajesh G	Convener	MBA
2	Mr.Arun Shaji	Member	English
3	Dr. Netravathi S	Member	Kannada
4	Mrs.Bhavyakala H. V	Member	Commerce

The Sports Committee Has the higher impact in the life of the students by creating a setup of Winning & Loosing in the minds of the students & focus of conducting various sports events or Computation.

> INTERNAL COMPLAINTS COMMITTEE (ICC)

Sl NO	NAME	POSITION	DEPARTMENT
1	Dr. Sharada H S Professor	Chairperson	MBA
2	Rajamohan Associate Professor	Member	MBA
3	Mrs. Sarita Vittal Assistant Professor	Member	MCA
4	Mrs. Deepashree B R Assistant Professor	Member	MBA
5	Mr. Praveen B IQAC Co-ordinator	Member	BBA
6	Mrs. Nandini B Student Counsellor	External Member	-
7	Ms. Sreelakshmi.O Non-Teaching Staff	Member	Non-Teaching
8	Ms. Chandana Student	Member	-
9	Ms. Ashwita Student	Member	-
10	Mr. Jayanth Student	Member	-
11	Mr.Prajwal V Student	Member	-

This Committee is Plays a Vital Role in the Campus Life of the students to solve the overall students problems in the campus.

> OBC Cell

Sl NO	NAME	POSITION	DEPARTMENT
1	Dr. Sanganagouda Shivanagi	Convener	Kannada
2	Mrs.Saritha Vittal	Members	MCA
3	Mr Sudarshan	Members	MBA
4	Mrs Bhavayakala H V	Members	B com

The Cell is form to help the OBC Students on the schemes & fees concession in the college

CULTURAL COMMITTEE

Sl.No.	NAME	POSITION	DEPARTMENT
1	Mrs.Sabary Appukuttan	Convener	BBA (A)
2	Mr.Sudarshan V	Member	MBA
3	Mrs.Bhavyakala H. V	Member	Commerce
4	Mr.Sunil B M	Member	Commerce
5	Dr. Sanganagouda Shivanagi	Member	Kannada
6	Dr. Sheik Imran	Member	Hindi
7	Mrs. Nischitha V	Member	Computer Science
8	Mrs.Abida Emama	Member	BBA
9	Mr. Vijay Kumar B	Member	Commerce

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ECO CLUB

Sl.No.	NAME	POSITION	DEPARTMENT
1	Dr. Sanganagauda	Convener	MBA
2	Mrs.Roopa L C	Member	Computer Science
3	Ms.Namratha V	Member	MBA
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The Eco Club is mainly for the Environment awareness which the students will in take participation in sampling of plants in the society

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9	Ms. Ashwita Student	Member	-
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6	Dr. Sheik Imran	Member	Hindi
7	Mrs. Nischitha V	Member	Computer Science
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4	Ms.Anusha U	Member	Computer Science

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> MINORITY CELL

Sl NO	NAME	POSITION	DEPARTMENT
1	Dr. Shaik Imran	Convener	Hindi
2	Mrs. Abida Emama	Members	BBA
3	Ms Anusha U	Members	BCA
4	Dr Netravathi S	Members	Kannada

This Cell will focus on Minority students benefits & enforce the opportunities in the society

> GRIVANCE REDRESSAL CELL

SL.NO	NAME	DESIGNATION
1	Dr. Puttaraj P Principal	Chairman
2	Mr. Praveen B Assistant Professor	IQAC Co-ordinator
2	Mrs. Roopashree T V Assistant Professor	Program co-ordinator
3	Mr. Sudarshan V Assistant Professor	Member
4	Mrs. Sarita Vittal Assistant Professor	Member
5	Mrs. Nischitha V Assistant Professor	Member
6	Mr. Praveen Non-Teaching staff	Member
7	Ms. Nandini M Student	Member
8	Ms. Deepak Student	Member

Grievances Redress cell deals with all types of grievances, complaints and malpractices including those received from Students, Faculty and other Stakeholders.

> SC/ST CELL

SL.NO	NAME	DESIGNATION
1	Mrs. Nischitha V Assistant Professor	Convener
2	Mr. Sunil B M Assistant Professor	Member
3	Mr. Vijay Kumar Assistant Professor	Member
4	Ms. Pranita E V Assistant Professor	Member

The Cell may conduct regular remedial coaching classes on life skills, personality development, writing assignments and making presentations, as well as Kannada and local language classes. The Cell also is expected to organize interactive sessions and informal meetings with students to attend to their personal, social and academic problems.

\> ANTI-RAGGING CELL

Sl No	Name	DESIGNATION	Phone Number
1	Dr.Puttaraju P	Chairperson	9449637656
2	Mr. Arun Shaji	Member	
3	Mrs.Roopashree T V	Member	
4	Mr. Sunil B M	Member	
5	Mr Chethan V K	Member	
6	Ms Namratha K	Member	
7	Mr Dexit Sub Inspector,Jayanagar Police	Member	
8	Mrs Veena Parent	Member	
9	Mr.Jayanth Student	Member	
10	Ms.Nandini M Student	Member	
11	Ms.Roopa.D Non-Teaching Staff	Member	

The Cell is to create discipline in the campus by Discipling the awarness Post on the wall of the campus and solve any issue regarding ragging.An Anti-Ragging toll free "helpline" 1800-180-5522

LIST OF DOCUMENTS

Sl NO	Policy, Committee and Cell Documents
1	Admission Policy
2	Scholarship Policy
3	National Education Policy-2020
4	Employees service Rules / Duty and Responsibility
5	Institutional Internal Assessment Exam Rules
6	Internal Complaints Committee(ICC)
7	Letter of Appointments
8	NSS Policy
9	OBC Cell
10	Minority Cell
11	SC/ST Cell
12	Grievance Redressal Cell

CITY COLLEGE

Admission Policy

ELIGIBILITY FOR ADMISSION

- Without prejudice to the provisions of the Act and the Statutes, and other Rules of the University, no student shall be eligible for admission to any programme of study in the University unless he/she has passed the examination or examinations prescribed by the University for Admission to the concerned programme.

- The policy of the Govt. of India and the guidelines of the UGC, regarding the reservation of seats for candidates belonging to the Scheduled Castes, Scheduled Tribes, OBCs and also for Persons with disabilities (PWD) candidates shall be implemented.

- Foreign nationals either residing in India or abroad or Indian nationals residing abroad may be admitted to a programme according to the policy guidelines laid down by the Government of India/ statutory authorities of the University from time to time.

- At entry level, admission of a candidate to any programme would be made only in its first semester. He/she shall be promoted to the subsequent semesters of the programme after completing necessary formalities as prescribed for each programme.

- In exceptional cases lateral entry of a candidate, shall be considered for admission to a later semester of any programme on the recommendations of the concerned as per migration policy of the university.

- In-service candidates sponsored by their employers shall be considered for admission to a programme only if they get study leave to fulfill residency requirements of the programme

- If a student admitted to any programme is found at any stage medically unfit, his / her admission shall be cancelled after following the due process.

- If at any time it is discovered that a candidate has made a false or incorrect statement or other fraudulent means have been used for securing admission his/her name shall be removed from the rolls of the University.

- No student shall be eligible for admission to a first degree programme in any of the faculties unless he/she has successfully passed the examination conducted by a Board/University at the +2 level of schooling (either through formal schooling for 12 years, or through open school system) or its equivalent.

- The admission shall be made on merit on the basis of criteria notified by the university, keeping in view the guidelines/norms in this regard issued by the UGC and other statutory bodies

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concerned and taking into account the reservation policy issued by the government concerned from time to time.

- Student enrollment shall be in accordance with the academic and physical facilities available keeping in mind the norms regarding the student-teacher ratio, the teaching-non-teaching staff ratio, laboratory, library and such other facilities. The in-take capacity shall be determined at least six months in advance by the university through its academic bodies in accordance with the guidelines/norms in this regard issued by the UGC and other statutory bodies concerned so that the same could be suitably incorporated in the admission brochure for the information of all concerned.

- For Pursuing Two Academic Programmes Simultaneously
  a. A student can pursue two full time academic programmes in physical mode provided that in such cases, class timings for one programme do not overlap with the class timings of the other programme.
  b. A student can pursue academic programmes in full time physical mode.
  c. Degree programmes under these guidelines shall be governed by the Regulations notified by the University and also the respective statutory/professional councils, wherever applicable.

RESTRICTIONS FOR ADMISSION ON CERTAIN GROUNDS

- No student shall be admitted in two regular Programs concurrently within or outside the University except that a student pursuing a degree program in the University ,may be permitted to take admission in a part-time certificate/ diploma/ advanced diploma courses or in a programs/courses under the 'distance learning mode' approved by the UGC ;provided further that the student shall have to obtain prior permission of the University for taking admission in the additional programs under the 'distance mode'.

- Anyone who has been suspended, rusticated, debarred, expelled etc. by a competent authority of the College shall be prohibited from claiming admission in any course whatsoever. Similarly, no person, who is under sentence or expulsion or rustication from another institution, shall be admitted to any course of study during the period for which the sentence is in operation.

- Admission to any course of the College can be cancelled, at any time, if any material information furnished by the student is found to be false /incorrect.

- A student who has taken admission to any course as a full-time regular student will forfeit his/her right if he becomes an ex-student of the College and will not be allowed to appear at any Examination of the University as an ex-student, except in the case of improvement, if the rules so permit.

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PROCEDURE FOR ADMISSION

- Admission for every Programme shall be advertised in leading Television channel, newspapers at the national level and also on the College website. Application for admission to the University shall be submitted to the Director Admissions of the university in such a form as may be prescribed and within the last date fixed in respect of each programme. A student shall be eligible for admission to any course of study offered by the University if she/he fulfills the eligibility criteria and followed the admission process prescribed by the University for that Particular Course of study.

- Provided that the application for admission shall be supported by:-
  A migration certificate or a no objection certificate from the concerned University or Board; and Provided further that the application of a student who has not completed his course of study of any other college may be considered for admission to a course of this University, if the pattern and syllabus are similar, subject to fulfillment of conditions and provisions, if any, regarding transfer of credits etc., which may be prescribed by Regulations in this regard.

- Every student admitted to a Department by the University shall be enrolled by the University on receipt of an application for enrolment from him/her duly forwarded by the concerned Dean of the Institution:

  Provided that the application for enrolment shall be supported by:-

  a. Mark sheet of qualifying examination, in original
  b. Migration certificate or no objection certificate, in original; and
  c. Fee, as prescribed by the university
  d. Character Certificate/Transfer Certificate from the Institution last attended.

- A student enrolled by the University shall be allotted a registration number.
  A candidate shall be admitted to a programme on his / her registration as a student of the University after paying the fee prescribed by the College.

LATE ADMISSION

Late admissions may be accepted purely at the discretion of the Principal subject to fulfillment of guidelines prescribed by the Bangalore University (i.e. UGC/AICTE/BCI) in accordance with instructions/guidelines on the subject.

WITHDRAWAL

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- Students may withdraw their admission by the date of registrations as specified by the University or before the same. The University may not be refund his/her deposited amount and other charges, as prescribed from time to time. In case the student registers for the program on the specified dates or later and then withdraws, the refund shall be made after deducting pro-rata monthly charges, provided the seat is filled up, otherwise, the student shall forfeit the entire amount.

- Further, in case a candidate withdraws after the date of closure of the admission process as specified in the prospectus /admission offer letter, the entire amount deposited by the candidate, except the security deposit shall be forfeited.

DECLARATION/UNDERTAKING BY THE STUDENT AND PARENT/GUARDIAN

1. We hereby declare that we have read the contents of the prospectus and supplementary brochures of CITY College Jayanagar (CCJ) and have understood the same in totality. Accordingly, we are seeking admission to CCJ on our own interest and accord.

2. I declare that all the information furnished in this application form is correct and to the best of our knowledge. If found to be incorrect or false, I may be refused admission or debarred from the college. If admitted to CCJ, I agree to abide by the policies, bylaws, rules, and regulations of the college, as amended from time to time. If found violating the college rules and discipline, I accept that my son/daughter shall be debarred from the college and the decision of the college shall be conclusive and final in this regard.

3. My admission to the mentioned course is subject to approval of Bangalore University (BU). In case BU does not approve my admission for want of required original certificates to be submitted by me within the last date and If I am not eligible due to non-recognition of my PUG /intermediate/10+2/Degree by BU or if I discontinue the course on my own, I fully understand that the fees paid will not be refunded by CCJ as the college has already provided me the seat (otherwise the seat would have been allotted to another deserving student). Certificates submitted for approval will not be returned to me as the certificates will be under the custody of Bangalore University until the course is completed. Fees applicable for my batch are to be paid for the entire course, irrespective of fees fixed for other batches.

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4. We agree to the rule that deposits of any kind both at the college and hostel will be refunded only after the completion of the course and I will not request for any refund, even if I withdraw admission or vacate the hostel room. I agree that the entire amount shall be forfeited under such situations.

5. I declare that I shall not indulge in ragging, eve teasing, smoking, consuming alcohol, use of drugs or any other anti-social activities within the college premises or otherwise, at hostel, on educational tours, industrial visits or elsewhere. I shall abide by the dress code prescribed by the institution.

6. I understand that once I am admitted to the college, I am required to pay the entire fee in full for entire course at the time of admission. However, considering my request the college may agree to take fees in installments. Since the seat has been provided to me, the same cannot be allotted to any other prospective student at a later date, my discontinuation of study is a financial loss to the college. Hence, I have to pay full fee for all the remaining years and collect my original certificates.

7. I also declare that I have not paid any donation or capitation in any form to the college against admission.

8. I understand that all information will not be sent to me by mail and I am required to pay the college fee, exam etc. by following college notice board and fees to be paid as directed by the college. I understand that my name will be entered in the attendance register only after the payment of fees in full and 80% attendance will be calculated for the university exams from the date of payment of fees.

9. I understand that it is my sole responsibility to submit my entire educational qualifying certificates or provisional degree certificate(Date of Birth / Aadhar Card / Class 10th Marks Statement / Class 12th Marks Statement / Transfer Certificate / Migration Certificates / No Objection Certificate/Eligibility Certificate in case of foreign students etc..,) to the college at the time of admission itself.
Though the college may grant me provisional admission in the absence of some of the certificates on my promise of submitting them at a later date, if all the required certificates are not submitted by me within 15 days of admission, my provisional admission shall automatically stand cancelled and I shall not be entitled for any refund of fees paid by me as the college has already provided me a seat. I also understand that all disputes, differences and legal matters are to be settled within the Bangalore City Jurisdiction only.

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Objectives

According to the UGC Guidelines of 1998, following are the objectives of the Cell to:

1. Implement the reservation policy for SCs/STs in the Universities and colleges;

2. collect data regarding the implementation of the policies in respect of admissions, appointments to teaching and non-teaching positions in the universities, and in the affiliating colleges and analysis of the data showing the trends and changes towards fulfilling the required quota;

3.Take such follow up measures for achieving the objectives and targets laid down for the purpose by the GOI and

4.the UGC; and ÿ Implement, monitor continuously and evaluate the reservations policy in universities and colleges and plan measures for ensuring effective implementation of the policy and programmes of the GOI.

Functions

According to the UGC Guidelines of 1998, following are the functions of the Cell to:

1. Circulate GOI and Commission's decisions and to collect regularly, on an annual basis, information regarding course-wise admissions to candidates belonging to the Scheduled Castes and Scheduled Tribes in the Universities and Colleges for different courses, in suitable forms prescribed, by a stipulated date, and to take follow up action, where required;

2. Circulate GOI orders and Commission's decisions and to collect information in respect of appointment, training of these communities in teaching and nonteaching posts in the Universities and Colleges, in suitable forms by a stipulated date and take follow up action where required;

3.Collect reports and information regarding the GOI orders on the various aspects of education, training and employment of Scheduled Caste and Scheduled Tribe candidates, for evolving new policies or modifying existing policy by the Commission;

4. Analyse information on admissions, education, training and employment of SCs and STs, and prepare reports and digests for onward transmission to the Ministry of Human Resource Development/University Grants Commission and such other authorities as may be required;

PROPOSED SCHOLARSHIP

PROGRAMME: BBA

Percentage	Scholarship	Amount	No . of Student	Total
95% and Above	25%	18,750	5	93,750
90 – 95%	20%	15,000	5	75,000
85 – 90%	15%	11,250	5	56,250
80 – 85%	10%	7,500	5	37,500
Total			20	2,62,500

PROPOSED SCHOLARSHIP

PROGRAMME: B.COM

Percentage	Scholarship	Amount	No . of Student	Total
95% and Above	25%	17,500	5	87,500
90 – 95%	20%	14,000	5	70,000
85 – 90%	15%	10,500	5	52,500
80 – 85%	10%	7,000	5	35,000
Total			20	2,45,000

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PROPOSED SCHOLARSHIP

PROGRAMME: BCA

Percentage	Scholarship	Amount	No . of Student	Total
95% and Above	25%	20,000	5	1,00,000
90 – 95%	20%	16,000	5	80,000
85 – 90%	15%	12,000	5	60,000
80 – 85%	10%	8,000	5	40,000
Total			20	2,80,000

PROPOSED SCHOLARSHIP

PROGRAMME: BBA Aviation

Percentage	Scholarship	Amount	No . of Student	Total
95% and Above	25%	21,250	5	1,06,250
90 – 95%	20%	17,000	5	85,000
85 – 90%	15%	12,750	5	63,750
80 – 85%	10%	8,500	5	42,500
Total			20	2,97,500

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PROPOSED SCHOLARSHIP

PROGRAMME: MBA

Percentage	Scholarship	Amount	No . of Student	Total
95% and Above	25%	53,125	10	5,31,250
90 – 95%	20%	42,500	10	4,25,000
85 – 90%	15%	31,875	10	3,18,750
80 – 85%	10%	21,250	10	2,12,500
Total			40	14,87,500

PROPOSED SCHOLARSHIP

PROGRAMME: MCA

Percentage	Scholarship	Amount	No . of Student	Total
95% and Above	25%	37,500	10	3,75,000
90 – 95%	20%	30,000	10	3,00,000
85 – 90%	15%	22,500	10	2,25,000
80 – 85%	10%	15,000	10	1,50,000
Total			40	10,50,000

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PROPOSED SCHOLARSHIP

PROGRAMME: MSC

Percentage	Scholarship	Amount	No . of Student	Total
95% and Above	25%	31,250	3	93,750
90 – 95%	20%	25,000	3	75,000
85 – 90%	15%	18,750	3	56,250
80 – 85%	10%	12,500	3	37,500
Total			12	2,62,500

PROPOSED PU SCHOLARSHIP

PROGRAMME: COMMERCE

Percentage	Scholarship	Amount	No . of Student	Total
95% and Above	25%	12,000	15	1,80,000
90 – 95%	20%	9,600	15	1,44,000
85 – 90%	15%	7,200	15	1,08,000
80 – 85%	10%	4,800	15	72,000
Total			60	5,04,000

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PROPOSED PU SCHOLARSHIP

PROGRAMME: SCIENCE

Percentage	Scholarship	Amount	No . of Student	Total
95% and Above	25%	13,750	15	2,06,250
90 – 95%	20%	11,000	15	1,65,000
85 – 90%	15%	8,250	15	1,23,750
80 – 85%	10%	5,500	15	82,500
Total			60	5,77,500

PROPOSAL – ALUMNI SCHOLARSHIP

Programme	Scholarship %	Amount	Expected student	Total
MBA	10%	21,250	5	1,06,250
MCA & MSC	10%	15,000	3	45,000
B.COM	10%	7,000	5	35,000
BBA	10%	8500	5	42,500
BCA	10%	8000	2	16,000
Total			20	2,44,750

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REFERRAL BONUS

Programme	Scholarship %	Amount	Expected student	Total
MBA	10%	21,250	25	5,31,250
MCA	10%	15,000	5	75,000
B.COM	10%	7,000	5	35,000
BBA	10%	7,500	5	37,500
BCA	10%	8,000	5	40,000
BBA-(Aviation)	10%	8,500	5	42,500
Total			50	7,61,250

SPORTS SCHOLARSHIP
National level – 25%, State level – 15%, District – 5%

PROGRAMME	SCHOLARSHIP %	AMOUNT	EXPECTED STUDENT	TOTAL
MBA	NL – 25%	53,125	5	2,65,625
	ST – 15%	31,875	5	1,59,375
	DL – 5%	10,625	5	53,125
MCA & MSC	NL – 25%	37,500	1	37,500
	ST – 15%	22,500	1	22,500
	DL – 5%	7.500	1	7,500
B.COM	NL – 25%	17,500	3	52,500
	ST – 15%	10,500	3	31,500
	DL – 5%	3.500	3	10,500
BBA	NL – 25%	21,250	1	21,250
	ST – 15%	12,750	1	12,750
	DL – 5%	4,250	1	4,250
Total			30	6,78,375

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National Education Policy 2020

Ministry of Human Resource Development

Government of India

8.11. Finally, the children and adolescents enrolled in schools must not be forgotten in this whole process; after all, the school system is designed for them. Careful attention must be paid to their safety and rights- particularly girl children - and the various difficult issues faced by adolescents, such as substance or drug abuse and forms of discrimination and harassment including violence, with clear, safe, and efficient mechanisms for reporting and for due process on any infractions against children's/adolescents' rights or safety. The development of such mechanisms that are effective, timely, and well-known to all students will be accorded high priority.

Part II. HIGHER EDUCATION

9. Quality Universities and Colleges: A New and Forward-looking Vision for India's Higher Education System

9.1. Higher education plays an extremely important role in promoting human as well as societal well-being and in developing India as envisioned in its Constitution - a democratic, just, socially-conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all. Higher education significantly contributes towards sustainable livelihoods and economic development of the nation. As India moves towards becoming a knowledge economy and society, more and more young Indians are likely to aspire for higher education.

9.1.1. Given the 21st century requirements, quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals. It must enable an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and 21st century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects. A quality higher education must enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to the society. It must prepare students for more meaningful and satisfying lives and work roles and enable economic independence.

9.1.2. For the purpose of developing holistic individuals, it is essential that an identified set of skills and values will be incorporated at each stage of learning, from pre-school to higher education.

9.1.3. At the societal level, higher education must enable the development of an enlightened, socially conscious, knowledgeable, and skilled nation that can find and implement robust solutions to its own problems. Higher education must form the basis for knowledge creation and innovation thereby contributing to a growing national economy. The purpose of quality higher education is, therefore, more than the creation of greater opportunities for individual employment. It represents the key to more vibrant, socially engaged, cooperative communities and a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation.

9.2. Some of the major problems currently faced by the higher education system in India include:
   (a) a severely fragmented higher educational ecosystem;
   (b) less emphasis on the development of cognitive skills and learning outcomes;
   (c) a rigid separation of disciplines, with early specialisation and streaming of students into narrow areas of study;
   (d) limited access particularly in socio-economically disadvantaged areas, with few HEIs that teach in local languages
   (e) limited teacher and institutional autonomy;
   (f) inadequate mechanisms for merit-based career management and progression of faculty and institutional leaders;
   (g) lesser emphasis on research at most universities and colleges, and lack of competitive peer-reviewed research funding across disciplines;
   (h) suboptimal governance and leadership of HEIs;
   (i) an ineffective regulatory system; and
   (j) large affiliating universities resulting in low standards of undergraduate education.

9.3. This policy envisions a complete overhaul and re-energising of the higher education system to overcome these challenges and thereby deliver high-quality higher education, with equity and inclusion. The policy's vision includes the following key changes to the current system:

(a) moving towards a higher educational system consisting of large, multidisciplinary universities and colleges, with at least one in or near every district, and with more HEIs across India that offer medium of instruction or programmes in local/Indian languages;

(b) moving towards a more multidisciplinary undergraduate education;

(c) moving towards faculty and institutional autonomy;

(d) revamping curriculum, pedagogy, assessment, and student support for enhanced student experiences;

(e) reaffirming the integrity of faculty and institutional leadership positions through merit-appointments and career progression based on teaching, research, and service;

(f) establishment of a National Research Foundation to fund outstanding peer-reviewed research and to actively seed research in universities and colleges;

(g) governance of HEIs by high qualified independent boards having academic and administrative autonomy;

(h) "light but tight" regulation by a single regulator for higher education;

(i) increased access, equity, and inclusion through a range of measures, including greater opportunities for outstanding public education; scholarships by private/philanthropic universities for disadvantaged and underprivileged students; online education, and Open Distance Learning (ODL); and all infrastructure and learning materials accessible and available to learners with disabilities.

10. Institutional Restructuring and Consolidation

10.1. The main thrust of this policy regarding higher education is to end the fragmentation of higher education by transforming higher education institutions into large multidisciplinary universities, colleges, and HEI clusters/Knowledge Hubs, each of which will aim to have 3,000 or more students. This would help build vibrant communities of scholars and peers, break down harmful silos, enable students to become well-rounded across disciplines including artistic, creative, and analytic subjects as well as sports, develop active research communities across disciplines including cross-disciplinary research, and increase resource efficiency, both material and human, across higher education.

10.2. Moving to large multidisciplinary universities and HEI clusters is thus the highest recommendation of this policy regarding the structure of higher education. The ancient Indian universities Takshashila, Nalanda, Vallabhi, and Vikramshila, which had thousands of students from India and the world studying in vibrant multidisciplinary environments, amply demonstrated the type of great success that large multidisciplinary research and teaching universities could bring. India urgently needs to bring back this great Indian tradition to create well-rounded and innovative individuals, and which is already transforming other countries educationally and economically.

10.3. This vision of higher education will require, in particular, a new conceptual perception/understanding for what constitutes a higher education institution (HEI), i.e., a university or a college. A university will mean a multidisciplinary institution of higher learning that offers undergraduate and graduate programmes, with high quality teaching, research, and community engagement. The definition of university will thus allow a spectrum of institutions that range from those that place equal emphasis on teaching and research i.e., Research-intensive Universities, those that place greater emphasis on teaching but still conduct significant research i.e. Teaching-intensive Universities. Meanwhile, an Autonomous degree-granting College (AC) will refer to a large multidisciplinary institution of higher learning that grants undergraduate degrees and is primarily focused on undergraduate teaching though it would not be restricted to that and it need not be restricted to that and it would generally be smaller than a typical university.

10.4. A stage-wise mechanism for granting graded autonomy to colleges, through a transparent system of graded accreditation, will be established. Colleges will be encouraged, mentored,

accreditation. Over a period of time, it is envisaged that every college would develop into either an Autonomous degree-granting College, or a constituent college of a university - in the latter case, it would be fully a part of the university. With appropriate accreditations, Autonomous degree-granting Colleges could evolve into Research-intensive or Teaching-intensive Universities, if they so aspire.

10.5. It must be clearly stated that these three broad types of institutions are not in any natural way a rigid, exclusionary categorization, but are along a continuum. HEIs will have the autonomy and freedom to move gradually from one category to another, based on their plans, actions, and effectiveness. The most salient marker for these categories of institutions will be the focus of their goals and work. The Accreditation System will develop and use appropriately different and relevant norms across this range of HEIs. However, the expectations of high quality of education, and of teaching-learning, across all HEIs will be the same.

10.6. In addition to teaching and research, HEIs will have other crucial responsibilities, which they will discharge through appropriate resourcing, incentives, and structures. These include supporting other HEIs in their development, community engagement and service, contribution to various fields of practice, faculty development for the higher education system, and support to school education.

10.7. By 2040, all higher education institutions (HEIs) shall aim to become multidisciplinary institutions and shall aim to have larger student enrolments preferably in the thousands, for optimal use of infrastructure and resources, and for the creation of vibrant multidisciplinary communities. Since this process will take time, all HEIs will firstly plan to become multidisciplinary by 2030, and then gradually increase student strength to the desired levels.

10.8. More HEIs shall be established and developed in underserved regions to ensure full access, equity, and inclusion. There shall, by 2030, be at least one large multidisciplinary HEI in or near every district. Steps shall be taken towards developing high-quality higher education institutions both public and private that have medium of instruction in local/Indian languages or bilingually. The aim will be to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3% (2018) to 50% by 2035. While a number of new institutions may be developed to attain these goals, a large part of the capacity creation will be achieved by consolidating, substantially expanding, and also improving existing HEIs.

10.9. Growth will be in both public and private institutions, with a strong emphasis on developing a large number of outstanding public institutions. There will be a fair and transparent system for determining increased levels of public funding support for public HEIs. This system will give an equitable opportunity for all public institutions to grow and develop, and will be based on transparent, pre-announced criteria from within the accreditation norms of the Accreditation System. HEIs delivering education of the highest quality as laid down in this Policy will be incentivized in expanding their capacity.

10.10. Institutions will have the option to run Open Distance Learning (ODL) and online programmes, provided they are accredited to do so, in order to enhance their offerings, improve access, increase GER, and provide opportunities for lifelong learning (SDG 4). All ODL programmes and their components leading to any diploma or degree will be of standards and quality equivalent to the highest quality programmes run by the HEIs on their campuses. Top institutions accredited for ODL will be encouraged and supported to develop high-quality online courses. Such quality online courses will be suitably integrated into curricula of HEIs, and blended mode will be preferred.

10.11. Single-stream HEIs will be phased out over time, and all will move towards becoming vibrant multidisciplinary institutions or parts of vibrant multidisciplinary HEI clusters, in order to enable and encourage high-quality multidisciplinary and cross-disciplinary teaching and research across fields. Single-stream HEIs will, in particular, add departments across different fields that would strengthen the single stream that they currently serve. Through the attainment of suitable accreditations, all HEIs will gradually move towards full autonomy - academic and administrative - in order to enable this vibrant culture. The autonomy of public institutions will be backed by adequate public financial

support and stability. Private institutions with a public-spirited commitment to high-quality equitable education will be encouraged.

10.12. The new regulatory system envisioned by this Policy will foster this overall culture of empowerment and autonomy to innovate, including by gradually phasing out the system of 'affiliated colleges' over a period of fifteen years through a system of graded autonomy, and to be carried out in a challenge mode. Each existing affiliating university will be responsible for mentoring its affiliated colleges so that they can develop their capabilities and achieve minimum benchmarks in academic and curricular matters; teaching and assessment; governance reforms; financial robustness; and administrative efficiency. All colleges currently affiliated to a university shall attain the required benchmarks over time to secure the prescribed accreditation benchmarks and eventually become autonomous degree-granting colleges. This will be achieved through a concerted national effort including suitable mentoring and governmental support for the same.

10.13. The overall higher education sector will aim to be an integrated higher education system, including professional and vocational education. This Policy and its approach will be equally applicable to all HEIs across all current streams, which would eventually merge into one coherent ecosystem of higher education.

10.14. University, worldwide, means a multidisciplinary institution of higher learning that offers undergraduate, graduate, and Ph.D programmes, and engages in high-quality teaching and research. The present complex nomenclature of HEIs in the country such as 'deemed to be university', 'affiliating university', 'affiliating technical university', 'unitary university' shall be replaced simply by 'university' on fulfilling the criteria as per norms.

11. Towards a More Holistic and Multidisciplinary Education

11.1. India has a long tradition of holistic and multidisciplinary learning, from universities such as Takshashila and Nalanda, to the extensive literatures of India combining subjects across fields. Ancient Indian literary works such as Banabhatta's Kadambari described a good education as knowledge of the 64 Kalaas or arts; and among these 64 'arts' were not only subjects, such as singing and painting, but also 'scientific 'fields, such as chemistry and mathematics, 'vocational ' fields such as carpentry and clothes-making, 'professional 'fields, such as medicine and engineering, as well as 'soft skills' such as communication, discussion, and debate. The very idea that all branches of creative human endeavour, including mathematics, science, vocational subjects, professional subjects, and soft skills should be considered 'arts', has distinctly Indian origins. This notion of a 'knowledge of many arts' or what in modern times is often called the 'liberal arts' (i.e., a liberal notion of the arts) must be brought back to Indian education, as it is exactly the kind of education that will be required for the 21st century.

11.2. Assessments of educational approaches in undergraduate education that integrate the humanities and arts with Science, Technology, Engineering and Mathematics (STEM) have consistently showed positive learning outcomes, including increased creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills, more in-depth learning and mastery of curricula across fields, increases in social and moral awareness, etc., besides general engagement and enjoyment of learning. Research is also improved and enhanced through a holistic and multidisciplinary education approach.

11.3. A holistic and multidisciplinary education would aim to develop all capacities of human beings -intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. Such an education will help develop well-rounded individuals that possess critical 21st century capacities in fields across the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields; an ethic of social engagement; soft skills, such as communication, discussion and debate; and rigorous specialization in a chosen field or fields. Such a holistic education shall be, in the long term, the approach of all undergraduate programmes, including those in professional, technical, and vocational disciplines.

11.4. A holistic and multidisciplinary education, as described so beautifully in India's past, is indeed what is needed for the education of India to lead the country into the 21st century and the fourth industrial revolution. Even engineering institutions, such as IITs, will move towards more holistic and multidisciplinary education with more arts and humanities. Students of arts and humanities will aim to learn more science and all will make an effort to incorporate more vocational subjects and soft skills.

11.5. Imaginative and flexible curricular structures will enable creative combinations of disciplines for study, and would offer multiple entry and exit points, thus, removing currently prevalent rigid boundaries and creating new possibilities for life-long learning. Graduate-level, master's and doctoral education in large multidisciplinary universities, while providing rigorous research-based specialization, would also provide opportunities for multidisciplinary work, including in academia, government, and industry.

11.6. Large multidisciplinary universities and colleges will facilitate the move towards high-quality holistic and multidisciplinary education. Flexibility in curriculum and novel and engaging course options will be on offer to students, in addition to rigorous specialization in a subject or subjects. This will be encouraged by increased faculty and institutional autonomy in setting curricula. Pedagogy will have an increased emphasis on communication, discussion, debate, research, and opportunities for cross-disciplinary and interdisciplinary thinking.

11.7. Departments in Languages, Literature, Music, Philosophy, Indology, Art, Dance, Theatre, Education, Mathematics, Statistics, Pure and Applied Sciences, Sociology, Economics, Sports, Translation and Interpretation, and other such subjects needed for a multidisciplinary, stimulating Indian education and environment will be established and strengthened at all HEIs. Credits will be given in all Bachelor's Degree programmes for these subjects if they are done from such departments or through ODL mode when they are not offered in-class at the HEI.

11.8. Towards the attainment of such a holistic and multidisciplinary education, the flexible and innovative curricula of all HEIs shall include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education. Environment education will include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living. Value-based education will include the development of humanistic, ethical, Constitutional, and universal human values of truth (*satya*), righteous conduct (*dharma*), peace (*shanti*), love (*prem*), nonviolence (*ahimsa*), scientific temper, citizenship values, and also life-skills; lessons in *seva*/service and participation in community service programmes will be considered an integral part of a holistic education. As the world is becoming increasingly interconnected, Global Citizenship Education (GCED), a response to contemporary global challenges, will be provided to empower learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies. Finally, as part of a holistic education, students at all HEIs will be provided with opportunities for internships with local industry, businesses, artists, crafts persons, etc., as well as research internships with faculty and researchers at their own or other HEIs/research institutions, so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability.

11.9. The structure and lengths of degree programmes shall be adjusted accordingly. The undergraduate degree will be of either 3 or 4-year duration, with multiple exit options within this period, with appropriate certifications, e.g., a certificate after completing 1 year in a discipline or field including vocational and professional areas, or a diploma after 2 years of study, or a Bachelor's degree after a 3-year programme. The 4-year multidisciplinary Bachelor's programme, however, shall be the preferred option since it allows the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the student. An Academic Bank of Credit (ABC) shall be established which would digitally store the academic credits earned from various recognized HEIs so that the degrees from an HEI can be

Research' if the student completes a rigorous research project in their major area(s) of study as specified by the HEI.

11.10. HEIs will have the flexibility to offer different designs of Master's programmes: (a) there may be a 2-year programme with the second year devoted entirely to research for those who have completed the 3-year Bachelor's programme; (b) for students completing a 4-year Bachelor's programme with Research, there could be a 1-year Master's programme; and (c) there may be an integrated 5-year Bachelor's/Master's programme. Undertaking a Ph.D. shall require either a Master's degree or a 4-year Bachelor's degree with Research. The M.Phil. programme shall be discontinued.

11.11. Model public universities for holistic and multidisciplinary education, at par with IITs, IIMs, etc., called MERUs (Multidisciplinary Education and Research Universities) will be set up and will aim to attain the highest global standards in quality education. They will also help set the highest standards for multidisciplinary education across India.

11.12. HEIs will focus on research and innovation by setting up start-up incubation centres; technology development centres; centres in frontier areas of research; greater industry-academic linkages; and interdisciplinary research including humanities and social sciences research. Given the scenario of epidemics and pandemics, it is critical that HEIs take the lead to undertake research in areas of infectious diseases, epidemiology, virology, diagnostics, instrumentation, vaccinology and other relevant areas. HEIs will develop specific hand holding mechanisms and competitions for promoting innovation among student communities. The NRF will function to help enable and support such a vibrant research and innovation culture across HEIs, research labs, and other research organizations.

12. Optimal Learning Environments and Support for Students

12.1. Effective learning requires a comprehensive approach that involves appropriate curriculum, engaging pedagogy, continuous formative assessment, and adequate student support. The curriculum must be interesting and relevant, and updated regularly to align with the latest knowledge requirements and to meet specified learning outcomes. High-quality pedagogy is then necessary to successfully impart the curricular material to students; pedagogical practices determine the learning experiences that are provided to students, thus directly influencing learning outcomes. The assessment methods must be scientific, designed to continuously improve learning and test the application of knowledge. Last but not least, the development of capacities that promote student wellness such as fitness, good health, psycho-social well-being, and sound ethical grounding are also critical for high-quality learning.

Thus, curriculum, pedagogy, continuous assessment, and student support are the cornerstones for quality learning. Along with providing suitable resources and infrastructure, such as quality libraries, classrooms, labs, technology, sports/recreation areas, student discussion spaces, and dining areas, a number of initiatives will be required to ensure that learning environments are engaging and supportive, and enable all students to succeed.

12.2. First, in order to promote creativity, institutions and faculty will have the autonomy to innovate on matters of curriculum, pedagogy, and assessment within a broad framework of higher education qualifications that ensures consistency across institutions and programmes and across the ODL, online, and traditional 'in-class' modes. Accordingly, curriculum and pedagogy will be designed by institutions and motivated faculty to ensure a stimulating and engaging learning experience for all students, and continuous formative assessment will be used to further the goals of each programme. All assessment systems shall also be decided by the HEI, including those that lead to final certification. The Choice Based Credit System (CBCS) will be revised for instilling innovation and flexibility. HEIs shall move to a criterion-based grading system that assesses student achievement based on the learning goals for each programme, making the system fairer and outcomes more comparable. HEIs shall also move away from high-stakes examinations towards more continuous and

12.3. Second, each institution will integrate its academic plans ranging from curricular improvement to quality of classroom transaction - into its larger Institutional Development Plan (IDP). Each institution will be committed to the holistic development of students and create strong internal systems for supporting diverse student cohorts in academic and social domains both inside and outside formal academic interactions in the classroom. For example, all HEIs will have mechanisms and opportunities for funding of topic-centred clubs and activities organized by students with the help of faculty and other experts as needed, such as clubs and events dedicated to science, mathematics, poetry, language, literature, debate, music, sports, etc. Over time, such activities could be incorporated into the curriculum once appropriate faculty expertise and campus student demand is developed. Faculty will have the capacity and training to be able to approach students not just as teachers, but also as mentors and guides.

12.4. Third, students from socio-economically disadvantaged backgrounds require encouragement and support to make a successful transition to higher education. Universities and colleges will thus be required to set up high-quality support centres and will be given adequate funds and academic resources to carry this out effectively. There will also be professional academic and career counselling available to all students, as well as counsellors to ensure physical, psychological and emotional well-being.

12.5. Fourth, ODL and online education provide a natural path to increase access to quality higher education. In order to leverage its potential completely, ODL will be renewed through concerted, evidence-based efforts towards expansion while ensuring adherence to clearly articulated standards of quality. ODL programmes will aim to be equivalent to the highest quality in-class programmes available. Norms, standards, and guidelines for systemic development, regulation, and accreditation of ODL will be prepared, and a framework for quality of ODL that will be recommendatory for all HEIs will be developed.

12.6. Finally, all programmes, courses, curricula, and pedagogy across subjects, including those in-class, online, and in ODL modes as well as student support will aim to achieve global standards of quality.

Internationalization

12.7. The various initiatives mentioned above will also help in having larger numbers of international students studying in India, and provide greater mobility to students in India who may wish to visit, study at, transfer credits to, or carry out research at institutions abroad, and vice versa. Courses and programmes in subjects, such as Indology, Indian languages, AYUSH systems of medicine, yoga, arts, music, history, culture, and modern India, internationally relevant curricula in the sciences, social sciences, and beyond, meaningful opportunities for social engagement, quality residential facilities and on-campus support, etc. will be fostered to attain this goal of global quality standards, attract greater numbers of international students, and achieve the goal of 'internationalization at home'.

12.8. India will be promoted as a global study destination providing premium education at affordable costs thereby helping to restore its role as a Vishwa Guru. An International Students Office at each HEI hosting foreign students will be set up to coordinate all matters relating to welcoming and supporting students arriving from abroad. Research/teaching collaborations and faculty/student exchanges with high-quality foreign institutions will be facilitated, and relevant mutually beneficial MOUs with foreign countries will be signed. High performing Indian universities will be encouraged to set up campuses in other countries, and similarly, selected universities e.g., those from among the top 100 universities in the world will be facilitated to operate in India. A legislative framework facilitating such entry will be put in place, and such universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India. Furthermore, research collaboration and student exchanges between Indian institutions and global institutions will be promoted through special efforts. Credits acquired in foreign universities will be permitted, where appropriate as per the requirements of each HEI, to be counted for the award

Student Activity and Participation

12.9. Students are the prime stakeholders in the education system. Vibrant campus life is essential for high-quality teaching-learning processes. Towards this end, students will be given plenty of opportunities for participation in sports, culture/arts clubs, eco-clubs, activity clubs, community service projects, etc. In every education institution, there shall be counselling systems for handling stress and emotional adjustments. Furthermore, a systematized arrangement shall be created to provide the requisite support to students from rural backgrounds, including increasing hostel facilities as needed. All HEIs will ensure quality medical facilities for all students in their institutions.

Financial support for students

12.10. Financial assistance to students shall be made available through various measures. Efforts will be made to incentivize the merit of students belonging to SC, ST, OBC, and other SEDGs. The National Scholarship Portal will be expanded to support, foster, and track the progress of students receiving scholarships. Private HEIs will be encouraged to offer larger numbers of free ships and scholarships to their students.

13. Motivated, Energized, and Capable Faculty

13.1. The most important factor in the success of higher education institutions is the quality and engagement of its faculty. Acknowledging the criticality of faculty in achieving the goals of higher education, various initiatives have been introduced in the past several years to systematize recruitment and career progression, and to ensure equitable representation from various groups in the hiring of faculty. Compensation levels of permanent faculty in public institutions have also been increased substantially. Various initiatives have also been taken towards providing faculty with professional development opportunities. However, despite these various improvements in the status of the academic profession, faculty motivation in terms of teaching, research, and service in HEIs remains far lower than the desired level. The various factors that lie behind low faculty motivation levels must be addressed to ensure that each faculty member is happy, enthusiastic, engaged, and motivated towards advancing her/his students, institution, and profession. To this end, the policy recommends the following initiatives to achieve the best, motivated, and capable faculty in HEIs.

13.2. As the most basic step, all HEIs will be equipped with the basic infrastructure and facilities, including clean drinking water, clean working toilets, blackboards, offices, teaching supplies, libraries, labs, and pleasant classroom spaces and campuses. Every classroom shall have access to the latest educational technology that enables better learning experiences.

13.3. Teaching duties also will not be excessive, and student-teacher ratios not too high, so that the activity of teaching remains pleasant and there is adequate time for interaction with students, conducting research, and other university activities. Faculty will be appointed to individual institutions and generally not be transferable across institutions so that they may feel truly invested in, connected to, and committed to their institution and community.

13.4. Faculty will be given the freedom to design their own curricular and pedagogical approaches within the approved framework, including textbook and reading material selections, assignments, and assessments. Empowering the faculty to conduct innovative teaching, research, and service as they see best will be a key motivator and enabler for them to do truly outstanding, creative work.

13.5. Excellence will be further incentivized through appropriate rewards, promotions, recognitions, and movement into institutional leadership. Meanwhile, faculty not delivering on basic norms will be held accountable.

13.6. In keeping with the vision of autonomous institutions empowered to drive excellence, HEIs will have clearly defined, independent, and transparent processes and criteria for faculty recruitment. Whereas the current recruitment process will be continued, a 'tenure-track' i.e., suitable probation

for recognizing high impact research and contribution. A system of multiple parameters for proper performance assessment, for the purposes of 'tenure' i.e., confirmed employment after probation, promotion, salary increases, recognitions, etc., including peer and student reviews, innovations in teaching and pedagogy, quality and impact of research, professional development activities, and other forms of service to the institution and the community, shall be developed by each HEI and clearly enunciated in it's Institutional Development Plan (IDP).

13.7. The presence of outstanding and enthusiastic institutional leaders that cultivate excellence and innovation is the need of the hour. Outstanding and effective institutional leadership is extremely important for the success of an institution and of its faculty. Excellent faculty with high academic and service credentials as well as demonstrated leadership and management skills will be identified early and trained through a ladder of leadership positions. Leadership positions shall not remain vacant, but rather an overlapping time period during transitions in leadership shall be the norm to ensure the smooth running of institutions. Institutional leaders will aim to create a culture of excellence that will motivate and incentivize outstanding and innovative teaching, research, institutional service, and community outreach from faculty members and all HEI leaders.

14. Equity and Inclusion in Higher Education

14.1. Entry into quality higher education can open a vast array of possibilities that can lift both individuals as well as communities out of the cycles of disadvantage. For this reason, making quality higher education opportunities available to all individuals must be among the highest priorities. This Policy envisions ensuring equitable access to quality education to all students, with a special emphasis on SEDGs.

14.2. The dynamics and also many of the reasons for exclusion of SEDGs from the education system are common across school and higher education sectors. Therefore, the approach to equity and inclusion must be common across school and higher education. Furthermore, there must be continuity across the stages to ensure sustainable reform. Thus, the policy initiatives required to meet the goals of equity and inclusion in higher education must be read in conjunction with those for school education.

14.3. There are certain facets of exclusion, that are particular to or substantially more intense in higher education. These must be addressed specifically, and include lack of knowledge of higher education opportunities, economic opportunity cost of pursuing higher education, financial constraints, admission processes, geographical and language barriers, poor employability potential of many higher education programmes, and lack of appropriate student support mechanisms.

14.4. For this purpose, additional actions that are specific to higher education shall be adopted by all Governments and HEIs:

14.4.1. Steps to be taken by Governments

(a) Earmark suitable Government funds for the education of SEDGs
(b) Set clear targets for higher GER for SEDGs
(c) Enhance gender balance in admissions to HEIs
(d) Enhance access by establishing more high-quality HEIs in aspirational districts and Special Education Zones containing larger numbers of SEDGs
(e) Develop and support high-quality HEIs that teach in local/Indian languages or bilingually
(f) Provide more financial assistance and scholarships to SEDGs in both public and private HEIs
(g) Conduct outreach programmes on higher education opportunities and scholarships among SEDGs
(h) Develop and support technology tools for better participation and learning outcomes.

14.4.2. Steps to be taken by all HEIs

(a) Mitigate opportunity costs and fees for pursuing higher education
(b) Provide more financial assistance and scholarships to socio-economically disadvantaged students
(c) Conduct outreach on higher education opportunities and scholarships
(d) Make admissions processes more inclusive
(e) Make curriculum more inclusive
(f) Increase employability potential of higher education programmes
(g) Develop more degree courses taught in Indian languages and bilingually
(h) Ensure all buildings and facilities are wheelchair-accessible and disabled-friendly
(i) Develop bridge courses for students that come from disadvantaged educational backgrounds
(j) Provide socio-emotional and academic support and mentoring for all such students through suitable counselling and mentoring programmes
(k) Ensure sensitization of faculty, counsellor, and students on gender-identity issue and its inclusion in all aspects of the HEI, including curricula
(l) Strictly enforce all no-discrimination and anti-harassment rules
(m) Develop Institutional Development Plans that contain specific plans for action on increasing participation from SEDGs, including but not limited to the above items.

15. Teacher Education

15.1. Teacher education is vital in creating a pool of schoolteachers that will shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy.

15.2. According to the Justice J. S. Verma Commission (2012) constituted by the Supreme Court, a majority of stand-alone TEIs - over 10,000 in number are not even attempting serious teacher education but are essentially selling degrees for a price. Regulatory efforts so far have neither been able to curb the malpractices in the system, nor enforce basic standards for quality, and in fact have had the negative effect of curbing the growth of excellence and innovation in the sector. The sector and its regulatory system are, therefore, in urgent need of revitalization through radical action, in order to raise standards and restore integrity, credibility, efficacy, and high quality to the teacher education system.

15.3. In order to improve and reach the levels of integrity and credibility required to restore the prestige of the teaching profession, the Regulatory System shall be empowered to take stringent action against substandard and dysfunctional teacher education institutions (TEIs) that do not meet basic educational criteria, after giving one year for remedy of the breaches. By 2030, only educationally sound, multidisciplinary, and integrated teacher education programmes shall be in force.

15.4. As teacher education requires multidisciplinary inputs, and education in high-quality content as well as pedagogy, all teacher education programmes must be conducted within composite multidisciplinary institutions. To this end, all multidisciplinary universities and colleges - will aim to establish, education departments which, besides carrying out cutting-edge research in various aspects of education, will also run B.Ed. programmes, in collaboration with other departments such as psychology, philosophy, sociology, neuroscience, Indian languages, arts, music, history, literature, physical education, science and mathematics. Moreover, all stand-alone TEIs will be required to convert to multidisciplinary institutions by 2030, since they will have to offer the 4-year integrated teacher preparation programme.

15.5. The 4-year integrated B.Ed. offered by such multidisciplinary HEIs will, by 2030, become the minimal degree qualification for school teachers. The 4-year integrated B.Ed. will be a dual-major holistic Bachelor's degree, in Education as well as a specialized subject such as a language, history, music, mathematics, computer science, chemistry, economics, art, physical education, etc. Beyond

the teaching of cutting-edge pedagogy, the teacher education will include grounding in sociology, history, science, psychology, early childhood care and education, foundational literacy and numeracy, knowledge of India and its values/ethos/art/traditions, and more. The HEI offering the 4-year integrated B.Ed. may also run a 2-year B.Ed., for students who have already received a Bachelor's degree in a specialized subject. A 1-year B.Ed. may also be offered for candidates who have received a 4-year undergraduate degree in a specialized subject. Scholarships for meritorious students will be established for the purpose of attracting outstanding candidates to the 4-year, 2-year, and 1-year B.Ed. programmes.

15.6. HEIs offering teacher education programmes will ensure the availability of a range of experts in education and related disciplines as well as specialized subjects. Each higher education institution will have a network of government and private schools to work closely with, where potential teachers will student-teach along with participating in other activities such as community service, adult and vocational education, etc.

15.7. In order to maintain uniform standards for teacher education, the admission to pre-service teacher preparation programmes shall be through suitable subject and aptitude tests conducted by the National Testing Agency, and shall be standardized keeping in view the linguistic and cultural diversity of the country.

15.8. The faculty profile in Departments of Education will necessarily aim to be diverse and but teaching/field/research experience will be highly valued. Faculty with training in areas of social sciences that are directly relevant to school education e.g., psychology, child development, linguistics, sociology, philosophy, economics, and political science as well as from science education, mathematics education, social science education, and language education programmes will be attracted and retained in teacher education institutions, to strengthen multidisciplinary education of teachers and provide rigour in conceptual development.

15.9. All fresh Ph.D. entrants, irrespective of discipline, will be required to take credit-based courses in teaching/education/pedagogy/writing related to their chosen Ph.D subject during their doctoral training period. Exposure to pedagogical practices, designing curriculum, credible evaluation systems, communication, and so on will be ensured since many research scholars will go on to become faculty or public representatives/communicators of their chosen disciplines. Ph.D students will also have a minimum number of hours of actual teaching experience gathered through teaching assistantships and other means. Ph.D. programmes at universities around the country will be re-oriented for this purpose.

15.10. In-service continuous professional development for college and university teachers will continue through the existing institutional arrangements and ongoing initiatives; these will be strengthened and substantially expanded to meet the needs of enriched teaching-learning processes for quality education. The use of technology platforms such as SWAYAM/DIKSHA for online training of teachers will be encouraged, so that standardized training programmes can be administered to large numbers of teachers within a short span of time.

15.11. A National Mission for Mentoring shall be established, with a large pool of outstanding senior/retired faculty – including those with the ability to teach in Indian languages – who would be willing to provide short and long-term mentoring/professional support to university/college teachers.

16. Reimagining Vocational Education

16.1. The 12th Five-Year Plan (2012–2017) estimated that only a very small percentage of the Indian workforce in the age group of 19–24 (less than 5%) received formal vocational education Whereas in countries such as the USA the number is 52%, in Germany 75%, and South Korea it is as high as 96%. These numbers only underline the urgency of the need to hasten the spread of vocational education in India.

16.2. One of the primary reasons for the small numbers of students receiving vocational education is the fact that vocational education has in the past focused largely on Grades 11–12 and on dropouts in Grade 8 and upwards. Moreover, students passing out from Grades 11–12 with vocational subjects often did not have well-defined pathways to continue with their chosen vocations in higher education. The admission criteria for general higher education were also not designed to provide openings to students who had vocational education qualifications, leaving them at a disadvantage relative to their compatriots from 'mainstream' or 'academic' education. This led to a complete lack of vertical mobility for students from the vocational education stream, an issue that has only been addressed recently through the announcement of the National Skills Qualifications Framework (NSQF) in 2013.

16.3. Vocational education is perceived to be inferior to mainstream education and meant largely for students who are unable to cope with the latter. This is a perception that affects the choices students make. It is a serious concern that can only be dealt with by a complete re-imagination of how vocational education is offered to students in the future.

16.4. This policy aims to overcome the social status hierarchy associated with vocational education and requires integration of vocational education programmes into mainstream education in all education institutions in a phased manner. Beginning with vocational exposure at early ages in middle and secondary school, quality vocational education will be integrated smoothly into higher education. It will ensure that every child learns at least one vocation and is exposed to several more. This would lead to emphasizing the dignity of labour and importance of various vocations involving /Indian arts and artisanship.

16.5. By 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education, for which a clear action plan with targets and timelines will be developed. This is in alignment with Sustainable Development Goal 4.4 and will help to realize the full potential of India's demographic dividend. The number of students in vocational education will be considered while arriving at the GER targets. The development of vocational capacities will go hand-in-hand with the development of 'academic' or other capacities. Vocational education will be integrated in the educational offerings of all secondary schools in a phased manner over the next decade. Towards this, secondary schools will also collaborate with ITIs, polytechnics, local industry, etc. Skill labs will also be set up and created in the schools in a hub and spoke model which will allow other schools to use the facility. Higher education institutions will offer vocational education either on their own or in partnership with industry and NGOs. The B.Voc. degrees introduced in 2013 will continue to exist, but vocational courses will also be available to students enrolled in all other Bachelor's degree programmes, including the 4-year multidisciplinary Bachelor's programmes. HEIs will also be allowed to conduct short-term certificate courses in various skills including soft skills. 'Lok Vidya', i.e., important vocational knowledge developed in India, will be made accessible to students through integration into vocational education courses. The possibility of offering vocational courses through ODL mode will also be explored.

16.6. Vocational education will be integrated into all school and higher education institutions in a phased manner over the next decade. Focus areas for vocational education will be chosen based on skills gap analysis and mapping of local opportunities. MHRD will constitute a National Committee for the Integration of Vocational Education (NCIVE), consisting of experts in vocational education and representatives from across Ministries, in collaboration with industry, to oversee this effort.

16.7. Individual institutions that are early adopters must innovate to find models and practices that work and then share these with other institutions through mechanisms set up by NCIVE, so as to help extend the reach of vocational education. Different models of vocational education, and apprenticeships, will also be experimented by higher education institutions. Incubation centres will be set up in higher education institutions in partnership with industries.

16.8. The National Skills Qualifications Framework will be detailed further for each discipline vocation and profession. Further, Indian standards will be aligned with the International Standard Classification of Occupations maintained by the International Labour Organization. This Framework

system will be reintegrated by aligning their practical experience with the relevant level of the Framework. The credit-based Framework will also facilitate mobility across 'general' and vocational education.

17. Catalysing Quality Academic Research in All Fields through a new National Research Foundation

17.1. Knowledge creation and research are critical in growing and sustaining a large and vibrant economy, uplifting society, and continuously inspiring a nation to achieve even greater heights. Indeed, some of the most prosperous civilizations (such as India, Mesopotamia, Egypt, and Greece) to the modern era (such as the United States, Germany, Israel, South Korea, and Japan), were/are strong knowledge societies that attained intellectual and material wealth in large part through celebrated and fundamental contributions to new knowledge in the realm of science as well as art, language, and culture that enhanced and uplifted not only their own civilizations but others around the globe.

17.2. A robust ecosystem of research is perhaps more important than ever with the rapid changes occurring in the world today, e.g., in the realm of climate change, population dynamics and management, biotechnology, an expanding digital marketplace, and the rise of machine learning and artificial intelligence. If India is to become a leader in these disparate areas, and truly achieve the potential of its vast talent pool to again become a leading knowledge society in the coming years and decades, the nation will require a significant expansion of its research capabilities and output across disciplines. Today, the criticality of research is more than ever before, for the economic, intellectual, societal, environmental, and technological health and progress of a nation.

17.3. Despite this critical importance of research, the research and innovation investment in India is, at the current time, only 0.69% of GDP as compared to 2.8% in the United States of America, 4.3% in Israel and 4.2% in South Korea.

17.4. The societal challenges that India needs to address today, such as access for all its citizens to clean drinking water and sanitation, quality education and healthcare, improved transportation, air quality, energy, and infrastructure, will require the implementation of approaches and solutions that are not only informed by top-notch science and technology but are also rooted in a deep understanding of the social sciences and humanities and the various socio-cultural and environmental dimensions of the nation. Facing and addressing these challenges will require high-quality interdisciplinary research across fields that must be done in India and cannot simply be imported; the ability to conduct one's own research also enables a country to much more easily import and adapt relevant research from abroad.

17.5. Furthermore, in addition to their value in solutions to societal problems, any country's identity, upliftment, spiritual/intellectual satisfaction and creativity is also attained in a major way through its history, art, language, and culture. Research in the arts and humanities, along with innovations in the sciences and social sciences, are, therefore, extremely important for the progress and enlightened nature of a nation.

17.6. Research and innovation at education institutions in India, particularly those that are engaged in higher education, is critical. Evidence from the world's best universities throughout history shows that the best teaching and learning processes at the higher education level occur in environments where there is also a strong culture of research and knowledge creation; conversely, much of the very best research in the world has occurred in multidisciplinary university settings.

17.7. India has a long historical tradition of research and knowledge creation, in disciplines ranging from science and mathematics to art and literature to phonetics and languages to medicine and agriculture. This needs to be further strengthened to make India lead research and innovation in the

21st century, as a strong and enlightened knowledge society and one of the three largest economies in the world.

17.8. Thus, this Policy envisions a comprehensive approach to transforming the quality and quantity of research in India. This includes definitive shifts in school education to a more play and discovery-based style of learning with emphasis on the scientific method and critical thinking. This includes career counselling in schools towards identifying student interests and talents, promoting research in universities, the multidisciplinary nature of all HEIs and the emphasis on holistic education, the inclusion of research and internships in the undergraduate curriculum, faculty career management systems that give due weightage to research, and the governance and regulatory changes that encourage an environment of research and innovation. All of these aspects are extremely critical for developing a research mindset in the country.

17.9. To build on these various elements in a synergistic manner, and to thereby truly grow and catalyze quality research in the nation, this policy envisions the establishment of a National Research Foundation (NRF). The overarching goal of the NRF will be to enable a culture of research to permeate through our universities. In particular, the NRF will provide a reliable base of merit-based but equitable peer-reviewed research funding, helping to develop a culture of research in the country through suitable incentives for and recognition of outstanding research, and by undertaking major initiatives to seed and grow research at State Universities and other public institutions where research capability is currently limited. The NRF will competitively fund research in all disciplines. Successful research will be recognized, and where relevant, implemented through close linkages with governmental agencies as well as with industry and private/philanthropic organizations.

17.10. Institutions that currently fund research at some level, such as the Department of Science and Technology (DST), Department of Atomic Energy (DAE), Department of Bio-Technology (DBT), Indian Council of Agriculture Research (ICAR), Indian Council of Medical Research (ICMR), Indian Council of Historical Research (ICHR), and University Grants Commission (UGC), as well as various private and philanthropic organizations, will continue to independently fund research according to their priorities and needs. However, NRF will carefully coordinate with other funding agencies and will work with science, engineering, and other academies to ensure synergy of purpose and avoid duplication of efforts. The NRF will be governed, independently of the government, by a rotating Board of Governors consisting of the very best researchers and innovators across fields.

17.11. The primary activities of the NRF will be to:
   (a) fund competitive, peer-reviewed grant proposals of all types and across all disciplines;
   (b) seed, grow, and facilitate research at academic institutions, particularly at universities and colleges where research is currently in a nascent stage, through mentoring of such institutions;
   (c) act as a liaison between researchers and relevant branches of government as well as industry, so that research scholars are constantly made aware of the most urgent national research issues, and so that policymakers are constantly made aware of the latest research breakthroughs; so as to allow breakthroughs to be optimally brought into policy and/or implementation; and
   (d) recognise outstanding research and progress

18. Transforming the Regulatory System of Higher Education

18.1. Regulation of higher education has been too heavy-handed for decades; too much has been attempted to be regulated with too little effect. The mechanistic and disempowering nature of the regulatory system has been rife with very basic problems, such as heavy concentrations of power within a few bodies, conflicts of interest among these bodies, and a resulting lack of accountability. The regulatory system is in need of a complete overhaul in order to re-energize the higher education sector and enable it to thrive.

18.2. To address the above-mentioned issues, the regulatory system of higher education will ensure that the distinct functions of regulation, accreditation, funding, and academic standard setting will be performed by distinct, independent, and empowered bodies. This is considered essential to create checks-and-balances in the system, minimize conflicts of interest, and eliminate concentrations of power. To ensure that the four institutional structures carrying out these four essential functions work independently yet at the same time and work in synergy towards common goals. These four structures will be set up as four independent verticals within one umbrella institution, the Higher Education Commission of India (HECI).

18.3. The first vertical of HECI will be the National Higher Education Regulatory Council (NHERC). It will function as the common, single point regulator for the higher education sector including teacher education and excluding medical and legal education, thus eliminating the duplication and disjunction of regulatory efforts by the multiple regulatory agencies that exist at the current time. It will require a relook and repealing of existing Acts and restructuring of various existing regulatory bodies to enable this single point regulation. NHERC will be set up to regulate in a 'light but tight' and facilitative manner, meaning that a few important matters particularly financial probity, good governance, and the full online and offline public self-disclosure of all finances, audits, procedures, infrastructure, faculty/staff, courses, and educational outcomes will be very effectively regulated. This information will have to be made available and kept updated and accurate by all higher education institutions on a public website maintained by NHERC and on the institutions' websites. Any complaints or grievances from stakeholders and others arising out of the information placed in public domain shall be adjudicated by NHERC. Feedback from randomly selected students including differently-abled students at each HEI will be solicited online to ensure valuable input at regular intervals.

18.4. The primary mechanism to enable such regulation will be accreditation. The second vertical of HECI will, therefore, be a 'meta-accrediting body', called the National Accreditation Council (NAC). Accreditation of institutions will be based primarily on basic norms, public self-disclosure, good governance, and outcomes, and it will be carried out by an independent ecosystem of accrediting institutions supervised and overseen by NAC. The task to function as a recognized accreditor shall be awarded to an appropriate number of institutions by NAC. In the short term, a robust system of graded accreditation shall be established, which will specify phased benchmarks for all HEIs to achieve set levels of quality, self-governance, and autonomy. In turn, all HEIs will aim, through their Institutional Development Plans (IDPs), to attain the highest level of accreditation over the next 15 years, and thereby eventually aim to function as self-governing degree-granting institutions/clusters. In the long run, accreditation will become a binary process, as per the extant global practice.

18.5. The third vertical of HECI will be the Higher Education Grants Council (HEGC), which will carry out funding and financing of higher education based on transparent criteria, including the IDPs prepared by the institutions and the progress made on their implementation. HEGC will be entrusted with the disbursement of scholarships and developmental funds for launching new focus areas and expanding quality programme offerings at HEIs across disciplines and fields.

18.6. The fourth vertical of HECI will be the General Education Council (GEC), which will frame expected learning outcomes for higher education programmes, also referred to as 'graduate attributes'. A National Higher Education Qualification Framework (NHEQF) will be formulated by the GEC and it shall be in sync with the National Skills Qualifications Framework (NSQF) to ease the integration of vocational education into higher education. Higher education qualifications leading to a degree/diploma/certificate shall be described by the NHEQF in terms of such learning outcomes. In addition, the GEC shall set up facilitative norms for issues, such as credit transfer, equivalence, etc., through the NHEQF. The GEC will be mandated to identify specific skills that students must acquire during their academic programmes, with the aim of preparing well-rounded learners with 21st century skills.

18.7. The professional councils, such as the Indian Council for Agricultural Research (ICAR), Veterinary Council of India (VCI), National Council for Teacher Education (NCTE), Council of

as Professional Standard Setting Bodies (PSSBs). They will play a key role in the higher education system and will be invited to be members of the GEC. These bodies, after restructuring as PSSBs, will continue to draw the curricula, lay down academic standards and coordinate between teaching, research and extension of their domain/discipline, as members of the GEC. As members of the GEC, they would help in specifying the curriculum framework, within which HEIs may prepare their own curricula. Thus, PSSBs would also set the standards or expectations in particular fields of learning and practice while having no regulatory role. All HEIs will decide how their educational programmes respond to these standards, among other considerations, and would also be able to reach out for support from these standard-setting bodies or PSSBs, if needed.

18.8. Such a system architecture will ensure the principle of functional separation by eliminating conflicts of interests between different roles. It will also aim to empower HEIs, while ensuring that the few key essential matters are given due attention. Responsibility and accountability shall devolve to the HEIs concomitantly. No distinction in such expectations shall be made between public and private HEIs.

18.9. Such a transformation will require existing structures and institutions to reinvent themselves and undergo an evolution of sorts. The separation of functions would mean that each vertical within HECI would take on a new, single role which is relevant, meaningful, and important in the new regulatory scheme.

18.10. The functioning of all the independent verticals for Regulation (NHERC), Accreditation (NAC), Funding (HEGC), and Academic Standard Setting (GEC) and the overarching autonomous umbrella body (HECI) itself will be based on transparent public disclosure, and use technology extensively to reduce human interface to ensure efficiency and transparency in their work. The underlying principle will be that of a faceless and transparent regulatory intervention using technology. Strict compliance measures with stringent action, including penalties for false disclosure of mandated information, will be ensured so that Higher Education Institutions are conforming to the basic minimum norms and standards. HECI itself will be resolving disputes among the four verticals. Each vertical in HECI will be an independent body consisting of persons having high expertise in the relevant areas along with integrity, commitment, and a demonstrated track record of public service. HECI itself will be a small, independent body of eminent public-spirited experts in higher education, which will oversee and monitor the integrity and effective functioning of HECI. Suitable mechanisms will be created within HECI to carry out its functions, including adjudication.

18.11. Setting up new quality HEIs will also be made far easier by the regulatory regime, while ensuring with great effectiveness that these are set up with the spirit of public service and with due financial backing for long-term stability. HEIs performing exceptionally well will be helped by Central and State governments to expand their institutions, and thereby attain larger numbers of students and faculty as well as disciplines and programmes. Public Philanthropic Partnership models for HEIs may also be piloted with the aim to further expand access to high-quality higher education.

Curbing Commercialization of Education

18.12. Multiple mechanisms with checks and balances will combat and stop the commercialization of higher education. This will be a key priority of the regulatory system. All education institutions will be held to similar standards of audit and disclosure as a 'not for profit' entity. Surpluses, if any, will be reinvested in the educational sector. There will be transparent public disclosure of all these financial matters with recourse to grievance-handling mechanisms to the general public. The accreditation system developed by NAC will provide a complementary check on this system, and NHERC will consider this as one of the key dimensions of its regulatory objective.

18.13. All HEIs - public and private - shall be treated on par within this regulatory regime. The regulatory regime shall encourage private philanthropic efforts in education. There will be common national guidelines for all legislative Acts that will form private HEIs. These common minimal guidelines will enable all such Acts to establish private HEIs, thus enabling common standards for

private and public HEIs. These common guidelines will cover Good Governance, Financial Stability & Security, Educational Outcomes, and Transparency of Disclosures.

18.14. Private HEIs having a philanthropic and public-spirited intent will be encouraged through a progressive regime of fees determination. Transparent mechanisms for fixing of fees with an upper limit, for different types of institutions depending on their accreditation, will be developed so that individual institutions are not adversely affected. This will empower private HEIs to set fees for their programmes independently, though within the laid-out norms and the broad applicable regulatory mechanism. Private HEIs will be encouraged to offer freeships and scholarships in significant numbers to their students. All fees and charges set by private HEIs will be transparently and fully disclosed, and there shall be no arbitrary increases in these fees/charges during the period of enrolment of any student. This fee determining mechanism will ensure reasonable recovery of cost while ensuring that HEIs discharge their social obligations.

19. Effective Governance and Leadership for Higher Education Institutions

19.1. It is effective governance and leadership that enables the creation of a culture of excellence and innovation in higher education institutions. The common feature of all world-class institutions globally including India has indeed been the existence of strong self-governance and outstanding merit-based appointments of institutional leaders.

19.2. Through a suitable system of graded accreditation and graded autonomy, and in a phased manner over a period of 15 years, all HEIs in India will aim to become independent self-governing institutions pursuing innovation and excellence. Measures will be taken at all HEIs to ensure leadership of the highest quality and promote an institutional culture of excellence. Upon receiving the appropriate graded accreditations that deem the institution ready for such a move, a Board of Governors (BoG) shall be established consisting of a group of highly qualified, competent, and dedicated individuals having proven capabilities and a strong sense of commitment to the institution. The BoG of an institution will be empowered to govern the institution free of any external interference, make all appointments including that of head of the institution, and take all decisions regarding governance. There shall be overarching legislation that will supersede any contravening provisions of other earlier legislation and would provide for constitution, appointment, modalities of functioning, rules and regulations, and the roles and responsibilities of the BoG. New members of the Board shall be identified by an expert committee appointed by the Board; and the selection of new members shall be carried out by the BoG itself. Equity considerations will also be taken care of while selecting the members. It is envisaged that all HEIs will be incentivized, supported, and mentored during this process, and shall aim to become autonomous and have such an empowered BoG by 2035.

19.3. The BoG shall be responsible and accountable to the stakeholders through transparent self-disclosures of all relevant records. It will be responsible for meeting all regulatory guidelines mandated by HECI through the National Higher Education Regulatory Council (NHERC).

19.4. All leadership positions and Heads of institutions will be offered to persons with high academic qualifications and demonstrated administrative and leadership capabilities along with abilities to manage complex situations. Leaders of an HEI will demonstrate strong alignment to Constitutional values and the overall vision of the institution, along with attributes such as a strong social commitment, belief in teamwork, pluralism, ability to work with diverse people, and a positive outlook. The selection shall be carried out by the BoG through a rigorous, impartial, merit-based, and competency-based process led by an Eminent Expert Committee (EEC) constituted by the BoG. While stability of tenure is important to ensure the development of a suitable culture, at the same time leadership succession will be planned with care to ensure that good practices that define an institution's processes do not end due to a change in leadership; leadership changes will come with sufficient overlaps, and not remain vacant, in order to ensure smooth transitions. Outstanding leaders will be identified and developed early, working their way through a ladder of leadership positions.

19.5. While being provided with adequate funding, legislative enablement, and autonomy in a phased

local communities, and the highest standards of financial probity and accountability. Each institution will make a strategic Institutional Development Plan on the basis of which institutions will develop initiatives, assess their own progress, and reach the goals set therein, which could then become the basis for further public funding. The IDP shall be prepared with the joint participation of Board members, institutional leaders, faculty, students, and staff.

Part III. OTHER KEY AREAS OF FOCUS

20. Professional Education

20.1. Preparation of professionals must involve an education in the ethic and importance of public purpose, an education in the discipline, and an education for practice. It must centrally involve critical and interdisciplinary thinking, discussion, debate, research, and innovation. For this to be achieved, professional education should not take place in the isolation of one's specialty.

20.2. Professional education thus becomes an integral part of the overall higher education system. Stand-alone agricultural universities, legal universities, health science universities, technical universities, and stand-alone institutions in other fields, shall aim to become multidisciplinary institutions offering holistic and multidisciplinary education. All institutions offering either professional or general education will aim to organically evolve into institutions/clusters offering both seamlessly, and in an integrated manner by 2030.

20.3. Agricultural education with allied disciplines will be revived. Although Agricultural Universities comprise approximately 9% of all universities in the country, enrolment in agriculture and allied sciences is less than 1% of all enrolment in higher education. Both capacity and quality of agriculture and allied disciplines must be improved in order to increase agricultural productivity through better skilled graduates and technicians, innovative research, and market-based extension linked to technologies and practices. The preparation of professionals in agriculture and veterinary sciences through programmes integrated with general education will be increased sharply. The design of agricultural education will shift towards developing professionals with the ability to understand and use local knowledge, traditional knowledge, and emerging technologies while being cognizant of critical issues such as declining land productivity, climate change, food sufficiency for our growing population, etc. Institutions offering agricultural education must benefit the local community directly; one approach could be to set up Agricultural Technology Parks to promote technology incubation and dissemination and promote sustainable methodologies.

20.4. Legal education needs to be competitive globally, adopting best practices and embracing new technologies for wider access to and timely delivery of justice. At the same time, it must be informed and illuminated with Constitutional values of Justice - Social, Economic, and Political - and directed towards national reconstruction through instrumentation of democracy, rule of law, and human rights. The curricula for legal studies must reflect socio-cultural contexts along with, in an evidence-based manner, the history of legal thinking, principles of justice, the practice of jurisprudence, and other related content appropriately and adequately. State institutions offering law education must consider offering bilingual education for future lawyers and judges - in English and in the language of the State in which the institution is situated.

20.5. Healthcare education needs to be re-envisioned so that the duration, structure, and design of the educational programmes need to match the role requirements that graduates will play. Students will be assessed at regular intervals on well-defined parameters primarily required for working in primary care and in secondary hospitals. Given that people exercise pluralistic choices in healthcare, our healthcare education system must be integrative meaning thereby that all students of allopathic medical education must have a basic understanding of Ayurveda, Yoga and Naturopathy, Unani, Siddha, and Homeopathy (AYUSH), and vice versa. There shall also be a much greater emphasis on preventive healthcare and community medicine in all forms of healthcare education.

20.6. Technical education includes degree and diploma programmes in, engineering, technology, management, architecture, town planning, pharmacy, hotel management, catering technology etc., which are critical to India's overall development. There will not only be a greater demand for well-qualified manpower in these sectors, it will also require closer collaborations between industry and higher education institutions to drive innovation and research in these fields. Furthermore, influence of technology on human endeavours is expected to erode the silos between technical education and other disciplines too. Technical education will, thus, also aim to be offered within multidisciplinary education institutions and programmes and have a renewed focus on opportunities to engage deeply with other disciplines. India must also take the lead in preparing professionals in cutting-edge areas that are fast gaining prominence, such as Artificial Intelligence (AI), 3-D machining, big data analysis, and machine learning, in addition to genomic studies, biotechnology, nanotechnology, neuroscience, with important applications to health, environment, and sustainable living that will be woven into undergraduate education for enhancing the employability of the youth.

21. Adult Education and Lifelong Learning

21.1. The opportunity to attain foundational literacy, obtain an education, and pursue a livelihood must be viewed as basic rights of every citizen. Literacy and basic education open up whole new worlds of personal, civic, economic, and lifelong-learning opportunities for individuals that enable them to progress personally and professionally. At the level of society and the nation, literacy and basic education are powerful force multipliers which greatly enhance the success of all other developmental efforts. Worldwide data on nations indicate extremely high correlations between literacy rates and per capita GDP.

21.2. Meanwhile, being a non-literate member of a community, has innumerable disadvantages, including the inability to: carry out basic financial transactions; compare the quality/quantity of goods purchased against the price charged; fill out forms to apply for jobs, loans, services, etc.; comprehend public circulars and articles in the news media; use conventional and electronic mail to communicate and conduct business; make use of the internet and other technology to improve one's life and profession; comprehend directions and safety directives on the street, on medicines, etc.; help children with their education; be aware of one's basic rights and responsibilities as a citizen of India; appreciate works of literature; and pursue employment in medium or high-productivity sectors that require literacy. The abilities listed here are an illustrative list of outcomes to be achieved through adoption of innovative measures for Adult Education.

21.3. Extensive field studies and analyses, both in India and across the world, clearly demonstrate that volunteerism and community involvement and mobilization are key success factors of adult literacy programmes, in conjunction with political will, organizational structure, proper planning, adequate financial support, and high-quality capacity building of educators and volunteers. Successful literacy programmes result not only in the growth of literacy among adults, but also result in increased demand for education for all children in the community, as well as greater community contribution to positive social change. The National Literacy Mission, when it was launched in 1988, was largely based on the voluntary involvement and support of the people, and resulted in significant increases in national literacy during the period of 1991–2011, including among women, and also initiated dialogue and discussions on pertinent social issues of the day.

21.4. Strong and innovative government initiatives for adult education - in particular, to facilitate community involvement and the smooth and beneficial integration of technology - will be affected as soon as possible to expedite this all-important aim of achieving 100% literacy.

21.5. First, an outstanding adult education curriculum framework will be developed by a new and well-supported constituent body of the NCERT that is dedicated to adult education, so as to develop synergy with and build upon NCERT's existing expertise in establishing outstanding curricula for literacy, numeracy, basic education, vocational skills, and beyond. The curriculum framework for adult education will include at least five types of programmes, each with clearly defined outcomes: (a) foundational literacy and numeracy; (b) critical life skills (including financial literacy, digital

(c) vocational skills development (with a view towards obtaining local employment); (d) basic education (including preparatory, middle, and secondary stage equivalency); and (e) continuing education (including engaging holistic adult education courses in arts, sciences, technology, culture, sports, and recreation, as well as other topics of interest or use to local learners, such as more advanced material on critical life skills). The framework would keep in mind that adults in many cases will require rather different teaching-learning methods and materials than those designed for children.

21.6. Second, suitable infrastructure will be ensured so that all interested adults will have access to adult education and lifelong learning. A key initiative in this direction will be to use schools/ school complexes after school hours and on weekends and public library spaces for adult education courses which will be ICT-equipped when possible and for other community engagement and enrichment activities. The sharing of infrastructure for school, higher, adult, and vocational education, and for other community and volunteer activities, will be critical for ensuring efficient use of both physical and human resources as well as for creating synergy among these five types of education and beyond. For these reasons, Adult Education Centres (AECs) could also be included within other public institutions such as HEIs, vocational training centres, etc.

21.7. Third, the instructors/educators will be required to deliver the curriculum framework to mature learners for all five types of adult education as described in the Adult Education Curriculum Framework. These instructors will be trained by the National, State, and district level resource support institutions to organize and lead learning activities at Adult Education Centres, as well as coordinate with volunteer instructors. Qualified community members including from HEIs as part of each HEI's mission to engage with their local communities will be encouraged and welcomed to take a short training course and volunteer, as adult literacy instructors, or to serve as one-on-one volunteer tutors, and will be recognized for their critical service to the nation. States will also work with NGOs and other community organizations to enhance efforts towards literacy and adult education.

21.8. Fourth, all efforts will be undertaken to ensure the participation of community members in adult education. Social workers/counsellors travelling through their communities to track and ensure participation of non-enrolled students and dropouts will also be requested, during their travels, to gather data of parents, adolescents, and others interested in adult education opportunities both as learners and as teachers/tutors. The social workers/counsellors will then connect them with local Adult Education Centres (AECs). Opportunities for adult education will also be widely publicized, through advertisements and announcements and through events and initiatives of NGOs and other local organizations.

21.9. Fifth, improving the availability and accessibility of books is essential to inculcating the habit of reading within our communities and educational institutions. This Policy recommends that all communities and educational institutions - schools, colleges, universities and public libraries - will be strengthened and modernized to ensure an adequate supply of books that cater to the needs and interests of all students, including persons with disabilities and other differently-abled persons. The Central and State governments will take steps to ensure that books are made accessible and affordable to all across the country including socio-economically disadvantaged areas as well as those living in rural and remote areas. Both public and private sector agencies/institutions will devise strategies to improve the quality and attractiveness of books published in all Indian languages. Steps will be taken to enhance online accessibility of library books and further broad basing of digital libraries. For ensuring vibrant libraries in communities and educational institutions, it will be imperative to make available adequate library staff and also devise appropriate career pathways and CPD for them. Other steps will include strengthening all existing libraries, setting up rural libraries and reading rooms in disadvantaged regions, making widely available reading material in Indian languages, opening children's libraries and mobile libraries, establishing social book clubs across India and across subjects, and fostering greater collaborations between education institutions and libraries.

21.10. Finally, technology will be leveraged to strengthen and even undertake the above initiatives. Quality technology-based options for adult learning such as apps, online courses/modules, satellite-

be developed, through government and philanthropic initiatives as well as through crowd sourcing and competitions. In many cases, quality adult education could thereby be conducted in an online or blended mode.

22. Promotion of Indian Languages, Arts, and Culture

22.1. India is a treasure trove of culture, developed over thousands of years and manifested in the form of arts, works of literature, customs, traditions, linguistic expressions, artefacts, heritage sites, and more. Crores of people from around the world partake in, enjoy, and benefit from this cultural wealth daily, in the form of visiting India for tourism, experiencing Indian hospitality, purchasing India's handicrafts and handmade textiles, reading the classical literature of India, practicing yoga and meditation, being inspired by Indian philosophy, participating in India's unique festivals, appreciating India's diverse music and art, and watching Indian films, amongst many other aspects. It is this cultural and natural wealth that truly makes India, "Incredible !ndia", as per India's tourism slogan. The preservation and promotion of India's cultural wealth must be considered a high priority for the country, as it is truly important for the nation's identity as well as for its economy.

22.2. The promotion of Indian arts and culture is important not only for the nation but also for the individual. Cultural awareness and expression are among the major competencies considered important to develop in children, in order to provide them with a sense of identity, belonging, as well as an appreciation of other cultures and identities. It is through the development of a strong sense and knowledge of their own cultural history, arts, languages, and traditions that children can build a positive cultural identity and self-esteem. Thus, cultural awareness and expression are important contributors both to individual as well as societal well-being.

22.3. The arts form a major medium for imparting culture. The arts - besides strengthening cultural identity, awareness, and uplifting societies - are well known to enhance cognitive and creative abilities in individuals and increase individual happiness. The happiness/well-being, cognitive development, and cultural identity of individuals are important reasons that Indian arts of all kinds must be offered to students at all levels of education, starting with early childhood care and education.

22.4. Language, of course, is inextricably linked to art and culture. Different languages 'see' the world differently, and the structure of a language, therefore, determines a native speaker's perception of experience. In particular, languages influence the way people of a given culture speak with others, including with family members, authority figures, peers, and strangers, and influence the tone of conversation. The tone, perception of experience, and familiarity/'*apnapan*' inherent in conversations among speakers of a common language are a reflection and record of a culture. Culture is, thus, encased in our languages. Art, in the form of literature, plays, music, film, etc. cannot be fully appreciated without language. In order to preserve and promote culture, one must preserve and promote a culture's languages.

22.5. Unfortunately, Indian languages have not received their due attention and care, with the country losing over 220 languages in the last 50 years alone. UNESCO has declared 197 Indian languages as 'endangered'. Various unscripted languages are particularly in danger of becoming extinct. When senior member(s) of a tribe or community that speak such languages pass away, these languages often perish with them; too often, no concerted actions or measures are taken to preserve or record these rich languages/expressions of culture.

22.6. Moreover, even those languages of India that are not officially on such endangered lists, such as the 22 languages of Eighth Schedule of the Constitution of India, are facing serious difficulties on many fronts. Teaching and learning of Indian languages need to be integrated with school and higher education at every level. For languages to remain relevant and vibrant, there must be a steady stream of high-quality learning and print materials in these languages including textbooks, workbooks, videos, plays, poems, novels, magazines, etc. Languages must also have consistent official updates to their vocabularies and dictionaries, widely disseminated, so that the most current issues and concepts

translations of important materials from world languages, and constantly updating vocabularies, are carried out by countries around the world for languages such as English, French, German, Hebrew, Korean, and Japanese. However, India has remained quite slow in producing such learning and print materials and dictionaries to help keep its languages optimally vibrant and current with integrity.

22.7. Additionally, there has been a severe scarcity of skilled language teachers in India, despite various measures being taken. Language-teaching too must be improved to be more experiential and to focus on the ability to converse and interact in the language and not just on the literature, vocabulary, and grammar of the language. Languages must be used more extensively for conversation and for teaching-learning.

22.8. A number of initiatives to foster languages, arts, and culture in school children have been discussed in Chapter 4, which include a greater emphasis on music, arts, and crafts throughout all levels of school; early implementation of the three-language formula to promote multilingualism; teaching in the home/local language wherever possible; conducting more experiential language learning; the hiring of outstanding local artists, writers, craftspersons, and other experts as master instructors in various subjects of local expertise; accurate inclusion of traditional Indian knowledge including tribal and other local knowledge throughout into the curriculum, across humanities, sciences, arts, crafts, and sports, whenever relevant; and a much greater flexibility in the curriculum, especially in secondary schools and in higher education, so that students can choose the ideal balance among courses for themselves to develop their own creative, artistic, cultural, and academic paths.

22.9. To enable the key latter initiatives, a number of further actions will be taken in tandem at the higher education level and beyond. First, to develop and teach many of the courses of the type mentioned above, an excellent team of teachers and faculty will have to be developed. Strong departments and programmes in Indian languages, comparative literature, creative writing, arts, music, philosophy, etc. will be launched and developed across the country, and degrees including 4-year B.Ed. dual degrees will be developed in these subjects. These departments and programmes will, in particular help to develop a large cadre of high-quality language teachers - as well as teachers of art, music, philosophy and writing - who will be needed around the country to carry out this Policy. The NRF will fund quality research in all these areas. Outstanding local artists and craftspersons will be hired as guest faculty to promote local music, art, languages, and handicraft, and to ensure that students are aware of the culture and local knowledge where they study. Every higher education institution and even every school or school complex will aim to have Artist(s)-in-Residence to expose students to art, creativity, and the rich treasures of the region/country.

22.10. More HEIs, and more programmes in higher education, will use the mother tongue/local language as a medium of instruction, and/or offer programmes bilingually, in order to increase access and GER and also to promote the strength, usage, and vibrancy of all Indian languages. Private HEIs too will be encouraged and incentivized to use Indian languages as medium of instruction and/or offer bilingual programmes. Four-year B.Ed. dual degree programmes offered bilingually will also help, e.g. in training cadres of science and mathematics teachers to teach science bilingually at schools across the country.

22.11. High-quality programmes and degrees in Translation and Interpretation, Art and Museum Administration, Archaeology, Artefact Conservation, Graphic Design, and Web Design within the higher education system will also be created. In order to preserve and promote its art and culture, develop high-quality materials in various Indian languages, conserve artefacts, develop highly qualified individuals to curate and run museums and heritage or tourist sites, thereby also vastly strengthening the tourism industry.

22.12. The Policy recognizes that the knowledge of the rich diversity of India should be imbibed first hand by learners. This would mean including simple activities, like touring by students to different parts of the country, which will not only give a boost to tourism but will also lead to an understanding and appreciation of diversity, culture, traditions and knowledge of different parts of India. Towards this direction under '*Ek Bharat Shrestha Bharat*', 100 tourist destinations in the country will be

history, scientific contributions, traditions, indigenous literature and knowledge, etc., as a part of augmenting their knowledge about these areas.

22.13. Creating such programmes and degrees in higher education, across the arts, languages, and humanities, will also come with expanded high-quality opportunities for employment that can make effective use of these qualifications. There are already hundreds of Academies, museums, art galleries, and heritage sites in dire need of qualified individuals for their effective functioning. As positions are filled with suitably qualified candidates, and further artefacts are procured and conserved, additional museums, including virtual museums/e-museums, galleries, and heritage sites may contribute to the conservation of our heritage as well as to India's tourism industry.

22.14. India will also urgently expand its translation and interpretation efforts in order to make high-quality learning materials and other important written and spoken material available to the public in various Indian and foreign languages. For this, an Indian Institute of Translation and Interpretation (IITI) will be established. Such an institute would provide a truly important service for the country, as well as employ numerous multilingual language and subject experts, and experts in translation and interpretation, which will help to promote all Indian languages. The IITI shall also make extensive use of technology to aid in its translation and interpretation efforts. The IITI could naturally grow with time, and be housed in multiple locations including in HEIs to facilitate collaborations with other research departments as demand and the number of qualified candidates grows.

22.15. Due to its vast and significant contributions and literature across genres and subjects, its cultural significance, and its scientific nature, rather than being restricted to single-stream Sanskrit Pathshalas and Universities, Sanskrit will be mainstreamed with strong offerings in school - including as one of the language options in the three-language formula - as well as in higher education. It will be taught not in isolation, but in interesting and innovative ways, and connected to other contemporary and relevant subjects such as mathematics, astronomy, philosophy, linguistics, dramatics, yoga, etc. Thus, in consonance with the rest of this policy, Sanskrit Universities too will move towards becoming large multidisciplinary institutions of higher learning. Departments of Sanskrit that conduct teaching and outstanding interdisciplinary research on Sanskrit and Sanskrit Knowledge Systems will be established/strengthened across the new multidisciplinary higher education system. Sanskrit will become a natural part of a holistic multidisciplinary higher education if a student so chooses. Sanskrit teachers in large numbers will be professionalized across the country in mission mode through the offering of 4-year integrated multidisciplinary B.Ed. dual degrees in education and Sanskrit.

22.16. India will similarly expand its institutes and universities studying all classical languages and literature, with strong efforts to collect, preserve, translate, and study the tens of thousands of manuscripts that have not yet received their due attention. Sanskrit and all Indian language institutes and departments across the country will be significantly strengthened, with adequate training given to large new batches of students to study, in particular, the large numbers of manuscripts and their interrelations with other subjects. Classical language institutes will aim to be merged with universities, while maintaining their autonomy, so that faculty may work, and students too may be trained as part of robust and rigorous multidisciplinary programmes. Universities dedicated to languages will become multidisciplinary, towards the same end; where relevant, they may then also offer B.Ed. dual degrees in education and a language, to develop outstanding language teachers in that language. Further, it is also proposed that a new institution for Languages will be established. National Institute (or Institutes) for Pali, Persian and Prakrit will also be set up within a university campus. Similar initiatives will be carried out for institutes and universities studying Indian arts, art history, and Indology. Research for outstanding work in all these areas will be supported by the NRF.

22.17. Efforts to preserve and promote all Indian languages including classical, tribal and endangered languages will be taken on with new vigour. Technology and crowdsourcing, with extensive participation of the people, will play a crucial role in these efforts.

22.18. For each of the languages mentioned in the Eighth Schedule of the Constitution of India,

determine simple yet accurate vocabulary for the latest concepts, and to release the latest dictionaries on a regular basis (analogous to the successful efforts for many other languages around the world). The Academies would also consult with each other, and in some cases take the best suggestions from the public, in order to construct these dictionaries attempting to adopt common words whenever possible. These dictionaries would be widely disseminated, for use in education, journalism, writing, speechmaking, and beyond, and would be available on the web as well as in book form. These Academies for Eighth Schedule languages will be established by the Central Government in consultation or collaboration with State Governments. Academies for other highly spoken Indian languages may also be similarly established by the Centre and/or States.

22.19. All languages in India, and their associated arts and culture will be documented through a web-based platform/portal/wiki, in order to preserve endangered and all Indian languages and their associated rich local arts and culture. The platform will contain videos, dictionaries, recordings, and more, of people (especially elders) speaking the language, telling stories, reciting poetry, and performing plays, folk songs and dances, and more. People from across the country will be invited to contribute to these efforts by adding relevant material onto these platforms/portals/wikis. Universities and their research teams will work with each other and with communities across the country towards enriching such platforms. These preservation efforts, and the associated research projects, e.g., in history, archaeology, linguistics, etc., will be funded by the NRF.

22.20. Scholarships for people of all ages to study Indian Languages, Arts, and Culture with local masters and/or within the higher education system will be established. The promotion of Indian languages is possible only if they are used regularly and if they are used for teaching and learning. Incentives, such as prizes for outstanding poetry and prose in Indian languages across categories, will be established to ensure vibrant poetry, novels, nonfiction books, textbooks, journalism, and other works in all Indian languages. Proficiency in Indian languages will be included as part of qualification parameters for employment opportunities.

23. Technology Use and Integration

23.1. India is a global leader in information and communication technology and in other cutting-edge domains, such as space. The Digital India Campaign is helping to transform the entire nation into a digitally empowered society and knowledge economy. While education will play a critical role in this transformation, technology itself will play an important role in the improvement of educational processes and outcomes; thus, the relationship between technology and education at all levels is bi-directional.

23.2. Given the explosive pace of technological development allied with the sheer creativity of tech-savvy teachers and entrepreneurs including student entrepreneurs, it is certain that technology will impact education in multiple ways, only some of which can be foreseen at the present time. New technologies involving artificial intelligence, machine learning, block chains, smart boards, handheld computing devices, adaptive computer testing for student development, and other forms of educational software and hardware will not just change what students learn in the classroom but how they learn, and thus these areas and beyond will require extensive research both on the technological as well as educational fronts.

23.3. Use and integration of technology to improve multiple aspects of education will be supported and adopted, provided these interventions are rigorously and transparently evaluated in relevant contexts before they are scaled up. An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration, and so on, both for school and higher education. The aim of the NETF will be to facilitate decision making on the induction, deployment, and use of technology, by providing to the leadership of education institutions, State and Central governments, and other stakeholders, the latest knowledge and research as well as the opportunity to consult and share best practices. The NETF will have the following functions:

a) provide independent evidence-based advice to Central and State Government agencies on technology-based interventions;
b) build intellectual and institutional capacities in educational technology;
c) envision strategic thrust areas in this domain; and
d) articulate new directions for research and innovation.

23.4. To remain relevant in the fast-changing field of educational technology, the NETF will maintain a regular inflow of authentic data from multiple sources including educational technology innovators and practitioners and will engage with a diverse set of researchers to analyze the data. To support the development of a vibrant body of knowledge and practice, the NETF will organize multiple regional and national conferences, workshops, etc. to solicit inputs from national and international educational technology researchers, entrepreneurs, and practitioners.

23.5. The thrust of technological interventions will be for the purposes of improving teaching-learning and evaluation processes, supporting teacher preparation and professional development, enhancing educational access, and streamlining educational planning, management, and administration including processes related to admissions, attendance, assessments, etc.

23.6. A rich variety of educational software, for all the above purposes, will be developed and made available for students and teachers at all levels. All such software will be available in all major Indian languages and will be accessible to a wide range of users including students in remote areas and *Divyang* students. Teaching-learning e-content will continue to be developed by all States in all regional languages, as well as by the NCERT, CIET, CBSE, NIOS, and other bodies/institutions, and will be uploaded onto the DIKSHA platform. This platform may also be utilized for Teacher's Professional Development through e-content. CIET will be strengthened to promote and expand DIKSHA as well as other education technology initiatives. Suitable equipment will be made available to teachers at schools so that teachers can suitably integrate e-contents into teaching-learning practices. Technology-based education platforms, such as DIKSHA/SWAYAM, will be better integrated across school and higher education, and will include ratings/reviews by users, so as to enable content developers create user friendly and qualitative content.

23.7. Particular attention will need to be paid to emerging disruptive technologies that will necessarily transform the education system. When the 1986/1992 National Policy on Education was formulated, it was difficult to predict the disruptive effect that the internet would have brought. Our present education system's inability to cope with these rapid and disruptive changes places us individually and nationally at a perilous disadvantage in an increasingly competitive world. For example, while computers have largely surpassed humans in leveraging factual and procedural knowledge, our education at all levels excessively burdens students with such knowledge at the expense of developing their higher-order competencies.

23.8. This policy has been formulated at a time when an unquestionably disruptive technology - Artificial Intelligence (AI) 3D/7D Virtual Reality - has emerged. As the cost of AI-based prediction falls, AI will be able to match or outperform and, therefore, be a valuable aid to even skilled professionals such as doctors in certain predictive tasks. AI's disruptive potential in the workplace is clear, and the education system must be poised to respond quickly. One of the permanent tasks of the NETF will be to categorize emergent technologies based on their potential and estimated timeframe for disruption, and to periodically present this analysis to MHRD. Based on these inputs, MHRD will formally identify those technologies whose emergence demands responses from the education system.

23.9. In response to MHRD's formal recognition of a new disruptive technology, the National Research Foundation will initiate or expand research efforts in the technology. In the context of AI, NRF may consider a three-pronged approach: (a) advancing core AI research, (b) developing and deploying application-based research, and (c) advancing international research efforts to address global challenges in areas such as healthcare, agriculture, and climate change using AI.

23.10. HEIs will play an active role not only in conducting research on disruptive technologies but also in creating initial versions of instructional materials and courses including online courses in cutting-edge domains and assessing their impact on specific areas such as professional education. Once the technology has attained a level of maturity, HEIs with thousands of students will be ideally placed to scale these teaching and skilling efforts, which will include targeted training for job readiness. Disruptive technologies will make certain jobs redundant, and hence approaches to skilling and deskilling that are both efficient and ensure quality will be of increasing importance to create and sustain employment. Institutions will have autonomy to approve institutional and non-institutional partners to deliver such training, which will be integrated with skills and higher education frameworks.

23.11. Universities will aim to offer Ph.D. and Masters programmes in core areas such as Machine Learning as well as multidisciplinary fields "AI + X" and professional areas like health care, agriculture, and law. They may also develop and disseminate courses in these areas via platforms, such as SWAYAM. For rapid adoption, HEIs may blend these online courses with traditional teaching in undergraduate and vocational programmes. HEIs may also offer targeted training in low-expertise tasks for supporting the AI value chain such as data annotation, image classification, and speech transcription. Efforts to teach languages to school students will be dovetailed with efforts to enhance Natural Language Processing for India's diverse languages.

23.12. As disruptive technologies emerge, schooling and continuing education will assist in raising the general populace's awareness of their potential disruptive effects and will also address related issues. This awareness is necessary to have informed public consent on matters related to these technologies. In school, the study of current affairs and ethical issues will include a discussion on disruptive technologies such as those identified by NETF/MHRD. Appropriate instructional and discussion materials will also be prepared for continuing education.

23.13. Data is a key fuel for AI-based technologies, and it is critical to raise awareness on issues of privacy, laws, and standards associated with data handling and data protection, etc. It is also necessary to highlight ethical issues surrounding the development and deployment of AI-based technologies. Education will play a key role in these awareness raising efforts. Other disruptive technologies that are expected to change the way we live, and, therefore, change the way we educate students, include those relating to clean and renewable energy, water conservation, sustainable farming, environmental preservation, and other green initiatives; these will also receive prioritized attention in education.

24. Online and Digital Education: Ensuring Equitable Use of Technology

24.1. New circumstances and realities require new initiatives. The recent rise in epidemics and pandemics necessitates that we are ready with alternative modes of quality education whenever and wherever traditional and in-person modes of education are not possible. In this regard, the National Education Policy 2020 recognizes the importance of leveraging the advantages of technology while acknowledging its potential risks and dangers. It calls for carefully designed and appropriately scaled pilot studies to determine how the benefits of online/digital education can be reaped while addressing or mitigating the downsides. In the meantime, the existing digital platforms and ongoing ICT-based educational initiatives must be optimized and expanded to meet the current and future challenges in providing quality education for all.

24.2. However, the benefits of online/digital education cannot be leveraged unless the digital divide is eliminated through concerted efforts, such as the Digital India campaign and the availability of affordable computing devices. It is important that the use of technology for online and digital education adequately addresses concerns of equity.

24.3. Teachers require suitable training and development to be effective online educators. It cannot be assumed that a good teacher in a traditional classroom will automatically be a good teacher in an online classroom. Aside from changes required in pedagogy, online assessments also require a

different approach. There are numerous challenges to conducting online examinations at scale, including limitations on the types of questions that can be asked in an online environment, handling network and power disruptions, and preventing unethical practices. Certain types of courses/subjects, such as performing arts and science practical have limitations in the online/digital education space, which can be overcome to a partial extent with innovative measures. Further, unless online education is blended with experiential and activity-based learning, it will tend to become a screen-based education with limited focus on the social, affective and psychomotor dimensions of learning.

24.4. Given the emergence of digital technologies and the emerging importance of leveraging technology for teaching-learning at all levels from school to higher education, this Policy recommends the following key initiatives:

(a) **Pilot studies for online education**: Appropriate agencies, such as the NETF, CIET, NIOS, IGNOU, IITs, NITs, etc. will be identified to conduct a series of pilot studies, in parallel, to evaluate the benefits of integrating education with online education while mitigating the downsides and also to study related areas, such as, student device addiction, most preferred formats of e-content, etc. The results of these pilot studies will be publicly communicated and used for continuous improvement.

(b) **Digital infrastructure**: There is a need to invest in creation of open, interoperable, evolvable, public digital infrastructure in the education sector that can be used by multiple platforms and point solutions, to solve for India's scale, diversity, complexity and device penetration. This will ensure that the technology-based solutions do not become outdated with the rapid advances in technology.

(c) **Online teaching platform and tools**: Appropriate existing e-learning platforms such as SWAYAM, DIKSHA, will be extended to provide teachers with a structured, user-friendly, rich set of assistive tools for monitoring progress of learners. Tools, such as, two-way video and two-way-audio interface for holding online classes are a real necessity as the present pandemic has shown.

(d) **Content creation, digital repository, and dissemination**: A digital repository of content including creation of coursework, Learning Games & Simulations, Augmented Reality and Virtual Reality will be developed, with a clear public system for ratings by users on effectiveness and quality. For fun based learning student-appropriate tools like apps, gamification of Indian art and culture, in multiple languages, with clear operating instructions, will also be created. A reliable backup mechanism for disseminating e-content to students will be provided.

(e) **Addressing the digital divide**: Given the fact that there still persists a substantial section of the population whose digital access is highly limited, the existing mass media, such as television, radio, and community radio will be extensively used for telecast and broadcasts. Such educational programmes will be made available 24/7 in different languages to cater to the varying needs of the student population. A special focus on content in all Indian languages will be emphasized and required; digital content will need to reach the teachers and students in their medium of instruction as far as possible.

(f) **Virtual Labs**: Existing e-learning platforms such as DIKSHA, SWAYAM and SWAYAMPRABHA will also be leveraged for creating virtual labs so that all students have equal access to quality practical and hands-on experiment-based learning experiences. The possibility of providing adequate access to SEDG students and teachers through suitable digital devices, such as tablets with pre-loaded content, will be considered and developed.

(g) **Training and incentives for teachers**: Teachers will undergo rigorous training in learner-centric pedagogy and on how to become high-quality online content creators themselves using online teaching platforms and tools. There will be emphasis on the teacher's role in facilitating active

(h) **Online assessment and examinations**: Appropriate bodies, such as the proposed National Assessment Centre or PARAKH, School Boards, NTA, and other identified bodies will design and implement assessment frameworks encompassing design of competencies, portfolio, rubrics, standardized assessments, and assessment analytics. Studies will be undertaken to pilot new ways of assessment using education technologies focusing on 21st century skills.

(i) **Blended models of learning**: While promoting digital learning and education, the importance of face-to-face in-person learning is fully recognized. Accordingly, different effective models of blended learning will be identified for appropriate replication for different subjects.

(j) **Laying down standards**: As research on online/digital education emerges, NETF and other appropriate bodies shall set up standards of content, technology, and pedagogy for online/digital teaching-learning. These standards will help to formulate guidelines for e-learning by States, Boards, schools and school complexes, HEIs, etc.

24.5 Creating a Dedicated Unit for Building of World Class, Digital Infrastructure, Educational Digital Content and Capacity

Technology in education is a journey and not a destination and capacity will be needed to orchestrate the various ecosystem players to implement policy objectives. A dedicated unit for the purpose of orchestrating the building of digital infrastructure, digital content and capacity building will be created in the Ministry to look after the e-education needs of both school and higher education. Since technology is rapidly evolving, and needs specialists to deliver high quality e-learning, a vibrant ecosystem has to be encouraged to create solutions that not only solve India's challenges of scale, diversity, equity, but also evolve in keeping with the rapid changes in technology, whose half-life reduces with each passing year. This centre will, therefore, consist of experts drawn from the field of administration, education, educational technology, digital pedagogy and assessment, e-governance, etc.

Part IV. MAKING IT HAPPEN

25. Strengthening the Central Advisory Board of Education

25.1. Achieving successful implementation of this policy demands a long-term vision, availability of expertise on a sustained basis, and concerted action from all concerned encompassing National, State, institutional, and individual levels. In this context, the Policy recommends strengthening and empowering the Central Advisory Board of Education (CABE) which will have a much greater mandate and not only a forum for widespread consultation and examination of issues relating to educational and cultural development. The remodeled and rejuvenated CABE shall also be responsible for developing, articulating, evaluating, and revising the vision of education in the country on a continuous basis, in close collaboration with MHRD and the corresponding apex bodies of States. It shall also create and continuously review the institutional frameworks that shall help attain this vision.

25.2. To bring the focus back on education and learning, it is desirable that the Ministry of Human Resource Development (MHRD) be re-designated as the Ministry of Education (MoE).

26. Financing: Affordable and Quality Education for All

26.1.   The Policy commits to significantly raising educational investment, as there is no better investment towards a society's future than the high-quality education of our young people. Unfortunately, public expenditure on education in India has not come close to the recommended level of 6% of GDP, as envisaged by the 1968 Policy, reiterated in the Policy of 1986, and which was further reaffirmed in the 1992 review of the Policy. The current public (Government - Centre and States) expenditure on education in India has been around 4.43% of GDP (Analysis of Budgeted

Expenditure 2017-18) and only around 10% of the total Government spending towards education (Economic Survey 2017-18). These numbers are far smaller than most developed and developing countries.

26.2. In order to attain the goal of education with excellence and the corresponding multitude of benefits to this Nation and its economy, this Policy unequivocally endorses and envisions a substantial increase in public investment in education by both the Central government and all State Governments. The Centre and the States will work together to increase the public investment in Education sector to reach 6% of GDP at the earliest. This is considered extremely critical for achieving the high-quality and equitable public education system that is truly needed for India's future economic, social, cultural, intellectual, and technological progress and growth.

26.3. In particular, financial support will be provided to various critical elements and components of education, such as ensuring universal access, learning resources, nutritional support, matters of student safety and well-being, adequate numbers of teachers and staff, teacher development, and support for all key initiatives towards equitable high-quality education for underprivileged and socio-economically disadvantaged groups.

26.4. In addition to one-time expenditures, primarily related to infrastructure and resources, this Policy identifies the following key long-term thrust areas for financing to cultivate an education system: (a) universal provisioning of quality early childhood care education; (b) ensuring foundational literacy and numeracy; (c) providing adequate and appropriate resourcing of school complexes/clusters; (d) providing food and nutrition (breakfast and midday meals); (e) investing in teacher education and continuing professional development of teachers; (f) revamping colleges and universities to foster excellence; (g) cultivating research; and (h) extensive use of technology and online education.

26.5. Even the low level of funding on education in India, is frequently not spent in a timely manner at the District/institution level, hampering the achievement of the intended targets of those funds. Hence, the need is to increase efficiency in use of available budget by suitable policy changes. Financial governance and management will focus on the smooth, timely, and appropriate flow of funds, and their usage with probity; administrative processes will be suitably amended and streamlined so that the disbursal mechanism may not lead to a high volume of unspent balances. The provisions of GFR, PFMS and 'Just in Time' release to implementing agencies will be followed for efficient use of government resources and avoiding parking of funds. Mechanism of performance-based funding to States / HEIs may be devised. Similarly, efficient mechanism will be ensured for the optimal allocation and utilization of funds earmarked for SEDGs. The new suggested regulatory regime, with clear separations of roles and transparent self-disclosures, empowerment and autonomy to institutions, and the appointment of outstanding and qualified experts to leadership positions will help to enable a far smoother, quicker, and more transparent flow of funds.

26.6. The Policy also calls for the rejuvenation, active promotion, and support for private philanthropic activity in the education sector. In particular, over and above the public budgetary support which would have been otherwise provided to them, any public institution can take initiatives towards raising private philanthropic funds to enhance educational experiences.

26.7. The matter of commercialization of education has been dealt with by the Policy through multiple relevant fronts, including: the 'light but tight' regulatory approach that mandates full public self-disclosure of finances, procedures, course and programme offerings, and educational outcomes; the substantial investment in public education; and mechanisms for good governance of all institutions, public and private. Similarly, opportunities for higher cost recovery without affecting the needy or deserving sections will also be explored.

27. Implementation

27.1. Any policy's effectiveness depends on its implementation. Such implementation will require

systematic manner. Therefore, the implementation of this Policy will be led by various bodies including MHRD, CABE, Union and State Governments, education-related Ministries, State Departments of Education, Boards, NTA, the regulatory bodies of school and higher education, NCERT, SCERTs, schools, and HEIs along with timelines and a plan for review, in order to ensure that the policy is implemented in its spirit and intent, through coherence in planning and synergy across all these bodies involved in education.

27.2. Implementation will be guided by the following principles. First, implementation of the spirit and intent of the Policy will be the most critical matter. Second, it is important to implement the policy initiatives in a phased manner, as each policy point has several steps, each of which requires the previous step to be implemented successfully. Third, prioritization will be important in ensuring optimal sequencing of policy points, and that the most critical and urgent actions are taken up first, thereby enabling a strong base. Fourth, comprehensiveness in implementation will be key; as this Policy is interconnected and holistic, only a full-fledged implementation, and not a piecemeal one, will ensure that the desired objectives are achieved. Fifth, since education is a concurrent subject, it will need careful planning, joint monitoring, and collaborative implementation between the Centre and States. Sixth, timely infusion of requisite resources - human, infrastructural, and financial - at the Central and State levels will be crucial for the satisfactory execution of the Policy. Finally, careful analysis and review of the linkages between multiple parallel implementation steps will be necessary in order to ensure effective dovetailing of all initiatives. This will also include early investment in some of the specific actions (such as the setting up of early childhood care and education infrastructure) that will be imperative to ensuring a strong base and a smooth progression for all subsequent programmes and actions.

27.3. Subject-wise implementation committees of experts in cooperation and consultation with other relevant Ministries will be set up at both the Central and State levels to develop detailed implementation plans for each aspect of this Policy in accordance with the above principles to achieve the goals of the Policy in a clear and phased manner. Yearly joint reviews of the progress of implementation of the policy, in accordance with the targets set for each action, will be conducted by designated teams constituted by MHRD and the States, and reviews will be shared with CABE. In the decade of 2030-40, the entire policy will be in an operational mode, following which another comprehensive review will be undertaken.

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Abbreviations

ABC	Academic Bank of Credit
AI	Artificial Intelligence
AC	Autonomous degree-granting College
AEC	Adult Education Centre
API	Application Programming Interface
AYUSH	Ayurveda, Yoga and Naturopathy, Unani, Siddha and Homeopathy
B.Ed.	Bachelor of Education
BEO	Block Education Officer
BITE	Block Institute of Teacher Education
BoA	Board of Assessment
BoG	Board of Governors
BRC	Block Resource Centre
B.Voc	Bachelor of Vocational Education
CABE	Central Advisory Board of Education
CBCS	Choice Based Credit System
CBSE	Central Board of Secondary Education
CIET	Central Institute of Educational Technology
CMP	Career Management and Progression
CoA	Council of Architecture
CPD	Continuous Professional Development
CRC	Cluster Resource Centre
CWSN	Children With Special Needs
DAE	Department of Atomic Energy
DBT	Department of Biotechnology
DEO	District Education Officer
DIET	District Institute of Education and Training
DIKSHA	Digital Infrastructure for Knowledge Sharing
DSE	Directorate of School Education
DST	Department of Science and Technology
ECCE	Early Childhood Care and Education
EEC	Eminent Expert Committee
GCED	Global Citizenship Education
GDP	Gross Domestic Product
GEC	General Education Council
GER	Gross Enrolment Ratio
GFR	General Financial Rule
HECI	Higher Education Commission of India
HEGC	Higher Education Grants Council
HEI	Higher Education Institutions
ICAR	Indian Council of Agricultural Research
ICHR	Indian Council of Historical Research
ICMR	Indian Council of Medical Research
ICT	Information and Communication Technology
IDP	Institutional Development Plan
IGNOU	Indira Gandhi National Open University
IIM	Indian Institute of Management
IIT	Indian Institute of Technology
IITI	Indian Institute of Translation and Interpretation
ISL	Indian Sign Language
ITI	Industrial Training Institute
M.Ed.	Master of Education
MBBS	Bachelor of Medicine and Bachelor of Surgery
MERU	Multidisciplinary Education and Research Universities
MHFW	Ministry of Health and Family Welfare

National Education Policy 2020

MHRD	Ministry of Human Resource Development
MoE	Ministry of Education
MOOC	Massive Open Online Course
MOU	Memorandum of Understanding
M. Phil	Master of Philosophy
MWCD	Ministry of Women and Child Development
NAC	National Accreditation Council
NAS	National Achievement Survey
NCC	National Cadet Corps
NCERT	National Council of Educational Research and Training
NCF	National Curriculum Framework
NCFSE	National Curriculum Framework for School Education
NCFTE	National Curriculum Framework for Teacher Education
NCIVE	National Committee for the Integration of Vocational Education
NCPFECCE	National Curricular and Pedagogical Framework for Early Childhood Care and Education
NCTE	National Council for Teacher Education
NCVET	National Council for Vocational Education and Training
NETF	National Educational Technology Forum
NGO	Non-Governmental Organization
NHEQF	National Higher Education Qualifications Framework
NHERC	National Higher Education Regulatory Council
NIOS	National Institute of Open Schooling
NIT	National Institute of Technology
NITI	National Institution for Transforming India
NPE	National Policy on Education
NPST	National Professional Standards for Teachers
NRF	National Research Foundation
NSQF	National Skills Qualifications Framework
NSSO	National Sample Survey Office
NTA	National Testing Agency
OBC	Other Backward Classes
ODL	Open and Distance Learning
PARAKH	Performance Assessment, Review and Analysis of Knowledge for Holistic development
PCI	Pharmacy Council of India
PFMS	Public Financial Management System
Ph.D	Doctor of Philosophy
PSSB	Professional Standard Setting Body
PTR	Pupil Teacher Ratio
R&I	Research and Innovation
RCI	Rehabilitation Council of India
RPWD	Rights of Persons with Disabilities
SAS	State Achievement Survey
SC	Scheduled Caste(s)
SCDP	School Complex/Cluster Development Plans
SCERT	State Council of Educational Research and Training
SCF	State Curricular Framework
SCMC	School Complex Management Committee
SDG	Sustainable Development Goal
SDP	School Development Plan
SEDG	Socio-Economically Disadvantaged Group
SEZ	Special Education Zone
SIOS	State Institutes of Open Schooling
SMC	School Management Committee
SQAAF	School Quality Assessment and Accreditation Framework
SSA	Sarva Shiksha Abhiyan
SSS	Simple Standard Sanskrit

National Education Policy 2020

SSSA	State School Standards Authority
ST	Scheduled Tribe(s)
STEM	Science, Technology, Engineering, and Mathematics
STS	Sanskrit Through Sanskrit
SWAYAM	Study Webs of Active Learning for Young Aspiring Minds
TEI	Teacher Education Institution
TET	Teacher Eligibility Test
U-DISE	Unified District Information System for Education
UGC	University Grants Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization
UT	Union Territory
VCI	Veterinary Council of India

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CITY COLLEGE

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EMPLOYEE'S SERVICE RULES
&
DUTIES AND RESPONSIBILITIES

1. Preamble

City College, Jayanagar was established in 1998 and is affiliated to the Bangalore University, Bangalore. The Institute is rendering outstanding service to the cause of education and it strives to achieve the goal of becoming one of the leading Institutes by focusing on teaching and learning, research, consultancy and extension activities. The Institute not only believes in transparent administration but also in establishing sound systems and procedures and implementation of the same to achieve the goal. Over the time Institute has established systems, procedures and rules for an effective administration. All the procedures and rules relating to the staff have been compiled here as a booklet, titled "Employees' Service Rules and Duties & Responsibilities" for the benefit of every one.

2. Definition

"Institute" means the City College Jayanagar.

"Society" means Jayanagar Educational Society.

"President" means President of the City College Jayanagar.

"Management" means the Governing Body of the Institute constituted as per AICTE/UGC norms under the Jayanagar Educational Society.

"Staff" means all employees belonging to faculty, administrative and technical category of the Institute.

"Year" means calendar year/ academic year/ financial year as the case may be.

"Vacation" means any recess in a calendar year.

"Vacation staff" means staff that is permitted to avail vacation as declared in the service rules. All others are non-vacation staff.

"Teaching faculty" refers to all teaching staff as per clause 3.1 of the service rules.

"Administrative staff" refers to all staff members categorized as administrative staff vide clause 3.1 of the service rules.

"Technical staff" refers to all staff members categorized as technical staff vide clause 3.1 of the service rules.

"Leave" means leave of absence sanctioned by the Competent Authority of the Institute to a staff member to which he/ she is eligible under the service rules.

"Pay" means basic pay and grade pay applicable to the post a staff holds.

"Competent Authority" means any staff member declared/ nominated by the President/ Governing Body as the case may be for specific purposes.

CATEGORIZATION AND CADRE STRENGTH OF STAFF

Categorization of staff

All staff members of the Institute are grouped into three categories *viz.,*

Teaching Faculty & Similar Cadre Staff : Professor, Associate Professor, Assistant Professor, Professor of Eminence, Visiting Professor, Professor of Practice, Guest Faculty, Visiting Faculty, Adjunct Faculty, Librarian, Placement and Training Officer and Student Counselor.

Administrative Staff : Finance Officer, Superintendent, Accountant, Office Assistant, Typist, Stenographer, Clerk, Peons and Attendant

Technical Staff : Technician, Assistant Technician, System Analyst cum Operator and Library Assistant.

RECRUITMENT CRITERIA & PROCEDURE

Teaching Faculty & Similar Cadre Staff

Required Qualifications

The minimum qualification stipulated by AICTE/ BU shall be adopted.

Filling of Senior Positions

For senior positions like Professor/ Principal, eligible faculty members already in the Institute will be considered along with outside candidates, who apply against notification. Taking into account, qualification, experience, academic and research contributions, projects executed, publications, etc., the position will be filled by the meritorious candidates selected by the Selection Committee.

Direct Recruitment

The procedure and guidelines prescribed by "All India Council for Technical Education/ Bangalore University, Pay Scales, Service Conditions and Qualifications for the Teachers and other Academic Staff in Technical Institutions (Degree) Regulations, 2010" shall be followed for direct recruitment of all teaching and other category of staff.

RECRUITMENT PROCESS

The recruitment process shall comprise of the following elements:

- Assessing the requirement of faculty
- Notification of vacancies
- Scrutiny of applications
- Selection by the Selection Committee

Assessing the requirement of faculty:

Before the beginning of each session, the Principal/ Director shall take into account the number of courses to be taught in the forthcoming session, the teaching hours required for those courses and the faculty available in the Institute. Based on these assessments, he/ she sends requisition to the Management to recruit new faculty.

Notification of vacancies:

The Management after being satisfied with such requisition, will make arrangements for the vacancies to be notified in media that will be effective in generating applications rich in both quality and numbers. These media may include newspapers, job portals, social media websites, professional websites etc.

Scrutiny of applications:

- All applications received up to the last date shall be scrutinized by a Screening Committee comprising the concerned Director/ Principal, and two senior most faculty members of the Department, as per qualification prescribed by the regulatory agencies and as notified in the advertisement.
- It shell be ensured that only candidates with a first class throughout the academic career are shortlisted for further processing.
- The Screening Committee will short-list top applicants.
- There shall be no screening for the posts of Professor. All the eligible candidates will be called for interaction with the Selection Committee.

Interview:

The candidate will be assessed by the Selection Committee through a seminar/ demo lecture presentation

Declaration of Merit List:

The recommendations of the Selection Committee will be submitted to the President for approval. After approval by the President, appointment letter to the candidates selected, in the order of merit, will be issued by the Group Director.

PROBATION, PLACEMENT

Probation

- The appointment to any post in the Institute is probationary in nature for a period of six months. After assessing the performance during the year and if the services are found to be satisfactory as per the policy of the Institute and on the discretion of the Management, the candidate will be considered for regular appointment.

- In case, the performance of a staff member is not satisfactory during the probationary period, the probation of the staff member may be extended or the services terminated.

Placement of Staff

- A staff member selected for appointment is ordinarily attached to the Department to which he/ she was selected.

- However the Management/ Competent Authority have the right to redeploy the staff member in any other Department in the interest of the Institute and depending upon the need and exigency.

DUTY, PAY, ALLOWANCES AND INCREMENT

Duty

- when a member is discharging the duties of the post to which he/she is appointed,

- when the member may be enjoying holidays declared by the Institute or vacation permitted or availing any leave sanctioned by the authority concerned,

- when the member is attending conferences, seminars, summer and winter schools, workshops, refresher courses, orientation courses etc. duly permitted by the Competent Authority,

- any other work assigned to the staff member by the Competent Authority in the interest of the Institute.

Pay Scales

All regularly appointed teaching faculty are governed by the pay scales (pay band) approved by the Management from time to time. For all other staff members classified as non-teaching category (Administrative and Technical Staff), they shall be governed by the scales of pay approved by the Management.

PERFORMANCE APPRAISAL

Definition:

Experience: "Experience", means the "teaching experience" in the recognized institutes. The "experience" gained by working in companies/ industries may also be considered partially/ fully by the Selection Committee in exceptional cases, depending upon the "quality" and "relevance" (to teaching) of the experience, "nature" of the job, designation/ post held and the reputation of the company/ industry at National/ International level.

APPRAISAL PROCESS

Appraisals shall be done after 360 performance evaluation.

Resignation

If a staff member (Teaching or Non-Teaching) intends to resign from the Institute he/ she shall give either 2 month notice in advance or pay 2 month salary to the Institute in lieu thereof. The 2 month notice period shall be co-terminus with the semester only. Under no circumstances a staff member shall be relieved in the middle of a semester.

Termination of service

The Institute can relieve any staff member by giving him / her one month notice or one month salary in lieu of the notice, at any time in a semester.

LEAVE RULES

The Institute has a liberal and progressive leave policy that caters to the welfare of the employees, while at the same time taking care that academic and administrative duties are not hampered while granting the leaves.

The formal Leave Rules are hereby being notified for the benefit of all the employees.

CASUAL LEAVE

- Casual leave of 12 (twelve) days in an academic year shall be allowed to all employees of the Institute.

- In case an employee is joining in the middle of the academic year, the number of casual leaves that can be availed will be in proportion to the remainder of the academic year.

- Similarly, in case an employee is leaving in the middle of the year, the number of Casual Leaves availed shall be calculated in proportion to the period served in that calendar year.

- Application for grant of casual leave is to be submitted at least two days in advance in the proper leave application form.

- Casual leave is essentially intended for emergencies for short periods. In a month, not more than 2 (two) Casual Leaves shall be availed.

DUTIES AND RESPONSIBILITIES AND
CODE OF CONDUCT OF FACULTY

The Management has taken efforts to introduce scales of pay, proper working conditions, etc. As ours is a self-financing institute the contribution of faculty members is expected to be more by way of research, extension activities apart from regular academic and teaching activities. The duties and responsibilities of all faculty members have been framed and approved by the Governing Body. The details of duties and responsibilities in respect of faculty members are explained below.

PURPOSE AND SCOPE

As faculty members of City College Jayanagar, they are responsible for contribution and sustenance of the standards of the Institute. They should comply with the relevant policies, rules, regulations, norms and standards laid down for their work. While every individual member is accountable for his/ her action, as member of the academic community, they are collectively accountable for upholding those standards of behaviour and for compliance with all applicable rules, regulations and code of conduct.

This document details the rules and regulations that every faculty member should follow and the code of conduct they should adopt in the discharge of their professional duties.

APPLICABILITY AND INFRINGEMENTS

These rules and regulations and code of conduct prescribed applies to all full time faculty members, visiting faculty members, faculty members on contract/ part-time employment, research scholars given teaching assignment attached to all departments of City College.

Adherence to these rules and regulations and code of conduct is a responsibility of the faculty members. Confirmed violations will result in suitable disciplinary action up to and including termination from employment or other relationships with the Institute. If need be, legal recourse may also be adopted resorted against the concerned individuals.

CURRICULAR RELATED

a) Teaching and Learning

A faculty is responsible for:

- Teaching of both core and elective courses in the field of his/ her specialization as allocated by the Director/ Principal through Academic Committee for the programs offered by the Institute.

- Conducting laboratory courses, tutorials and seminars of the programs assigned to him/ her in an effective manner, so as to improve the practical knowledge of the student.

- Providing proper guidance and supervision of the project work undertaken by students and development of proper rapport with the industry/ organization if the project is industry related one.

- Making the teaching more effective and interesting to the students by the use of multimedia teaching aids.

- Making the laboratory and seminar classes more purposeful by evaluating the students after the experiment/ seminar to improve the student's understanding of the subject.

- Conducting the core/ elective course as project based/ experimental/ activity based learning.

b) Course Planning and Material Preparation

- The faculty member is required to plan and make complete preparation well in advance to effectively teach the theory and practical courses.

- He/she should prepare the schedule of lectures with topics, tests, assignments, demonstrations, screening of video or power point presentation etc., in advance and the students should be informed of the same.

- The faculty member has to design experiments for laboratory classes so as to improve the student's creative skills besides properly understanding the chemical/ physical phenomena or concept.

c) Examination, Evaluation and Grading

- A faculty is required to set standard question papers to test the knowledge/ analytical thinking of students and evaluate the answer scripts of courses taught by him/her.

- A faculty is required to conduct and invigilate any exam/ test in the Institute. Such test/ exam may be for the course taught by him/ her or for any other course assigned by the Director/ Principal/ Examination Committee of the Institute.

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- A faculty member while evaluating examination answer sheets, project work etc. should be objective and scrupulous in his/ her approach so that the student can fairly earn the marks/ grading for his/ her performance.

d) Maintenance of Records

- Each faculty member is required to maintain the record of class work, attendance and continuous assessment neatly, properly and in time. This should be produced to the Director/ Principal as and when called for.
- Each faculty member is required to keep a file containing question papers set by him/ her for the course taught, copy of answer sheets of the students after evaluation, for production during the academic audit.

f) Participation in Academic Developments

- A faculty member should actively participate in preparation of course content for each program.
- Contribution to the preparation of course file or its updating is also the responsibility of a faculty member pertaining to his/ her specialization.

g) Punctuality and Regularity

- The faculty member shall always be on time for his/ her theory or laboratory classes so as to ensure punctuality in attending class by the students.
- A faculty member is required to make alternative arrangement to handle his/ her scheduled course work and other works whenever he/ she goes on leave.
- As far as possible a faculty member should not miss the scheduled class and only under unavoidable circumstances alternative arrangement can be made. This will ensure better compliance of scheduled classes.

b) Research Publications and Books

- As research publications in refereed journals of international importance not only improve the individual's image but also of the institution, every faculty member should strive to bring out such quality publications.
- Faculty members should publish their research output only in SCI or SSCI journals and publications in non-refereed journals will not be recognized.
- Faculty members shall also strive to file patents if their research output is new and novel.

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- Depending upon the research content, the faculty member may also present papers in International/ National level conferences.

Co-Curricular activities

- A faculty member is required to arrange guest lectures, seminars etc., to supplement regular lectures and also help in the conduct of faculty development programs, shortterm programs, workshops, open houses, exhibitions organized by the Department or Institute.
- A faculty member is required to organize industrial visits, educational tours and accompany the students to visits/ tours as and when required.
- A faculty member is required to help in organizing annual events such as symposium, technical contest, quiz, and also in the interaction with the parent bodies (AKTU, IPGA, AICTE etc.) to promote the student chapter of the professional bodies.
- A faculty member is required to coordinate National/ International conferences/ seminars/ symposium/ workshop.

Extra-curricular activities (Co-administrative Activities)

- A faculty member if nominated as an Office-bearer of any Committee functioning in the Department/ Institute shall perform such duties accordingly.
- The faculty member has to serve as a member of various committees whenever the Department/ Institute organizes major events such as Sports Day, Annual Day, Technical and Cultural Festivals, etc.
- All faculty members are expected to oversee the students go to the class on time and not loitering in the campus.

WORKLOAD NORMS

Working hours

- All full-time faculty members should perform a minimum of 16 hours of work per week for the Institute on a 6 day week basis. The Institute has the right to fix the working hours and days depending upon the exigency.
- The 16 hours is only the minimum, but a faculty member is expected to devote more time in connection with execution of sponsored and funded projects, consultancy work, continuing education, summer courses, etc.
- The minimum working hours may vary in the case of part-time and visiting faculty depending upon their condition of employment.

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USE OF INSTITUTE RESOURCES

The Institute resources include, but are not limited to, the use of telephone systems, data communication and networking services, Institute domain for electronic communication forums, computers and peripherals, stationery, reprographic facilities, vehicle and other equipment, time and effort of staff, students and others. These resources must be used only for the purposes of the Institute. They should not be used for personal gain, and for personal purposes, except in a manner that is incidental, and reasonable in the list of employee's duties.

REPRESENTATION AND GRIEVANCE REDRESSAL

A faculty member should make representation of any suspected infringement or violations of applicable rules and regulations through proper channels beginning with the immediate superior. If for any reason, it is not appropriate to report suspected violations to the immediate superior (eg. the suspected infringement is by the supervisor), the individual may go to a higher level of Management.

Reports/ representations shall be made to the Grievance Redressal Committee furnishing factual information/ evidence, for necessary redressal. Faculty member, who is affected, should address his/ her problem through proper channel to the Grievance Redressal Committee. If he/ she is not satisfied with the committee's outcome, only then, he/ she can appeal to higher authorities.

CONFLICT OF INTEREST/ COMMITMENT

A faculty member owes his/ her primary professional allegiance to the Institute and its mission to engage in the highest level of education, research and scholarship. He/ she is committed to devote his/ her time fully to academic, research, consultancy, extension and administration related activities. Therefore, doing private business is strictly prohibited; more so related transactions, personal work, etc., during the Institute working hours is strictly prohibited.

DISCIPLINARY ACTION

All staff members are liable for disciplinary action for disobedience, misconduct, misappropriation, dereliction/ negligence of duty and action involving moral turpitude.

All disciplinary action shall be taken after establishing the grounds on which the disciplinary action is initiated and after providing reasonable opportunity to the employee to defend him/her self.

Depending upon the nature of offence if the competent authority feels that it is necessary to constitute an enquiry committee as a part of the procedure for taking disciplinary action, such enquiry committee shall be constituted.

MISCELLANEOUS RULES OF CONDUCT

The following are the miscellaneous items of rules of conduct, which a faculty member is expected to follow:

> All staff members of the Institute are required to be present in the Institute timings during working hours on all working days and days specifically notified.
> A staff member shall devote his/ her whole duty time to the service of the Institute and shall not engage directly or indirectly on any other private work/ business.
> A faculty member shall not indulge in any adverse criticism of the Institute and its officers by means of any article, broadcast or any other document or statement.
> A faculty member shall not be under the influence of any intoxicating drug or liquor during the hours of his/ her duty.
> All members of staff are governed by the general duties and responsibilities prescribed for each category of staff detailed in the service rules.
> Notwithstanding the rules and regulations and code of conduct specified in this document, all faculty members should follow the various rules and regulations framed, instructions issued by the Institute from time to time in true letter and spirit.
> In case of any misinterpretation/ wrong interpretation of any of the rules and conditions specified in the service rules, the Group Director is the final authority to decide.

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CITY COLLEGE

No. 27/2, 33rd Cross, 2nd Main Rd, 7th Block, Jayanagar, Bengaluru – 560070

1. INSTITUTE INTERNAL EXAM POLICY MANUAL

2. UNIVERSITY EXAM POLICY MANUAL

CITY COLLEGE

No. 27/2, 33rd Cross, 2nd Main Rd, 7th Block, Jayanagar, Bengaluru – 560070

INSTITUTE INTERNAL EXAM POLICY MANUAL

Principal
CITY COLLEGE
Jayanagar, Bangalore - 70

INSTITUTE INTERNAL ASSESSMENT EXAM RULES

UG RULES

As part of the Continuous Internal Assessment (CIA), College conducts two examinations in each semester of one hour duration, in view of the end semester University Examination for a duration of Two and Half hours (CBCS-Repeaters) and two-and-a-half hours (NEP). These exams are conducted strictly in conformity with the University pattern (in terms of question papers, seating arrangements, timetables etc.,).

The pass mark for each subject is 40%. To compute the IA grades, weightage is given to both the internal exams.

Information with regard to the performance in the First Internal Exam is communicated to the parents/guardians during the Parent-Teachers' Meet organized a couple of weeks after the First Internal Examination. The academic performance of each student is discussed between the class teacher and parent/guardian.

The scheduled dates of the CIA Components including Exams are announced in the college calendar. The time table is announced at least 10 days ahead of the commencement of the examination. Attending the exams is mandatory. Prior permission needs to be taken from competent authorities to be absent for

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PG RULES

As part of the Continuous Internal Assessment (CIA), College conducts two examinations in each semester, While the first is the First Internal Examination of One hour duration, the second is the Model Examination in view of the end semester of one hour duration, the second is the Model Examination in view of the end semester University Examination for a duration of three hours. These exams are conducted strictly in conformity with the University pattern (in terms of question papers, seating arrangements, timetables etc.).

The pass mark for each subject is 40%. To compute the IA grades, weightage is given to both the internal exams.

Information with regard to the performance in the First Internal Exam is communicated to the parents/guardians during the Parent-Teachers' Meet organized a couple of weeks after the First Internal Examination. The academic performance of each student is discussed between the class teacher and parent/guardian.

The scheduled dates of the CIA Components including Exams are announced in the college calendar. The time table is announced at least 10 days ahead of the commencement of the examination. Attending the exams is mandatory. Prior permission needs to be taken from competent authorities to be absent for the internal examinations.

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Continuous Assessment activities for C1 and C2

BCA

- **Internal Exam**

Exam will be conducted for Maximum 25 marks and then it will be converted to 10 (IA marks/25*100). IA question Paper format will be as per prescribed format by Bangalore University.

- **Writing Assignment**

Some essay type questions will be given as a writing assignment so that students can get writing practice.

- **Lab Assignment**

Lab Internal Exams – to make aware the students to write the programs independently and learn error correction methods

Observation book/Record book – observation book is to record the observations while doing practical, Record book is the final practical maintenance book of all practical programs done.

Activities	C1	C2	Total Marks
Internal Exam	10	10	20
Writing Assignment	5	5	10
Classroom participation	5	-	10
PPT/Project	-	5	5
Practical Record book(BCA)		5	5
Total	20	20	40

BCOM/BBA

- **Internal Exam**

Exam will be conducted for Maximum 25 marks and then it will be converted to 10 (IA marks/25*100). IA question Paper format will be as per prescribed format by Bangalore University.

- **Writing Assignment**

Some essay type questions will be given as a writing assignment so that students can get writing practice.

- **Open End Experiments**

  It is a practice where the teacher assigns some topics to students, they have to present it practically.

Activities	C1	C2	Total Marks
Internal Exam	5	5	10
Assignment/Seminar	5	5	10
Classroom Exercise	5	-	5
Lab record & Attendance	5		5
Open End Experiments		5	5
Self-Assessment		5	5
Total	20	20	40

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MBA

- **Internal Exam**

Exam will be conducted for Maximum 30 marks and then it will be converted to 15 (IA marks/30*100)

- **Writing Assignment**

Some essay type questions will be given as a writing assignment so that students can get writing practice.

- **Case Study**

Based on respective subject.

Activities	Internal Exam	Attendance	Assignment	Seminar	Total Marks
Marks	15	5	5	5	30

MCA

- **Internal Exam**

Exam will be conducted for Maximum 20 marks and then it will be converted to 10 (IA marks/20*100)

- **Writing Assignment**

Some essay type questions will be given as a writing assignment so that students can get writing practice.

- **Activities: Seminar, Quiz, Class activities** (Based on respective subject)

Activities	Internal Exam	Writing Assignment	Seminar	Quiz	Class Activity	Total Marks
Marks	10	5	5	5	5	30

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Jayanagar, Bangalore - 70

CITY COLLEGE

No. 27/2, 33rd Cross, 2nd Main Rd, 7th Block, Jayanagar, Bengaluru – 560070

UNIVERSITY EXAM POLICY MANUAL

EXAMINATION ORDINANCE 2011

University Notification No.SYN/S1/ORD/2011 Dated 29-3-2011

(Approved by the Chancellor vide letter No. GS6BUM2011Dated 6-4-2011)

BANGALORE UNIVERSITY, BANGALORE

Contents

Statements of objects and reasons

Where as the Bangalore University Bangalore has been conducting examinations under the examination manual which was introduced w.e.f., 1999-2000

Whereas the University has noticed certain deficiencies in the said manual in conduct of examinations which were delaying the announcement of the results in time and to deal with other related matters

The University in exercise of the power conferred under Sec. 42 and all other enabling provisions of the Karnataka State Universities Act 2000, has framed the following Ordinance

EXAMINATION ORDINANCE 2011
BANGALORE UNIVERSITY, BANGALORE

University Notification No.SYN/S1/ORD/2011 Dated 29-3-2011

(Approved by the Chancellor vide letter No. GS6BUM2011Dated 6-4-2011)

An Ordinance to replace the present Examination Manual relating

to Examination of Bangalore University by comprehensive

Ordinance

Whereas it is expedient to replace the present Examination

Manual by comprehensive Ordinance to consolidate the law

relating to examination of Bangalore University

I.   **1. Short title and commencement:** (1) This Ordinance may be called as Examination Ordinance 2011, Bangalore University, Bangalore

(2) It shall come into force at once.

2. Definitions: In this Ordinance, unless the context otherwise requires:

(1)   The "Act" means the Karnataka State Universities Act 2000.

(2)   "Ordinance" means the Ordinance made under Sec.42 R/w Sections 73,74,75 and 77 of the Act

(3)   'Examination Centre' means any premises consisting of examination halls.

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(4)   'Examination Hall' includes any Rooms, Laboratory, workshop or any other premises used for conducting examinations.

(5)   'Computer Center' means the computer center established by the University to attend examination related work

(6)   Chief Superintendent' means any person appointed by the Registrar (Evaluation) to be in overall control and supervision of the examination centre

(7)   'Deputy Chief Superintendent' means any teaching staff of the college appointed by the Chief Superintendent with the approval of the Registrar (Evaluation) to assist him in conducting examination

(8)   'External Chief Superintendent' means any person appointed by the Registrar (Evaluation) to an examination centre for conduct of examination

(9)   'Room Superintendents' means any teaching staff of the College/Department/ other institutions appointed by the Chief Superintendent under intimation to the Registrar (Eval.) for invigilation work.

(10)   'Relieving Room Superintendent' means any teaching staff of the College/Department/ other institution appointed by the Chief Superintendent under intimation to the Registrar (Eval.) for giving relief to the Room Superintendent

(11)   'Board of Examiners' means Board constituted by the Syndicate consisting of Examiners from among the panel of Examiners prepared and submitted by the concerned Board of Studies

(12)   'Chairman of the Board of Examiners' means any examiner appointed by the Syndicate from among the panel of Examiners to act as Chairman of the Board of Examiners

(13)   'Paper setter' means any person appointed by the Syndicate from among the panel of examiners furnished by the concerned Board of Studies for setting question papers

(14)   'Vigilance Squad' mean any persons appointed by the Registrar (Evaluation) to supervise the examination centers, and to check any malpractices in the examinations, if any.

(15)   'Valuation Center' means the premises where the valuation of the theory papers/dissertation/project of the examination is conducted by the University.

(16)   'Custodian' means teacher appointed by the University to be in charge of the valuation center and to conduct valuation of theory papers/dissertation allotted to the valuation centre

(17)   'Deputy Custodian' means teacher/s appointed by the Registrar (Evaluation) to assist the Custodian.

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(18) 'Assistant Custodian' means teacher/s appointed by the Registrar (Evaluation) to assist the Custodian.

(19) 'Reviewers' means the examiners who have been appointed by the Registrar (Evaluation) to Review the papers valued by the Examiners.

(20) 'Examiners' means any teachers appointed by the Registrar (Evaluation) from among the list of eligible examiners approved by the Syndicate for valuation of theory/practical papers/dissertation

(21) 'Verification Officer' and Scrutinizers, means any persons appointed by the Registrar (Evaluation) to discharge such duties and functions as provided under this Ordinance

(22) 'Malpractices' means any one or more of the acts prescribed as malpractice under this Ordinance.

(23) 'Malpractices Enquiry Committee' means the committee appointed by the Vice-Chancellor

(24) 'Answer Booklet' means booklet issued by the University to the students at the examination center to answer the question paper of a subject.

(25) 'Photocopy of answer paper' means a photographic reproduction the original answer booklet used by the student in the examination.

(26) 'Re-Valuation /Challenge Valuation' means request of the candidate for fresh valuation of his/her answer paper/papers after announcement of the result.

(27) Expressions used but not defined in these Ordinances and defined in the Act, Statutes or Regulations shall have the meanings assigned to them in the Act, Statutes or Regulations.

II. Work to be attended to by the Office of the Registrar (Evaluation)

The following works shall be attended by the University officials/ if necessary, any agency appointed to assist the University.

1. Issue of Calendar of Events and schedule of examination, notification of examination fees and inviting applications from the candidates for various University examinations and such other items of work.

2. Preparation of detailed time – tables and their publication in time.

3. Fixing up of centre of examinations for theory and practical examinations.

4. Scrutiny of examination application forms of candidates and the statements sent from the college should be done at least 30 days before the commencement of Practical/theory examinations with respect to the following items:

   a) Names of candidates, including correct spelling and initials.

   b) Scheme and subjects offered at the examination by the candidate

   c) Previous attempts with regard to repeaters Reg. No., Year and Month.

   d) Exemptions obtained in the subject, Year and Reg. No. in which exemptions were secured.

   e) Rejection of previous results if any, with Reg. No., Year and Month.

   f) Checking cross reference in respect of candidates appearing simultaneously in a particular Examination along with other subjects of the previous year examination under the carry over system.

   g) Allotment of Reg. No's to the applicants and to prepare statement of the amount of fees paid, Date of payment, whether paid in full to cover the subject/subjects offered including the carry-over subjects.

   h) Preparation of the statements of refund of fees if any, along with the financial statement, institution/Department wise.

   i) Schemes under which improvement is taken and candidates' eligibility.

   j) A change of college /University by a student in between a course will have effect only after getting new register number from the Registrar (Evaluation)

5. Printing of candidates lists and issue of the same to the centre of examinations and hoisting on the website.

6. Preparation of the subject wise, paper wise and date wise statement to print question papers with code numbers and arrange to issue them to the notified centre of examinations.

Note: Question Papers to be printed shall be 20% in excess of what is actually required in each subject, 15% of these excess shall be retained by the Registrar (Evaluation) and the balance of 05% shall be dispatched to concerned Colleges to use in examinations and/or keep in the Library for reference.

7. The question paper packets shall indicate course, subjects, semester, date of examinations, Code and name of examination center, time of examinations, No. of question papers in each packet etc.

8. Maintenance of records

    (a)   One set of candidates list, pertaining to each examination duly bound and labeled
    (b)   One set of result sheets pertaining to each examination duly bound and labeled
    (c)   Registers relating to Statistics of passes and failures, examination wise and subject wise
    (d)   Stock Registers of the above records.
    (d)   Maintenance of the above said documents in soft form also i.e., in C.D/hard disk etc.,

9. Printing of various kinds of OMR forms, Forms, Answer Books, Registers, Marks card, Candidate lists, Degree Certificate etc

10. Inviting of Tenders/Quotations for printing and supply of all types of Examination related material, except for those items exempted under KTPP Act or any other Law.

11. Processing and passing of Bills of remuneration of TA., DA, other Conveyance/Allowance, and Maintenance of correspondence thereon.

12. Registration, Distribution and dispatching of day to day tappals.

13. Appointment of Chief Superintendents for examination centre and issue of instructions regarding the conduct of examinations.

14. Appointment of officials and other staff required for conduct of examination.

15. Issue of permission letters to blind and all type of disabled students

16. Arrangements for the work for dispatching of all examination material to examination centers, valuation centers etc.,

17. Facilitate the Syndicate in constituting and appointment of the Board of Examiners.

18. Announcement of selection and issue of appointment orders to the Chairperson, members and internal and external examiners, Paper –Setters etc.,

19. Arrangement for conducting examination, collection of answer papers, collection of OMR Marks lists, scanning, processing and declaration of results

20. Preservation and disposal of valued answer scripts six months after the announcement of results.

21. Arrangement for preparation and distribution of marks cards, correction of mistakes in marks cards, and other certificates to the candidates.

22. Collection and maintenance of statistical data regarding the number of examinations, number of candidates registered for each examination, the number of boys, girls, regular candidates and repeaters, percentage of passes, receipts and expenditure on each category of examination etc.,

23. Preparation of merit lists and their transmission to appropriate authorities/bodies.

24. Collection of work done statements from the Chairmen, Paper–Setters and Examiners/Custodians and forwarding them to the Finance Section for payment of remuneration.

25. Preparation of the lists of lapses and irregularities committed by the valuers and others and forwarding the list to the competent authorities for consideration and necessary action.

26. Appointment of custodians, squad chief, coding officers, tabulators, etc.,

27. Arrange for re-totaling of valued answer scripts requested by the candidates on his identifying the mistake in totaling after obtaining the photocopy copy of the script as provided in this Ordinance.

28. Scrutiny and passing of the bills of printing and purchase of stationery etc.

29. Purchase, maintenance and issue of stationery articles to various boards of coding, dispatching, tabulation, office use and to the centre of examination.

30. Maintenance of cash account and stamp account.

31. Preparation of A.C. Bills and D.C Bills of office

32. Sanctioning of contingent expenditure to colleges/ post – graduate departments/valuation centers to conduct theory and practical examinations.

33. Assisting the Vice Chancellor in constitution of mal-practice cases, detected before, during and after examinations.

34. Dealing with matters pertaining to the fixing of remuneration for the staff of section for various items of extra work connected with the examination.

35. Dealing with matters of examination fees and refunds if any.

36. Passing of conveyance bills, postal reimbursement bills and such other remuneration matters.

37. Announcement of results of examinations, dealing the cases held over for future announcement of follow up work in cases of discrepancies.

38. Issue of migration certificates, duplicate marks card/ duplicate degree certificate, consolidated marks card, provisional Degree certificate, rank certificate, corrected certificate etc.,

39. Preparation of National Merits scholarships lists, in collaboration with the Director of Collegiate Education, University Grants Commission and State Youth Board.

40. Work related to Convocation is as under:-

(a)   Inviting applications for award of Degrees.

(b)   Preparation of Eligibility lists for convocation, faculty wise and year wise.

(c)   Receipt and scrutiny of applications for conferring degree in person and in absentia at the Convocation.

(d)   Preparation of Presentation lists, faculty wise, year wise, in person and in absentia separately.

(e)   Preparation of lists of Prize winners, and medal winners.

(f)   Print of the lists of students attending the convocation and preserving the bound volume of such list.

(g)   Writing/printing of degree certificates/Rank certificate/prize or medal certificate, Ph.D certificate.

(h)   Intimating the candidates about the date and venue of convocation, and other literature relating to swearing etc.,

(i)   Distribution of admission cards and parent passes to candidates for the convocation.

(j)   Distribution of Degree Certificates.

(k)   Seating arrangements in the convocation hall.

(l)   Arrangement for obtaining degrees online by candidates

(m)   To attend legal matters relating to examination.

III   Powers and Functions of the Registrar (Evaluation)

1   The Registrar (Evaluation) shall prepare periodically list of those persons who have committed lapses in discharging the examination related responsibilities entrusted to them and refer them to the enquiry committee of the University with the approval of the Vice chancellor and thereafter place it before the Syndicate for taking appropriate action against them.

2   The Registrar (Evaluation) shall be responsible for maintenance of records, maintenance of marks lists and valued answer scripts. The valued answer scripts shall be preserved for six months after the announcement of results and thereafter dispose them off through tenders except the scripts regarding which court cases are pending.

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3. The Registrar (Evaluation) shall maintain the cash accounts and stamp accounts for his section.

4. The Registrar (Evaluation) shall prepare the budget estimates for his section and draw the sanctioned amount for his office expenses through A.C. bills and account for the amount drawn through D.C. Bills

5. He shall sanction the contingent expenditure to the centre of examination in accordance with the rate sanctioned by the Syndicate with the approval of Vice Chancellor.

6. He shall arrange to fix the rate of remuneration payable to the persons other than the staff drafted for various items of work connected with the examinations for the approval of Syndicate and shall have to issue sanction order after obtaining the approval of the Syndicate.

7. He shall draw up and notify a Calendar of events for various examinations in the beginning of each Academic year. It is incumbent on the part of the Registrar(Evaluation) to ensure adherence to the Calendar of events

8. He shall arrange for the tabulation and announcement of results expeditiously and arrange for the distribution of marks cards to the colleges/ Post – graduate department simultaneously.

9. He shall arrange to prepare the eligibility list of candidates and presentation lists for each convocation and arrange to write/print the distribution of the Degree Certificates to be conferred at the convocation.

10. He shall arrange to prepare the merit list and rank list and list of prize winners and medal winners list.

11. He shall be responsible for the proper custody and maintenance of marks registers and other valuable and permanent records of the section.

12. He shall pass the DA and TA bills and other remuneration bills of the staff drafted for the examination work subject to rules.

13. He shall arrange for the re- totaling of valued answer scripts, in case of any reported totaling mistakes, re-valuation, challenge valuation, redressal of grievances of students.

14. Make enquiries into all types of malpractices committed during examination, valuation, revaluation/challenge valuation and process of results etc.,

15. He shall arrange for printing of question papers and supply them to the centre of examinations in accordance with the scheme laid down by the Syndicate.

16. He shall arrange for the preparation of statements college wise, subject wise, paper wise and date wise for printing the question papers.

17. He shall issue marks card, duplicate marks card, consolidated marks card and rank certificates, Duplicate Degree Certificate.

18   He shall exercise all these powers subject to the general control and supervision of the Vice-Chancellor.

19   He may make any structural changes in the examination administration as and when required

IV. Appointment, Powers and Functions of the Special Officers (Evaluation)

The required number of special officers for U.G., P.G and Ph. D Courses may be appointed from among the teaching staff of the University/ any persons, having rich experience in examination related works, on such terms and conditions as determined by the University to oversee the examination works and to assist the Registrar (Evaluation) in discharge of his functions.

The Special Officers (Evaluation) shall have the following powers and functions, duties and responsibilities:

1. Shall oversee the conduct of examination and evaluation work
2. Shall attend to all the confidential files regarding appointment of examiners, custodians, squad chief etc.,
3. The Special Officer Ph. D shall attend to matters pertaining to Ph. D programme in consultation with the Registrar (Evaluation).
4. Shall obtain I.A/Grading marks from the colleges online/hard and soft form before commencement of theory examinations
5. Shall assist the Registrar (Evaluation) in evolving and implementation of examination related reforms.
6. Discharge such duties as entrusted to them by the Vice-Chancellor/Registrar (Evaluation).

V. Duties and responsibilities of the Deputy Registrar (Evaluation)

Subject to the general control and supervision of the Registrar (Evaluation), the Deputy Registrar (Evaluation) shall have the following powers and functions, duties and responsibilities:

1. With the approval of the Syndicate/Vice-Chancellor, the Deputy Registrar (Evaluation) shall issue Notifications inviting applications, fixing the dates of commencement of examination. He shall arrange to issue these notifications 60 days in advance.

2. He shall prepare the detailed time–tables of all examinations in consultation with the Chairman of PG Departments and the Principals of constituent colleges, and arrange to notify them for the information of candidates registered for the examinations 30 days in advance of the commencement of examinations as per calendar of events.

3. He shall declare and notify the centre of examinations for both theory and practical, 30 days in advance of the commencement of practical examinations.

   Note: An institution may be declared as a centre of examination, if the number of candidates taking the examination at that institution is about 500, in case of U.G and 100, in case of P.G., courses.

4. He shall arrange to scrutinize the examination application forms and the statements sent by the respective Departments/Colleges with reference to the records maintained at the office o the Registrar (Evaluation).

5. He shall arrange to print and supply the candidate lists to the centre of examinations 10 days earlier to the commencement of examination.

6. He shall arrange to prepare the subject wise, date wise, and examination wise statements of candidates who are taking the university examinations and furnish them to the Registrar (Evaluation) 30 days in advance.

7. He shall be responsible for the proper maintenance of the following records in the Section.

   (a)   One set of candidates' lists, examination–wise

   (b)   One set of result sheet, examination–wise

   (c)   Other registers like stock registers of furniture stationery etc., required for the work as per office manual issued.

8. He shall assist the Registrar (Evaluation) to print and supply the various forms, registers, marks cards, etc., required for the office work and   for the centre of examination.

9. He shall assist the Registrar (Evaluation) to print and supply the answer books, additional answer books, if any and other stationery required to the centre of examination.

10. He shall assist the Registrar (Evaluation) to purchase/ procure the required stationery articles for the use of office and centre of examination   as per rules, maintain the stock–account and supply them to various Boards and Centre of Dispatching, Tabulation etc.,

11. He shall assist the Registrar (Evaluation) to pass the bills of printing and stationery for payment. He shall also countersign and pass the bills of proof reading of question papers, postal reimbursement charges.

12. He shall assist the Registrar (Evaluation) to arrange to fix the examination fees for various examinations with the approval of the Syndicate.

13. He shall assist the Registrar (Evaluation) to arrange for the proper distribution and disposal of day–to–day tappals in the Section

14. He shall assist the Registrar (Evaluation) to issue of migration certificate, provisional Degre certificate, marks cards and rank certificate, Duplicate marks card, Duplicate Degree Certificate etc.

15. He shall assist the Registrar (Evaluation) to arrange to prepare through the tabulators, the statistics relating to the number of candidates registered for the examinations, passed in various examination subject wise, college wise etc. The statistics required by the UGC, Govt. of India, Karnataka Govt., Director of Collegiate Education and   such other authorities shall be prepared and furnished.

16. He shall assist the Registrar (Evaluation) to arrange for the preparation of registers for tabulation, coding and arrange for their supply to the concerned officers.

17. He shall facilitate for convening the meetings of mal-practice enquiry committee constituted for the purpose. He shall be the custodian of all the records connected with the mal-practice committee by the students during examinations and shall place the relevant records before the enquiry committee.

18. He shall attend to tabulation and other post–examination work under instructions of the Registrar (Evaluation) and take necessary action for the announcement of results on the due date.

19. He shall personally attend to the re-totaling of valued scripts, in case of re-totaling mistake reported by the candidate, challenge valuation, redressal of grievances, etc., under instructions from the Registrar (Evaluation)

20. He shall attend to all the types of work connected with the convocation under instructions by the Registrar (Evaluation)

21. He shall assist the Registrar (Evaluation) to place before the Syndicate the Panel of Examiners suggested by the Board of Studies for its final approval.

22. He shall prepare and supply relevant extracts from this Ordinance for the guidance and benefit of several Officers/officials entrusted with any kind of examination work/assignment. These should be sent along with the letters of respective appointments.

23. He shall prepare a list of defaulting subordinate staff who has failed to attend files within 3 working days and submit the same to the Registrar (Evaluation) for appropriate action

24. He shall in addition to the above duties do any other duty entrusted to him by the Registrar (Evaluation), Vice–Chancellor, Syndicate and carryout the above duties seeking orders directly from the authorities or officers concerned.

VI. Duties and responsibilities of the Assistant Registrar (Evaluation)

1. He shall discharge all the duties and responsibilities entrusted to him by the Registrar(Evaluation)/Special officers/ Deputy Registrar (Evaluation)

2. He shall supervise and ensure the compliance of all examination related work of all subordinate staff working in the sections under him.

VII. Duties and responsibilities of Section Officer/Superintendent

1. Section Officer shall exercise general control over the Section including supervision and co-ordination of work, discipline of staff and punctuality of attendance.

2. He shall ensure that all communications received in the section are accounted for and those that require action are brought before the appropriate officer promptly. No correspondence

shall be kept pending without appropriate action for more than 3 working days in the section.

3. He shall scrutinize the cases put up by the Assistants, with particular attention to the accuracy off acts noted. The submission of files should include proper reference to page and paragraphs of the correspondence. There should be an independent office note in each case of submission. He should see that all cases are submitted for orders within 3 working days of the receipt of the cases.

4. In case of any delay in disposing of the cases within the time as stated above will be treated as a lapse on his part employee and repetition of such lapses for five times, the same shall be treated as misconduct dereliction, negligence and or incompetence and he/she shall be liable for being enquired as per service rules

5. He shall personally attend to confidential and important cases and be in charge of the custody of the concerned files.

6. He shall scrutinize and supervise in particular the following registers maintained by each case worker.
    (a)   Personal Dairy
    (b)   Receipt and Dispatch Register
    (c)   Weekly and Months arrears list
    (d)   Candidates lists
    (e)   Result sheets
    (f)   Progress Charts
    (g)   Work charts and
    (i)   Such other files and Registers

7. He shall work particularly on pending cases, issue timely reminders and obtain orders for further disposal.

VIII. Duties and responsibilities of Computer Center

The Examination Computer Centre shall be headed by senior most System Analyst. He/She shall be assisted by system analysts, Programmers, Operators and Data Entry Operators. All of them must work under the direct control of Registrar (Evaluation). The Computer center shall be an exclusive restricted area. Entry and exist to the center shall be regulated through permission of Registrar (Evaluation) or any authorized officer of the University. The nature of work carried out at the Centre is as follows:

1. Collection of college and students data from Academic Section

2. Collection of data of students who have got transferred from other University/colleges year wise /semester wise/ course wise

3. Printing of Examination Application Forms for all Courses.

4. Printing and issuing of candidates list for all courses.

5. Printing and issuing of Practical Subjects list with code for conducting practical examination 30 days before commencement of practical examination

6. Printing and issuing of question paper requirement subject wise, college wise, center wise 30 days before commencement of theory examination.

7. Printing and issuing of Hall Tickets to the colleges and hoisting in websites.

8. Receiving of original Marks Lists of all Courses of theory (OMR)/practical/I.A/Grading/Viva- voce through on line/soft and hard form from the Colleges for U.G. Courses and from custodian for P.G. Courses.

9. Making arrangements for data entry or processing of scanned data provided by the scanning section/ agency authorized by the University for the said purpose.

10. After collection of practical/theory marks data, the Computer Section/the authorized Agency should process and tabulate the result and declare the same and hoist in the University website.

11. Printing of marks Registers, Marks cards and Passing Certificates of all computerized courses.

12. Preparing of Merit lists and Rank lists/ eligibility list /presentation list course wise in U.G. Courses and subject wise in case of P.G. Courses.

13. Printing and issue of Results Statistical Data for all courses.

14. Maintain all pertinent records in the computer center both in hard and soft form and one set of same documents shall be handed over to the record section.

15. Periodic upgradation of soft ware and hardware shall be ensured

16. Any other work entrusted by the Registrar(Eva) from time to time

Keeping in view the above said nature of work, the roles and responsibilities of computer staff working at different cadres is specified as follows:

B. SYSTEM ANALYST:
He/She shall be Head of the section and take care of all computerized examination activities from enrollment to convocation and following other activities:

1. The head of the computer center shall be responsible for establishing, coordinating and maintaining a set of operational activities pertaining to the examinations and its related activities and services.

2. Shall be responsible for performance of recurring operational tasks related to the support of an enterprise infrastructure including servers, workstations etc.,

3. Process review and improvement, Programmme planning/management, Operational requirements, systems requirements etc.,

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4. System development, /purchase/customize/integrate/training

5. System analysts define software requirements and specification and guide programme design and development

6. Responsible for evaluation and design of technical architecture, software and hardware.

7. Analyzing problems in execution and development of software and guiding , defining program parameters and specifications

8. Undertaking analysis of current software products and determining approaches, which will improve the user interface, performance and integrity.

9. Creating logical and innovative solutions to complex problems working closely with programmers and different end users to ensure smooth functioning.

10. Ensuring that calendar of events is adhered to and dead lines met. Providing training to users of new system etc.,

C. COMPUTER PROGRAMMERS: The principle function is to apply knowledge of programming techniques and computer systems to write and execute a specification under the guidance of system analysts.

1. Establishing detailed program specifications through discussions and documents

2. Creating sample data, sets to check that output and to verify whether the program works as intended

3. Seeking out problems and correcting the programs as necessary installing the programs and conducting final testing

4. Studying the computer printout like checklists, results sheets, ledgers, marks cards, degree certificates before dispatching to the users for accuracy.

5. Taking steps for constant updation of backups/ data and programs

6. Guiding the operators to run the programs and allocating the roles time to time to the operators to get the work done as per the calendar of events and adhere to the time schedule laid down by the authorities.

D. COMPUTER OPERATORS: Computer operators shall carry out the following works under the guidance and supervision of System Analyst/Programmers:

1. Schedule and co-ordinate daily computer operations

2. Ensure that all updations are done as per the corrections indicated by the verifiers or users before taking printouts

3. Issue problem reports and help programmers debug associated software applications

4. Maintain routine records and repot to Programmers

5. Shall discharge all works assigned to them by the System Analyst/Programmers

E. DATA ENTRY OPERATORS: The data entry operator shall carry out the following works:

1. Schedule and co-ordinate daily operations like data entry or uploading or scanning of data/processing of scanned data

2. All the updations should be done by the data entry operator including the data entry and make sure that the corrections are transferred perfectly in to the computer database.

3. Keeping track of all data entry operations and reporting to the computer operator for further action

4. Receiving and maintaining all the documents for data entry or scanning from the concerned authorities

5. Reporting any data entry related problems to the operator for rectification before closing of that work.

The pre and post examination work may be processed in the following manner:

FIRST PHASE

1. On receipt of the list of eligible/approved candidates from the Academic Section and OMR Examination Application Forms from the concerned colleges/departments with due verification of both the lists, all the candidates who are eligible to take the University examination and who have kept the minimum statutory requirement of attendance as certified by the principal/Chairperson, should be kept ready for scanning/ feeding to the computer. While feeding data by the feeder and reader, all care should be taken to type the name of the candidate correctly and the subjects offered by him and all other relevant data in this regard. After completion of the data feeding /scanning, as the case may be, a list of students who are eligible to take examination with their subjects shall be printed by the Computer Center. In case of supplementary examination on receipt of examination application the list of students who will take the examination will be required to be activated.

2. The List of eligible candidates along with Hall Tickets shall be hoisted in official website of the University so as to enable the Colleges/Departments to download and issue the hall tickets to the respective students.

3. In case of any correction in name, subjects, etc. the appropriate correction should be made under the authorization of the Registrar (Evaluation)/authorized officer only.

SECOND PHASE

1. **Scanning/Feeding of Marks:** On receipt of OMR Marks lists from the custodian/ scanned marks data, as the case may be, the Computer Section shall arrange to feed the data with the help of Readers and Feeders/ process the scanned data provided by the

authorized agency. It shall be the joint responsibility of the feeder/reader for correct feeding of the data into the computer/ authorized scanning agency. It shall also be the responsibility of the concerned reader and feeder to feed absentee data, gap list, and any other data for computing the result of the concerned courses for which they were entrusted with.

2. On completion of the feeding of marks list by the concerned feeder/reader, the computer centre shall arrange to give a gap list to which the data is yet to be fed. It shall be the responsibility of the concerned case worker/computer programmer/operator to give required information for completing the gap list.

3. On completion of feeding of data by the reader/feeder and filling up of gap list/scanning; the Computer Centre shall arrange to give a draft ledger of marks for verification of the data by the scrutinizers/custodian with the marks list.

4. The draft ledger prepared by the Computer Centre shall be verified with the original OMR marks list by the scrutinizers appointed for this purpose. It shall be the responsibility of the scrutinizers/Custodian to correct the mistakes, if any, and to tally the marks with reference to the Register Numbers. After verification of the draft ledger, it shall be the responsibility of the scrutinizers to carry out corrections to be made, if any, to the draft with the help of the Computer Centre. Thereafter, a final print of the ledger to be taken for declaration of result

THIRD PHASE

1. On verification and certification from the scrutinizers/custodian, the Computer Centre shall arrange to take a print out of the result sheet for declaration and publication of result and to be sent to the concerned colleges.

2. The result should be hoisted in the website of the University on the same day of announcement of the result without fail.

3. After declaration of the result, the Computer Centre/authorized agency shall arrange to print marks cards and Marks Cards should be accounted properly. The Computer Centre shall maintain a Register for this purpose.

4. In Case of final year, the Computer Centre shall also arrange to print Provisional Passing/Degree Certificate after following the procedure prescribed in this regard.

5. After printing Marks cards etc., the concerned section/officer of the University shall be informed to collect the same for distribution to the colleges through the section.

6. Apart from this, the Computer Centre shall also assist in preparation of statistical data required for various agencies, viz., preparation of convocation list, strength list, Number of candidates appeared/passed/failed in the examination including sex wise, category wise etc.

IX. Duties and responsibilities of office staff

A. *Assistants/Junior Assistants*

1. The Assistants shall submit the proper file with relevant papers and references within 3working days of receipt of cases. Urgent cases shall be attended to on top priority basis.

2. The Assistants shall carefully examine cases with reference to rules and precedents and shall be personally responsible for the facts mentioned in the office note.

3. The Assistants shall maintain personal register and up to-date entries regarding submission of files, disposal of papers, progress and work charts, candidates lists and result sheets etc., They shall maintain the records neatly compiled in proper files.

4. The Assistants shall compare typed fair copies with approved drafts and attend to the prompt dispatch of orders.

5. The Assistants/Junior Assistant shall ensure proper scrutiny of application forms received from candidates and prepare a correct statement of candidates taking the examination, noting the correct name, subjects offered, subjects exempted, year of exemption with register number scheme etc.

6. The Assistants/Junior Assistant shall arrange to print the candidates' lists under orders of superior officers and deliver them to the centre of examinations as per the dates fixed in accordance with the ordinances. Proof reading of printed lists shall be the responsibility of case-workers.

7. The Assistants/Junior Assistant soon after the results of various examinations are declared, shall prepare a statement containing the number of failures, number of register numbers marked for later announcement/ Not Process, 'with-held' cases for not completing previous examination etc. and take appropriate action as expeditiously as possible to clear all such cases.

8. The Assistants/Junior Assistant in charge of particular examinations shall prepare and arrange to publish the eligibility list of candidate passing the examination within 60 days from the date of announcement of results

9   In case of any delay in disposing of the cases within the time as stated above will be treated as a lapse on his part employee and repetition of such lapses for five times, the same shall be treated as misconduct and dereliction of duty, negligence and or incompetence and he/she shall be liable for being enquired as per service rules

B. *Stenographers:*

1. Stenographers shall attend to taking down drafts given by officers and the typing work. He shall also assist other typists of the Section.

2. He shall ensure that no urgent cases are delayed or kept in arrears beyond 3 working days.

3. He shall attend the meetings of committee or conferences draft and report the proceedings of Committees or conferences.

4. He shall maintain the personal diary of work done; day-to-day noting to file number, the case, and number of pages typed on each day and submit personal diaries to superintendents for weekly checkup.

5. He shall be personally responsible for maintenance of accuracy of cases attended by him.

6. He shall preserve and maintain confidential records and other papers which are given to his personal custody by his officer and maintain dairy of files received and sent. He shall also maintain the records of interviews and other correspondence.

1. The Stenographers also responsible for the proper maintenance of the Computers/typewriters and other machinery under their custody.

2. In case of any delay in disposing of the cases within the time as stated above will be treated as a lapse on his part employee and repetition of such lapses for five times, the same shall be treated as misconduct and dereliction of duty, negligence and or incompetence and he/she shall be liable for being enquired as per service rules

C. Typists/Computer operators

1. The typists shall attend to all the typing work of routine nature. He/she shall ensure clear, neat and accurate typing and prompt attendance to work. No urgent cases shall be delayed or kept in arrears for more than 3 working days.

2. The typists shall maintain personal diaries of work done; make notes of day – to day work, records of submission of files, number of cases attended to, number of pages typed on each day and submit weekly reports to the Superintendent.

3. They shall also be responsible for the proper maintenance of the typewriter/computers and other machinery under his/her custody.

4. In case of any delay in disposing of the cases within the time as stated above will be treated as a lapse on his/her part employee and repetition of such lapses for five times, the same shall be treated as misconduct and dereliction of duty, negligence and or incompetence and he/she shall be liable for being enquired as per service rules

D. Attenders

1. Attenders shall carry files and papers within the University office and outside as directed by the Section Superintendents / Officers.

2. They shall attend to the pasting and sealing of covers and bags etc. to assist in the dispatch of outgoing mails.

3. They shall attend to the preparation of covers and envelopes/multicopier/Stenciling work, Xeroxing, etc.,

4. They shall ensure safe custody of stationery forms etc.,

5. They shall attend to the stitching of files and assist the assistants in the arrangement of records.

6. They shall ensure the proper cleaning of floor and furniture in the section before starting of daily work and assist the arrangement of books, papers, etc.

7. They shall attend to all miscellaneous items of work required to be done for the proper and efficient functioning of the office.

8. They shall carryout any other instructions/directions given by the officials of the Section.

E. Peons

1. They shall attend to the distribution of tappals and files within and outside the office, including mailing of letters in the post office and attend to local delivery work.

2. They shall clean the office furniture and attend to the work of keeping the office premises clean and tidy.

3. They shall paste and seal covers and prepare the covers and envelopes for office use, attend to stenciling work, Xeroxing etc.,

4. They shall attend to any other work entrusted to them by the officials of the section.

F. Watchmen/Security

1. Watchmen/Security shall ensure the safety of all University properties in premises and prevent unauthorized persons from entering into various sections of the Examination Departments.

2. They shall prevent theft, damages, loss etc., of any property in the premises.

3. In case of trespass, loss et., they shall report the matter immediately to the concerned officers.

4. They shall work in any shift allotted to them.

5. They shall carry out any instructions given to them by the officials.

X Declaration of Centers of Examination

The University at its discretion shall declare the institutions having total student strength of at least 500, in case of U.G, and 100, in case of P.G., as Centers of Examinations.

XI Appointment, Duties and Responsibilities of Chief Superintendents/ Principals

1. The Registrar (Eva) shall appoint the Chief Superintendents. Each institution which is declared as Centre of examination shall have a Chief Superintendent who shall ordinarily be the Head of the Institution. If, it cannot be done, the senior member of the institution suggested by the Head of the Institution may be appointed as the Chief Superintendent. The letters of appointment shall be conveyed immediately to the Registrar (Evaluation).

2. The Chief Superintendent shall be responsible for the proper and smooth conduct of examinations at his/her centre. He/she shall take all necessary action before, during and after the examination for the smooth conduct of examination and dispatch of answer scripts promptly.

3. He/she shall immediately after receiving the orders of his/her appointment, take stock of things that he has to attend, regarding the number of answer scripts and other stationery required for his/her centre and arrange to procure the same from the office of the Registrar (Evaluation). Further, immediately after the declaration of examination centre from the University, he/she shall.

   a. Confirm the number of colleges attached to the centre and the total number of candidates appearing for the Examination, course wise and subject wise.

   b. Call for a meeting of Principals of all colleges attached to the centre. If any Principal is absent, contact the college and confirm whether candidates are appearing for the examination or not and also confirm the total number of candidates appearing for the examination.

   c. Request the Principals of attached colleges to send the required number of staff for examination work (For Invigilation work and also to verify the identity of the candidates).

   d. Verify and confirm that the attached colleges have submitted the question paper requirement indent to the University.

   e. Prepare well in advance the statement regarding seating arrangements of the candidates including attached colleges. All candidates are treated equally without any discrimination.

4. He shall arrange to prepare a statement of candidates taking the examinations at his/her centre, examination wise, subject–wise, paper wise and forward the same to the Registrar (Eva)

5. He/she shall arrange for satisfactory seating of candidates at least a day earlier to the examination in the ground or first floor only and shall arrange to notify at a prominent place register number for which seating arrangements are made, room or block-wise. He/she shall allot not more than 30 to 40 register numbers in a single room. If there

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are big halls, he shall arrange to appoint one room superintendent for every 40 candidates.

6. He/she shall appoint the required number of Room Superintendents, Relieving Superintendents, Deputy Superintendent, Office Staff and Class - IV staff etc., as per the norms of the University.

7. The Chief Superintendent shall prepare well in advance the statement of allotment of work, seating for candidates and the number of Room Superintendents required and draft all the teachers of his/her institution for supervision work depending upon the need. If the staff of his/her institution is not adequate, he/she shall take the staff of neighboring colleges or PG Departments with the prior permission of the Registrar (Eva).

8. The Chief Superintendent shall convene a meeting of all the supervisory staff at least one day prior to the commencement of examination and explain to them their duties and responsibilities. He/she shall particularly impress upon them the need to prevent malpractices by scrupulous observation of rules. He/she shall also explain to the supervisory staff the procedure of reporting when a case of malpractice is detected. The Chief Superintendent shall send the proceedings of such a meeting to the Registrar (Eva).

9. He/she shall not post as far as possible any Room Superintendents in the same room successively. No Room Superintendents shall have advance information of the Room to which he/she shall be posted.

10 He/she shall inform the Room Superintend and candidates personally that **no additional answer book will be provided** and the candidates have to write their answer in only one answer booklet containing of 40 pages supplied to them in the Examination by the University.

11. He/she shall not leave the Centre of Examinations during the period of examination without the prior permission of the Registrar (Eva). In case of emergency, he/she shall make arrangements for the proper conduct of examinations by entrusting the responsibility to the next senior member of the staff of his/her institution, and report the arrangements made to the Registrar (Eva) and obtain approval, before leaving the centers of examination.

12 Soon after confirmation of the college as examination center he/she shall contact the Registrar (Eva) to know the mode of sending of question paper by the University and accordingly make necessary arrangement to receive, store in safe custody and distribution of the same with utmost care

13 He/she shall also verify and confirm the mode of dispatching answer bundles to the notified valuation units.

14. He/she shall either by himself / herself or through the Deputy Superintendent collects the question paper packets on each day of the examination from the Registrar (Eva) from the place informed from time to time. He/she shall take special care to see that the right question paper packets with required number of question papers are received and carried in a box with locking system from the place of delivery to the Institution,

and the question paper packets are always kept in his/her personal custody and that no one else is permitted to have access to the packets.

15. The sealed packets of question paper shall be opened in the office of the Chief Superintendent by the Chief superintendent on the date of the Examination not earlier than half an hour fixed for the commencement of the examination in that subject in the presence of the Room Superintendent/Deputy Superintendent/External Chief Superintendent after carefully examining the seals and the packet. He/she shall also verify the subject with reference to time – tables and check the number of papers written on the packets and whether they are sufficient before the packets are opened. The question papers packets shall be opened leaving the seals intact after signing the certificates duly witnessed. If the seals of the question paper packets are found tampered with, the matter shall be reported immediately to the Registrar (Eva) telephonically, but on that score the examinations shall not be stopped. The certificate of opening shall be preserved for 90 days.

16. He/she shall see to it that the right question paper is given tot the candidates.

17. He/she shall arrange to send the question papers required for each room in separate covers which shall contain only the actual number of papers required in a particular room for which it is meant.

18. He shall arrange to collect back the undistributed question papers from examination rooms after half an hour.

19. He/she shall immediately report to the Registrar (Eval.) either by phone followed by a letter or through a messenger in writing any serious misprint, wrong time, mistranslation, omissions or ambiguity etc, noticed or reported to him in the question papers. He shall not, on his own account or at the instance of any other person, give any clarification, unless it is clear case of misprint apparent on the face of it. In such cases a report of clarification given shall be sent to the Registrar (Eval.) by name immediately.

20. He/she shall see that only candidates with admission tickets issued by the head of the college/ University are allowed to take examination. If in case a candidate has lost the admission ticket, the Chief Superintendent shall arrange to issue a duplicate admission ticket on payment of Rs. 100/- which should be credited to University Funds.

21. He/she shall admit a candidate provisionally entirely at the candidate's own risk and responsibilities under the following circumstances:

(a) When a candidate has not been issued admission ticket by the University, but satisfies the Chief Superintendent by production of original documentary proof that he had duly sent communication separately to the Registrar (Evaluation) with a covering letter explaining in detail all the developments.

(b) When the subject/paper is wrongly indicated in the admission ticket issued, the Chief Superintendent shall give the correct subject/paper provisionally subject to the approval of the University. The student shall be made aware that incase the

contention of the candidate is found to be not valid; his/her answer script may not be valued.

All such cases of admissions are provisional till they are approved by the University.

22. He/she shall arrange to keep open the examination room/halls half an hour before the schedule time of commencement of examination on each day session of the examination. He/she shall ensure that no candidate is admitted to the examination hall/room, 30 minutes after the commencement of the examinations and no candidate is allowed to leave the examination hall/room within 30 minutes of the commencement of the examination. The Chief Superintendent shall arrange for the ringing of bells to mark the examination timings.

23. He/she shall obtain any help required to maintain law and order during the period of examinations at his/her centre, under intimation to the Registrar (Eval.)/Deputy Registrar (Eval.).

24. The Chief Superintendent shall ensure that the "Warning Note" to candidates taking the examinations is read out five minutes earlier to the commencement of examinations.

NOTE TO BE READ BY Room Superintendents:

"You should follow the instructions printed on the admission ticket and on the facing and last sheet of the answer book. You should search your pockets, desks and tables and handover to the Room Superintendent any paper/ book/notes/manuscripts/electronic gazettes which you may find there and round about, before commencing to answer the examination paper".

25 **Procedure for reporting of Malpractice cases:**
The Chief Superintendent immediately on getting a report from the room Superintendent of malpractices, committed shall send the concerned candidate/s out of the examination hall/room after seizing the admission ticket, the answer script and the question paper/s. The Chief Superintendent shall thereafter obtain a statement from the candidate and report details of case to the Registrar (Evaluation) by name, In obtaining the statement of the candidate and the room Superintendent and in making a report, he shall adopt the proforma given for this purpose, If any candidate refuses to give written statement, the same may be recorded and sent to the Registrar (Eva). He/she shall not permit such candidates to appear for subsequent paper/s, subject/s, and practical/viva voce examinations.

26 He/she shall not forward more than one case of malpractice in the same report. Each case shall be forwarded with a separate report unless it is inter – related with another case. Every report shall be accompanied with a plan of the seating arrangement made in the hall/room where the malpractice cases are said to be committed, indicating the direction the candidate was facing and the place where the room Superintendent was stationed. All the documents and answer script recovered from the candidate/s along with the report/s, plans et,. Shall be signed by both the Chief Superintendent and the Room Superintendent and forwarded to the Registrar (Eval) by name.

27. After receiving the written answer scripts from the concerned invigilators, count and tally the actual number of used answer scripts with the total number of candidates appeared for the examination (First tally the number of answer scripts room wise as per the entries in the nominal roll). Verify the correctness of the entries on the answer sheet with the data available on the nominal roll. After ensuring the accuracy, he/she shall prepare the packets of answer scripts containing **such number of scripts as instructed by the University** from time to time and then all the packets have to be inserted in a cloth bag along with one question paper, A-Form Plus Invigilator's Diary , stitch and seal the cloth bag and arrange to deliver the answer book bundles at the office of the Registrar (Eval.)/ at a place indicated by the Registrar (Eval.) / to the Valuation Centre notified by the University on the day of the examination and obtain proper acknowledgement. Wherever there are two sessions of examination in a day, the answer bundles of the first session shall be sent before commencement of the of the second session including out stationed centers and the papers of the second session before 7 PM of the day to the notified valuation center and in case of out stationed exam centers the bundles shall be sent through insured Registered post next day morning.

28. On each cover write the Register Numbers of the candidates who remained absent pertaining to the respective session IN RED INK without fail. The Chief Superintendent has to maintain all the acknowledgements for having handed over the written answer script bundles of each session/day of examination to the authorized person appointed by the Registrar (Evaluation).

Write the details in red ink on cloth bag and subscribe with the following information without fail:
1. Name of the valuation centre
2. Semester
3. Subject
4. Subject code, Paper Name/Number.
5. Course
6. Date and time of Examination
7. Total numbers of scripts.
8. Total Number of Packets.
9. Signature& Seal of Chief Superintendent.

(The contents of the bundle shall be in accordance with the information given in form "A")

29. He/she shall ensure that the answer scripts/packets are not mixed and the address of the valuation center and other details that are to be written on the cloth bags are written properly and legibly as per the directions of the University.

30. He/she shall send daily accounts of answer scripts dispatched in the form prescribed to Registrar (Evaluation)/ Deputy Registrar (Eval.) by name. This statement shall contain the actual numbers of candidates present for each subject/paper under different schemes of examinations and the number of candidates absent for each subject/paper.

31. He/she shall submit within three days absentee statement to the Registrar (Eval.)/Deputy Registrar (Eval.) by name. The envelope containing this statement should be super scribed "Consolidated absentee Statement".

32. He/she shall arrange to collect the marks list of the practical/clinical/viva-voce examination in sealed covers from the examiners and send all such marks lists relating to his/her centre subject-wise/paper wise in a sealed cloth cover to the Registrar (Eval)/Deputy Registrar (Eval) by name, soon after the completion of such examinations. The cloth cover shall be super scribed giving the following information.

   1. Name of the Centre
   2. Examination and semester scheme
   3. Subject/Paper of the practical/clinical/viva-voce
   4. Total number of packets.

   Marks lists /forms shall be sent in separate packets for each subject and examination.

33. He/she shall send in the proforma given below within three days after the completion of the practical Examination in each subject, two copies of consolidated statement of work-done by the examiners to the Registrar (Eval)/Deputy Registrar (Eval) and two copies to the Chairman, Board of Examiners.

   The statement of work done in connection with the practical examinations of 200

   Centre   Examination

   Date & Time Batch No.   Name of the Setter   Name of the Examiner
   Name of the Examination.   Subject/Paper:

   Reg. No. Assigned :   Reg. No. of Absentees :

   The Chief Superintendent shall send to the Registrar (Eva) by name, the consolidated statement of absentees.

34. He/she shall be responsible for maintenance and proper accounting of all the stationery, answer books, additional books, and cloth bags etc., required for the conduct of exams.

35. He/she shall render accounts of advanced drawn on A.C. Bills within two weeks of the completion of all examinations at his/her centre. The statement of accounts shall be supported by vouchers. Unutilized amount,
   if any, shall be credited to the university funds promptly. Separate accounts shall be furnished for stamps, approved contingent expenditure, practical examinations, answer books, cloth bags and articles of Stationery etc.,

36. He/she shall maintain all relevant records such as invigilators diaries etc., concerning the examination.

37 The Chief Superintendents, Room Superintendents and other staff engaged for examination work shall be entitled to remuneration and other allowance, if any, as per the rates of remuneration fixed by the University. The Internal Chief Superintendent shall submit the

consolidated work done statement in the prescribed format along with receipts of examination expenses, as permissible under relevant rules, soon after completion of the examinations to the Finance Officer, BUB so as to enable the University to arrange for payment of the same.

38. Further, the Principal of those colleges who do not ensure that valuers appointed from their colleges report to valuation work or if they remain absent from the valuation work and also a teacher fails to report for valuation or remain absent for valuation work shall be liable for a penalty as specified in the schedule of penalties.

XII. Appointment, Duties and Responsibilities of Deputy Chief Superintendent

1. The Chief Superintendent shall appoint, soon after his/her college is declared as a Centre with the approval of the Registrar (Evaluation), a Deputy Superintendent to assist him, from his teaching staff preferably on the basis of seniority. When the number of candidates per session is 1 to 300, he/she shall appoint one Deputy Chief Superintendent, from 301 and above two Deputy Chief Superintendents.

2. The Deputy Chief Superintendent who is not in a position to take up the appointment shall intimate the Chief Superintendent in writing well in time.

3. He/she shall assist the Chief Superintendent in general for the smooth conduct of examination at the Centre.

4. He/she shall arrange to assign the register numbers to different room/hall under the guidance of the Chief Superintendent.

5. He/she shall on the days of the examination arrange to supply the blank answer books, and other stationery required for each room/hall and deliver the sealed packets of question papers to the rooms concerned.

6. He/she shall ensure that the room superintendents are supplied with all necessary requirements for the smooth conduct of examinations.

7. He/she shall allot rooms to room superintendents on the days of examination and assign work for relieving superintendents.

8. He/she shall assist the Chief Superintendent in dispatching the answer book bundles in cloth bags duly sealed to the Custodian of the notified valuation centre by name so as to reach the valuation center before 7.00 PM on the day of the examination. Wherever there are two sessions of examination in a day, the answer bundles of the first session shall be sent before commencement of the of the second session to the notified valuation center and also the papers of the second session soon after its completion in case of local canters and in case of outside Bangalore centers, the same shall be sent next day morning by Registered post.

9. The Deputy Superintendent shall prepare the bundles of answer scripts of 10 packets (each packet containing maximum of 18 scripts excluding absentees). The answer books shall be arranged registered number wise, course wise, semester wise, subject wise , paper wise and they are inserted in the covers supplied by the University and these covers/packets shall be

put in cloth bags along with the A Form and Invigilators Diary in duplicate and sealed in the presence of the Chief Superintendent.

10. He/she shall ensure that the answer scripts/packets are not mixed and the address of the valuation center and other details that are to be written on the cloth bags are written properly and legibly as per the directions of the University.

11. The Deputy Superintendent shall ensure that in each cloth bag statement containing the following particular is pasted and duly signed by the Deputy Superintendent and by the Chief Superintendent:

Centre of Examination   Date of Examination

Examination :

Subject :

Paper :

Reg. No. Assigned to the bundles :

Total No. of actual scripts in the bundles:

                                                              Signature of the
                                                              Chief Superintendent
Signature of the
Deputy Superintendent

12. He/she shall ensure that the answer scripts of different subject are packed separately and dispatched to the Registrar (Evaluation) by name or to the person authorized for receiving the same.

13. He/she shall arrange to prepare and send in the form prescribed to the Registrar (Eva)/Deputy Registrar (Eval) by name daily account of answer books dispatched.

14. He/she shall send to the Registrar (Eval)/Deputy Registrar (Eval) by name the consolidated absentees Statement before three days after the completion of examinations super scribing the envelope with Consolidated "Absentees Statement."

15. He/she shall in addition to the above duties attend to any other work entrusted to him by Chief Superintendent in connection with the examinations and function under the overall Control of the Chief Superintendent.

XIII Appointment of External Chief Superintendent

1. The Registrar (Eva) shall, wherever necessary, may appoint one more external Chief Superintendent to an examination centre

2. The External Chief Superintendent shall have power to communicate any matter pertaining to the conduct of examination to the Registrar (Eval) directly; He/she shall

also submit a detailed confidential report to the Registrar (Eval) at the end of examinations.

3. The remuneration paid to the External Chief Superintendent shall be as fixed by the University from time to time. External Chief Superintendent appointed should be a senior teacher with at least 10 years of teaching experience to his/her credit.

XIV Appointment, duties and Responsibilities of Room Superintendent

1. The Chief Superintendent shall appoint the Room Superintendents from among the teaching staff of his P.G. Department/ college one week in advance of the commencement of examinations under intimation to the Registrar (Eval). In exceptional cases where the teaching staff of an Institution is inadequate, the Chief Superintendent may with the permission of the Registrar (Evaluation) appoint Room Superintendent from the teaching staff of other institutions.

2. The Room Superintendent who finds it impossible to attend to the work assigned shall intimate in writing to the Chief Superintendent at least 24 hours earlier to the time of work scheduled to be started, his inability to take up the work explaining the grounds for it.

3. The room Superintendents shall be incharge of a room containing not less than 30 students and not more than 40 students. If the total number of candidates taking the examination(s) on a particular day is less than 40, one room Superintendent shall be incharge.

4. The Room Superintendent shall ensure that the candidates who enter the examination hall/room occupy their respective seats at least 5 minutes before the time specified for the distribution of question papers. He/she shall immediately read out the following instructions to warn the candidates of malpractices;

   "You should follow the instructions printed on the admission card and on the facing sheet and last page of the answer book. You should search your pockets, desks and tables and handover to me any paper, book or note which you may find therein before starting to answer the examination paper. Further, he/she shall inform the candidates personally that **no additional answer book will be provided** and the candidates have to write their answer in only one answer booklet containing of 40 pages supplied to them in the Examination."

5. The Room Superintendent shall not admit any candidate to the examination hall/room 30 minutes after the commencement of the examination and shall not allow any students to leave the examination hall/room before 30 minutes after the commencement of the examination and question papers of such candidates shall be collected.

6. He/she shall ensure that every candidate has taken his/her proper seat and enters his/her correct register number and shade the circles in the space provided for and other particulars required on the OMR facing sheet of the answer script. The Room Superintendent himself/herself shall not under any circumstances enter the register number of candidates on the answer book. Answer books with doubtful register numbers shall be sent to the Chief Superintendent separately for onward transmission to the Registrar (Eval) with a report.

7. He/she shall not allow candidates to converse among themselves when once they enter the examination hall/room. He/she shall distribute the question papers on hearing the bell rung for the purpose. He/she shall verify the title of the question paper with the subject offered by the student and issue the proper question paper to the candidate. If the paper is not the proper one, he/she shall return the same to the Chief Superintendent immediately.

8. He/she shall make necessary entries in the room Superintendent's diary. He/she shall also enter against candidates roll number in the diary, the printed number of the answer book supplied to the candidate.

9. He/she shall immediately after the first 30 minutes bell, return all the remaining question papers and the blank answer books of absentees to the Chief Superintendent. The Room Superintendent shall not give any question papers to any outsider and he/she shall not take question papers from any candidate for reading it.

10. He/she shall be responsible for the proper accounting of answer books of the candidates supervised by him; He shall ensure that the answer books and additional books/graph, if any, of each candidate are properly stitched together, the answer books are arranged in serial order: Course wise, branch wise, subject wise, semester wise etc., and hand them over to Deputy Chief Superintendent in charge of the work at the office of the Chief Superintendent in separate bundles.

11. He/she shall arrange to issue blank answer books to the candidates after they have taken their seats. Only one blank answer book shall be issued to a candidate unless there are two parts in a question paper for which answers have to be written separately.

12. He/she shall distribute the right question papers among the candidates who may be writing different schemes of examinations.

13. The Room Superintendent shall not be permitted to leave the examination hall during the first and last half an hour of the examination. During intervening period he/she may leave the examination hall with the permission of Chief Superintendent. Relieving Superintendent may take charge of the supervision of the room/hall for not more than 15 minutes. He shall sign in the relieving Superintendent s diary for the relief taken.

14. He/she shall report to the Chief Superintendent on the days of his/her work half an hour earlier to the time scheduled for the commencement of the examination and shall not leave the premises until he/she personally handover the answer books to the Chief/Deputy Superintendent on duty and return the diary and other stationery articles given to his/her charge.

15. He/she shall not allow any candidate to copy from either books paper/from other candidates or have in his/her possession or in his/her desk any book or papers not issued by the Room Superintendent in the examination hall/room. He/she shall further ensure that no candidate detaches or tears off any sheet or part of sheet from the answer book or additional books(S), and that every candidate hands over his/her answer book before he/she is permitted to leave the examination hall/room.

16. He/she shall at once report to the Chief Superintendent of any case of malpractice and prevent the candidate from writing any further answer or removing, displacing or destroying

the materials from which the candidate was copying. Unless it is inevitable, he/she shall not take possession of such materials till the chief Superintendent takes charge of the case.

17. He/she shall be agile, watchful and active throughout the period of examination. He/she shall not relax or show indifference in the examination hall/room.

Relieving – Room Superintendent

1. The Chief Superintendent shall appoint the relieving Superintendent from among the teaching staff of his/her college one week in advance of the commencement of the examination under intimation to the Registrar (Eval).

2. The Relieving Superintendent who finds it not convenient to attend to the work assigned shall intimate in writing to the chief superintendent regarding his inability to attend work at least 24 hours earlier to the time scheduled for the commencement of examinations.

3. There shall be one relieving Superintendent for every Six Room Superintendents. If there are 5 Room Superintendents and less, the Deputy Chief Superintendent, shall act as relieving room Superintendent.

4. He/she shall not allow any candidate to copy from either books/paper/other candidates or he/she in his possession or in his desk any book or papers not issued in the examination hall/room. He shall further ensure that no candidate detaches or tears off any sheet or part of sheet from the answer book or additional books(s) and that every candidate hands over his answer book before he/she is permitted to lave the examination hall/room.

5. He/she shall at once report to the chief Superintendent of any case of malpractice and prevent the candidate from writing any further answer of removing displacing or destroying the materials from which the candidate was copying. Unless it is evitable, he shall not take possession of such materials till the Chief Superintendent takes charge of the case.

6. The Relieving Superintendent shall give relief to the Room Superintendent for about 15 minutes and be incharge of the duties of Room Superintendent during that period and discharge all the duties and responsibilities of the Room Superintendent. He/she shall return the Relieving Superintendents diary duly filled to the Chief Superintendent at the end of the day's examination.

7. The relieving Superintendent shall report for duty half an hour earlier to the time scheduled for the commencement of examination.

XV Board of Examiners

1. The Board of Examiners constituted by the syndicate shall continue to function for two semesters in the semester scheme and for the main and the supplementary examination in the annual examination scheme. No person shall be eligible to be a member of the board beyond two semesters in semester scheme and for more than one academic year in the main and the supplementary examination in the annual examination scheme. However, in the event of non availability of eligible required number of examiners to be appointed as board

of examiners, they may be considered for reappointment after a gap of one year. Further, in the event of non availability of sufficient eligible examiners in a particular subject, the external board may be constituted.

2. The Board of Examiners shall be constituted from among the panel of Examiners prepared and submitted by the Board of Studies.

3. The Examination Section shall prepare a detailed panel of examiners subject- wise and the list shall be updated every year. To prepare the panel, information may be obtained from the constituent and affiliated colleges, Post-Graduate Departments and other Universities in and outside Karnataka State. It shall be the duty of the Registrar (Evaluation)/such officers/B.O.E Chairman as entrusted, to prepare seniority wise detailed panels of examiners and place the same before the respective Boards of Studies for approval. The Chairperson/Principal shall extend all cooperation in preparing the list of examiners. Only names of such teachers who have a minimum of 3 years of full time teaching experience or 5 years of part-time teaching experience shall be included in the panel.

4. It shall be the duty of the Board of Examiners to scrutinize, moderate and approve sets of question papers, with Kannada translation wherever necessary, and submit the same to the confidential section forthwith on the completion of the Board meeting.

5. The Boards of Examiners shall ensure that all the question papers in 3/2 set as the case may be are set within the syllabi approved by the University. It shall also ensure that the correct title of the paper with code, the examination course, duration of the Paper, division of questions into sections, maximum marks allotted for the paper and the number of Questions to be answered by the students, usage of permissible gadgets and other required instructions and any other instructions to the examiners are correctly noted in the question paper.

XVI Method of appointment, duties and responsibilities of the Chairman of the Board of Examiners

1. The Chairman of the Board of Examiners shall be appointed by the Syndicate for May-June/December-January examinations from among the panel of Examiners prepared by the Board of Studies, and furnished by the Registrar (Eval) provided such persons satisfy the following conditions:

a) He/she shall be Head of the University Department or Head of the concerned department in a constituent college or teacher not below the rank of Associate Professor in University and P.G. Departments run in affiliated colleges or Head/any senior teacher of the affiliated/autonomous college who have taught the subjects in U.G/P.G. Courses.

or

b) He/she should have put in at least 10 years of fulltime teaching experience or as decided by the University from time to time

and

c) He/she shall preserve strict secrecy regarding the work allotted to him

2. The Chairman of Board of Examiners shall arrange for the distribution of work of setting question papers. He shall also coordinate for Valuation and review of answer scripts along with Custodian subject to control of Registrar (Evaluation). The said works have to be assigned only to the examiners listed in the panel approved by the Syndicate.

3. The Chairman shall assign the paper setting among the various persons approved by the Syndicate depending upon the field of specialization and experience of each person and ensure that persons who do not have basic qualifications are not assigned the setting of question paper in any subject.

4. The Chairman shall ensure that no question paper setter shall set more than 2 papers and shall also ensure equal distribution of work of valuation among the examiners.

5. The Chairman of the Board of Examiners has to prepare the list of question papers, with title and code, to be set course wise, semester wise, subject wise (scheme wise).

6. After the preparation of the list of question papers to be set, the same has to be entrusted to the eligible paper setters with the following instructions and materials:

   a. The order of appointment in writing containing information about the question paper to be set for the course, semester, subject with code, maximum marks and number of questions to be answered , instruction regarding use of permissible gadgets in the examination (prohibition for use of mobile, calculators, mathematical tables etc. to be clearly stated on the top of the question paper)

   b. He/she shall supply syllabus, previous Question papers, blank question paper booklet, covers etc

   c. He/she shall extend all the required assistance and advice to the question paper–setters in determining the standard of the question paper required in each subject of examination and the manner of packing the question paper so as to ensure packing of each question paper in a separate sealed covers.

   d. After the examination, at the time of valuation, the Chairman has to collect the model answers/scheme of valuation from the respective paper setters and the same has to be handed over to the custodian of the valuation center with letter for supplying the same to each one of the examiners on the day of valuation.

7 The Chairman of the Board shall ensure that the meetings of the Board of Examiners shall be conducted only in the University premises

8. The Chairman of each Board of Examiners shall ensure that the question papers after they are approved by the board of Examiners are legibly written in Ink or Typed by himself or by any other member(s) of the Board before they are sent to Registrar (Eval).

9. He/she shall also maintain the minutes of the meetings of Board of examiners and send copies of them to the Registrar (Eval).

10. The Chairman shall request the paper–setters who are not the members of the Board of Examiners to attend the meetings of the board when their papers are taken up for discussion, if need be, under intimation to the Registrar (Eval).

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11. The Chairman shall arrange with the approval of the Registrar (Evaluation), for the conduct of practical/clinical/projects exams earlier to the commencement of theory examinations in consultation with the principals/HODs of Constituent/affiliated/autonomous colleges, and shall assign practical/clinical /paper setting and valuation among the eligible examiners only, and ensure as far as possible equal distribution of work.

12. He/she shall verify and confirm the required number of valuers and ensure that the completion valuation work is completed within 10-15 days in coordination and cooperation of the custodian

13. No person shall be a Chairman of a Board for more than one term of one year.

XVII. Appointment, Functions and Duties of Paper Setters

1. The Syndicate shall appoint the paper setters for May-June/December-January examinations of such year from among the panel of examiners prepared and furnished by the Board of Studies through the Registrar (Eval).

2. The Paper–Setter shall set the papers only on the texts and courses of study prescribed, and ensure that no question on topics not included in the prescribed syllabus is set.

3. The paper setter shall set as many sets of question papers as required, as per the prescribed pattern containing questions covering a wide range of contents of the courses for which they are set and send them all in sealed packets to the chairman of the Board of Examiners.

4. The Paper –setter shall ensure the papers set carry correct name of the subject, Title and code of the paper, schemes (Old, New etc.,) title and the division of the paper. He shall also ensure the proper incorporation of the duration of the paper, the maximum marks allotted to each question of the paper. If the question paper is common to one or more schemes/courses, it shall be clearly indicated. The question paper setter shall indicate the permissible use of mathematical, Physical tables, Charts, data or hand books, gazettes, permitted to be used by the examinee on the top of the question paper. He/she shall affix his/her signature on each page of the question paper manuscript without fail.

5. The Paper setter shall arrange to deliver these question papers to the Chairman, Board of Examiners in person or through Registered Post by name to the Chairman, Board of Examiners, by wrapping them in cloth covers marked "CONFIDENTIAL".

6. The paper setters shall indicate clearly the instructions if any to the candidates regarding the answering in different section in different answer books or regarding the number of questions from different sections to be answered.

7. The Paper setter shall write the questions legibly in Ink or type personally, they shall avoid additions, alterations and erasures. Abbreviations are to be avoided. Special care shall be taken in the delineation of mathematical signs of index figures. He/she should workout the numerical problems before including them in question papers.

8. The paper setters shall write the questions in the blank booklets specifically supplied for the purpose by the University. The questions should be written clearly and legibly.

9. The Paper setter shall preserve strict secrecy regarding the work allotted to them. Drafts or copies of the paper set should be destroyed as soon as the papers set have been sent to the Chairman.

10. The paper setters shall submit the Scheme of valuation to the Custodian before commencement of the valuation and the custodian shall distribute copies of the same to all the valuers of respective subjects for information

XVIII Appointment, Duties and Responsibilities of the Chief Vigilance Squad and other Members

1. The Chief of Vigilance Squad shall be appointed by Registrar (Evaluation) with the approval of the Vice Chancellor. He/She shall have 5 years of fulltime teaching experience. Other Members of the vigilance squad may be appointed by the Registrar (Evaluation). He/She shall have 3 years of fulltime teaching experience. They shall obtain the I.D Cards from the Registrar (Evaluation) by providing the photograph immediately on receipt of the appointment order. They should invariably Carry the appointment order and identity cards with them and show the same to the Room Superintendents in the Examination Halls, before they enter hall, with a view to avoid unnecessary resistance and inconvenience.

2. The squad members shall assemble at the office of the Registrar (Evaluation), J. B. Campus/ Natural Science Block, Bangalore – 560 001, each day of the Examination, 45 minutes before the commencement of the examinations . They shall make surprise visits to the various examination centres, along with the police Officers, if necessary, in the vehicles provided by the University.

3. Ordinarily, the Squad consisting of only 3 to 4 members, one of whom shall invariably be a lady member, including a Police shall visit the examination centre. However, in exceptional cases, the squad consisting more than 4 members each, as decided by the Registrar (Evaluation), may visit the Centre.

4. The squad members have the powers to get the malpractice reports from the Chief Superintendents, Deputy Chief Superintendents, invigilators and they shall take on-the-spot decision regarding any malpractice committed by any student. The squad members shall also send a copy of the malpractice report as required under this ordinance in the prescribed format to the Registrar (Eval) on the day of the occurrence for being considered by the appropriate bodies and taking decision thereon. Further, if squad members book any student for malpractices with any ulterior intention and if established on a complaint by the student or the Chief Superintendent/Room Superintendent of the examination centre after conduct of enquiry by the University, shall be liable to penalty as prescribed in the schedule of penalties

5. They shall go round the examination hall during the period of three hours of the examination.

6. They shall see that no unfair means are adopted at the examination centre, by the students/any staff involved in conduct of examination and others.

7. They shall see that no person is loitering (other than examiners) within a distance of one hundred meters of examination centre.

8. All the staff involved in conduct of the examination shall wear the I.D. Cards during the examination centre visit

9. Subject to maintenance of dignity of the student, the members of the squad are empowered to make a search of candidate, in case they are suspicious of him/her possessing papers., books or any other aid which might possibly be of assistance in answering the questions, provided only ladies shall search lady candidates at examination centre.

10. The members of the squad shall check the question paper packets that are to be used for next sessions to ensure whether the seals are intact or tampered with. They shall also verify whether all the answer bundles/answer papers of the examinations already completed sent in time as per direction of the University.

11. The members of the squad shall check the dairy maintained by the Room Superintendents.

12. They should get an endorsement from the Chief Superintendent or Deputy Chief Superintendent in the required format on every day of their visit which should be sent back to the Superintendent of concerned section in the Examination Branch, Pareeksha Bhavana, Bangalore University, Bangalore- 56, along with the report.

13. The Chief of the squad shall give a consolidated report along with attendance; extracts, I.D. Cards and daily squad report after the examinations are over.

14. The Squad members shall appear before the Malpractice Enquiry Committee, if desired by the Committee for tendering evidence.

15. Refusal to take up the Squad work will render the teacher ineligible for any examination work-like valuation, tabulation, coding, paper-setting etc in addition to the punishment /penalty provided in the ordinance.

XIX. Appointment, Duties and Responsibilities of Custodian, Deputy/Assistant Custodians:

A. Custodian:

1. The University may appoint any teacher of the University or the Principal of the constituent/affiliated College, who have put in minimum of 10 years of unblemished fulltime service, as Custodian for the valuation of theory papers allotted to that centre.

2. Custodians are appointed by the University for the Valuation of subject/course/semester/year assigned to them. Custodians play the most responsible and very important role in the smooth conduct of valuation and tabulation, etc. His/her first and foremost duty is to check the valuation centre allotted to them and ascertain whether the adequate rooms, with proper ventilation, light, toilet facilities, furniture, etc., are available at the valuation centre.

3. The Custodian shall propose the required supporting staff to Registrar (Eval), in accordance with the guide lines given by the University, for appointment to the Valuation Centre.

4. The University will provide advance contingency to each valuation center to meet the day-to-day expenditure. The Custodians are permitted to draw the required amount of contingency on A.C. Bill through Finance Officer, Bangalore University, and after the conclusion of valuation the accounts with regard to the amount drawn shall be submitted to the Superintendent of concerned section in the exam branch, Pareeksha Bhavana, Bangalore-56, through D.C. bill along with detailed original vouchers.

5. He/she shall ensure that the Valuation Centre is kept open from 9.30AM to 6.30PM and the valuation goes on throughout the day in these sessions with short breaks keeping the work-load of the Unit in view.

6. He/she shall arrange for receipt of Answers script Bundles from all the examination centres, coding/scanning for the scripts, before the commencement of valuation. The answer scripts are required to be received on the very day of the examination from different centers of examination, and immediate action may be taken to commence the valuation of scripts on the day and date fixed by the University. The cloth bundles received from the examination centre, should be handed over to the Coding Officers/ scanning firm for scanning answer scripts and coding, and the coded scripts in packets of 18 scripts are to be handed over to the concerned examiners under acknowledgement for valuation. The procedure of coding, decoding etc., shall be as determined by the University from time to time.

7. If any answer book bundles not connected to their unit is received, the same may be intimated to the Registrar (Evaluation) or Special Officer and send it to the notified valuation centre on the same day, and ascertain whether the total number of answer books received at the valuation centre are correct.

8. He/she shall pay special attention to see that coding and decoding mistakes are not made, and make random check to ensure that the mistakes are not committed. He/she shall maintain strict confidentiality of coding and decoding work and other related matters

9. Only those teachers whose names are included in the approved panel and the lists of valuers as given by Registrar (Evaluation)/ the Chairman, Board of Examiners, approved by the University should be assigned valuation work and none else.

10. It shall be the duty of the custodians to ensure marking of attendance through **biometrics** by all the examiners and staff of the valuation unit including the Custodians and observers.

11. He/she shall ensure that the Registers pertaining to i) issuing of Scripts to the Examiners/Reviewer ii) Receiving of assessed and reviewed scripts from the Reviewer/ Examiner/ verifiers are maintained properly.

12. He/she shall ensure that the examiners are punctual in attending to valuation work, and the practice of reserving scripts for members who abstain from valuation, in between, be given up. The custodians and the Chairman, Boards of Examiners shall intimate the names of valuers, who are not punctual, and those who do not attend the valuation work throughout the period of valuation, or are indifferent in their work to the Registrar (Evaluation) without fail. Further, it is to be noted by the custodian that the Principal of those colleges who do not ensure that valuers appointed from their colleges report to valuation work or if they remain absent from the valuation work and also a teacher fails to report for valuation or remain

absent for valuation work shall be liable for a penalty as specified in the schedule of penalties.

13. In case of need for additional examiners, whose names are not included in the list given by the Chairman, Boards of examiners with the approval of the University/the list approved by the University; it should be ensured that the examiner has taught the subject, he/she shall get a declaration from the examiner to that effect, mentioning the year during which he/she taught the subject and a special permission for such additional examiners be obtained from the Registrar (Eval).

14. He/she shall follow the method and instructions issued from the University from time to time regarding coding, decoding through scanning method etc.,.

15. The packets of answer books should be given for valuation, one after another i.e., after completing the Valuation of answer scripts of the previous packets. Only 36 answer books should be got valued in a day, by each examiner.

16. He/she shall ensure that the papers are valued strictly in accordance with the scheme of valuation. He should also ensure that the papers are not valued in hurry and that the valuers spend sufficient time and devote proper attention on each paper.

17. He/she shall arrange for review of answer scripts from the same day of valuation and ensure a review of 15% of papers valued in each subject. However, he/she should ensure that the reviewer shall verify all the valued scripts and to check as to whether there is any mistake in totaling of marks, non valuation of any answer, non carrying of marks from inside pages to the facing sheet etc., The reviewer should not be allowed to value the answer books. In case the answer books in a subject are less than 200, all the answer books may be valued by the Chief Examiner / Paper setter/Reviewer.

18. Daily account to be maintained regarding the number of answer packets valued and number of OMR sheets sent to the Scanning Unit/computer center/ such officer as notified from time to time with acknowledgement.

19. He/she shall provide information on the day-to-day basis about the on going valuation process to the Registrar (Evaluation)/Special Officer.

20. Custodian with the co-ordination and co-operation of Chairman, B.O.E. and University Special Observer, if any, have to maintain healthy atmosphere in the valuation centre and complete the valuation within 10-15 days from the date of commencement of valuation continuously without break.

21 He/she shall arrange for picking of evaluated answer scripts for photocopying as per the direction of the Registrar (Eval) and shall follow all directions given by the Registrar (Eval) in this connection

22. The staff allotted to Custodian shall work under his/her direct supervision and control and shall be responsible to him/her.

B. *Deputy/ Assistant Custodians*

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Deputy/ Assistant Custodian shall be appointed by the Registrar (Evaluation) from among panel of teachers who have put in a minimum of 03 years of unblemished full time teaching and are capable of doing confidential work and maintaining of confidentiality.

The Deputy/ Assistant Custodians shall discharges the following duties and responsibilities:

1. They shall work during the specified hours on all the days (including extra hours and holidays) and shall complete the work as per the calendar of events given by the Registrar (Eval)

2. They shall be present on all the days of examination in the valuation centre to receive the answer bundles from all the examination centres. And make entry of all the bundles received from the centres in the Registrars maintained for the said purpose.

3. They shall mark their attendance every day through **biometrics** maintained for the purpose.

4. They shall not abstain from work without prior permission from the Registrar (Evaluation)

5. They shall not leave the Head Quarters until the work of valuation is completed and all the Documents are handed over to the Registrar (Eval) on the completion of the work.

6. They shall discharge scanning/coding, decode, packing repacking of answer scripts as per the directions issued by the Registrar (Evaluation)/Custodian and shall maintain a complete account of the bundles, packets and scripts received.

7. They shall maintain strict secrecy regarding their appointment, the nature of work assigned to them and the code series etc., Deputy/ Assistant Custodians shall take all precautions to ensure that no one else should have any knowledge of the code numbers assigned by them. They shall be held responsible for any leakage of information in this respect.

8. Coding and Decoding , wherever necessary, shall be done in 'RED INK',

9. They shall scrutinize the code series and register numbers given to them and prepare the code blocks with due care and shall ensure accuracy in coding and decoding.

10. They shall report for duty two days in advance of the work scheduled to commence, and shall be on duty till the valuation is completed.

11. They shall arrange answer paper bundles received from the examination centers date wise, subject wise, course wise, semester wise, bundle wise. They shall verify and confirm that they have not received the bundles from exam centers belonged to other valuation centers. If any bundles of other valuation centers are sent by the Chief Superintendent of the exam center by mistake to their valuation center and the same shall be recorded and sent to the concerned valuation center under intimation to the Registrar (Evaluation) on the same day without fail.

12. The code number shall be entered at two places on the facing sheet, in case of manual coding. It shall also be marked on the first page of the answer book used by the

candidate. After entering the code numbers on the scripts, the Deputy/ Assistant Custodians shall check the numbers with the code list to ensure accuracy.

13. After decoding, in case of manual decoding, the Deputy/ Assistant Custodians shall check the decoded numbers carefully to ensure accuracy and hand over all the documents and records to the Custodian.

14. Deputy/ Assistant Custodians after coding manually or mechanically, shall arrange all the packets serially in the order of course, semester, subject wise

15. They shall issue the coded answer books for valuation to the reviewer under acknowledgement.

16. They shall receive the evaluated answer scripts from the reviewers on the same day of review under acknowledgement.

17. They shall ensure that all the packets issued to reviewers are received back on the same day

18. They shall maintain proper account of answer packets, who was issued which packet under acknowledgement and they shall maintain the confidentiality of the same

19. They shall ensure that all answer paper packets of all courses, semesters, papers are valued and no answer script shall remain unvalued

20. They shall handover the OMR sheets of the evaluated scripts to the Registrar (Evaluation) on the same day in the designated boxes with lock and key. They shall also ensure that no OMR sheets are left in the packet/evaluation center.

21. Soon after the completion of valuation, they shall immediately report in writing about completion of valuation of all answer scripts to the Registrar (Evaluation) through the custodian.

22. They shall safely store and protect all the evaluated scripts in the valuation unit for a period of 30 days or for such other period as directed by the Registrar (Evaluation) after completion of evaluation for photocopying of the answer scripts on requests by the candidates. Valued answer scripts should be stored subject wise, semester or year wise, paper wise, paper bundle No. wise for easy retrieval.

23. They shall arrange for picking of evaluated answer scripts for photocopying as per the direction of the Registrar(Eva)

24. They shall keep all the answer scripts given for photocopying after photocopying in safe custody separately and shall handover the said scripts to the concerned person / Coordinator for the purpose of revaluation/challenge valuation.

25. All instructions given in this respect from time to time by the Registrar (Eva) shall be followed by the Deputy/ Assistant Custodians.

XX Appointment, Duties and Responsibility of Reviewers

1. The paper setters shall generally be the reviewers. If there is need for more reviewers, the Registrar (Evaluation) shall appoint as many reviewers as necessary on the recommendation of the Custodian/ Chairman of Board of Examiners who have unblemished service record. They shall mark their attendance through **biometrics** maintained in the valuation center every day without fail.

2. The reviewers shall use "Green Ink" for the review work and put "R" against the answers reviewed. The review work shall proceed alongside with valuation work in the presence of valuers.

3. The review work shall be completed on a day to day basis. The Registrar (Evaluation) shall have the authority to ensure that the review work is completed on the same day, the scripts are valued, by getting the work done with help of senior teachers present for valuation work.

4. The Reviewer shall review **15%** of papers valued in each subject completely. However, he/she should verify each answer script and marks allotted to each question and marks transferred on to the facing sheet. If any discrepancy found regarding valuation, transfer of marks and totaling, etc., warn the examiner and get the mistake corrected and report to the Custodian and Custodian shall inform the Registrar (Evaluation) for necessary action as per the rules.

5. The Reviewer has to verify the inside and facing sheet, signature and date on all the answer scripts valued by his/her team of valuers on the same day without fail. Failing which he/she shall be jointly liable for the penalty/punishment for such mistakes.

6. If the reviewer finds the valuation done by any examiner under him/her unsatisfactory, he/she shall arrange for fresh valuation of the answer scripts by the examiner and report the same to the Registrar (Evaluation). If the examiner refuses to comply with the instructions, another examiner may be entrusted with the work and the one who had erratically valued or not valued correctly may be denied remuneration for the unsatisfactory evaluation work done.

7. The valued answer scripts and marks lists with the signature of the examiner and the reviewer should be submitted to the Custodian of the Valuation Unit, on the same day and the same shall be transmitted to the computer Section for taking action immediately.

8. The Reviewers shall follow such procedure of review as notified by the University from time to time.

9. The Reviewers shall be entitled to remuneration as fixed by the University from time to time.

XXI Appointment, Duties and Responsibility of Examiners

1. The Registrar (Evaluation) shall appoint examiners for each examination from among the list of eligible examiners approved by the Syndicate depending upon the need in each paper. Persons whose names are not in the approved list shall not be appointed. However, under

special circumstances after obtaining the permission of the Vice-Chancellor exceptions may be made and such cases shall be reported to the Syndicate at its next meetings. Under no circumstances can the Chairman of the BOE/or Custodian issue appointment orders on his/her own. All Examiners will be required to submit their acceptance of the offer in the format given (Appendix 'A').

2. The Examiners shall maintain strict secrecy regarding their appointment and other work allotted in connection with the examinations. They shall mark their attendance through **biometrics** maintained in the valuation center every day without fail.

3. Each Examiner, after the receipt of appointment letter from the Registrar (Evaluation) shall report to the Custodian of concerned valuation centre allotted to him/her and affix their signatures/Thumb Impression two times daily, i.e., in the morning and afternoon in the attendance register/Biometrics machine maintained by the Custodian of respective valuation centre.

4. On the day of commencement of valuation, half a day shall be utilized for discussion with regard to filling of OMR marks sheet and shading and other related valuation work.

5. The Examiners shall not evaluate the answer papers not related to his/her subjects.

6. The Valuers have to count the number of answer scripts in the packet and verify the dummy number/code of answer scripts with dummy number/code number printed on the answer book and OMR sheet. Discrepancies, if any, should be brought to the notice of the Custodian immediately

7. The Valuers must make sure that Dummy Number printed on the answer book and OMR sheet are the same and shall not value the packets in case of any discrepancy and inform the same to Custodian for the needful action.

8. The examiners shall value the scripts strictly in accordance with the scheme of valuation given by the paper setters. They shall get 15% of the scripts valued by the reviewer/ by the paper setter, additional reviewer appointed for the purpose and adhere to the instructions given.

9. The examiners shall value the answer scripts assigned to them only with RED INK PEN. The marks shall be assigned at the end of each answer or a part of the answer at the left hand of the margin. Marks awarded for each answer or part shall be awarded in RED INK and on the facing sheet of the answer script along the columns provided for them. After entering both in figures and in words the total marks obtained by the examinee the examiner shall record his/her full signature in the column provided for on the facing sheet.

10. The examiner shall value all the answers and take into account the marks of only the maximum required or permitted questions by considering the marks awarded to the questions advantageous to the candidate and round off those not considered.

11. The examiners shall write 'ZERO' wherever answers do not deserve any marks. The examiner shall total up the marks.

12. The examiner shall ensure that no answer or part of any answer is left out in valuation. The valuers should read the answer script in detail and evaluate the scripts. The marks awarded

in each page should be counted properly and carry out the marks to cover page entered in marks sheet both in figures and words with his/her signature.

13. The examiner shall not take the answer scripts out of valuation center under any circumstances.

14. The examiner shall not value any answer script which bears no register number/code number. All such cases shall be reported forthwith to the Custodian/Registrar (Evaluation) for their instructions.

15. If the examiner during valuation of the scripts suspects any case of malpractice, he/she shall immediately report it to the Custodian/Registrar (Evaluation). He/she shall submit the suspected script after valuing it fully along with his/her report to the Custodian/Registrar (Eva) by name. He/she shall enter such references in the marks list against the register number / code number.

16. The examiner shall report to the Registrar (Eval) by name, cases of any candidates of other person on his/her behalf approaching him/her for any favor or writing letters to him/her indicating the name of the person, the register number/code number of the candidate, subject/paper etc., He/she shall also send the answer scripts of such candidates along with his/her report to the Registrar (Evaluation), forthwith.

17. The examiners shall value not less than 36 full/ 54 half scripts per day i.e., 18/ 27 answer scripts in the morning and 18/27 answer scripts in the afternoon as the case may be.

    Note: A half script implies an answer script of a paper of duration of less than 3 hours.

18 The examiner shall prepare marks lists in the prescribed proforma provided for the purpose. The Examiners should have full knowledge of shading and filling of OMR marks sheets

19. Black Ball point pen should be used for shading of OMR marks sheet and if any mistakes made in the OMR marks sheet at the time of shading it cannot be rectified further. Therefore care should be taken while shading.

20. Only after review of answer scripts by the reviewer and after his/her signature on the answer scripts. The valuers shall start entering marks and shading on OMR sheet corresponding to dummy numbers. The Dummy number printed on answer script and OMR sheet should be same.

21. The columns provided in the OMR marks sheet and prescribed for valuers should be verified with due care and caution and shade the columns. The valuers are to be entered their code number clearly if any. If any confusion, with regard to filling and shading of OMR marks sheet, the same may be clarified with Reviewer/Custodian

23. Persons whose family members are taking the University examination shall not be chosen to do any type of work connected with the particular examination except under special permission from the Registrar (Evaluation).

(Son, daughter, grand-son, grand-daughter, nephew niece, brother, sister, husband, wife, sister -in law,Brother - in –law, father, mother, uncle, aunt etc.,)

24. The examiners appointed for the conduct of practical examinations shall ensure that the marks are awarded in the answer scripts to each answer or part of an answer. The marks list of practical examinations entered on the facing sheet of the answer scripts in the columns provided and the examiners shall also enter the marks awarded for class records separately in the marks lists in the column provided for and in case of exceptions shall make the required observation in the remarks column in the marks list.

25. The examiners shall handover the duly sealed marks lists of practical examinations to the chief Superintendent of the centre <u>on the same day.</u> The practical marks lists shall not be sent by the examiner to the Registrar (Evaluation) directly under any circumstances. The Chief Superintendent shall send practical marks lists to the University.

XXII Appointment, Duties and Responsibilities of verifiers and scrutinizers

A. Verifiers

The Registrar (Evaluation) shall appoint required number of teachers as verifiers to valuation centers to discharge the following duties:

1. After their appointment, they shall report for duties to the designated Custodian of the valuation center along with their appointment orders

2. They shall mark their attendance through **biometrics** maintained in the valuation center every day without fail.

3. They shall get the valued answer script packets from the Custodians and take out OMR sheet and all the answer books of each packet.

4. Verify and tally the valued answer books with reference to the Reg. No. or Dummy No.

5. Shall see whether all the answers have been valued and marks awarded and extra answers are rounded off and not considered for totaling of marks

6. Verify the correctness of total marks.

7. Verify the correctness of marks awarded in words and figures.

8. They shall verify and tally that the OMR sheet contains the same total number of marks awarded in the answer script/ on the facing sheet

9. They shall verify correctness of shading in the OMR sheet corresponding to the marks awarded in the answer script

10. They shall verify the existence of the signature of the valuer/reviewer on each script and OMR at the specified places

11. After the completion of the process of verification, they shall authenticate the work done by them by affixing specified sticker on each packet

12. Shall affix his/her signature on each and every verified OMR and he/she shall also keep the OMRs separately subject wise, course wise, semester wise and hand over the same to the custodian on the same day of verification and in turn the custodian shall hand over the same to the Registrar(Eva) on the same day

13. If any discrepancy is found with regard to the above mentioned entries, he/she should immediately bring to the notice of the Registrar (Eval)/Custodian in writing to get it rectified by the concerned examiner.

14. A dairy of the work he/she has carried out on each day should be maintained and signed by him/her on each page and in which discrepancy, if any, found by him/her indicating the subject and the name of the valuer/reviewer, register number, examination and also the total number of scripts verified should be recorded. A bound register for this purpose should be maintained.

15. They should ensure that the above work is being carried out prior to the announcement of examination results and hence he has to maintain utmost secrecy in the matter. This work should however be completed as and when the valuation is over, without any delay.

16. They should not leave the valuation centre until the answer scripts given to him are completely checked, accounted and returned to the Custodian.

17. They are not expected to carry any material related to his work outside valuation centre. He/she should handover all the materials to the custodians before he/she leaves the premises.

18. They should complete the work without keeping anything pending for the next day.

B) Result Sheet and Marks Card Scrutinizers

1. They shall check and verify randomly and /or in doubtful cases, before announcement of the results, the provisional result list with reference to the register numbers, subjects and original OMR/Marks list of candidates in each subject and certify that the entries made in Answer script, OMR and scanned C.D is true and correct and the result may be published.

2. After declaration of the results, the marks cards shall be printed by the computer section/ any agency authorized by the University and the same shall be handed over to the scrutinizers under acknowledgement for verification. The scrutinizers shall verify randomly the marks cards with reference to the provisional result sheet announced by the University and affix their signatures, wherever necessary, for having verified the marks cards

3. They shall Check-up the marks cards whether the name, Reg. No, subjects, month and year of examination etc of the candidate are properly entered.

4.   After verification all the marks cards given to them shall be handed over to the Registrar (Eval.) for distribution to the colleges/Departments

XXIII Valuation of Scripts in Under Graduate Courses

1.   There shall be a Central valuation for Valuation of Answer Scripts in Under Graduate Courses

2.   Each paper shall be valued by only one valuer, whose name appears in the panel of examiners approved by the Syndicate,. The marks awarded by the valuer shall be final unless the same is changed by the reviewer. The marks awarded by the Reviewer shall be final.

3   Each valuer shall value as many number of scripts as prescribed by the University from time to time

4.   **Internal Assessment/Practical/Grades:** The Internal Assessment/Practical Marks/ Grades obtained from respective course teachers shall be sent to the Registrar (Evaluation) in sealed covers by the Principal of the college before commencement of theory examination both in hard and soft form/ online on or before the time fixed by the Registrar (Evaluation). The same shall be sent to the computer section for entry and inclusion in the result.

XXIV Photocopy/Re-Valuation (U.G)

1.   After declaration of the results of the Under-Graduate Examination, if any candidate wishes to apply for Photocopy, he /she shall apply to the Registrar (Evaluation) in the University or in any office of the firm authorized by the University for the said purpose, by paying the prescribed fees notified by the University from time to time within 10 days from the date of announcement of results of the respective course.

2.   The photocopy of the script shall be supplied to the candidate within 20 days after last date for submitting application for the same.

3.   After receipt of the Photocopy if any candidate wishes to apply for Re-Valuation, he /she shall apply to the University at the place notified by the University for the said purpose by paying the prescribed fees notified by the University from time to time within 10 days from the date of issue of photocopy by the University. The candidates shall receive the photocopies only through their respective colleges.

4.   Candidates who have secured 15% of maximum marks or more in each paper are eligible to apply for Re-Valuation by paying prescribed fee.

5.   The Photocopy of the answer scripts shall be enclosed with the revaluation application form, failing which the application shall be rejected.

6.   After receipt of applications for Re-Valuation, the Registrar (Evaluation) may, with the prior permission of the Vice-Chancellor, either himself or through the Co-ordinator, specially appointed for the said purpose, shall arrange for valuation by a specialist from among the panel of examiners approved already or specially by the syndicate, to evaluate the concerned scripts. The Co-ordinator so appointed shall fulfill the eligibility and other conditions as specified for the Custodian.

7. In case of Re-valuation, if there is a difference of more than 15% marks between the first valuation and re-valuation, the said script shall be referred to third valuer, who has not valued the script earlier and the marks awarded by the third valuer shall be final. However, the candidate is entitled to the marks advantageous to him/her.

XXV Correction of Totaling Mistakes/Non valuation of any question/s/ Non declaration of results etc.

1. After obtaining the photocopy if the candidate finds any totaling mistakes/non valuation of any question/s, not carrying of marks awarded to the questions to the facing sheet etc., a candidate shall submit application to the Registrar (Evaluation) through the College for correction of such mistakes and to issue corrected marks card, enclosing the Photocopy of the script and xerox copy of the marks card/result sheet, within 10 days from the date of receipt of the photocopy of the script in the college.

2. In case of non declaration/partial declaration of results, the principal of the college shall submit the details of all such candidates with Register number and other relevant documents like A-Form, Invigilation dairy etc., within 15 days from the date of declaration of result by the University. Any such requests made after the period prescribed above shall not be entertained.

3. The Registrar (Evaluation) shall refer such cases to the Computer section/ scanning agency to verify the scanned data and OMR Sheets and in case the required data is not available in the said section the same may b e referred to the Custodian of the valuation center to verify the same with the original script along with the valuer and reviewer and to submit the report duly signed by them. On receipt of the said report he/she shall direct the concerned to make necessary correction in the results and to issue corrected marks card. In all such cases the valuer/reviewer shall be punished as per University rules.

XXVI Valuation of Scripts in Post Graduate Courses

1. There shall be a Central valuation for Valuation of Scripts in Post Graduate Courses

2. Each paper shall be valued by two valuers, one ordinarily by an internal and the other by an external examiner whose names appear in the panel of examiners approved by theB.O.S and Syndicate. The results shall be the average of the two valuation marks. However, the Registrar (Evaluation) may get both the valuation done by external valuators.

3. In case there is a difference of more than 20 marks in the two valuations, the script must be valued by a third examiner who figures in the approved panel of examiners but who has not been a valuer in the first or second valuation and his/her assessment shall be final.

4. **Internal Assessment/Practical:** The Internal Assessment/Practical Marks obtained from respective course teachers shall be sent to the Registrar (Evaluation) in sealed covers by the Principal/Chairperson, P.G. Department, before commencement of theory examination both in hard and soft form/online. The same shall be sent to the computer section for entry and inclusion in the result.

5. Wherever special provision is not made for the P.G. Examinations , the provisions made for U.G. Examinations under these ordinances shall apply mutatis-mutandis the P.G. Examinations also

XXVII   Re-Valuation (P.G)

1. After declaration of the results of the post-graduate examination, if any candidate wishes to apply for Re-Valuation, he /she shall apply to the University at the place notified by the University for the said purpose by paying the prescribed fees notified by the University from time to time within 10 days from the date of announcement of the results by the University.

2. Candidates who have secured 15% of maximum marks or more in each paper are eligible to apply for Re-Valuation, by paying the prescribed fees notified by the University from time to time. There is no provision for Photocopy of answer script.

3. After receipt of applications for Re-Valuation, the Registrar (Evaluation) either personally or through the Co-ordinator appointed for the said purpose, with the approval of the Vice-Chancellor, ask a subject specialist from among the panel of examiners approved already or specially by the syndicate, to evaluate the concerned script.

4. In case of Re-valuation, the average of the marks awarded to the candidate in the main valuation and Re-valuation shall be final. However, the candidate is entitled to the marks advantageous to him/her.

XXVIII   Procedure for Attending to the Problems of students

1. Any problem pertaining to mistakes in declaration of results, in marks cards or degree certificates or revaluation shall be referred by the Principal of the concerned college/Chairman of the P.G. Department to the cell constituted/officer authorized by the Registrar (Evaluation) in the Examination Section for this purpose. Corrections, if any, shall be made only under the orders of the Registrar (Evaluation)

2. All problems pertaining to the examination work of their college must be attended to by a Co- ordinator (Examinations) designated in each college by the principal of the College.

3. The Coordinator shall submit all the cases duly forwarded by the Principal to the Registrar (Evaluation) in person or by Registered Post within specified period.

4. After receipt of such Applications, the concerned section shall attend the work and dispose of the same within **3 days**. In case of non disposal within stipulated period, the reply with cogent reasons shall be sent to respective college within 7 days and bring to the notice of the Registrar (Evaluation)

5. The Registrar (Evaluation)/authorized officer shall organize meetings of Co-ordinators at least once in a month to ensure that no matters are pending within the Examination Section.

XXIX Remuneration/Honorarium/Allowances

Remuneration/ Honorarium/Allowances/Fees etc., are to be paid to the Chairman and Members of the BOE, Paper – Setters and Valuers, Custodians, Co-ordinators, Chief Tabulators, Tabulators, Chief Superintendent and Dy. Chief Superintendents, invigilators, Flying- Squad

members and Chief, and others who have put in work in connection with the conduct of examinations, as per the rates fixed by the University authorities from time to time. If any fine, penalties are to be imposed on any of them, an undertaking should be taken from the payment – receiver at the time of payment that he/she is bound to return to the University any such amount after an order to this effect is passed by the Registrar (Evaluation).

XXX Examination Work as Duty

It shall be the mandatory duty of all the Teaching and Non-teaching staff in the University, constituent and affiliated colleges and the P.G. Departments to perform the examination duties as allotted to them by their immediate superiors and any of the University authorities. However, in exceptional circumstances, such duties may be exempted if justified through proper reasons given in writing.

Obligations of Teachers and Acts of Indiscipline and Malpractice in the University Examination by the Teaching & Non -Teaching Staff under Sections 73, 74 & 75 of Karnataka State Universities Act-2000

Extract of the Karnataka State Universities Act 2000

Section 73: Duties of a Teacher:

(1) Every teacher of a University or an affiliated college shall carry out the work relating to teaching, research, examination or academic work assigned to them by the University from time to time.

(2) For the purpose of sub-section (1) both the teaching and non-teaching employees in the services of the University and also in the colleges affiliated to the University shall be administratively controlled by the University and shall abide by the instructions or orders issued by the University from time to time.

Section 74: Obligations to perform the examination work:

(1) Any person who is entrusted with the examination work relating to paper setting, invigilation, supervision, evaluation, conduct of practical examinations, printing of question papers and answer books, tabulation and preparation of marks cards and all such activities incidental thereto and connected therewith shall discharge such duties prudently and with utmost integrity for attainment of the academic standards.

(2) If any person who has been allotted the examination work under sub-section (1) is found guilty of breach of duties or involves in any misbehavior, shall on conviction be punished with imprisonment for a period which may extend to three years or with a fine up to two thousand rupees or with both;

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(3) No court shall take cognizance of offence punishable under this section or the abetments of any such offence save on the complaint made by the Registrar (Evaluation).

Section 75- Punishment for Abetment of Offences:

Whoever instigates or abets the commission of offence punishable under section 74 shall, on conviction be punished with the same punishment provided for in that section.

The punishable wrongs by the teaching and non-teaching staff may occur at three stages viz., Pre-Examination, During Examination and Post-Examination.

XXXI Punishment/Penalty for various mistakes/malpractices committed in Examination by Teaching/Non-Teaching Staff

The Vice Chancellor, on receiving a complaint in writing or otherwise, is empowered to constitute an enquiry committee to enquire into the allegations of mistakes or malpractices committed by the personnel employed/appointed in the conduct of examination, evaluation, processing and declaration of results and all other incidental and ancillary matters. The committee shall conduct an enquiry by providing an opportunity of hearing to the delinquent and submit its report, based on which the Vice Chancellor shall impose the penalties provided here under.

Punishment/Penalty for various mistakes/malpractices committed in Examination by Teaching/Non-Teaching Staff at different stages is indicated below:

A. SCRUTINY OF EXAMINATION APPLICATION FORMS AT COLLEGE LEVEL

1.	Not submitting list of candidate's/ question paper indent subject wise, course wise, semester wise and syllabus-wise statistics to the Registrar (Evaluation) in time.	Impose a penalty of not less than Rs. 5,000/- but not exceeding Rs.10,000/- on the college
2	Non submission/ submission of incomplete examination application forms to the Registrar (Evl.)	Impose a penalty of not less than Rs. 5,000/- but not exceeding Rs.10,000/- on the college
3	Non payment/ incomplete payment of prescribed examination fees	Impose a penalty of not less than Rs. 5,000/- but not exceeding Rs.10,000/- on the college
4.	Wrong submission/incomplete submission of documents	Impose a penalty of not less than Rs. 5,000/- but not exceeding Rs.10,000/- on the college
5.	Issue of Hall tickets to ineligible	Impose a penalty of not less than Rs.

	candidates	Rs.10,000/- on the college per candidate
6.	Forwarding of Examination application forms after the last date fixed by the University and before 15 days to the commencement of the first paper of the examination.	Impose a penalty of not less than Rs. 5,000/- but not exceeding Rs.10,000/- per candidate

B. SCRUTINY OF EXAMINATION FORMS AT UNIVERSITY

1.	Giving Wrong exemptions by the Computer section.	Impose a penalty of Rs. 1000/- for each mistake on the concerned employee after a summary enquiry by the Registrar (Eva).
2.	Change of subjects	Impose a penalty of Rs. 1000/- for each mistake on the concerned employee after a summary enquiry by the Registrar (Eva).
3.	Accepting the application after the last date without the approval of Registrar (Eval)	Impose a penalty of Rs. 1000/- for each Application.
4.	Any other kind of mistake/acts committed	Impose a penalty of Rs. 1000/- for each mistake on the concerned employee after a summary enquiry by the Registrar (Eva).

C. PAPER SETTING AND PRINTING

1.	Accepting the confidential work without disclosing the fact in writing when the relatives are appearing for the examinations.	Impose a penalty of Rs. 10,000/- and disciplinary action as per rules
2.	Refusing / failure to set question paper in time	Impose a penalty of Rs. 5,000/- per paper
3.	Setting of question paper out of syllabus or incomplete question and data	Impose a penalty of Rs. 5,000/- per paper
4.	Setting of question paper not in accordance with the prescribed question paper pattern/as per the instructions of BOE Chairman.	Impose a penalty of Rs. 5,000/- per paper
5.	Manuscript written by other than paper setters and BOE Chairman/BOE Member.	Impose a penalty of Rs.15,000/- per paper
6.	Not signing the manuscripts.	Impose a penalty of Rs. 10,000/- per paper.
7.	Not writing the proper title of the question paper/paper code/duration/marks etc by the paper setter	Impose a penalty of Rs. 1000/- each. The Board of Examiners shall preserve the original manuscript and send it on to the Registrar (Evaluation) in sealed packets. If the mistake is done at the time of printing, the penalty of Rs.10, 000/-shall be imposed on the person concerned.
8.	Wrong packing of question papers by printer or the agency authorized.	Impose penalty of Rs. 10,000/- each and in addition to the quantified loss of money incurred/spent by the University to

		hold an examination due to this mistake.
9	Submitting the question paper without scrutiny by the BOE.	Impose a penalty of Rs. 10,000/- on each member and chairman per paper
10.	Not submitting the question paper within the Prescribed time by BOE Chairman to the University	Impose a penalty of Rs. 10,000/- per paper
11.	Accepting the paper setting without competence/eligibility	Impose a penalty of Rs. 10,000/- on each member and chairman per paper
12.	Not submitting required sets of question papers by the BOE Chairman.	Impose a penalty of Rs. 5000/- each
13	Failure to get any paper/s set and submit the same to University in time by B.O.E Chairman	Impose a penalty of Rs. 15,000/- and disciplinary action as per rules
14.	Leakage of question paper: a) by the paper setter,	Impose a penalty of Rs.25,000/-+ other disciplinary action as per rules
	b) by chairman/members of BOE	Impose a penalty of Rs.35,000/- each + other disciplinary action as per rules
	c) at the stage of printing	Impose a penalty of Rs.50,000/-+ other action as per terms and conditions of the agreement, if printing is outsourced and disciplinary action in case printing is done in the University
	d) at the exam center by the Chief/Deputy Superintendent	Impose a penalty of Rs.35,000/-+ other disciplinary action as per rules
15.	Any other kind of mistakes which are not covered above.	Impose a penalty of Rs. 2000/- for each mistake/-+ other disciplinary action as per rules.

D. DURING EXAMINATION: AT THE EXAMINATION CENTRES:

1.	Opening of wrong question paper packets by Chief Superintendent	Impose a penalty of Rs.10,000/-/-+ other disciplinary action as per rules
2.	Not keeping question paper under safe custody by the Chief Superintendent.	Impose a penalty of Rs.10,000/-/-+ other disciplinary action as per rules
3.	Distribution of wrong question paper at the examination center.	Penalty of Rs.10,000/- The expenses that are to be incurred to conduct re-examination will have to be recovered from person responsible and disciplinary action as per rules
4.	Allowing candidates after half an hour of the commencement of Exam by the Room Superintendent.	Impose a penalty of Rs. 2000/- per candidate
5.	Not signing of answer scripts by Room	Impose a penalty of Rs.2000/- for each

		mistake.
6.	Superintendent by verifying Reg. No's. Allowing candidate without Hall Ticket for Examination.	Impose a penalty of Rs. 5000/- each.
7.	Not writing Sl.No. of script in the Room Superintendent report.	Impose a penalty of Rs. 2000/- each mistake
8.	Wrong entry of Sl. No. of script by the Room Superintendent Diary (Invigilation diary)	Impose a penalty of Rs. 2000/- each.
9.	Writing wrong Reg. No. in the Room Superintendent Diary.	Impose a penalty of Rs. 2000/- each.
10.	Absence of Chief Superintendent at the Examination Centre.	Impose a penalty of Rs. 5000/-
11.	Not reporting the absence of external Chief Superintendent by the Principal.	Impose a penalty of Rs.5,000/-
12.	Allowing any other person other than the candidate in examination (Impersonation)	Impose a penalty of Rs.10,000/- each and disciplinary action as per rules
13.	Dereliction or lapses of duty on the part of Deputy Superintendent / Room Superintendent/Relieving Superintendent	Impose a penalty of Rs.5,000/- each and disciplinary action as per rules The Chief Superintendent shall immediately report the matter to the Registrar (Evaluation) and at his own discretion the Chief Superintendent may stop further assignment of invigilation work to the concerned Room/Relieving Superintendent.
13.	Negligence of the supervising staff in discharging their duties leading to copying/ mass copying unruly behavior etc., on the part of the candidates affecting smooth conduct of examination	1. The Superintendent/Deputy Superintendent and Room/Relieving Superintendent of the centre shall be imposed a penalty of Rs.5, 000/- each per event. 2. A report to the management against them is to be sent to take disciplinary action and the action taken in the matter is to be communicated to the University and to the Directorate of Collegiate Education by the Management. 3 If the class III or IV Employees involved in such activities, their entire remuneration shall be forfeited and further disciplinary action shall be taken by the Management and University against them 4. If such an action is not taken by the management, a penalty of Rs.1 lakh on the management be imposed. In addition to the above, the proceedings for the withdrawal of affiliation of the college shall be instituted.

14	Any other mistakes committed at the Examination Centre	Appropriate penalty as decided by Enquiry Committee appointed by the University
15.	Not dispatching the answer scripts in time to the University as per the instructions given by the University.	Impose a penalty of Rs. 10,000/- for each day of delay and disciplinary action on the concerned persons as per rules and cancellation of examination center for 3 years
17.	Not sending the sessional / term work / project work /Internal Assessment marks/grading before the commencement of theory examination.	Impose penalty of Rs. 10,000/- per student on college
18.	In case marks are sent after commencement of theory examination and before announcement of results. *Under no circumstances above said marks sent after declaration of results shall be accepted.*	Impose penalty of Rs. 25,000/- per student on college
18.	Not conducting the practical examination by the Examiners after acceptance of the said work	Impose a penalty of Rs.10,000/- and shall be debarred from examination work for 2 years
19.	Allowing an ineligible candidate to write examination, without the permission of the Registrar (Evaluation) or without payment of fees, by the Principal.	Impose a penalty of Rs. 10,000/- each.
20	Insertion /Replacing of answer book/pages at the exam center	Impose a penalty of Rs.15,000/- each and disciplinary and criminal action action
21.	Booking any student for malpractices with any ulterior intention by the squad members or for any other related mistakes	Impose a penalty of Rs.5,000/- and shall be debarred from examination work for 2 years
22.	Any other kind of mistake which is not covered above.	Impose a penalty of Rs.2,000/- for each mistake.

E. DURING CODING AND DECODING:

1.	Not keeping proper accounts of answer scripts bundles received from the exam centers.	Impose a penalty of Rs. 1000/- for each mistake
2.	Wrong coding of answer script.	Impose a penalty of Rs. 1,000/- each
3.	Disclosure of code numbers.	Impose a penalty of Rs. 15,000/- and disciplinary and criminal action.
4.	Not completing the work within stipulated time.	Impose a penalty of Rs. 1000/- per day
5.	Wrong decoding	Impose a penalty of Rs.1,000/- each
6.	Tampering with Marks of Examiners	Impose a penalty of Rs. 15,000/- for each case and disciplinary and criminal action

7.	Disclosure of result before declaration by the University	Impose a penalty of Rs. 5,000/-
8.	If the coding and decoding is done through scanning by any agency authorized by the University and if any above mentioned mistakes are committed by such agency	Any penalty specified above for respective mistakes and forfeiture of deposits and payments and damages of Rs.1 Lakh and other necessary action as per terms and conditions of Agreement

F. DURING VALUATION

1.	Erratic valuation by the valuator	Impose a penalty of Rs.2,000/- per paper
2.	Valuing the paper without competence by the valuator	Impose a penalty of Rs. 5000/-
3	Non valuation of a part of the answer	Impose a penalty of Rs. 5000/- each
4	Non valuation of a complete answer/non assignment of marks to an answer Five such mistakes	Impose a penalty of Rs. 3000/-each Forfeiture of the entire remuneration, conveyance etc., and a penalty of Rs. 3000/- and shall be debarred for 2 years from valuation work and disciplinary action
5.	Wrong/non carrying of marks from inside to the Cover page of the answer script, etc,	Impose a penalty Rs. 3000/- for each mistake
6.	Wrong writing of marks in figures and words in the OMR Sheet/marks list	Impose a penalty Rs. 1000/- per mistake
7.	Wrong totaling by the valuator/reviewer.	Impose penalty of Rs. 1000/- each
8.	Non-entry of marks / Wrong transfer of marks from answer scripts to OMR marks list.	Impose a penalty of Rs. 1000/- for each mistake
9.	Displacing the answer script from one packet to another packet.	Impose a penalty of Rs. 1000/- for each mistake.
10.	Awarding more marks by valuer/reviewer than the marks fixed for the questions.	Impose a penalty of Rs. 3,000/- per answer
11.	Failure to round off the extra No. of answers by the valuator	Impose a penalty of Rs. 500/- each
12.	Tampering with the marks given by the valuer/ reviewer, indulging in any other malpractice by the Chief Custodian/custodians and other staff of valuation Unit	Immediate cancellation of appointment and relieving from work with forfeiture of remuneration, TA/DA and penalty of Rs 25000 and also disciplinary and criminal action be initiated.
13	Non issuance of instructions to valuers by the Chief Examiners/Custodians	To be debarred for 2 years from all types of examination work with penalty of Rs.5000.
14.	Non-compliance with the rules and instructions given and doing the work in a disorderly manner, or deserting in the middle	Debarring from such work for 3 years and no remuneration to be paid for the work done and penalty of Rs.5000/-.and disciplinary action
15.	Failure of Principal of the college to ensure	Impose a penalty of Rs. 25000/- on

valuers appointed from their colleges to report to valuation or if valuers remain absent from valuation work	Principal of the college
16. Failure of valuer appointed from colleges to report to valuation or if valuer remain absent from valuation work	Impose a penalty of Rs. 5000/- on each valuer

Note: While making over the payment of remuneration, an undertaking from the examiners Chairman, etc. shall be obtained to the effect that fine or penalties would be acceptable by the receiver as provided under the ordinance.

G. VERIFICATION AND SCRUTINY:

1.	wrong verification and scrutiny	Impose a penalty of Rs. 1000/- for each mistake.
2.	Wrong totaling of marks	Impose a penalty of Rs. 1000/- for each mistake.
3.	Tampering with Marks awarded by the Examiners in OMR marks list.	Impose a penalty of Rs. 15,000/- each and disciplinary and criminal action
4.	Writing as Absent, though the candidate has appeared for the examination.	Impose a penalty of Rs 5,000/- per candidate.
5.	Awarding of wrong exemptions	Impose a penalty of Rs. 1,000/- per such exemption.
6.	Not putting initials for the corrections/over writings.	Impose a penalty of Rs. 100/- each
7.	Not keeping the account of blank marks cards by the concerned	Impose a penalty of Rs. 5,000/-
8.	Wrong carrying forward of previous years marks in ledger.	Impose a penalty of Rs. 1000/- each

H. DISPATCH OF RESULT SHEETS AND MARKS CARDS:

1.	Dispatching the marks card without facsimile	Impose a penalty of Rs. 1,000/- each
2.	Dispatching the blank marks card with facsimile.	Impose a penalty of Rs. 1,000/- each
3.	Late dispatch of marks cards and Result sheet	Impose a penalty of Rs. 1000/-per course
4.	Dispatching degree certificate without signature of the Vice-Chancellor.	Impose a penalty of Rs. 1,000/- each

I. GENERAL

1.	Any breach of confidentiality relating to the examination work entrusted by the University.	Registrar (Evaluation) shall impose same penalty as provided above.
2.	Failure to undertake the examination work assigned by the Registrar (Evaluation) without prior permission in writing	Impose a penalty of Rs.2000/- and disciplinary action as per service rules
3.	Leaving the examination work before the completion.	The remuneration/ TA/ DA due to the concerned person shall be forfeited and a penalty of Rs.5000/-
4.	In other cases of serious irregularities or gross dereliction of duties	Impose a penalty of Rs. 25,000/- for each case and disciplinary and criminal action

XXXII. Malpractice by Candidates Appearing in Examination, Procedure and Punishment under Section 77 of K.S.U. Act, 2000

1. Acts of Malpractice by Candidates Appearing in Examination

Malpractice means and includes any one or more of the following acts by a candidate appearing for the University Examinations to grant and confer Degree, Diploma and other Academic distinction on persons who have pursued a course of study or have carried on research.

i. Unruly behavior in or near the examination hall.

ii. Bringing into the Examination hall or being found while in the examination, in possession of any book, portions of a book, manuscript, material or any other matter not permissible to be brought into the Examination hall.

iii Copying or taking aid from any material or matter to answer in the examinations.

iv Communicating with any candidate or any other person in or outside the examination hall with a view to take assistance or aid to answer in the examination.

v. Copying from the material or matter or answer of another candidate or similar aid or assistance is rendered to another candidate.

Vi Making any request or representation or offers any threat or inducement to Supervisor/Room Superintendent or/ and any other official or officer of the University/College in the Examination Hall or to the Examiner in the answer script .

Vii Approaching directly or indirectly the teachers, Officers or Examiners or brings about undue pressure or undue influence upon them for favour in the examination or valuaiton.

Viii Inserting or substituting in the answer script sheets or sheets of answer script not supplied in the examination hall.

ix Impersonating or allowing any other person to impersonate for him in the examination hall.

x. Committing any other act omission intending to gain an advantage or favour in the examination by misleading, deceiving or inducing the examiner or officers or authorities of the University/College.

2. Authority for imposing Penalty:

The Vice-Chancellor and the Syndicate shall impose penalties taking into account the recommendation of the Mal Practice Enquiry Committee.

3. Constitution, Powers and Functions of the Malpractices Enquiry Committee:

1. The Malpractices Enquiry Committee shall consist of two members one of whom shall be the Chairman, who shall be the Dean of the Faculty of respective course. Another member shall be the legal advisor/any other person authorized by him from out of the Bangalore University Panel Advocates approved by the Syndicate. There shall be one convener, who shall be an official of the University not below the rank of Assistant Registrar (Evaluation)

2. The Committee shall have all the powers to issue notice, summon the candidate and witness, record their statements and recommend appropriate punishment/penalty as per the Schedule of penalties provided hereto.

4. Procedure and Penalties:

1. No penalties may be imposed on a candidate except after an enquiry held, as far as may be, in the manner hereinafter provided.

2. The Malpractice cases reported by the Chief Superintendent/ Squad/Valuer/ Custodian in sealed covers to the Registrar (Evaluation) shall be opened before the Committee only. The Committee after verifying the report and recording the material enclosed thereto shall make an endorsement to that effect.

3. The Malpractices Enquiry Committee shall frame definite charges and cause to issue notice communicating such charges together with a statement or allegation on which they are based, to the candidate in writing and he/she shall be required to submit within 15 days from the date of receipt of notice or within such time as may be specified by the committee a written statement of his/her defence or admission of the guilt. In case the student fails to submit written statement of his/her defence or admission of his/her guilt within the stipulated period, the Committee shall hear the matter ex-parte and make necessary report.

4. In case of contest by the student, the committee shall proceed to conduct a summary enquiry by providing a fair and reasonable opportunity to the student. On conclusion of the enquiry the committee shall record its finding about the commission of guilt by the student or otherwise and shall submit a report along with recommendation of the committee based on the findings recorded.

5. The candidate may present his/her case himself/herself but shall not engage a legal practitioner for the purpose.

6. The Malpractices Enquiry Committee shall, in the course of enquiry consider such documentary evidence and take such oral evidence as may be relevant or material in regard to charge or charges. The candidate shall be entitled to cross examine any witnesses summoned by the committee to give evidence in defence. The person presenting the cases and in support of the charges shall be entitled to cross examine the candidate and the witnesses examined in defence.

7. At the conclusion of the enquiry, the Malpractice Enquiry Committee shall submit a report with findings on each of the charges together with all the documents and recommend either for imposition of penalty or exoneration of the student to the Vice-Chancellor.

8. The Vice-Chancellor in turn shall, place the report before the Syndicate which shall consider and impose the penalty for various types of Malpractices as detailed in the schedule or as recommended by the Malpractices Enquiry Committee or exonerate the student as the case may be

5. The Procedure for Reporting Malpractice Cases:

a) The Room Superintendent /Invigilator shall seize the incriminating material and the answer script or other substance forming part of answer and report the same to the Chief Superintendent immediately, if he/she notices a malpractice being committed by the candidate.

b) If the candidate refuses to hand over the incriminating material or destroys or runs away with the material (causes to disappear) the facts shall be noted duly witnessed by two members of the supervisory staff and report the matter to the Chief Superintendent immediately.

If the candidate refuses to give the statement the candidate should be asked to record in writing his refusal to give a statement. If he/she refuses to do even that, the facts shall be noted, duly witnessed by two members of the supervisory staff.

c) The Chief Superintendent shall hold a preliminary enquiry, record the report of the Room Superintendent, the statement of the candidate in the presence of a teacher other than the Room Superintendent concerned. He/she shall forward a report along with the answer script or other substance or the incriminating material in a sealed cover or box, to the Registrar (Evaluation) by name, who, in turn, shall place before the Malpractice Enquiry Committee all the materials and records received by him/her.

The Chief Superintendent shall forthwith suspend the candidate from writing the examination and withdraw the admission ticket.

(d).   The examiner/reviewer, shall, if he/she suspects malpractice while valuing the answer script shall forthwith stop further evaluation and return the answer script with a report prepared by him under his/her name and signature to the Custodian who in turn shall forward the same to the Registrar (Evaluation) along with his/her remarks under his/her name and signature. If the suspicion arises or malpractice is suspected after script is already valued, marks shall not be entered in the OMR Sheet or marks list along with other students but enter them in a separate list and hand over to the custodian who in turn in a sealed cover shall forward the same to the Registrar (Evaluation).

6. SCHEDULE OF PENALTIES:

Sl.No.	NATURE OF MALPRACTICE	PENALTY TO BE IMPOSED
1.	Revealing the Identity of the candidate by putting any mark, symbol etc., in the answer paper	a) Fine not less than Rs. 5000/- b) Withholding and forfeiture of the performance of the examination.
2.	Possession of manuscript/printed or	To deny the benefit of performance of the

	typed matter, books or notes/ impermissible electronic gadgetes.	examination for which the candidate has appeared and debar him/her for a further number of chances extending up to TWO more examinations and penalty of Rs. 5000/-.
3.	Possession of manuscript printed or typed matter. Book or notes and found copying.	To deny the benefit of performance of the Examinations for which the Candidate has appeared and debar him/her for a further number of chances extending upto THREE more examinations and penalty of Rs. 5000/-.
4.	Identical answers in the answer scripts of different candidates as a result of copying. Copying or allowing a candidate to copy from his/her answer script.	To deny the benefit of performance of the Examination for which the candidate has appeared and debar him/her for a further number of chances extending upto TWO more examinations and penalty of Rs. 5000/-.
5.	Appeal to the examiner with money as enclosures to the answer book, use of abusive/obscene language, or threatening words in the answer book.	To deny the benefit of performance of the said paper of the examination for which the candidate has appeared and penalty of Rs. 10000/-.
6.	Found giving or receiving assistance at the examination, passing on the question paper/ answer script/ additional sheet for purpose of copying	To deny the benefit of performance of the examination for which the candidate has appeared and debar him/her for a further number of Chances extending upto THREE more examinations and penalty of Rs. 5000/-.
7.	Insertion of additional sheets/use of an answer book which is not issued at the examination hall/ insertion of any papers during or after examination at any stage.	To deny the benefit of performance of the examination for which the candidate has appeared and debar him/her for a further number of chances extending upto FOUR more examinations, period of debar, however, not to exceed THREE years, not to exceed THREE years, excluding the Examination already taken and penalty of Rs. 15000/-.
8.	Impersonation, found guilty of deliberate preplanned arrangement to cheat in the examination.	To deny the benefit of performance of the examination for which the Candidate has appeared and debar him/her for a maximum of SIX more examinations and penalty of Rs. 25,000/-..
9.	Abusing, threatening or and man-handling the examination authorities at the examination hall or in the premises of the examination centre, misconduct of a very serious nature.	To deny the benefit of performance of the examination for which the candidate has appeared and debar him/her for a further number of chances extending upto FIVE more Examinations depending on the degree of misconduct and penalty of Rs. 10,000/- and criminal action
10.	Submitting wrong information and claiming any advantage as	To deny the benefit of performance of the examination for which the candidate has

	handicapped/blind	appeared and penalty of Rs. 25000/-.

11. GENERAL

1. The committee is empowered to recommend suitable punishment for any malpractice which is not covered under any of the items defined in the above schedule of penalties.

2. Candidates involved in malpractice shall not be permitted to keep terms for the next higher course or pursue other alternative courses till their term of punishment is over. They shall also forfeit their scholarship/fellowship/financial assistance/admission in hostel during that period.

XXXIII. Grant of Extra Time in Examination to differently-abled (Blind and Physically Handicapped) Students and appointment of scribe

During Examination, some students having handicap of serious nature due to which they cannot write in normal speed and blind students do need extra time, as they have to dictate to another person.

The granting of extra time to such candidates is subject to fulfillment of the following conditions:

1. The nature of the handicap must be such as it seriously affects the candidate's speed of writing.

2. The candidate must produce a certificate from the concerned District Surgeon/Medical Officer, Health Centre, Bangalore University, clearly spelling out the nature of the handicap or extent of defect which affects the speed of writing.

3. The candidate must submit an application at least 2 months before the commencement of examination with medical certificate to the Principal/Head of the Department/Institution for considering the handicap and his assessment of the writing. Performance of the candidate as observed repeatedly at the institution must also be taken into consideration.

4. Each case shall be examined on merits and decided regarding granting or not granting extra time and where such extra time is granted the ratio or quantum of extra time shall be stipulated in clear terms for compliances at the examination centre. Under any circumstances, the extra time shall not exceed 20 minutes per hour.

5. Any person, suggested by the differently abled examinee for appointment as scribe/helper to write the examination and who is not writing the same examination as the differently abled examinee is writing and also who is not studying in the higher class of the same course, may be appointed by the Principal/Head of the Department/Institution. In case of any change of such scribe/helper appointed earlier, the examinee shall obtain fresh permission from the Principal/Head of the Department/Institution.

6. The Principal/Head of the Department/Institution may grant permission as stated above under intimation to the Registrar (Evaluation).

XXXIV. Repeal and Savings:

1. The provisions of any Ordinance, Order, Rule or Regulations in force shall be inapplicable to the extent of their inconsistency with these Ordinance,

2. The University shall issue such orders, instructions etc and prescribe such format, procedure etc as it may deem fit to implement the Provisions of these Ordinance.

3. In case of any difficulty in the implementation or giving effect to the provisions of these Ordinances, the Vice-Chancellor decisions shall be final.

XXXV. APPENDICES:

A) Acceptance of Examinership

ACCEPTANCE FORM

From   To

Name: The Registrar (Evaluation)
(In Block letters)   Pareeksh Bhavana
                                                       Bangalore University
Address: Jnanbharati Campus
                                                       Bangalore 560 056

College:
Ph/Mobile: Subject:

Residence
Ph:

Sir/Madam,

I wish to intimate to you my acceptance/non acceptance of the invitation communicated in your letter No.............
I agree to maintain confidentially about this offer.

I have no relative / member of my family appearing at the examination. Nor have I coached any Student/s for the examination at which I have been invited to examine.

I have not written any guides or given any tuitions for students with reference to the examination at which I have been invited to examine.

I have not registered myself for any examination (Regular or External) of this University (Registration for Ph. D is exempted)

I further agree to abide by all the rules and regulations of the University with respect to my assignment.

Date :   Yours faithfully,

Place :

Note: All the confidential letters should be addressed to the Registrar (Evaluation) by name.

B) Requirements of Documents for Issue of Marks Cards, Certificates, Provisional Degree Certificates, Transcripts etc.

1. **FOR ISSUE OF DEGREE CERTIFICATE**
   a. An application in the prescribed form.

   b. Xerox copies of all attempt wise Marks Cards from first to final.

   c. Prescribed fee in the form of D.D.

2. **FOR ISSUE OF PROVISIONAL DEGREE CERTIFICATE**
   a. An application in the prescribed form.

   b. Xerox copies of all attempt-wise Marks Cards from first to final or (result sheet attested by the Principal/Chairperson only in case of final year, when result is announced but marks cards not issued)

   c. Prescribed fee, if not paid earlier in the form of D.D.

3. **FOR ISSUE OF COMPLETION CERTIFICATE**
   a. An application in the prescribed form.

   b. Xerox copies of all attempt-wise Marks Cards from first to final.

   c. Prescribed fee in the form of D.D.

4. **FOR ISSUE OF TRANSCRIPT**
   a. An application in the prescribed form.

   b. Xerox copies of the certificates on which attestation is to be made.

   c. Prescribed fee in the form of D.D.

5. **FOR MARKS/DEGREE CERTIFICATE CORRECTION**
   a. An application in the prescribed form.

b. Original Marks Card/Degree Certificate.

c. Proof of correct name in case name correction such as Eligibility Certificate, Lower Exam Marks Cards, or any other document acceptable to University.

d. For any other mistake in the Marks Card, the nature of mistake to be distinctly indicated in the application.

e. Prescribed fee in the form of D.D, if applicable.

6. FOR ISSUE OF DUPLICATE MARKS CARD/DEGREE CERTIFICATE

a. An application in the prescribed form.

b. Sworn affidavit in the prescribed form.

c. Proof of police complaint in this regard.

d. Prescribed fee in the form of D.D.

e. A news paper clipping in case of Degree Certificate in this regard.

Internal Complaints Committee (ICC)

In pursuance to the UGC/ Supreme Court guidelines, the City College, Jayanagar has constituted an Internal Complaints Committee for gender sensitization and handling complaints against sexual harassment. The committee addresses complaints such as discriminatory behaviour and sexual harassment lodged by any member of the college which he or she observes or becomes aware of.The committee also advises the authorities to take necessary remedial actions, including punishment against the offender. The committee consists of representatives from the faculty members, non-teaching staff, students. Despite the preventive efforts made by the committee, if any incidents of sexual harassment take place, the registration of complaints shall follow the following procedures.

1. Complaints can be lodged directly with any member of the committee. The person to whom the complaint is made should bring it to the notice of the committee within 2 working days of receiving it.

2. The complaint may be oral or in writing. If the complaint is oral, it shall be made in writing by the committee or the member who has received the complaint with the signature of the complainant.

3. A complaint should be lodged within six weeks of the incident. In extraordinary circumstances, this could be extended to six months.

4. The committee shall study the complaint and may hear both the complainant and the accused and other involved parties to determine if an enquiry should be instituted. If so, then an enquiry committee will be formed from the committee consisting of not less than 5 people or not more than 7 people. 70% of this committee will be women.

5. The process shall be complainant friendly and quick in its decision regarding whether the matter needs to be enquired into or can be taken care of by counselling or mediation.

6. The complainant may withdraw his/her complaint in writing at any time during the enquiry procedure. In such cases, the procedure should be terminated. If the committee feels or has enough reason to believe that the withdrawal is the

Principal
CITY COLLEGE
Jayanagar, Bangalore 70

consequence or effect of cohesion/ intimidation/ threat exerted by the accused or any person on his/her behalf, the enquiry proceedings shall continue.

7. The enquiry committee shall complete the enquiry in the shortest possible time, not exceeding 1 month from the date of complaint.

8. The enquiry committee shall provide a reasonable opportunity for the complainant and the accused to present/ defend their case.

9. The enquiry committee shall then submit a detailed report to the main committee in which it shall communicate its findings based on its investigation.

10. The main committee, along with the enquiry committee, will then forward its findings and recommendations to the management for further action.

Objectives :

The ICC was formed mainly to follow the prevention of sexual harassment policy outlined by the UGC/Supreme Court. Therefore, the committee upholds the following objectives: ☐

1. To prevent and prohibit incidents of sexual harassment of female employees and students in the college. ☐

2. To sensitize the female employees and students about the fundamental rights to have a safe and healthy environment in the college.

3. To create a secure physical and social environment for women.

4. To organize a women's sanitation awareness program.

5. To recommend appropriate punitive action against the the guilty.

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Jayanagar, P

Composition:

Sl. No	Name	designation
1	Dr. Sharada H S Professor	Chairperson
2	Dr. Rajamohan Associate Professor	Member
3	Mrs. Sarita Vittal Assistant Professor	Member
4	Mrs. Deepashree B R Assistant Professor	Member
5	Mr. Praveen B IQAC Co-ordinator	Member
6	Mrs. Nandini B Student Counsellor	External Member
7	Ms. Sreelakshmi. O Non-Teaching Staff	Member
8	Ms. Chandana Student	Member
9	Ms. Ashwita Student	Member
10	Mr. Jayanth Student	Member
11	Mr.Prajwal V Student	Member

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Minutes of the meeting of the Internal Complaints Committee held on 20th August, 2019.

Member Present:

Chairperson: Dr. Malini N

Members Present:

1. Dr. Ratna Sinha
2. Mr. Manoj Kumar M
3. Ms. Rashmi S

Student Members:

1. Sudipta Pal
2. Aishwarya Chauhan
3. Rashmi
4. Bhavana

- The meeting started at 11.00 am
- The Chairperson welcomed all the members and briefed the members about the channels available to the students to report any issues faced by staff and students in the college.
- The details about the Internal Complaints Committee are displayed on the noticeboard.
- No complaints have been reported so far.
- The meeting concluded with the Chairperson thanking all the members.

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Minutes of the meeting of the Internal Complaints Committee held on 23rd January, 2020.

Member Present:

Chairperson: Dr. Malini N

Members Present:

1. Dr. Ratna Sinha
2. Ms. Divya M S
3. Ms. Rashmi S

Student Members:

1. Sudipta Pal
2. Aishwarya Chauhan
3. Rashmi
4. Bhavana

- The meeting started at 11.00 am
- The Chairperson welcomed all the members and briefed the members about the channels available to the students to report any issues faced by staff and students in the college.
- The details about the Internal Complaints Committee are displayed on the noticeboard.
- No complaints have been reported so far.
- The meeting concluded with the Chairperson thanking all the members.

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Jayanagar, Bangalore 70

Minutes of the meeting of the Internal Complaints Committee held on 17th September, 2021.

Member Present:

Chairperson: Dr. Usha Prabhu

Members Present:

1. Ms. Supriya
2. Ms. Gajalaxmi
3. Mr. Rohith B Nagpal

Student Members:

1. Chaitanya
2. Shruthi
3. Akash
4. Deepak

- The meeting started at 11.30 am
- The Chairperson welcomed all the members and briefed the members about the channels available to the students to report any issues faced by staff and students in the college.
- The details about the Internal Complaints Committee are displayed on the noticeboard.
- No complaints have been reported so far.
- The meeting concluded with the Chairperson thanking all the members.

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Minutes of the meeting of the Internal Complaints Committee held on 22nd February, 2022.

Member Present:

Chairperson: Dr. Usha Prabhu

Members Present:

1. Ms. Supriya
2. Ms. Bharathi
3. Mr. Vijay Kumar B

Student Members:

1. Chaitanya
2. Shruthi
3. Akash
4. Deepak

- The meeting started at 10.30 am
- The Chairperson welcomed all the members and briefed the members about the channels available to the students to report any issues faced by staff and students in the college.
- The details about the Internal Complaints Committee are displayed on the noticeboard.
- No complaints have been reported so far.
- The meeting concluded with the Chairperson thanking all the members.

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Minutes of the meeting of the Internal Complaints Committee held on 18th October, 2022.

Member Present:

Chairperson: Dr. Keerthi Aravind

Members Present:

1. Mrs. Sangamitra S
2. Mr. Praveen Kumar Gupta

Student Members:

1. Neha Taj
2. Chandana
3. Rani Kumar Kisku
4. Dinesh

- The meeting started at 1.30 pm
- The Chairperson welcomed all the members and briefed the members about the channels available to the students to report any issues faced by staff and students in the college.
- The details about the Internal Complaints Committee are displayed on the noticeboard.
- No complaints have been reported so far.
- The meeting concluded with the Chairperson thanking all the members.

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Minutes of the meeting of the Internal Complaints Committee held on 20th March, 2023.

Member Present:

Chairperson: Dr. Veena Angadi

Members Present:

1. Ms. Aishwarya M
2. Mrs. Veronica P
3. Mr. Pratap S

Student Members:

1. Neha Taj
2. Chandana
3. Rani Kumar Kisku
4. Dinesh

- The meeting started at 11.30 am
- The Chairperson welcomed all the members and briefed the members about the channels available to the students to report any issues faced by staff and students in the college.
- The details about the Internal Complaints Committee are displayed on the noticeboard.
- No complaints have been reported so far.
- The meeting concluded with the Chairperson thanking all the members.

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Minutes of the meeting of the Internal Complaints Committee held on 21st September, 2023.

Member Present:

Chairperson: Dr. Veena Angadi

Members Present:

1. Mrs. Deepthi Ashok
2. Mrs. Roopa L C
3. Mr. Praveen B

Student Members:

1. Saniya Najam
2. Nithya
3. Arpan
4. Keerthi Raj

- The meeting started at 10.30 am
- The Chairperson welcomed all the members and briefed the members about the channels available to the students to report any issues faced by staff and students in the college.
- The details about the Internal Complaints Committee are displayed on the noticeboard.
- No complaints have been reported so far.
- The meeting concluded with the Chairperson thanking all the members.

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◉ CITY
COLLEGE

No. 27/2, 33rd Cross, 2nd Main Rd, 7th Block, Jayanagar, Bengaluru, Karnataka
560070

<mark>LETTER OF APPOINTMENT</mark>

Dear Sir,

SUB: Appointment as Professor / Assistant Professors in the department of

This is to inform you that you have been appointed as a ……………..Department of ………..
City College.

As an you need to maintain punctuality, teaching standards, discipline, professional secrecy
and ethics, standard of education, dress code, ethical values and decorum of the Institutions,
and strictly adhere to and follow the "Guidelines – Rules and regulations" – Roles and
responsibilities.

Jayanagar Education Society

Chairman.

Principal
CITY COLLEGE
Jayanagar, Bangalore - 70

CITY COLLEGE

No. 27/2, 33rd Cross, 2nd Main Rd, 7th Block, Jayanagar, Bengaluru, Karnataka 560070

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Dear Sir,

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Jayanagar Education Society

Chairman.

Principal
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No. 27/2, 33rd Cross, 2nd Main Rd, 7th Block, Jayanagar, Bengaluru, Karnataka 560070

<mark>ACCEPTANCE OF THE EMPLOYEE</mark>

I, Dr./Mr/ Mrs. have understood "Guidelines – Rules and regulations" – Roles and responsibilities. I confirm that I possess genuine degrees and marks statements and agree to submit my original marks statements to the Principal / HR Department / Administration. I have fulfilled the eligibility criteria for teaching and research as prescribed by AICTE / UGC, New Delhi and the affiliating University. I shall continue my services till the end of the academic session / year and will not cause inconvenience to the students or authorities. In case of the breach of understanding by me, management may take legal action against me as per the guideline mentioned in the rules and regulations and may inform the future employer, AICTE / UGC and affiliating University.

Signature of Employee

Name:

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Jayanagar, Bangalore - 70

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No. 27/2, 33rd Cross, 2nd Main Rd, 7th Block, Jayanagar, Bengaluru, Karnataka 560070

1. VARAMAHALAKSHMI POOJA HOLIDAY: CITY College shall work till 3.30 pm and will be closed there after (except admission offices)

2. GANESHA FESTIVAL Holiday: CITY College shall remain closed on the day of Ganesha festival.

2 (a) Celebration of Ganesha Festival: Ganesha Pooja shall be performed in the institution at appropriate time preferably in the morning. Principals and Admn, staff to perform the Pooja compulsorily by coordinating with admin. Staff.

3. Ayudha Pooja and Vijayadasami: College shall remain closed for about 2 days (Ayudha Pooja and Vijaya Dashami). All the laboratories, offices of all the institutions shall be cleaned and decorated and pooja shall be performed.

4. NARAKACHATURDASI, DEEPAVALI AND BALIPADYAMI: Institution shall remain closed on any of the two days, preferably Naraka-Chaturdashi and Balipadyami). LIST OF NATIONAL & FESTIVAL HOLIDAYS (Teaching staff may follow the list of holidays as per the norms described by the affiliating University). Holidays list of Affiliating Universities to be communicated to Corporate Office by the Principal and get the list approved. Holidays of 12 per year for all the institutions (Administration, Accounts, University/ Examination Section & Corporate Office)VACATION Summer Vacation - Two working days may be declared as Vacation in the last week of April, 29^{th} 30^{th} and 1^{st} May of every year. Winter vacation - 24^{th} 25^{th} and 26^{th} December. This facility of summer and winter vacation is applicable to all the non-teaching staff. Staff should avail in two slots. Offices will remain functional.

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No. 27/2, 33rd Cross, 2nd Main Rd, 7th Block, Jayanagar, Bengaluru, Karnataka 560070

Conferences/Seminars: Faculty members (Assistant Professors, Associate Professors and Professor) presenting research papers in conferences/seminars are provided with financial support in registration fee to the extent of 50% of total registration fee to a maximum of Rs. 10000/-. Those who are availing this facility should work for a minimum period of two years. If anyone leaves within two years, should return the amount utilized from the institution.

Travel Grant: Travel grant full amount of 2nd Class Sleeper / 3rd AC for Professors, Train fare to and fro for the place of conference if the place of conference is outside Bangalore, within the country, and full salary for the number of days of conference and also the travel period.

Wedding Leave Benefits: Faculty members and non-teaching staff worked and completed more than two years of continuous service are entitled for benefit of leave for wedding – one week of paid leave. Can be availed once in service.

Maternity Leave and Benefits: Faculty members and non-teaching staff worked and completed more than two years of continuous service are entitled for benefit of Maternity leave for 30 days on joining back the institution. Applicable for only one child only.

Paternity Leave: Faculty members and non-teaching staff worked and completed more than two years of continuous service are entitled for benefit of Paternity leave for 7 days on joining back the institution. Applicable for one child only.

Medical Leave: Paid leave up to three days due to severe ailment resulting in hospitalization and subject to submission of hospital records with discharge summary. Only applicable when total no. of leaves exceeds 4 continuous days. Can be availed once a year.

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FACILITIES TO THE EMPLOYEES

Facility of Salary Advance: All the teaching and non-teaching staff members of the Institutions worked and completed 2 years of continuous service are entitled for salary advance-amount equivalent to the salary of 1 months (the amount will be recovered in six EMIs). Accounts department to focus on calculations of loan recovery and show the deduction in salary statements.

Facility of Group Medical Insurance: All teaching and non-teaching staff are considered for group accidental insurance.

Facility of Provident Fund:

Appointment – Terms and Conditions

1. Appointment is against permanent vacancy and subject to satisfactory completion of one year probationary period and has to be confirmed by a separate letter of appointment from the Chairman, CITY College.

2. As a Professor / Associate Professor / Assistant Professor/ Head of the Department / Dean / Director, you need to maintain dress code, punctuality, and standard of education, teaching standards, discipline, professional secrecy and ethics, decorum of the institution and follow the rules and regulations and roles and responsibilities.

3. The appointed employee shall work on full time basis and should not leave the department without the written permission of the Principal during the working hours from 9 AM to 5 PM on all working days. The employee shall avail leave and holidays with prior approval of the Principal as per the College rules. Unauthorized absence of more than 4 days continuously from attending the duties will be liable for termination of the services and unauthorized absence of a day will be calculated as two days of absence for the purpose of salary calculation. Unauthorized absence for more than three days is liable for termination of job without notice

4. The appointed employee cannot resign or discontinue the services within the semester as per BU rules. You may leave at the end of the semester / year (Academic Year) by giving Two months prior notice by submitting a resignation letter to the Chairman and obtain an acknowledgement. If you wish to continue or discontinue you should confirm in writing at the beginning of each academic year and the same should be approved by the Chairman of the Trust.

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5. Any appointed employee will be relieved within a reasonable time, if one gets a Govt. job/Foreign assignment/due to medical reasons/prolonged illness or if one is not fit to work. (Proof of documentary evidence is required in all cases). The employee (s) will also be relieved within the said academic year without notice if the services are not satisfactory and the teaching is substandard as per the expected quality standards of the institutions, and not willing to accept the delegated responsibilities. If any employee involves in any anti-student and anti-management activities will be terminated immediately without giving any prior notice and prosecuted suitably.

6. If any employee decides to discontinue the job on his/her own during the academic year, the academic schedule gets disturbed and consequently academic work will get affected, as the sole objective of the institutions is to provide quality education. You are required to give TWO months' notice, before the last working day of odd /even semester or pay compulsorily pre-calculated liquidated damages to the college to an extent of TWO month's salary to cover the part time faculty remuneration, cost of advertising, conducting interviews, experts professional fees and all other associated expenses.

7. For calculation of increment, which is due in the month of October and salary payable in November of every year, one should have put in 7 (seven) months of service within the academic year in the institution or one should have joined the college on or before 1st March. Increment will be paid for every completed year of service in our institutions, subject to the teaching performance and general behavior, punctuality, participation in academic and co-curricular activities, presentation of papers in seminars, workshops, publication of articles in national and international journals during the academic year. However, the Trust has the right to withhold/defer your increment in case the services of the employees are not satisfactory. Every year a performance appraisal committee (PAC) will review the services of all the employees and recommend for the increment.

8. Any kind of Malpractice/Misconduct/Disobedience are not are not accepted, will be terminated immediately without further notice. Any penalty levied by the BU for any lapse in work shall be paid by the employee responsible and not by the institutions

9. Before reporting to duty, one should deposit all original certificates and testimonials with the institution (under the custody of the Principal and Administration), for immediate verification by BU/AICTE or any inspection committee. You may obtain

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an acknowledgement from the college and the certificates will be returned to the employee at the time of leaving the institution.

10. Retain the first copy of the appointment letter and sign on the second copy and return the same to the Principal along with original certificates.

Women Empowerment Cell: Government of India is supporting for empowerment of women in the country. Special training programs are to be initiated for skill development and innovation for women faculty members and female students

Incubation Cell / Startups: Incubation cells to be established, training for the startups to be initiated. Identification of area of specialization to establish incubation cell-Principal and team

Internal College Complaints Committee: To address the complaints of the students (academic/non-academic) a committee is constituted with Principal (Head of the Committee), Heads of all departments, Director Physical Education, NSS Coordinator.

Grievance Redressal Cell: To address the complaints of the employees (academic/nonacademic) and students a committee is constituted with Principal (Head of the Committee), Heads of all departments, Director Physical Education and NSS Coordinator. Quality assessment procedure to be followed by the principal in coordination with IQAC Coordinator and criteria heads for NAAC Assessment. AQAR reports to be submitted regularly to NAAC office on priority basis. As NAAC is continuous assessment process, the head of the institution-principal and team of NAAC coordinators should continuously strive to improve the grade of NAAC with utmost commitment in terms of academic and administrative principles.

All the procedures of AICTE, New Delhi to be followed, apply for renewal of affiliation every year - Principal and team- online and offline inspections. VTU/BU-Affiliating Universities

All the procedures of Affiliating Universities to be followed, to be followed apply for renewal of affiliation every year -Principal and team-online and offline inspections.

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As per the directions of National Education Policy [NEP]-2020, priority and prominence is given to the research and development. Skill Development and Innovation are to be given utmost importance for contribution in the field of research and development for nation building. To meet the requirement, management has taken the following decisions for immediate implementation. Each department is supported with Rs. 100000/- [Rupees One Lakh only] every academic year for attending the expenses towards registration fees for Seminars/Conferences, travel grant and other incidental expenses.

> Teaching staff at Professor, Associate Professor, Assistant Professor categories are encouraged to attend the Seminars/Conferences and present research papers.

*Registration Fees for Seminars/Conferences to the extent of 50% is supported by the management [with the maximum registration fees of Rs. 5000/- Rupees Five Thousand only].

*Support for travel to and fro in train-2nd Class Sleeper/3rd AC.

*Attending Seminars/Conferences will be treated as OOD for the travel period also for salary calculations.

*The proposal for attending the Seminars/Conferences has to be routed through HOD and recommended by the Principal well in advance [At least one month prior to the date of conference] to the corporate office for decisions by the Trustees/ the Committee constituted by the Trust.

- Proof of attendance to be submitted by the participants.

- If the participants leave the organization within 1 year from the date of Seminars/Conferences, The Participants return the amount availed for the purpose.

- Faculty members with M tech and PG degree and pursuing Ph.D. or registered for Ph.D. as a part of research work are also considered for benefits to attend seminars/conferences and Ph.D research related activities leading to Ph.D – Open seminar/Comprehensive viva/RAC Research

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Advisory Committee/ Pre colloquium/Open defense. Attending to these can be considered as OOD- with salary for those days of attendance for Research Scholars and Research Supervisors.

- The proposal for attending the Seminars/Conferences ABROAD has to be routed through HOD and recommended by the principal well in advance [At least two to three months prior to the date of conference] to the corporate office for decisions by the Trustees/ the Committee constituted by the Trust.

- Criteria for decision-Doctorate, Proficiency in the subject, teaching, research, experience of presentation of research papers in conferences, Scopus index/UGC Care journals publications and patents. The decision of the Trust/ the committee constituted by the Trust is final and binding for registration fees and abroad travel grant.

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CITY COLLEGE

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Policy Document & Guidelines

NATIONAL SERVICE SCHEME (NSS)

Principal
CITY COLLEGE
Jayanagar, Ban...

INTRODUCTION:

The National Service Scheme (NSS) is a Central Sector Scheme of Government of India, Ministry of Youth Affairs & Sports. It provides opportunity to the student youth Graduate & Post Graduate at colleges and University level of India to take part in variousgovernment led community service activities & programmes. The sole aim of the NSS is to provide hands on experience to young students in delivering community service. Sinceinception of the NSS in the year 1969, the number of students strength increased from 40,000 to over 3.8 million up to the end of March 2018 students in various universities, colleges and Institutions of higher learning have volunteered to take part in various community service programmes.

NSS BADGE:

All the youth volunteers who opt to serve the nation through the NSS led community service wear the NSS badge with pride and a sense of responsibility towards helping needy.

- The Konark wheel in the NSS badge having 8 bars signifies the 24 hours of the day, reminding the wearer to be ready for the service of the nation round the clock i.e. for 24 hours.
- The Red colour in the badge signifies energy and spirit displayed by the NSS volunteers.
- The Blue colour signifies the cosmos of which the NSS is a tiny part, ready to contribute its share for the welfare of the mankind.

MOTTO

The motto of National Service Scheme is **NOT ME BUT YOU**

BENEFITS OF BEING A NSS VOLUNTEER:

A NSS volunteer who takes part in the community service programme would either be a college level or a senior secondary level student. Being an active member these student volunteers would have the exposure and experience to be the following:

- ✓ an accomplished social leader
- ✓ an efficient administrator
- ✓ a person who understands human nature

OBJECTIVES OF THE NSS

- ✓ The main objective of the NSS is to instill the idea of social welfare in students and provide community services without bias.
- ✓ Every volunteer works to ensure that who is the actual needy to get help for their living which promotes living standards.
- ✓ Student personality traits will be improved through community services.
- ✓ NSS volunteers should work by mingling with the community agents who represent the people.
- ✓ To find inherent talent in his/her knowledge through community services.
- ✓ To develop creative and constructive social work action.
- ✓ To promote or to serve in the weaker section of community.

Roles / Responsibilities:

- ➤ Students should enroll their name as an NSS volunteer in the college and enrollment is limited to 200 members in every academic year.
- ➤ Requires active participation in all the activities and to work with/among people.
- ➤ Proper dress coding with NSS badges during off the campus or on the campus is mandatory.
- ➤ Identify needs, problems and resources of the community along with program officer or local leaders.
- ➤ To establish rapport with the people in the project area for community developments

- Every volunteer should complete 60 hours of work and keep day-to-day record in work activities/experience in work dairy and submit to the group leader/program officer for periodic guidance.
- All volunteers should work under the guidance of a group leader nominated by the program officer.
- They shall make themselves worthy of the confidence and cooperation of the group/community leadership.
- They should scrupulously avoid entering into any controversial issues.

NSS COMMITTEE:

To ensure that the above objectives are attained and to promote the participation of volunteers in NSS related activities, NSS committee has been set up by the department.

WORKING OF THE NSS COMMITTEE:

- Strategic perspective plans need to be submitted by the committee along with estimated budget prior to the commencement of the academic year.
- Any NSS events will be planned in association with other committees.
- The committee is therefore entrusted with the planning and scheduling of community activities for the academic year. (Tentative dates to be included in the academic calendar of the college.)
- The Coordinator of the committee shall conduct informal meetings at regular intervals to discuss and allocate tasks.
- The committee needs to prepare the annual budget/individual event budget, keeping in mind the various events to be held over the course of the academic year.
- The committee would have to submit the bills and invoices for all expenditures involved to the accounts section.
- The committee is responsible for communicating the report for uploading on college website or arranging for press release.

RESPONSIBILITIES OF THE COMMITTEE:

The Department and the Committee will be responsible for rolling out activities. Some of the activities are

- Orientation & Registration program to the first-year students.
- Organizing NSS activities.
- Organizing UGC recommended activities as per Minister of Education NSS calendar.

- Awareness program about general fitness, nutrition and health.
- Organizing awareness program for save water, environment and cleanliness drive.

THE PROCEDURE TO ORGANIZE NSS ACTIVITIES ARE AS FOLLOWS:

- To obtain formal permission from the College authorities to arrange programs.
- To decide the date, time and agenda of the programs.
- To inform members of staff and volunteers about the events.
- To invite the Chief Guest and other guests of honour.
- To prepare notice board displays, invitations, brochures, certificates etc.
- To arrange the venue and logistics.
- To arrange mementos for guests and trophies, medals and certificates for the participants.
- To train students in various competencies required for conducting the programme- like prepare the ground, stage, compering, giving the welcome address, vote of thanks etc.

- **NSS Dress Code:** All the volunteers registered for NSS are given suitable NSS T-Shirt, transportation & Boarding facilities.
- **Attendance:** Volunteers taking part in any community service during the class hour will be given attendance benefit with prior permission
- Accidentally if any student gets injured while doing the service for the society, the college will bear the medical expenses.

Principal
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Jayanagar, Bangalore /0

OBC CELL

OBC Cell has been set up in the college to ensure proper implementation of various schemes of UGC, Government of India and State Govt. concerning scholarships, stipends etc. for the welfare of reserved categories. OBC Cell has been created in the college to resolve all the affairs and problems related to the OBC Students of the college.

OBJECTIVES

• To ensure equal opportunities for the education of OBC students

• Ensure reservation norms in the admission of students and in the appointments of teaching and non-teaching staff.

• Maintain social relationships among the admitted students in the college and resolve issues, grievances, representations etc.

• The Reservation OBC Cell will monitor and endeavour to resolve issues, grievances related to all reservation candidates and staff at the Institution level.

• The cell will monitor and inform the various facilities available to the students.

• The cell will conduct seminars and workshops to build the self-confidence and awareness of the various schemes

FUNCTIONS

- To aware the OBC students regarding various scholarships program of State Government and UGC.
- To communicate with the students and motivate them for better future planning.
- To collect reports and information of State Government and UGC's orders on various aspects of education, employment of OBC Students.

- To circulate State Government and UGC's decisions about different scholarship programs.

Composition

SL.NO	NAME	DESIGNATION
1	Dr. Sanganagouda Shivanagi Assistant Professor	Convener
2	Mrs. Saritha Vittal Assistant Professor	Member
3	Mr. Sudarshan V Assistant Professor	Member
4	Mrs. Bhavyakala H V Assistant Professor	Member

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MINORITY CELL

The aim of the Minority Cell is to empower the minority communities in the College and assist them in their curricular, co-curricular and extra-curricular activities. The Cell has been set up to help students from minority communities to achieve holistic development.

OBJECTIVES

- To conduct orientation on scholarships available for higher education.
- To address academic & non-academic issues of minority students.
- To promote higher education among these two communities suffering economic, social and educational deprivations.
- To redress grievances raised by minority students.
- To ensure the Prevention of Atrocities (as defined within the meaning of this Act) on the minority Staff, Faculty and Students.

FUNCTIONS

- To collect reports and information of Government of India and UGC's orders on various aspects of education, employment of minority students
- To publicize the various Central and State Government scholarship schemes and any updates in these matters
- To coordinate with Programme Coordinators, Department Heads and the Mentoring Council to identify students from these communities who need special assistance such as remedial classes and bridge courses, as well as those who are advanced learners and could be given extra attention and guidance

Composition

SL.NO	NAME	DESIGNATION
1	Dr. Shaik Imran Assistant Professor	Convener
2	Mrs Abida Emama Assistant Professor	Member
3	Mrs. Anusha U Assistant Professor	Member
4	Dr. Nethravati S Assistant Professor	Member

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SC/ST CELL

As per AICTE/UGC guidelines, the committee for SC/ST is formed in the institute, for prevention of atrocities against SC/ST students under the Act No. 33 of 1989, Scheduled Castes and the Scheduled Tribes (Prevention of Atrocities) Act, 1989. The committee addresses the grievances related to SC/ST students and provide support to them where they experience difficulties. It also support students to get scholarships from various agencies. As per the norms of the AICTE/UGC the committee meets twice in a year and meets as and when it is required.

Objectives

According to the UGC Guidelines of 1998, following are the objectives of the Cell to:

1. Implement the reservation policy for SCs/STs in the college.

2. Collect data regarding the implementation of the policies in respect of admissions, appointments to teaching and non-teaching positions in the college, and analysis of the data showing the trends and changes towards fulfilling the required quota.

3. Take such follow up measures for achieving the objectives and targets laid down for the purpose by the GOI/GOK.

4. Implement, monitor continuously and evaluate the reservations policy in college and plan measures for ensuring effective implementation of the policy and programmes of the GOI/GOK

Functions

1. Circulate GOI orders and Commission's decisions and to collect information in respect of appointment, training of these communities in teaching and nonteaching posts in the Universities and Colleges, in suitable forms by a stipulated date and take follow up action where required

2. Deal with representations received from Scheduled Castes and Tribes candidates regarding their admission, recruitment, promotion and other similar matters in college.

3. Monitor the working of the remedial coaching scheme, if approved in the affiliated colleges and university.

4. Function as a Grievances Redressal Cell for the grievances of SC/ST students and employees of the college and render them necessary help in solving their academic as well as administrative problems;

5. Maintain a register for employment of SCs/STs through campus placement for the candidates belonging to SC/ST community and

6. Any other work assigned from time to time to promote higher education among these two communities suffering economic, social and educational deprivations.

Composition

SL.NO	NAME	DESIGNATION
1	Mrs. Nischitha V Assistant professor	Convener
2	Mr. Sunil B M Assistant professor	Member
3	Mr. Vijay Kumar Assistant professor	Member
4	Ms. Pranita E V Assistant professor	Member

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GRIEVANCE REDRESSAL CELL

As suggested by University Grants Commission, New Delhi, the College has established a Grievance Redressal Cell, to provide a mechanism for redressal of students' grievances and ensure the transparency in admission, and prevention of unfair practices, etc. The function of the cell is to look into the complaints lodged by any student, and judge its merit. The Grievance cell is also empowered to look into matters of harassment. Anyone with a genuine grievance may approach the department members in person, or in consultation with the officer in-charge Grievance Redressal Cell. In case the person is unwilling to appear in self, grievances may be dropped in writing at the letterbox/ suggestion box of the Grievance Cell. Grievances may also be sent through e-mail to the officer in-charge of Student's Grievance Cell.

OBJECTIVES

- Upholding the dignity of the College by ensuring strife free atmosphere in the College through promoting cordial Student-Student relationship and Student-teacher relationship etc.

- Encouraging the Students to express their grievances / problems freely and frankly, without any fear of being victimized.

- Advising Students of the College to respect the right and dignity of one another and show utmost restraint and patience whenever any occasion of rift arises.

- Advising all the Students to refrain from inciting Students against other Students, teachers and College administration.

- Advising all staffs to be affectionate to the Students and not behave in a vindictive manner towards any of them for any reason.

FUNCTIONS

- The cases will be attended promptly on receipt of written grievances from the students. The cell formally will review all cases and will act accordingly as per the Management policy.
- The cell will give report to the authority about the cases attended to and the number of pending cases, if any, which require direction and guidance from the higher authorities.

Composition

SL.NO	NAME	DESIGNATION
1	Dr. Puttaraj P Principal	Chairman
2	Mr. Praveen B Assistant Professor	IQAC co-ordinator , Convener
2	Mrs. Roopashree T V Assistant Professor	Program co-ordinator commerce
3	Mr. Sudarshan V Associate Professor	Member
4	Mrs. Sarita Vittal Assistant Professor	Member
5	Mrs. Nischitha V Assistant Professor	Member
6	Mr. Praveen Non-Teaching staff	Member
7	Ms. Nandini M Student	Member
8	Mr. Deepak Student	Member

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Internal Complaints Committee (ICC)

In pursuance to the UGC/ Supreme Court guidelines, the City College, Jayanagar has constituted an Internal Complaints Committee for gender sensitization and handling complaints against sexual harassment. The committee addresses complaints such as discriminatory behavior and sexual harassment lodged by any member of the college which he or she observes or becomes aware of. The committee also advises the authorities to take necessary remedial actions, including punishment against the offender. The committee consists of representatives from the faculty members, non-teaching staff, and students. Despite the preventive efforts made by the committee, if any incidents of sexual harassment take place, the registration of complaints shall follow the following procedures.

Complaints can be lodged directly with any member of the committee. The person to whom the complaint is made should bring it to the notice of the committee within 2 working days of receiving it.

The complaint may be oral or in writing. If the complaint is oral, it shall be made in writing by the committee or the member who has received the complaint with the signature of the complainant.

A complaint should be lodged within six weeks of the incident. In extraordinary circumstances, this could be extended to six months.

The committee shall study the complaint and may hear both the complainant and the accused and other involved parties to determine if an enquiry should be instituted. If so, then an enquiry committee will be formed from the committee consisting of not less than 5 people or not more than 7 people. 70% of this committee will be women.

The process shall be complainant friendly and quick in its decision regarding whether the matter needs to be enquired into or can be taken care of by counseling or mediation.

The complainant may withdraw his/her complaint in writing at any time during the enquiry procedure. In such cases, the procedure should be terminated. If the committee feels or has enough reason to believe that the withdrawal is the

consequence or effect of cohesion/ intimidation/ threat exerted by the accused or any person on his/her behalf, the enquiry proceedings shall continue.

The enquiry committee shall complete the enquiry in the shortest possible time, not exceeding 1 month from the date of complaint.

The enquiry committee shall provide a reasonable opportunity for the complainant and the accused to present/ defend their case.

The enquiry committee shall then submit a detailed report to the main committee in which it shall communicate its findings based on its investigation.

The main committee, along with the enquiry committee, will then forward its findings and recommendations to the management for further action.

Objectives:

The ICC was formed mainly to follow the prevention of sexual harassment policy outlined by the UGC/Supreme Court. Therefore, the committee upholds the following

Objectives:

1. To prevent and prohibit incidents of sexual harassment of female employees and students in the college.
2. To sensitize the female employees and students about the fundamental rights to have a safe and healthy environment in the college.
3. To create a secure physical and social environment for women.
4. To organize a women's sanitation awareness program.
5. To recommend appropriate punitive action against the guilty.

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Composition of the committee for the Academic Years 2023- 25

Sl. No	Name	Designation
1	Mr. Sudharshan V Associate Professor	Chairperson
2	Mr. Rajamohan Associate Professor	Member
3	Mrs. Sarita Vittal Assistant Professor	Member
4	Mrs. Deepashree B R Assistant Professor	Member
5	Mr. Praveen B IQAC Co-ordinator	Member
6	Mrs. Nandini B Student Counsellor	External Member
7	Ms. Sreelakshmi. O Non-Teaching Staff	Member
8	Ms. Chandana Student	Member
9	Ms. Ashwita Student	Member
10	Mr. Jayanth Student	Member
11	Mr.Prajwal V Student	Member

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Minutes of the meeting of the Internal Complaints Committee held on 21ˢᵗ March, 2024.

Member Present:

Chairperson: Mr. Sudharshan V

Members Present:

1. Mrs. Deepashree B R
2. Mrs. Sarita Vittal
3. Mr. Praveen B
4. Mr. Rajamohan

Student Members:
1. Saniya Najam
2. Nithya
3. Arpan
4. Keerthi Raj

- The meeting started at 10.30am
- The Chairperson welcomed all the members and briefed the members about the channels available to the students to report any issues faced by staff and students in the college.
- The details about the Internal Complaints Committee are displayed on the notice board.
- No complaints have been reported so far.

The meeting concluded with the Chairperson thanking all the members.

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Minutes of the meeting of the Internal Complaints Committee held on 21ᵗʰSeptember, 2023.

Member Present:

Chairperson: Mr. Sudharshan V

Members Present:

1. Mrs. Deepashree B R
2. Mrs. Sarita Vittal
3. Mr. Praveen B
4. Mr. Rajamohan

Student Members:

1. Saniya Najam
2. Nithya
3. Arpan
4. Keerthi Raj

- The meeting started at 10.30am
- The Chairperson welcomed all the members and briefed the members about the channels available to the students to report any issues faced by staff and students in the college.
- The details about the Internal Complaints Committee are displayed on the notice board.
- No complaints have been reported so far.
- The meeting concluded with the Chairperson thanking all the members.

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Composition of the committee for the Academic Years 2022- 23

Sl. No	Name	Designation
1	Dr. Veena Angadi Professor	Chairperson
2	Dr. Keethi Aravind Assistant Professor	Member
3	Mrs. Sanga Mitra S Associate Professor	Member
4	Ms. Supriya Assistant Professor	Member
5	Mr. Vijay Kumar B Assistant Professor	Member
6	Dr. Amritha Student Counsellor	External Member
7	Mr. Shiva D R Non-Teaching Staff	Member
8	Chaitanya Student	Member
19	Shruthi Student	Member
10	Dinesh Student	Member
11	Akash Student	Member

Minutes of the meeting of the Internal Complaints Committee held on 20ᵗʰ March, 2023.

Member Present:

Chairperson: Dr. Veena Angadi

Members Present:
1. Dr. Keethi Aravind
2. Mrs. Sanga Mitra S
3. Ms. Supriya
4. Mr. Vijay Kumar B

Student Members:
1. Neha Taj
2. Chandana
3. Rani Kumar Kisku
4. Dinesh

- The meeting started at 11.30am
- The Chairperson welcomed all the members and briefed the members about the channels available to the students to report any issues faced by staff and students in the college.
- The details about the Internal Complaints Committee are displayed on the notice board.
- No complaints have been reported so far.
- The meeting concluded with the Chairperson thanking all the members.

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Minutes of the meeting of the Internal Complaints Committee held on 18ᵗʰOctober, 2022.

Member Present:

Chairperson: Dr. Keerthi Aravind

Members Present:

1. Mrs. Sangamitra S
2. Ms. Supriya
3. Mr. Vijay Kumar B

Student Members:

1. Neha Taj
2. Chandana
3. Rani Kumar Kisku
4. Dinesh

- The meeting started at 1.30 pm
- The Chairperson welcomed all the members and briefed the members about the channels available to the students to report any issues faced by staff and students in the college.
- The details about the Internal Complaints Committee are displayed on the notice board.
- No complaints have been reported so far.
- The meeting concluded with the Chairperson thanking all the members.

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Minutes of the meeting of the Internal Complaints Committee held on 22nd February, 2022.

Member Present:

Chairperson: Dr. Keerthi Aravind

Members Present:

1. Ms. Supriya
2. Ms. Bharathi
3. Mr. Vijay Kumar B

Student Members:

1. Chaitanya
2. Shruthi
3. Akash
4. Deepak

- The meeting started at 10.30am
- The Chairperson welcomed all the members and briefed the members about the channels available to the students to report any issues faced by staff and students in the college.
- The details about the Internal Complaints Committee are displayed on the notice board.
- No complaints have been reported so far.
- The meeting concluded with the Chairperson thanking all the members.

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Committee Composition for the Academic years 2019-21

Sl. No	Name	Designation
1	Dr. Malini N Associate Professor	Chairperson
2	Dr. Ratna Sinha	Member

	Associate Professor		
3	Mr. Manoj Kumar M Assistant Professor	Member	
4	Ms. Rashmi S Assistant Professor	Member	
5	Ms. Divya M S Assistant Professor	Member	
6	Dr. Amritha Student Counsellor	External Member	
7	Mr. Shiva D R Non-Teaching Staff	Member	
8	Sudipta Pal Student	Member	
9	Aishwarya Chauhan Student	Member	
10	Rashmi Student	Member	
11	Bhavana Student	Member	

Minutes of the meeting of the Internal Complaints Committee held on 17th September, 2021.

Member Present:

Chairperson: Dr. Usha Prabhu

Members Present:

1. Ms. Supriya
2. Ms. Gajalaxmi

3. Mr. Rohith B Nagpal

Student Members:
1. Chaitanya
2. Shruthi
3. Akash
4. Deepak

- The meeting started at 11.30am
- The Chairperson welcomed all the members and briefed the members about the channels available to the students to report any issues faced by staff and students in the college.
- The details about the Internal Complaints Committee are displayed on the notice board.
- No complaints have been reported so far.
- The meeting concluded with the Chairperson thanking all the members.

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Minutes of the meeting of the Internal Complaints Committee held on 18th February, 2021.

Member Present:

Chairperson: Dr. Usha Prabhu

Members Present:

1. Ms. Supriya

2. Ms. Gajalaxmi
3. Mr. Rohith B Nagpal

Student Members:
1. Chaitanya
2. Shruthi
3. Akash
4. Deepak

- The meeting started at 11.30am
- The Chairperson welcomed all the members and briefed the members about the channels available to the students to report any issues faced by staff and students in the college.
- The details about the Internal Complaints Committee are displayed on the notice board.
- No complaints have been reported so far.
- The meeting concluded with the Chairperson thanking all the members.

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Minutes of the meeting of the Internal Complaints Committee held on 23rd January, 2020.

Member Present:

Chairperson: Dr. Malini N

Members Present:

1. Dr. Ratna Sinha

2. Ms. Divya M S
3. Ms. Rashmi S

Student Members:

1. Sudipta Pal
2. Aishwarya Chauhan
3. Rashmi
4. Bhavana

- The meeting started at 11.00am
- The Chairperson welcomed all the members and briefed the members about the channels available to the students to report any issues faced by staff and students in the college.
- The details about the Internal Complaints Committee are displayed on the notice board.
- No complaints have been reported so far.
- The meeting concluded with the Chairperson thanking all the members.

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Minutes of the meeting of the Internal Complaints Committee held on 20th August, 2019.

Member Present:

Chairperson: Dr. Malini N

Members Present:

1. Dr. Ratna Sinha
2. Mr. Manoj Kumar M

3. Ms. Rashmi S

Student Members:

1. Sudipta Pal
2. Aishwarya Chauhan
3. Rashmi
4. Bhavana

- The meeting started at 11.00am
- The Chairperson welcomed all the members and briefed the members about the channels available to the students to report any issues faced by staff and students in the college.
- The details about the Internal Complaints Committee are displayed on the notice board.
- No complaints have been reported so far.
- The meeting concluded with the Chairperson thanking all the members.

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