Annexure- A

Gurugram University, Gurugram

(Established by the State Legislature Act 17/2017)

Sector 51, Gurugram -122003 (HARYANA)

Minutes of 12th Meeting of the Academic Council held on 19.02.2024 at 11:00 am in Board Room of the University

Minutes of the 12th meeting of Academic Council held on 19.02.2024 at 11.00 am

Members Present:

1	Prof. Dinesh Kumar, Vice Chancellor, Gurugram University, Gurugram	Chairman
2	Ms. Madhu Jindal, Deputy Director, DHE, Panchkula (Nominee) (Virtually attended)	Member
3	Prof. Vikram Singh, Professor Department of Mechanical Engineering, J.C. Bose University of Science and Technology, YMCA, Faridabad.	Member
4	Prof. B. Prasad, Dept. of Electronic Science, Kurukshetra University, Kurukshetra (Virtually attended)	Member
5	Dr. D.K Jhamb, Director (Cardiology), Sanar Hospital, Gurugram	Member
6	Prof. J.M Khurana (Retd.), Delhi University (Virtually attended)	Member
7	Prof. S.C. Kundu, Dean Academic Affairs and Dean, Life Science, GUG	Member
8	Dr. Ashok Khanna, Proctor, GUG	Member
9	Prof. Ramesh Kumar, Controller of Examinations, GUG	Member
10	Prof. Amarjeet Kaur, Dean, Faculty of Commerce and Management & Student's Welfare, GUG	Member
11	Prof. Gayatri Raina Arya, Dean, Faculty of Social Sciences and Education, GUG	Member
12	Prof. Rakesh Kumar Yogi, Dean, Faculty of Law and Humanities, GUG	Member
13	Prof. Dharminder Kumar Dean, Faculty of Science and Technology, GUG	Member
14	Dr. Annapurna Sharma, Dean of Colleges and Chairperson, Department of Public Policy, Administration and Governance, GUG	Member
15	Dr. Seema Mehlawat, Chairperson, Department of Commerce, GUG	Member
16	Prof. Neera Verma, Chairperson, Department of Economics, GUG	Member
17	Prof. Pratap Singh, Chairperson, Department of Physics. GUG	Member
18	Prof. Abhay Singh Yadav, Chairperson, Department of Environmental Science, GUG	Member
19	Dr. Sarala Balachandran, Chairperscn, Department of Chemistry, GUG	Member
20	Dr. Mohd. Rafique, Chairperson, Department of Mathematics, GUG	Member
21	Dr. Mukesh Kumar Chairperson, Department of Engg. & Tech., GUG	Member

22	Dr. Kamlesh Rao, Principal, Rao Lal Singh College of Education Sidhrawali, Gurugram	Member
23	Dr. Hawa Singh, Assistant Professor, Department of Management, GUG	Member
24	Dr. Bharti Sharma, Assistant Prof. Department of Physiotherapy, GUG	Member
25	Dr. Farhana, Assistant Professor, Department of Law, GUG	Member
26	Dr. Rajiv Kumar Singh, Registrar, Gurugram University,	Member Secretary

At the outset the Vice Chancellor extended a hearty welcome to all the members for attending this meeting of the Academic Council. Thereafter, the agenda items were taken up and after detailed deliberations, the following decisions were taken:

Item No.AC/12/01: To confirm the minutes of the 11th meeting of the Council held on 18.09.2023.

The Council confirmed the minutes of its 11th meeting.

Item No.AC/12/02: To report the action taken, wherever required, on the decisions taken by Council in its 11th meeting.

The Council noted the action taken.

Item No.AC/12/03: To ratify the decision taken by the Vice Chancellor under section 11(7) of the University Act.

The Council considered the decisions taken by the Vice-Chancellor as follows:

a) Ratified.
b) Ratified. Further, the council recommends to refer this matter to the Executive Council for considerations.
c) Ratified.
d) Ratified.

Item No.AC/12/04: Ex-post facto approval of the recommendations of PGBOS&R in Department of Indian and foreign Languages to approve the scheme and syllabus from the session 2022-23.

The Council considered the recommendations of PGBOS & R and accord ex-post facto approval of the syllabus of M.A.Hindi- 3rd semester from the session 2022-23.

Item No.AC/12/05: Ex-Post facto approval of the recommendations of PGBOS & R in Chemistry to approve scheme and syllabus from the session 2022-23 under NEP 2020.

The Council considered the recommendations of PGBOS & R and accord ex-post facto approval of the scheme & syllabi of M.Sc. Chemistry under NEP-2020 from the session 2022-23.

Item No.AC/12/06: **To consider the recommendations of PG Board of Studies of Department & Research, Department of Pharmaceutical Sciences meeting held on 26.10.2023 regarding approval of scheme and syllabi.**

The Council considered the recommendations of PG Board of Studies & approved the scheme & syllabi of M. Pharma (Pharmaceutical) programme as per PCI and scheme & syllabi of Ph.D programme for the session 2023-24.

Item No.AC/12/07: **To consider merging of Dept. of Political Science & Dept. of Public Administration alongwith shifting of regular incumbent faculty member from Public Administration to Political Science.**

The Council considered the merger of Department of Public Administration & Political Science as Department of Political Science and Public Policy along with shifting of one regular post of Associate Professor. Further, the council recommends to refer this matter to the Executive Council.

Item No.AC/12/08: **To consider the recommendations of the committee constituted vide notification no. GUG/Estt/2023/1332 regarding to grant the financial assistance the teachers working on deputation/contract basis in UTDs to participate in Seminar/ Conference/ Workshop.**

It was brought to the notice of the council that the Executive Council in its 29th meeting held on 19.01.2024 vide item no. 06 has already taken decision on this item. The council consented and resolved that the decision of the EC be implemented.

Item No.AC/12/09: **To consider the recommendations of the Dean Academic Affairs for considering the proposal of National Commission for Protection of Child Rights (NCPCR) for two supernumerary seats for Orphan children in every academic UG & PG programmes from next academic session.**

The Council considered and approved the recommendations of the Dean Academic Affairs to offer to supernumerary seats for Orphan children's in every Academic UG/PG programmes except those running under regulatory bodies (BCI, PCI, NCT, COP) from the academic session 2024-25.

Further, the council recommends to refer this matter to the Executive Council.

Item No.AC/12/10: **To Consider and approve the recommendations of the Committee to create new departments and to**

start new programmes in UTDs from the session 2024-25.

The Council considered the recommendations of the committee comprising the various Dean's and Chairpersons, Detailed Project Reports (DPR's) of new programmes and recommends to start/closure/modifications in intake of the following Programmes in the University from the academic session 2024-24.

Sr.	Programme	Duration	Intake
	Department of Engineering and Technology		
1	B.Tech. Electrical Engineering	4 year	30
2	B.Tech. Computer Science and Engineering	4 year	120
3	B.Arch.	5 year	40
4	MCA	2 year	60
5	Integrated MCA	5 year	60
6	M.Sc. Computer Science (AI and Data Science)	2 year	60
7	B.Tech. Electronics Engineering (VLSI Design and Technology)	4 year	Reduction in intake from 60 to 30
8	B.Tech. Computer Science and Engineering (Artificial Intelligence)	4 year	Increase in intake from 60 to 90
9	M.Tech. Computer Science and Engineering	2 year	Reduction in intake from 18 to 06
10	Bachelor of Design (B.Design) in Interior Design	4 years	20
11	Master of Design (M.Design) in Interior Design	2 years	10
	Department of Physics		
12	M.Sc. Medical Physics	3 year	10
	Department of Nursing		
13	B.Sc. Nursing	4 year	60
	Department of Zoology		
14	M.Sc. Zoology	2 year	20
	Department of Botany		
15	M.Sc. Botany	2 year	20
	Department of Bio-Technology		
16	M.Sc. Bio-Technology	2 year	20
	Department of Law		
17	BBA LLB (Integrated)	5 year	60
	Department of Psychology		
18	M.Phil. Clinical Psychology	2 year	20
19	Professional Diploma in Clinical Psychology	1 year	20
	Department of Management		
21	MBA (2 Years) and MBA (Hospitality Management) may be merged as MBA	2 year	120 seats
22	PG Diploma in Business Analytics	1 year	Reduce in intake from 30 to 20
23	PG Diploma in Digital Marketing	1 year	Closure/withdrawn
	Department of Physiotherapy		
24	Master of Physiotherapy (Neurology)	2 years	10
25	PG Diploma in On field Sports Injury Management	1 year	06
	Department of Media Studies		

26	M.A. (Advertising and Public Relations)	2 year	30
	Department of Development Studies		
27	Integrated M.A. (Development Studies)	5 year	30
	Department of Studies in Arts and Culture		
28	Integrated M.A. (Liberal Arts)	5 year	30
29	Diploma in Dances of Bharat	2 year	30
30	Diploma in Music of Bharat	2 year	30
31	Diploma in Yoga	2 year	30
Programmes which may be restarted w.e.f. session 2024-25			
32	Master of Social Work (Department of Social Work)	2 year	30
33	Master of Public Health (Department of Public Health)	2 year	30
34	M.Sc. Neurosciences (Department of Neurosciences)	2 year	30
35	M.A. Education (Department of Education)	2 year	20

Further, Academic Council also recommends to establish following new departments in the university to run the above mentioned proposed new programmes as under:

	Name of Department	Name of Faculty
1.	Department of Zoology	Faculty of Life Sciences
2.	Department of Botany	
3.	Department of Biotechnology	
4.	Department of Social Works	Faculty of Social Sciences and Education
5.	Department of Development Studies	Faculty of Law and Humanities
6.	Department of Studies in Arts and Culture	

Item No.AC/12/11: To Note the Action Taken by the Executive Council regarding Provisional Affiliation to State Institute of Advanced Studies and Research (SIASTE), Gurugram.

- Ratified.

Item No.AC/12/12: To Note the sanction of new teaching posts and approve the recommendations w.r.t. allocation of these new posts and re-allocation of existing vacant posts as per reservation norms.

- Ratified. Further, the council recommends to refer this matter to the Executive Council for considerations.

Item No.AC/12/13: To Note List of Students for Awarding Gold Medals in its Second Convocation of the University.

- Ratified.

Item No.AC/12/14: To Note that the University is conducting its Second Convocation for Awarding UG and PG Degrees to students of University Teaching Departments.

- Ratified.

Item No.AC/12/15: To ratify the Action Taken by the Vice-Chancellor in approving the Dress Code and Academic Costumes for the 2nd Convocation.

- Ratified. Further, the council recommends to refer this matter to the Executive Council for considerations.

Item No.AC/12/16: Any other item.

I. The Council considered the proposal regarding allotment of 2 seats to Dr. Sumit Choudhary, Assistant Professor for Ph.D admission's in Engineering & Technology with specialization in VLSI Design & Technology or all its ailed areas under joint supervision of both the institutions as per MOU between Gurugram University & IIT Mandi. Further, the council recommends to constitute a committee to finalize the modalities for joint supervision of Ph.D programmes refer this matter to the Executive Council for considerations.

Meeting ended with the vote of thanks to the Chair.

REGISTRAR

GURUGRAM UNIVERSITY, GURUGRAM

ORDINANCE FOR KNOWLEDGE ENHANCEMENT CERTIFICATE COURSES, CERTIFICATE, DIPLOMA AND POSTGRADUATE DIPLOMA PROGRAMMES

1. SCOPE:

1.1 The ordinance shall be applicable from the academic session 2023-24 to Knowledge Enhancement Certificate Courses, Certificate programmes (regular or part-time), Diploma programmes and Post Graduate Diploma Programmes being run in University Teaching Departments (UTDs) and Colleges affiliated to the University.

1.2 This ordinance is with the provisions of Academic Bank of Credits and is based on National Education Policy-2020.

1.3 The architecture of the programs and course contents shall be designed in a manner that suits offline/ Online/ Blended modes.

1.4 This ordinance is applicable to:

1.4.1 **Certificate courses** enable students to improve their knowledge, skills and competencies in the domain of employment enhancement, value addition, professional, life and social skills. Value Addition Courses for Co-curricular and community engagement activities i.e. Sports/NCC/NSS/ YRC/University Outreach Program etc., may be offered as per the policy of the University.

1.4.2 **Knowledge Enhancement certificate course/programme** is short-term course or programme that is designed to supplement the core curriculum of a degree program. These courses are usually provide students with additional skills and knowledge that may be relevant to their field of study or as per interest of student. It can be pursued with any regular course of study.

1.4.3 **Part-time Certificate Programmes** are the short term programmes. The courses under part-time certificate programme will be held either in the evenings or on weekends.

1.4.4 **Diploma Courses,** aimed to equip the learner with knowledge, skills

and competencies in order to obtain the diploma certification.

1.4.5 **Post Graduate Diploma programs** are aimed to address the emerging areas of knowledge having innovative and interdisciplinary nature which may subsequently be developed into full-fledged master degree programs in accordance with NEP – 2020 guidelines. The minimum qualification for PG Diploma is Undergraduate or as specified in information brochure.

2. NOMENCLATURE

Nomenclature of the programme for award of Certificate/Degree will be as under:

Title	Type	Nomenclature
Certificate Course	Certificate	Certificate in < Subject/Course/Discipline >
Diploma Programme	Diploma	Diploma in <Subject/Course/Discipline>
Post Graduate Diploma Programme	Diploma	Postgraduate Diploma in <Subject/Course/Discipline>

3. Eligibility and criteria for admission:

a) A candidate may be admitted to the Certificate or Diploma or Postgraduate Diploma if he or she has attained the minimum eligibility/qualification as mentioned in admission prospectus/Information Brochure/admission booklet.

b) The eligibility, admission criteria and weightage for admission to various programmes offered by the University shall be as decided by the University from time to time.

c) The admission shall be done on the basis of merit of qualifying examination or entrance test conducted by the University among the applicants.

d) The Reservation policy of state Govt. shall be followed during lateral admission.

4. DEFINITION OF KEYWORDS:

4.1 Course: Usually referred to as paper, it is a component of a Programme. All courses need not carry the same weightage. A course may be designed

to comprise credits for lectures/tutorials/laboratory work/field work/outreach activities/project work/internship/apprentice/practical training/ viva/seminars/term-papers/assignments/presentations/self-study work/ clinical component, etc., or a combination of some of these with objectives and learning outcomes.

4.1.1 Lecture: Component of a course which is taught by a teacher through lectures covering the contents of a course.

4.1.2 Tutorial: Component of a course which involves problem-solving, learning through discussions and remedial teaching related to the contents and periphery of a course with the direct involvement of a teacher.

4.1.3 Practicum: A course or a component of a course which enables students to learn or to attain skills or to get procedural knowledge for the contents of a course through practical/laboratory activity/project and to apply learnt/studied principles/theory/ concepts related to the chosen field of learning, work/vocation, or professional practice in the field of learning, work/vocation under the supervision of a teacher.

4.1.4 Seminar: A course or a component of a course which makes students to learn a specific topic through in-depth exploration and analysis of facts about the topic in a set-up that involves presentation, interactive discussions and collaborative learning under the supervision of a teacher.

4.1.5 Internship: A course requiring students to participate in professional employment- related activity or work experience or co-operative education activity with an entity externalto the educational institution normally under the supervision of an employee of an organization or an individual professional. A key aspect of the internship is induction into actual, formal and organized work situations. Internship involves working with local industry (Government or Private Organizations), business establishments, artists, craft persons, etc. to provide opportunities for students to actively engage in on-site experiential learning.

4.1.6 Studio Activity: A studio activity involves engagement of students in creative, artistic or experimental activities involving visual, digital, audio, video and other professional experiential work.

4.1.7 Field Work/Practice/Survey/Project: A course or a component of course which enables students to participate in field-based learning/project, involving application of knowledge in solving/analyzing/exploring a real-life situation/difficult problem under the supervision of a teacher/mentor.

4.1.8 Project Work: A course or a component of a course which facilitates students to apply their knowledge, skills and critical thinking ability to complete a specific task in a given time frame through conceptualization, exploration and analysis of research-based activities to suggest tangible solutions for a given problem related to the chosen field of learning.

4.1.9 Community Engagement and Service: A course or a component of a course which exposes the students to the socio-economic issues prevailing in society so that the theoretical learning can be supplemented by actual life experiences to understand and generate solutions to real-life problems.

4.2 Credit: A unit by which the course work is measured. A credit defines the quantum of contents/syllabus prescribed for a course and determines the number of hours of instruction required per week. Thus, in each course, credits are assigned on the basis of the number of lectures/tutorials/laboratory work/field work and other forms of learning required for completing the contents in 15- week schedule. Two hours of laboratory work/field work etc. is generally considered equivalent to 1 hour of lecture.

i. 1 Credit = 1 Theory/Tutorial period of one-hour duration per week, (15 Hours per semester) or

ii. In case of practical, 1 Credit = 1 Practical period of two-hour duration per week (30 Hours per semester)

A one-credit of Seminar or Internship or Studio activities or Field practice

/projects or Community engagement and service means two-hour engagements per week. Accordingly, in a semester of 15 weeks duration, one credit in these courses is equivalent to 30 hours of engagement, or as specified by the Board of Studies.

The marks distribution according to the credit hours is 25 marks per credit.

4.3 Credit Point: It is the product of the grade point and the number of credits for a course.

4.4 Grade Point: It is a numerical weight allotted to each letter grade on a 10-point scale.

4.5 Letter Grade: It is an index of the performance of students in a said course. Grades are denoted by letters O, A+, A, B+, B, C, P and F. It means a letter grade assigned to a student on the basis of evaluation of a course on a ten point scale.

4.6 Credit-Based Semester System (CBSS): Under the CBSS, the requirement for awarding a degree or diploma or certificate is prescribed in terms of number of credits to be completed by the students.

4.7 Semester Grade Point Average (SGPA): It is a measure of performance of the work done in a semester. It is ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester. It shall be expressed up to two decimal places.

4.8 Cumulative Grade Point Average (CGPA): It is a measure of overall cumulative performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters. It is expressed up to two decimal places.

4.9 Transcript/ Grade Card or Certificate: Based on the grades earned, a grade certificate shall be issued to all the registered students after every semester. The grade certificate will display the course details (code, title, number of credits, grade secured) along with SGPA of that semester and

CGPA earned till that semester.

4.10 Academic Bank of Credits (ABC): An academic service mechanism to facilitate students to become its academic account holders, thereby paving the way for seamless student mobility between or within degree-granting Higher Educational Institutions through a formal system of credit recognition, credit accumulation, credit transfers and credit redemption to promote distributed and flexible teaching-learning.

4.11 Academic Bank Account: An individual account with the Academic Bank of Credits opened and operated by a student, to which all academic credits earned by the Student from course(s) of study are deposited, recognised, maintained, accumulated, transferred, validated or redeemed for the purposes of the award of degree/diploma/certificates etc. by an awarding institution.

5 Course Coding: The unique code for each course shall be provided by academic branch of the University.

6 Programme Duration

Certificate/Diploma/ Degree (in the field of learning and discipline)	**Duration**	**Minimum Credit Requirement**
Certificate Courses/Programmes		**02 - 40 Credits**
Add-on Certificate Course	*03 to 06 months*	*02- 04 Credits*
Short term certificate Programme	*03 to 06 months*	*20- 24 Credits*
Certificate Programme	*09 to 12 months*	*40- 48 Credits*
Diploma Programme	2 Years (4 Semesters)	**80-88 Credits**
PG Diploma Programme	1 year (2 Semesters)	**40-44 Credits**

8. COURSE CODING

The unique code for each course shall be provided by academic branch of the University.

9. ISSUANCE OF CERTIFICATE

Students who are declared to have qualified all the course work as prescribed for concerned Certificate/Diploma Program will be awarded relevant certificate.

10. MAXIMUM DURATION TO COMPLETE CERTIFICATE COURSE/DIPLOMA PROGRAM

Duration of Certificate Course/Diploma Program + Two years.

11. Course Curriculum, Syllabus and Pedagogical Practices

The course curriculum and syllabus of every Certificate Course and Diploma Program shall be developed by the concerned Board of Studies (BOS) and be implemented after obtaining approval of the Academic Council. The course content and structure Courses may vary from discipline to discipline depending upon the learning requirement of the program. The curriculum of each theory Course is to be divided in four units. However, the total credit to be earned for award of Certificate/diploma shall be as per this ordinance. The concerned BOS may decide the mode of delivery of course i.e. offline/online/blended as per university Policy.

12. Pedagogical Practices

Effective learning requires an appropriate curriculum, an apt pedagogy, continuous formative assessment and adequate student support. The intention is to contextualize curriculum through meaningful pedagogical practices, which determine learning experiences directly influencing learning outcomes. Active, cooperative, collaborative and experiential learning pedagogies are some of the examples. The use of technology in creating a learning environment that connects learners with content, peers and instructors all through the learning process, respecting learners' pace is the need of the hour.

a) Classroom processes must encourage rigorous thinking, reading and writing, debate, discussion, peer learning and self-learning.
b) The emphasis is on critical thinking and challenge to current subject orthodoxy and develops innovative solutions. Curricular content must be presented in ways that invite questions, not as a body of ready knowledge to be assimilated or reproduced. Faculty should be facilitators of questioning and not authorities on expertise.
c) Classroom pedagogy should focus on the 'how' of things, i.e. applying theory and ideas. All courses, including social sciences and humanities, should design projects and practicums to enable students to get relevant hands-on experiences.
d) Learning must be situated in the Indian context to ensure no sense of alienation from their context, country and culture.
e) Classroom processes must address issues of inclusion and diversity since students are likely to be from diverse cultural, linguistic, socio-economic and intellectual backgrounds.
f) Cooperative and peer-supported activities must be part of empowering students to take charge of their own learning.
g) Faculty will have the freedom to identify and use the pedagogical

approach best suited to a particular course and student.

h) Pedagogies like PBL (Problem/Project Based Learning) and Service Learning be brought into practice as part of the curriculum. Experiential learning in an internship with a specified number of credits is to be made mandatory.

i) UGC suggests implementing Blended Mode (BL) as a new mode of teaching-learning in higher education. BL is not a mere mix of online and face-to-face mode, but it refers to an well-planned combination of meaningful a activities in both modes. The blend demands consideration of several factors, mainly focusing on learning outcomes and the learner- centered instructional environment.

13. COURSE REGISTRATION:

a. After admission, the department running the certificate/diploma courses/programme shall submit the Programme registration form to Registration branch of the University by the scheduled date fixed by the University.

b. Every student will also submit his/her Course registration form in prescribed Performa online/offline mode to the chairperson of the department running certificate/diploma programme within seven days from commencement of classes of every semester. No student shall be allowed to do a course without registration, and no student shall be entitled to any credits in the course, unless he/she has been registered for the course.

c. Late registration may be permitted by the Head/Incharge of the Department up to a maximum of four weeks after the commencement of the semester, on payment of late registration fee of Rs. 500/-, or as revised from time to time.

14. CREDIT HOURS FOR DIFFERENT TYPES OF COURSES AND MARKS DISTRIBUTION

The workload relating to a course is measured in terms of credit hours. A credit is a unit by which the coursework is measured. It determines the number of hours of instruction required per week over the duration of a

semester (minimum 15 weeks).

Each course may have only a lecture component or a lecture and tutorial component or a lecture and practicum component or a lecture, tutorial, and practicum component, or only practicum component.

For example, a three-credit lecture course in a semester means three lectures of one hour per week. Therefore, each lecture of one-hour is counted as one credit. In a semester of 15 weeks duration, a three-credit lecture course is equivalent to 45 hours of teaching. Required contact hours to earn credits will be as follows:

Nature of Work	**Course Credits**	**Contact hours per week**	**Contact hours in a semester (15 weeks)**
Lecture	01	01	15
Tutorial per paper	01	01	15
Practical, Seminar, Internship, field practice/project, or community engagement, etc.	01	02	30

Note: Tutorial batch size (UG programme: 20-25, PG Programme: 12-15)

The distribution of credits among the lectures/tutorial/practicum will be as follows:

Courses	**Total Credits**	**L (Credits)**	**T (Credits)**	**P (Credits)**	**MARKS**			
					TI	**TE**	**PI**	**PE**
Only Theory	4	3	1	-	30	70	-	-
	3	2	1	-	25	50	-	-
	2	1	1	-	15	35	-	-
Theory and Practicum	4	3	-	1 (2 hrs)	25	50	5	20
	4 (Where pract. is dominant)	2	-	2 (4 hrs)	15	35	15	35
	3	2	-	1 (2 hrs)	15	35	5	20
	2	1	-	1 (2 hrs)	5	20	5	20
When Practicum is separate course	2	-	-	2 (4 hrs)	-	-	15	35
	3	-	-	3 (6 hrs)	-	-	25	50
	4	-	-	4 (8 hrs)	-	-	30	70
AEC/VAC	2	2			15	35	-	-
SEC	3	2		1 (2 hrs)	15	35	5	20
	2	1		1 (2 hrs)	5	20	5	20
DSEC	4	3		1 (2 hrs)	25	50	5	20
Minor/VOC	4	2		2 (4 hrs)	15	35	15	35
Internship	4			4 (8 hrs)			30	70

L= Lecture; T= Tutorial, P= Practicum; Ti= Theory Internal Assessment; TE= Theory End Semester Examination; PI= Practicum Internal; PE= Practicum End Semester examination, AEC= Ability Enhancement Course, VAC= Value added Course, SEC= Skill Enhancement Course, VOC= Vocational Course

15. MEDIUM OF INSTRUCTIONS AND EXAMINATION

a. For Arts/Tourism/Home Science/Commerce/Social Sciences subjects, the medium of instructions shall be bilingual i.e. Regional Language (Hindi)/English.

b. The question paper shall be set in both English and Regional Language (Hindi), wherever feasible, except in the case of

   i. English, in which the questions shall be set in English.

   ii. Sanskrit, in which the questions shall be set in Sanskrit/Hindi.

   iii. Other languages, in which the questions shall be set in the language concerned.

c. The students shall write their answers:

   i. in English, in case of English language

   ii. in the language concerned, in the case of Modern Indian Languages

   iii. English/ Regional Language (Hindi) in the case of other subjects.

d. For Physical Sciences/Life Sciences Subjects, the medium of instructions shall be mainly English. Regional Language (Hindi) medium will also be offered wherever feasible. The question paper shall be set in English. Bilingual question paper (s) will be provided, wherever possible. The students can write their answers in English/Hindi.

16. LEARNING ASSESSMENT

A variety of assessment methods that are appropriate to a given discipline/subject area and a programme of study will be used to assess progress towards the course/programme learning outcomes. Evaluation will be based on continuous assessment, in which sessional and the terminal examinations will contribute to the final grade. Sessional will

consist of class tests, mid-semester examination(s), homework assignments, class presentations etc., as determined by the faculty in charge of the courses of study. Progress towards achievement of learning outcomes will be assessed using the following: time-constrained examinations; open-book tests; problem-based assignments; practical assignment laboratory reports; observation of practical skills; individual project/reports (case-study reports); team project reports; oral presentations, including seminar; viva voce interviews; computerized adaptive assessment etc

16.1 Internal Assessment

The internal assessment work and the End-Semester examination shall have the weightage of 30% and 70%, respectively. For practical examination also, 70 percent of the marks will be awarded through an end semester practical exam and remaining 30 percent of the marks will consist of internal assessment to be awarded by concerned faculty member(s) of the department

16.1.1 Internal Assessment shall be done on a continuous basis, taking into account the student's class performance, completion of assignments and performance at the two compulsory sessional tests to be conducted in a semester.

16.1.2 First Internal Assessment Test shall be held around the sixth week of the semester for the syllabi covered till then. Second Internal Assessment Test shall be held around the twelfth week for the syllabi covered between seventh and twelfth week. Third Internal Assessment Test, if required, may be held around the fourteenth week for the syllabi covered between seventh and fourteenth week. However, the best scores in any two sessional tests shall be counted.

16.1.3 For conducting Internal Assessment, one or more assessment tools, such as written tests, assignments, oral quizzes, paper presentation, laboratory work, seminar, etc., suitable to the course may be employed.

16.1.4 The Internal Assessment for theory shall consist of the following

components with marks indicated against each:

	Marks out of			
Total Marks	**100**	**75**	**50**	**25**
Internal Assessment	**30**	**25**	**15**	**5**
Attendance* below 55 = 0 mark Between 55 to < 65 = 1 Marks Between 65 to < 70 = 2 Marks Between 70 to < 75 = 3 Marks Between 75 to < 80 = 4 Marks 80 and More than 80 = 5 Marks	5	5	5	5
Assignments/Presentations/Seminars and Class Participation	5	5	-	-
Sessional Examination	20	15	10	-
Total	**30**	**25**	**15**	**5**

16.1.5 The Internal Assessment for practical shall consist of the following components with marks indicated against each:

	Marks out of			
Criteria	100	75	50	25
Internal Assessment	**30**	**25**	**15**	**5**
Attendance* below 55 = 0 mark Between 55 to < 65 = 1 Marks Between 65 to < 70 = 2 Marks Between 70 to < 75 = 3 Marks Between 75 to < 80 = 4 Marks 80 and More than 80 = 5 Marks	5	5	5	5
Practical Assignments/ Practical File/Practical Sessional	25	20	10	-
Total	**30**	**25**	**15**	**5**

16.1.6 The seminar paper shall be assessed on the basis of the contents of the paper submitted and its presentation, equally. The assessment will be made by the concerned teacher/advisor/supervisor.

16.1.7 The Chairperson/Principal may allow a student to repeat one sessional test within the same semester, if his/her application in this regard is considered as genuine on valid grounds.

16.1.8 The Chairperson/Principal shall display the internal assessment awards of each course on the notice board of the

Department/Institute/Centre atleast seven days before the commencement of the end semester examinations to give an opportunity to the students to make representation, if any.

16.1.9 The Chairperson/Principal shall forward the internal assessment marks awarded by the concerned teacher on the basis of class test, written assignment/ Presentation/Seminar and attendance in the classes etc. to the Controller of Examinations as per the following schedule: (i) The Internal Assessment/Sessional marks should be supplied by the Heads of the Departments/Principals of the Colleges/Heads of the Institutions invariably within 15 days after the commencement of the examination or as notified by the COE. (ii) Thereafter, a late fee @ Rs.100/ per student per subject shall be levied upon the Department/ College/ Institute upto 10 days from the expiry of last date or 15 days of the commencement of the examinations. This penalty/late fee shall be charged from the the Depart/College/Institute (iii) If still, internal assessment/sessional marks are not supplied by the Department/College/institute, then the result of the candidate(s) shall be declared by proportionating the marks of concerned theory/practical paper in which he/she has been declared as pass. Marks of candidates having reappear shall not be proportionate in this case.

16.2 End Semester Examination

16.2.1 The end semester examination for the odd semesters shall ordinarily be held in the month of December/January and for the even semesters in the month of May/June on such dates as may be notified by the Controller of Examinations.

16.2.2 The examination schedule containing the dates of receipt of examination forms with and without late fee, shall be notified by the Controller of Examinations from time to time.

16.2.3 Students failing in one or more courses of end semester examinations will be entitled to clear them during the regular semester examinations of courses to be held in subsequent years.

16.2.4 The examination fee to be paid by the candidate for each semester shall be prescribed by the University from time to time.

16.2.5 Every student shall be examined in the courses as prescribed in the syllabus and scheme of examination approved by the Academic Council from time to time.

16.2.6 The Chairperson/Principal shall preserve the records pertaining to internal assessment awards for verification, if needed, by the University up to four months from the date of declaration of the semester examination results.

16.2.7 The candidate shall be allowed to appear in the examination if he/she fulfils the following requirements: -

1. Bears a good character
2. Has been on the rolls of the Department/College/Institution during the semester.
3. The Candidates will be required to attend atleast 75% of the lectures delivered / practical in each paper held. The Chairperson of the Department /Principal of the College concerned will be competent to condone 20% of the lectures delivered in each paper theory/practical/tutotrial/assignment/seminars/moot courts, etc. If the percentage of attendance is deficient on account of –

   (i) participation in Inter-University, University or Inter-Collegiate Sports Tournaments/Youth Festivals, University Level Debates, National and International Tournaments, with the previous sanction of the Chairperson/Principal; or

   (ii) attendance at the N.C.C./N.S.S. Camps or University Educational Excursions or other extra-curricular activities, certified by the Chairperson/Principal;

   (iii) attendance at Mountaineering Courses :- (a) by N.C.C./ N.S.S. students; (b) by students sent by the Youth Welfare Department;

   (iv) Voluntary donation of blood, certified by a Govt. Doctor of

Gazetted rank or University Medical Officer.

Credit may be given for the number of days on which lectures were delivered or tutorials or practical work done during this period of attendance or participation aforesaid, provided that the total period of absence shall not exceed 21 days in an academic year and that for (iv) above it shall not exceed 2 days. These students will submit a certificate from the Secretary, Sports Council or the Director, Youth Welfare or any other authorized Officer, as the case may be. However, a sports person who is unable to take the examination because of participation in coaching camps/tournaments may be permitted to move to the next class and keep terms in higher classes. He/she may, thereafter, be permitted to appear in the subsequent examination(s) cleared from one examination to another, till the entire course is completed and he/she becomes eligible for the degree.

Note: Over and above the limit for condonance of attendance, a female candidate shall be eligible for 2% additional condonance in her attendance on account of menstrual leave without insisting upon her written application.

4. Hs submitted a "No dues" certificate in the prescribed form.

16.2.8 The minimum percentage of marks to pass the examination in each semester shall be:

(i) 40% in each theory paper

(ii) 40% in each practical examination or viva-voce/Project/Training Report/ Dissertation/research project, wherever prescribed.

(iii) 40% in the aggregate of each theory paper and internal assessment (and practical where practical is a component of theory paper).

16.3 Setting of Question Papers and Evaluation

16.3.1 The question papers for the End-Semester theory examination shall be set and evaluation of answer books shall be done by the examiners (Internal and/or External ordinarily) out of the Panel of Examiners recommended by the Board of Studies of the Department concerned on the basis of their expertise/ specialization/area of interest.

16.3.2 In case of External Examiner, the question paper setting may be given to a teacher having minimum three years of teaching experience at relevant level i.e. UG/PG.

16.3.3 In the case of the practical examination of the courses, the assessment shall be jointly undertaken by the internal and external examiners. The External examiners shall be invited from amongst the panel of examiners proposed/recommended by the Head/Director of the concerned Department/Institute/Centre. In case of unavailability of external examiners due to unavoidable circumstances, the Controller of Examinations may allow the conduct of practical examination by the Internal examiners so that the conduct of examination and declaration of results is not delayed.

16.3.4 In case of the Project reports, the assessment shall be jointly carried out by the internal and external examiners. External examiners shall be invited from amongst the panel of examiners (ordinarily not below the rank of Associate Professor) proposed/recommended by the Head/Dean of the concerned Department and approved by the Vice Chancellor/ Vice Chancellor's nominee.

16.3.5 The pattern of Question Papers for End-Semester theory examinations shall be as under:

Question 1: Compulsory	Short answer type questions from all units
Question 2	Two questions from Unit-I and the student should answer one question

Question 3	Two questions from Unit-II and the student should answer one question
Question 4	Two questions from Unit-III and the student should answer one question
Question 5	Two questions from Unit-IV and the student should answer one question

All the questions shall carry equal marks
The question paper must be set in consonance with Course Outcomes/OBE.

16.4 Letter Grades and Grade Points

16.4.1 In the End-semester theory or practical examinations, the examiner shall award the marks and these marks shall be further converted into Grades/Grade points by the examination branch in accordance with the provisions of the Ordinance.

16.4.2 Detailed Marks Card issued at the end of the semester or the programme shall carry marks/percentage and equivalent grades both.

16.4.3 The University shall adopt the 10-point Grading System, with the Letter Grades as given under:

Letter Grade	**Grade Point (SGPA/ CGPA)**	**Range of Grade Point (SGPA/CGPA)**	**Class Interval (in %)**
O (Outstanding)	10	9 to 10	90 to 100
A+ (Excellent)	9	8 to < 9	80 to < 90
A (Very Good)	8	7 to < 8	70 to < 80
B+ (Good)	7	6 to < 7	60 to < 70
B (Above Average)	6	5 to < 6	50 to < 60
C (Average)	5	4.5 to < 5	45 to < 50
P (Pass)	4	4 to < 4.5	40 to < 45
F (Fail)	0		< 40
Ab (Absent)	0		Absent

Note:

i. F= Fail, and the students graded with 'F' in a programme or course shall be required to re-appear in the examination. However, students appearing in their final Semester Examination, may be permitted to appear in the reappear papers of all preceding

Semesters.

ii. The minimum qualifying marks for a course or programme shall be 40% (i.e., 'P' grade).

iii. The students shall have to qualify at the Internal Assessment and the End-Semester examinations in the aggregate, and in the practical examinations, separately.

iv. There shall be no rounding off of SGPA/CGPA.

v. The SGPA/CGPA obtained by a student shall be out of a maximum of 10 points.

vi. In order to be eligible for the award of the Certificate/Diploma/ Degree of the University, a student must obtain CGPA of 4 at the end of the programme.

vii. Provided that the student who is otherwise eligible for the award of the certificate/diploma/degree but has secured a CGPA of less than 4 at the end of the permissible period of semesters may be allowed by the Department concerned to repeat the same course(s) or other courses of the same nature in lieu thereof in the extra semesters within the maximum duration of the programme.

viii. The Cumulative Grade Point Average (CGPA) obtained by a student shall be classified into the following division/Class:

CGPA	**Class/Division**
Above 9	Outstanding
8 to <9	First Division (With Distinction)
6 to <8	First Division
5.5 to <6	High-Second Division
5 to <5.5	Second Division
4 to <5	Third Division

16.5 Re-appear Examination:

The students failing to score minimum grade required to qualify a course/programme may be allowed to re-appear in those papers where they couldn't score 'P' grade with the following provisions:

16.5.1 A student securing "F" Grade in a course shall be permitted to repeat/ reappear in the End-Semester Examination of the Course for a maximum number of three times i.e. a student with arrears on account of "F" Grade, shall be permitted to repeat / reappear in the End Semester Examination for a maximum of three times (including the first appearance), along with the subsequent End Semester Examinations.

16.5.2 If a student secures "F" Grade in a Project Work / Project Report/ Dissertation / Field Work Report / Training Report etc, he/she shall be required to resubmit the revised Project Work / Project Report/ Field Work Report / Training Report etc. as required by the evaluator(s). Provided further that a student shall be permitted to resubmit the Project Work / Project Report / Dissertation / Field Work Report/ Training Report etc. for a maximum of three times (including the first submission).

16.5.3 Such students may avail the chance to re-appear only within the maximum duration of the programme.

16.5.4 Re-appear examination of even semesters shall be conducted with the end-semester examinations of even semesters and similarly examinations of odd semesters shall be conducted with the end-semester examinations of odd semesters. However a student in the final semester/exit stage is allowed to re-appear in the courses of both odd and even semesters.

16.5.5 A 'Re-appear' examination shall be based on the syllabi of the course/programme in force at the time of initial registration to the course/programme.

16.5.6 A student who has got the migration certificate issued from the university shall not be allowed to re-appear at any examination.

However, the credits earned by the student shall be credited to the Academic Bank of Credits as per the relevant guidelines/Ordinance, as amended from time to time.

16.5.7 In exceptional circumstances, the University may allow Mercy chance to the students to clear the backlog for which the candidate shall be charged a prescribed fee per course/paper. The Vice-Chancellor shall decide in this regard on case to case basis on the recommendations of the Head of the Department/Principal/Dean of the School of the respective Department/Faculty/College.

16.5.8 In case of students participating in NSS, NCC, Sports, Cultural, Extension Activities or activities of similar nature, with the prior approval of the Vice Chancellor on the recommendations of the respective Head(s) of the Department, during the duration of the scheduled term-end examinations, special examinations may be conducted. The Vice-Chancellor shall decide in this regard on case to case basis on the recommendations of the Head of the Department/Dean of the School of the respective Department/School.

16.5.9 The Vice Chancellor/ Controller of Examinations, shall also have right to award grace marks in marginal cases of failure and /or division change. The maximum grace marks could be 1% of the total maximum marks assigned to the semester to the best advantage of the student.

16.6 Computation of SGPA and CGPA

The University shall follow the following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

16.6.1 The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and sum of the number of credits of all the courses undergone by a student, i.e.

$$\mathbf{SGPA\ (Si)= \sum(Ci \times Gi)/\sum Ci}$$

Where Ci is the number of credits of the i^{th} course and Gi is the grade

point scored by the student in the i^{th} course.

16.6.2 The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.

$$\mathbf{CGPA=\sum(Ci \times Si)/\sum Ci}$$

where Si is the SGPA of the i^{th} semester and Ci is the total no. of credits in that semester.

The SGPA and CGPA shall be rounded off to 2 decimal points.

16.7 Illustration of Computation of SGPA and CGPA

16.7.1 Illustration of the Computation

Course	Credit	Grade Letter	Grade Point	Credit Point
Course I	3	A	8	3 x 8 = 24
Course II	4	B+	7	4 x 7 = 28
Course III	3	B	6	3 x 6 = 18
Course IV	3	O	10	3 x 10 =30
Total credits for the semester=13				Total Credit points earned= 100
				SGPA=100/13 **= 7.69**

16.7.2 Illustration for Computing CGPA

Semester I	Semester II	Semester III	Semester IV	Semester V	Semester VI
Credit: 20	Credit: 22	Credit: 25	Credit: 26	Credit: 26	Credit: 25
SGPA: 6.9	SGPA: 7.8	SGPA: 5.6	SGPA: 6.0	SGPA: 6.3	SGPA= 8.0

Thus,

$$\text{CGPA} = \frac{((20 \times 6.9) + (22 \times 7.8) + (25 \times 5.6) + (26 \times 6.0) + (26 \times 6.3) + (25 \times 8.0))}{(20 + 22 + 25 + 26 + 26 + 25)}$$

$$= (969.4/144) = 6.73$$

Note:

Formula to calculate percentage from CGPA/SGPA= CGPA or SGPA x 10;

and formula to calculate percentage to CGPA or SGPA = Percentage/10

e.g. In case of example mentioned in above table, the percentage of CGPA = 6.73x10 =**67.30**

16.8 Improvement of Grades: For improvement of grades, a student shall have to apply on the prescribed form available on the University Website or the Examination Branch of the University, along with the original Detailed Marks Certificate or the copy of the result sheet and the prescribed fee, as revised from time to time.

After passing each semester examination, a candidate will be allowed to appear for improvement of result in one or more theory papers only once within the period prescribed for completion of Undergraduate Program (i.e.) within 7 years from the academic session of admission. Only improved marks (higher score) will be taken into account.

A student improving the Division/grade shall not be considered for Gold Medal/Rank Certificate.

16.9 Transcript (Format):

Based on the above, letter grades, grade points, SGPA, and the CGPA, the Transcripts/Detailed Marks Certificates (DMCs)/ Grades shall be issued to the candidates for each semester and a consolidated transcript indicating the performance in all the semesters. The percentage of marks shall be reflected in the DMC of the final semester on the basis of the CGPA.

17 REMOVAL OF THE NAME OF A STUDENT FROM THE PROGRAMME:

The name of a student falling under any one of the following categories shall automatically stand removed from the rolls of the University:

17.1 A student who has failed to fulfil the minimum grade point requirements prescribed for the programme during the maximum duration of the programme.

17.2 A student who has already exhausted the maximum duration allowed for completion of the Programme and has not fulfilled the requirements for the award of the Degree /Diploma.

17.3 A student who is found to be involved in misconduct, forgery, indiscipline or any other objectionable conduct, upon recommendation of the Discipline Committee/ Proctorial Board, and A student who has failed to attend the classes for ten teaching days continuously.

18 Promotion Rules

A student will be promoted from an odd semester to the next even semester without any restrictions on the minimum number of credits earned. However for promotion from an even semester to the next odd semester, a student should have earned at least 50% of the credits of the current and all previous semesters taken together. A student failing to earn at least 50% of the credits from the prescribed courses of all present and all previous semesters taken together will be treated as an 'Ex-student' and will be allowed to repeat in the end semester examination of the previous semesters as applicable (for example for a student going from semester 4 to 5 who becomes an Ex. Student, he/ she shall be required to repeat all the papers of semester 3 and semester 4 in the next odd/even semester). However such student will not be allowed to repeat the internal assessment for the said paper/s of the respective semester/s as the case may be. After passing the said semesters, the student shall be promoted to the next odd semester and shall be treated as a 'Regular' student.

A student shall be declared to have passed the programme of study and award ofthe degree if he/she has secured the required credits with at least 'P' grade.

19 Credit Transfer through Academic Bank of Credits (ABC):

a. The University shall provide the facility of Academic Bank of Credits in consonance with UGC (Establishment and Operationalization of Academic Bank of Credits (ABC) Scheme in Higher Education) Regulations, 2021, as amended from time to time.
b. Each student shall have to register on Academic Bank of Credits (ABC) portal for creation of the unique ABC ID.
c. Credits earned and deposited with Academic Bank of Credits (ABC)

shall be valid for the purpose of redemption to a Certificate/Diploma/Degree, for varying duration as specified in the Ordinance subject to a maximum duration of 7 years.

d. Provided that once any credit is redeemed for the award of a degree, diploma or certificate, such credit shall be irrevocably debited from the student's Academic Bank Account and cannot be reused for the award of any other formal academic qualifications.

e. A student can take the courses of any other university subject to equivalence of the DSC courses and availability of seats, adopting due administrative process and formal consent of the University/Universities through the Equivalence Committee(s).

20 POWER TO REMOVE DIFFICULTIES:

If any difficulty arises in giving effect to the provisions of this Ordinance, the Vice Chancellor may, by order, make such provisions not inconsistent with the Act, Statutes, Ordinances or other Regulations, as appears to be necessary or expedient to remove the difficulty, however subject to ratification of such order by the Statutory bodies of the University

Annexure-B

ORDINANCE OF INTEGRATED POSTGRADUATE PROGRAMMES AS PER NEP-2020

1. SCOPE:

1.1 The ordinance shall be applicable from the academic session 2024-25 to all integrated Programmes being run in University Teaching Departments (UTDs) and Colleges affiliated to the University.

1.2 This ordinance is with the provisions of Academic Bank of Credits and 'Multiple Entry and Exit' options at various stages and is based on National Education Policy-2020, Learning Outcome Based Curriculum Framework and Choice Based Credit Framework for PG Programmes of University Grant Commission.

2. NOMENCLATURE

2.1 Nomenclature of the programme for award of Certificate/Degree will be as under:

Program	Type	NHEQF Level	Nomenclature
Integrated PG Programme	Certificate	4.5	Undergraduate Certificate in <Discipline/subject>
	Diploma	5.0	Undergraduate Diploma in < Subject>
	Degree	5.5	Bachelor of <Discipline> with Major in <Major Subject> Or Bachelor of <Discipline> with Major in <Major Subject> and minor in <Minor subject>
	Degree with Honours	6.0	Bachelor of <Discipline> (Honours) in <Major Subject> Or Bachelor of <Discipline> (Honours with Research) in <Major Subject>
	Integrated Master Degree	6.5	Integrated Master of <Discipline> in (Subject)

2.2 There shall be teaching of 15 weeks (90 days) in each semester excluding admission and examinations days.

3. ELIGIBILITY FOR ADMISSION:

A candidate may be admitted to the Integrated Post Graduate Programme if he or she has attained the minimum eligibility/qualification as mentioned in admission prospectus/Information Brochure/admission booklet.

The eligibility criteria for admission to various programmes offered by the University shall be as decided by the University from time to time.

4. DEFINITION OF KEYWORDS:

4.1 Academic Year and Semester: Two consecutive (one odd and one even) semesters will constitute one academic year. A semester will consist of 90 days of academic work.

4.2 Choice-Based Credit System (CBCS): The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective, skill based, value addition, vocational, Ability Enhancement, Vocational, multidisciplinary courses. It provides a 'cafeteria' approach in which the students can take courses of their choice, learn at their own pace, study additional courses and acquire more than the minimum required credits, and adopt an inter-disciplinary approach to learning.

4.3 Programme: An educational programme leading to the award of a Degree, Diploma or Certificate.

4.4 Semester: Each Semester shall consist of 15-18 weeks of academic work equivalent to 90 actual teaching days. The odd semester may be scheduled ordinarily from July to December and even semester from January to June. The credit-based semester system provides flexibility in designing curriculum and assigning credits based on the course content and hours of teaching.

4.5 Summer Term: A summer term is for four to six weeks during summer break. Internship/apprenticeship/work-based vocational education and training can be carried out during the summer term.

4.6 Course: Usually referred to as paper, it is a component of a Programme. All courses need not carry the same weightage. A course may be designed to comprise lectures/tutorials/laboratory work/field work/outreach activities/project work/dissertation/ internship/apprentice/practical training/ viva/seminars/term-papers/assignments/presentations/self-study work/ clinical component, etc., or a combination of some of these with objectives and learning outcomes.

4.6.1 Lecture: Component of a course which is taught by a teacher through

lectures covering the contents of a course.

4.6.2 Tutorial: Component of a course which involves problem-solving, learning through discussions and remedial teaching related to the contents and periphery of a course with the direct involvement of a teacher.

4.6.3 Practicum: A course or a component of a course which enables students to learn or to attain skills or to get procedural knowledge for the contents of a course through practical/laboratory activity/project and to apply learnt/studied principles/theory/ concepts related to the chosen field of learning, work/vocation, or professional practice in the field of learning, work/vocation under the supervision of a teacher.

4.6.4 Seminar: A course or a component of a course which makes students to learn a specific topic through in-depth exploration and analysis of facts about the topic in a set-up that involves presentation, interactive discussions and collaborative learning under the supervision of a teacher.

4.6.5 Internship: A course requiring students to participate in professional employment- related activity or work experience or co-operative education activity with an entity externalto the educational institution normally under the supervision of an employee of an organization or an individual professional. A key aspect of the internship is induction into actual, formal and organized work situations. Internship involves working with local industry (Government or Private Organizations), business establishments, artists, craft persons, etc. to provide opportunities for students to actively engage in on-site experiential learning.

4.6.6 Studio Activity: A studio activity involves engagement of students in creative, artisticor experimental activities involving visual, digital, audio, video and other professional experiential work.

4.6.7 Field Work/Practice/Survey/Project: A course or a component of course which enables students to participate in field-based learning/project, involving application of knowledge in solving/analyzing/exploring a real-life situation/difficult problem under

thesupervision of a teacher/mentor.

4.6.8 Project Work: A course or a component of a course which facilitates students to apply their knowledge, skills and critical thinking ability to complete a specific task in a given time frame through conceptualization, exploration and analysis of research-based activities to suggest tangible solutions for a given problem related to the chosen field of learning.

4.6.9 Dissertation: Dissertation is a comprehensive report of the work done in a research project/field work/survey, based on a systematic and rigorous investigation of the chosen topicutilizing research methods.

4.6.10 Community Engagement and Service: A course or a component of a course which exposes the students to the socio-economic issues prevailing in society so that the theoretical learning can be supplemented by actual life experiences to understand and generate solutions to real-life problems.

4.7 Credit: A unit by which the course work is measured. A credit defines the quantum of contents/syllabus prescribed for a course and determines the number of hours of instruction required per week. Thus, in each course, credits are assigned on the basis of the number of lectures/tutorials/laboratory work/field work and other forms of learning required for completing the contents in 15- week schedule. Two hours of laboratory work/field work etc. is generally considered equivalent to 1 hour of lecture.

i. 1 Credit = 1 Theory/Tutorial period of one-hour duration, or

ii. In case of practical, 1 Credit = 1 Practical period of two-hour duration

A one-credit of Seminar or Internship or Studio activities or Field practice /projects or Community engagement and service means two-hour engagements per week. Accordingly, in a semester of 15 weeks duration, one credit in these courses is equivalent to 30 hours of engagement, or as specified by the Board of Studies.

4.8 Major discipline: It is the discipline or subject of main focus and the degree will be awarded in that discipline. Students should secure the

prescribed number of credits (minimum 50% of total credits or as specified in ordinance) through core courses in the major discipline.

4.9 Minor discipline: It helps a student to gain a broader understanding beyond the major discipline. For example, if a student pursuing an Economics major obtains a minimum of 12 credits or as specified in ordinance, from a bunch of courses in Statistics, then the student will be awarded B.A. degree in Economics with a Minor in Statistics if he/she exits after successful completion of 3 years.

4.10 Core Courses: The core courses are those courses whose knowledge is deemed essential for the students registered for a particular programme of study. The core courses shall be mandatory for all the students registered for that particular programme.

4.11 Elective Courses: The elective courses can be chosen from a pool of papers. The courses may

- be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provide an extended scope
- offer an exposure to some other discipline/subject/domain
- be aimed to nurture the candidate's proficiency/skill/values.

These courses are intended to:

- allow the student to specialize in one or more branches of the broad subject area;
- help the student to acquire knowledge and skills in a related area that may have applications in the broad subject area;
- help the student to bridge any gap in the curriculum and enable acquisition of essential skills (e.g. statistical, computational, language, communication skills, etc.); and
- help the student to pursue an area of interest.
- The student may also choose additional elective courses offered by the University to enable him/her to acquire extra credits from the discipline, or across the discipline.

4.12 Discipline Specific Elective (DSE) Course: Elective course offered under the main discipline/subject of study is referred to as Discipline Specific Elective Course. The respective department may offer various DSE courses based on the requirements, scope and need of the programme. The department may also offer discipline related Elective courses of interdisciplinary nature.

4.13 Discipline Skill Enhancement Course (DSEC): A discipline skill enhancement course is a course aimed to provide knowledge, skills, training and competencies in a discipline/subject.

4.14 Multidisciplinary Course (MDC): A Multidisciplinary Course is an option to explore disciplines of interest beyond the choices of learners made in their major and minor disciplines. These courses are based on introductory knowledge in a subject other than the discipline of Major and Minor subjects to gain knowledge across the discipline.

4.15 Ability Enhancement Course (AEC): The Ability Enhancement (AE) Courses are based upon the content that leads to Knowledge enhancement; Environmental Science, English/Hindi/MIL Communication, etc. These courses are mandatory for all disciplines particularly at undergraduate level.

4.16 Skill Enhancement Course (SEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge and should contain both theory and lab/hands-on/training/field work. The main purpose of these courses is to provide students life-skills in hands-on mode so as to increase their employability.

4.17 Value added Courses (VAC): These courses aim at enabling the students to acquire and demonstrate the acquisition of knowledge and understanding of human values, Indian Traditional Knowledge System (IKS), contemporary India, digital and technical solutions, health and wellness, yoga education, sports and fitness, etc.

4.18 Vocational Courses (VOC): A vocational course is focused on practical

work, preparing students for a particular skilled profession. Such courses develop capacities for sustenance, work, and economic participation and develop values and sensibilities toward physical work and dignity of labour.

4.19 Self-study Courses: The self-study courses, if offered, are optional and not mandatory. Being non-credit courses, the performance of students in these courses shall be indicated either as "satisfactory" or as "unsatisfactory", instead of the Letter Grade and this shall not be counted for the computation of SGPA/CGPA.

Note: A course (Core/Elective/Self-study/skill-based/value added/Ability based) may take the form of a Lecture, Tutuorial, Practicum, Seminar, Internship, Studio activity, Dissertation, Project work, Practical/Hands-on training, Field work etc.

4.20 Massive Open Online Courses (MOOCs): The students may opt for the online courses offered through India's national Massive Open Online Course (MOOC) platform, viz. Study Web of Active Learning for Young Minds (SWAYAM) or any other online platform approved by UGC/regulatory body from time to time up to an extent as prescribed in the curriculum of an academic programme with the approval of the respective Board of Studies. The Departments may identify up to 40% MOOC courses from SWAYAM Portal or any other online platform approved by UGC/regulatory body from time to time for adoption in UG programmes in accordance with relevant UGC Guidelines.

4.21 Credit Point: It is the product of the grade point and the number of credits for a course.

4.22 Grade Point: It is a numerical weight allotted to each letter grade on a 10-point scale.

4.23 Letter Grade: It is an index of the performance of students in a said course. Grades are denoted by letters O, A+, A, B+, B, C, P and F. It means a letter grade assigned to a student on the basis of evaluation of a course on a ten point scale.

4.24 Credit-Based Semester System (CBSS): Under the CBSS, the

requirement for awarding a degree or diploma or certificate is prescribed in terms of number of credits to be completed by the students.

4.25 Semester Grade Point Average (SGPA): It is a measure of performance of the work done in a semester. It is ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester. It shall be expressed up to two decimal places.

4.26 Cumulative Grade Point Average (CGPA): It is a measure of overall cumulative performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters. It is expressed up to two decimal places.

4.27 Transcript/ Grade Card or Certificate: Based on the grades earned, a grade certificate shall be issued to all the registered students after every semester. The grade certificate will display the course details (code, title, number of credits, grade secured) along with SGPA of that semester and CGPA earned till that semester.

4.28 Academic Bank of Credits (ABC): An academic service mechanism to facilitate students to become its academic account holders, thereby paving the way for seamless student mobility between or within degree-granting Higher Educational Institutions through a formal system of credit recognition, credit accumulation, credit transfers and credit redemption to promote distributed and flexible teaching-learning.

4.29 Academic Bank Account: An individual account with the Academic Bank of Credits opened and operated by a student, to which all academic credits earned by the Student from course(s) of study are deposited, recognised, maintained, accumulated, transferred, validated or redeemed for the purposes of the award of degree/diploma/certificates etc. by an awarding institution.

5 Course Coding: The unique code for each course shall be provided by academic branch of the University.

6 Programme Duration and Multiple Exit Options

Certificate/ Diploma/UG Degree/PG Degree (in the field of learning anddiscipline)	Qualification description	Credit Requirements of UG Program
Undergraduate Certificate **[NHEQF Level 4.5]**	Exit option after successfulcompletion of the courses prescribed in the first year of an Undergraduate programme with required number of credits/grade as per scheme of the Programme.	44 + 4* = **48 Credits** * 4 Credits of Internship of 4-6 weeks duration as per scheme of the Programme
Undergraduate Diploma **[NHEQF Level 5.0]**	Exit option after successfulcompletion of the courses prescribed in the two academic years of an Undergraduate programme with required number of credits/grade as per scheme of the Programme.	90 + 4* = **94 Credits** * 4 Credits of Internship of 4-6 weeks duration as per scheme of the Programme.
Degree **[NHEQF Level 5.5]**	After successful completion of the courses prescribed in the three academic years of an Undergraduate programme with required number of credits/grade as per scheme of the Programme.	**136 Credits** It includes 60 credits in the concerned discipline and 4 Credits of Internship of 4-6 weeks duration as per scheme of the Programme.
Degree (Honours) **[NHEQF Level 6.0]** **OR** **Degree (Honours with Research)** **[NHEQF Level 6.0]**	After successful completion of the courses prescribed in the four academic years of Honours Programme withrequired number of credits/grade as per scheme of the Programme.	**184 Credits** It includes Internship of 4-6 weeks duration as per scheme of the Programme. Honours students not undertaking research will do 3 courses for 12 credits in lieu of a research project/Dissertation in Fourth year.
Integrated Post Graduate Degree **[NHEQF Level 6.5]**	After successful completion of the courses prescribed in the five academic years of Honours Programme withrequired number of credits/grade as per scheme of the Programme.	**224 Credits** Students undertaking research will do research project/Dissertation of 20 credits in ninth and tenth semesters each.

NOTE:

The Student is required to declare in writing his/her choice for exit at specific level as (Certificate/Diploma/Degree/Honours Degree/Honours Degree with Research) at least one month earlier to commencement of examination of the terminal semester on completion of which he/she wants to exit, through respective Head of the Department.

7 ADMISSION TO Integrated PG PROGRAMME UNDER MULTIPLE ENTRY/LATERAL ENTRY

7.1 The Department/College/Institute shall plan the number of seats

Programme-wise/discipline-wise in consonance with the faculty and infrastructure available. Thereafter, the Department/College/Institute shall declare approved total number of seats available discipline-wise each year for fresh and lateral admissions.

7.2 A student who exit at any stage (after completion of one/two/three/four academic years) during the programme may re-enter for continuation of Programme subject to fulfilment of following conditions:

a. Availability of seats

b. the student is eligible for lateral admission

c. Admission shall be made on merit among the applicants for lateral admissions. However, preference will be given to the students of that department/college/Institute who had taken exit from that Programme. The Reservation policy of state Govt. shall be followed during lateral admission.

d. Re-entry may be provided only to candidates who exit from concerned programme under NEP curriculum Framework only.

e. In any case, the gap between exit and re-entry in integrated PG programme should not be more than three years subject to completion of the whole Integrated Programme within 8 years.

f. A student can pursue two programmes simultaneously through Open and Distance Learning (ODL)/online mode; or combinations of ODL, online and regular modes, from the Universities/Institutions duly approved by the UGC/AICTE/Regulatory Body/Central Government/State Government, in various combinations, viz.

   i. A student can pursue two full-time Programmes in physical mode provided that in such cases, class timings and examination schedule for one programme do not overlap with the class timings and examination schedule of the other programme, and other requirements as per ordinance are fulfilled. The Department/College/Institute and the University shall not be responsible for any such overlapping and consequences thereof.

   ii. A student can pursue two programmes, one in full-time physical

mode and another in ODL/online mode; or up to two ODL/online programmes simultaneously.

8. COURSE CODING

The unique code for each course shall be provided by academic branch of the University.

9. PROGRAMME STRUCTURE The five years integrated postgraduate degree programme is designed for ten semesters with multiple entry and exit options.

10. CURRICULUM AND CREDIT FRAMEWORK

10.1 A student will study various courses as per curriculum framework.

Scheme Int-PG: Curriculum and Credit Framework for Intergrated Postgraduate Programmes

Semester	Discipline-Specific Courses (DSC)	Minor(MIC) / Vocational (VOC)	Multidisciplinary courses (MDC)	Ability Enhancement courses (AEC)	Skill Enhancement Courses(SEC)/ Internship /Dissertation	Value-Added Courses (VAC)	Total Credits
I	CC - A1 @ 4 credits	MIC1 @ 4 credits	MDC1 @ 3 credits	AEC1 @ 2 credits	SEC1@ 3 credits	VAC1 @ 2 credits	22
	CC – A2 @ 4 credits						
II	CC – A3 @ 4 credits	MIC2 @ 4 credits	MDC2 @ 3 credits	AEC2 @ 2 credits	SEC2@ 3 credits	VAC2 @ 2 credits	22
	CC – A4 @ 4 credits						
Students exiting the programme after second semester and securing 48 credits including 4 credits of summer internship will be awarded UG Certificate in the relevant Discipline/Subject							
III	CC – A5 @ 4 credits	MIC3 @ 4 credits	MDC3 @ 3 credits	AEC3 @ 2 credits	SEC3@ 3 credits	VAC3 @ 2 credits	22
	CC – A6 @ 4 credits						
IV	CC – A7 @ 4 credits	MIC4(VOC)@ 4 credits	----------	AEC4 @ 2 credits	----------	VAC4 @ 2 credits	24
	CC – A8 @ 4 credits						
	CC – A9 @ 4 credits						
	CC – A10 @ 4 credits						
Students exiting the programme after fourth semester and securing 94 credits including 4 credits of summer internship will be awarded UG Diploma in the relevant Discipline/Subject							
V	CC – A11 @ 4 credits	MIC5(VOC)@ 4 credits	----------	----------	Internship @ 4 credits#	----------	24
	CC – A12 @ 4 credits						
	CC – A13 @ 4 credits						
	CC – A14 @ 4 credits						
VI	CC – A15 @ 4 credits	MIC6(VOC)@ 4 credits	----------	----------	SEC3@ 2 credits	----------	22
	CC – A16 @ 4 credits						
	CC – A17 @ 4 credits						
	CC – A18 @ 4 credits						
Students will be awarded 3-year UG Degree in relevant major Discipline/Subject upon securing 136 credits.							
VII	CC – H1 @ 4 credits	MIC7 @ 4 credits	----------	----------	----------	----------	24
	CC – H2 @ 4 credits						
	CC – H3 @ 4 credits						
	CC – H4 @ 4 credits						
	CC – H5 @ 4 credits						

#Four credits of internship earned by a student during summer internship after 2nd semester or 4th semester will be counted in 5th semester of a student who pursue 3 year UG Programmes without taking exit option.

VIII (4yr UG Hon.)	**CC – H6 @ 4 credits** **CC – H7 @ 4 credits** **CC – H8 @ 4 credits** **CC – H9 @ 4 credits** **CC – H10 @ 4credits**	**MIC8 @ 4 credits**	**----------**	**----------**	**----------**	**----------**	**----------**	**24**
Students will be awarded 4-year UG Degree with Honours in relevant major Discipline/Subject upon securing 184 credits.								
IX	**CC – A1 @ 4 credits** **CC – A2 @ 4 credits** **CC – A3 @ 4 credits** **DSE 01 @ 4 Credits**			**----------**		**SEC 02 @ 2 CREDITS**	**Seminar @ 2 credits**	**20**
X	**CC – A4 @ 4 credits** **DSE/CC 01 @ 4 Credits**					**----------**	**Community Engagement/field work/survey/project/seminar @12 credits**	**20**
							TOTAL	**224**

Research Oriented Degree

VIII (4yr UG Hon. with Research)	**CC – H6@ 4 credits** **CC – H7@ 4 credits**	**MIC8 @ 4 credits**	**----------**	**----------**	**Research project/ Dissertation @ 12 credits**	**----------**		**24**
Students will be awarded 4-year UG Degree (Honours with Research) in relevant major Discipline/Subject upon securing 184 credits.								
IX	--------	**-----**	**------**	**----------**			**Research Project (Progress evaluation)@20 credits**	**20**
X	**-----**					**----------**	**Dissertation @ 20 credits**	**20**
							Total	**224**

NOTE:

CC	**Core Course:** Credit of a CC could be the combination of lecture credits, tutorial credits, and practical credits. CC includes Discipline specific courses, and subject skill enhancement courses.
MDC	**Multidisciplinary Course:** All students must undergo three introductory level multidisciplinary courses relating to **Natural Sciences, Physical Sciences, Humanities, Arts & Social Sciences, Commerce & Management, Interdisciplinary Studies.** Students are not allowed to choose or repeat courses already undergone at the higher secondary level (12th class) or opted as major and minor stream under this category.
AEC	**Ability Enhancement Course:** Ability Enhancement (Language) courses may be designed to achieve competency in the Modern Indian Language and English, with a special emphasis on language and communication skills.
SEC	**Skill Enhancement Course:** Skill Enhancement Courses may be primed to impart practical skills, hands-on training, soft skills, etc., to enhance the student's employability.
Summer Internship	Internships will require 120 hours (1 credit: 30 hrs of engagement) of involvement working with local industry, government or privateorganizations, business organizations, artists, crafts persons, and similar entities during summers. **#Four credits of internship earned by a student during summer internship after 2nd semester or 4th semester will be counted in 5th semester of a student who pursue 3 year UG Programmes without taking exit option.**
Research Project	Research Project/ Dissertation will be completed under the guidance of a college and university faculty member.
VAC	**Value Added Course:** All students must undergo Value Added Courses
MIC including VOC	Minor Course (MIC) with minimum 24 Credits including Vocational Course (VOC)
	For students who choose to pursue single major after 2nd semester of multidisciplinary Programmes The 16 credits earned during first year in the two subjects, other than the subject which is continued as Single Major, will be countedtowards minor

CC Major and Minor in I& II Semesters will have Foundation or Introductory level courses. CC Major and Minor in III & IV semesters will be Intermediate Level Courses. Whereas CC Major and minor in V & VI shall be of higher level courses and in VII & VIII semesters, advanced level courses will be offered.

10.2 The multidisciplinary courses will be from the subject which is different from the discipline of study.

10.3 A student will select AEC, SEC, VAC and Minor (Vocational) courses from a pool of respective courses offered in Department/college/Institute.

10.4 Internship: A student for the UG programme shall be required to undergo internship during summer vacation either after the second semester examination or after fourth semester examination. If student opts to exit with UG certificate in discipline, then it shall be obligatory to complete the internship after second semester examination. However, for those students who have taken lateral entry into third semester and have completed internship of 4-6 weeks duration after first year, the internship is not required after the fourth semester examination.

10.5 Project/Dissertation: A student of fourth-year Bachelor Degree (Honours with Research) Programme will be required to work on the Research Project or do research during eighth semester. The Project/Dissertation work will be of 12 credits.

11. COURSE CURRICULUM AND SYLLABUS:

11.1 The course curriculum and syllabus of every undergraduate programme shall be developed by the concerned Board of Studies and they shall be implemented after obtaining approval from the Academic Council.

11.2 The University may evolve a system/policy about Extra Curricular Activities/ General Interest and Hobby Courses/Sports/NCC/NSS/Vocational courses/related courses, for adding them under Value Addition Courses (VAC).

11.3 The curriculum of each theory Course is to be divided in four units.

11.4 The curriculum of every undergraduate programme shall be in conformity with the University Grants Commission's Guidelines for the Learning Outcomes based Curriculum Framework (LOCF) under the Choice Based Credit System (CBCS).

12. COURSE REGISTRATION:

12.1 The registration for courses shall be the sole responsibility of the student. No student shall be allowed to do a course without registration, and no student shall be entitled to any credits in the course, unless he/she has been registered for the course by the scheduled date fixed by the Department/University.

12.2 Department shall appoint/allot a mentor to a group of students from amongst the faculty members of the Department concerned. All the faculty members of the department shall act as mentor. Mentors shall advice the students in selection of courses and shall render all possible support, guidance and counselling to him/her.

12.3 Every student shall also register on Academic Bank of Credits (ABC) portal under the guidance of the mentor.

12.4 Every student has to register in each semester (in consultation with his/her mentor) for the courses he/she intends to undergo in that semester by applying as per the prescribed proforma, duly signed by him/her, the mentor and the Head of the Department, within the deadline notified for the purpose by the University.

12.5 With the permission of Department, students may opt for the online courses offered through India's national Massive Open Online Course (MOOC) platform, viz. Study Web of Active Learning for Young Minds (SWAYAM) or any other online platform approved by UGC/regulatory body from time to time up to an extent as prescribed in the curriculum of an academic programme with the approval of the respective Board of Studies. The Departments may identify up to 40% of courses of the programme except core and SEC courses through MOOC courses from SWAYAM Portal or any other online platform approved by UGC/regulatory body from time to time for adoption in UG programmes in accordance with relevant UGC Guidelines.

12.6 Late registration may be permitted by the Head/Incharge of the Department up to a maximum of four weeks after the commencement of the semester, on payment of late registration fee of Rs. 500/-, or as revised from time to time.

12.7 A student may be allowed by the Head/Incharge of the Department to substitute a course for another course of the same type (skill enhancement course/ elective course/ self-study course) within the scheme, for valid reasons with the consent of the Mentor not later than two weeks from the date of commencement of the semester.

12.8 The student who admitted in multidisciplinary UG program may shift to single major degree after completion of first year subject to approval by Vice Chancellor. In this case, candidate has to submit his/her application for conversion to single major programme must reach to Chairperson/Principal of college after completion of 1st semester and latest by 10 days after commencement of 2nd semester. The Chairperson/Principal shall recommend the case to Vice Chancellor for consideration and approval.

12.9 A student, who has been admitted in Honours with Research Programme, shall submit a request for allotment of a supervisor mentioning her/his research areas of interest in order of preference to the Chairperson/Principal/Director during seventh semester. The Department/College/Institute will allot a qualified supervisor to guide the student for doing research during Project/Dissertation work. A regular full time teacher of that Department/College/Institute, having qualification of Ph.D. or having more than 5 years of PG teaching experience will be eligible to guide the students of Honours with Research programme of that institution.

13. CREDIT HOURS FOR DIFFERENT TYPES OF COURSES AND MARKS DISTRIBUTION

The workload relating to a course is measured in terms of credit hours. A credit is a unit by which the coursework is measured. It determines the

number of hours of instruction required per week over the duration of a semester (minimum 15 weeks).

Each course may have only a lecture component or a lecture and tutorial component or a lecture and practicum component or a lecture, tutorial, and practicum component, or only practicum component.

For example, a three-credit lecture course in a semester means three lectures of one hour per week. Therefore, each lecture of one-hour is counted as one credit. In a semester of 15 weeks duration, a three-credit lecture course is equivalent to 45 hours of teaching. Required contact hours to earn credits will be as follows:

Nature of Work	**Course Credits**	**Contact hours per week**	**Contact hours per semester (15 weeks)**
Lecture	01	01	15
Tutorial per paper	01	01	15
Practical, Seminar, Internship, field practice/project, or community engagement, etc.	01	02	30

Note: Tutorial batch size (UG programme: 20-25, PG Programme: 12-15)

The distribution of credits among the lectures/tutorial/practicum will be as follows:

Courses	**Total Credits**	**L (Credits)**	**T (Credits)**	**P (Credits)**	**MARKS**			
					TI	**TE**	**PI**	**PE**
Only Theory	4	3	1	-	30	70	-	-
	3	2	1	-	25	50	-	-
	2	1	1	-	15	35	-	-
Theory and Practicum	4	3	-	1 (2 hrs)	25	50	5	20
	4 (Where pract. is dominant)	2	-	2 (4 hrs)	15	35	15	35
	3	2	-	1 (2 hrs)	15	35	5	20
	2	1	-	1 (2 hrs)	5	20	5	20
When Practicum is separate course	2	-	-	2 (4 hrs)	-	-	15	35
	3	-	-	3 (6 hrs)	-	-	25	50
	4	-	-	4 (8 hrs)	-	-	30	70
AEC/VAC	2	2			15	35	-	-
SEC	3	2		1 (2 hrs)	15	35	5	20
	2	1		1 (2 hrs)	5	20	5	20
DSEC	4	3		1 (2 hrs)	25	50	5	20
Minor/VOC	4	2		2 (4 hrs)	15	35	15	35

Internship	4			4 (8 hrs)			30	70

L= Lecture; T= Tutorial, P= Practicum; Ti= Theory Internal Assessment; TE= Theory End Semester Examination; PI= Practicum Internal; PE= Practicum End Semester examination

14. MEDIUM OF INSTRUCTIONS AND EXAMINATION

14.1 For Arts/Tourism/Home Science/Commerce/Social Sciences subjects, the medium of instructions shall be bilingual i.e. Regional Language (Hindi)/English.

14.2 The question paper shall be set in both English and Regional Language (Hindi), wherever feasible, except in the case of

i. English, in which the questions shall be set in English.

ii. Sanskrit, in which the questions shall be set in Sanskrit/Hindi.

iii. Other languages, in which the questions shall be set in the language concerned.

14.3 The students shall write their answers:

i. in English, in case of English language

ii. in the language concerned, in the case of Modern Indian Languages

iii. English/ Regional Language (Hindi) in the case of other subjects.

14.4 For Physical Sciences/Life Sciences Subjects, the medium of instructions shall be mainly English. Regional Language (Hindi) medium will also be offered wherever feasible. The question paper shall be set in English. Bilingual question paper (s) will be provided, wherever possible. The students can write their answers in English/Hindi.

15. LEARNING ASSESSMENT

A variety of assessment methods that are appropriate to a given discipline/subject area and a programme of study will be used to assess

progress towards the course/programme learning outcomes. Evaluation will be based on continuous assessment, in which sessional and the terminal examinations will contribute to the final grade. Sessional will consist of class tests, mid-semester examination(s), homework assignments, class presentations etc., as determined by the faculty in charge of the courses of study. Progress towards achievement of learning outcomes will be assessed using the following: time-constrained examinations; open-book tests; problem-based assignments; practical assignment laboratory reports; observation of practical skills; individual project/reports (case-study reports); team project reports; oral presentations, including seminar; viva voce interviews; computerized adaptive assessment etc

15.1 **Internal Assessment**

The internal assessment work and the End-Semester examination shall have the weightage of 30% and 70%, respectively. For practical examination also, 70 percent of the marks will be awarded through an end semester practical exam and remaining 30 percent of the marks will consist of internal assessment to be awarded by concerned faculty member(s) of the department

15.1.1 Internal Assessment shall be done on a continuous basis, taking into account the student's class performance, completion of assignments and performance at the two compulsory sessional tests to be conducted in a semester.

15.1.2 First Internal Assessment Test shall be held around the sixth week of the semester for the syllabi covered till then. Second Internal Assessment Test shall be held around the twelfth week for the syllabi covered between seventh and twelfth week. Third Internal Assessment Test, if required, may be held around the fourteenth week for the syllabi covered between seventh and fourteenth week. However, the best scores in any two sessional tests shall be counted.

15.1.3 For conducting Internal Assessment, one or more assessment tools,

such as written tests, assignments, oral quizzes, paper presentation, laboratory work, seminar, etc., suitable to the course may be employed.

15.1.4 The Internal Assessment for theory shall consist of the following components with marks indicated against each:

	Marks out of			
Total Marks	**100**	**75**	**50**	**25**
Internal Assessment	**30**	**25**	**15**	**5**
Attendance* below 55 = 0 mark Between 55 to < 65 = 1 Marks Between 65 to < 70 = 2 Marks Between 70 to < 75 = 3 Marks Between 75 to < 80 = 4 Marks 80 and More than 80 = 5 Marks	5	5	5	5
Assignments/Presentations/Seminars and Class Participation	5	5	-	-
Sessional Examination	20	15	10	-
Total	**30**	**25**	**15**	**5**

15.1.5 The Internal Assessment for practical shall consist of the following components with marks indicated against each:

	Marks out of			
Criteria	100	75	50	25
Internal Assessment	**30**	**25**	**15**	**5**
Attendance* below 55 = 0 mark Between 55 to < 65 = 1 Marks Between 65 to < 70 = 2 Marks Between 70 to < 75 = 3 Marks Between 75 to < 80 = 4 Marks 80 and More than 80 = 5 Marks	5	5	5	5
Practical Assignments/ Practical File/Practical Sessional	25	20	10	-
Total	**30**	**25**	**15**	**5**

15.1.6 The seminar paper shall be assessed on the basis of the contents of the paper submitted and its presentation, equally. The assessment will be made by the concerned teacher/advisor/supervisor.

15.1.7 The Chairperson/Principal may allow a student to repeat one sessional test within the same semester, if his/her application in this regard is considered as genuine on valid grounds.

15.1.8 The Chairperson/Principal shall display the internal assessment awards of each course on the notice board of the Department/Institute/Centre atleast seven days before the commencement of the end semester examinations to give an opportunity to the students to make representation, if any.

15.1.9 The Chairperson/Principal shall forward the internal assessment marks awarded by the concerned teacher on the basis of class test, written assignment/ Presentation/Seminar and attendance in the classes etc. to the Controller of Examinations as per the following schedule: (i) The Internal Assessment/Sessional marks should be supplied by the Heads of the Departments/Principals of the Colleges/Heads of the Institutions invariably within 15 days after the commencement of the examination or as notified by the COE. (ii) Thereafter, a late fee @ Rs.100/ per student per subject shall be levied upon the Department/ College/ Institute upto 10 days from the expiry of last date or 15 days of the commencement of the examinations. This penalty/late fee shall be charged from the the Depart/College/Institute (iii) If still, internal assessment/sessional marks are not supplied by the Department/College/institute, then the result of the candidate(s) shall be declared by proportionating the marks of concerned theory/practical paper in which he/she has been declared as pass. Marks of candidates having reappear shall not be proportionate in this case.

15.2 **End Semester Examination**

15.2.1 The end semester examination for the odd semesters shall ordinarily be held in the month of December/January and for the even semesters in the month of May/June on such dates as may be notified by the Controller of Examinations.

15.2.2 The examination schedule containing the dates of receipt of examination forms with and without late fee, shall be notified by the Controller of Examinations from time to time.

15.2.3 Students failing in one or more courses of end semester examinations will be entitled to clear them during the regular semester examinations of courses to be held in subsequent years.

15.2.4 The examination fee to be paid by the candidate for each semester shall be prescribed by the University from time to time.

15.2.5 Every student shall be examined in the courses as prescribed in the syllabus and scheme of examination approved by the Academic Council from time to time.

15.2.6 The Chairperson/Principal shall preserve the records pertaining to internal assessment awards for verification, if needed, by the University up to four months from the date of declaration of the semester examination results.

15.2.7 The candidate shall be allowed to appear in the examination if he/she fulfils the following requirements: -

1. Bears a good character
2. Has been on the rolls of the Department/College/Institution during the semester.
3. The Candidates will be required to attend atleast 75% of the lectures delivered / practical in each paper held. The Chairperson of the Department /Principal of the College concerned will be competent to condone 20% of the lectures delivered in each paper theory/practical/tutotrial/assignment/seminars/moot courts, etc. If the percentage of attendance is deficient on account of –

   (i) participation in Inter-University, University or Inter-Collegiate Sports Tournaments/Youth Festivals, University Level Debates, National and International Tournaments, with the previous sanction of the Chairperson/Principal; or

(ii) attendance at the N.C.C./N.S.S. Camps or University Educational Excursions or other extra-curricular activities, certified by the Chairperson/Principal;

(iii) attendance at Mountaineering Courses :- (a) by N.C.C./ N.S.S. students; (b) by students sent by the Youth Welfare Department;

(iv) Voluntary donation of blood, certified by a Govt. Doctor of Gazetted rank or University Medical Officer.

Credit may be given for the number of days on which lectures were delivered or tutorials or practical work done during this period of attendance or participation aforesaid, provided that the total period of absence shall not exceed 21 days in an academic year and that for (iv) above it shall not exceed 2 days. These students will submit a certificate from the Secretary, Sports Council or the Director, Youth Welfare or any other authorized Officer, as the case may be. However, a sports person who is unable to take the examination because of participation in coaching camps/tournaments may be permitted to move to the next class and keep terms in higher classes. He/she may, thereafter, be permitted to appear in the subsequent examination(s) cleared from one examination to another, till the entire course is completed and he/she becomes eligible for the degree.

Note: Over and above the limit for condonance of attendance, a female candidate shall be eligible for 2% additional condonance in her attendance on account of menstrual leave without insisting upon her written application.

4. Hs submitted a "No dues" certificate in the prescribed form.

15.2.8 The minimum percentage of marks to pass the examination in each semester shall be:

(i) 40% in each theory paper

(ii) 40% in each practical examination or viva-

voce/Project/Training Report/ Dissertation/research project, wherever prescribed.

(iii) 40% in the aggregate of each theory paper and internal assessment (and practical where practical is a component of theory paper).

15.3 **Setting of Question Papers and Evaluation**

15.3.1 The question papers for the End-Semester theory examination shall be set and evaluation of answer books shall be done by the examiners (Internal and/or External ordinarily) out of the Panel of Examiners recommended by the Board of Studies of the Department concerned on the basis of their expertise/ specialization/area of interest.

15.3.2 In case of External Examiner, the question paper setting may be given to a teacher having minimum three years of teaching experience at relevant level i.e. UG/PG.

15.3.3 In the case of the practical examination of the courses, the assessment shall be jointly undertaken by the internal and external examiners. The External examiners shall be invited from amongst the panel of examiners proposed/recommended by the Head/Director of the concerned Department/Institute/Centre. In case of unavailability of external examiners due to unavoidable circumstances, the Controller of Examinations may allow the conduct of practical examination by the Internal examiners so that the conduct of examination and declaration of results is not delayed.

15.3.4 In case of the Project reports/Dissertation/Research Project, the assessment shall be jointly carried out by the internal and external examiners. External examiners shall be invited from amongst the panel of examiners (ordinarily not below the rank of Associate Professor) proposed/recommended by the Head/Dean

of the concerned Department and approved by the Vice Chancellor/ Vice Chancellor's nominee.

15.3.5 The pattern of Question Papers for End-Semester theory examinations shall be as under:

Question 1: Compulsory	Short answer type questions from all units
Question 2	Two questions from Unit-I and the student should answer one question
Question 3	Two questions from Unit-II and the student should answer one question
Question 4	Two questions from Unit-III and the student should answer one question
Question 5	Two questions from Unit-IV and the student should answer one question

All the questions shall carry equal marks
The question paper must be set in consonance with Course Outcomes/OBE.

15.4 **Evaluation of Dissertation and Internship**

The candidate who has passed the theory papers and practical/lab course of semester I to VII examinations and has worked for dissertation/research project in semester VIII shall submit the synopsis to the supervisor prior to submission of dissertation for approval. In case of University Teaching Department (UTD) the synopsis will be approved by the departmental research advisory committee after recommendation of the supervisor. In other cases, the Principal/Director of College/Institute shall constitute a committee for this purpose at the College/Institute level. External experts may be involved wherever sufficient qualified regular teachers are not available. The student shall be required to submit three hard copies of her/his dissertation along with soft copy as PDF file to the Department/College/Institute by 15th June of the concerned year. The Anti-plagiarism policy of the university is to be strictly followed by the candidate and the supervisor. Similarity report as per Anti-plagiarism policy of the university is to be

annexed with the dissertation. At the time of submission of dissertation/research project, a candidate shall produce a certificate from the supervisor that he has worked for dissertation/research project for at least one semester.

In case of late submission i.e. after 15th June, the Chairperson/Principal/Dean Academic Affairs/Controller of Examinations/Vice-Chancellor shall have the power to grant extension of date of submission or condone the delay in receipt of a thesis/dissertation/research project/project report, for an examination, other than Ph.D. as under:

Duration	Powers vested in	Late fee (Rs.)
Up to one month	Chairperson/ Principal	2000
Beyond one month and upto two months	Dean Academic Affairs	3000
Beyond two months and upto three months	Vice-Chancellor	5000

Late fee as prescribed in each case will be chargeable. Provided that if a candidate fails to submit the dissertation/research project etc. even during the extended period of three months i.e. 15th September, he/she shall be considered absent in the dissertation/research project/paper and his/her result will be declared accordingly.

Internship: A student will inform and get approval from the Chairperson/Principal/Director of the Department/College/Institute before going for an internship. The internship will involve working with local industry (Government or Private organizations/Institutions), business establishments, artists, craft persons, or a professional (individual/organization). Student will submit a copy of the report (a hard copy and a soft copy in PDF) to the Department/College/Institute within 15 days after the completion of internship. A student has to submit a certificate of attendance and work done report from the organization/professional where at the internship was done. The

evaluation of the internship shall be done by an internal examiner mainly on the basis of the report and viva-voce. Marks will be awarded by the internal examiner out of 100 marks. The internship will be governed by the prevailing rules of the University from time to time.

15.5 **Letter Grades and Grade Points**

15.5.1 In the End-semester theory or practical examinations, the examiner shall award the marks and these marks shall be further converted into Grades/Grade points by the examination branch in accordance with the provisions of the Ordinance.

15.5.2 Detailed Marks Card issued at the end of the semester or the programme shall carry marks/percentage and equivalent grades both.

15.5.3 The University shall adopt the 10-point Grading System, with the Letter Grades as given under:

Letter Grade	**Grade Point (SGPA/ CGPA)**	**Range of Grade Point (SGPA/CGPA)**	**Class Interval (in %)**
O (Outstanding)	10	9 to 10	90 to 100
A+ (Excellent)	9	8 to < 9	80 to < 90
A (Very Good)	8	7 to < 8	70 to < 80
B+ (Good)	7	6 to < 7	60 to < 70
B (Above Average)	6	5 to < 6	50 to < 60
C (Average)	5	4.5 to < 5	45 to < 50
P (Pass)	4	4 to < 4.5	40 to < 45
F (Fail)	0		< 40
Ab (Absent)	0		Absent

Note:

i. F= Fail, and the students graded with 'F' in a programme or course shall be required to re-appear in the examination. However, students appearing in their final Semester Examination, may be permitted to appear in the reappear papers of all preceding Semesters.

ii. The minimum qualifying marks for a course or programme shall be

40% (i.e., 'P' grade).

iii. The students shall have to qualify at the Internal Assessment and the End-Semester examinations in the aggregate, and in the practical examinations, separately.

iv. There shall be no rounding off of SGPA/CGPA.

v. The SGPA/CGPA obtained by a student shall be out of a maximum of 10 points.

vi. In order to be eligible for the award of the Certificate/Diploma/ Degree of the University, a student must obtain CGPA of 4 at the end of the programme.

vii. Provided that the student who is otherwise eligible for the award of the certificate/diploma/degree but has secured a CGPA of less than 4 at the end of the permissible period of semesters may be allowed by the Department concerned to repeat the same course(s) or other courses of the same nature in lieu thereof in the extra semesters within the maximum duration of the programme.

viii. The Cumulative Grade Point Average (CGPA) obtained by a student shall be classified into the following division/Class:

CGPA	**Class/Division**
Above 9	Outstanding
8 to <9	First Division (With Distinction)
6 to <8	First Division
5.5 to <6	High-Second Division
5 to <5.5	Second Division
4 to <5	Third Division

15.6 **Re-appear Examination:**

The students failing to score minimum grade required to qualify a course/programme may be allowed to re-appear in those papers where

they couldn't score 'P' grade with the following provisions:

15.6.1 A student securing "F" Grade in a course shall be permitted to repeat/ reappear in the End-Semester Examination of the Course for a maximum number of three times i.e. a student with arrears on account of "F" Grade, shall be permitted to repeat / reappear in the End Semester Examination for a maximum of three times (including the first appearance), along with the subsequent End Semester Examinations.

15.6.2 If a student secures "F" Grade in a Project Work / Project Report/ Dissertation / Field Work Report / Training Report etc, he/she shall be required to resubmit the revised Project Work / Project Report/ Dissertation / Field Work Report / Training Report etc. as required by the evaluator(s). Provided further that a student shall be permitted to resubmit the Project Work / Project Report / Dissertation / Field Work Report/ Training Report etc. for a maximum of three times (including the first submission).

15.6.3 Such students may avail the chance to re-appear only within the maximum duration of the programme.

15.6.4 Re-appear examination of even semesters shall be conducted with the end-semester examinations of even semesters and similarly examinations of odd semesters shall be conducted with the end-semester examinations of odd semesters. However a student in the final semester/exit stage is allowed to re-appear in the courses of both odd and even semesters.

15.6.5 A 'Re-appear' examination shall be based on the syllabi of the course/programme in force at the time of initial registration to the course/programme.

15.6.6 A student who has got the migration certificate issued from the university shall not be allowed to re-appear at any examination. However, the credits earned by the student shall be credited to the

Academic Bank of Credits as per the relevant guidelines/Ordinance, as amended from time to time.

15.6.7 In exceptional circumstances, the University may allow Mercy chance to the students to clear the backlog for which the candidate shall be charged a prescribed fee per course/paper. The Vice-Chancellor shall decide in this regard on case to case basis on the recommendations of the Head of the Department/Principal/Dean of the School of the respective Department/Faculty/College.

15.6.8 In case of students participating in NSS, NCC, Sports, Cultural, Extension Activities or activities of similar nature, with the prior approval of the Vice Chancellor on the recommendations of the respective Head(s) of the Department, during the duration of the scheduled term-end examinations, special examinations may be conducted. The Vice-Chancellor shall decide in this regard on case to case basis on the recommendations of the Head of the Department/Dean of the School of the respective Department/School.

15.6.9 The Vice Chancellor/ Controller of Examinations, shall also have right to award grace marks in marginal cases of failure and /or division change. The maximum grace marks could be 1% of the total maximum marks assigned to the semester to the best advantage of the student.

15.7 **Computation of SGPA and CGPA**

The University shall follow the following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

15.7.1 The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and sum of the number of credits of all the courses undergone by a student, i.e.

$$\textbf{SGPA } (S_i) = \sum(C_i \times G_i) / \sum C_i$$

Where Ci is the number of credits of the i^{th} course and Gi is the grade

point scored by the student in the i^{th} course.

15.7.2 The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.

$$\mathbf{CGPA=\sum(Ci \times Si)/\sum Ci}$$

where Si is the SGPA of the i^{th} semester and Ci is the total no. of credits in that semester.

The SGPA and CGPA shall be rounded off to 2 decimal points.

15.8 Illustration of Computation of SGPA and CGPA

a) Illustration of the Computation

Course	Credit	Grade Letter	Grade Point	Credit Point
Course I	3	A	8	3 x 8 = 24
Course II	4	B+	7	4 x 7 = 28
Course III	3	B	6	3 x 6 = 18
Course IV	3	O	10	3 x 10 =30
Total credits for the semester=13				Total Credit points earned= 100
				SGPA=100/13 **= 7.69**

b) Illustration for Computing CGPA

Semester I	Semester II	Semester III	Semester IV	Semester V	Semester VI
Credit: 20	Credit: 22	Credit: 25	Credit: 26	Credit: 26	Credit: 25
SGPA: 6.9	SGPA: 7.8	SGPA: 5.6	SGPA: 6.0	SGPA: 6.3	SGPA= 8.0

Thus,

$$\text{CGPA} = \frac{((20 \times 6.9) + (22 \times 7.8) + (25 \times 5.6) + (26 \times 6.0) + (26 \times 6.3) + (25 \times 8.0))}{(20 + 22 + 25 + 26 + 26 + 25)}$$

$$= (969.4/144) = 6.73$$

Note:

Formula to calculate percentage from CGPA/SGPA= CGPA or SGPA x 10; and formula to calculate percentage to CGPA or SGPA = Percentage/10

e.g. In case of example mentioned in above table, the percentage of CGPA = 6.73x10 =**67.30**

15.9 **Improvement of Grades:** For improvement of grades, a student shall have to apply on the prescribed form available on the University Website or the Examination Branch of the University, along with the original Detailed Marks Certificate or the copy of the result sheet and the prescribed fee, as revised from time to time.

After passing each semester examination, a candidate will be allowed to appear for improvement of result in one or more theory papers only once within the period prescribed for completion of Undergraduate Program (i.e.) within 7 years from the academic session of admission. Only improved marks (higher score) will be taken into account.

A student improving the Division/grade shall not be considered for Gold Medal/Rank Certificate.

15.10 **Transcript (Format):**

Based on the above, letter grades, grade points, SGPA, and the CGPA, the Transcripts/Detailed Marks Certificates (DMCs)/ Grades shall be issued to the candidates for each semester and a consolidated transcript indicating the performance in all the semesters. The percentage of marks shall be reflected in the DMC of the final semester on the basis of the CGPA.

16. REMOVAL OF THE NAME OF A STUDENT FROM THE PROGRAMME:

The name of a student falling under any one of the following categories shall automatically stand removed from the rolls of the University:

16.1 A student who has failed to fulfil the minimum grade point requirements prescribed for the programme during the maximum duration of the programme.

16.2 A student who has already exhausted the maximum duration allowed

for completion of the Programme and has not fulfilled the requirements for the award of the Degree /Diploma.

16.3 A student who is found to be involved in misconduct, forgery, indiscipline or any other objectionable conduct, upon recommendation of the Discipline Committee/ Proctorial Board, and A student who has failed to attend the classes for ten teaching days continuously.

17. Promotion Rules

A student will be promoted from an odd semester to the next even semester without any restrictions on the minimum number of credits earned. However for promotion from even semester to the next odd semester (after 4th Semester onwards), a student should have earned at least 50% of the credits of the current and all previous semesters taken together. A student failing to earn at least 50% of the credits from the prescribed courses of all present and all previous semesters taken together will be treated as an 'Ex-student' and will not be allowed to appear in examination of odd semester (after 4th Semester onwards) and will be allowed to appear in reappear end semester examinations of previous semesters as applicable (for example for a student going from semester 4 to 5 who becomes an Ex. Student, he/ she shall be required to appear in all reappear papers of semester 1, 2, 3 and semester 4 in the next odd/even semester. Further, if he/she earns more than 50% of credits, thereafter he/she will be allowed to appear in 5th Semester Examination after a gap of one year along with juniors). However such student will not be allowed to repeat the internal assessment for the said paper/s of the respective semester/s as the case may be. Moreover, promotion in each next semester is subject to condition that he has fulfilled his minimum attendance and other eligibility conditions to appear in examination of previous semester(s). After passing the said semesters, the student shall be promoted to the next odd semester and shall be treated as a 'Regular' student.

A student shall be declared to have passed the programme of study

and award ofthe degree if he/she has secured the required credits with at least 'P' grade.

18. Mobility Options and Credit Transfer through Academic Bank of Credits (ABC)

Academic Bank of Credits, a national-level facility to promote flexibility of curriculum framework and interdisciplinary or multidisciplinary academic mobility of students across Higher Education Institutions in the country, facilitates students to choose their own learning path to attain a Certificate or Diploma or Degree or Post-Graduate diploma or academic qualification, working on the principle of multiple entry-multiple exit as well as any-time, any-where, and any-level learning.

18.1 Each student shall have to register on Academic Bank of Credits (ABC) portal for creation of the unique ABC ID to avail multiple entry and multiple exit options and mobility across various disciplines and Higher Education Institutes.

18.2 Credits earned and deposited with Academic Bank of Credits (ABC) shall be valid for the purpose of redemption to a Certificate/Diploma/Degree, for varying duration as specified by the credit awarding and credit accepting Higher Education Institution subject to a maximum duration of seven years;

18.3 Provided that once any credit is redeemed for the award of a degree, diploma or certificate, such credit shall be irrevocably debited from the student's Academic Bank Account, and the credits earned by a student cannot be reused for the award of any other formal academic qualifications.

18.4 Students may customize or design their own degrees utilizing courses offered by one or more Higher Education Institutes registered with Academic Bank of Credits;

18.5 Provided that, the student shall be required to earn at least fifty percent of the credits from the Higher Education Institute awarding the degree, diploma or certificate;

18.6 Provided further that, the student shall be required to earn the required number of credits in the core subject area necessary for the award of the degree, diploma or certificate as specified by the university in which the student is enrolled.

18.7 A student shall be eligible for the award of degree, diploma or certificate, whichever applicable, only after fulfilment of the credit requirements, assessment processes, duration and other relevant provisions as laid down by the university.

18.8 A student can take the courses of any other university subject to equivalence of the core/elective courses and availability of seats, adopting due administrative process and formal consent of the University/Universities through the Equivalence Committee(s).

18.9 The flexibility and mobility option doesn't entitle a student to be exempted or relaxed from any of the requisites (sessional tests, attendance, assignments, end-semester examinations, programme duration etc.) for the completion of the programme.

18.10 The mobility option should not be interpreted as inter-university migration unless approved by both the Universities.

18.11 The students shall be permitted to opt inter-disciplinary/multidisciplinary courses of their choice, learn at their pace, undergo additional courses, earn more than the required credits, and adopt an interdisciplinary/ multidisciplinary approach to learning.

18.12 The mobility across the disciplines is also subject to availability of seats, faculty, infrastructure, etc (as fixed by the University/Department from time to time).

18.13 Mobility of Credits earned by the students from GIAN (Global Initiative of Academic Networks) courses/ MOOCs (Massive Open Online Courses)/ SWAYAM (Study Webs of Active –Learning for Young Aspiring Minds)/ Swachh Bharat Internship Programme/ etc. shall be credited in accordance with the provisions made under the respective schemes, as amended from time to time; subject to compatibility of course content & assessment process with the prior approval of the respective Board of

Studies.

18.14 The student shall be given the equivalent credit weightage for the credits earned vide online learning credit courses through SWAYAM platform or any other platform specified by UGC and as approved by the respective Board of Studies.

Note: The University may allow up to 40% of the total courses being offered in a particular program in a Semester through the online learning courses offered through SWAYAM platform or any other platform specified by UGC, subject to the following conditions: (a) The course contents are alike, to be decided by the concerned Board of Studies; (b) The courses are not offered in the University/College; (c) There is non-availability of suitable teaching staff to run the course in the University/College. The University shall give the equivalent credit weightage to the student for the credits earned vide online learning credit courses through SWAYAM platform or any other platform specified by UGC, in the credit plan of the programme.

19. MISCELLANEOUS:

19.1 The University shall provide the facility of Academic Bank of Credits in consonance with UGC (Establishment and Operationalization of Academic Bank of Credits (ABC) Scheme in Higher Education) Regulations, 2021, as amended from time to time.

19.2 For any programme approved by the Academic Council, if a regulation is issued by the Academic Council, which is at variance with the provisions of this Ordinance, then the Ordinance shall prevail.

19.3 In addition to the provisions contained in this Ordinance, the Academic programmes governed by a Regulatory Authority shall also comply with essential requirements as prescribed by the respective Regulatory Authority.

19.4 Relevant provisions regarding multiple entry-multiple exit options, academic bank of credits etc. shall be applicable in accordance with

the University Ordinance(s)/relevant UGC Regulations, as amended from time to time.

19.5 The student who leaves the program after completion of odd semester, he/she may be allowed to take readmission in the next academic session in the corresponding even semester. Supernumerary seat(s) be created for readmitting such students in the corresponding semester. For example, if a student exits the course after successful completion of 3rd semester in one academic session will be allowed to take admission in 4th semester in the next academic session.

20. POWER TO REMOVE DIFFICULTIES:

If any difficulty arises in giving effect to the provisions of this Ordinance, the Vice Chancellor may, by order, make such provisions not inconsistent with the Act, Statutes, Ordinances or other Regulations, as appears to be necessary or expedient to remove the difficulty, however subject to ratification of such order by the Statutory bodies of the University

GURUGRAM UNIVERSITY, GURUGRAM

ORDINANCE OF POSTGRADUATE PROGRAMMES UNDER LEARNING OUTCOME BASED CURRICULLUM FRAMEWORK AS PER NEP-2020

1. SCOPE:

1.1 The ordinance shall be applicable from the academic session 2024-25 to all Postgraduate Programmes (except pharmacy and physiotherapy discipline) being run in University Teaching Departments (UTDs) and Colleges affiliated to the University.

1.2 This ordinance is with the provisions of Academic Bank of Credits and 'Multiple Entry and Exit' options at various stages and is based on National Education Policy-2020, Learning Outcome Based Curriculum Framework and Choice Based Credit Framework for PG Programmes of University Grant Commission.

2. NOMENCLATURE

2.1 Nomenclature of the programme for award of Diploma/Degree will be as under:

- ✓ **PG Diploma in <Discipline/Subject>**
  e.g. PG Diploma in History
  PG Diploma in Chemistry
  PG Diploma in Commerce

- ✓ **Master of <Discipline> in (Subject)**
  e.g. MA History
  M.Sc. Chemistry
  M.Com.

2.2 There shall be teaching of 15 weeks (90 days) in each semester excluding admission and examinations days.

3. ELIGIBILITY FOR ADMISSION:

A candidate may be admitted to the Postgraduate Programme if he or she has attained the minimum eligibility/qualification as mentioned in admission prospectus/Information Brochure/admission booklet.

The eligibility criteria for admission to various programmes offered by the University shall be as decided by the University from time to time.

4. DEFINITION OF KEYWORDS:

4.1 Academic Year and Semester: Two consecutive (one odd and one even) semester will constitute one academic year. A semester will consist of 90 days of academic work.

4.2 Choice-Based Credit System (CBCS): The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective, skill based, value addition, vocational, Ability Enhancement, Vocational, multidisciplinary courses. It provides a 'cafeteria' approach in which the students can take courses of their choice, learn at their own pace, study additional courses and acquire more than the minimum required credits, and adopt an inter-disciplinary approach to learning.

4.3 Programme: An educational programme leading to the award of a Degree, Diploma or Certificate.

4.4 Semester: Each Semester shall consist of 15-18 weeks of academic work equivalent to 90 actual teaching days. The odd semester may be scheduled ordinarily from July to December and even semester from January to June. The credit-based semester system provides flexibility in designing curriculum and assigning credits based on the course content and hours of teaching.

4.5 Summer Term: A summer term is for eight weeks during summer break. Internship/apprenticeship/work-based vocational education and training can be carried out during the summer term.

4.6 Course: Usually referred to as paper, it is a component of a Programme. All courses need not carry the same weightage. A course may be designed to comprise lectures/tutorials/laboratory work/field work/outreach activities/project work/dissertation/ internship/apprentice/practical training/ viva/seminars/term-papers/assignments/presentations/self-study work/ clinical component, etc., or a combination of some of these with objectives and learning outcomes.

4.6.1 Lecture: Component of a course which is taught by a teacher through

lectures covering the contents of a course.

4.6.2 Tutorial: Component of a course which involves problem-solving, learning through discussions and remedial teaching related to the contents and periphery of a course with the direct involvement of a teacher.

4.6.3 Practicum: A course or a component of a course which enables students to learn or to attain skills or to get procedural knowledge for the contents of a course through practical/laboratory activity/project and to apply learnt/studied principles/theory/ concepts related to the chosen field of learning, work/vocation, or professional practice in the field of learning, work/vocation under the supervision of a teacher.

4.6.4 Seminar: A course or a component of a course which makes students to learn a specific topic through in-depth exploration and analysis of facts about the topic in a set-up that involves presentation, interactive discussions and collaborative learning under the supervision of a teacher.

4.6.5 Internship: A course requiring students to participate in professional employment- related activity or work experience or co-operative education activity with an entity externalto the educational institution normally under the supervision of an employee of an organization or an individual professional. A key aspect of the internship is induction into actual, formal and organized work situations. Internship involves working with local industry (Government or Private Organizations), business establishments, artists, craft persons, etc. to provide opportunities for students to actively engage in on-site experiential learning.

4.6.6 Studio Activity: A studio activity involves engagement of students in creative, artisticor experimental activities involving visual, digital, audio, video and other professional experiential work.

4.6.7 Field Work/Practice/Survey/Project: A course or a component of course which enables students to participate in field-based learning/project, involving application of knowledge in

solving/analyzing/exploring a real-life situation/difficult problem under thesupervision of a teacher/mentor.

4.6.8 Project Work: A course or a component of a course which facilitates students to apply their knowledge, skills and critical thinking ability to complete a specific task in a given time frame through conceptualization, exploration and analysis of research-based activities to suggest tangible solutions for a given problem related to the chosen field of learning.

4.6.9 Dissertation: Dissertation is a comprehensive report of the work done in a research project/field work/survey, based on a systematic and rigorous investigation of the chosen topicutilizing research methods.

4.6.10 Community Engagement and Service: A course or a component of a course which exposes the students to the socio-economic issues prevailing in society so that the theoretical learning can be supplemented by actual life experiences to understand and generate solutions to real-life problems.

4.7 Credit: A unit by which the course work is measured. A credit defines the quantum of contents/syllabus prescribed for a course and determines the number of hours of instruction required per week. Thus, in each course, credits are assigned on the basis of the number of lectures/tutorials/laboratory work/field work and other forms of learning required for completing the contents in 15- week schedule. Two hours of laboratory work/field work etc. is generally considered equivalent to 1 hour of lecture.

i. 1 Credit = 1 Theory/Tutorial period of one-hour duration, or

ii. In case of practical, 1 Credit = 1 Practical period of two-hour duration

A one-credit of Seminar or Internship or Studio activities or Field practice /projects or Community engagement and service means two-hour engagements per week. Accordingly, in a semester of 15 weeks duration, one credit in these courses is equivalent to 30 hours of engagement, or as specified by the Board of Studies.

4.8 Core Courses: The core courses are those courses whose knowledge is deemed essential for the students registered for a particular programme of study. The core courses shall be mandatory for all the students registered for that particular programme.

4.9 Elective Courses: The elective courses can be chosen from a pool of papers. The courses may

- be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provide an extended scope
- offer an exposure to some other discipline/subject/domain
- be aimed to nurture the candidate's proficiency/skill/values.

These courses are intended to:

- allow the student to specialize in one or more branches of the broad subject area;
- help the student to acquire knowledge and skills in a related area that may have applications in the broad subject area;
- help the student to bridge any gap in the curriculum and enable acquisition of essential skills (e.g. statistical, computational, language, communication skills, etc.); and
- help the student to pursue an area of interest.
- The student may also choose additional elective courses offered by the University to enable him/her to acquire extra credits from the discipline, or across the discipline.

4.10 Discipline Specific Elective (DSE) Course: Elective course offered under the main discipline/subject of study is referred to as Discipline Specific Elective Course. The respective department may offer various DSE courses based on the requirements, scope and need of the programme. The department may also offer discipline related Elective courses of interdisciplinary nature.

4.11 Discipline Skill Enhancement Course (DSEC): A discipline skill enhancement course is a course aimed to provide knowledge, skills,

training and competencies in a discipline/subject.

4.12 Multidisciplinary Course (MDC): A Multidisciplinary Course is an option to explore disciplines of interest beyond the choices of learners made in their major disciplines. These courses are based on introductory knowledge in a subject other than the discipline of Major subjects to gain knowledge across the discipline.

4.13 Ability Enhancement Course (AEC): The Ability Enhancement (AE) Courses are based upon the content that leads to Knowledge enhancement; Environmental Science, English/Hindi/MIL Communication, etc. These courses are mandatory for all disciplines particularly at undergraduate level.

4.14 Skill Enhancement Course (SEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge and should contain both theory and lab/hands-on/training/field work. The main purpose of these courses is to provide students life-skills in hands-on mode so as to increase their employability.

4.15 Value added Courses (VAC): These courses aim at enabling the students to acquire and demonstrate the acquisition of knowledge and understanding of human values, Indian Traditional Knowledge System (IKS), contemporary India, digital and technical solutions, health and wellness, yoga education, sports and fitness, etc.

4.16 Vocational Courses (VOC): A vocational course is focused on practical work, preparing students for a particular skilled profession. Such courses develop capacities for sustenance, work, and economic participation and develop values and sensibilities toward physical work and dignity of labour.

4.17 Self-study Courses: The self-study courses, if offered, are optional and not mandatory. Being non-credit courses, the performance of students in these courses shall be indicated either as “satisfactory” or as “unsatisfactory”, instead of the Letter Grade and this shall not be counted

for the computation of SGPA/CGPA.

Note: A course (Core/Elective/Self-study/skill-based/value added/Ability based) may take the form of a Lecture, Tutuorial, Practicum, Seminar, Internship, Studio activity, Dissertation, Project work, Practical/Hands-on training, Field work etc.

4.18 Massive Open Online Courses (MOOCs): The students may opt for the online courses offered through India's national Massive Open Online Course (MOOC) platform, viz. Study Web of Active Learning for Young Minds (SWAYAM) or any other online platform approved by UGC/regulatory body from time to time up to an extent as prescribed in the curriculum of an academic programme with the approval of the respective Board of Studies. The Departments may identify up to 40% MOOC courses from SWAYAM Portal or any other online platform approved by UGC/regulatory body from time to time for adoption in UG programmes in accordance with relevant UGC Guidelines.

4.19 Credit Point: It is the product of the grade point and the number of credits for a course.

4.20 Grade Point: It is a numerical weight allotted to each letter grade on a 10-point scale.

4.21 Letter Grade: It is an index of the performance of students in a said course. Grades are denoted by letters O, A+, A, B+, B, C, P and F. It means a letter grade assigned to a student on the basis of evaluation of a course on a ten point scale.

4.22 Credit-Based Semester System (CBSS): Under the CBSS, the requirement for awarding a degree or diploma or certificate is prescribed in terms of number of credits to be completed by the students.

4.23 Semester Grade Point Average (SGPA): It is a measure of performance of the work done in a semester. It is ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester. It shall be expressed up to two decimal places.

4.24 Cumulative Grade Point Average (CGPA): It is a measure of overall cumulative performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters. It is expressed up to two decimal places.

4.25 Transcript/ Grade Card or Certificate: Based on the grades earned, a grade certificate shall be issued to all the registered students after every semester. The grade certificate will display the course details (code, title, number of credits, grade secured) along with SGPA of that semester and CGPA earned till that semester.

4.26 Academic Bank of Credits (ABC): An academic service mechanism to facilitate students to become its academic account holders, thereby paving the way for seamless student mobility between or within degree-granting Higher Educational Institutions through a formal system of credit recognition, credit accumulation, credit transfers and credit redemption to promote distributed and flexible teaching-learning.

4.27 Academic Bank Account: An individual account with the Academic Bank of Credits opened and operated by a student, to which all academic credits earned by the Student from course(s) of study are deposited, recognised, maintained, accumulated, transferred, validated or redeemed for the purposes of the award of degree/diploma/certificates etc. by an awarding institution.

5 Course Coding: The unique code for each course shall be provided by academic branch of the University.

6 Programme Duration and Multiple Exit Options

Certificate/Diploma/Degree (in the field of learning anddiscipline)	Qualification description	Credit Requirements of PG Program

Postgraduate Diploma (one year) **[NHEQF Level 6.0]**	Exit option after successful completion of the courses prescribed in the one academic years of a Postgraduate programme with required number of credits/grade as per scheme of the Programme.	44+ 4* = **48 Credits** * 4 Credits of Internship of 4-6 weeks duration as per scheme of the Programme.
Master Degree (Two years) **[NHEQF Level 6.5]**	After successful completion of the courses prescribed in the Two academic years of a postgraduate programme withrequired number of credits/grade as per scheme of the Programme.	**94 Credits** It includes minimum 45 credits in the concerned discipline and 4 Credits of Internship of 4-6 weeks duration as per scheme of the Programme. Students entering 2-year PG programme after 3 year UG programme can do (i) only Course work in all semesters (Scheme PG A1) or (ii) Coursework in 1to 3 semester and Research work in 4th semester (Scheme PG A2) or (iii) Research work in 3rd and 4th semester (Scheme PG A3).
Master Degree (One year) **[NHEQF Level 6.5]**	A student who took admission after 4 year Honors/Honors with Research degree will exit after successful completion of the courses prescribed in the one year postgraduate programme after with required number of credits/grade as per scheme of the Programme.	**46 Credits** Students entering 1-year PG programme can do (i) only Course work (Scheme PG B1) or (ii) Coursework and Research (Scheme PG B2) or (iii) Research

* A student, who has successfully completed Four year programme in a discipline can take admission in 1-year PG Programme subject to fulfilment of various other conditions as mentioned in ordinance.

NOTE:

The Student is required to declare in writing his/her choice for exit at Post Graduate Diploma level at least one month earlier to commencement of examination of the 2nd semester on completion of which he/she wants to exit, through respective Head of the Department.

7 ADMISSION TO ONE YEAR PG PROGRAMME UNDER LATERAL ENTRY

7.1 The Department/College/Institute shall plan the number of seats programme-wise in consonance with the faculty and infrastructure available. Thereafter, the Department/College/Institute shall declare approved total number of seats available programme-wise each year for fresh (2 years programme) and lateral admissions (1 year Programme) .

7.2 A student who have successfully completed the 4 years Honours/Honours with Research Degree may take admission in One Year

of PG Programme/ 2nd year of 2 year PG programme as Lateral Entry student, if he or she has attained the minimum eligibility/qualification as mentioned in admission prospectus/Information Brochure/admission booklet.

7.3 A student is eligible for a master's Programme in a discipline corresponding to either major or minor(s) discipline in UG programme. In this case, the University shall admit the students in Master's Programme based on merit in qualifying examination or through entrance test or through CUET or any other State/National level entrance test. A student irrespective of the major or minor disciplines in UG programme is also eligible for admission in any discipline of Master's Programme if student qualifies the National level or University level entrance test in discipline of Master's Programme.

7.4 A student who exit at after completion of one academic years during the programme may re-enter for continuation of Programme.

7.5 Admission is subject to fulfilment of following conditions:

a. Availability of seats

b. the student is eligible for lateral admission

c. Admission shall be made on merit among the applicants for lateral admissions. However, preference will be given to the students of that department/college/Institute who had taken exit from that Programme. The Reservation policy of state Govt. shall be followed during lateral admission.

d. Re-entry may be provided only to candidates who exit from concerned programme under NEP curriculum Framework only.

e. In any case, the gap between exit and re-entry in PG programme should not be more than two years subject to completion of the One-Year PG programme within 4 years and 2-Years PG Programme within 5 years.

f. A student can pursue two programme simultaneously through Open and Distance Learning (ODL)/online mode; or combinations of ODL, online and regular modes, from the Universities/Institutions duly approved by

the UGC/AICTE/Regulatory Body/Central Government/State Government, in various combinations, viz.

i. A student can pursue two full-time PG Programme in physical mode provided that in such cases, class timings and examination schedule for one programme do not overlap with the class timings and examination schedule of the other programme, and other requirements as per ordinance are fulfilled. The Department/College/Institute and the University shall not be responsible for any such overlapping and consequences thereof.

ii. A student can pursue two PG Programme, one in full-time physical mode and another in ODL/online mode; or up to two ODL/online programmes simultaneously.

8. COURSE CODING

The unique code for each course shall be provided by academic branch of the University.

9. PROGRAMME STRUCTURE, CURRICULUM AND CREDIT FRAMEWORK

9.1 The two year post graduate degree programme is designed for four semesters with multiple entry and exit options.

9.2 A student will study various courses as per curriculum framework (Scheme PG A1, PG A2, PG A3, PG B1, PGB2, PGB3 (Table 1).

9.3 The multidisciplinary courses will be from the subject/discipline of different department.

9.4 A student will select AEC, SEC, VAC and Minor (Vocational) courses from a pool of respective courses offered in Department/college/Institute/University.

9.5 Internship: A student for the PG programme shall be required to undergo internship during summer vacation after the second semester examination. However, for those students who have taken lateral entry into third semester and have completed internship of 4-6 weeks duration

during UG programme, the internship is not required.

9.6 Project/Dissertation: A student of second year PG Degree Programme will be required to work on the Research Project or do research during 3rd and 4th semester as mentioned in credit framework. However, in programme where research work is not mandatory, student will do Coursework or Coursework and Research project as per the credit framework.

10. PG PROGRAMME (TWO YEARS) AFTER 3 YEAR UG PROGRAMMES)

PG PROGRAMME (TWO YEARS) AFTER 3 YEAR UG PROGRAMMES)

SCHEME PG A1 (Course work only):

Semester	Core Courses	Discipline Specific Elective Courses	Multidisciplinary courses (MDC)	Ability Enhancement courses (AEC)	Skill Enhancement Courses (SEC)	Value-Added Courses (VAC)	Internship /Dissertation/research project	Total Credits
I	CC – A01 @ 4 credits CC – A02@ 4 credits CC – A03@ 4 credits	DSE 01 @ 3 Credits	MDC 01 @ 3 Credits	AEC 01 @ 2 Credits	----------	VAC 01 @ 2 Credits	----------	22
II	CC – A04 @ 4 credits CC – A05@ 4 credits CC – A06@ 4 credits	DSE 02 @ 3 Credits	MDC 02 @ 3 Credits	AEC 02 @ 2 Credits	SEC 01 @ 2 CREDITS			22
	INTERNSHIP OR FIELD TRAINING OR PROJECT OF 4-6 WEEKS DURING SUMMER VACATION @ 04 CREDITS							04
III	CC – A07 @ 4 credits CC – A08 @ 4 credits CC – A09@ 4 credits	DSE 03 @ 3 Credits	MDC 03 @ 3 Credits	----------	SEC 02 @ 2 CREDITS	VAC 02 @ 2 Credits	Seminar @ 2 credits	24
IV	CC – A10@ 4 credits CC – A11@ 4 credits	DSE 04 @ 3 Credits	MDC 04 @ 3 Credits	AEC 03 @ 2 credits		----------	Community Engagement/field work/survey/project/seminar @6 credits	22
							TOTAL	94

PG PROGRAMME (TWO YEARS) AFTER 3 YEAR UG PROGRAMMES)

SCHEME PG A2 (Course work + Research):

Sem	Core Courses	Discipline Specific Elective Courses	Multidisciplinary courses (MDC)	Ability Enhancement courses (AEC)	Skill Enhancement Courses (SEC)	Value-Added Courses (VAC)	Internship /Dissertation/research project	Total Credits
I	CC – A01 @ 4 credits CC – A02@ 4 credits CC – A03@ 4 credits	DSE 01 @ 3 Credits	MDC 01 @ 3 Credits	AEC 01 @ 2 Credits	----------	VAC 01 @ 2 Credits	----------	22
II	CC – A04 @ 4 credits CC – A05@ 4 credits CC – A06@ 4 credits	DSE 02 @ 3 Credits	MDC 02 @ 3 Credits	AEC 02 @ 2 Credits	SEC 01 @ 2 CREDITS			22
	INTERNSHIP OR FIELD TRAINING OR PROJECT OF 4-6 WEEKS DURING SUMMER VACATION @ 04 CREDITS							04
III	CC – A07 @ 4 credits CC – A08 @ 4 credits CC – A09 @ 4 credits	DSE 03 @ 3 Credits	MDC 03 @ 3 Credits	----------	SEC 02 @ 2 CREDITS	VAC 02 @ 2 Credits	Seminar @ 2 credits	24
IV	-----			AEC 03 @ 2 credits		----------	Dissertation @ 20 credits	22
							TOTAL	94

PG PROGRAMME (TWO YEARS) AFTER 3 YEAR UG PROGRAMMES)

SCHEME PG A3 (Research):

Sem	Core Courses	Discipline Specific Elective Courses	Multidisciplinary courses (MDC)	Ability Enhancement courses (AEC)	Skill Enhancement Courses (SEC)	Value-Added Courses (VAC)	Internship /Dissertation/ research project	Total Credits
I	CC – A01 @ 4 credits CC – A02@ 4 credits CC – A03@ 4 credits	DSE 01 @ 3 Credits	MDC 01 @ 3 Credits	AEC 01 @ 2 Credits	----------	VAC 01 @ 2 Credits	----------	22
II	CC – A04 @ 4 credits CC – A05@ 4 credits CC – A06@ 4 credits	DSE 02 @ 3 Credits	MDC 02 @ 3 Credits	AEC 02 @ 2 Credits	SEC 01 @ 2 CREDITS			22
	INTERNSHIP OR FIELD TRAINING OR PROJECT OF 4-6 WEEKS DURING SUMMER VACATION @ 04 CREDITS							04
III	-------	-----	------	----------	SEC 02 @ 2 CREDITS	VAC 02 @ 2 Credits	*Dissertation Part I (Progress evaluation)@20 credits	24
IV	-----			AEC 03 @ 2 credits		----------	Dissertation Part II @ 20 credits	22
							Total Credits	94

***The Department shall allot 2 credit course to Research Methodology out of 20 Credit Dissertation Part 1.**

PG PROGRAMME (ONE YEAR) AFTER 4 YEAR UG HONS./HONS. WITH RESEARCH)

SCHEME PG B1 (Course work only):

Sem	Core Courses	Discipline Specific Elective Courses	Multidisciplinary courses (MDC)	Ability Enhancement courses (AEC)	Skill Enhancement Courses (SEC)	Value-Added Courses (VAC)	Internship /Dissertation/research project	Total Credits
I	CC – A1 @ 4 credits CC – A2 @ 4 credits CC – A3 @ 4 credits	DSE 01 @ 3 Credits	MDC 01 @ 3 Credits	----------	SEC 01 @ 2 CREDITS	VAC 01 @ 2 Credits	Seminar @ 2 credits	24
II	CC – A4 @ 4 credits CC – A5 @ 4 credits	DSE 02 @ 3 Credits	MDC 02 @ 3 Credits	AEC 01@ 2 credits		----------	Community Engagement/field work/survey/project /seminar @6 credits	22
							TOTAL CREDITS	46

SCHEME PG B2 (Course work + Research)

Sem	Core Courses	Discipline Specific Elective Courses	Multidisciplinary courses (MDC)	Ability Enhancement courses (AEC)	Skill Enhancement Courses (SEC)	Value-Added Courses (VAC)	Internship /Dissertation/ research project	Total Credits
I	CC – A1 @ 4 credits CC – A2 @ 4 credits CC – A3 @ 4 credits	DSE 01 @ 3 Credits	MDC 01 @ 3 Credits	----------	SEC 01 @ 2 CREDITS	VAC 01 @ 2 Credits	Seminar @ 2 credits	24
II	-----			AEC 01 @ 2 credits		----------	Dissertation @ 20 credits	22
							TOTAL CREDITS	46

SCHEME PG B3 (Research)

Sem	Core Courses	Discipline Specific Elective Courses	Multidisciplinary courses (MDC)	Ability Enhancement courses (AEC)	Skill Enhancement Courses (SEC)	Value-Added Courses (VAC)	Internship /Dissertation/research project	Total Credits
I	--------	-----	------	----------	SEC 01 @ 2 CREDITS	VAC 01 @ 2 Credits	research Project (Progress evaluation)@20 credits	24
II	-----			AEC 01@ 2 credits		----------	Dissertation @ 20 credits	22
							TOTAL CREDITS	**46**

NOTE:

CC	Core Course: These are mandatory courses for a particular programme. Credit of CC could be combination of lecture credits, tutorial credits and practicum credits.
DSEC	**Discipline Specific Elective Course:** These are elective courses related to discipline. Student has to choose one course from the pool of DSEC. Credit of a DSEC course could be the combination of lecture credits, tutorial credits, and practical credits.
MDC	**Multidisciplinary Course:** All students must undergo introductory level multidisciplinary courses relating to **discipline other than core courses. These courses are run by another department.**
AEC	**Ability Enhancement Course:** Ability Enhancement (Language) courses may be designed to achieve competency in the Modern Indian Language and English, with a special emphasis on language and communication skills.
SEC	**Skill Enhancement Course:** Skill Enhancement Courses may be primed to impart practical skills, hands-on training, soft skills, etc., to enhance the student's employability.
Summer Internship	Internships will require 120 hours (1 credit: 30 hrs of engagement) of involvement working with local industry, government or private organizations, business organizations, artists, crafts persons, and similar entities during summer vacation.
Research Project/ Dissertation	Research Project/ Dissertation for UG degree (Honors with Research)/ PG Degree will be completed in the eighth/tenth semester under the guidance of a faculty member.
VAC	All UG students must undergo at least two Value Added Courses (VAC)

10.1 In a programme where dissertation work is mandatory during 3rd and 4th semester, student will continue the same research work in 4th semester and will submit the progress report at the end of 3rd semester which will be evaluated by external examiner.

11. COURSE CURRICULUM AND SYLLABUS:

11.1 The course curriculum and syllabus of every postgraduate programme shall be developed by the concerned Board of Studies and they shall be implemented after obtaining approval from the Academic Council.

11.2 The University may evolve a system/policy about Extra Curricular Activities/ General Interest and Hobby Courses/Sports/NCC/NSS/Vocational courses/related courses, for adding them under Value Addition Courses (VAC).

11.3 The curriculum of each theory Course is to be divided in four units.

11.4 The curriculum of every postgraduate programme shall be in conformity with the University Grants Commission's Guidelines for the Learning Outcomes based Curriculum Framework (LOCF) under the Choice Based Credit System (CBCS).

12. COURSE REGISTRATION:

12.1 The registration for courses shall be the sole responsibility of the student. No student shall be allowed to do a course without registration, and no student shall be entitled to any credits in the course, unless he/she has been registered for the course by the scheduled date fixed by the Department/University.

12.2 Department shall appoint/allot a mentor to a group of students from amongst the faculty members of the Department concerned. All the faculty members of the department shall act as mentor. Mentors shall advice the students in selection of courses and shall render all possible support, guidance and counselling to him/her.

12.3 Every student shall also register on Academic Bank of Credits (ABC) portal under the guidance of the mentor.

12.4 Every student has to register in each semester (in consultation with his/her mentor) for the courses he/she intends to undergo in that

semester by applying as per the prescribed proforma, duly signed by him/her, the mentor and the Head of the Department, within the deadline notified for the purpose by the University.

12.5 With the permission of Department, students may opt for the online courses offered through India's national Massive Open Online Course (MOOC) platform, viz. Study Web of Active Learning for Young Minds (SWAYAM) or any other online platform approved by UGC/regulatory body from time to time up to an extent as prescribed in the curriculum of an academic programme with the approval of the respective Board of Studies. The Departments may identify up to 40% of courses of the programme except core and SEC courses through MOOC courses from SWAYAM Portal or any other online platform approved by UGC/regulatory body from time to time for adoption in UG programmes in accordance with relevant UGC Guidelines.

12.6 Late registration may be permitted by the Chairperson/Incharge/Principal of the Department up to a maximum of six weeks after the commencement of the semester, on payment of late registration fee of Rs. 500/-, or as revised from time to time.

12.7 A student may be allowed by the Chairperson of the Department/Principal of College to substitute a course for another course of the same type (skill enhancement course/ elective course/ self-study course) within the scheme, for valid reasons with the consent of the Mentor not later than two weeks from the date of commencement of the semester.

12.8 A student shall submit a request for allotment of a supervisor mentioning her/his research areas of interest in order of preference to the Chairperson/Principal/Director during second semester. The Department/College/Institute will allot a qualified supervisor to guide the student for doing research during Project/Dissertation work wherever applicable. A regular full time teacher of that Department/College/Institute, having qualification of Ph.D. or having more than 5 years of PG teaching experience will be eligible to guide the students of post-graduation.

13. CREDIT HOURS FOR DIFFERENT TYPES OF COURSES AND MARKS DISTRIBUTION

The workload relating to a course is measured in terms of credit hours. A credit is a unit by which the coursework is measured. It determines the number of hours of instruction required per week over the duration of a semester (minimum 15 weeks).

Each course may have only a lecture component or a lecture and tutorial component or a lecture and practicum component or a lecture, tutorial, and practicum component, or only practicum component.

For example, a three-credit lecture course in a semester means three lectures of one hour per week. Therefore, each lecture of one-hour is counted as one credit. In a semester of 15 weeks duration, a three-credit lecture course is equivalent to 45 hours of teaching. Required contact hours to earn credits will be as follows:

Nature of Work	**Course Credits**	**Contact hours per week**	**Contact hours per semester (15 weeks)**
Lecture	01	01	15
Tutorial per paper	01	01	15
Practical, Seminar, Internship, field practice/project, or community engagement, etc.	01	02	30

Note: Tutorial batch size (UG programme: 20-25, PG Programme: 12-15)

The distribution of credits among the lectures/tutorial/practicum will be as follows:

Courses	**Total Credits**	**L (Credits)**	**T (Credits)**	**P (Credits)**	**MARKS**			
					TI	**TE**	**PI**	**PE**
Only Theory	4	3	1	-	30	70	-	-
	3	2	1	-	25	50	-	-
	2	1	1	-	15	35	-	-
Theory and Practicum	4	3	-	1 (2 hrs)	25	50	5	20
	4 (Where pract. is dominant)	2	-	2 (4 hrs)	15	35	15	35
	3	2	-	1 (2 hrs)	15	35	5	20
	2	1	-	1 (2 hrs)	5	20	5	20
When Practicum is separate course	2	-	-	2 (4 hrs)	-	-	15	35
	3	-	-	3 (6 hrs)	-	-	25	50
	4	-	-	4 (8 hrs)	-	-	30	70
AEC/VAC	2	2			15	35	-	-

SEC	3	2		1 (2 hrs)	15	35	5	20
	2	1		1 (2 hrs)	5	20	5	20
DSEC	4	3		1 (2 hrs)	25	50	5	20
Minor/VOC	4	2		2 (4 hrs)	15	35	15	35
Internship	4			4 (8 hrs)			30	70

L= Lecture; T= Tutorial, P= Practicum; Ti= Theory Internal Assessment; TE= Theory End Semester Examination; PI= Practicum Internal; PE= Practicum End Semester examination

14. MEDIUM OF INSTRUCTIONS AND EXAMINATION

14.1 For Arts/Tourism/Home Science/Commerce/Social Sciences subjects, the medium of instructions shall be bilingual i.e. Regional Language (Hindi)/English.

14.2 The question paper shall be set in both English and Regional Language (Hindi), wherever feasible, except in the case of

i. English, in which the questions shall be set in English.

ii. Sanskrit, in which the questions shall be set in Sanskrit/Hindi.

iii. Other languages, in which the questions shall be set in the language concerned.

14.3 The students shall write their answers:

i. in English, in case of English language

ii. in the language concerned, in the case of Modern Indian Languages

iii. English/ Regional Language (Hindi) in the case of other subjects.

14.4 For Physical Sciences/Life Sciences Subjects, the medium of instructions shall be mainly English. Regional Language (Hindi) medium will also be offered wherever feasible. The question paper shall be set in English. Bilingual question paper (s) will be provided, wherever possible. The students can write their answers in English/Hindi.

15. LEARNING ASSESSMENT

A variety of assessment methods that are appropriate to a given discipline/subject area and a programme of study will be used to assess progress towards the course/programme learning outcomes. Evaluation

will be based on continuous assessment, in which sessional and the terminal examinations will contribute to the final grade. Sessional will consist of class tests, mid-semester examination(s), homework assignments, class presentations etc., as determined by the faculty in charge of the courses of study. Progress towards achievement of learning outcomes will be assessed using the following: time-constrained examinations; open-book tests; problem-based assignments; practical assignment laboratory reports; observation of practical skills; individual project/reports (case-study reports); team project reports; oral presentations, including seminar; viva voce interviews; computerized adaptive assessment etc

15.1 **Internal Assessment**

The internal assessment work and the End-Semester examination shall have the weightage of 30% and 70%, respectively. For practical examination also, 70 percent of the marks will be awarded through an end semester practical exam and remaining 30 percent of the marks will consist of internal assessment to be awarded by concerned faculty member(s) of the department

15.1.1. Internal Assessment shall be done on a continuous basis, taking into account the student's class performance, completion of assignments and performance at the two compulsory sessional tests to be conducted in a semester.

15.1.2. First Internal Assessment Test shall be held around the sixth week of the semester for the syllabi covered till then. Second Internal Assessment Test shall be held around the twelfth week for the syllabi covered between seventh and twelfth week. Third Internal Assessment Test, if required, may be held around the fourteenth week for the syllabi covered between seventh and fourteenth week. However, the best scores in any two sessional tests shall be counted.

15.1.3. For conducting Internal Assessment, one or more assessment tools, such as written tests, assignments, oral quizzes, paper presentation, laboratory work, seminar, etc., suitable to the course may be employed.

15.1.4. The Internal Assessment for theory shall consist of the following components with marks indicated against each:

	Marks out of			
Total Marks	**100**	**75**	**50**	**25**
Internal Assessment	**30**	**25**	**15**	**5**
Attendance* below 55 = 0 mark Between 55 to < 65 = 1 Marks Between 65 to < 70 = 2 Marks Between 70 to < 75 = 3 Marks Between 75 to < 80 = 4 Marks 80 and More than 80 = 5 Marks	5	5	5	5
Assignments/Presentations/Seminars and Class Participation	5	5	-	-
Sessional Examination	20	15	10	-
Total	**30**	**25**	**15**	**5**

* This %age attendance is considered for the purpose of internal assessment only and minimum eligibility criteria to appear in examination will be as per clause 15.2.7(3) of this ordinance.

15.1.5 The Internal Assessment for practical shall consist of the following components with marks indicated against each:

	Marks out of			
Criteria	100	75	50	25
Internal Assessment	**30**	**25**	**15**	**5**
Attendance* below 55 = 0 mark Between 55 to < 65 = 1 Marks Between 65 to < 70 = 2 Marks Between 70 to < 75 = 3 Marks Between 75 to < 80 = 4 Marks 80 and More than 80 = 5 Marks	5	5	5	5
Practical Assignments/ Practical File/Practical Sessional	25	20	10	-
Total	**30**	**25**	**15**	**5**

* This %age attendance is considered for the purpose of internal assessment only and minimum eligibility criteria to appear in examination will be as per clause 15.2.7(3) of this ordinance.

15.1.6 The seminar paper shall be assessed on the basis of the contents of the paper submitted and its presentation, equally. The assessment will be made by the concerned teacher/advisor/supervisor.

15.1.7 The Chairperson/Principal may allow a student to repeat one sessional test within the same semester, if his/her application in this regard is considered as genuine on valid grounds.

15.1.8 The Chairperson/Principal shall display the internal assessment

awards of each course on the notice board of the Department/Institute/Centre atleast seven days before the commencement of the end semester examinations to give an opportunity to the students to make representation, if any.

15.1.9 The Chairperson/Principal shall forward the internal assessment marks awarded by the concerned teacher on the basis of class test, written assignment/ Presentation/Seminar and attendance in the classes etc. to the Controller of Examinations as per the following schedule: (i) The Internal Assessment/Sessional marks should be supplied by the Heads of the Departments/Principals of the Colleges/Heads of the Institutions invariably within 15 days after the commencement of the examination or as notified by the COE. (ii) Thereafter, a late fee @ Rs.100/ per student per subject shall be levied upon the Department/ College/ Institute upto 10 days from the expiry of last date or 15 days of the commencement of the examinations. This penalty/late fee shall be charged from the the Depart/College/Institute (iii) If still, internal assessment/sessional marks are not supplied by the Department/College/institute, then the result of the candidate(s) shall be declared by proportionating the marks of concerned theory/practical paper in which he/she has been declared as pass. Marks of candidates having reappear shall not be proportionate in this case.

15.2 **End Semester Examination**

15.2.1 The end semester examination for the odd semesters shall ordinarily be held in the month of December/January and for the even semesters in the month of May/June on such dates as may be notified by the Controller of Examinations.

15.2.2 The examination schedule containing the dates of receipt of examination forms with and without late fee, shall be notified by the Controller of Examinations from time to time.

15.2.3 Students failing in one or more courses of end semester examinations will be entitled to clear them during the regular semester examinations of courses to be held in subsequent years.

15.2.4 The examination fee to be paid by the candidate for each semester shall be prescribed by the University from time to time.

15.2.5 Every student shall be examined in the courses as prescribed in the syllabus and scheme of examination approved by the Academic Council from time to time.

15.2.6 The Chairperson/Principal shall preserve the records pertaining to internal assessment awards for verification, if needed, by the University up to four months from the date of declaration of the semester examination results.

15.2.7 The candidate shall be allowed to appear in the examination if he/she fulfils the following requirements: -

1. Bears a good character
2. Has been on the rolls of the Department/College/Institution during the semester.
3. The Candidates will be required to attend atleast 75% of the lectures delivered / practical in each paper held. The Chairperson of the Department /Principal of the College concerned will be competent to condone 20% of the lectures delivered in each paper theory/practical/tutotrial/assignment/seminars/moot courts, etc. If the percentage of attendance is deficient on account of –

   (i) participation in Inter-University, University or Inter-Collegiate Sports Tournaments/Youth Festivals, University Level Debates, National and International Tournaments, with the previous sanction of the Chairperson/Principal; or

   (ii) attendance at the N.C.C./N.S.S. Camps or University Educational Excursions or other extra-curricular activities, certified by the Chairperson/Principal;

   (iii) attendance at Mountaineering Courses :- (a) by N.C.C./ N.S.S. students; (b) by students sent by the Youth Welfare Department;

   (iv) Voluntary donation of blood, certified by a Govt. Doctor of

Gazetted rank or University Medical Officer.

Credit may be given for the number of days on which lectures were delivered or tutorials or practical work done during this period of attendance or participation aforesaid, provided that the total period of absence shall not exceed 21 days in an academic year and that for (iv) above it shall not exceed 2 days. These students will submit a certificate from the Secretary, Sports Council or the Director, Youth Welfare or any other authorized Officer, as the case may be. However, a sports person who is unable to take the examination because of participation in coaching camps/tournaments may be permitted to move to the next class and keep terms in higher classes. He/she may, thereafter, be permitted to appear in the subsequent examination(s) cleared from one examination to another, till the entire course is completed and he/she becomes eligible for the degree.

Note: Over and above the limit for condonance of attendance, a female candidate shall be eligible for 2% additional condonance in her attendance on account of menstrual leave without insisting upon her written application.

4. Hs submitted a "No dues" certificate in the prescribed form.

15.2.8 The minimum percentage of marks to pass the examination in each semester shall be:

(i) 40% in each theory paper

(ii) 40% in each practical examination or viva-voce/Project/Training Report/ Dissertation/research project, wherever prescribed.

(iii) 40% in the aggregate of each theory paper and internal assessment (and practical where practical is a component of theory paper).

15.3 **Setting of Question Papers and Evaluation**

15.3.1 The question papers for the End-Semester theory examination shall be set and evaluation of answer books shall be done by the

examiners (Internal and/or External ordinarily) out of the Panel of Examiners recommended by the Board of Studies of the Department concerned on the basis of their expertise/ specialization/area of interest.

15.3.2 In case of External Examiner, the question paper setting may be given to a teacher having minimum three years of teaching experience at relevant level i.e. UG/PG.

15.3.3 In the case of the practical examination of the courses, the assessment shall be jointly undertaken by the internal and external examiners. The External examiners shall be invited from amongst the panel of examiners proposed/recommended by the Head/Director of the concerned Department/Institute/Centre. In case of unavailability of external examiners due to unavoidable circumstances, the Controller of Examinations may allow the conduct of practical examination by the Internal examiners so that the conduct of examination and declaration of results is not delayed.

15.3.4 In case of the Project reports/Dissertation/Research Project, the assessment shall be jointly carried out by the internal and external examiners. External examiners shall be invited from amongst the panel of examiners (ordinarily not below the rank of Associate Professor) proposed/recommended by the Head/Dean of the concerned Department and approved by the Vice Chancellor/ Vice Chancellor's nominee.

15.3.5 The pattern of Question Papers for End-Semester theory examinations shall be as under:

Question 1: Compulsory	Short answer type questions from all units
Question 2	Two questions from Unit-I and the student should answer one question
Question 3	Two questions from Unit-II and the student should answer one question
Question 4	Two questions from Unit-III and the student should answer one question

Question 5	Two questions from Unit-IV and the student should answer one question

All the questions shall carry equal marks
The question paper must be set in consonance with Course Outcomes/OBE.

15.4 **Evaluation of Dissertation and Internship**

The candidate who has passed the theory papers and practical/lab course of semester I to II examinations and has worked for dissertation/research project in semester III and IV shall submit the synopsis to the supervisor prior to submission of dissertation for approval. In case of University Teaching Department (UTD) the synopsis will be approved by the departmental research advisory committee after recommendation of the supervisor. In other cases, the Principal/Director of College/Institute shall constitute a committee for this purpose at the College/Institute level. External experts may be involved wherever sufficient qualified regular teachers are not available. The student shall be required to submit three hard copies of her/his dissertation along with soft copy as PDF file to the Department/College/Institute by 15th June of the concerned year. The Anti-plagiarism policy of the university is to be strictly followed by the candidate and the supervisor. Similarity report as per Anti-plagiarism policy of the university is to be annexed with the dissertation. At the time of submission of dissertation/research project, a candidate shall produce a certificate from the supervisor that he has worked for dissertation/research project for at least one semester/one year as per scheme.

In case of late submission i.e. after 15th June, the Chairperson/Principal/Dean Academic Affairs/Controller of Examinations/Vice-Chancellor shall have the power to grant extension of date of submission or condone the delay in receipt of a thesis/dissertation/research project/project report, for an examination, other than Ph.D. as under:

Duration	Powers vested in	Late fee (Rs.)
Up to one month	Chairperson/ Principal	2000
Beyond one month and upto two months	Dean Academic Affairs	3000
Beyond two months and upto three months	Vice-Chancellor	5000

Late fee as prescribed in each case will be chargeable. Provided that if a candidate fails to submit the dissertation/research project etc. even during the extended period of three months i.e. 15th September, he/she shall be considered absent in the dissertation/research project/paper and his/her result will be declared accordingly.

Internship: A student will inform and get approval from the Chairperson/Principal/Director of the Department/College/Institute before going for an internship. The internship will involve working with local industry (Government or Private organizations/Institutions), business establishments, artists, craft persons, or a professional (individual/organization). Student will submit a copy of the report (a hard copy and a soft copy in PDF) to the Department/College/Institute within 15 days after the completion of internship. A student has to submit a certificate of attendance and work done report from the organization/professional where at the internship was done. The evaluation of the internship shall be done by an internal examiner mainly on the basis of the report and viva-voce. Marks will be awarded by the internal examiner out of 100 marks. The internship will be governed by the prevailing rules of the University from time to time.

15.5 **Letter Grades and Grade Points**

15.5.1 In the End-semester theory or practical examinations, the examiner shall award the marks and these marks shall be further converted into Grades/Grade points by the examination branch in accordance with the provisions of the Ordinance.

15.5.2 Detailed Marks Card issued at the end of the semester or the programme shall carry marks/percentage and equivalent grades both.

15.5.3 The University shall adopt the 10-point Grading System, with the

Letter Grades as given under:

Letter Grade	**Grade Point (SGPA/ CGPA)**	**Range of Grade Point (SGPA/CGPA)**	**Class Interval (in %)**
O (Outstanding)	10	9 to 10	90 to 100
A+ (Excellent)	9	8 to < 9	80 to < 90
A (Very Good)	8	7 to < 8	70 to < 80
B+ (Good)	7	6 to < 7	60 to < 70
B (Above Average)	6	5 to < 6	50 to < 60
C (Average)	5	4.5 to < 5	45 to < 50
P (Pass)	4	4 to < 4.5	40 to < 45
F (Fail)	0		< 40
Ab (Absent)	0		Absent

Note:

i. F= Fail, and the students graded with 'F' in a programme or course shall be required to re-appear in the examination. However, students appearing in their final Semester Examination, may be permitted to appear in the reappear papers of all preceding Semesters.

ii. The minimum qualifying marks for a course or programme shall be 40% (i.e., 'P' grade).

iii. The students shall have to qualify at the Internal Assessment and the End-Semester examinations in the aggregate, and in the practical examinations, separately.

iv. There shall be no rounding off of SGPA/CGPA.

v. The SGPA/CGPA obtained by a student shall be out of a maximum of 10 points.

vi. In order to be eligible for the award of the Certificate/Diploma/ Degree of the University, a student must obtain CGPA of 4 at the end of the programme.

vii. Provided that the student who is otherwise eligible for the award of the certificate/diploma/degree but has secured a CGPA of less than 4 at the end of the permissible period of semesters may be

allowed by the Department concerned to repeat the same course(s) or other courses of the same nature in lieu thereof in the extra semesters within the maximum duration of the programme.

viii. The Cumulative Grade Point Average (CGPA) obtained by a student shall be classified into the following division/Class:

CGPA	Class/Division
Above 9	Outstanding
8 to <9	First Division (With Distinction)
6 to <8	First Division
5.5 to <6	High-Second Division
5 to <5.5	Second Division
4 to <5	Third Division

15.6 **Re-appear Examination:**

The students failing to score minimum grade required to qualify a course/programme may be allowed to re-appear in those papers where they couldn't score 'P' grade with the following provisions:

15.6.1 A student securing "F" Grade in a course shall be permitted to repeat/ reappear in the End-Semester Examination of the Course for a maximum number of three times i.e. a student with arrears on account of "F" Grade, shall be permitted to repeat / reappear in the End Semester Examination for a maximum of three times (including the first appearance), along with the subsequent End Semester Examinations.

15.6.2 If a student secures "F" Grade in a Project Work / Project Report/ Dissertation / Field Work Report / Training Report etc, he/she shall be required to resubmit the revised Project Work / Project Report/ Dissertation / Field Work Report / Training Report etc. as required by the evaluator(s). Provided further that a student shall be permitted to resubmit the Project Work / Project Report / Dissertation / Field Work Report/ Training Report etc. for a maximum of three times (including the first submission).

15.6.3 Such students may avail the chance to re-appear only within the maximum duration of the programme.

15.6.4 Re-appear examination of even semesters shall be conducted with the end-semester examinations of even semesters and similarly examinations of odd semesters shall be conducted with the end-semester examinations of odd semesters. However a student in the final semester/exit stage is allowed to re-appear in the courses of both odd and even semesters.

15.6.5 A 'Re-appear' examination shall be based on the syllabi of the course/programme in force at the time of initial registration to the course/programme.

15.6.6 A student who has got the migration certificate issued from the university shall not be allowed to re-appear at any examination. However, the credits earned by the student shall be credited to the Academic Bank of Credits as per the relevant guidelines/Ordinance, as amended from time to time.

15.6.7 In exceptional circumstances, the University may allow Mercy chance to the students to clear the backlog for which the candidate shall be charged a prescribed fee per course/paper. The Vice-Chancellor shall decide in this regard on case to case basis on the recommendations of the Head of the Department/Principal/Dean of the School of the respective Department/Faculty/College.

15.6.8 In case of students participating in NSS, NCC, Sports, Cultural, Extension Activities or activities of similar nature, with the prior approval of the Vice Chancellor on the recommendations of the respective Head(s) of the Department, during the duration of the scheduled term-end examinations, special examinations may be conducted. The Vice-Chancellor shall decide in this regard on case to case basis on the recommendations of the Head of the Department/Dean of the School of the respective Department/School.

15.6.9 The Vice Chancellor/ Controller of Examinations, shall also have right to award grace marks in marginal cases of failure and /or division change. The maximum grace marks could be 1% of the total maximum

marks assigned to the semester to the best advantage of the student.

15.7 **Computation of SGPA and CGPA**

The University shall follow the following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

15.7.1 The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and sum of the number of credits of all the courses undergone by a student, i.e.

$$\textbf{SGPA (Si)} = \sum(\textbf{Ci x Gi})/\sum\textbf{Ci}$$

Where Ci is the number of credits of the i^{th} course and Gi is the grade point scored by the student in the i^{th} course.

15.7.2 The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.

$$\textbf{CGPA} = \sum(\textbf{Ci x Si})/\sum\textbf{Ci}$$

where Si is the SGPA of the i^{th} semester and Ci is the total no. of credits in that semester.

The SGPA and CGPA shall be rounded off to 2 decimal points.

15.8 **Illustration of Computation of SGPA and CGPA**

a) Illustration of the Computation

Course	Credit	Grade Letter	Grade Point	Credit Point
Course I	3	A	8	3 x 8 = 24
Course II	4	B+	7	4 x 7 = 28
Course III	3	B	6	3 x 6 = 18
Course IV	3	O	10	3 x 10 =30
Total credits for the semester=13				Total Credit points earned= 100
				SGPA=100/13 **= 7.69**

b) Illustration for Computing CGPA

Semester I	Semester II	Semester III	Semester IV	Semester V	Semester VI
Credit: 20	Credit: 22	Credit: 25	Credit: 26	Credit: 26	Credit: 25
SGPA: 6.9	SGPA: 7.8	SGPA: 5.6	SGPA: 6.0	SGPA: 6.3	SGPA= 8.0

Thus,

$$\text{CGPA} = \frac{((20 \times 6.9) + (22 \times 7.8) + (25 \times 5.6) + (26 \times 6.0) + (26 \times 6.3) + (25 \times 8.0))}{(20 + 22 + 25 + 26 + 26 + 25)}$$

$$= (969.4/144) = 6.73$$

Note:

Formula to calculate percentage from CGPA/SGPA= CGPA or SGPA x 10; and formula to calculate percentage to CGPA or SGPA = Percentage/10

e.g. In case of example mentioned in above table, the percentage of CGPA = 6.73x10 =**67.30**

15.9 **Improvement of Grades:** For improvement of grades, a student shall have to apply on the prescribed form available on the University Website or the Examination Branch of the University, along with the original Detailed Marks Certificate or the copy of the result sheet and the prescribed fee, as revised from time to time.

After passing each semester examination, a candidate will be allowed to appear for improvement of result in one or more theory papers only once within the period prescribed for completion of Undergraduate Program (i.e.) within 7 years from the academic session of admission. Only improved marks (higher score) will be taken into account.

A student improving the Division/grade shall not be considered for Gold Medal/Rank Certificate.

15.10 **Transcript (Format):**

Based on the above, letter grades, grade points, SGPA, and the CGPA, the Transcripts/Detailed Marks Certificates (DMCs)/ Grades shall be issued to the candidates for each semester and a consolidated transcript indicating the performance in all the semesters. The percentage of marks shall be reflected in the DMC of the final semester on the basis of the

CGPA.

16. REMOVAL OF THE NAME OF A STUDENT FROM THE PROGRAMME:

The name of a student falling under any one of the following categories shall automatically stand removed from the rolls of the University:

16.1 A student who has failed to fulfil the minimum grade point requirements prescribed for the programme during the maximum duration of the programme.

16.2 A student who has already exhausted the maximum duration allowed for completion of the Programme and has not fulfilled the requirements for the award of the Degree /Diploma.

16.3 A student who is found to be involved in misconduct, forgery, indiscipline or any other objectionable conduct, upon recommendation of the Discipline Committee/ Proctorial Board, and A student who has failed to attend the classes for ten teaching days continuously.

17. Promotion Rules

A student will be promoted from an odd semester to the next even semester without any restrictions on the minimum number of credits earned. However for promotion from an even semester to the next odd semester, a student should have earned at least 50% of the credits of the current and all previous semesters taken together. A student failing to earn at least 50% of the credits from the prescribed courses of all present and all previous semesters taken together will be treated as an 'Ex-student' and will not be allowed to appear in examination of odd semester and will be allowed to appear in reappear end semester examinations of previous semesters as applicable (for example for a student going from semester 2 to 3 who becomes an Ex. Student, he/ she shall be required to appear in all reappear papers of semester 1st and 2nd semester in the next odd/even semester. Further, if he/she earns more than 50% of credits, thereafter he/she will be allowed to appear in 3rd Semester Examination after a gap of one year along with juniors). However such student will not be allowed to repeat the internal assessment for the said paper/s of the respective semester/s as the case may be. Moreover,

promotion in each next semester is subject to condition that he has fulfilled his minimum attendance and other eligibility conditions to appear in examination of previous semester(s). After passing the said semesters, the student shall be promoted to the next odd semester and shall be treated as a 'Regular' student.

A student shall be declared to have passed the programme of study and award ofthe degree if he/she has secured the required credits with at least 'P' grade.

A student failing to earn at least 50% of the credits from the prescribed courses of all present and all previous semesters taken together will be treated as an 'Ex-student' and will be allowed to repeat in the end semester examination of the previous semesters as applicable (for example for a student going from semester 2 to 3 who becomes an Ex. Student, he/ she shall be required to repeat all the papers of semester 1 and semester 2 in the next odd/even semester). However such student will not be allowed to repeat the internal assessment for the said paper/s of the respective semester/s as the case may be. After passing the said semesters, the student shall be promoted to the next odd semester and shall be treated as a 'Regular' student.

A student shall be declared to have passed the programme of study and award ofthe degree if he/she has secured the required credits with at least 'P' grade.

18. Mobility Options and Credit Transfer through Academic Bank of Credits (ABC)

Academic Bank of Credits, a national-level facility to promote flexibility of curriculum framework and interdisciplinary or multidisciplinary academic mobility of students across Higher Education Institutions in the country, facilitates students to choose their own learning path to

attain a Certificate or Diploma or Degree or Post-Graduate diploma or academic qualification, working on the principle of multiple entry-multiple exit as well as any-time, any-where, and any-level learning.

18.1 Each student shall have to register on Academic Bank of Credits (ABC) portal for creation of the unique ABC ID to avail multiple entry and multiple exit options and mobility across various disciplines and Higher Education Institutes.

18.2 Credits earned and deposited with Academic Bank of Credits (ABC) shall be valid for the purpose of redemption to a Certificate/Diploma/Degree, for varying duration as specified by the credit awarding and credit accepting Higher Education Institution subject to a maximum duration of five years;

18.3 Provided that once any credit is redeemed for the award of a degree, diploma or certificate, such credit shall be irrevocably debited from the student's Academic Bank Account, and the credits earned by a student cannot be reused for the award of any other formal academic qualifications.

18.4 Students may customize or design their own degrees utilizing courses offered by one or more Higher Education Institutes registered with Academic Bank of Credits;

18.5 Provided that, the student shall be required to earn at least fifty percent of the credits from the Higher Education Institute awarding the degree, diploma or certificate;

18.6 Provided further that, the student shall be required to earn the required number of credits in the core subject area necessary for the award of the degree, diploma or certificate as specified by the university in which the student is enrolled.

18.7 A student shall be eligible for the award of degree, diploma or certificate, whichever applicable, only after fulfilment of the credit requirements, assessment processes, duration and other relevant provisions as laid down by the university.

18.8 A student can take the courses of any other university subject to equivalence of the core/elective courses and availability of seats, adopting due administrative process and formal consent of the

University/Universities through the Equivalence Committee(s).

18.9 The flexibility and mobility option doesn't entitle a student to be exempted or relaxed from any of the requisites (sessional tests, attendance, assignments, end-semester examinations, programme duration etc.) for the completion of the programme.

18.10 The mobility option should not be interpreted as inter-university migration unless approved by both the Universities.

18.11 The students shall be permitted to opt inter-disciplinary/multidisciplinary courses of their choice, learn at their pace, undergo additional courses, earn more than the required credits, and adopt an interdisciplinary/ multidisciplinary approach to learning.

18.12 The mobility across the disciplines is also subject to availability of seats, faculty, infrastructure, etc (as fixed by the University/Department from time to time).

18.13 Mobility of Credits earned by the students from GIAN (Global Initiative of Academic Networks) courses/ MOOCs (Massive Open Online Courses)/ SWAYAM (Study Webs of Active –Learning for Young Aspiring Minds)/ Swachh Bharat Internship Programme/ etc. shall be credited in accordance with the provisions made under the respective schemes, as amended from time to time; subject to compatibility of course content & assessment process with the prior approval of the respective Board of Studies.

18.14 The student shall be given the equivalent credit weightage for the credits earned vide online learning credit courses through SWAYAM platform or any other platform specified by UGC and as approved by the respective Board of Studies.

Note: The University may allow up to 40% of the total courses being offered in a particular program in a Semester through the online learning courses offered through SWAYAM platform or any other platform specified by UGC, subject to the following conditions: (a) The course contents are alike, to be decided by the concerned Board of Studies; (b) The courses are not offered in the University/College; (c) There is non-availability of suitable teaching staff to run the course in the University/College. The University shall give the equivalent credit

weightage to the student for the credits earned vide online learning credit courses through SWAYAM platform or any other platform specified by UGC, in the credit plan of the programme.

19. MISCELLANEOUS:

19.1 The University shall provide the facility of Academic Bank of Credits in consonance with UGC (Establishment and Operationalization of Academic Bank of Credits (ABC) Scheme in Higher Education) Regulations, 2021, as amended from time to time.

19.2 For any programme approved by the Academic Council, if a regulation is issued by the Academic Council, which is at variance with the provisions of this Ordinance, then the Ordinance shall prevail.

19.3 In addition to the provisions contained in this Ordinance, the Academic programmes governed by a Regulatory Authority shall also comply with essential requirements as prescribed by the respective Regulatory Authority.

19.4 Relevant provisions regarding multiple entry-multiple exit options, academic bank of credits etc. shall be applicable in accordance with the University Ordinance(s)/relevant UGC Regulations, as amended from time to time.

19.5 The student who leaves the program after completion of odd semester, he/she may be allowed to take readmission in the next academic session in the corresponding even semester. Supernumerary seat(s) be created for readmitting such students in the corresponding semester. For example, if a student exits the course after successful completion of 3rd semester in one academic session will be allowed to take admission in 4th semester in the next academic session.

20. POWER TO REMOVE DIFFICULTIES:

If any difficulty arises in giving effect to the provisions of this Ordinance, the Vice Chancellor may, by order, make such provisions not inconsistent with the Act, Statutes, Ordinances or other Regulations, as appears to be necessary or expedient to remove the difficulty, however subject to

ratification of such order by the Statutory bodies of the University

ORDINANCE OF UNDERGRADUATE PROGRAMMES UNDER LEARNING OUTCOME BASED CURRICULLUM FRAMEWORK AS PER NEP-2020

1. SCOPE:

1.1 The ordinance shall be applicable from the academic session 2024-25 to all Undergraduate Programmes (except pharmacy, physiotherapy, engineering and law discipline) being run in University Teaching Departments (UTDs) and Colleges affiliated to the University.

1.2 This ordinance is with the provisions of Academic Bank of Credits and 'Multiple Entry and Exit' options at various stages and is based on National Education Policy-2020, Learning Outcome Based Curriculum Framework and Choice Based Credit Framework for UG Programmes of University Grant Commission.

2. NOMENCLATURE

2.1 Nomenclature of the programme for award of Certificate/Degree will be as under:

Program	Type	NHEQF level	Nomenclature
UG Program (Multidisciplinary)	Certificate	4.5	Undergraduate Certificate in <Discipline>
	Diploma	5.0	Undergraduate Diploma in <Discipline>
	Degree	5.5	Bachelor of <Discipline> in <Discipline>
	Degree with Honours	6.0	Bachelor of <Discipline> (Honours) Or Bachelor of <Discipline> (Honours with Research)
UG Program (Single Major Subject)	Certificate	4.5	Undergraduate Certificate in <Discipline>
	Diploma	5.0	Undergraduate Diploma in <Major Subject>
	Degree	5.5	Bachelor of <Discipline> with Major in <Major Subject>
	Degree with Honours	6.0	Bachelor of <Discipline> (Honours) in <Major Subject> Or Bachelor of <Discipline> (Honours with Research) in <Major Subject>
UG Program Single Major after first year of UG Programme (Multidisciplinary)	Certificate	4.5	Undergraduate Certificate in <Discipline>
	Diploma	5.0	Undergraduate Diploma in <Major Subject>
	Degree	5.5	Bachelor of <Discipline> with Major in <Major Subject>
	Degree with Honours	6.0	Bachelor of <Discipline> (Honours) in <Major Subject> Or Bachelor of <Discipline> (Honours with Research) in <Major Subject>
UG Program (Interdisciplinary)	Certificate	4.5	Undergraduate Certificate in <Discipline>
	Diploma	5.0	Undergraduate Diploma in <Discipline>
	Degree	5.5	Bachelor Degree in <Discipline>
	Degree with Honours	6.0	Bachelor of <Discipline> (Honours) Or Bachelor of <Discipline> (Honours with Research)

2.2 There shall be teaching of 15 weeks (90 days) in each semester excluding admission and examinations days.

3. ELIGIBILITY FOR ADMISSION:

A candidate may be admitted to the Undergraduate Programme if he or she has attained the minimum eligibility/qualification as mentioned in admission prospectus/Information Brochure/admission booklet.

The eligibility criteria for admission to various programmes offered by the University shall be as decided by the University from time to time.

4. DEFINITION OF KEYWORDS:

4.1 Academic Year and Semester: Two consecutive (one odd and one even) semesters will constitute one academic year. A semester will consist of 90 days of academic work.

4.2 Choice-Based Credit System (CBCS): The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective, skill based, value addition, vocational, Ability Enhancement, Vocational, multidisciplinary courses. It provides a 'cafeteria' approach in which the students can take courses of their choice, learn at their own pace, study additional courses and acquire more than the minimum required credits, and adopt an inter-disciplinary approach to learning.

4.3 Programme: An educational programme leading to the award of a Degree, Diploma or Certificate.

4.4 Semester: Each Semester shall consist of 15-18 weeks of academic work equivalent to 90 actual teaching days. The odd semester may be scheduled ordinarily from July to December and even semester from January to June. The credit-based semester system provides flexibility in designing curriculum and assigning credits based on the course content and hours of teaching.

4.5 Summer Term: A summer term is for four to six weeks during summer break. Internship/apprenticeship/work-based vocational education and training can be carried out during the summer term.

4.6 Course: Usually referred to as paper, it is a component of a Programme. All courses need not carry the same weightage. A course may be designed to comprise lectures/tutorials/laboratory work/field work/outreach

activities/project work/dissertation/ internship/apprentice/practical training/ viva/seminars/term-papers/assignments/presentations/self-study work/ clinical component, etc., or a combination of some of these with objectives and learning outcomes.

4.6.1 Lecture: Component of a course which is taught by a teacher through lectures covering the contents of a course.

4.6.2 Tutorial: Component of a course which involves problem-solving, learning through discussions and remedial teaching related to the contents and periphery of a course with the direct involvement of a teacher.

4.6.3 Practicum: A course or a component of a course which enables students to learn or to attain skills or to get procedural knowledge for the contents of a course through practical/laboratory activity/project and to apply learnt/studied principles/theory/ concepts related to the chosen field of learning, work/vocation, or professional practice in the field of learning, work/vocation under the supervision of a teacher.

4.6.4 Seminar: A course or a component of a course which makes students to learn a specific topic through in-depth exploration and analysis of facts about the topic in a set-up that involves presentation, interactive discussions and collaborative learning under the supervision of a teacher.

4.6.5 Internship: A course requiring students to participate in professional employment- related activity or work experience or co-operative education activity with an entity externalto the educational institution normally under the supervision of an employee of an organization or an individual professional. A key aspect of the internship is induction into actual, formal and organized work situations. Internship involves working with local industry (Government or Private Organizations), business establishments, artists, craft persons, etc. to provide opportunities for students to actively engage in on-site experiential learning.

4.6.6 Studio Activity: A studio activity involves engagement of students in creative, artisticor experimental activities involving visual, digital, audio,

video and other professional experiential work.

4.6.7 Field Work/Practice/Survey/Project: A course or a component of course which enables students to participate in field-based learning/project, involving application of knowledge in solving/analyzing/exploring a real-life situation/difficult problem under thesupervision of a teacher/mentor.

4.6.8 Project Work: A course or a component of a course which facilitates students to apply their knowledge, skills and critical thinking ability to complete a specific task in a given time frame through conceptualization, exploration and analysis of research-based activities to suggest tangible solutions for a given problem related to the chosen field of learning.

4.6.9 Dissertation: Dissertation is a comprehensive report of the work done in a research project/field work/survey, based on a systematic and rigorous investigation of the chosen topicutilizing research methods.

4.6.10 Community Engagement and Service: A course or a component of a course which exposes the students to the socio-economic issues prevailing in society so that the theoretical learning can be supplemented by actual life experiences to understand and generate solutions to real-life problems.

4.7 Credit: A unit by which the course work is measured. A credit defines the quantum of contents/syllabus prescribed for a course and determines the number of hours of instruction required per week. Thus, in each course, credits are assigned on the basis of the number of lectures/tutorials/laboratory work/field work and other forms of learning required for completing the contents in 15- week schedule. Two hours of laboratory work/field work etc. is generally considered equivalent to 1 hour of lecture.

i. 1 Credit = 1 Theory/Tutorial period of one-hour duration, or

ii. In case of practical, 1 Credit = 1 Practical period of two-hour duration

A one-credit of Seminar or Internship or Studio activities or Field practice /projects or Community engagement and service means two-hour

engagements per week. Accordingly, in a semester of 15 weeks duration, one credit in these courses is equivalent to 30 hours of engagement, or as specified by the Board of Studies.

4.8 Major discipline: It is the discipline or subject of main focus and the degree will be awarded in that discipline. Students should secure the prescribed number of credits (minimum 50% of total credits or as specified in ordinance) through core courses in the major discipline.

4.9 Minor discipline: It helps a student to gain a broader understanding beyond the major discipline. For example, if a student pursuing an Economics major obtains a minimum of 12 credits or as specified in ordinance, from a bunch of courses in Statistics, then the student will be awarded B.A. degree in Economics with a Minor in Statistics.

4.10 Core Courses: The core courses are those courses whose knowledge is deemed essential for the students registered for a particular programme of study. The core courses shall be mandatory for all the students registered for that particular programme.

4.11 Elective Courses: The elective courses can be chosen from a pool of papers. The courses may

- be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provide an extended scope
- offer an exposure to some other discipline/subject/domain
- be aimed to nurture the candidate's proficiency/skill/values.

These courses are intended to:

- allow the student to specialize in one or more branches of the broad subject area;
- help the student to acquire knowledge and skills in a related area that may have applications in the broad subject area;
- help the student to bridge any gap in the curriculum and enable acquisition of essential skills (e.g. statistical, computational, language, communication skills, etc.); and
- help the student to pursue an area of interest.

- The student may also choose additional elective courses offered by the University to enable him/her to acquire extra credits from the discipline, or across the discipline.

4.12 Discipline Specific Elective (DSE) Course: Elective course offered under the main discipline/subject of study is referred to as Discipline Specific Elective Course. The respective department may offer various DSE courses based on the requirements, scope and need of the programme. The department may also offer discipline related Elective courses of interdisciplinary nature.

4.12 Discipline Skill Enhancement Course (DSEC): A discipline skill enhancement course is a course aimed to provide knowledge, skills, training and competencies in a discipline/subject.

4.13 Multidisciplinary Course (MDC): A Multidisciplinary Course is an option to explore disciplines of interest beyond the choices of learners made in their major and minor disciplines. These courses are based on introductory knowledge in a subject other than the discipline of Major and Minor subjects to gain knowledge across the discipline.

4.14 Ability Enhancement Course (AEC): The Ability Enhancement (AE) Courses are based upon the content that leads to Knowledge enhancement; Environmental Science, English/Hindi/MIL Communication, etc. These courses are mandatory for all disciplines particularly at undergraduate level.

4.15 Skill Enhancement Course (SEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge and should contain both theory and lab/hands-on/training/field work. The main purpose of these courses is to provide students life-skills in hands-on mode so as to increase their employability.

4.16 Value added Courses (VAC): These courses aim at enabling the students to acquire and demonstrate the acquisition of knowledge and understanding of human values, Indian Traditional Knowledge System (IKS), contemporary India, digital and technical solutions, health and

wellness, yoga education, sports and fitness, etc.

4.17 Vocational Courses (VOC): A vocational course is focused on practical work, preparing students for a particular skilled profession. Such courses develop capacities for sustenance, work, and economic participation and develop values and sensibilities toward physical work and dignity of labour.

4.18 Self-study Courses: The self-study courses, if offered, are optional and not mandatory. Being non-credit courses, the performance of students in these courses shall be indicated either as "satisfactory" or as "unsatisfactory", instead of the Letter Grade and this shall not be counted for the computation of SGPA/CGPA.

Note: A course (Core/Elective/Self-study/skill-based/value added/Ability based) may take the form of a Lecture, Tutuorial, Practicum, Seminar, Internship, Studio activity, Dissertation, Project work, Practical/Hands-on training, Field work etc.

4.19 Massive Open Online Courses (MOOCs): The students may opt for the online courses offered through India's national Massive Open Online Course (MOOC) platform, viz. Study Web of Active Learning for Young Minds (SWAYAM) or any other online platform approved by UGC/regulatory body from time to time up to an extent as prescribed in the curriculum of an academic programme with the approval of the respective Board of Studies. The Departments may identify up to 40% MOOC courses from SWAYAM Portal or any other online platform approved by UGC/regulatory body from time to time for adoption in UG programmes in accordance with relevant UGC Guidelines.

4.20 Credit Point: It is the product of the grade point and the number of credits for a course.

4.21 Grade Point: It is a numerical weight allotted to each letter grade on a 10-point scale.

4.22 Letter Grade: It is an index of the performance of students in a said course. Grades are denoted by letters O, A+, A, B+, B, C, P and F. It means a letter grade assigned to a student on the basis of evaluation of a course

on a ten point scale.

4.23 Credit-Based Semester System (CBSS): Under the CBSS, the requirement for awarding a degree or diploma or certificate is prescribed in terms of number of credits to be completed by the students.

4.24 Semester Grade Point Average (SGPA): It is a measure of performance of the work donein a semester. It is ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester. It shall be expressed up to two decimal places.

4.25 Cumulative Grade Point Average (CGPA): It is a measure of overall cumulative performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters. It is expressed up to two decimal places.

4.26 Transcript/ Grade Card or Certificate: Based on the grades earned, a grade certificate shall be issued to all the registered students after every semester. The grade certificate will display the course details (code, title, number of credits, grade secured) along with SGPA of that semester and CGPA earned till that semester.

4.27 Academic Bank of Credits (ABC): An academic service mechanism to facilitate students to become its academic account holders, thereby paving the way for seamless student mobility between or within degree-granting Higher Educational Institutions through a formal system of credit recognition, credit accumulation, credit transfers and credit redemption to promote distributed and flexible teaching-learning.

4.28 Academic Bank Account: An individual account with the Academic Bank of Credits opened and operated by a student, to which all academic credits earned by the Student from course(s) of study are deposited, recognised, maintained, accumulated, transferred, validated or redeemed for the purposes of the award of degree/diploma/certificates etc. by an awarding institution.

5 Course Coding: The unique code for each course shall be provided by academic branch of the University.

6 Programme Duration and Multiple Exit Options

Certificate/ Diploma/Degree (in the field of learning and discipline)	Qualification description	Credit Requirements of UG Program			
		Multidisciplinary	**Single Major Subject**	**Single Major after first year of Multidisciplinary**	**Interdisciplinary**
Undergraduate Certificate (NHEQF level 4.5)	Exit option after successfulcompletion of the courses prescribed in the first year of an Undergraduate programme with required number of credits/grade as per scheme of the Programme.	48 + 4* = **52 Credits**	48 + 4* = **52 Credits**	48 + 4* = **52 Credits**	48 + 4* = **52 Credits**
		* 4 Credits of Internship of 4-6 weeks duration as per scheme of the Programme.			
Undergraduate Diploma (NHEQF level 5.0)	Exit option after successfulcompletion of the courses prescribed in the two academic years of an Undergraduate programme with required number of credits/grade as per scheme of the Programme.	88 + 4* = **92 Credits**	88+ 4* = **92 Credits**	96 + 4* = **100 Credits**	88 + 4* = **92 Credits**
		* 4 Credits of Internship of 4-6 weeks duration as per scheme of the Programme.			
Degree (NHEQF level 5.5)	After successful completion of the courses prescribed in the three academic years of an Undergraduate programme with required number of credits/grade as per scheme of the Programme.	**130 Credits**	**130 Credits**	**138 Credits**	**130 Credits**
		It includes 60 credits in the concerned discipline and 4 Credits of Internship of 4-6 weeks duration as per scheme of the Programme.			
Degree (Honours) (NHEQF level 6.0)	After successful completion of the courses prescribed in the four academic years of Honours Programme with required number of credits/grade as per scheme of the Programme.	**174 Credits**	**182 Credits**	**174 Credits**	**174 Credits**
		It includes Internship of 4-6 weeks duration as per scheme of the Programme. Honours students not undertaking research will do 3 courses for 12 credits in lieu of a research project/Dissertation in Fourth year.			
Degree (Honours with Research) (NHEQF level 6.0)	After successfulcompletion of the courses prescribed in the four academic years of Honours Programme withrequired number of credits/grade as per scheme of the Programme.	**174 Credits**	**182 Credits**	**174 Credits**	**174 Credits**
		It includes 4 Credits of Internship of 4-6 weeks duration as per scheme of the Programme. Honours students undertaking research will do research project/Dissertation of 12 credits in fourth academic year.			

* A student, who has successfully completed three year programme in a discipline and has earned minimum 60 credits in that discipline and secured 75% marks (CGPA of 7.5) or above can opt for Honours with Research Programme in that discipline in the fourth year if the Department/College/Institute allows him/her to continue the students or admits the student for fourth year of Honours with Research Programme. Further, provided that a Department/College/Institute will be able to admit the students for Honours programme subject to approval of Honours programme from Director, Higher Education, Government of Haryana, where ever applicable.

NOTE:

The Student is required to declare in writing his/her choice for exit at specific level as (Certificate/Diploma/Degree) at least one month earlier to commencement of examination of the terminal semester on completion of which he/she wants to exit, through respective Head of the Department.

7 ADMISSION TO UG PROGRAMME UNDER MULTIPLE ENTRY/LATERAL ENTRY

7.1 The Department/College/Institute shall plan the number of seats discipline-wise in consonance with the faculty and infrastructure available. Thereafter, the Department/College/Institute shall declare approved total number of seats available discipline-wise each year for fresh and lateral admissions.

7.2 A student who exit at any stage (after completion of one/two/three academic years) during the programme may re-enter for continuation of Programme subject to fulfilment of following conditions:

a. Availability of seats

b. the student is eligible for lateral admission

c. Admission shall be made on merit among the applicants for lateral admissions. However, preference will be given to the students of that department/college/Institute who had taken exit from that Programme. The Reservation policy of state Govt. shall be followed during lateral admission.

d. Re-entry may be provided only to candidates who exit from concerned programme under NEP curriculum Framework only.

e. In any case, the gap between exit and re-entry in UG programme should not be more than three years subject to completion of the whole UG Programme within 7 years.

f. A student can pursue two Undergraduate Programme simultaneously through Open and Distance Learning (ODL)/online mode; or combinations of ODL, online and regular modes, from the Universities/Institutions duly approved by the UGC/AICTE/Regulatory Body/Central Government/State Government, in various combinations,

viz.

i. A student can pursue two full-time UG Programme in physical mode provided that in such cases, class timings and examination schedule for one programme do not overlap with the class timings and examination schedule of the other programme, and other requirements as per ordinance are fulfilled. The Department/College/Institute and the University shall not be responsible for any such overlapping and consequences thereof.

ii. A student can pursue two UG Programme, one in full-time physical mode and another in ODL/online mode; or up to two ODL/online programmes simultaneously.

8. COURSE CODING

The unique code for each course shall be provided by academic branch of the University.

9. PROGRAMME STRUCTURE The four year under graduate degree programme is designed for eight semesters with multiple entry and exit options.

9.1 UG degree with Single Major:

A student has to secure a minimum of 50% credits from the major discipline for the 3-year/4-year UG degree to be awarded a single major. For example, in a 3-year UG programme, if the total number of credits to be earned is 130, a student of Physics with a minimum of 65 credits will be awarded a B.Sc. in Physics with a single major. Similarly, in a 4-year UG programme, if the total number of credits to be earned is 174, a student of Physics with a minimum of 87 credits will be awarded a B.Sc. (Hons./Hon. With Research) in Physics in a 4-year UG programme with single major.

9.2 Interdisciplinary UG Programmes:

The credits for core courses shall be distributed among the constituent disciplines/subjects so as to get core competence in the interdisciplinary programme. For example, a degree in Econometrics requires courses in economics, statistics, and mathematics. The total credits to core courses

shall be distributed so that the student gets full competence in Econometrics upon completion of the programme. The degree for such students will be awarded as B.Sc. in Econometrics for a 3-year UG programme or B.Sc. (Honours)/ B.Sc. (Honours with Research) in Econometrics for a 4-year UG programme

9.3 **Multidisciplinary UG Programmes:**

In the case of students pursuing a multidisciplinary programme of study, the credits to core courses will be distributed among the broad disciplines such as Life sciences, Physical Sciences, Commerce & Management, Arts, Social Sciences, Humanities, etc., For example, a student who opts for a UG program in Life sciences will have the total credits to core courses distributed across Botany, Zoology and Human biology disciplines. The degree will be awarded as B.Sc. in Life Sciences for a 3-year programme and B.Sc. (Honours) in Life Sciences or B.Sc. (Honours with Research) for a 4-year programme without or with a research component respectively.

The present ordinance also permit the student who admitted in multidisciplinary UG program that he/she may shift to single major degree after completion of first year subject to approval by Vice Chancellor.

Note: If a student obtains a minimum of 12 credits from a bunch of courses in another subject, then the student will be awarded degree in major with a Minor in particular subject.

10. CURRICULUM AND CREDIT FRAMEWORK

10.1 A student will study various courses as per curriculum framework (Schemes UG A1, UG A2, UG A3 and UG A4).

Scheme UG A1: Curriculum and Credit Framework for Undergraduate Programmes (Multidisciplinary)

Semester	Core Courses (CC)	Minor(MIC)/ Vocational (VOC)	Multidisciplinary courses(MDC)	Ability Enhancement courses(AEC)	Skill Enhancement Courses(SEC)/ Internship /Dissertation	Value-Added Courses (VAC)	Total Credits
I	CC - A1 @ 4 credits CC - B1 @ 4 credits CC - C1 @ 4 credits	MIC1 @ 2 credits	MDC1 @ 3 credits	AEC1 @ 2 credits	SEC1@ 3 credits	VAC1 @ 2 credits	24
II	CC - A2 @ 4 credits CC – B2 @ 4 credits CC – C2 @ 4 credits	MIC2 @ 2 credits	MDC2 @ 3 credits	AEC2 @ 2 credits	SEC2 @ 3 credits	VAC2 @ 2 credits	24
Students exiting the programme after second semester and securing 52 credits including 4 credits of summer internship will be awarded UG Certificate in the relevant Discipline/ Subject							
III	CC – A3 @ 4 credits CC – B3 @ 4 credits CC – C3 @ 3 credits	MIC3 @ 4 credits	MDC3 @ 3 credits	AEC3 @ 2 credits	----------	----------	20
IV	CC – A4 @ 4 credits CC – B4 @ 4 credits CC – C4 @ 4 credits	MIC4(VOC)@ 4 credits	----------	AEC4 @ 2 credits	----------	VAC3 @ 2 credits	20
Students exiting the programme after fourth semester and securing 92 credits including 4 credits of summer internship will be awarded UG Diploma in the relevant Discipline/Subject							
V	CC – A5 @ 4 credits CC – B5 @ 4 credits CC – C5 @ 4 credits	MIC5(VOC)@ 4 credits	----------	----------	Internship @ 4 credits#	----------	20
VI	CC – A6 @ 4 credits CC – B6 @ 4 credits CC – C6 @ 3 credits	MIC6 @ 4 credits MIC7(VOC)@ 4 credits	----------	----------	SEC3 @ 3 credits	----------	22
Students will be awarded 3-year UG Degree in the relevant Discipline/Subject upon securing 130 credits.							
VII*	CC – H1 @ 4 credits CC – H2 @ 4 credits CC – H3 @ 4 credits CC – H4 @ 4 credits	MIC8 @ 4 credits	----------	----------	----------	----------	20
VIII* (4yr UG Hon.)	CC – H5 @ 4 credits CC – H6 @ 4 credits CC – H7 @ 4 credits CC – H8 @ 4 credits	MIC9 @ 4 credits	----------	----------	Field Training/SEC4 @4 Credits	----------	24
VIII* (4yr UG Hon. with Research)	CC – H5@ 4 credits CC – H6@ 4 credits ---------- ----------	MIC9 @ 4 credits	----------	----------	Research project/ Dissertation@ 12 credits	---------- TOTAL CREDITS	24 174

*Student should select one major discipline (Out of A, B, or C studied during first three years of UG Programmes) in which he/she wishes to pursue Honors. This framework is subject to modification as per UGC guidelines at the University level. The universities may decide to offer the Honors degree Programmes subject to the fulfillment of credit point table

Scheme UG A2: Curriculum and Credit Framework for Undergraduate Programmes (Single Major)

Semester	Core Courses (CC)	Minor(MIC)/ Vocational (VOC)	Multidisciplinary courses(MDC)	Ability Enhancement courses(AEC)	Skill Enhancement Courses(SEC)/ Internship /Dissertation	Value-Added Courses (VAC)	Total Credits
I	CC - A1 @ 4 credits	MIC1 @ 2 credits	MDC1 @ 3 credits	AEC1 @ 2 credits	SEC1@ 3 credits	VAC1 @ 2 credits	24
	CC – A2 @ 4 credits						
	CC – A3 @ 4 credits						
II	CC – A4 @ 4 credits	MIC2 @ 2 credits	MDC2 @ 3 credits	AEC2 @ 2 credits	SEC2 @ 3 credits	VAC2 @ 2 credits	24
	CC – A5 @ 4 credits						
	CC – A6 @ 4 credits						
Students exiting the programme after second semester and securing 52 credits including 4 credits of summer internship will be awarded UG Certificate in the relevant Discipline/ Subject							
III	CC – A7 @ 4 credits	MIC3 @ 4 credits	MDC3 @ 3 credits	AEC3 @ 2 credits	----------	----------	20
	CC – A8 @ 4 credits						
	CC – A9 @ 3 credits						
IV	CC – A10 @ 4 credits	MIC4(VOC)@ 4 credits	----------	AEC4 @ 2 credits	----------	VAC3 @ 2 credits	20
	CC – A11@ 4 credits						
	CC – A12 @ 4 credits						
Students exiting the programme after fourth semester and securing 92 credits including 4 credits of summer internship will be awarded UG Diploma in the relevant Discipline/Subject							
V	CC – A13 @ 4 credits	MIC5(VOC)@ 4 credits	----------	----------	Internship @ 4 credits#	----------	20
	CC – A14 @ 4 credits		-				
	CC – A15 @ 4 credits						
VI	CC – A16 @ 4 credits	MIC6 @ 4 credits	----------	----------	SEC3@ 3 credits	----------	22
	CC – A17 @ 4 credits	MIC7(VOC)@ 4 credits	-				
	CC – A18 @ 3 credits						
Students will be awarded 3-year UG Degree in the relevant Discipline/Subject upon securing 130 credits.							
VII*	CC – H1 @ 4 credits	MIC8 @ 4 credits	----------	----------	----------	----------	20
	CC – H2 @ 4 credits						
	CC – H3 @ 4 credits						
	CC – H4 @ 4 credits						
VIII* (4yr UG Hon.)	CC – H5 @ 4 credits	MIC9 @ 4 credits	----------	----------	Field Training/SEC4 @4 Credits	----------	24
	CC – H6 @ 4 credits						
	CC – H7 @ 4 credits						
	CC – H8 @ 4 credits						
VIII* (4yr UG Hon. with Research)	CC – H6@ 4 credits	MIC9 @ 4 credits	----------	----------	Research project/ Dissertation@ 12 credits	----------	24
	CC – H7@ 4 credits						
	----------					TOTAL CREDITS	174

#Four credits of internship earned by a student during summer internship after 2nd semester or 4th semester will be counted in 5th semester of a student who pursue 3 year UG Programmes without taking exit option.

Scheme UG A3: Curriculum and Credit Framework for Undergraduate Programmes (Single Major)
(For students who choose to pursue single major after 2nd semester of multidisciplinary Programmes)

Sem ester	Core Courses (CC)	Minor(MIC)/ Vocational (VOC)	Multidisciplinary courses(MDC)	Ability Enhancement courses(AEC)	Skill Enhancement Courses(SEC)/ Internship /Dissertation	Value-Added Courses (VAC)	Total Credits
I	CC - A1 @ 4 credits	MIC1 @ 2 credits	MDC1 @ 3 credits	AEC1 @ 2 credits	SEC1@ 3 credits	VAC1 @ 2 credits	24
	CC – B1 @ 4 credits						
	CC – C1 @ 4 credits						
II	CC – A2 @ 4 credits	MIC2 @ 2 credits	MDC2 @ 3 credits	AEC2 @ 2 credits	SEC2 @ 3 credits	VAC2 @ 2 credits	24
	CC – B2 @ 4 credits						
	CC – C2 @ 4 credits						
Students exiting the programme after second semester and securing 52 credits including 4 credits of summer internship will be awarded UG Certificate in the relevant Discipline/ Subject							
III	CC – A 3&4 @ 4 credits	MIC3 @ 4 credits	MDC3 @ 3 credits	AEC3 @ 2 credits	----------	----------	24
	CC – A7 @ 4 credits						
	CC – A8 @ 4 credits						
	CC – A9 @ 3 credits						
IV	CC – A 5&6 @ 4 credits	MIC4(VOC)@ 4 credits	----------	AEC4 @ 2 credits	----------	VAC3 @ 2 credits	24
	CC – A10 @ 4 credits						
	CC – A11@ 4 credits						
	CC – A12 @ 4 credits						
Students exiting the programme after fourth semester and securing 100 credits including 4 credits of summer internship will be awarded UG Diploma in the relevant Discipline/Subject							
V	CC – A13 @ 4 credits	MIC5(VOC)@ 4 credits	----------	----------	Internship @ 4 credits#	----------	20
	CC – A14 @ 4 credits		-				
	CC – A15 @ 4 credits						
VI	CC – A16 @ 4 credits	MIC6 @ 4 credits	----------	----------	SEC3@ 3 credits	----------	22
	CC – A17 @ 4 credits	MIC7(VOC)@ 4 credits	-				
	CC – A18 @ 3 credits						
Students will be awarded 3-year UG Degree in the relevant Discipline/Subject upon securing 138 credits.							
VII*	CC – H1 @ 4 credits	MIC8 @ 4 credits	----------	----------	----------	----------	20
	CC – H2 @ 4 credits						
	CC – H3 @ 4 credits						
	CC – H4 @ 4 credits						
VIII* (4yr UG Hon.)	CC – H5 @ 4 credits	MIC9 @ 4 credits	----------	----------	Field Training/SEC4 @4 Credits	----------	24
	CC – H6 @ 4 credits						
	CC – H7 @ 4 credits						
	CC – H8 @ 4 credits						
VIII* (4yr UG Hon. with Research)	CC – H6@ 4 credits	MIC9 @ 4 credits	----------	----------	Research project/ Dissertation@ 12 credits	----------	24
	CC – H7@ 4 credits						
	----------					TOTAL CREDITS	182

#Four credits of internship earned by a student during summer internship after 2nd semester or 4th semester will be counted in 5th semester of a student who pursue 3 year UG Programmes without taking exit option.

Scheme UG A4: Curriculum and Credit Framework for Undergraduate Programmes (Interdisciplinary)

Sem ester	Core Courses (CC)	Minor(MIC)/ Vocational (VOC)	Multidisciplinary courses(MDC)	Ability Enhancement courses(AEC)	Skill Enhancement Courses(SEC)/ Internship /Dissertation	Value-Added Courses (VAC)	Total Credits
I	CC - ID1 @ 4 credits	MIC1 @ 2 credits	MDC1 @ 3 credits	AEC1 @ 2 credits	SEC1@ 3 credits	VAC1 @ 2 credits	24
	CC – ID2 @ 4 credits						
	CC – ID3 @ 4 credits						
II	CC – ID4 @ 4 credits	MIC2 @ 2 credits	MDC2 @ 3 credits	AEC2 @ 2 credits	SEC2 @ 3 credits	VAC2 @ 2 credits	24
	CC – ID5 @ 4 credits						
	CC – ID6 @ 4 credits						
Students exiting the programme after second semester and securing 52 credits including 4 credits of summer internship will be awarded UG Certificate in the relevant Discipline/ Subject							
III	CC – ID7 @ 4 credits	MIC3 @ 4 credits	MDC3 @ 3 credits	AEC3 @ 2 credits	----------	----------	20
	CC – ID8 @ 4 credits						
	CC – ID9 @ 3 credits						
IV	CC – ID10 @ 4 credits	MIC4(VOC)@ 4 credits	----------	AEC4 @ 2 credits	----------	VAC3 @ 2 credits	20
	CC – ID11@ 4 credits						
	CC – ID12 @ 4 credits						
Students exiting the programme after fourth semester and securing 92 credits including 4 credits of summer internship will be awarded UG Diploma in the relevant Discipline/Subject							
V	CC – ID13 @ 4 credits	MIC5(VOC)@ 4 credits	----------	----------	Internship @ 4 credits#	----------	20
	CC – ID14 @ 4 credits		-				
	CC – ID15 @ 4 credits						
VI	CC – ID16 @ 4 credits	MIC6 @ 4 credits	----------	----------	SEC3@ 3 credits	----------	22
	CC – ID17 @ 4 credits	MIC7(VOC)@ 4 credits	-				
	CC – ID18 @ 3 credits						
Students will be awarded 3-year UG Degree in the relevant Discipline/Subject upon securing 130 credits.							
VII*	CC – H1 @ 4 credits	MIC8 @ 4 credits	----------	----------	----------	----------	20
	CC – H2 @ 4 credits						
	CC – H3 @ 4 credits						
	CC – H4 @ 4 credits						
VIII* (4yr UG Hon.)	CC – H5 @ 4 credits	MIC9 @ 4 credits	----------	----------	Field Training/SEC4 @4 Credits	----------	24
	CC – H6 @ 4 credits						
	CC – H7 @ 4 credits						
	CC – H8 @ 4 credits						
VIII* (4yr UG Hon. with Research)	CC – H6@ 4 credits	MIC9 @ 4 credits	----------	----------	Research project/ Dissertation@ 12 credits	----------	24
	CC – H7@ 4 credits						
	----------					TOTAL CREDITS	174

#Four credits of internship earned by a student during summer internship after 2nd semester or 4th semester will be counted in 5th semester of a student who pursue 3 year UG Programmes without taking exit option.

NOTE:

CC	Core Course: Credit of a CC could be the combination of lecture credits, tutorial credits, and practical credits. CC includes Discipline specific courses, and subject skill enhancement courses.
MDC	Multidisciplinary Course: All UG students must undergo three **introductory level multidisciplinary courses** relating to Natural Sciences, Physical Sciences, Humanities, Arts & Social Sciences, Commerce & Management, Interdisciplinary Studies. **Students are not allowed to choose or repeat courses already undergone at the higher secondary level (12th class) or opted as major and minor stream under this category.**
AEC	Ability Enhancement Course: Ability Enhancement **(Language) courses** may be designed to achieve competency in the Modern Indian Language and English, with a special emphasis on language and communication skills.
SEC	Skill Enhancement Course: Skill Enhancement Courses may be primed to **impart practical skills, hands-on training, soft skills**, etc., to enhance the student's employability.
Summer Internship	Internships will require 120 hours (1 credit: 30 hrs of engagement) of involvement working with local industry, government or private organizations, business organizations, artists, crafts persons, and similar entities during summers. #Four credits of internship earned by a student during summer internship after 2nd semester or 4th semester will be counted in 5th semester of a student who pursue 3 year UG Programmes without taking exit option.
Research Project	Research Project/ Dissertation for UG degree (Honours with research) will be completed in the eighth semester under the guidance of a college and university faculty member.
VAC	Value Added Course: All UG students must undergo at least three Value Added Courses
MIC including VOC	Minor Course (MIC) with minimum 24 Credits including Vocational Course (VOC)
	For students who choose to pursue single major after 2nd semester of multidisciplinary Programmes The 16 credits earned during first year in the two subjects, other than the subject which is continued as Single Major, will be counted towards minor.

CC Major and Minor in I& II Semesters will have Foundation or Introductory level courses. CC Major and Minor in III & IV semesters will be Intermediate Level Courses. Whereas CC Major and minor in V & VI shall be of higher level courses and in VII & VIII semesters, advanced level courses will be offered.

10.2 The multidisciplinary courses will be from the subject which is different from the discipline of study.

10.3 A student will select AEC, SEC, VAC and Minor (Vocational) courses from a pool of respective courses offered in Department/college/Institute.

10.4 Internship: A student for the UG programme shall be required to undergo internship during summer vacation either after the second semester examination or after fourth semester examination. If student opts to exit with UG certificate in discipline, then it shall be obligatory to complete the internship after second semester examination. However, for those students who have taken lateral entry into third semester and have completed internship of 4-6 weeks duration after first year, the internship is not required after the fourth semester examination.

10.5 Project/Dissertation: A student of fourth-year Bachelor Degree (Honours with Research) Programme will be required to work on the Research Project or do research during eighth semester. The Project/Dissertation work will be of 12 credits.

11. COURSE CURRICULUM AND SYLLABUS:

11.1 The course curriculum and syllabus of every undergraduate programme shall be developed by the concerned Board of Studies and they shall be implemented after obtaining approval from the Academic Council.

11.2 The University may evolve a system/policy about Extra Curricular Activities/ General Interest and Hobby Courses/Sports/NCC/NSS/Vocational courses/related courses, for adding them under Value Addition Courses (VAC).

11.3 The curriculum of each theory Course is to be divided in four units.

11.4 The curriculum of every undergraduate programme shall be in conformity with the University Grants Commission's Guidelines for the Learning Outcomes based Curriculum Framework (LOCF) under the Choice Based Credit System (CBCS).

12. COURSE REGISTRATION:

12.1 The registration for courses shall be the sole responsibility of the student. No student shall be allowed to do a course without registration, and no student shall be entitled to any credits in the course, unless he/she has been registered for the course by the scheduled date fixed by the Department/University.

12.2 Department shall appoint/allot a mentor to a group of students from amongst the faculty members of the Department concerned. All the faculty members of the department shall act as mentor. Mentors shall advice the students in selection of courses and shall render all possible support, guidance and counselling to him/her.

12.3 Every student shall also register on Academic Bank of Credits (ABC) portal under the guidance of the mentor.

12.4 Every student has to register in each semester (in consultation with his/her mentor) for the courses he/she intends to undergo in that semester by applying as per the prescribed proforma, duly signed by him/her, the mentor and the Head of the Department, within the deadline notified for the purpose by the University.

12.5 With the permission of Department, students may opt for the online courses offered through India's national Massive Open Online Course (MOOC) platform, viz. Study Web of Active Learning for Young Minds (SWAYAM) or any other online platform approved by UGC/regulatory body from time to time up to an extent as prescribed in the curriculum of an academic programme with the approval of the respective Board of Studies. The Departments may identify up to 40% of courses of the programme except core and SEC courses through MOOC courses from SWAYAM Portal or any other online platform approved by UGC/regulatory body from time to time for adoption in UG programmes in accordance with relevant UGC Guidelines.

12.6 Late registration may be permitted by the Head/Incharge of the Department up to a maximum of four weeks after the commencement of

the semester, on payment of late registration fee of Rs. 500/-, or as revised from time to time.

12.7 A student may be allowed by the Head/Incharge of the Department to substitute a course for another course of the same type (skill enhancement course/ elective course/ self-study course) within the scheme, for valid reasons with the consent of the Mentor not later than two weeks from the date of commencement of the semester.

12.8 The student who admitted in multidisciplinary UG program may shift to single major degree after completion of first year subject to approval by Vice Chancellor. In this case, candidate has to submit his/her application for conversion to single major programme must reach to Chairperson/Principal of college after completion of 1st semester and latest by 10 days after commencement of 2nd semester. The Chairperson/Principal shall recommend the case to Vice Chancellor for consideration and approval.

12.9 A student, who has been admitted in Honours with Research Programme, shall submit a request for allotment of a supervisor mentioning her/his research areas of interest in order of preference to the Chairperson/Principal/Director during seventh semester. The Department/College/Institute will allot a qualified supervisor to guide the student for doing research during Project/Dissertation work. A regular full time teacher of that Department/College/Institute, having qualification of Ph.D. or having more than 5 years of PG teaching experience will be eligible to guide the students of Honours with Research programme of that institution.

13. CREDIT HOURS FOR DIFFERENT TYPES OF COURSES AND MARKS DISTRIBUTION

The workload relating to a course is measured in terms of credit hours. A credit is a unit by which the coursework is measured. It determines the number of hours of instruction required per week over the duration of a semester (minimum 15 weeks).

Each course may have only a lecture component or a lecture and tutorial component or a lecture and practicum component or a lecture, tutorial, and practicum component, or only practicum component.

For example, a three-credit lecture course in a semester means three lectures of one hour per week. Therefore, each lecture of one-hour is counted as one credit. In a semester of 15 weeks duration, a three-credit lecture course is equivalent to 45 hours of teaching. Required contact hours to earn credits will be as follows:

Nature of Work	**Course Credits**	**Contact hours per week**	**Contact hours per semester (15 weeks)**
Lecture	01	01	15
Tutorial per paper	01	01	15
Practical, Seminar, Internship, field practice/project, or community engagement, etc.	01	02	30

Note: Tutorial batch size (UG programme: 20-25, PG Programme: 12-15)

The distribution of credits among the lectures/tutorial/practicum will be as follows:

Courses	**Total Credits**	**L (Credits)**	**T (Credits)**	**P (Credits)**	**MARKS**			
					TI	**TE**	**PI**	**PE**
Only Theory	4	3 (3 hrs)	1	-	30	70	-	-
	3	2 (2 hrs)	1	-	25	50	-	-
	2	1	1	-	15	35	-	-
Theory and Practicum	4	3 (3 hrs)	-	1 (2 hrs)	25	50	5	20
	4 (Where pract. is dominant)	2 (2 hrs)	-	2 (4 hrs)	15	35	15	35
	3	2 (2 hrs)	-	1 (2 hrs)	15	35	5	20
	2	1	-	1 (2 hrs)	5	20	5	20
When Practicum is separate course	2	-	-	2 (4 hrs)	-	-	15	35
	3	-	-	3 (6 hrs)	-	-	25	50
	4	-	-	4 (8 hrs)	-	-	30	70
AEC/VAC	2	2 (2 hrs)			15	35	-	-
SEC	3	2 (2 hrs)		1 (2 hrs)	15	35	5	20
	2	1		1 (2 hrs)	5	20	5	20
DSEC	4	3 (3 hrs)		1 (2 hrs)	25	50	5	20
Minor/VOC	4	2 (2 hrs)		2 (4 hrs)	15	35	15	35
Internship	4	--	--	4 (8 hrs)			30	70

L= Lecture; T= Tutorial, P= Practicum; Ti= Theory Internal Assessment; TE= Theory End Semester Examination; PI= Practicum Internal; PE= Practicum End Semester examination.

14. MEDIUM OF INSTRUCTIONS AND EXAMINATION

14.1 For Arts/Tourism/Home Science/Commerce/Social Sciences subjects, the medium of instructions shall be bilingual i.e. Regional Language (Hindi)/English.

14.2 The question paper shall be set in both English and Regional Language (Hindi), wherever feasible, except in the case of

i. English, in which the questions shall be set in English.

ii. Sanskrit, in which the questions shall be set in Sanskrit/Hindi.

iii. Other languages, in which the questions shall be set in the language concerned.

14.3 The students shall write their answers:

i. in English, in case of English language

ii. in the language concerned, in the case of Modern Indian Languages

iii. English/ Regional Language (Hindi) in the case of other subjects.

14.4 For Physical Sciences/Life Sciences Subjects, the medium of instructions shall be mainly English. Regional Language (Hindi) medium will also be offered wherever feasible. The question paper shall be set in English. Bilingual question paper (s) will be provided, wherever possible. The students can write their answers in English/Hindi.

15. LEARNING ASSESSMENT

A variety of assessment methods that are appropriate to a given discipline/subject area and a programme of study will be used to assess progress towards the course/programme learning outcomes. Evaluation will be based on continuous assessment, in which sessional and the terminal examinations will contribute to the final grade. Sessional will consist of class tests, mid-semester examination(s), homework assignments, class presentations etc., as determined by the faculty in charge of the courses of study. Progress towards achievement of learning outcomes will be assessed using the following: time-constrained

examinations; open-book tests; problem-based assignments; practical assignment laboratory reports; observation of practical skills; individual project/reports (case-study reports); team project reports; oral presentations, including seminar; viva voce interviews; computerized adaptive assessment etc

15.1 **Internal Assessment**

The internal assessment work and the End-Semester examination shall have the weightage of 30% and 70%, respectively. For practical examination also, 70 percent of the marks will be awarded through an end semester practical exam and remaining 30 percent of the marks will consist of internal assessment to be awarded by concerned faculty member(s) of the department

15.1.1 Internal Assessment shall be done on a continuous basis, taking into account the student's class performance, completion of assignments and performance at the two compulsory sessional tests to be conducted in a semester.

15.1.2 First Internal Assessment Test shall be held around the sixth week of the semester for the syllabi covered till then. Second Internal Assessment Test shall be held around the twelfth week for the syllabi covered between seventh and twelfth week. Third Internal Assessment Test, if required, may be held around the fourteenth week for the syllabi covered between seventh and fourteenth week. However, the best scores in any two sessional tests shall be counted.

15.1.3 For conducting Internal Assessment, one or more assessment tools, such as written tests, assignments, oral quizzes, paper presentation, laboratory work, seminar, etc., suitable to the course may be employed.

15.1.4 The Internal Assessment for theory shall consist of the following components with marks indicated against each:

	Marks out of			
Total Marks	**100**	**75**	**50**	**25**
Internal Assessment	**30**	**25**	**15**	**5**
Attendance* below 55 = 0 mark Between 55 to < 65 = 1 Marks Between 65 to < 70 = 2 Marks Between 70 to < 75 = 3 Marks Between 75 to < 80 = 4 Marks 80 and More than 80 = 5 Marks	5	5	5	5
Assignments/Presentations/Seminars and Class Participation	5	5	-	-
Sessional Examination	20	15	10	-
Total	**30**	**25**	**15**	**5**

* This %age attendance is considered for the purpose of internal assessment only and minimum eligibility criteria to appear in examination will be as per clause 15.2.7(3) of this ordinance.

15.1.5 The Internal Assessment for practical shall consist of the following components with marks indicated against each:

	Marks out of			
Criteria	100	75	50	25
Internal Assessment	**30**	**25**	**15**	**5**
Attendance* below 55 = 0 mark Between 55 to < 65 = 1 Marks Between 65 to < 70 = 2 Marks Between 70 to < 75 = 3 Marks Between 75 to < 80 = 4 Marks 80 and More than 80 = 5 Marks	5	5	5	5
Practical Assignments/ Practical File/Practical Sessional	25	20	10	-
Total	**30**	**25**	**15**	**5**

* This %age attendance is considered for the purpose of internal assessment only and minimum eligibility criteria to appear in examination will be as per clause 15.2.7(3) of this ordinance.

15.1.6 The seminar paper shall be assessed on the basis of the contents of the paper submitted and its presentation, equally. The assessment will be made by the concerned teacher/advisor/supervisor.

15.1.7 The Chairperson/Principal may allow a student to repeat one sessional test within the same semester, if his/her application in this regard is considered as genuine on valid grounds.

15.1.8 The Chairperson/Principal shall display the internal assessment awards of each course on the notice board of the Department/Institute/Centre atleast seven days before the commencement of the end semester examinations to give an opportunity to the students to make representation, if any.

15.1.9 The Chairperson/Principal shall forward the internal assessment marks awarded by the concerned teacher on the basis of class test, written assignment/ Presentation/Seminar and attendance in the classes etc. to the Controller of Examinations as per the following schedule: (i) The Internal Assessment/Sessional marks should be supplied by the Heads of the Departments/Principals of the Colleges/Heads of the Institutions invariably within 15 days after the commencement of the examination or as notified by the COE. (ii) Thereafter, a late fee @ Rs.100/ per student per subject shall be levied upon the Department/ College/ Institute upto 10 days from the expiry of last date or 15 days of the commencement of the examinations. This penalty/late fee shall be charged from the the Depart/College/Institute (iii) If still, internal assessment/sessional marks are not supplied by the Department/College/institute, then the result of the candidate(s) shall be declared by proportionating the marks of concerned theory/practical paper in which he/she has been declared as pass. Marks of candidates having reappear shall not be proportionate in this case.

15.2 **End Semester Examination**

15.2.1 The end semester examination for the odd semesters shall ordinarily be held in the month of December/January and for the even semesters in the month of May/June on such dates as may be notified by the Controller of Examinations.

15.2.2 The examination schedule containing the dates of receipt of examination forms with and without late fee, shall be notified by the Controller of Examinations from time to time.

15.2.3 Students failing in one or more courses of end semester examinations will be entitled to clear them during the regular semester examinations of courses to be held in subsequent years.

15.2.4 The examination fee to be paid by the candidate for each semester shall be prescribed by the University from time to time.

15.2.5 Every student shall be examined in the courses as prescribed in the syllabus and scheme of examination approved by the Academic Council from time to time.

15.2.6 The Chairperson/Principal shall preserve the records pertaining to internal assessment awards for verification, if needed, by the University up to four months from the date of declaration of the semester examination results.

15.2.7 The candidate shall be allowed to appear in the examination if he/she fulfils the following requirements: -

1. Bears a good character
2. Has been on the rolls of the Department/College/Institution during the semester.
3. The Candidates will be required to attend atleast 75% of the lectures delivered / practical in each paper held. The Chairperson of the Department /Principal of the College concerned will be competent to condone 20% of the lectures delivered in each paper theory/practical/tutotrial/assignment/seminars/moot courts, etc. If the percentage of attendance is deficient on account of –

   (i) participation in Inter-University, University or Inter-Collegiate Sports Tournaments/Youth Festivals, University Level Debates, National and International Tournaments, with the previous sanction of the Chairperson/Principal; or

   (ii) attendance at the N.C.C./N.S.S. Camps or University Educational Excursions or other extra-curricular activities, certified by the Chairperson/Principal;

(iii) attendance at Mountaineering Courses :- (a) by N.C.C./ N.S.S. students; (b) by students sent by the Youth Welfare Department;

(iv) Voluntary donation of blood, certified by a Govt. Doctor of Gazetted rank or University Medical Officer.

Credit may be given for the number of days on which lectures were delivered or tutorials or practical work done during this period of attendance or participation aforesaid, provided that the total period of absence shall not exceed 21 days in an academic year and that for (iv) above it shall not exceed 2 days. These students will submit a certificate from the Secretary, Sports Council or the Director, Youth Welfare or any other authorized Officer, as the case may be. However, a sports person who is unable to take the examination because of participation in coaching camps/tournaments may be permitted to move to the next class and keep terms in higher classes. He/she may, thereafter, be permitted to appear in the subsequent examination(s) cleared from one examination to another, till the entire course is completed and he/she becomes eligible for the degree.

Note: Over and above the limit for condonance of attendance, a female candidate shall be eligible for 2% additional condonance in her attendance on account of menstrual leave without insisting upon her written application.

4. Hs submitted a "No dues" certificate in the prescribed form.

15.2.8 The minimum percentage of marks to pass the examination in each semester shall be:

(i) 40% in each theory paper

(ii) 40% in each practical examination or viva-voce/Project/Training Report/ Dissertation/research project, wherever prescribed.

(iii) 40% in the aggregate of each theory paper and internal

assessment (and practical where practical is a component of theory paper).

15.3 **Setting of Question Papers and Evaluation**

15.3.1 The question papers for the End-Semester theory examination shall be set and evaluation of answer books shall be done by the examiners (Internal and/or External ordinarily) out of the Panel of Examiners recommended by the Board of Studies of the Department concerned on the basis of their expertise/ specialization/area of interest.

15.3.2 In case of External Examiner, the question paper setting may be given to a teacher having minimum three years of teaching experience at relevant level i.e. UG/PG.

15.3.3 In the case of the practical examination of the courses, the assessment shall be jointly undertaken by the internal and external examiners. The External examiners shall be invited from amongst the panel of examiners proposed/recommended by the Head/Director of the concerned Department/Institute/Centre. In case of unavailability of external examiners due to unavoidable circumstances, the Controller of Examinations may allow the conduct of practical examination by the Internal examiners so that the conduct of examination and declaration of results is not delayed.

15.3.4 In case of the Project reports/Dissertation/Research Project, the assessment shall be jointly carried out by the internal and external examiners. External examiners shall be invited from amongst the panel of examiners (ordinarily not below the rank of Associate Professor) proposed/recommended by the Head/Dean of the concerned Department and approved by the Vice Chancellor/ Vice Chancellor's nominee.

15.3.5 The pattern of Question Papers for End-Semester theory examinations shall be as under:

Question 1: Compulsory	Short answer type questions from all units
Question 2	Two questions from Unit-I and the student should answer one question
Question 3	Two questions from Unit-II and the student should answer one question
Question 4	Two questions from Unit-III and the student should answer one question
Question 5	Two questions from Unit-IV and the student should answer one question

All the questions shall carry equal marks

The question paper must be set in consonance with Course Outcomes/OBE.

15.4 **Evaluation of Dissertation and Internship**

The candidate who has passed the theory papers and practical/lab course of semester I to VII examinations and has worked for dissertation/research project in semester VIII shall submit the synopsis to the supervisor prior to submission of dissertation for approval. In case of University Teaching Department (UTD) the synopsis will be approved by the departmental research advisory committee after recommendation of the supervisor. In other cases, the Principal/Director of College/Institute shall constitute a committee for this purpose at the College/Institute level. External experts may be involved wherever sufficient qualified regular teachers are not available. The student shall be required to submit three hard copies of her/his dissertation along with soft copy as PDF file to the Department/College/Institute by 15th June of the concerned year. The Anti-plagiarism policy of the university is to be strictly followed by the candidate and the supervisor. Similarity report as per Anti-plagiarism policy of the university is to be annexed with the dissertation. At the time of submission of dissertation/research project, a candidate shall produce a certificate from the supervisor that he has worked for dissertation/research project for at least one semester.

In case of late submission i.e. after 15th June, the Chairperson/Principal/Dean Academic Affairs/Controller of

Examinations/Vice-Chancellor shall have the power to grant extension of date of submission or condone the delay in receipt of a thesis/dissertation/research project/project report, for an examination, other than Ph.D. as under:

Duration	Powers vested in	Late fee (Rs.)
Up to one month	Chairperson/ Principal	2000
Beyond one month and upto two months	Dean Academic Affairs	3000
Beyond two months and upto three months	Vice-Chancellor	5000

Late fee as prescribed in each case will be chargeable. Provided that if a candidate fails to submit the dissertation/research project etc. even during the extended period of three months i.e. 15th September, he/she shall be considered absent in the dissertation/research project/paper and his/her result will be declared accordingly.

Internship: A student will inform and get approval from the Chairperson/Principal/Director of the Department/College/Institute before going for an internship. The internship will involve working with local industry (Government or Private organizations/Institutions), business establishments, artists, craft persons, or a professional (individual/organization). Student will submit a copy of the report (a hard copy and a soft copy in PDF) to the Department/College/Institute within 15 days after the completion of internship. A student has to submit a certificate of attendance and work done report from the organization/professional where at the internship was done. The evaluation of the internship shall be done by an internal examiner mainly on the basis of the report and viva-voce. Marks will be awarded by the internal examiner out of 100 marks. The internship will be governed by the prevailing rules of the University from time to time.

15.5 Letter Grades and Grade Points

15.5.1 In the End-semester theory or practical examinations, the examiner shall award the marks and these marks shall be further converted into

Grades/Grade points by the examination branch in accordance with the provisions of the Ordinance.

15.5.2 Detailed Marks Card issued at the end of the semester or the programme shall carry marks/percentage and equivalent grades both.

15.5.3 The University shall adopt the 10-point Grading System, with the Letter Grades as given under:

Letter Grade	**Grade Point (SGPA/ CGPA)**	**Range of Grade Point (SGPA/CGPA)**	**Class Interval (in %)**
O (Outstanding)	10	9 to 10	90 to 100
A+ (Excellent)	9	8 to < 9	80 to < 90
A (Very Good)	8	7 to < 8	70 to < 80
B+ (Good)	7	6 to < 7	60 to < 70
B (Above Average)	6	5 to < 6	50 to < 60
C (Average)	5	4.5 to < 5	45 to < 50
P (Pass)	4	4 to < 4.5	40 to < 45
F (Fail)	0		< 40
Ab (Absent)	0		Absent

Note:

i. F= Fail, and the students graded with 'F' in a programme or course shall be required to re-appear in the examination. However, students appearing in their final Semester Examination, may be permitted to appear in the reappear papers of all preceding Semesters.

ii. The minimum qualifying marks for a course or programme shall be 40% (i.e., 'P' grade).

iii. The students shall have to qualify at the Internal Assessment and the End-Semester examinations in the aggregate, and in the practical examinations, separately.

iv. There shall be no rounding off of SGPA/CGPA.

v. The SGPA/CGPA obtained by a student shall be out of a maximum of 10 points.

vi. In order to be eligible for the award of the Certificate/Diploma/ Degree of the University, a student must obtain CGPA of 4 at the end of the programme.

vii. Provided that the student who is otherwise eligible for the award of the certificate/diploma/degree but has secured a CGPA of less than 4 at the end of the permissible period of semesters may be allowed by the Department concerned to repeat the same course(s) or other courses of the same nature in lieu thereof in the extra semesters within the maximum duration of the programme.

viii. The Cumulative Grade Point Average (CGPA) obtained by a student shall be classified into the following division/Class:

CGPA	**Class/Division**
Above 9	Outstanding
8 to <9	First Division (With Distinction)
6 to <8	First Division
5.5 to <6	High-Second Division
5 to <5.5	Second Division
4 to <5	Third Division

15.6 **Re-appear Examination:**

The students failing to score minimum grade required to qualify a course/programme may be allowed to re-appear in those papers where they couldn't score 'P' grade with the following provisions:

15.6.1 A student securing "F" Grade in a course shall be permitted to repeat/ reappear in the End-Semester Examination of the Course for a maximum number of three times i.e. a student with arrears on account of "F" Grade, shall be permitted to repeat / reappear in the End Semester Examination for a maximum of three times (including the first appearance), along with the subsequent End Semester

Examinations.

15.6.2 If a student secures "F" Grade in a Project Work / Project Report/ Dissertation / Field Work Report / Training Report etc, he/she shall be required to resubmit the revised Project Work / Project Report/ Dissertation / Field Work Report / Training Report etc. as required by the evaluator(s). Provided further that a student shall be permitted to resubmit the Project Work / Project Report / Dissertation / Field Work Report/ Training Report etc. for a maximum of three times (including the first submission).

15.6.3 Such students may avail the chance to re-appear only within the maximum duration of the programme.

15.6.4 Re-appear examination of even semesters shall be conducted with the end-semester examinations of even semesters and similarly examinations of odd semesters shall be conducted with the end-semester examinations of odd semesters. However a student in the final semester/exit stage is allowed to re-appear in the courses of both odd and even semesters.

15.6.5 A 'Re-appear' examination shall be based on the syllabi of the course/programme in force at the time of initial registration to the course/programme.

15.6.6 A student who has got the migration certificate issued from the university shall not be allowed to re-appear at any examination. However, the credits earned by the student shall be credited to the Academic Bank of Credits as per the relevant guidelines/Ordinance, as amended from time to time.

15.6.7 In exceptional circumstances, the University may allow Mercy chance to the students to clear the backlog for which the candidate shall be charged a prescribed fee per course/paper. The Vice-Chancellor shall decide in this regard on case to case basis on the recommendations of the Head of the Department/Principal/Dean of the School of the respective Department/Faculty/College.

15.6.8 In case of students participating in NSS, NCC, Sports, Cultural, Extension Activities or activities of similar nature, with the prior approval of the Vice Chancellor on the recommendations of the respective Head(s) of the Department, during the duration of the scheduled term-end examinations, special examinations may be conducted. The Vice-Chancellor shall decide in this regard on case to case basis on the recommendations of the Head of the Department/Dean of the School of the respective Department/School.

15.6.9 The Vice Chancellor/ Controller of Examinations, shall also have right to award grace marks in marginal cases of failure and /or division change. The maximum grace marks could be 1% of the total maximum marks assigned to the semester to the best advantage of the student.

15.7 **Computation of SGPA and CGPA**

The University shall follow the following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

15.7.1 The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and sum of the number of credits of all the courses undergone by a student, i.e.

$$\textbf{SGPA (Si)} = \sum(\textbf{Ci x Gi})/\sum\textbf{Ci}$$

Where Ci is the number of credits of the i^{th} course and Gi is the grade point scored by the student in the i^{th} course.

15.7.2 The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.

$$\textbf{CGPA} = \sum(\textbf{Ci x Si})/\sum\textbf{Ci}$$

where Si is the SGPA of the i^{th} semester and Ci is the total no. of credits in that semester.

The SGPA and CGPA shall be rounded off to 2 decimal points.

15.8 **Illustration of Computation of SGPA and CGPA**

a) Illustration of the Computation

Course	Credit	Grade Letter	Grade Point	Credit Point
Course I	3	A	8	3 x 8 = 24
Course II	4	B+	7	4 x 7 = 28
Course III	3	B	6	3 x 6 = 18
Course IV	3	O	10	3 x 10 =30
Total credits for the semester=13				Total Credit points earned= 100
				SGPA=100/13 **= 7.69**

b) Illustration for Computing CGPA

Semester I	Semester II	Semester III	Semester IV	Semester V	Semester VI
Credit: 20	Credit: 22	Credit: 25	Credit: 26	Credit: 26	Credit: 25
SGPA: 6.9	SGPA: 7.8	SGPA: 5.6	SGPA: 6.0	SGPA: 6.3	SGPA= 8.0

Thus,

$$\text{CGPA} = \frac{((20 \times 6.9) + (22 \times 7.8) + (25 \times 5.6) + (26 \times 6.0) + (26 \times 6.3) + (25 \times 8.0))}{(20 + 22 + 25 + 26 + 26 + 25)}$$

= (969.4/144) =6.73

Note:

Formula to calculate percentage from CGPA/SGPA= CGPA or SGPA x 10; and formula to calculate percentage to CGPA or SGPA = Percentage/10

e.g. In case of example mentioned in above table, the percentage of CGPA = 6.73x10 =**67.30**

15.9 **Improvement of Grades:** For improvement of grades, a student shall have to apply on the prescribed form available on the University Website or the Examination Branch of the University, along with the original Detailed Marks Certificate or the copy of the result sheet and the prescribed fee, as revised from time to time.

After passing each semester examination, a candidate will be allowed to

appear for improvement of result in one or more theory papers only once within the period prescribed for completion of Undergraduate Program (i.e.) within 7 years from the academic session of admission. Only improved marks (higher score) will be taken into account.

A student improving the Division/grade shall not be considered for Gold Medal/Rank Certificate.

15.10 **Transcript (Format):**

Based on the above, letter grades, grade points, SGPA, and the CGPA, the Transcripts/Detailed Marks Certificates (DMCs)/ Grades shall be issued to the candidates for each semester and a consolidated transcript indicating the performance in all the semesters. The percentage of marks shall be reflected in the DMC of the final semester on the basis of the CGPA.

16. REMOVAL OF THE NAME OF A STUDENT FROM THE PROGRAMME:

The name of a student falling under any one of the following categories shall automatically stand removed from the rolls of the University:

16.1 A student who has failed to fulfil the minimum grade point requirements prescribed for the programme during the maximum duration of the programme.

16.2 A student who has already exhausted the maximum duration allowed for completion of the Programme and has not fulfilled the requirements for the award of the Degree /Diploma.

16.3 A student who is found to be involved in misconduct, forgery, indiscipline or any other objectionable conduct, upon recommendation of the Discipline Committee/ Proctorial Board, and A student who has failed to attend the classes for ten teaching days continuously.

17. Promotion Rules

A student will be promoted from an odd semester to the next even semester without any restrictions on the minimum number of credits earned. However for promotion from even semester to the next odd

semester (after 4th Semester onwards), a student should have earned at least 50% of the credits of the current and all previous semesters taken together. A student failing to earn at least 50% of the credits from the prescribed courses of all present and all previous semesters taken together will be treated as an 'Ex-student' and will not be allowed to appear in examination of odd semester (after 4th Semester onwards) and will be allowed to appear in reappear end semester examinations of previous semesters as applicable (for example for a student going from semester 4 to 5 who becomes an Ex. Student, he/ she shall be required to appear in all reappear papers of semester 1, 2, 3 and semester 4 in the next odd/even semester. Further, if he/she earns more than 50% of credits, thereafter he/she will be allowed to appear in 5th Semester Examination after a gap of one year along with juniors). However such student will not be allowed to repeat the internal assessment for the said paper/s of the respective semester/s as the case may be. Moreover, promotion in each next semester is subject to condition that he has fulfilled his minimum attendance and other eligibility conditions to appear in examination of previous semester(s). After passing the said semesters, the student shall be promoted to the next odd semester and shall be treated as a 'Regular' student.

A student shall be declared to have passed the programme of study and award ofthe degree if he/she has secured the required credits with at least 'P' grade.

18. Mobility Options and Credit Transfer through Academic Bank of Credits (ABC)

Academic Bank of Credits, a national-level facility to promote flexibility of curriculum framework and interdisciplinary or multidisciplinary academic mobility of students across Higher Education Institutions in the country, facilitates students to choose their own learning path to attain a Certificate or Diploma or Degree or Post-Graduate diploma or academic qualification, working on the principle of multiple entry-multiple exit as well as any-time, any-where, and any-level learning.

18.1 Each student shall have to register on Academic Bank of Credits (ABC) portal for creation of the unique ABC ID to avail multiple entry and multiple exit options and mobility across various disciplines and Higher Education Institutes.

18.2 Credits earned and deposited with Academic Bank of Credits (ABC) shall be valid for the purpose of redemption to a Certificate/Diploma/Degree, for varying duration as specified by the credit awarding and credit accepting Higher Education Institution subject to a maximum duration of seven years;

18.3 Provided that once any credit is redeemed for the award of a degree, diploma or certificate, such credit shall be irrevocably debited from the student's Academic Bank Account, and the credits earned by a student cannot be reused for the award of any other formal academic qualifications.

18.4 Students may customize or design their own degrees utilizing courses offered by one or more Higher Education Institutes registered with Academic Bank of Credits;

18.5 Provided that, the student shall be required to earn at least fifty percent of the credits from the Higher Education Institute awarding the degree, diploma or certificate;

18.6 Provided further that, the student shall be required to earn the required number of credits in the core subject area necessary for the award of the degree, diploma or certificate as specified by the university in which the student is enrolled.

18.7 A student shall be eligible for the award of degree, diploma or certificate, whichever applicable, only after fulfilment of the credit requirements, assessment processes, duration and other relevant provisions as laid down by the university.

18.8 A student can take the courses of any other university subject to equivalence of the core/elective courses and availability of seats, adopting due administrative process and formal consent of the University/Universities through the Equivalence Committee(s).

18.9 The flexibility and mobility option doesn't entitle a student to be exempted

or relaxed from any of the requisites (sessional tests, attendance, assignments, end-semester examinations, programme duration etc.) for the completion of the programme.

18.10 The mobility option should not be interpreted as inter-university migration unless approved by both the Universities.

18.11 The students shall be permitted to opt inter-disciplinary/multidisciplinary courses of their choice, learn at their pace, undergo additional courses, earn more than the required credits, and adopt an interdisciplinary/ multidisciplinary approach to learning.

18.12 The mobility across the disciplines is also subject to availability of seats, faculty, infrastructure, etc (as fixed by the University/Department from time to time).

18.13 Mobility of Credits earned by the students from GIAN (Global Initiative of Academic Networks) courses/ MOOCs (Massive Open Online Courses)/ SWAYAM (Study Webs of Active –Learning for Young Aspiring Minds)/ Swachh Bharat Internship Programme/ etc. shall be credited in accordance with the provisions made under the respective schemes, as amended from time to time; subject to compatibility of course content & assessment process with the prior approval of the respective Board of Studies.

18.14 The student shall be given the equivalent credit weightage for the credits earned vide online learning credit courses through SWAYAM platform or any other platform specified by UGC and as approved by the respective Board of Studies.

Note: The University may allow up to 40% of the total courses being offered in a particular program in a Semester through the online learning courses offered through SWAYAM platform or any other platform specified by UGC, subject to the following conditions: (a) The course contents are alike, to be decided by the concerned Board of Studies; (b) The courses are not offered in the University/College; (c) There is non-availability of suitable teaching staff to run the course in the University/College. The University shall give the equivalent credit weightage to the student for the credits earned vide online learning credit

courses through SWAYAM platform or any other platform specified by UGC, in the credit plan of the programme.

19. MISCELLANEOUS:

19.1 The University shall provide the facility of Academic Bank of Credits in consonance with UGC (Establishment and Operationalization of Academic Bank of Credits (ABC) Scheme in Higher Education) Regulations, 2021, as amended from time to time.

19.2 For any programme approved by the Academic Council, if a regulation is issued by the Academic Council, which is at variance with the provisions of this Ordinance, then the Ordinance shall prevail.

19.3 In addition to the provisions contained in this Ordinance, the Academic programmes governed by a Regulatory Authority shall also comply with essential requirements as prescribed by the respective Regulatory Authority.

19.4 Relevant provisions regarding multiple entry-multiple exit options, academic bank of credits etc. shall be applicable in accordance with the University Ordinance(s)/relevant UGC Regulations, as amended from time to time.

19.5 The student who leaves the program after completion of odd semester, he/she may be allowed to take readmission in the next academic session in the corresponding even semester. Supernumerary seat(s) be created for readmitting such students in the corresponding semester. For example, if a student exits the course after successful completion of 3rd semester in one academic session will be allowed to take admission in 4th semester in the next academic session.

20. POWER TO REMOVE DIFFICULTIES:

If any difficulty arises in giving effect to the provisions of this Ordinance, the Vice Chancellor may, by order, make such provisions not inconsistent with the Act, Statutes, Ordinances or other Regulations, as appears to be

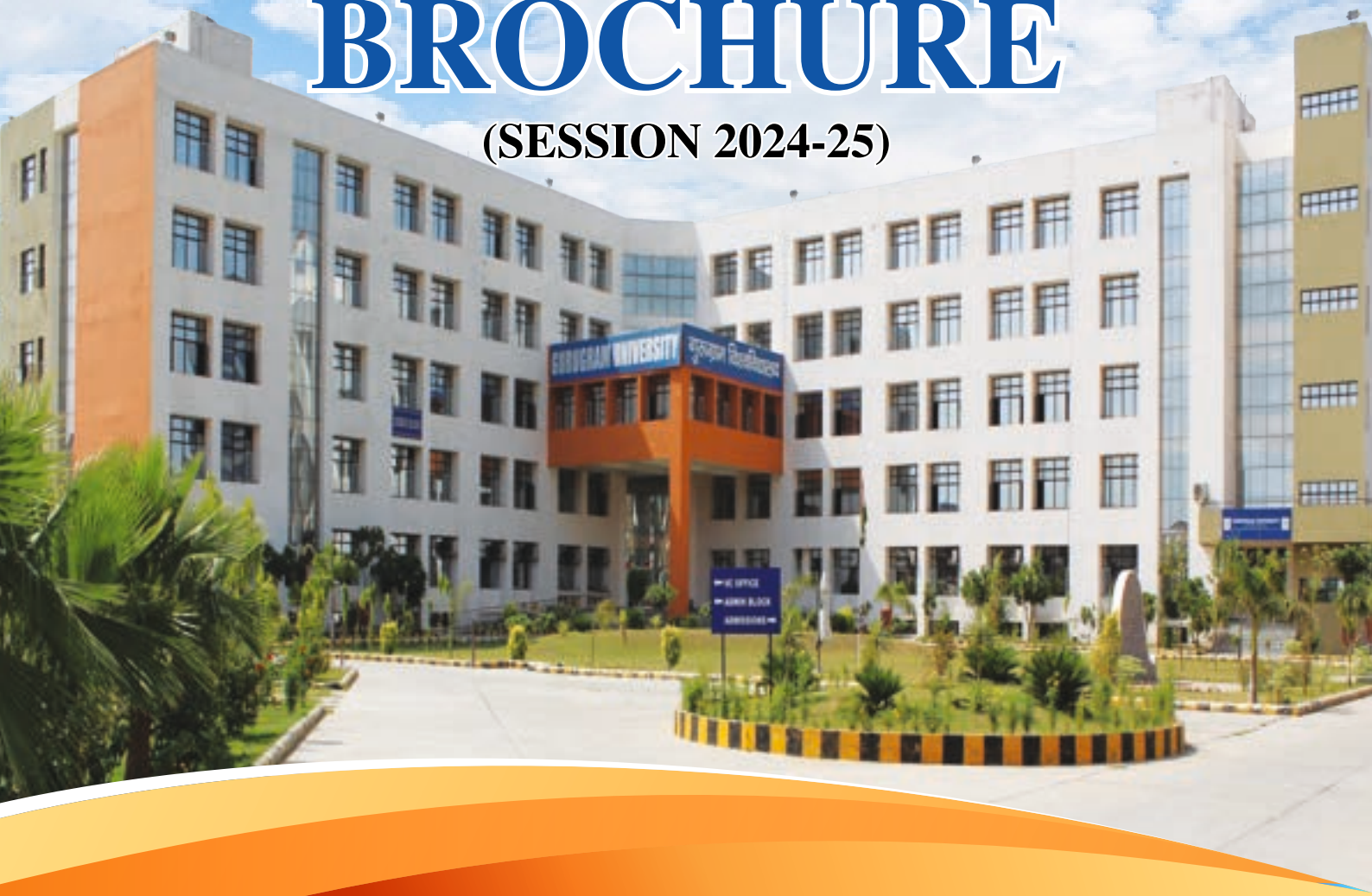
necessary or expedient to remove the difficulty, however subject to ratification of such order by the Statutory bodies of the University

Annexure-E

विकसित भारत अभियान

INFORMATION BROCHURE

(SESSION 2024-25)



Gurugram University

(A State University Established under Haryana Act 17 of 2017)

Sector-51, Gurugram, Haryana-122018

0124-2788001, 2788002

vc@gurugramuniversity.ac.in

www.gurugramuniversity.ac.in



TOWARDS EXCELLENCE
श्रेष्ठता की ओर

Application Form Fee: -

For General Category: - Rs. 1000/-

For SC/BC/EWS/Differently abled persons of Haryana: - Rs. 250/-

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• *Chairperson HSHEC*	
• *Hon'ble Vice-Chancellor*	
• *Registrar*	
• *Dean Academic Affairs*	
• *Officers, Deans & Chairpersons of the University*	
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DISCLAIMER

During the publication of the Prospectus, the published/printed information is correct and in accordance with the existing rules of the University. However, any changes made by the University in the provisions/instructions/regulations at a later stage shall be applicable to all the students who are admitted or yet to seek admission in the various programmes. For latest information, candidates are advised to check the University website regularly. If anyone experiences any inconvenience or incurs loss due to such changes, the University shall not be held responsible.

Bandaru Dattatraya
Governor, Haryana

सत्यमेव जयते

बंडारू दत्तात्रेय
राज्यपाल, हरियाणा



Hon'ble Governor Chancellor's Message...

I am pleased to extend my warmest greetings to each of you as you embark on a transformative journey within the realms of education at Gurugram University, Gurugram. I take immense pride in witnessing the growth and development of this esteemed institution.

Gurugram University stands as a beacon of knowledge and innovation, fostering academic excellence and holistic development among its students. With a commitment to nurturing talent, fostering research and promoting inclusivity, the university plays a pivotal role in shaping the future leaders of our society.

The Information Brochure for 2024 serves as a testament to its unwavering commitment to providing holistic and inclusive education in alignment with the National Education Policy (NEP) of 2020, laying foundation for a re-imagined educational landscape, one that is rooted in equity, access, quality and innovation.

In synchronization with the Government's vision of Digital India and Viksit Bharat through inclusive education, I wish that the University would make commendable progress with a mission to deliver higher education globally.

The diversity of academic programs in the intensifying areas of management, commerce, engineering, computer science, psychology and law aligns with the broader vision, mission, objectives and quality policy of the University.

Through a blend of academic rigour and experiential learning, the university strives to empower the students to become lifelong learners and global citizens capable of navigating the complexities of the 21st century.

I extend my best wishes to each one of you as you embark on this exciting chapter in your academic journey. May your pursuit of knowledge be guided by curiosity, compassion and a relentless quest for excellence!

(Bandaru Dattatraya)

हरियाणा राजभवन, चण्डीगढ़ - 160019
Haryana Raj Bhavan, Chandigarh - 160019
EPABX - 0172-2740581, 2740583
Fax - 0172-2740557
E-mail : governor@hry.nic.in

Dr. Kailash Chandra Sharma
Chairperson, Haryana State Higher Education Council



Chairperson, HSHEC Message...

Gurugram University is where state-of-the-art infrastructure and cutting-edge resources converge to create an unparalleled learning environment. Gurugram University is committed to providing learners with the tools they need to succeed. Their modern research laboratories and extensive libraries, equipped with a vast array of books and digital resources, ensure that students have access to the best resources available.

Their dedication to academic excellence and holistic education sets them apart as a premier institution for learning. The impact of their contributions to the academic realm reverberates not only within their campus but also in the lives of their students and the broader community.

One of their key strengths lies in the diverse range of programs, designed to cater to the varied interests and career aspirations of learners. Whether pursuing studies in the sciences, humanities, engineering and technology, or professional studies, their curriculum is meticulously crafted to instill a deep sense of curiosity and a lifelong passion for learning, in line with the outcomes outlined in the National Education Policy of 2020.

As you embark on your academic journey with Gurugram University, rest assured that you are stepping into an environment that fosters growth, innovation, and excellence.

(Dr. K.C. Sharma)
Chairperson

Hon'ble Vice-Chancellor's Message...



Gurugram University, nestled in the vibrant heart of Gurugram, the largest metropolitan city of Haryana, named after the legendary Guru Dronacharya. Believed to have been gifted this land by his royal disciples in recognition of his warfare expertise, Gurugram has evolved into a modern marvel, emerging as a financial and technical powerhouse within the national capital region.

Gurugram University stands as a torchbearer, weaving together tradition and modernity to shape the leaders of tomorrow. As the youngest state university of Haryana, we are committed to fostering excellence across a spectrum of disciplines, with a special focus on cutting-edge fields such as Artificial Intelligence, Cyber Security, Public Policy, Paramedics, Hospitality, and beyond.

In the past year alone, we have forged strategic alliances with esteemed Indian and international institutions, opening doors to global opportunities for our students. Embracing the National Education Policy (NEP), our undergraduate and postgraduate programs offer an interdisciplinary approach, nurturing innovative thinking and problem-solving skills.

At Gurugram University, education extends beyond the classroom. Sports and co-curricular activities are integral to our ethos, fostering holistic development and a balanced lifestyle. Moreover, our strong industry connections, rooted in Gurugram's corporate landscape, pave the way for unparalleled training and placement opportunities for our students.

Our vision is clear: to cultivate world-class scholars and leaders who are not only adept at tackling complex challenges but also possess a deep sense of national, social, cultural, and ecological responsibility. With the unwavering support of our stakeholders, we are confident in our ability to realize this vision.

As we embark on a new academic session, I extend my best wishes to all students, faculty, and staff. Together, let us strive for excellence and make a meaningful impact on society.

Best wishes for the new academic session.

Prof. (Dr.) Dinesh Kumar
Vice-Chancellor
Gurugram University, Gurugram

Registrar's Message...



Gurugram University Strongly believe in providing student centric education which fosters in them skill and leadership quality. Only Within a span of six years, the University is developing high level infrastructure, helpful, easy and transparent administration and secured environment for the students on the campus.

We are proud that the University is enabling its learners to adapt to the industrious and challenging atmosphere outside the contours of the University. We are manufacturing the best students by keeping abreast with the rapidly evolving education system. Besides education, Gurugram University is infusing in its students the need to learn tactics of the professional world. The University has never compromised on its core values, such as discipline, adherence to rules, timelines and academic commitments. Our university is equipped with Labs, Media Studio, enriched Library, e-library, auditorium, Incubation centre, seminar rooms and playgrounds. From admission process to declaration of results, everything is in digital form. All these systematic arrangements have established a comfortable environment for the students, so that they can concentrate on their studies. Training and Placement cell has been established for coordination with National and International institutions for the students passing out every year. Such established coordination helps in providing employment opportunities to the students at suitable places. The enriched pedagogical perspective, rigorous research orientation with germanely innovative academic and extra-curricular approach adopted by the University will provide a fertile ground for developing the potentials of the youths suited to their innate talent and professional interest. Our University is committed to provide world class facilities and quality based education on National and International standards. Our campus has evolved as a rapidly growing higher education institute. In addition to this, prestigious event of our academic calendar has a sincere aim to provide a platform for both industry and academia. In the current era, the growth in the autonomous decision-making process is encouraging the researchers and industry to provide suitable solutions and interfaces. This leads to tremendous opportunities for all the stakeholders to come together, collaborate, complement and supplement the efforts of each other.

Best wishes to all for the New Academic Session.

Dr. Rajiv Kumar Singh
Registrar,
Gurugram University, Gurugram



Dean Academic Affair's Message...

I am privileged to welcome all the students of the new academic session 2024-25 for choosing Gurugram University, Gurugram. We at Gurugram University not only help our students to acquire the best knowledge in different programs and related subjects but also try to inculcate in them the basic value system which transforms them into best civilized citizens of India. We make constant efforts through various means in shaping the young minds into capable human resource which is ready to serve the nation in different fields efficiently and effectively. I wish all the aspirants a bright academic career ahead. Gurugram University is working towards qualitative growth of higher education.

The university is striving to prepare its students for new challenges using breakthrough ideas like 'Learning with doing' and 'education beyond classroom'. We have created an academic environment in the university through compulsory attendance, modernised curriculum, fairness of examination and results, and focus on core values like punctuality. Currently there are more than twenty academic departments in the university. Interdisciplinary academic atmosphere is established through various activities among these departments. On the basis of academic achievements, our students have been placed in prestigious national and international institutions.

We are committed towards providing our students with highly qualified teachers and state-of-art techniques and facilities. Our university is well prepared to welcome new entrants for the upcoming academic session. All the programs offered by Gurugram University follow the learning outcome-based approach. The Flexibility in the curriculum has been designed with Industry research specific goals in mind. Benchmarked with the course of studies of various institutions of repute, our Curriculum has been designed to meet the aspirations of all stakeholders, including students of Gurugram University.

Prof. S.C. Kundu
Dean Academic Affairs,
Gurugram University, Gurugram

OFFICERS OF THE UNIVERSITY

SH. BANDARU DATTATRAYA
Hon'ble Governor (Haryana)
Chancellor, Gurugram University

Name and Designation	E-mail
Vice-Chancellor Prof. Dinesh Kumar	*vc@gurugramuniversity.ac.in*
Dean Academic Affairs Prof. S.C. Kundu	*daa@gurugramuniversity.ac.in*
Registrar Dr. Rajiv Kumar Singh	*registrar@gurugramuniversity.ac.in*
Proctor Dr. Ashok Khanna	*proctor@gurugramuniversity.ac.in*
Dean of Colleges Dr. Annapurna Sharma	*doc@gurugramuniversity.ac.in*
Dean Students' Welfare Prof. Amarjeet Kaur	*dsw@gurugramuniversity.ac.in*
Controller of Examinations Dr. R.K. Garg	coe@gurugramuniversity.ac.in
Finance Officer Sh. Lalit Kumar	*f.o@gurugramuniversity.ac.in*

DEANS AND CHAIRPERSONS

DEANS OF FACULTIES

S.No.	Dean	Faculty	E-mail
1	Prof. S.C. Kundu	Faculty of Life Sciences	*dean.lifesciences@gurugramuniversity.ac.in*
2	Prof. Amarjeet Kaur	Faculty of Commerce & Management	*dean.commandmgmt@gurugramuniversity.ac.in*
3	Prof. Rakesh Kumar Yogi	Faculty of Law & Humanities	*dean.lawandhum@gurugramuniversity.ac.in*
4	Prof. Neera Verma	Faculty of Social Sciences & Education	*dean.socsciandedun@gurugramuniversity.ac.in*
5	Prof. Dharminder Kumar	Faculty of Science & Technology	*dean.sciandtech@gurugramuniversity.ac.in*

CHAIRPERSONS AND INCHARGES

S.No.	Chairperson	Dept. / Institute	Phone
1.	Prof. Amarjeet Kaur	Dept. of Management	9810867688
2.	Prof. Gayatri Raina Arya	Dept. of Psychology Dept. of Social Work	8219363880
3.	Prof. Rakesh Kumar Yogi	Dept. of Media Studies Dept. of Law Dept. of Indian Knowledge and Languages Dept. of English and other Foreign Languages Dept. of Development Studies Dept. of Studies in Art and Culture	9871621567
4.	Prof. Dhirender Kaushik	Dept. of Nursing	9416055522
5.	Dr. Annapurna Sharma	Dept. of Political Science & Public Policy	9999610854
6.	Dr. Mukesh Kumar	Dept. of Engg. & Technology	9992211406
7.	Prof. S.C. Kundu	Dept. of Physiotherapy Dept. of Public Health Dept. of Neurosciences	9812273156
8.	Prof. Neera Verma	Dept. of Economics Dept. of Education	9416035388
9.	Prof. Abhay Singh Yadav	Dept. of Pharmaceutical Sciences Dept. of Biosciences	7015362805
10.	Dr. Pratap Singh	Dept. of Physics	9810148929
11.	Dr. Sarala Balachandran	Dept. of Chemistry	9560020015
12.	Dr. Seema Mahlawat	Dept. of Commerce	9728157599
13.	Dr. Mohd. Rafique	Dept. of Mathematics	9811098211

BRANCH OFFICERS OF THE UNIVERSITY

S.No.	Name and Designation Of Branch Officers	Branch	E-mail
1.	Dr. Naveen Goyal *Deputy Registrar*	Academic Branch	academic@gurugramuniversity.ac.in
2.	Mrs. Suman Vashistha *Deputy Registrar*	Establishment Branch	establishment@gurugramuniversity.ac.in
3.	Mrs. Vandana Handa *Deputy Registrar*	General & Purchase Branch	general@gurugramuniversity.ac.in
4.	Dr. Subham Gandhi *Deputy Registrar*	Colleges & Exam Branch	college@gurugramuniversity.ac.in
5.	Shri. Lalit Kumar *Finance Officer*	Accounts Branch	account@gurugramuniversity.ac.in
6.	Dr. Ekta Singh *Assistant Registrar*	Result Branch-I	exam@gurugramuniversity.ac.in, secrecy@gurugramuniversity.ac.in
7.	Dr. Rajveer Singh *Assistant Registrar*	Result Branch-II	result2@gurugramuniversity.ac.in
8.	Sh. Anoop Singh *Assistant Registrar*	Registration & Scholarship Branch and Conduct Branch	rgn@gurugramuniversity.ac.in conduct@gurugramuniversity.ac.in
9.	Sh. Ajay Taneja *S.E*	Engineering Branch	engg@gurugramuniversity.ac.in
10.	Dr. Mukesh Kumar, *Associate Professor*	UCDAC	ucdac@gurugramuniversity.ac.in
11.	Dr. Hawa Singh *Assistant Professor*	Public Information Officer	spio@gurugramuniversity.ac.in



ABOUT THE UNIVERSITY

Gurugram University aspires to be one of the most prestigious University in Haryana and is likely to be a microcosm of the Indian nation, drawing students from every nook and corner of the country and from every group and stratum of society. The university has started functioning from the campus of newly constructed Rao Tula Ram College of Science and Commerce. The prime campus of Gurugram University is spread across 12,185 sq mt. of covered area which is very conveniently located at Sector-51, Gurugram. The lush green campus spread over 11.5 acres enveloped with serene beauty and environment is special both in terms of its physical beauty and location - a place where one could be away from the world, yet still be a part of it. Education and research are the twin pillars of this university and the ambience is one in which new ideas and creativity can flourish. The university is having well stacked modern library facilities, well equipped laboratories with modern scientific equipment for practical exposure of students. The university will soon have hostel facilities with salubrious and caring environment, transport, medical facilities, rejuvenation facilities and residential accommodation for academic and non-academic staff. To abbreviate Gurugram University will comprise of all world class amenities.

Gurugram University (GU) will soon emerge as a global university with a wide offering of programs and courses spanning varied educational faculties. The university believes in creating evangelists of knowledge; people who spread the light quite literally. Our premier University will attract many foreign students due to its world class facilities, which will be constantly reviewed and upgraded to reflect the latest trends and developments in higher education. In last few years, Gurugram has developed into a hub of medical tourism; similarly the Gurugram University will transform the city into hub of educational tourism. Scholarships would be offered by the University as per prevailing rules in this regard. Learning at the University would help in character building and skill enhancement of students which in turn would lead to strong nation building.

Gurugram University, situated in the heart of Gurugram, is nurturing and strengthening this legacy of tradition and modernity. This youngest state university of Haryana is fast emerging as an institution of higher education with a potential of excellence in diverse areas specially in contemporary and cutting-edge areas such as B.Sc. Nursing, Artificial Intelligence, Cyber Security, IOT, VLSI, Media Studies & Animation, Design & Technology, Data Science, Law, Pharmacy, Physiotherapy, Public Policy, Paramedics, Hospitality and so on.

Gurugram University is a fast growing educational institution. Within a span of five years, the University is developing high level infrastructure, helpful, easy and transparent administration and a secured environment for the students on the campus.



Idea

A comprehensive, multi-disciplinary, research focused and student centric university aimed at becoming a leading international institution of higher learning by:

- Developing and educating the path-shapers of tomorrow, who can shoulder the challenges of globally responsible and ethical leadership.
- Supporting research and creating endeavours that contribute to the creation of new knowledge at the frontiers of super-specialized areas as well as at the interface of diverse disciplines.

Vision

Gurugram University aspires to be a front runner in global education; role model for institutional excellence, trans-cultural quality learning, intellectual growth, contemporary research, capacity building and nurturing socially and morally responsible disciples through a learner's centric approach. The university seeks to ensure a journey from studentship to epitome of discipleship by working on academic skills, life skills, soft skills, technical skills and industry skills of its students.

Mission

- To become a socially conscious center of knowledge and advancement equipped to take up the challenges of the global change as well as committed to empower its faculties for the holistic development of the learners through learner-centric teaching-learning approach based on Outcome based Education.
- To promote and offer skill-based Certificate, Diploma, Under Graduate, Postgraduate and Research programmes in multi-disciplinary and interdisciplinary areas.
- To move up through international alliances and collaborative initiatives to achieve global excellence.
- To create a rigorous academic and innovative research environment for creation of knowledge and its perpetual advancement using technology.
- To attract and build people in a rewarding and inspiring environment by fostering freedom, empowerment, creativity, scientific zeal, research and innovation.

Commitment

- To become a socially conscious centre of knowledge and advancement equipped to take up the challenge of global change as well as committed to empower its teachers for the development of students.
- To move up through international alliances and collaborative initiatives to achieve global excellence.
- To create rigorous academic and research environment for creation of knowledge and its perpetual advancement.
- To attract and build people in a rewarding and inspiring environment by fostering freedom, empowerment, creativity, scientific zeal and innovation.
- To develop men and women having muscles of iron, nerves of steel, and a mind of the same material inside of which thunderbolt is made amalgamated with social and national responsibility.

Various Departments, Programmes and affiliated colleges

Departments- *We have a total of 23 departments, with 65 presently running programmes.*
Affiliated Colleges- *67 Colleges are currently affiliated with us.*

LOGO AND MOTTO



The Emblem of the Gurugram University is a symbolic expression of the confluence of both ancient methodologies and technological advancements.

The "deeya" (radiant lamp) at the top depicts human energy. As the light of deeya provides us joy and hope; similarly we at Gurugram University will be enlightening the life of students with the truth, knowledge, hope and success. It also symbolises "अप्प दीपो भव " the last words of Lord Buddha stating that be and discover your own light.

The Rising Sun at the bottom symbolizes knowledge and enlightment and cleaves the darkness through the light of knowledge. "तमसो मा ज्योतिर्गमय" O' Lord! Take me from darkness to light.

The two twigs of leaves in Hindu Philosophy depicts Vanaspathi (also called as Aushadi) held in the hands of Lord Dhanvanthri, which are the sources of all medicines. In Western Philosophy it symbolize Olive branches which is an expression of Peace, Love and Harmony.

Book at the centre of Emblem clearly depicts its significant role in our life. As it is said "When you open a book, you open a new world". As books have become inevitable to mankind. Man is mortal but books are immortal.

Globe represents global collaboration; global leadership which is one of the core value of Gurugram University. The university will be active on the International front and will be vigorously forging and consolidating connections with other foreign Universities in a bid to bring international exposure to its faculty and students. It also represents the spirit of "वसुधैव कुटुम्बकम्" The whole world is like a family. It also reflect the spirit of global city that is Gurugram

Human Brain portrays Brainstorming which is a group creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its members. The University pledge to join hand in hand to work together with the approach of generating new ideas around a specific interest. It also signifies the school of health, paramedical sciences and brain

research.

Scientifically, major part of our brain is in unconscious and subconscious state. It is only very small part which is conscious. Everything lies within us. The only question is how to bring it out? It is believed that a genius like Einstein could also use 1/10th of his brain. Most of the discoveries have come from subconscious mind. Actually it is a journey from subconscious to conscious and super conscious mind. The brain in the emblem will truly symbolise journey from subconscious to super conscious; the true journey of life i.e. "मृत्योर्मा अमृतं गमय" O'Lord take me from death to salvation.

The Bodhi tree is symbolic of both Sansara (world) and Dharma. Buddha got enlightened under the Bodhi tree. He then stood up and watched the tree from a distance for seven days. He took sixteen steps towards the tree and under each step, blossomed a Lotus flower. Lotus flower symbolizes clarity, dispassion, love, beauty and purity. As the lotus blooms and flourishes amongst impurities and does not look back; same is our motto as we believe in representing something new and pure above all odds. "ॐ असतो मा सद्गमय" O' Lord take me from untruth to truth.

The name of city "Gurugram" carries forward to the University which itself is after the name of Guru Dronacharya who is clearly visible in our emblem. In the epic Mahabharata, Guru Dronacharya was the royal preceptor to the Kauravas and Pandavas. So, the aim of the Gurugram University is to make the student go through the journey from "studentship to epitome of discipleship". द्ध छात्रत्व से शिष्यत्व तक ऋ

Robot and Wi-fi clearly depict the technological advancement which has turned dreams into reality, and what was once thought of as pure science fiction, is slowly becoming accessible. Robots can also be effective in areas where there are skill shortages. Updated and Modern technologies are the sign of growth and advancement in our lives resulting in bright future. The aim of the Gurugram University is to promote technological advancement by starting new professional courses on robotic science and artificial intelligence.

The picture at the bottom of emblem shows "Team effort-Together we can win". The University believes that organisations are much more likely to perform well when their people work effectively and efficiently as a team. This is because good teamwork creates synergy–where the combined effect of the team is greater than the sum of individual efforts. Working together a team can apply individual perspectives, experience, and skills to solve complex problems, creating new solutions and ideas that may be beyond the scope of any one individual. As well as enhancing organisations' performance good teamwork benefits individuals too. It enables mutual support and learning, and can generate a sense of belonging and commitment.

The bow and arrow in the emblem represent ancient era. Deities and heroes in several mythologies are described as archers, including the Indian Lord Rama and Lakshmana, the Greek Artemis and Apollo, the Roman Diana and Cupid, The famous archery competition of hitting the eye of a rotating fish while watching its reflection in the water bowl was one of the many archery skills depicted in the Mahabharata. It also signifies the type of education imparted by Guru Dronacharya to his disciples and is also the trademark of two great warriors Arjuna and Eklavya.

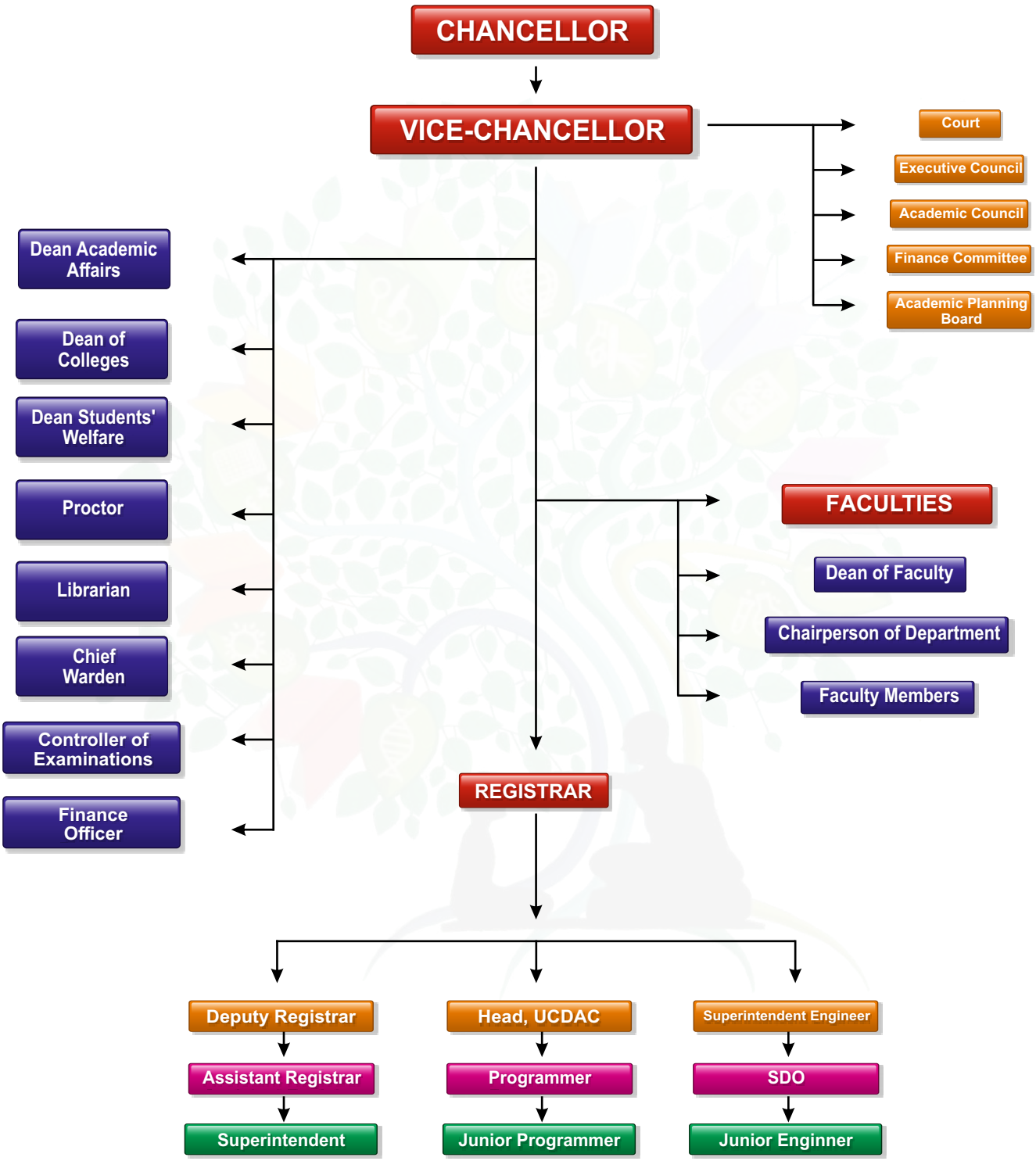
"विद्या जीवनाय न तु जीविकाय" reflects the vision of the Gurugram University to become a socially conscious centre of knowledge and advancement equipped to take up the challenges of the global change as well as committed to empower both its students and teachers to contribute substantially to physical, mental, economic, social and spiritual development. In nutshell "The Holistic Development".

"To be successful in life what is need is education, not literacy and degrees."

-Munshi Premchand



ACADEMIC AND ADMINISTRATION HIERARCHY



LOCATION, INFRASTRUCTURE AND FACILITIES



INFRASTRUCTURE AND FACILITIES

Gurugram University provides an ecofriendly and aesthetic environment for teaching and learning. The infrastructure of the University include Lecture Halls, Labs, Library, Office Space for Faculties, Seminar, Halls, Conference Halls, Auditorium and infrastructure for Sports and Extra Curricular activities etc.



SEMINAR HALL

The Seminar Hall is an ideal venue for organizing seminars which in turn would provide better and closer insights into practical aspects in different fields. The conferences and lectures would aim to provide students with first-hand information about the industry expectations in various fields.



TEACHING PEDAGOGY

The teaching pedagogy involves lectures, seminars, case discussions and role plays. Quality study material is also be supplied to students in plenty. Experience recollected through summer training, projects and assignments, etc., has to be supplemented the theory with practical.



LIBRARY

The university has developed a first-rate library for the students. The library comprises of extensive collection of books on all subjects of undergraduate and postgraduate courses. The library subscribes to a number of reputed international and Indian journals and periodicals.

LOCATION, INFRASTRUCTURE AND FACILITIES



THE SPORTS

The University provides various kinds of sports facilities and encourages students to take part in"sports/games to ensure their all-around development. All facilities and play grounds are available for Basket Ball, Volley Ball, Table Tennis, Badminton etc.



CAFETERIA

The Gurugram University has its own canteen right in the present campus providing food to the students"and employees on subsidized rate. Canteen at Gurugram University considers the different tastes and preferences of students, faculty members and staff alike by providing refreshing lip-smacking vegetarian delicacies. The Food Served at the canteen is examined regularly for its health and hygiene.



TEACHING CULTURE

Class room teaching - Teaching pedagogy for all programmes at Gurugram University follows Learner's- Centric approach emphasizing upon building up academic skills, life skills, technical skills, soft skills and industry skills of students. The ultimate aim of teaching is the overall and holistic development of students.

Learning beyond class room students get exposure to the practical world through summer training, live projects, practical assignments, industry projects and seminars. There are regular industrial visits and interaction with stalwart from respective industries in classrooms.

Gurugram University will be active on the International front as well. University will be vigorously forging and consolidating connections with other foreign Universities in a bid to bring international exposure to its faculty and students.



LOCATION, INFRASTRUCTURE AND FACILITIES



AUDITORIUM

The University auditoriums are regular venues for conferences, workshops, and seminars. The purpose of the auditoriums is to enhance the quality of education. To make this possible, the auditorium offers facilities such as LCD projectors, screens, white-boards for delivering lectures.



MOOT COURT

The Gurugram University has its own moot court, or mooting, that simulates a real court environment to give law students an opportunity to put their learning into practice. Moot court covers the appeals process rather than a trial, so there is no jury, witnesses or evidence..



MEDIA LAB & STUDIO

Media Lab "Srijan" with all the advanced system, software and studio eqipment.

This Facility is available for students, RSOs, and the campus community to develop enhanced presentations and multimedia projects with Video, Audio, Digital Photos and Graphics.

Assistance/Faculty is available to guide you through the technical and creative Process!

Along with the lab, the green screen studio provides advanced innovation in creativity and communications and is used for photographing and video recording object, people, and scenes for superimposition in Visual applications



LOCATION, INFRASTRUCTURE AND FACILITIES

UNIVERSITY NEW CAMPUS

Location: Sector 87, Gurugram, Haryana, India.

14 Km from Hero Honda Chowk.

Master Plan includes Administration Block, Auditorium, Faculty House Building, Pharmaceutical Science Block, Physiotherapy Block, Life Science Block, Science Block, Engineering Block, Commerce and Management Block, Humanity and Science Block, Law Block, University Health Center, Animal House Block, Workshops, Central Library, Innovation Centre, Athletics Track, Hockey Grounds, Basketball and Badminton Courts, Vice Chancellor's Residences, Employee Housing, Girls and Boys Hostel, Service Block, Parking, Temporary Office and Canteen are included.

The following programmes will run in new campus of the University (Sector-87) w.e.f. session 2024-25:-

- Department of Commerce
- Department of Management
- Department of Law
- Department of Psychology
- Department of Political Sciences
- Department of Social works
- Department of Education

Some key future developments announced:

- Removal of Kherki Daula Toll.
- Upcoming proposed metro hub.
- Completion of Dwarka Expressway for added connectivity.
- Shortest Connectivity to IMT Manesar.
- The development of Garhi Harsaru Railway Station would be a boon.









FACULTY OF LIFE SCIENCES



E-mail : dean.lifesciences@gurugramuniversity.ac.in

Prof. Subhash Chander Kundu
Dean, Faculty of Life Sciences

The Faculty of Life Sciences at Gurugram University campus hails its core strength from well-qualified faculty, some of the brightest minds of the country and good laboratory facilities. Students are trained in **Bachelor of Pharmacy (B.Pharm.), Master of Pharmacy (Pharmacology), Master of Pharmacy (Pharmaceutical Chemistry), Bachelor of Physiotherapy (B.PT.), Master of Physiotherapy (Orthopaedic's), Sports (Cardio Throacic Pulmonary Disorder) and Ph.D in Phsiotherapy**

The Faculty has Following Departments:

- **Department of Pharmaceutical Scienece**
- **Department of Physiotherapy**
- **Department of Public Health**
- **Department of Neurosciences**
- **Department of Nursing**
- **Department of Bio-Science**



Department of Pharmaceutical Scienece-
Chairperson: Prof. Abhay Singh Yadav

The Department of Pharmaceutical Sciences was established with a vision to provide fundamental knowledge related to pharmacy. The Department hails its core strength from well-qualified faculty members and good laboratory facilities. The department started running Bachelor of Pharmacy (B. Pharm.) course in the year 2018, M. Pharm (Pharmacology) in 2019 and M. Pharm (Pharmaceutical Chemistry) in the year 2020. In the year 2021, Ph.D. Pharmaceutical Sciences have been introduced.

Department of Physiotherapy-
Chairperson: Prof. S.C. Kundu

At Department of Physiotherapy, we are dedicated to promoting optimal physical health and well-being through evidence-based practice, innovative research, and compassionate care. Our experienced faculty members are committed to educating the next generation of physiotherapists, equipping them with the skills and knowledge needed to excel in this dynamic field.

Department of Public Health-
Chairperson: Prof. S.C. Kundu

Discover the forefront of health innovation at our Department of Public Health. Committed to excellence in education, research, and community engagement, we prepare the next generation of leaders to tackle pressing global health issues. Through interdisciplinary collaboration and evidence-based approaches, we empower students to make a meaningful impact on public health outcomes worldwide.

Department of Neurosciences-
Chairperson: Prof. S.C. Kundu

Our vibrant community of researchers, educators, and students is dedicated to unraveling the complexities of neuroscience through cutting-edge research and innovative teaching methods. From understanding basic brain function to exploring the intricacies of neurological disorders, we are at the forefront of neuroscience discovery.

Department of Nursing-
Chairperson: Dr. Dhirendra Kaushik

Our department is committed to preparing future nurses who are equipped with the knowledge, skills, and values to deliver high-quality, patient-centered care. Through innovative curriculum, hands-on clinical experiences, and research opportunities, we empower our students to become leaders in the field of healthcare.

Department of Bio-Science-
Chairperson: Prof. Abhay Singh Yadav

Our dynamic department is dedicated to exploring the wonders of life through rigorous research, innovative teaching, and collaborative engagement. From unraveling the mysteries of genetics to studying ecosystems and biodiversity, we are committed to advancing knowledge in the biological sciences.







FACULTY OF SOCIAL SCIENCES & EDUCATION

E-mail : dean.socsciandedun@gurugramuniversity.ac.in



Prof. Neera Verma
Dean, Faculty of Social Sciences & Education

The Faculty of Social Science plays the distinctive role of integrating human attributes and values with a holistic science and technology education. It helps to make India's bright young minds critical thinkers and ensures all round holistic development of students through teaching a variety of subjects, innovative curricula, and participation in co-curricular activities. We are committed to provide value-oriented learning, awareness of the contemporary society, respect for diversity, appreciation of various fine arts and literary genres, and employability skills among students. The faculty has following departments:

- **Department of Economics**
- **Department of Education**
- **Department of Social Work**
- **Department of Political Science & Public Policy**
- **Department of Psychology**



Department of Economics-

Chairperson: Prof. Neera Verma

The Department of Economics was established in the year 2019 with the vision to equip graduates with strong theoretical foundation in Economics along with industrial and corporate experience to train them for future employment in multinational companies apart from research organizations and academic institutions. Most of the students of the first batch of MA Economics, which passed out in 2022, are engaged in teaching, corporate, own ventures or are pursuing higher studies. Three of the students of the batch have cleared the NET and NET- JRF exam of the UGC.

The Department is currently offering Masters Programme in Applied Economics with a choice to specialise in either Finance or International Business. It is one of the most uniquely designed applied economics program which focuses on the application of economic theories in diverse array of occupations.

We have also introduced this year a Postgraduate Diploma in Blue Economy to prepare people well acquainted with how and why blue economy concept is driving innovative thinking about how we engage with the ocean and how it supports societies. Today, nations are increasingly looking to ocean to meet the needs of their people and this requires analysis and policy inputs related to sustainable use of potential of ocean. As per the latest report of EU Blue Economy (2022),the established sectors of blue economy directly employed 4.45 million people and the emerging & innovative sectors offer significant potential for economic growth, sustainability transition and employment creation. It is in this context that our PG Diploma offers a learning opportunity for the students, researchers and policy makers to be prepared for the rapidly evolving demands of the blue economy.

The Department has well qualified, capable and committed teachers from central and state universities of India with sufficient research exposure in its faculty who, in addition to classroom teaching, train students on application of various statistical and econometric techniques through latest softwares in the university's state of the art computer labs. The emphasis is on holistic personality development through presentations, group discussions and team tasks

The students are encouraged to take up summer internships in different organizations for corporate and research training. The Department also invites distinguished speakers from reputed national and international organizations for interactions with students. The students are taken for visits to industrial expos to inculcate entrepreneurial skills in them. The department organised 3 major events in this academic session- a Workshop on "Interdisciplinary Approach to Problem Solving-Redesigning our Approach to Public Policy" jointly by a Yale Professor and MDU Professor on December 5, 2022; a one day visit to SEBI in December 19, 2022 and a National Seminar on 'Atmanirbhar Bharat: Developing a Sustainable and Inclusive Economy' in March 14, 2023.





Department of Education-

Chairperson: Prof. Neera Verma

Our department is dedicated to shaping the future of education through innovative teaching, groundbreaking research, and community engagement. With a focus on equity, diversity, and inclusion, we prepare educators, administrators, and leaders to make a meaningful impact in classrooms, schools, and beyond. Join us in our mission to empower learners, foster critical thinking, and build a more just and vibrant society through education.

Department of Social Work-

Chairperson: Prof. Gayatri Raina Arya

Our department is committed to preparing dedicated social workers who are equipped with the knowledge, skills, and values to advocate for vulnerable populations and promote social justice. Through immersive field experiences, rigorous coursework, and community partnerships, we empower students to address systemic inequalities and create positive, lasting impact in individuals' lives and communities. Join us in our mission to advance social justice and transform lives through the power of social work.





Department of Political Science and Public Policy

Chairperson: Dr. Annapurna Sharma

The Department of Public Administration in the Faculty of Social Science was established in the year 2018, and the department offers Post Graduate Programme in Public Administration(Specialization in Public Policy and Governance) and aims to acquaint the students with conceptual and practical understanding of the discipline.

In the year 2022, we structured a new Post Graduate Programme titled" Public Policy, Administration and Governance" in the light of NEP 2020. It will enable students to obtain in-depth understanding of the interdisciplinary curriculum in public policy, pubic administration and also learn about Governance. It will equip students to gain knowledge and have pragmatic experience to create social impact at various levels and even prepare for Civil Service Examination in India. The objective of the programme to create Political and Administrative thinkers & practitioners, academics and civil services & corporate sector aspirants. The department also offers Ph.D. in Public Administration. The research thrust areas includes Public Policy, Local Government, E-governance, women's rights, child rights, minority rights and human rights etc.

Department of Psychology-
Chairperson: Prof. Gayatri Raina Arya

The Department of Psychology was established in the year 2018 with an aim to promote Psychology as a domain for investigating the solutions of human problems by assembling academician, practitioners & students. The Department of Psychology prepares students to become professional Psychologist, Counsellor & mental health practitioners who can effectively deal with diverse mental health issues like stress, depression, anxiety & suicidal tendencies. The Department of Psychology offers two programmes: MSc Psychology and a Doctor of Philosophy (PhD).

The Department of Psychology has a functional mental wellness clinic "Sukoon" which was inaugurated with the aim of providing the sought after therapeutic interventions to the students and teaching and non-teaching staff of Gurugram University. The department has a mental health outreach email *"sukoon.wellness@gurugramuniversity.ac.in"* which is open for whosoever wants to seek help.

The Department of Psychology has recently tied up with Vidyasagar Institute of Mental Health and Neurosciences (VIMHANS), New Delhi, to impart Internship Training to the students of Psychology.





Furthermore, the department of Psychology is actively involved in rendering consultancy services related to stress management to the Gurugram Police. Moreover, in its efforts to reach out to the community at large, it also provides educational and career counselling to students of the five villages that have been adopted by Gurugram University under Unnat Bharat Abhiyaan.

Most of the passed-out studentsof MScPsychology are engaged in teaching, corporate, own ventures or are pursuing higher studies. One of the students of the batch (2019-2021) have cleared NET- JRF exam of the UGC with AIR-1 and three of the students have cleared GATE exam.













FACULTY OF COMMERCE AND MANAGEMENT

E-mail : dean.commandmgmt@gurugramuniversity.ac.in



Prof. Amarjeet Kaur
Dean, Faculty of Commerce and Management

Faculty of Commerce and Management (FCM), right from its inception, focuses on bridging the Industry-Academia gap, which is why we provide a powerful combination of formal academic training coupled with business experience. Our faculty members inculcate the best of the practices in academic learning, while helping students simulate the practical business aspects and solutions in the classroom. The focus of teaching pedagogy at FCM is to develop an analytical mind set that would greatly enhance the ability of our students to seek deeper insights.

FCM strives hard in developing sustainable career for its students through soft skills trainings, business seminars, corporate workshops, industrial visits, case analysis sessions, role plays, live projects and expert lectures while equally focusing at emotional intelligence of its students. Students here get the platform to train themselves with a view to face the challenges of the corporate world with confidence. Special emphasis is given on their holistic personality development through a healthy and collaborative learning environment.



Department of Commerce-
Chairperson: Dr. Seema Mahlawat

The Department of Commerce was established in 2018 and started with M. Com. (2 year), M.Com (Integrated) Programmes in its year of inception. The doctoral programme in Commerce has been launched since 2021-22. These programmes prepare the students for a rewarding career in academia at top business organizations and institutions around the world. These programs have three broader areas of study: Accounting & Finance, Marketing and HRM. The teaching pedagogy is the learner/student centric, ICT enabled, case study, project based, continuous assessment, comprehensive and realistic evaluation. Within a short span of four years, we are able to establish ourselves as a Centre of Excellence with a focus on teaching, education, Research and campus placements.

The Department has adequate well qualified, competent faculty with vast knowledge and experience from the academic and industry. The teachers are dedicated to academic and overall development of the student community which adds ablaze in their excellent performances in competitive examinations like NET/JRF as well as outstanding participation in various cultural, sports, literary activities organized at university level where they always stand at top three ranks.

Department of Management
Chairperson: Prof. Amarjeet Kaur

The Department of Management is the epitome of excellence and aspires to develop into a destination of choice for future managers. Department attracts a great diversity of students who have the drive, confidence, a strong record of achievement, and a burning desire to advance the progress in business and society. Students here get the platform to train themselves with a view to face the challenges of the corporate world with confidence. Special emphasis is given to their holistic development through a healthy, interactive and collaborative learning environment. An integrated approach that combines fieldwork, case studies, presentations, and group discussions is followed by the department to inculcate in students, pedagogical and conceptual knowledge along with practical exposure of management concepts and theories.



Our Journey:

2018

5 Year MBA Integrated Program

2 Year MBA Program

2020

5 Year MBA Integrated Program

2 Year MBA Program

Ph.D. Program

2022

5 Year MBA integrated Program

2 Year MBA Program

Ph.D. Program

2 Year MBA Program in Hospitality Management

PG Diploma in Business Analytics

PG Diploma in Digital **Marketing**

2024

2 Year MBA Program with Dual & Super Specialization

2 Year MBA Program in Hospitality Management

2 Year MBA Program in Business Analytics

5 Year MBA Integrated Program

Ph.D. Program

Pedagogy

Case Studies	Scenarios
Role Plays	Flip Class

Students' Centric Life Long Learning

Life skill training	Personal Coaching
Career Counseling	Student Development Cell

Industry Interaction

Corporate Development Cell	Internships
Live Projects	Industry Visits
	Workshops

Vision:

To be a Business School par Excellence in nurturing Life-Long Learners, creating Socially Responsible & Resilient Leaders with Problem-solving Mindset.

Mission:

- To add value in the field of management and business through research and industry collaboration.
- To enhance professional and life skills of learners by adopting experiential learning
- To collaborate with industry, government, society and academic institutions globally to fortify problem solving resilient mindset.

Core Values:

Social Responsibility, Integrity, Life-Long Learning, Resilience







FACULTY OF SCIENCE AND TECHNOLOGY



E-mail : dean.sciandtech@gurugramuniversity.ac.in

Prof. Dharminder Kumar
Dean, Faculty of Science & Technology

Department of Engineering & Technology-
Chairperson: Dr. Mukesh Kumar

The Department of Computer Science and Engineering with its recent origin in 2018 is all set to touch new horizon at national and international levels by producing very well informed, scholarly and professionally equipped students. The students have deep knowledge of artificial intelligence. Now with the advent of new academic session 2023-24 the department is preparing engineers for the current scenario requirements in the field of Internet of things', Cyber Security & VLSI. The Department is committed to equip the students with problem solving skills at global level and inculcate in them the spirit of professional and ethical responsibilities. Our mission is to create a conducive atmosphere for students for interaction with industry experts and academicians with professional knowledge.



Department of Mathematics- Chairperson: Dr. Mohd. Rafique

The department of mathematics was establish in 2020 with the intake of 20 students and from the next session onwards i.e. from 2021-2022 then take was increased from 20 to 40 students. It comprises to highly competent & experienced faculty members in the respective filleds. The department has well equipped library, lecture theaters with projector etc. Presently, the department has running specialisation in pure as well as applied fields.

The department organizes seminars /guest lecture time to time by eminent professors by various universities/Research Institute and arranges educational tours to the students as and when required. Gurugram University has placement cell which is actively involved in the recruitment after the completion of the course the students become eligible to get job in various fields.

Department of Physics- Chairperson: Prof. Pratap Singh

- The Physics Department of the Gurugram University was established in 2020 with the intake of 20 students and the intake of students increased to 40 students from session 2021-2022.
- Department offers specialization in material science and condensed matter physics with highly qualify faculty. The department has following objectives to cater the need of industry and academia.
- The vision of the Department is to promote excellence and innovation in teaching and research in the field of Material Science, Nano-Technology, Vacuum Technology and interdisciplinary area for "development of novel materials" for the benefit of mankind (Optical Communication, Bio-materials, Defense applications).
- The mission of department is to build research and creative activities among faculty and students as well as to impact high quality physics education for global physics competence.
- It comprises of highly competent & experienced faculty members in the respective field
- Presently the department has running specialization in Condensed Matter and Material Science and planning to start specialization in electronics as well
- The department of physics organizes workshop and invited guest lecture from various universities and research institutes.
- After the completion of this course, the students becomes eligible to get jobs in various fields like Research & Development, nanotechnology industries etc.

Department of Chemistry- Chairperson: Dr. Sarala Balachandra

The Department of Chemistry was established in 2020 with the intake of 20 students and from the next session onwards i.e. from 2021-2022, the intake was increased from 20 to 40 students. It comprises of highly competent & experienced faculty members in the respective fields. The department has well equipped laboratories, library & Lecture theaters with projectors etc. Presently, the department has running specialization in Organic chemistry and started specialization in Physical chemistry and Inorganic chemistry.

The department organizes seminars & invited talks/guest lecturers time to time by eminent professors from various universities / Research institutes and arranges educational tours to the students as and when required. Gurugram University has placement cell which is actively involved in the recruitments. After the completion of the course, the students become eligible to get job in various fields like: R & D, Chemical industries, Petroleum Industries, Pharmaceutical industries, Food & beverages and Cosmetics etc.







FACULTY OF LAW AND HUMANITIES

E-mail : dean.lawandhum@gurugramuniversity.ac.in

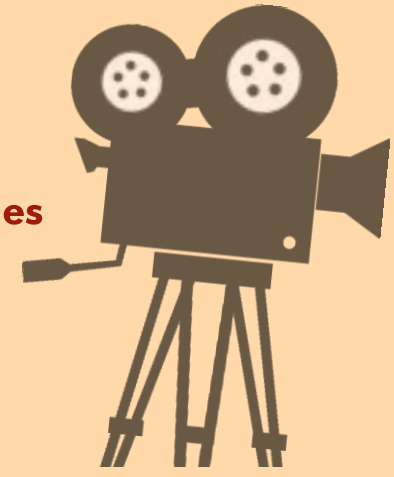


Prof. Rakesh Kumar Yogi
Dean, Faculty of Law & Humanities

As the Dean of this faculty, I have the distinct honour of overseeing six diverse departments- Department of Media Studies, Department of Law, Department of studies in art and culture, Department of developmental studies, Department of English and other Foreign Languages and Department of Indian Knowledge & Languages. Each of these departments is committed to cultivate responsible, informed and skilled professionals who are equipped to excel in their chosen fields and make meaningful contribution to the society.

In 21stcentury, Communication is in the centre of every activity of a Human being. In the last century, world's progress was based on manufacturing industry but in this century, world is affected mostly by communication. World's biggest companies are based on communication like Google, Face book, twitter, Amazon or uber. So we have the clear goal of developing communication leaders for the society. In Post Modernism, a known thinker Rolland Barth has used the famous term – "Death of Author" which means 'death of authority' of some exclusive people. In the present scenario We wish to say that this term should be considered as Expansion of Authority. In this age of communication, knowledge of languages and media is most important. Through teaching and training, we are committed to prepare our future communication leaders who will be fully skilled, trained to take this responsibility. The Faculty has following departments :

* **Department of Law**
* **Department of Media Studies**
* **Department of Indian Knowledge and Languages**
* **Department of English and other Foreign Languages**
* **Department of Studies in Art & Culture**
* **Deptartment of Developmental Studies**



DEPARTMENT OF LAW- PROF. RAKESH KUMAR YOGI

Our department is dedicated to cultivating the next generation of legal professionals, scholars, and leaders. With a focus on critical thinking, ethical practice, and practical skills development, we prepare students to navigate the complexities of the legal landscape with confidence and integrity. Through a combination of rigorous coursework, experiential learning opportunities, and engagement with real-world legal issues, we empower our graduates to make a meaningful impact in the legal profession and society at large. Join us in our commitment to the pursuit of justice and the advancement of the rule of law.

Our Students have cleared various competitive exams like judiciary and UGC-NET with some of them joining as Civil Judges and ADAs while many have secured good universities overseas for higher education.



Why Dept. of Law

- Strong linkages with Industry, Law Firms, Corporate Business Houses, Senior Advocates of Sand regulatory bodies.
- Curriculum in-line with NEP focussed on experiential learning.
- Participation in National Moot Court Competitions.
- Outreach Programmes (Lok Adalat, Court, Prison and Police Station Visits, Legal Literacy Camps, Seminars, and Conferences, etc.)

ACTIVITIES



Knowledge beyond books

- Industry interactions
- Experts Lecture
- Legal Aid Camps
- Paper Presentation, Law Journal and National Seminar
- Moot Court







DEPARTMENT OF MEDIA STUDIES- PROF. RAKESH KUMAR YOGI

"Knowledge and Participation is a core strength"

Communication in contemporary India has changed the way people perceive and exchange information. Such changes in communication scenarios give scope and space to turn the academic field of mass communication into a primary necessity, since it is significant in nation building. The Department of Media Studies aims to strengthen it by making young and responsible media professionals of the future. The Department focuses on providing a practical understanding of mass communication and the media industry with a strong academic base. Our well-equipped animation and media lab "Srijan" provides an opportunity for the students to work on their skills in animation and film-making. The department has lab-cum-theatre room and television studio where students learn technological aspects of audio-visual production. We frequently invite prominent media persons, film makers, corporate communicators to interact with our students to give them a practical exposure to the media industry.









DEPT. OF INDIAN KNOWLEDGE AND LANGUAGES- PROF. RAKESH KUMAR YOGI

Our department serves as a vibrant hub for the exploration and preservation of India's rich cultural heritage and linguistic diversity. From ancient texts to modern literature, we offer a comprehensive study of Indian languages. Through interdisciplinary approaches, students delve into the realms of philosophy, history, literature, and art, fostering a deep understanding of India's contributions to the world.

DEPT. OF ENGLISH AND OTHER FOREIGN LANGUAGES- PROF. RAKESH KUMAR YOGI

The Department of English and other Foreign Languages at Gurugram University is committed to promote critical thinking, human values, globalisation, cultural diversity and linguistic competence, through its various programmes in the domain of literature and language. It nurtures an international, multi-lingual, and interdisciplinary approach toward academics. Keeping in view the rapid speed of globalization in the present scenario, communication has brought the world ever closer. The Department of English organizes conferences, seminars, guest lectures and workshops. We believe that since English is the global language of communication, and has become a major requirement in the job market, all students should improve their oral and written communication skills in English in order to be able to compete in the highly competitive job market.

The Department of English and other Foreign Languages has designed courses in German and Japanese for various programmes such as B.Tech, MBA, and MA to meet global needs and turn these foreign languages into an asset for those who intend to join multinational companies and look for opportunities abroad.

The goal of the department is to realize the target of producing students for their further absorption as teachers in schools or language institutes or in other corporate fields related to German and Japanese Industries. Besides language acquisition this program aims to develop the inclination of the students to pursue the area of comparative literary studies. It is also expected that some of the Diploma holders to turn out to be well versed translators and shall further assist their valuable contribution to the sectors of journalism, interpretation and tour.







DEPARTMENT OF STUDIES IN ARTS AND CULTURE- PROF. RAKESH KUMAR YOGI

The Department of Studies in Arts and Culture is dedicated to development a deep understanding and appreciation of the diverse artistic traditions and cultural heritage of Bharat. Offering a range of programmes encompassing liberal arts, music, dances, temple architecture, and theatre studies, the department provides students with an education that combines theoretical knowledge with practical skills. Through interdisciplinary approaches and live learning experiences, students explore the complexities of human expression, historical contexts, and societal influences on various art forms. Whether studying literature, philosophy, classical music, folk dances, temple architecture, or theatrical practices, students are encouraged to engage critically and creatively with the subject matter. With a focus on preserving and promoting Bharat's rich cultural heritage, the department equips graduates with the necessary skills, knowledge, and cultural sensitivity to become active contributors to the arts and culture landscape, both locally and globally.





DEPARTMENT DEVELOPMENT STUDIES- PROF. RAKESH KUMAR YOGI

The Department of Development Studies offers MA (Development Studies) integrated program designed to understand the complexities of development within India. In the first phase, the department initiates the MA programme in Development Studies. offers a comprehensive understanding of the complex issues surrounding global development. This interdisciplinary field integrates concepts from economics, sociology, political science, anthropology, agriculture, environmental studies, and communication studies to analyse and address the challenges faced by India in different sectors and its marginalised communities. Students explore topics such as poverty, inequality, sustainable development, governance, human rights, and international aid. Through a combination of theoretical frameworks and practical applications, students learn to critically assess development policies and strategies, analyse socio-economic structures, and propose effective solutions for fostering inclusive and sustainable development. In the second phase, the department expands its offerings to include specialised diploma courses and certificate programmes to further enhance students' skills and expertise in specific areas of development studies.





ACADEMIC AND INDUSTRY PARTNERS











ACHIEVEMENTS & PLACEMENTS

E-mail : tpoffice@gurugramuniversity.ac.in

The establishment of training and placement cell of Gurugram University coincides with the start of first academic session of the university in 2018-19. The cell is headed by Shri. Ajay Sharma, an experienced Training and Placement Officer. Among other things, the cell has been discharging the following functions:

- Bridge the gap between what is required by the industry verses what is covered by University. For this, cell in coordination with department concerned has decided to organize the at least one workshops in a semester at department level to cover the gap.
- To liaise with industry and profession, and their regulatory bodies, association for the purpose of seeking their support in internships and their final placements.
- To make the students of professional courses employment ready, the cell organizes expert talks and short training sessions by outside experts.









DEPARTMENT OF STUDENTS' WELFARE

E-mail : dsw@gurugramuniversity.ac.in



Prof. Amarjeet Kaur
Dean, Students' Welfare department

The scope of department encompasses cultural activities and student welfare programs like Youth Festival, Cultural, Literary, Adventurous, Fine Arts, Sports, Students'/Youth Welfare Activities proposed by State/Central Government, Association of Indian Universities etc, Participation of University and affiliated colleges students in North Zone/National Youth Festivals organized by AIU, New Delhi and other Universities, Cultural Exchange Program, Concessional Bus Passes, LIC Policy for Student's in order to strengthen the department.

The Department of Students' Welfare is headed by Prof. Amarjeet Kaur as Dean Students' Welfare and supported by one senior Officer Dr. Renu Chaudhary, Director Youth Welfare. The Students' Welfare Department has established various clubs :

- Rhythm Club (Dance)
- Tarang Club (Music)
- Aalekh Club (Fine Arts)
- Ramanujan Club (Science)
- Kalam Club (Artificial Intelligence, Robotics, Drone etc.)
- Andaaz-e-Bayan Club (Literary)
- Kirdar Club (Theater)
- Dronacharya Club (Sports and Yoga)
- Vivekanand Club (Important Days Celebration)









NATIONAL SERVICE SCHEME CELL

E-mail : nss@gurugramuniversity.ac.in

National Service Scheme (NSS) has been active in the Gurugram University, Gurugram and its affiliated Colleges right from the inception. The aim of NSS unit is to create awareness about social problems like Population Explosion, Pollution, Importance of Girl Child, harmful effects of Alcohol and Drugs, Health Awareness, Cleanliness, Environment Enrichment, AIDS Education & Prevention through conducting the various events such as Plantation Drive, Beti Bachao Beti Padhao Abhiyan, Swach Bharat Abhiyan, Blood Donation Camp, Health Checkup Camp, Workshop on Psycho-social support for Covid Pandemic Condition etc.

NSS Programme Coordinator
Dr. Vijay Mehta

NSS Programme Officer
Dr. Falak Khanna









SECTION-3

INTERNATIONAL RELATIONS & FOREIGN STUDENTS AFFAIRS

The office of Director, International Relations & Foreign Students Affairs, Gurugram University has been established with a broad objective to promote diversity and inclusivity at the University. The department seeks enrollment of foreign national students in various programmes of the university from across the globe. This department is committed to extend all kind of support to foreign students who are interested to study at the Gurugram University. Our endevour is to make them feel at home and handhold in the smooth transition of learning process from their home country to India. Following are the main objectives the department:

Director



Prof. Neera Verma

- To Provide administrative support to Foreign National students
- To Provide administrative support to Exchange students
- To ensure smooth transition of Foreign/Exchange students
- To enlarge the pool of international collaborations
- To organize international study/industry/exposure trips

Note:

There will be no entrance examination for the foreign national students. Their admission should be purely on the merit basis as to be decided by the Departmental Admission Committee. The admission process for the foreign nationals will be completely online.

HOW TO APPLY

Foreign candidates are required to fill **Online Application** through the website of Gurugram University, Gurugram (http://www.gurugramuniversity.ac.in) as follows:

1. Go to www.gurugramuniversity.ac.in
2. Log on and Register for a Program
3. Fill online application form
4. Scan original documents and upload (see guidelines)
5. Deposition of online application processing fee and submission of application form
6. Scrutiny of application forms by department admission committee and display of merit list
7. Issue of provisional admission letter by the Department
8. Deposition of online Program fee after receiving provisional admission letter
9. Submission of original documents and valid visa in the concerned department after arrival in Gurugram University
10. Submission of AIU equivalence certificate within a month after arrival in Gurugram University

DOCUMENTS REQUIRED

A. Documents required at the time of filling Online Application Form

Foreign Nationals are required to upload the scanned copies of each of the following original documents while applying for admission to different programs **(NOTE: The candidate must upload all required scanned images/scanned copies only in .jpg format of 100 kb size per document)**. The scanned copy should be of original document (and not of the photocopy) for verification by the departmental admission committee.

1. Marks Sheet (Transcripts) of Qualifying Examination
2. Valid Passport
3. IELTS Pass Certificate with 6 bands.
4. Fitness certificate by the Authorised/Registered Medical Practitioner that the candidate is not suffering from HIV and COVID-19.
5. Conduct and Character Certificate from the Head of the Institution from where the qualifying examination has been passed or from concerned Embassy
6. Photograph
7. Signature
8. Left hand thumb impression

B. Documents required on arrival of candidate at GU Campus

1. All uploaded original documents i.e. serial number 1 to 5 mentioned in **A** above
2. A valid student VISA in the name of GU, Gurugram
3. Equivalence Certificate from Association of Indian Universities (AIU) within a month of arrival to GU campus. If AIU does not issue equivalence certificate for specific program, the equivalency committee of GU considers such cases and decides accordingly.

Note: 1. All Foreign Nationals with foreign qualifications are required to submit the Equivalence Certificate from Association of Indian Universities (AIU). The address is given below:

AIU House
16, Comrade Indrajit Gupta Marg,
New Delhi-110002, India
Phone: (91)-11-23230059, (91)-11-23232429
Fax: (91)-11-23232131
Email: international@aiu.ac.in
Website: http://www.aiu.ac.in

2. The Provisional Admission Offer letter shall be used to apply for the Student/ Research visa to the Indian Embassy. The visa must be endorsed in the name of Gurugram University, Gurugram, India

IMPORTANT INSTRUCTIONS

1. Please read the guidelines or procedure of admission before filling the **Online Application Form**.
2. Please write your correct name and surname in the application form. No change will be allowed later on.
3. All documents/transcripts need to be translated in English.
4. It is mandatory that the marksheet is attested by a Gazetted Officer/Notary or Indian Embassy of the concerned country.
5. It is mandatory for all students to produce the same documents in original at the time of arrival on the campus, as have been uploaded in the online admission form.
6. In case the documents, on the basis of which provisional admission is granted, are found to be fake at the time of submission, the provisional admission will be rejected and legal action will be taken under Indian Penal Code.
7. Fee, once paid, is not refundable.
8. Students will have to report to FRRO (Foreigner Regional Registration Office) within fourteen days of arrival and as and when necessary.
9. Students will not work with any Institute/Firm during the period of study.

IMPORTANT NOTES

1. Those who have done graduation or post-graduation shall not be eligible for admission to 5- year Integrated programs.
2. No applicant shall be permitted to pursue two regular programs simultaneously.
3. Rounding off of the decimal digits to a whole number for calculating the qualifying percentage of marks shall not be permissible in any case, whatsoever.
4. No migration will be allowed for foreign students.
5. Other rules and guidelines are to be followed as per GU main prospectus.

GENERAL INFORMATION

- **Who is a Foreign National?**

  Candidate who holds a passport/citizenship of a country other than India.

  Candidate who has an OCI (Overseas Citizen of India) /PIO (Person of Indian Origin) Card and also holds a passport of a country other than India.

- **Who is not a Foreign National?**

  Non-Resident Indian (NRI).

  Indian Citizen whose qualifying examination is from an International Board/Foreign University.

- All foreign national candidates who receive a provisional admission offer letter to any programme in the GU should obtain a valid **Student Visa/Research Visa** and bring all original documents to complete the admission process, without which no admission shall be granted. The Visa must be endorsed in the name of the Gurugram University, Gurugram. No other endorsement will be acceptable.

  - **STUDENT VISA:** Student Visa is required to join Undergraduate Programme, Post-Graduate Programme, Certificate or Diploma Programme and M.Phil. Programme only.
  - **RESEARCH VISA:** Research Visa is required only to join Ph.D. Programme.

  Note: Admission will not be granted on Tourist Visa/X-Visa/Medical Visa.

- It is mandatory for all foreign candidates to get medical insurance policy with evacuation clause (wherever mandatory) for admission to any programme in the Gurugram University and also to continue the same during the entire tenure of their studies in the Gurugram University, Gurugram.
- The admission of foreign students will be made on merit on the basis of the qualifying examination. Foreign students are advised to apply through their own e mail ID and also use WhatsApp enabled mobile number.
- No request for any Change of Programme and /or College will be entertained after the completion of admission process.

NOTE: 1. The students' conduct and disciplinary rules will be the same for International Students as given in main prospectus of GU. Any disciplinary action against the students will be handled by the concerned Chairpersons/Chief Warden/ Proctorial Board as the case may be. If any disciplinary action is taken against the students, the same shall be intimated to the CIAA office for record purposes.

2. University has not authorized any agent to act on its behalf. No Agents/Middlemen will be entertained.

RESEARCH & INNOVATION

The principal aim of the Gurugram University Research Programme has been to maintain a strong focus on the flow of theoretical ideas and to connect it with the empirical works of subject-oriented research in Public Administration, Psychology, Pharmaceutical Science, Law, Management, Commerce, Media Studies and other disciplines offered by the University as areas of probe and investigation from time to time. We commonly agree that the objective of the subject/discipline-oriented research is to delineate a methodology of investigation that guarantees the discovery of 'truth' and to prescribe that methodology as canonical imperatives that practising researchers must follow. Our research programme has indeed had great practical import; studying research philosophy and training in research methods has become essential ingredients for our research programme.

Note : The notification for Ph.D admissions will be announced separately.

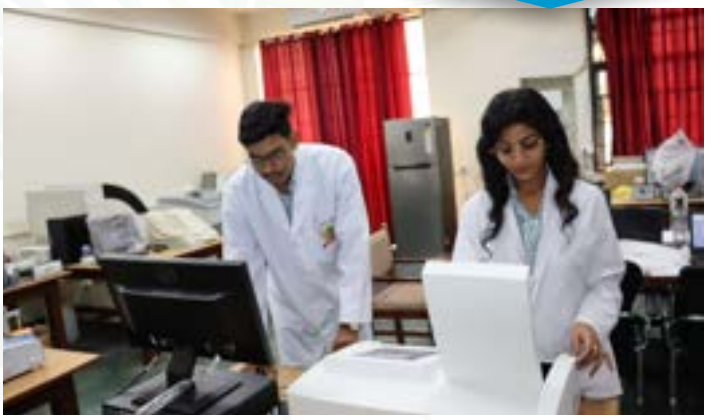




Ph.D

Public Policy, Administration & Governance, Psychology, Law, Pharmaceutical Sciences, Management, Commerce, Computer Science and Engineering, Physiotherapy









PRESENCE IN SOCIAL MEDIA

/gurugramuniversity.ac.in | gurugram.university | @gurugramuniver1



CAMPUS THROUGH CAMERA



CAMPUS THROUGH CAMERA



MEDIA EXPOSURE



GURUGRAM UNIVERSITY (TRAINING)

On Wednesday, February 8th, under the chairmanship of Vice Chancellor Prof. Dinesh Kumar, to provide clinical and academic training to students of Gurugram University's Psychology Department. Gurugram University and the Vidyasagar Institute of Mental Health and Neuro Sciences (VIMHANS, New Delhi) have signed a Memorandum of Understanding. The agreement was signed by Registrar Dr. Rajeev Kumar Singh on behalf of Gurugram University and Senior Administrator on behalf of Vimhans. The objective of this MoU is to provide clinical and academic training to students of Gurugram University's Psychology Department at Vidyasagar Institute of Mental Health and Neuro Sciences.

CONFERENCE - GURUGRAM UNIVERSITY



Gurugram: Five day 26th international conference on "Nuclear Track and Radiation Measurements" organized by International Nuclear Track Society and Gurugram University, Gurugram, Haryana (India) in collaboration with National Institute of Technology, Kurukshetra and Aggarwal College Ballabhgarh, Haryana at GU . The International Conference was inaugurated by lighting the lamp by the honorable guests present in the conference. In the inaugural ceremony, Gurugram University Vice-Chancellor Prof. Dinesh Kumar was the chief guest while Prof. Ashok Kumar Nagawat, Vice Chancellor DSEU, and NSUT participated in the program as special guests. On this occasion, the honorable guests also released the Book of Abstracts based on 26th ICNTRM-2023. Researchers and scientists from Korea, Czech Republic, Italy, North Texas, Russia, Bulgaria, France, China, Nepal, Japan, Algeria participated and presented their views on the related topic. INTS President Dr. RP Chauhan, informed everyone about the goals of the International Conference & said that the International Nuclear Track Society was established by the research community working in nuclear-related research and development and new technology .

Programme was much appreciated by the participants.

VC inaugurated GU's off-site campus at Vedatya Institute, Youth can enhance their career through hotel management course

Urvashi Rana



GURUGRAM: The Vice Chancellor of Gurugram University, Prof. Dinesh Kumar, inaugurated the GU off-site campus at Vedatya Institute, Gothi Basidpur, Sohna Road, Gurugram, with the goal of improving students' futures through vocational and employable education and making Hotel Management courses available to students as a great career option. On this occasion, Dr. Rajeev Kumar Singh, Registrar of Gurugram University, Amit Kapoor, Managing Director of Vedatya Institute, and other senior officials were present. During this time, they also inspected the guest room, conference room, restaurant, front office, housekeeping, class room, modern kitchen, and laboratory. Prof. Dinesh Kumar, Vice Chancellor of Gurugram University, stated on this occasion that students can now pursue Bachelor of Science in Hospitality Management, Bachelor of Arts in Luxury Management, Bachelor in Design, Bachelor in Business Administration, and Bachelor of Arts in International Culinary Arts at Gurugram University's off-site campus at Vedatya Institute. Furthermore, the Vice-Chancellor stated that students interested in enrolling in these new courses will be able to do so at the University's off-site campus beginning with the 2023-24 academic year.

WORKSHOP-GURUGRAM UNIVERSITY

A one-day workshop was held at Gurugram University with the purpose of supporting all of the state's government universities in attaining high NAAC, NIRF, and world ranking scores. Vice Chancellors, senior professors, IQAC Directors, and Principals of colleges from all of Haryana's government universities attended this one-day workshop, which was held in four sessions under the joint aegis of the Haryana State Higher Education Council and Gurugram University. Prof. KC Sharma, Vice Chairperson of the Haryana State Higher Education Council, presided over the workshop and informed everyone about its purpose.



MEETING-NHM

GU students got gift of best sports resources: IAS Anand Mohan Sharan inaugurated

Nidhi Priya



GURUGRAM : Gurugram University's educational activities have increased in the last year and a half:Anand Mohan Sharan, Additional Chief Secretary, Government of HaryanaOn Wednesday, August 16th, excellent sports resources were inaugurated at Gurugram University. Anand Mohan Sharan(IAS), Additional Chief Secretary, Government of Haryana was the chief guest at the GU Sports Department's 'Sports Arena' event. The programme was presided over by Prof. Dinesh Kumar, Vice Chancellor of Gurugram University.In the Sports Arena program, IAS Anand Mohan Sharan inaugurated the cricket pitch, indoor badminton court, volleyball court, seminar hall, board room by cutting the ribbon and motivated the students to take full advantage of the new facility.He congratulated Gurugram University on its fourth place in the India Higher Education Ranking and said that academic activities at the University have increased in one and a half year, praising the quality education provided to students and its outstanding resources available. He further said that the government will fully cooperate with Gurugram University. Following the inaugural session, a friendly cricket, badminton, and volleyball match was also played amongst the staff and students. Prof. Dinesh Kumar, Vice-Chancellor of Gurugram University, updated Anand Mohan Sharan about the university's various activities and achievements.

> HE FURTHER SAID THAT THE GOVERNMENT WILL FULLY COOPERATE WITH GURUGRAM UNIVERSITY. FOLLOWING THE INAUGURAL SESSION, A FRIENDLY CRICKET, BADMINTON, AND VOLLEYBALL MATCH WAS ALSO PLAYED AMONGST THE STAFF AND STUDENTS.

CORPORATE BRIEFS



CONFERENCE-GURUGRAM UNIVERSITY

Gurugram University's Management Dept & College of Business, Valparaiso University, USA, launched a two-day joint international conference on "Reimagining Business: Leveraging Technology and Green Practices" in Gurugram. The chief guest during the inaugural ceremony was Dushyant Singh Chautala, Deputy Chief Minister of Haryana, and Gurugram University Prof. Dinesh Kumar, Vice Chancellor, served as the program's president. Deputy Chief Minister stated that topics such as business development, new technology, and especially green practices are not mere topics of discussion, but are the pillars upon which progress, sustainability, and the edifice of innovation rest. Prof. Dinesh Kumar, Vice Chancellor of Gurugram University

जीयू में धूमधाम से मनाया गया 74वां गणतंत्र दिवस, शहीदों को किया गया नमन



ऑनरेरियम कार्यक्रम में विद्यार्थियों को दिए टिप्स, कुलपति बोले, डाक्यार्डी के लिए कठिन परिश्रम एवं अनुशासन जरूरी



गुरुग्राम विश्वविद्यालय और विद्यासागर इंस्टीट्यूट ऑफ मेंटल हेल्थ एंड न्यूरो साइंसेज के बीच साइन एमओयू



नई शिक्षा नीति के तहत कौशल पर आधारित शिक्षा के लिए विश्वविद्यालय को बनाने होंगे खाका



Gurugram University signs MoU with Microsoft India

Microsoft India will establish a Centre of Excellence at Gurugram University.



In a placement drive, 8 GU students were hired.



गुरुग्राम विवि. और फेडरेशन ऑफ फार्मा एंटरप्रेन्योर्स के बीच एमओयू



Many companies participated in GU's first Global HR Conclave-2023.



गुरुग्राम विश्वविद्यालय और माइक्रोसॉफ्ट कॉर्पोरेशन इंडिया के बीच एमओयू



जीयू में थिन फिल्म तकनीक के उपयोग पर एक दिवसीय कार्यशाला आयोजित



GU's MBA and MTech courses got recognition from AICTE

Dinesh Kumar



GURUGRAM: The All India Council for Technical Education (AICTE) recently approved Gurugram University's MBA and M.Tech Courses. According to Prof. Dinesh Kumar, Vice Chancellor of Gurugram University, this AICTE recognition for MBA and M. Tech programmes will benefit students.The Vice Chancellor also stated that Gurugram University offers MBA, MBA (Integrated: 5 years), MBA (Hospitality management), PG Diploma in Business Analytics, and PG Diploma in Digital Marketing. Furthermore, the Vice-Chancellor stated that last year, all engineering courses B.Tech Computer Science and Engineering (Artificial Intelligence), B.Tech Computer Science and Engineering (Internet of Things), B.Tech Computer Science and Engineering (Cyber Security), and B.Tech in Electronics Engineering (VLSI Design and Technology) were approved by AICTE and granted recognition for the academic session 2022-23. In this sequence, AICTE has once again recognised all four engineering courses for the academic year 2023-24. With the recognition of all of these courses, it will be easier for students here to pursue higher education and find jobs in the country and abroad.Prof. Dinesh Kumar, Vice-Chancellor, expressed his happiness at the achievement and stated that the university is working to enhance the resources required for all of these technical courses. We have experienced faculty members as well as the requisite state-of-the-art laboratories.

> PROF. DINESH KUMAR, VICE-CHANCELLOR, EXPRESSED HIS HAPPINESS AT THE ACHIEVEMENT AND STATED THAT THE UNIVERSITY IS WORKING TO ENHANCE THE RESOURCES REQUIRED FOR ALL OF THESE TECHNICAL COURSES. WE HAVE EXPERIENCED FACULTY MEMBERS AS WELL AS THE REQUISITE STATE-OF-THE-ART LABORATORIES.

Several companies hired Gurugram University students during a campus placement drive.



Conference on chemistry at G'gram varsity



MEDIA EXPOSURE

कैंपस प्लेसमेंट ड्राइव में छात्रों को मिली नौकरी



टेक रेस प्रतियोगिता में पीयूष प्रतीक की टीम ने मारी बाजी



विमहांस के साथ एमओयू साइन करने वाला हरियाणा का पहला विश्वविद्यालय बना जीयू



गणतंत्र दिवस पर सभी नागरिक अपने कर्त का पालन करने की शपथ ले - प्रो. दिनेश क



प्रोजेक्ट- बिना टच किए डिजिटल एक्स-रे की मदद से कुछ ही पलों में होगी कोविड-19 जैसे संक्रामक रोगों की पहचान



हरियाणा की आवाज

जीयू के कुलपति प्रो. दिनेश कुमार ने राष्ट्रीय संगोष्ठी का पोस्टर किया लॉन्च



जीयू में भव्य समारोह में दी सीनियर



हरियाणा 5

भारत वैश्विक विकास को प्रेरित करने वाली महाशक्ति बनने की राह पर: डिप्टी स्पीकर रणबीर गंगवा



भारत बनेगा विश्व गुरु : गंगवा

गुरुग्राम विश्वविद्यालय में राष्ट्रीय संवाद में शामिल हुए डिप्टी स्पीकर

जीयू में एक दिवसीय राष्ट्रीय संगोष्ठी का आयोजन :देशभर के विशेषज्ञों ने लिया भाग





जीयू में अंतर्राष्ट्रीय महिला दिवस के उपलक्ष्य में आयोजित एक दिवसीय राष्ट्रीय सेमिनार



गुरुग्राम 4

संक्षिप्त समाचार

गुरुग्राम जिले में पूंजी बाजार पर हुई कार्यशाला



मतदाताओं को दिलाई ग... जागरूकता की शपथ



4.1 ADMISSION SCHEDULE AND LIST OF DOCUMENTS REQUIRED

Schedule (Revised on 13/06/2024 & 17/07/2024)

S. No.	Particulars	UG Programmes	PG Programmes
1.	Commencement of online submission of application form	**09.05.2024**	**03.06.2024**
2.	Last date of receipt of online application Forms	**30.06.2024**	**20.07.2024**
3.	First Merit list display on	**05.07.2024**	**26.07.2024**
4.	1st Physical Counselling* (Fee to be deposited online after document verification)	**08.07.2024 to 10.07.2024**	**29.07.2024 to 30.07.2024**
5.	Second Merit list display on	**15.07.2024**	**01.08.2024**
6.	2nd Physical Counselling* (Fee to be deposited online after document verification)	**18.07.2024 to 19.07.2024**	**02.08.2024**
7.	Open Counselling against vacant seats, if Required	**At departmental level**	**At departmental level**
8.	Commencement of classes	**22.07.2024**	**01.08.2024**

***Department wise schedule of Open Counseling shall be notified in due course of time on University website at least two days prior to schedule.**

- **Students are advised to check the eligibility and admission criteria before filling the online forms.**
- **Classes for the existing students of UG and PG will commence from 22.07.2024 respectively.**
- The student has to pay the semester fee (as mentioned in section 5) at the time of physical counseling. In case he/she did not deposit the same, the candidature will be offered to the next person in merit list/waiting list.
- Student who did not appear in first Physical counselling on the dates mentioned above or do not submit the fee after documents verification, his/her candidature will not be considered for 2nd merit list/2nd Physical counselling.

- **Conditions for Open Counseling (If seats remains vacant after the 2nd Physical Counseling)**

i. Each candidate may apply online for participation in open counseling (if any seat remains vacant) by making payment of requisite fee. The candidates who have previously applied and paid the requisite fee of application but could not get admission need not to pay the application fee again. The vacant seats will be allocated purely on the basis of merit (category wise). The schedule for open counseling will be notified by the Departments on University website.

ii. If any seat remains vacant in sub-categories of BC(A) and BC(B), the same will be filled up through the candidates belonging to other category. For example, if any seat in BC(B) category remains vacant, the same will be filled up from BC(A) category and vice-versa in 1st Open Counseling (after second physical counseling).

iii. If any seat remains vacant in sub-categories of SC, the same will be filled up through the candidates belonging to other category. For example, if any seat in SC category remains vacant, the same will be filled up from Deprived SC category and vice-versa in 1st Open Counseling (after second physical counseling).

iv. If still the seats remain vacant, the vacant seats of reserved category will be converted into general category and will be filled accordingly in the open merit list, if no candidate of reserved category arrived during the open counseling. However, first priority will be given to him/her, if the candidate of reserved category is available, subject to eligibility and other conditions as mentioned in the Information Brochure on the basis of merit.

List of Documents to be uploaded for admission to various programmes

1. Matriculation Certificate (as proof of age).
2. Senior Secondary Examination Certificate.
3. JEE Main score card, in case of Engineering (B.Tech.) students.
4. CUET score card, if applicable.
5. Detailed Marks Card (DMC) of the qualifying examination.
6. Character Certificate from the institute last attended.
7. Certificate of Reserved Category and other related certificates, if applicable, as mentioned in the Information Brochure.
8. Aadhar Card.
9. Parivar Pehchan Patra (Latest Family ID) for Haryana Residents Only.
10. Latest EWS Certificate issued by competent authority, if applicable.
11. Latest valid income certificate for SC/BC category or as per State Govt. instructions.
12. Haryana Resident Certificate, if applicable.
13. Documentary proof in support of respective Supernumerary category, if applicable.
14. Undertaking regarding Gap Year, if applicable, as per format in **Appendix-Q**.

IMPORTANT POINTS FOR ADMISSION

1. Application form shall be submitted online only.
2. Students are advised to **check the eligibility, seat matrix, important points and admission criteria** before filling the online forms.
3. Documents to be attached/uploaded **must be scanned from original certificates** and should be clearly visible.
4. Application shall be considered only after uploading of mark-sheets of qualifying examination and payment of fee of application form. If any candidate wishes to apply for more than one academic program then he/she has to pay the separate fee for all the programs in which the candidate wants admission.
5. Candidates are suggested to check the University website and their emails regularly. All information will be sent on the candidate's email mentioned in his/her application form.
6. **The candidate whose name appears in the merit list has to appear for physical counseling in the concerned Department for the document verification. The selected candidate has to deposit fee online within stipulated time or else his/her seat will be considered vacant and seat shall be offered to the next candidate from the merit/waiting list.**
7. In case, there are less than 10% admission in a programme, the admission in such programme will not be made and the applicants will be given option to change to any other programme in the University subject to the eligibility and merit or for refund of fees. However, the Vice Chancellor may exempt the above condition on the recommendation of Chairperson of the Department.
8. The applicant of Haryana State has to provide the PPP ID for the online registration for the UTDs programme. The credentials of applicant (Name, Father's Name, DOB, Mother's Name, Family income etc.) shall be verified from the PPP as per provision of Haryana Parivar Pehchan Act, 2021. The applicant of Haryana State are advised to keep updating their PPP ID for the verification purpose and linked their mobile number with it.

4.2 PROGRAMME WISE INTAKE AND SEAT MATRIX

Distribution & Reservation of Seats in various Programmes of University Teaching Departments of Gurugram University (Session 2024-25) is as under:-

Sr. No.	Name of Program	Number of Seats	Breakup of seats as per State Govt. Reservation Policy								
			AIC	**AIC (EWS)	HGC	SC	SC (D)	BC (A)	BC (B)	EWS	PH/ ESM
	Faculty of Life Sciences										
	Department of Pharmaceutical Science										
1.	Bachelor of Pharmacy	**60**	Seat Matrix as per guidelines of HSTES								
2.	Master of Pharmacy (Pharmacology)	**09**	1	0	3	1	1	1	1	1	0
3.	Master of Pharmacy (Pharmaceutical Chemistry)	**09**	1	0	3	1	1	1	1	1	0
4.	Master of Pharmacy (Pharmaceutics)	**09**	1	0	3	1	1	1	1	1	0
	Department of Physiotherapy										
5.	Bachelor of Physiotherapy	**60**	8	1	23	5	5	8	6	3	1
6.	Master of Physiotherapy (Orthopaedics)	**10**	2	0	4	1	1	1	1	0	0
7.	Master of Physiotherapy (Cardiothoracic and Pulmonary Disorder)	**10**	2	0	4	1	1	1	1	0	0
8.	Master of Physiotherapy (Sports)	**10**	2	0	4	1	1	1	1	0	0
9.	Master of Physiotherapy (Neurology)	**10**	2	0	4	1	1	1	1	0	0
10.	Post Graduate Diploma in on field Sports Injury Management	**06**	1	0	3	0	1	1	0	0	0
	Department of Nursing										
11.	*Bachelor of Science in Nursing	**60**	8	1	23	5	5	8	6	3	1
	Department of Public Health										
12.	Master of Public Health	**20**	2	1	9	2	1	3	2	0	0
	Department of Neurosciences										
13.	Master of Science (Neurosciences)	**20**	2	1	9	2	1	3	2	0	0
	Department of Biosciences										
14.	Master of Science (Environmental Science)	**30**	4	0	12	2	3	4	3	1	1
15.	Master of Science (Zoology)	**20**	2	1	9	2	1	3	2	0	0
16.	Master of Science (Botany)	**20**	2	1	9	2	1	3	2	0	0
17.	Master of Science (Biotechnology)	**20**	2	1	9	2	1	3	2	0	0
	Faculty of Science & Technology										
	Department of Engineering and Technology										
18.	Bachelor of Technology in Computer Science and Engineering (Artificial Intelligence)	**90**	Seat Matrix as per guidelines of HSTES								
19.	Bachelor of Technology in Computer Science and Engineering (Internet of Things)	**60**									
20.	Bachelor of Technology in Computer Science and Engineering (Cyber Security)	**60**									
21.	Bachelor of Technology in Electronics Engineering (VLSI Design and Technology)	**30**									
22.	Bachelor of Technology in Electrical Engineering	**30**									

Sr. No.	Name of Program	Number of Seats	Breakup of seats as per State Govt. Reservation Policy								
			AIC	**AIC (EWS)	HGC	SC	SC (D)	BC (A)	BC (B)	EWS	PH/ ESM
23.	Bachelor of Technology in Computer Science and Engineering	**120**	Seat Matrix as per guidelines of HSTES								
24.	* Bachelor of Architecture	**40**									
25.	Bachelor of Design in Interior Design	**20**	2	1	9	2	1	3	2	0	0
26.	Master of Technology in Computer Science and Engineering	**06**	1	0	3	0	1	1	0	0	0
27.	Master of Computer Application	**60**	8	1	23	5	5	8	6	3	1
28.	Master of Computer Application (Integrated)	**60**	8	1	23	5	5	8	6	3	1
29.	Master of Science in Computer Science (Artificial Intelligence and Data Science)	**60**	8	1	23	5	5	8	6	3	1
30.	Master of Design in Interior Design	**10**	2	0	4	1	1	1	1	0	0
	Department of Physics										
31.	Master of Science (Physics)	**30**	4	0	12	2	3	4	3	1	1
32.	Master of Science (Medical Physics)	**10**	2	0	4	1	1	1	1	0	0
	Department of Chemistry										
33.	Master of Science (Chemistry)	**30**	4	0	12	2	3	4	3	1	1
	Department of Mathematics										
34.	Master of Science (Mathematics)	**30**	4	0	12	2	3	4	3	1	1
	Faculty of Commerce & Management										
	Department of Management										
35.	Master of Business Administration	**60**	8	1	23	5	5	8	6	3	1
36.	Master of Business Administration (Hospitality Management)	**20**	2	1	9	2	1	3	2	0	0
37.	Master of Business Administration (Business Analytics)	**40**	5	1	15	3	4	5	4	2	1
38.	Master of Business Administration (Integrated)	**60**	8	1	23	5	5	8	6	3	1
	Department of Commerce										
39.	Master of Commerce	**40**	5	1	15	3	4	5	4	2	1
40.	Master of Commerce (Integrated)	**60**	8	1	23	5	5	8	6	3	1
	Faculty of Law and Humanities										
	Department of English and other Foreign Languages										
41.	Master of Arts (English)	**30**	4	0	12	2	3	4	3	1	1
	Department of Indian Knowledge and Languages										
42.	Master of Arts (Hindi)	**20**	2	1	9	2	1	3	2	0	0
43.	Master of Arts (Sanskrit)	**20**	2	1	9	2	1	3	2	0	0
44.	Master of Arts (Hindu Studies)	**20**	2	1	9	2	1	3	2	0	0
	Department of Media Studies										
45.	Bachelor of Science (Animation and Multimedia)	**20**	2	1	9	2	1	3	2	0	0
46.	Master of Arts (Journalism & Mass Communication)	**20**	2	1	9	2	1	3	2	0	0
47.	Master of Arts (Journalism & Mass Communication) (Integrated)	**30**	4	0	12	2	3	4	3	1	1
48.	Master of Arts (Advertising and Public Relations)	**30**	4	0	12	2	3	4	3	1	1
	Department of Developmental Studies										
49.	Master of Arts (Development Studies) (Integrated)	**30**	4	0	12	2	3	4	3	1	1
	Department of Studies in Art and Culture										
50.	Master of Arts (Liberal Arts) (Integrated)	**30**	4	0	12	2	3	4	3	1	1
51.	Diploma in Dances of Bharat	**30**	4	0	12	2	3	4	3	1	1

Sr. No.	Name of Program	Number of Seats	Breakup of seats as per State Govt. Reservation Policy								
			AIC	**AIC (EWS)	HGC	SC	SC (D)	BC (A)	BC (B)	EWS	PH/ ESM
52.	Diploma in Music of Bharat	**30**	4	0	12	2	3	4	3	1	1
53.	Diploma in Yoga	**30**	4	0	12	2	3	4	3	1	1
	Department of Law										
54.	Master of Laws	**30**	4	0	12	2	3	4	3	1	1
55.	Bachelor of Laws (L.L.B)	**60**	8	1	23	5	5	8	6	3	1
56.	* Bachelor of Business Administration and Bachelor of Laws (BBA LLB) Integrated	**60**	8	1	23	5	5	8	6	3	1
	Faculty of Social Science and Education										
	Department of Psychology										
57.	Master of Science in Psychology	**30**	4	0	12	2	3	4	3	1	1
58.	* Master of Philosophy in Clinical Psychology	**20**	2	1	9	2	1	3	2	0	0
59.	*Professional Diploma in Clinical Psychology	**20**	2	1	9	2	1	3	2	0	0
	Department of Social Work										
60.	Master of Social Work	**30**	4	0	12	2	3	4	3	1	1
	Department of Education										
61.	Master of Arts in Education	**20**	2	1	9	2	1	3	2	0	0
	Department of Political Science and Public Policy										
62.	Master of Arts (Political Science & International Relations)	**20**	2	1	9	2	1	3	2	0	0
63.	Master of Arts (Public Policy, Administration and Governance)	**20**	2	1	9	2	1	3	2	0	0
	Department of Economics										
64.	Master of Arts (Applied Economics)	**20**	2	1	9	2	1	3	2	0	0
65.	Post Graduate Diploma in Blue Economy	**20**	2	1	9	2	1	3	2	0	0

*** Admission to these programmes are subject to approval from the respective statutory body (AICTE/BCI/COP etc).**

Reservation to EWS candidates @ 10% is to be given in All India Quota under Central Govt. Policy. Details of Additional/ Supernumerary Seats over and above the sanctioned seats (if any) is mentioned at **4.4.

1. Admission to B.Pharma., B.Pharma (LEET), B.Tech. and B.Tech. (LEET) 2nd year Programmes will be made by Haryana State Technical Education Society (HSTES), Panchkula.

2. Admission to the remaining programmes shall be made online by Gurugram University on the basis of criteria as mentioned in table **4.3**.

4.3 ACADEMIC PROGRAMMES OFFERED, INTAKE, DURATION AND ELIGIBILITY

S. No.	Programme	Duration	Intake	Mode of Admission	Eligibility Criteria	CUET Paper Code
1.	**FACULTY OF LIFE SCIENCES**					
	Department of Pharmaceutical Sciences					
A	Bachelor of Pharmacy	4 Years (8 Sem.)	60	Admission to B.Pharm. and B.Pharm. (LEET) 2nd year Programmes will be made by Haryana State Technical Education Society (HSTES), Panchkula. The applicant should refer the website for details: https://hstes.org.in/	10+2 Examination of Board of School Education, Haryana or any other Board recognized as equivalent thereto, with a minimum 50% marks (47.5% in case of SC/ST/ Divyang candidates of Haryana) in Physics, Chemistry & Mathematics or Biology (PCM/ PCB), with pass in English as one of the main subject. In case of P.C.M.B the aggregate of P.C.M or P.C.B whichever is higher will be considered **The candidate must have attained the age of 17 years on or before 31st December of the year of admission to the Course.**	NA
B	Master of Pharmacy (Pharmacology)	2 Years (4 Sem.)	09	The priority will be given to candidates having valid GPAT score. The remaining seats, if any, will be filled from the candidates qualified in CUET examination, followed by entrance examination conducted by the University followed by merit of qualifying examination. **Note: It may be noted that no AICTE scholarship shall be given to any candidates.**	B.Pharm. with at least 55% marks (52.25% marks for SC/ST/Divyang candidates of Haryana only) in aggregate or any other examination recognized by UGC as equivalent thereto, and must possess a valid GPAT score. In case GPAT qualified students are not available and the seats remain vacant then the seats will be filled up on the basis of merit of entrance test conducted by the University followed by merit of B.Pharm.	SCQP23
C	Master of Pharmacy (Pharmaceutical Chemistry)	2 Years (4 Sem.)	09			
D	Master of Pharmacy (Pharmaceutics)	2 Years (4 Sem.)	09			
	Department of Physiotherapy					
E	Bachelor of Physiotherapy	4 Years (Yearly)	60	On the basis of CUET Score (Minimum 50 Percentage/Percentile), Followed by merit of qualifying Exam	10+2 Examination of Board of School Education, Haryana or any other Board recognized as equivalent thereto, with a minimum 50% marks (47.5% in case of SC/ST/ Divyang candidates of Haryana only) marks in the aggregate of Physics, Chemistry, Biology & English taken together. **The candidate must have attained the age of 17 years on or before 31st December of the year of admission to the Course**	NA

S. No.	Programme	Duration	Intake	Mode of Admission	Eligibility Criteria	CUET Paper Code
F	Master of Physiotherapy (Orthopaedics)	2 Years (Yearly)	10	On the basis of CUET Score (Minimum 50 Percentage/Percentile), Followed by merit of qualifying Exam.	Bachelor of Physiotherapy from a recognized university with minimum 50% marks (47.5% in case of SC/ST/Divyang candidates of Haryana only) in aggregate, or any examination recognized as equivalent there to.	SCQP21
G	Master of Physiotherapy (Cardiothoracic and Pulmonary Disorder)	2 Years (Yearly)	10			
H	Master of Physiotherapy (Sports)	2 Years (Yearly)	10			
I	Master of Physiotherapy (Neurology)	2 Years (Yearly)	10			
J	Post Graduate Diploma in on field Sports Injury Management	1 Years (2 Sem.)	06	On the basis of merit of qualifying exam.	B.PT/MPT from a recognized University with minimum 50% marks (47.5% in case of SC/ST/Divyang candidates of Haryana only) in aggregate, or any examination recognized as equivalent there to.	NA
	Department of Nursing					
K	*Bachelor of Science in Nursing	4 Years	60	As per INC	As per INC	NA
	Department of Public Health					
L	Master of Public Health	2 Years (4 Sem.)	20	On the basis of CUET Score (Minimum 50 Percentage/Percentile), Followed by merit of qualifying Exam.	Candidate should be MBBS/ BDS/ B.Pharm./ BAMS/ BVSc/B.Sc.Nursing/ M.Sc. in Life Sciences (Zoology/ Biotechnology/ Microbiology/ biochemistry/Home Science/ Genetics/ Environment Science) Pathology/ Physiology from a recognized University and has scored not less than 50% (47.5% in case of SC/ST/ Divyang candidates of Haryana only) marks in the aggregate of the maximum marks.	COQP19
	Department of Neurosciences					
M	Master of Science (Neurosciences)	2 Years (4 Sem.)	20	On the basis of CUET Score (Minimum 50 Percentage/ Percentile), Followed by merit of qualifying Exam.	Bachelor's degree or equivalent in any branch of Science such as Life Science /Physics/ Chemistry/ Mathematics/ Statistics/Computer applications/ Pharmacy/ Veterinary Science/ Psychology/ Engineering/ Technology/ Medicine/ B.Voc. Medical Electrophysiology (MEP) from a recognized institute/University and has scored not less than 50% marks (47.5% in case of SC/ST/ Divyang candidates of Haryana only) marks in the aggregate of the maximum marks.	COQP19
	Department of Biosciences					
N	Master of Science (Environmental Science)	2 Years (4 Sem.)	30	On the basis of CUET Score (Minimum 50 Percentage/Percentile), Followed by merit of qualifying Exam.	B.Sc Hons./Pass with 50% (47.5% in case of SC/ST/ Divyang candidates of Haryana only) marks in the aggregate.	SCQP11

S. No.	Programme	Duration	Intake	Mode of Admission	Eligibility Criteria	CUET Paper Code
O	Master of Science (Zoology)	2 Years (4 Sem.)	20	On the basis of CUET Score (Minimum 50 Percentage/Percentile), Followed by merit of qualifying Exam.	B.Sc Hons./Pass with 50% (47.5% in case of SC/ST/ Divyang candidates of Haryana only) marks in the aggregate with Zoology as one of the major subject.	HUQP02
P	Master of Science (Botany)	2 Years (4 Sem.)	20	On the basis of CUET Score (Minimum 50 Percentage/Percentile), Followed by merit of qualifying Exam.	B.Sc. Hons./Pass with 50% (47.5% in case of SC/ST/ Divyang candidates of Haryana only) marks in the aggregate with Botany as one of the major subject.	SCQP07
Q	Master of Science (Biotechnology)	2 Years (4 Sem.)	20	CUET & followed by Merit of qualifying Exam	B.Sc. (Med.) Hons./Pass with 50% (47.5% in case of SC/ST/ Divyang candidates of Haryana only) marks in the aggregate.	SCQP07
2.	**FACULTY OF SCIENCE & TECHNOLOGY**					
	Department of Engineering and Technology					
A	Bachelor of Technology in Computer Science and Engineering (Artificial Intelligence)	4 Years (8 Sem.)	90	As per AICTE/HSTES Guidelines (2024-2025)	As per AICTE/HSTES Guidelines (2024-2025)	NA
B	Bachelor of Technology in Computer Science and Engineering (Internet of Things)	4 Years (8 Sem.)	60	As per AICTE/HSTES Guidelines (2024-2025)	As per AICTE/HSTES Guidelines (2024-2025)	NA
C	Bachelor of Technology in Computer Science and Engineering (Cyber Security)	4 Years (8 Sem.)	60	As per AICTE/HSTES Guidelines (2024-2025)	As per AICTE/HSTES Guidelines (2024-2025)	NA
D	Bachelor of Technology in Electronics Engineering (VLSI Design and Technology)	4 Years (8 Sem.)	30	As per AICTE/HSTES Guidelines (2024-2025)	As per AICTE/HSTES Guidelines (2024-2025)	NA
E	Bachelor of Technology in Electrical Engineering	4 Years (8 Sem.)	30	As per AICTE/HSTES Guidelines (2024-2025)	As per AICTE/HSTES Guidelines (2024-2025)	NA
F	Bachelor of Technology in Computer Science and Engineering	4 Years (8 Sem.)	120	As per AICTE/HSTES Guidelines (2024-2025)	As per AICTE/HSTES Guidelines (2024-2025)	NA
G	*Bachelor of Architecture	5 Years (10 Sem.)	40	As per COA/HSTES (2024-25)	As per HSTES (2024-25)	NA

S. No.	Programme	Duration	Intake	Mode of Admission	Eligibility Criteria	CUET Paper Code
H	Bachelor of Design in Interior Design	4 Years (8 Sem.)	20	On the basis of CUET Score (Minimum 50 Percentage/Percentile), Followed by merit of qualifying Exam.	10+2 Examination from Board of School Education, Haryana or of any other Board recognized as equivalent thereto, with a minimum of 50% marks in aggregate (47.5% in case of SC/ST/ Divyang candidates of Haryana)	#
I	Master of Technology in Computer Science and Engineering	2 Years (4 Sem.)	06	On the basis of CUET Score (Minimum 50 Percentage/Percentile), Followed by merit of qualifying Exam.	B.E/ B.Tech. or equivalent degree in Computer Engineering/ Computer Science & Engineering/ Computer Technology/ IT with atleast 55% marks (52.25% for SC/ST/Divyang candidates of Haryana) OR MCA or M.Sc. (CS/IT/Software) with aleast 55% marks (52.25% for SC/ST/Divyang candidates of Haryana) with Mathematics at 10+2 level.	MTQP04
J	Master of Computer Application	2 Years (4 Sem.)	60	On the basis of CUET Score (Minimum 50 Percentage/Percentile), Followed by merit of qualifying Exam.	Passed BCA/ Bachelor Degree in Computer Science Engineering or equivalent Degree with atleast 55% marks (52.25% for SC/ST/Divyang candidates of Haryana) OR Passed B.Sc./ B.Com/ B.A. with Mathematics at 10+2 Level or at Graduation Level (with additional bridge Courses as per the norms of the University). Obtained at least 50% marks (47.5 % marks in case of candidates belonging to reserved category of Haryana only) in the qualifying Examination.	SCQP09
K	Master of Computer Application (Integrated)	5 Years (10 Sem.)	60	On the basis of CUET Score (Minimum 50 Percentage/Percentile), Followed by merit of qualifying Exam.	10+2 Examination with Mathematics from Board of School Education, Haryana or any other Board recognized as equivalent thereto, with a minimum of 50% marks in aggregate (47.5% in case of SC/ST/ Divyang candidates of Haryana only.	#
L	Master of Science in Computer Science (Artificial Intelligence and Data Science)	2 Years (4 Sem.)	60	On the basis of CUET Score (Minimum 50 Percentage/Percentile), Followed by merit of qualifying Exam.	Passed BCA/B.Sc. (Computer Science/IT/ Artificial Intelligence/ Data Science/ Machine Learning/ Cyber Security/ Blockchain/ IoT/ Cloud Computing/ B.Sc. (Non Medical)/ B.E. or B. Tech. (CSE/ IT/ Data Science/ AI/ Machine Learning/ ECE/ Software Engineering/ Cyber Security/ Blockchain/ IoT/ Cloud Computing/ B. Voc (Software Development/ IT) or an equivalent degree with at least 50% marks ((47.5% in case of SC/ST/ Divyang candidates of Haryana only)) from any University/ Institute recognized/ approved by UGC/ AICTE.	SCQP09
M	Master of Design in Interior Design	2 Years (4 Sem.)	10	On the basis of CUET Score (Minimum 50 Percentage/Percentile), Followed by merit of qualifying Exam.	The candidate must have passed undergraduate programme in any stream with minimum aggregate 50% (47.5% in case of SC/ST/ Divyang candidates of Haryana only) from a UGC recognized institute/University.	HUQP11

S. No.	Programme	Duration	Intake	Mode of Admission	Eligibility Criteria	CUET Paper Code
	Department of Physics					
N	Master of Science (Physics)	2 Years (4 Sem.)	30	On the basis of CUET Score (Minimum 50 Percentage/Percentile), Followed by merit of qualifying Exam.	B.Sc. (Hons.) in Physics/ B.Sc. (Pass) with Physics and Mathematics as two of the main subjects with atleast 50% marks (47.5% marks for SC/ST candidates of Haryana only) in aggregate or any other examination recognized by State University of Haryana as equivalent thereto.	SCQP24
O	Master of Science (Medical Physics)	2 Years (4 Sem.)	10	On the basis of merit of qualifying exam.	B.Sc. with Physics as one of the main subject with 60% marks (57% marks for SC/ST candidates of Haryana only) in aggregate or any other examination recognized by State University of Haryana as equivalent thereto.	NA
	Department of Chemistry					
P	Master of Science (Chemistry)	2 Years (4 Sem.)	30	On the basis of CUET Score (Minimum 50 Percentage/Percentile), Followed by merit of qualifying Exam.	B.Sc. (Hons.) in Chemistry/ B.Sc. (Pass) with Chemistry as one of the main subjects with atleast 50% marks (47.5% marks for SC/ST candidates of Haryana only) in aggregate or any other examination recognized by State University of Haryana as equivalent thereto.	SCQP08
	Department of Mathematics					
Q	Master of Science (Mathematics)	2 Years (4 Sem.)	30	On the basis of CUET Score (Minimum 50 Percentage/Percentile), Followed by merit of qualifying Exam.	B.A./B.Sc. (Hons.) in Mathematics / B.A. or B.Sc. (Pass) with Mathematics as one of the subjects with atleast 50% marks (47.5% marks for SC/ST candidates of Haryana only) in aggregate or any other examination recognized by State University of Haryana as equivalent thereto.	SCQP19
3	**FACULTY OF COMMERCE & MANAGEMENT**					
	Department of Management					
A	Master of Business Administration	2 Years (4 Sem.)	60	On the basis of CUET Score (Minimum 50 Percentage/Percentile), Followed by merit of qualifying Exam.	Master or Bachelor degree in any discipline from a recognized University, obtaining at least 50% marks in aggregate (47.5% in case of SC/ST/Divyang candidates of Haryana only).	COQP12
B	Master of Business Administration (Hospitality Management)	2 Years (4 Sem.)	20	On the basis of CUET Score (Minimum 50 Percentage/Percentile), Followed by merit of qualifying Exam.	Master or Bachelor degree in any discipline from a recognized University, obtaining at least 50% marks in aggregate (47.5% in case of SC/ST/Divyang candidates of Haryana only).	COQP12
C	Master of Business Administration (Business Analytics)	2 Years (4 Sem.)	40	On the basis of CUET Score (Minimum 50 Percentage/Percentile), Followed by merit of qualifying Exam.	Master or Bachelor degree in anydiscipline from a recognized University, obtaining at least 50% marks in aggregate (47.5% in case of SC/ST/Divyang candidates of Haryana only).	COQP12

S. No.	Programme	Duration	Intake	Mode of Admission	Eligibility Criteria	CUET Paper Code
D	Master of Business Administration (Integrated)	5 Years (10 Sem.)	60	On the basis of merit of qualifying exam.	10+2 Examination from Board of School Education, Haryana or any other Board recognized as equivalent thereto, with a minimum of 50% marks in aggregate (47.5% in case of SC/ST/ Divyang candidates of Haryana only	#
	Department of Commerce					
A	Master of Commerce	2 Years (4 Sem.)	40	On the basis of CUET Score (Minimum 50 Percentage/Percentile), Followed by merit of qualifying Exam.	B.Com.(Hons./Pass) or BBA or B.A with Economics/ Commerce/ Marketing/ Insurance as a subject from a recognized University obtaining at least 50% in aggregate (47.5% in case of SC/ ST/ Divyang candidates of Haryana only)	COQP08
B	Master of Commerce (Integrated)	5 Years (10 Sem.)	60	On the basis of merit of qualifying exam.	10+2 Examination from Board of School Education, Haryana or of any other Board recognized as equivalent thereto, with a minimum of 50% (47.5% in case of SC/ST/ Divyang candidates of Haryana only).	#
4.	**FACULTY OF LAW & HUMANITIES**					
	Department of English and other Foreign Languages					
A	Master of Arts (English)	2 Years (4 Sem.)	30	On the basis of CUET Score (Minimum 50 Percentage/Percentile), Followed by merit of qualifying Exam.	Bachelor's degree in any of discipline with at least 50% marks in aggregate (47.5% in case of SC/ST/Divyang candidates of Haryana only) from a recognized University.	LAQP01
	Department of Indian Knowledge and Languages					
B	Master of Arts (Hindi)	2 Years (4 Sem.)	20	On the basis of CUET Score (Minimum 50 Percentage/Percentile), Followed by merit of qualifying Exam.	Bachelor's degree in any of discipline with at least 50% marks in aggregate (47.5% in case of SC/ST/Divyang candidates of Haryana only) from a recognized University.	LAQP02
C	Master of Arts (Sanskrit)	2 Years (4 Sem.)	20	On the basis of merit of qualifying exam	Bachelor's degree with Sanskrit (Elective/Compulsory for the duration of 3 Years/Shastri Examination of 3 years duration) with at least 50% marks in aggregate (47.5% in case of SC/ST/Divyang candidates of Haryana only) from a recognized University.	NA
D	Master of Arts (Hindu Studies)	2 Years (4 Sem.)	20	On the basis of merit of qualifying exam	Bachelor's degree in any of discipline with at least 50% marks in aggregate (47.5% in case of SC/ST/Divyang candidates of Haryana only) from a recognized University.	NA
	Department of Media Studies					
E	Bachelor of Science (Animation and Multimedia)	3 Years + 1 year*	20	On the basis of CUET Score (Minimum 50 Percentage/Percentile), Followed by merit of qualifying Exam.	10+2 Examination from Board of School Education, Haryana or of any other Board recognized as equivalent thereto, with a minimum of 50% marks in aggregate (47.5% in case of SC/ST/ Divyang candidates of Haryana only	NA
F	Master of Arts (Journalism & Mass Communication)	2 Years (4 Sem.)	20	On the basis of CUET Score (Minimum 50 Percentage/Percentile), Followed by merit of qualifying Exam.	Bachelor's degree in any of discipline with at least 50% marks in aggregate (47.5% in case of SC/ST/Divyang candidates of Haryana only) from a recognized University	COQP17

S. No.	Programme	Duration	Intake	Mode of Admission	Eligibility Criteria	CUET Paper Code
G	Master of Arts (Journalism & Mass Communication) (Integrated)	5 Years (10 Sem.)	30	On the basis of CUET Score (Minimum 50 Percentage/Percentile), Followed by merit of qualifying Exam.	10+2 Examination from Board of School Education, Haryana or of any other Board recognized as equivalent thereto, with a minimum of 50% marks in aggregate (47.5% in case of SC/ST/ Divyang candidates of Haryana only	#
H	Master of Arts (Advertising and Public Relations)	2 Years (4 Sem)	30	On the basis of CUET Score (Minimum 50 Percentage/Percentile), Followed by merit of qualifying Exam.	Bachelor's degree in any of discipline with at least 50% marks in aggregate (47.5% in case of SC/ST/Divyang candidates of Haryana only) from a recognized University	LAQP02
	Department of Developmental Studies					
I	Master of Arts (Development Studies) (Integrated)	5 Years (10 Sem.)	30	On the basis of CUET Score (Minimum 50 Percentage/Percentile), Followed by merit of qualifying Exam.	10+2 Examination from Board of School Education, Haryana or of any other Board recognized as equivalent thereto, with a minimum of 50% marks in aggregate (47.5% in case of SC/ST/ Divyang candidates of Haryana only	HUQP11
	Department of Studies in Art and Culture					
J	Master of Arts (Liberal Arts) (Integrated)	5 Years (10 Sem.)	30	On the basis of merit of qualifying Exam.	10+2 Examination from Board of School Education, Haryana or of any other Board recognized as equivalent thereto, with a minimum of 50% marks in aggregate (47.5% in case of SC/ST/ Divyang candidates of Haryana only	NA
K	Diploma in Dances of Bharat	2 Year (4 Sem.)	30	On the basis of merit of qualifying Exam	10+2 Examination from Board of School Education, Haryana or of any other Board recognized as equivalent thereto, with a minimum of 50% marks in aggregate (47.5% in case of SC/ST/ Divyang candidates of Haryana only	NA
L	Diploma in Music of Bharat	2 Year (4 Sem.)	30	On the basis of merit of qualifying Exam	10+2 Examination from Board of School Education, Haryana or of any other Board recognized as equivalent thereto, with a minimum of 50% marks in aggregate (47.5% in case of SC/ST/ Divyang candidates of Haryana only	NA
M	Diploma in Yoga	2 Year (4 Sem.)	30	On the basis of merit of qualifying Exam	10+2 Examination from Board of School Education, Haryana or of any other Board recognized as equivalent thereto, with a minimum of 50% marks in aggregate (47.5% in case of SC/ST/ Divyang candidates of Haryana only	NA
	Department of Law					
N	Bachelor of Laws (L.L.B)	3 Year (6 Sem.)	60	On the basis of CUET Score (Minimum 50 Percentage/Percentile), Followed by merit of qualifying Exam.	Bachelor/Master degree with atleast 50% marks (47.5% marks for SC/ST candidates of Haryana only) in aggregate or any other examination recognized by Gurugram University as equivalent thereto.	COQP11
O	*Bachelor of Business Administration and Bachelor of Laws (BBA LLB) (Integrated)	5 Years (10 Sem.)	60	On the basis of CUET Score (Minimum 50 Percentage/Percentile), Followed by merit of qualifying Exam.	10+2 Examination from Board of School Education, Haryana or of any other Board recognized as equivalent thereto, with a minimum of 50% marks in aggregate (47.5% in case of SC/ST/ Divyang candidates of Haryana only	#

S. No.	Programme	Duration	Intake	Mode of Admission	Eligibility Criteria	CUET Paper Code
P	Master of Laws (LLM)	2 Years (4 Sem.)	30	On the basis of CUET Score (Minimum 50 Percentage/Percentile), Followed by merit of qualifying Exam.	Bachelor degree of Law (LLB) with at least 50% marks (47.5% in case of SC/ST/Divyang candidates of Haryana only) from any University recognized by UGC.	COQP14
5	**FACULTY OF SOCIAL SCIENCES & EDUCATION**					
	Department of Psychology					
A	Master of Science in Psychology	2 Years (4 Sem.)	30	On the basis of CUET Score (Minimum 50 Percentage/Percentile), Followed by merit of qualifying Exam.	Bachelor's degree with at least one course in Psychology with minimum 50% marks in aggregate (47.5% in case of SC/ST/Divyang candidates of Haryana only) from a recognized University	HUQP20
B	*Master of Philosophy in Clinical Psychology	2 Years (4 Sem.)	20	As followed by RCI rule and regulations.	Post-Graduate Degree in the field of Psychology with 55% marks.	NA
C	*Professional Diploma in Clinical Psychology	1 Year (2 Sem.)	20	As followed by RCI rule and regulations.	Post-Graduate Degree in the field of Psychology with 55% marks.	NA
	Department of Social Work					
D	Master of Social Work	2 Years (4 Sem.)	30	On the basis of CUET Score (Minimum 50 Percentage/Percentile), Followed by merit of qualifying Exam.	Bachelor's degree in any discipline with at least 50% marks in aggregate (47.5% in case for SC/ST/ Blind/ Visually and Differently Abled candidates of Haryana only) or any other examination from recognized University	HUQP21
	Department of Education					
E	Master of Arts in Education	2 Years (4 Sem.)	20	On the basis of merit of qualifying Exam	Bachelor's degree/ Shastri Examination (New Scheme) of three years duration with at least 50% marks in aggregate (47.5% in case for SC/ST/ Blind/ Visually and Differently Abled candidates of Haryana only) or any other examination recognized as equivalent thereto.	NA
	Department of Political Science and Public Policy					
F	Master of Arts (Political Science & International Relations)	2 Years (4 Sem.)	20	On the basis of CUET Score (Minimum 50 Percentage/Percentile), Followed by merit of qualifying Exam.	Bachelor Degree in any discipline with atleast 50% marks in aggregate (47.5% marks for SC/ST/ Blind/ Visually and Differently Abled candidates of Haryana only) or any other examination from a recognized University	HUQP18
G	Master of Arts (Public Policy Administration and Governance)	2 Years (4 Sem.)	20	On the basis of CUET Score (Minimum 50 Percentage/Percentile), Followed by merit of qualifying Exam.	Bachelor's degree in any of discipline with at least 50% marks in aggregate (47.5% in case of SC/ST/Divyang candidates of Haryana only) from a recognized University	HUQP18

S. No.	Programme	Duration	Intake	Mode of Admission	Eligibility Criteria	CUET Paper Code
	Department of Economics					
H	Master of Arts Applied Economics	2 Years (4 Sem.)	20	On the basis of CUET Score (Minimum 50 Percentage/Percentile), Followed by merit of qualifying Exam.	Bachelor's degree in any of discipline with at least 50% marks in aggregate (47.5% in case of SC/ST/Divyang candidates of Haryana only) from a recognized University	COQP10
I	Post Graduate Diploma in Blue Economy	1 Year (2 Sem.)	20	On the basis of merit of qualifying exam	Post-Graduation in any discipline with minimum 50% marks in aggregate.* Bureaucrats/ Policy makers/ Corporate Professional will be encouraged to enrol for the course	NA

 # CUET Merit will be prepared on the basis of CUET score in subjects of class 10+2.

*** Admission to these programmes are subject to approval from the respective statutory body (AICTE/BCI/COP etc).**

Note:-

- **The candidates are advised to refer the NTA website for checking the subject code/Subjects and its syllabus for the UG/PG CUET entrance examination.**
- **The admissions in LEET in B.Pharma and B.Tech will be made by HSTES.**
- **The following programmes will run in new campus of the University (Sector-87) w.e.f. session 2024-25**:-
    - Department of Commerce
    - Department of Management
    - Department of Law
    - Department of Psychology
    - Department of Political Sciences
    - Department of Social Works
    - Department of Education
- **Following departments will be shifted to new campus of the University (Sector-87) w.e.f. 2025:-**
    - Department of Pharmaceutical Sciences
    - Department of Engineering and Technology
- **For Fee details refer Section 5.**

4.4 DETAILS OF ADDITIONAL/SUPERNUMERARY SEATS OVER AND ABOVE THE SANCTIONED SEATS(IF ANY)

Sr.No.	Category	No. of Seats in each program
1	Outstanding Sports Persons	01 (where strength is upto 30) 02 (for strength above 30)
2	Single Girl Child	01
3	Youth Festival/ Cultural Activities	01
4	Kashmiri Migrants	02
5	Ward of employees of Gurugram University	01
6	Foreign Students	15% of sanctioned intake (Out of which $1/3^{rd}$ have been earmarked for the children of Indian workers in the Gulf Countries).
7	NRI	10% of the sanctioned intake
8	Defence Personnel	01
9	For Central/ State Govt. nominated/sponsored personnel	01
10	Orphan Children	02 (01 for male and 01 for female)
11	For Wards of residents of Kakrola Village	01

Note:-

a. These seats are additional/supernumerary and will not be converted at all in any other category in case they remain unfilled. **Further, it is made clear that there is no provision for Supernumerary Seats in Programmes approved by regulatory bodies (BCI, PCI, NCT, COP, AICTE, COA etc.).**

b. Eligibility conditions will be the same as applicable to the General Category candidates.

c. Additional/Supernumerary seats will be filled up as per norms, guidelines and eligibility prescribed by Gurugram University. The candidates seeking admission against these categories will have **to apply through separate online form** by the date notified in the schedule of admissions along with all documents testimonial and after that their provisional admission will be made on the basis of criteria mentioned in Information Brochure and checking of their uploaded documents by Admission Committee of department. Further, their admission will be confirmed by Physical Counseling and deposition of fee.

1. **For Sports Persons**

There will be one additional seat for Outstanding Sports Person in all courses over and above the sanctioned seats. Such candidates will have to submit a Grading Certificate issued by the **Director, Directorate of Sports and Youth Welfare, Government of Haryana, Chandigarh**.

The following will be the Criteria for admission to these seats, provided the candidate is otherwise eligible:

a) 1st preference will be given to Sports Persons who have got positions (I /II /III) in an International Championship/ World cup/Olympics/Common Wealth Games/Asian Games.
b) Candidate who represented India in the Tournaments mentioned in clause-a.
c) Candidate who have won any positions (I/II/III) in All Indian Inter-University/Senior National Championship during Graduations. Events organized by Private Organizations/Associations will not be recognized for the purpose of admission.

2. **For Single Girl Child**

One seat in each course will be reserved for single girl child. The admission against this seat will be made on the basis of Merit as mentioned against the Programme in the information brochure. The students seeking admission under this category will be required to submit the following documents:

a) An affidavit for only (single) girl child on non-judicial stamp paper of Rs. 50/- duly attested by first class magistrate.
b) Copy of Ration Card along with the page where student's name mentioned (self- attested) Hindi or English version of the same, if the ration card is in any regional language. (In case of non-availability of Ration Card enclose a certificate from a local reputed person who knows your family very well).

3. **For Students Excelling in Cultural Activities**

One supernumerary seat in each course in the University Teaching Departments has been earmarked to promote cultural activities subject to the fulfillment of the following conditions:

a) Any position in the National Youth Festival organized by the Association of Indian Universities, New Delhi or the first position holder in the North Zone Inter University Youth Festival organized by the Association of Indian Universities.
b) Events organized by Private Organizations/Associations will not be recognized for the purpose of admission.

4. **For Kashmiri Migrants**

Two additional seats in each course offered in the University have been earmarked for Kashmiri Migrants as well as Kashmiri Pandit/Kashmiri Hindu Families (Non-migrant living in Kashmir valley).

In light of the directions, received from Department of Higher Education, MHRD, vide letter No. 3-4/2017-NER dated 15.10.2019, it has been decided to allow the following concessions to the wards of Kashmiri Migrants as well as Kashmiri Pandit/Kashmiri Hindu Families (Non-migrant living in Kashmir valley) for admission to various programmes offered in the University Teaching Departments: -

1. Relaxation in cut off percentage upto 10%, subject to minimum eligibility conditions.
2. 5% increase in the intake capacity in each course offered.
3. No domicile certificate is required.
4. The University earmarks the seats reserved for the Jammu & Kashmir Migrants in a specific programme of study at the time of counseling as per current practice. If any guidelines are received from the Government before the commencement of counseling for the academic session 2024-25, the same shall be applied.

5. **GUG Employee Ward**

One supernumerary seat for wards of Gurugram University, Gurugram employees has been earmarked over and above the sanctioned seats for admission to various Programmes (excluding M.Phil/Ph.D.) being run in the University Teaching Departments

6. **For Foreign Candidates**

15% additional supernumerary seats for foreign candidates out of which 1/3rd seats (5% of total intake) have been

earmarked for the children of Indian workers in the Gulf Countries and South Asia. These seats will not be filled, if such foreign candidates are not available. Refer section 4 for other details about admission of foreign students.

7. **For NRI Candidates**

10% seats over and above the existing sanctioned intake are meant for actual NRI candidates and their children or wards in all programmes. The following categories of students are considered to be Non Resident Indian for taking admission in GU, Gurugram:

a) Actual NRI
b) At least one of the parents of such students should be an NRI and shall ordinarily be residing abroad as an NRI.
c) NRI sponsoring a student for admission should be a first degree relation of the student and should be ordinarily residing abroad as an NRI. First degree relation would include real brother and sister over and above the mother-father.
d) If the student has no parents or near relatives, or taken as a ward by some other nearest relative such students also may be considered for admission provided the guardian has bonafide treated the student as a ward and such guardian shall file an affidavit indicating the interest shown in the affairs of the students and also his relationship with the student and such person also should be an NRI, and ordinarily residing abroad.

Following will be covered under this category:

i) Real brother and sister of father i.e. real uncle and real aunt.
ii) Real brother and sister of mother i.e. real maternal uncle and maternal aunt.
iii) Father and mother of father i.e. grandfather and grandmother.
iv) Father and mother of mother i.e. maternal grandfather and maternal grandmother.

Admission against seats reserved for NRI candidates will be made in the above manner in order of priority. The following documents will be required for admission against these seats:

i) Original Certificate/Mark Sheet of qualifying examination.
ii) Attested copies of Passport and Visa of the applicant/parent.
iii) Foreign Bank Account No. or NRI Account No. of the applicant/parent.
iv) Declaration regarding Non-Resident Indian status of the applicant/parent. **(Appendix -N).**

Once a candidate is admitted to a programme as an NRI candidate, he/she will remain in this category for the full duration of the programme. The decision of the University regarding status of foreign/NRI candidate will be final.

8. **Defence Personnel**

Supernumerary seats are reserved for Defence Personnel deputed by Director General Military Training, New Delhi.

9. **Centre and State Govt. Nominated/Sponsored Personnel**

One supernumerary seat for Centre and State Govt. nominated/sponsored personnel has been earmarked over and above the sanctioned seats for admission to various PG programmes (excluding M.Phil/Ph.D) being run in the University Teaching Departments.

10. **For Orphan Children**

Two supernumerary seats (01 for male and 01 for female) has been earmarked over and above the sanctioned seats in every Academic UG/PG programmes except those running under regulatory bodies (BCI, PCI, NCT, COP)

11. For the wards of the residents of the villages who donated land to the University

One supernumerary seat in all academic programmes except the programme approved by regulatory bodies provisioned for admission for the wards of the residents of the villages who donated the land to the University.

Note:

1. Admission to these programmes against the supernumerary seats shall be made by the **Admission Committee of the concerned Department** as per given schedule.
2. The decision of the Admission Committee in all matters relating to the admissions shall be final.

4.5 GENERAL GUIDELINES AND INFORMATION FOR ADMISSION

The following procedure shall be followed for selection of the candidates for admission to various programmes:

1. Before filling the Admission Application Form, the candidates are required to read the information brochure/guidelines/ instructions available onUniversity website carefully. Candidates will submit their Application Forms online on the University website: www.gurugramuniversity.ac.in for admission to various programmes and print out of admission application form filled in online alongwith Xerox copies ofrelevant documents and receipt of fee, should be submitted during the physical counseling. The candidate has to bring the original documents for verification.
2. The processing charges for the application form for admission are Rs. 1000/- for General Category and Rs. 250/- for Scheduled Caste ,Backward Class of Haryana, differently abled persons and Economically Weaker Sections (EWS) of Haryana.
3. A Candidate may apply for admission to as many programmes as he/she wants. Separate application form for admission to each additional programme shall be required to be filled online after payingof Rs. 1000/- for General Category and Rs. 250/- for Scheduled Caste, Backward Class of Haryana, differently abled persons and Economically Weaker Sections (EWS) of Haryana per programme.
4. The minimum eligibility and number of seats for admission to various courses will remain same as per Information Brochure 2024-25. Kindly visit University Website for more details and changes/updation (if any).
5. The SC/ST/BC candidates belonging to the States other than Haryana will be treated as General Category candidates for all purposes.
6. The candidates claiming the benefit of reservation shall upload/submit a certificate from the competent authority. Refer to **Appendices "C to K1"** for instructions and formats of various certificates.
7. The candidates with re-appear(s) in the qualifying examination shall not be allowed admission to UG/PG Programmes.
8. In PG admissions, if result of final semester of candidate is not declared upto last date of submission of online examination forms, merit shall be prepared on the basis of total marks obtained upto pre-final examinations. In this case candidate shall fill up total marks obtained upto prequalifying examination, in the online form.
9. The scanned copies of **original certificates/testimonials (not of photocopy)** of all the examinations passed by the candidate from 10th standard onwards/other documents including documents for claiming reservation and latest Character Certificate should be uploaded on the website (in .jpeg or pdf format only) while filling online application form.
10. Incomplete/incorrect application form shall be rejected, summarily. The Admission Committee of the concerned department will check the eligibility of the candidates. The Committee shall have the power to reject any certificate not considered valid. In case, the candidate is not found eligible, his/her candidature will be cancelled.
11. For conversion of CGPA to percentage marks wherever applicable, the candidates are required to fill up the percentage of marks secured in each examination using the formula given by examining body.
12. Rounding off the decimal digits to a whole number for calculating the percentage of marks shall not be permissible in any case, whatsoever.
13. The Candidates are advised to fill up all the details carefully. No change will be allowed after submission of application form.
14. The merit list for admission to the **programmes will be prepared by the Departments/Institutes of the University as per guidelines/instructions** given in the information brochure/notification.
15. As per guidelines of Higher Education Department issued vide memo No. 15/1-2020 NSS (2) dated 10.05.2023 the additional 5 marks will be awarded to the NSS Merit Certificate holder volunteers during the under graduate courses/classes admission process from the academic session 2024-25. **The additional 5 marks will only be awarded if the candidate ensure his/her admission through the eligible criteria of merit basis and not applicable to the candidates of CUET basis admissions.**
16. If during the preparation of merit lists, admission committee of concerned Department finds any discrepancy, the admission form may be rejected directly or an email may be sent to the candidate for online resubmission of document within given duration of time.

17. If two or more candidates secure identical merit, then the candidate senior in age will be given preference. In case if date of birth is same then the marks obtained in next lower class will be considered.
18. The merit lists will be displayed on the University website as per the schedule mentioned in information brochure or displayed on website. No separate communication shall be sent in this regard.
19. The candidate whose name appears in the merit list has to appear for physical counseling in the concerned Department for the document verification. If, the candidate selected he/she has to deposit fee online or at the University fee counter within stipulated time or else his/her seat will be considered vacant and seat shall be offered to the next candidate from the merit list.
20. The vacant seats after 2nd physical counseling by adopting the following provisions:-
    - **i.** If any seat remains vacant in sub-categories of BC(A) and BC(B), the same will be filled up through the candidates belonging to other category. For example, if any seat in BC(B) category remains vacant, the same will be filled up from BC(A) category and vice-versa in 2nd physical counseling.
    - **ii.** If any seat remains vacant in sub-categories of SC, the same will be filled up through the candidates belonging to other category. For example, if any seat in SC category remains vacant, the same will be filled up from Deprived SC category and vice-versa in 2nd physical counseling.
21. In case, after Physical counseling, the seat(s) of various reserved categories remain vacant and no eligible candidate of the reserved categories is available then the vacant seats may be thrown open to Haryana General Category/AIO category in next merit list as per rules of the University with the permission of Vice Chancellor.
22. Mere possession of the prescribed academic qualifications does not entitle a candidate for admission to the programme. Candidates would be required to fulfill all the conditions as spelt out in the information brochure.
23. The eligibility of the candidates shall be ascertained at the time of preparing merit list however the admission seekers are required to ensure that they possess the prescribed qualification for the programme they are seeking admission.
24. If the concerned authorities are not satisfied with the character / past behavior / antecedents of a candidate, they may refuse to admit him/her to any course of study in the University/ College in order to ensure academic standards, discipline and peaceful atmosphere in the University. The Vice Chancellor may cancel the admission of any student for a specified period.
25. In case any candidate is admitted on the basis of the information submitted by him/her, which is found to be incorrect or false at a later stage, his/her admission will be cancelled and all fees and other dues paid by him/her shall be forfeited. The University/Institute may also take further action, as deemed fit, against the candidate and his/her guardian.
26. All admissions are provisional subject to verifications of documents and approval of Competent Authority.
27. The rules relating to anti-ragging, their behavior on the Campus and the Hostels as framed by the University will be applicable and binding on all students.
28. In case, there are less than 50% admission in a programme the admission in such programme will not be made and the applicants will be given option to change to any other programme in the University subject to the eligibility and merit or for refund of fees. However, Vice Chancellor may exempt the above condition on the recommendation of Chairperson of the Department.

HOSTEL FACILITY

The Hostel accommodation to the admitted girls' students of UTDs shall be provided in the Hostel/PG outside the University campus.

INTERPRETATION

For any kind of dispute originated due to non-availability of rules/regulations or interpretation of rules/ regulations adopted during admission, the decision of Vice Chancellor will be final.

LEGAL JURISDICTION

All disputes pertaining to admissions shall fall within the jurisdiction of Gurugram Only.

4.6 ADMISSION PROCESS

How to Apply

1. The candidates are advised to read the Information Brochure carefully before filling the Application Form.
2. The Information Brochure can be downloaded from the University Website: https://gurugramuniversity.ac.in
3. The processing fees of Rs. 1000/- for General Category and Rs. 250/ for Scheduled Caste, Backward Class of Haryana, differently abled person and Economically Weaker Sections (EWS) of Haryana for each programme shall be paid by the applicant online.
4. Change in programme or category, once opted for the purpose of admission, will not be allowed.
5. The Candidate shall be personally responsible in case, he/she is not eligible to apply as per the given eligibility criteria.
6. Application fee is non-refundable.

***Instructions/Guidelines for Filling Online Application Form for Admission**

Download the Information Brochure 2024 25 from the website and read carefully before filling up the admission form. (http://gurugramuniversity.ac.in > Admissions > Information Brochure 2024-25).

1. Pre-requisites for applying online:

i. Aadhar Card Number.
ii. E-mail id of the candidate (abcde@gmail.com).
iii. Scanned copy of Photograph and Signature ensuring that all required scanned images should be in .jpeg with mentioned specifications as per Instruction for Uploading Image/Photo of Document, Certificate, Marksheet and Signature.
iv. Digital Photo (80% face) and Signature are required in .jpg or .jpeg image format.
v. File size of digital photo must be within 10 kb to 500.00 kb limit.
vi. Document/Certificate/Marksheet related size of digital photo must be within 10kb to 500.00 kb limit.
vii. Mobile Number of the candidate.
viii. Pin Code with the details of Permanent & Correspondence Address.
ix. Scanned Copies of Educational Qualifications related details/documents (like Matriculation, Senior Secondary Examination, and Qualifying Examination etc.)

The candidate must upload all required scanned images/scanned copies only in .jpeg. The scanned copy should be of original document and not of the Photocopy.

- Once the payment for a programme is conformed, no changes in Programme, Category, Applicant Name, Father Name, Date of Birth, Mobile number, e-mail id, Photo and Signature etc. will be allowed. Therefore, before payment and clicking on the "NEXT/SAVE" button, the details should be checked and confirmed by the candidate.
- The candidate must select carefully the programme applied for (e.g. 2 Year PG Programme or 5 year Integrated/Hons. Programme) for which he/she is eligible.

Online Admission Process:-

1. User has to click on the below URL: https://gurugramuniversityadm.samarth.edu.in/test.php
2. Step 1: - Register Now. (If you are an existing user, you may skip this and click on sign in) A user can register his /her self by filling the below details.
    - Applicant's Full Name
    - Applicant's Date of Birth
    - Applicant's Email
    - Re-Enter Applicant's Email Address
    - Password (Minimum 6 characters)
    - Re-Enter Password
    - Mobile Number
    - Re-Enter Mobile Number
    - Captcha Verification

3. After successfully registering on the admission portal, user may now sign-in, by clicking on the "sign- in" button or can also directly click on the "Apply now" button adjacent to the programme name which prompt the login window on the screen.

   User has to login by the email id and password created while registering.

4. After successful sign-in user can now click on "Update Profile" button and fill the details for profile:

PERSONAL DETAILS	
Full Name of the Applicant:	Gender:
Date of Birth: Age as on:	Category:
Blood Group:	Religion:
Nationality:	
Registered Email:	Registered Mobile Number:
Alternate Email:	Alternate Mobile:
Permanent Address:	Correspondence Address:
PLACE OF BIRTH DETAILS	
Village/Town/City:	Country:
State:	District:
GURUGRAM UNIVERSITY REGISTRATION DETAILS (IF APPLICABLE)	
Have you enrolled in Gurugram University before?:	Registration Number:
Name of Gurugram University School/Department/Faculty/College:	Programme registered in:
FAMILY DETAILS	
Mother's Name:	Father's Name:
Mother's Qualification:	Father's Qualification:
Mother's Occupation:	Father's Occupation's
Mother's Mobile Number:	Father's Mobile Number:
Mother's Office Address:	Father's Office Address:
Emergency Contact Number:	
Combined Family Income:	
OTHER CATEGORY/QUOTA:	
Person with Benchmark Disabilities (PwBD) Category:	
Kashmiri Migrant:	
Prime Minister's Special Scholarship Scheme for J&K Students:	
Children/Widows of Armed Forces Personnel:	
Single Girl Child Quota:	
Cultural Activities Quota (CCA Quota):	
Sports Quota:	
Other Details	
Do you have any illness, which requires continuous or emergency medical attention?	
Do you have NCC Certificate?	
Have you participated in National Service Scheme (NSS) Camp?	
Are you ward of University Employee (Father/Mother working in Gurugram University?	
Language	Proficiency (Reading/Writing/Speaking)
English	Reading Writing Speaking
Hindi	Reading Writing Speaking

Uploads	
Instruction for Uploading Image/Photo of Document, Certificate, Marksheet and Signature - Digital Photo and Signature are required in .jpg or .jpeg image format. - File size of digital photo must be within 10kb to 500.00 KB limit. - Document/Certificate/Marksheet related size of digital photo must be within 10kb to 500.00 - KB limit. - Photo Accepted formats .jpeg .jpg [10 KB – 500 KB] - Signature Accepted formats .jpeg .jpg [10 KB – 500 KB] - Income Certificate Accepted formats .jpeg .jpg [10 KB – 500 KB	
Select Applicable Eligibility Criteria (Read Information Brochure/Prospectus for Eligibility Criteria) Applicable Eligibility Criteria* Qualification Details - X or Equivalent Qualification Details - XII or Equivalent Qualification Details - Graduation or Equivalent	

4.7 REPORTING OF THE SELECTED CANDIDATE IN THE DEPARTMENT

The candidates who are provisionally admitted shall have to remain in contact with their respective Department for information related to submission of all original documents (i.e. in support of Academic Qualifications, Character Certificate, category certificate, valid income certificate, antiragging affidavit (candidates & parents), migration certificate etc.) as per his/her claim for admission, time-table, classes and for any other information.

The candidates are advised to submit two sets of photocopies with two passport size photographs of all relevant documents as mentioned above to the concerned department as per the date and time suggested by the HOD/In-Charge.

In case of failure to submission of above mentioned documents, the admission shall stand cancelled automatically.

5.1 Annual fee structure

Sr. No.	Name of Head	Common Charges (in ₹)	Tuition Fee (in ₹)	University Develop. Fee (in ₹)	Field Work/ Lab and Other Charges (in ₹)	Fees to be paid semester wise (Odd Semester)	Fees to be paid semester wise (Even) Semester)	Total	Fee for Foreign Students (in $)
	Department of Pharmacy								
1	Bachelor of Pharmacy. 1st Year	9620	25000	16240	12110	**36295**	**26675**	**62970**	**1200.00**
2	Bachelor of Pharmacy 2nd Year	7420	25000	18240	16810	**37445**	**30025**	**67470**	**1300.00**
3	Bachelor of Pharmacy 3rd Year	7420	25000	20240	20310	**40195**	**32775**	**72970**	**1400.00**
4	Bachelor of Pharmacy 4th Year	7420	25000	22240	24310	**43195**	**35775**	**78970**	**1400.00**
5	Master of Pharmacy 1st Year	9620	33000	14240	19110	**42795**	**33175**	**75970**	**1400.00**
6	Master of Pharmacy 2nd Year	7420	33000	22240	20110	**45095**	**37675**	**82770**	**1500.00**
	Department of Physiotherapy								
7	Bachelor of Physiotherapy 1st Year	9620	28000	10240	8110	**32795**	**23175**	**55970**	**1200.00**
8	Bachelor of Physiotherapy 2nd Year	7420	28000	12240	12810	**33945**	**26525**	**60470**	**1200.00**
9	Bachelor of Physiotherapy 3rd Year	7420	28000	14240	16310	**36695**	**29275**	**65970**	**1300.00**
10	Bachelor of Physiotherapy 4th Year	7420	28000	16240	20310	**39695**	**32275**	**71970**	**1400.00**
11	Master of Physiotherapy 1st Year	9620	33000	14240	19110	**42795**	**33175**	**75970**	**1400.00**
12	Master of Physiotherapy 2nd Year	7420	33000	22240	20310	**45195**	**37775**	**82970**	**1500.00**
13	Post Graduate Diploma in on field Sports Injury Management	9620	24000	5240	5110	**26795**	**17175**	**43970**	**1000.00**
	Department of Nursing								
15	Bachelor of Science in Nursing	9620	26000	8240	6110	**29795**	**20175**	**49970**	**1100.00**
	Department of Public Health								
16	Master of Public Health 1st Year	7920	33000	10240	9310	**34195**	**26275**	**60470**	**1200.00**
17	Master of Public Health 2nd Year	6120	34000	12240	14110	**36295**	**30175**	**66470**	**1300.00**
	Department of Neurosciences								
18	Master of Science (Neurosciences) 1st Year	7920	33000	10240	9310	**34195**	**26275**	**60470**	**1200.00**
19	Master of Science (Neurosciences) 2nd Year	6120	34000	12240	14110	**36295**	**30175**	**66470**	**1300.00**
	Department of Biosciences								
20	Master of Science (Environmental Science) 1st Year	7920	33000	10240	9310	**34195**	**26275**	**60470**	**1200.00**
21	Master of Science (Environmental Science) 2nd Year	6120	34000	12240	14110	**36295**	**30175**	**66470**	**1300.00**
22	Master of Science (Zoology) 1st Year	7920	33000	10240	9310	**34195**	**26275**	**60470**	**1200.00**
23	Master of Science (Zoology) 2nd Year	6120	34000	12240	14110	**36295**	**30175**	**66470**	**1300.00**

Sr. No.	Name of Head	Common Charges (in ₹)	Tuition Fee (in ₹)	University Develop. Fee (in ₹)	Field Work/ Lab and Other Charges (in ₹)	Fees to be paid semester wise (Odd Semester)	Fees to be paid semester wise (Even) Semester)	Total	Fee for Foreign Students (in $)
24	Master of Science (Botany) 1st Year	7920	33000	10240	9310	**34195**	**26275**	**60470**	**1200.00**
25	Master of Science (Botany) 2nd Year	6120	34000	12240	14110	**36295**	**30175**	**66470**	**1300.00**
26	Master of Science (Biotechnology) 1st Year	7920	33000	10240	9310	**34195**	**26275**	**60470**	**1200.00**
27	Master of Science (Biotechnology) 2nd Year	6120	34000	12240	14110	**36295**	**30175**	**66470**	**1300.00**
	Department of Engineering and Technology								
28	Bachelor of Technology 1st Year (all streams)	9620	44000	11240	15110	**44795**	**35175**	**79970**	**1400.00**
29	Bachelor of Technology 2nd Year (all streams)	7420	44000	15240	20310	**47195**	**39775**	**86970**	**1500.00**
30	Bachelor of Technology 3rd Year (all streams)	7420	44000	18240	25310	**51195**	**43775**	**94970**	**1600.00**
31	Bachelor of Technology 4th Year (all streams)	7420	44000	21240	31310	**55695**	**48275**	**103970**	**1700.00**
32	Bachelor of Architecture 1st Year	9620	25000	16240	12110	**36295**	**26675**	**62970**	**1200.00**
33	Bachelor of Architecture 2nd Year	7420	25000	18240	16810	**37445**	**30025**	**67470**	**1300.00**
34	Bachelor of Architecture 3rd Year	7420	25000	20240	20310	**40195**	**32775**	**72970**	**1400.00**
35	Bachelor of Architecture 4th Year	7420	25000	22240	24310	**43195**	**35775**	**78970**	**1400.00**
36	Bachelor of Architecture 5th Year	7420	25000	24240	29510	**46795**	**39375**	**86170**	**1500.00**
37	Bachelor of Design in Interior Design 1st Year	9620	25000	16240	12110	**36295**	**26675**	**62970**	**1200.00**
38	Bachelor of Design in Interior Design 2nd Year	7420	25000	18240	16810	**37445**	**30025**	**67470**	**1300.00**
39	Bachelor of Design in Interior Design 3rd Year	7420	25000	20240	20310	**40195**	**32775**	**72970**	**1400.00**
40	Bachelor of Design in Interior Design 4th Year	7420	25000	22240	24310	**43195**	**35775**	**78970**	**1400.00**
41	Master of Technology in Computer Science and Engineering 1st Year	9620	23000	14540	8810	**32795**	**23175**	**55970**	**1200.00**
42	Master of Technology in Computer Science and Engineering 2nd Year	7420	23000	17540	12510	**33945**	**26525**	**60470**	**1200.00**
43	Master of Computer Application 1st Year	9620	26000	8240	6110	**29795**	**20175**	**49970**	**1100.00**
44	Master of Computer Application 2nd Year	7420	26000	15540	6510	**31445**	**24025**	**55470**	**1200.00**
45	Master of Computer Application Integrated 1st Year	9620	26000	8240	6110	**29795**	**20175**	**49970**	**1100.00**
46	Master of Computer Application Integrated 2nd Year	7420	26000	15540	6510	**31445**	**24025**	**55470**	**1200.00**

Sr. No.	Name of Head	Common Charges (in ₹)	Tuition Fee (in ₹)	University Develop. Fee (in ₹)	Field Work/ Lab and Other Charges (in ₹)	Fees to be paid semester wise (Odd Semester)	Fees to be paid semester wise (Even) Semester)	Total	Fee for Foreign Students (in $)
47	Master of Computer Application Integrated 3rd Year	7420	26000	18540	8510	**33945**	**26525**	**60470**	**1200.00**
48	Master of Computer Application Integrated 4th Year	7420	26000	21540	11510	**36945**	**29525**	**66470**	**1300.00**
49	Master of Computer Application Integrated 5th Year	7420	26000	25540	13510	**39945**	**32525**	**72470**	**1400.00**
50	Master of Science in Computer Science (AI and Data Science) 1st Year	9620	26000	8240	6110	**29795**	**20175**	**49970**	**1100.00**
51	Master of Science in Computer Science (AI and Data Science) 2nd Year	7420	26000	15540	6510	**31445**	**24025**	**55470**	**1200.00**
52	Master of Design in Interior Design 1st Year	9620	55000	16240	10110	**50295**	**40675**	**90970**	**1600.00**
53	Master of Design in Interior Design 2nd Year	7420	55000	24240	13110	**53595**	**46175**	**99770**	**1700.00**
	Department of Physics								
54	Master of Science (Physics) 1st Year	7920	25000	14240	13310	**34195**	**26275**	**60470**	**1200.00**
55	Master of Science (Physics) 2nd Year	6120	25000	16740	18610	**36295**	**30175**	**66470**	**1300.00**
56	Master of Science Medical Physics 1st Year	9620	30000	14240	17110	**40295**	**30675**	**70970**	**1300.00**
57	Master of Science Medical Physics 2nd Year	7420	30000	14240	25810	**42445**	**35025**	**77470**	**1400.00**
	Department of Chemistry								
58	Master of Science (Chemistry) 1st Year	7920	25000	14240	13310	**34195**	**26275**	**60470**	**1300.00**
59	Master of Science (Chemistry) 2nd Year	6120	25000	16740	18610	**36295**	**30175**	**66470**	**1300.00**
	Department of Mathematics								
60	Master of Science (Mathematics) 1st Year	7920	25000	14240	13310	**34195**	**26275**	**60470**	**1300.00**
61	Master of Science (Mathematics) 2nd Year	6120	25000	16740	18610	**36295**	**30175**	**66470**	**1300.00**
	Department of Management								
62	Master of Business Administration 1st Year	9620	39500	14240	19110	**46045**	**36425**	**82470**	**1500.00**
63	Master of Business Administration 2nd Year	7420	39500	22240	20810	**48695**	**41275**	**89970**	**1600.00**
64	Master of Business Administration (Hospitality Management) 1st Year	9620	39500	14240	19110	**46045**	**36425**	**82470**	**1500.00**
65	Master of Business Administration (Hospitality Management) 2nd Year	7420	39500	22240	65810	**71195**	**63775**	**134970**	**2200.00**
66	Master of Business Administration (Business Analytics) 1st Year	9620	39500	14240	19110	**46045**	**36425**	**82470**	**1500.00**

Sr. No.	Name of Head	Common Charges (in ₹)	Tuition Fee (in ₹)	University Develop. Fee (in ₹)	Field Work/ Lab and Other Charges (in ₹)	Fees to be paid semester wise (Odd Semester)	Fees to be paid semester wise (Even) Semester)	Total	Fee for Foreign Students (in $)
67	Master of Business Administration (Business Analytics) 2nd Year	7420	39500	22240	65810	**71195**	**63775**	**134970**	**2200.00**
68	Master of Business Administration (Integrated) 1st Year	7920	29000	14540	11510	**35445**	**27525**	**62970**	**1300.00**
69	Master of Business Administration (Integrated) 2nd Year	6120	29000	17540	14310	**36545**	**30425**	**66970**	**1300.00**
70	Master of Business Administration (Integrated) 3rd Year	6120	29000	19540	18310	**39545**	**33425**	**72970**	**1400.00**
71	Master of Business Administration (Integrated) 4th Year	6120	37500	14240	21110	**42545**	**36425**	**78970**	**1500.00**
72	Master of Business Administration (Integrated) 5th Year	6120	37500	20240	21110	**45545**	**39425**	**84970**	**1600.00**
	Department of Commerce								
73	Master of Commerce 1st Year	7920	28000	9540	5010	**29195**	**21275**	**50470**	**1100.00**
74	Master of Commerce 2nd Year	6120	28000	13540	7310	**30545**	**24425**	**54970**	**1200.00**
75	Master of Commerce (Integrated) 1st Year	7920	28000	6540	3010	**26695**	**18775**	**45470**	**1100.00**
76	Master of Commerce (Integrated) 2nd Year	6120	28000	8540	6310	**27545**	**21425**	**48970**	**1100.00**
77	Master of Commerce (Integrated) 3rd Year	6120	28000	9540	7010	**28395**	**22275**	**50670**	**1200.00**
78	Master of Commerce (Integrated) 4th Year	6120	30000	9540	7310	**29545**	**23425**	**52970**	**1200.00**
79	Master of Commerce (Integrated) 5th Year	6120	30000	13540	7310	**31545**	**25425**	**56970**	**1200.00**
	Department of English and other Foreign Languages								
80	Master of Arts (English) 1st Year	7920	9000	5790	260	**15445**	**7525**	**22970**	**800.00**
81	Master of Arts (English) 2nd Year	6120	9000	8790	1060	**15545**	**9425**	**24970**	**800.00**
	Department of Indian Knowledge and Languages								
82	M.A. (Hindi) 1st Year	7920	2000	290	260	**9195**	**1275**	**10470**	**700.00**
83	M.A. (Hindi) 2nd Year	6120	2000	2790	560	**8795**	**2675**	**11470**	**700.00**
84	M.A (Sanskrit) 1st Year	7920	2000	290	260	**9195**	**1275**	**10470**	**700.00**
85	M.A (Sanskrit) 2nd Year	6120	2000	2790	560	**8795**	**2675**	**11470**	**700.00**
86	M.A (Hindu Studies) 1st Year	7920	2000	290	260	**9195**	**1275**	**10470**	**700.00**
87	M.A (Hindu Studies) 2nd Year	6120	2000	2790	560	**8795**	**2675**	**11470**	**700.00**
	Department of Media Studies								
88	Bachelor of Science (Animation and Multimedia) 1st Year	9120	33000	14240	29110	**47295**	**38175**	**85470**	**1600.00**
89	Bachelor of Science (Animation and Multimedia) 2nd Year	6920	33000	22240	31810	**50445**	**43525**	**93970**	**1700.00**
90	Bachelor of Science (Animation and Multimedia) 3rd Year	6920	33000	22240	38810	**53945**	**47025**	**100970**	**1700.00**
91	Master of Arts (Journalism & Mass Communication) (1st Year)	7920	18000	5790	1260	**20445**	**12525**	**32970**	**900.00**
92	Master of Arts (Journalism & Mass Communication) (2nd Year)	6120	18000	8790	3060	**21045**	**14925**	**35970**	**1000.00**

Sr. No.	Name of Head	Common Charges (in ₹)	Tuition Fee (in ₹)	University Develop. Fee (in ₹)	Field Work/ Lab and Other Charges (in ₹)	Fees to be paid semester wise (Odd Semester)	Fees to be paid semester wise (Even) Semester)	Total	Fee for Foreign Students (in $)
93	Master of Arts (Journalism & Mass Communication) (Integrated) 1st Year	7920	18000	5790	1260	**20445**	**12525**	**32970**	**900.00**
94	Master of Arts (Journalism & Mass Communication) (Integrated) 2nd Year	6120	18000	8790	3060	**21045**	**14925**	**35970**	**1000.00**
95	Master of Arts (Journalism & Mass Communication) (Integrated) 3rd Year	6120	18000	11790	3060	**22545**	**16425**	**38970**	**1000.00**
96	Master of Arts (Journalism & Mass Communication) (Integrated) 4th Year	6120	18000	14790	3060	**24045**	**17925**	**41970**	**1000.00**
97	Master of Arts (Journalism & Mass Communication) (Integrated) 5th Year	6120	18000	17790	3060	**25545**	**19425**	**44970**	**1100.00**
98	Master of Arts (Advertising and Public Relations) 1st Year	7920	18000	5790	1260	**20445**	**12525**	**32970**	**900.00**
99	Master of Arts (Advertising and Public Relations) 2nd Year	6120	18000	8790	3060	**21045**	**14925**	**35970**	**1000.00**
	Department of Developmental Studies								
100	Master of Arts (Development Studies) Integrated 1st Year	7920	18000	5790	1260	**20445**	**12525**	**32970**	**900.00**
101	Master of Arts (Development Studies) Integrated 2nd Year	6120	18000	8790	3060	**21045**	**14925**	**35970**	**1000.00**
102	Master of Arts (Development Studies) Integrated 3rd Year	6120	18000	11790	3060	**22545**	**16425**	**38970**	**1000.00**
103	Master of Arts (Development Studies) Integrated 4th Year	6120	18000	14790	3060	**24045**	**17925**	**41970**	**1000.00**
104	Master of Arts (Development Studies) Integrated) 5th Year	6120	18000	17790	3060	**25545**	**19425**	**44970**	**1100.00**
	Department of Studies in Art and Culture								
105	Master of Arts (Liberal Arts) Integrated 1st Year	7920	18000	5790	1260	**20445**	**12525**	**32970**	**900.00**
106	Master of Arts (Liberal Arts) Integrated 2nd Year	6120	18000	8790	3060	**21045**	**14925**	**35970**	**1000.00**
107	Master of Arts (Liberal Arts) Integrated 3rd Year	6120	18000	11790	3060	**22545**	**16425**	**38970**	**1000.00**

Sr. No.	Name of Head	Common Charges (in ₹)	Tuition Fee (in ₹)	University Develop. Fee (in ₹)	Field Work/ Lab and Other Charges (in ₹)	Fees to be paid semester wise (Odd Semester)	Fees to be paid semester wise (Even) Semester)	Total	Fee for Foreign Students (in $)
108	Master of Arts (Liberal Arts) Integrated 4th Year	6120	18000	14790	3060	**24045**	**17925**	**41970**	**1000.00**
109	Master of Arts (Liberal Arts) Integrated 5th Year	6120	18000	17790	3060	**25545**	**19425**	**44970**	**1100.00**
110	Diploma in Dances of Bharat 1st Year	7720	15000	5790	1960	**19095**	**11375**	**30470**	**900.00**
111	Diploma in Dances of Bharat 2nd Year	5920	15000	5790	3760	**18195**	**12275**	**30470**	**900.00**
112	Diploma in Music of Bharat 1st Year	7720	15000	5790	1960	**19095**	**11375**	**30470**	**900.00**
113	Diploma in Music of Bharat 2nd Year	5920	15000	5790	3760	**18195**	**12275**	**30470**	**900.00**
114	Diploma in Yoga 1st Year	7720	15000	5790	1960	**19095**	**11375**	**30470**	**900.00**
115	Diploma in Yoga 2nd Year	5920	15000	5790	3760	**18195**	**12275**	**30470**	**900.00**
	Department of Law								
116	Bachelor of Business Administration and Bachelor of Laws (BBA LLB) Integrated 1st Year	9620	44000	11240	15110	**44795**	**35175**	**79970**	**1500.00**
117	Bachelor of Business Administration and Bachelor of Laws (BBA LLB) Integrated 2nd Year	7420	44000	15240	20310	**47195**	**39775**	**86970**	**1600.00**
118	Bachelor of Business Administration and Bachelor of Laws (BBA LLB) Integrated 3rd Year	7420	44000	18240	25310	**51195**	**43775**	**94970**	**1700.00**
119	Bachelor of Business Administration and Bachelor of Laws (BBA LLB) Integrated 4th Year	7420	44000	21240	31310	**55695**	**48275**	**103970**	**1800.00**
120	Bachelor of Business Administration and Bachelor of Laws (BBA LLB) Integrated 5th Year	7420	44000	26240	36310	**60695**	**53275**	**113970**	**1900.00**
121	Bachelor of Laws (L.L.B) 1st Year	9120	30000	16240	5110	**34795**	**25675**	**60470**	**1300.00**
122	Bachelor of Laws (L.L.B) 2nd Year	6920	30000	20240	8810	**36445**	**29525**	**65970**	**1300.00**
123	Bachelor of Laws (L.L.B) 3rd Year	6920	30000	23240	10810	**38945**	**32025**	**70970**	**1400.00**
124	Master of Laws 1st Year	9620	30000	16240	5110	**35295**	**25675**	**60970**	**1300.00**
125	Master of Laws 2nd Year	7420	30000	20240	7810	**36445**	**29025**	**65470**	**1300.00**
	Department of Psychology								
126	Master of Science in Psychology 1st Year	7920	22000	5790	2260	**22945**	**15025**	**37970**	**1000.00**
127	Master of Science in Psychology 2nd Year	6120	22000	8790	3060	**23045**	**16925**	**39970**	**1000.00**

Sr. No.	Name of Head	Common Charges (in ₹)	Tuition Fee (in ₹)	University Develop. Fee (in ₹)	Field Work/ Lab and Other Charges (in ₹)	Fees to be paid semester wise (Odd Semester)	Fees to be paid semester wise (Even) Semester)	Total	Fee for Foreign Students (in $)
128	Master of Philosophy in Clinical Psychology 1st Year	9620	125000	30790	85060	**130045**	**120425**	**250470**	**3500.00**
129	Master of Philosophy in Clinical Psychology 2nd Year	7420	125000	40790	107260	**143945**	**136525**	**280470**	**3900.00**
130	Professional Diploma in Clinical Psychology	9620	55000	21240	15110	**55295**	**45675**	**100970**	**1000.00**
	Department of Social Work								
131	Master of Social Work 1st Year	7920	15000	5790	1760	**19195**	**11275**	**30470**	**900.00**
132	Master of Social Work 2nd Year	6120	15000	8790	3560	**19795**	**13675**	**33470**	**900.00**
	Department of Education								
133	Master of Arts in Education 1st Year	7920	15000	5790	1760	**19195**	**11275**	**30470**	**900.00**
134	Master of Arts in Education 2nd Year	6120	15000	8790	5560	**20795**	**14675**	**35470**	1000.00
	Department of Political Science and Public Policy								
135	Master of Arts (Political Science and International Relations) 1st Year	7920	12000	3790	1760	**16695**	**8775**	**25470**	**500.00**
136	Master of Arts (Political Science and International Relations) 2nd Year	6120	12000	3790	5560	**16795**	**10675**	**27470**	**900.00**
137	Master of Arts (Public Policy, Administration and Governance) 1st Year	7920	12000	3790	1760	**16695**	**8775**	**25470**	**900.00**
138	Master of Arts (Public Policy, Administration and Governance) 2nd Year	6120	12000	3790	5560	**16795**	**10675**	**27470**	**900.00**
	Department of Economics								
139	Master of Arts Applied Economics 1st Year	7920	15000	5790	1760	**19195**	**11275**	**30470**	**900.00**
140	Master of Arts Applied Economics 2nd Year	6120	15000	8790	3560	**19795**	**13675**	**33470**	**900.00**
141	Post Graduate Diploma in Blue Economy	7920	26000	8240	7310	**28695**	**20775**	**49470**	**1100.00**

***To be paid in two installments (semester wise)**

5.2 Head wise details of Common fees:

	Group A		Group B		Group C		Group D	
Name of Head of Common fees	**1st Year**	**2nd Year Onwards**	**1st Year**	**2nd Year Onwards**	**1st Year**	**2nd Year Onwards**	**1st Year**	**2nd Year Onwards**
Admission Fee	500	-	500	-	500	-	500	-
University Library Fee	500	500	500	500	500	500	500	500
Security Fee (Refundable)	1000	-	1000	-	1000	-	1000	-
Digitalization Fee	1500	1500	1500	1500	1500	1500	1500	1500
Uni. Sports Fees	400	400	400	400	400	400	400	400
Amalgamated Fees	300	300	300	300	300	300	300	300
Computer Fees/Internet Fees	1000	1000	1000	1000	1000	1000	1000	1000
Student Identity Card	100	100	100	100	100	100	100	100
Youth Welfare & Cultural Fees	400	400	400	400	400	400	400	400
Medical Fees	100	100	100	100	100	100	100	100
Abdul Kalam Fund	50	50	50	50	50	50	50	50
Holiday Home Fee	50	50	50	50	50	50	50	50
Alumni Association	250	250	250	250	250	250	250	250
Insurance Fee	200	200	200	200	200	200	200	200
N.S.S Fees/Red Cross/Red Ribbon Fee	150	150	150	150	150	150	150	150
Eligibility Fees	120	120	120	120	120	120	120	120
University Registration Fee	500	-	500	-	1500	-	1500	-
Continuation Fee	-	200	-	200	-	800	-	800
University Examination Fee	600	600	800	800	1000	1000	1500	1500
Total	**7720**	**5920**	**7920**	**6120**	**9120**	**6920**	**9620**	**7420**

Sr. No	Course	
1.	Group-A	TDC (Pass and Honours), Diploma/Certificate Courses and any other similar courses as may be started from time to time
		OTMIL Courses
2	Group-B	Post Graduation including 5/6 year integrated Courses (M.A./ M.Sc./ M.Com./M.Lib.I.Sc)/ Diploma/ Certificate Courses M.Phil/Ph. D. Course Work and any other similar courses as may be started from time to time
3	Group-C	B.Ed./B.A.B.Ed/ B.Sc. B.Ed/ M.P.Ed./ B.P.Ed./ C.P.Ed./D.P.Ed./LL.B./ B.A.LLB./BBA LL.B./BCA/ BBA/BHMCT/BTTM/ B.Voc. (All Courses)/ B.Lib/ Diploma/ Certificate Courses and any other similar courses as may be started from time to time
4	Group-D	M.Ed./MBA/MHMCT/MTTM/MCA/LL.M./ B. Pharmacy/ M. Pharmacy/ Engineering & Technology Courses (UG& PG)/M.Phil/ Ph.D. Course Work/ Diploma/ Certificate Courses and any other similar courses as may be started from time to time.

5.3 OTHER RULES AND GUIDELINES RELATING TO FEE STRUCTURE.

A. Examination fee is included in annual fees which is to be deposited online through Debit Card/ Net Banking at the time of admission for all programmes.

B. A candidate will submit his/her semester wise on before the date as notified by University fee.

C. **The candidates of paramedical and diploma programmes may submit his/her fee semester wise.**

D. The students will deposit the fee on fixed date and time and the Chairperson will not allow to any student to attend the class without depositing the fee. The attendance marked without deposit of fee will be treated as illegal and will not be counted for the purpose of attendance.

E. Fee will be charged from the students as per the fee structure given in the information brochure of each academic programme.

F. Dues must be paid on the dates notified; otherwise a late fee fine shall be charged as follows:

Upto notified date	No late fee
1 to 10 days after notified date	₹ 200/-
11 to 20 days	₹ 500/-
21 to 30 days	₹1,000/-
Re-admission fee* (Name may be struck off the rolls, after 30 days)	₹ 1,000/- and above mentioned fine subject to recommendations of concerned Chairpersons.

*Re-admission can be done provided Head of Department/Director is satisfied, that if re-admitted, the student will not fall short of the requisite percentage of attendance

G. If the admission of a student is cancelled by the University for no fault of his/her, the fees and other dues paid by him will be refunded except the Admission Fee, provided the application to this effect duly recommended by the Head of the Department/Director concerned is received in the University Office within one month of the date of the letter conveying the cancellation of admission. The application for the refund of dues submitted beyond the time limit prescribed above may be considered with permission of the Vice-Chancellor on merit.

5.4 FEE REFUND POLICY

In case of withdrawal of admission, the following rules will be applicable for refund of fee:

100% fee refund: in case a student decides to withdraw **15 days or more before** the formally notified last date of admission. Not more than 5% of the fees paid by the student, subject to a maximum of Rs. 5000, will be deducted as processing charges.

90% fee refund: in case a student decides to withdraw **less than 15 days before** the formally notified last date of admission.

80% fee refund: in case a student decides to withdraw **within 15 days or less** after the formally notified last date of admission.

50% fee refund: in case a student decides to withdraw **between 16 days and 30 days** after the formally notified last date of admission.

NIL: in case a student decides to withdraw **after 30 days** of the formally notified last date of admission.

The candidates has to submit the application for refund of fee in prescribed proforma **(Appendix-R)**

Note: The fee refund policy is subject to change/amendment made by the State Govt./UGC from time to time.

5.5 FEE CONCESSION

- Full Tuition Fee Concessions may be given to deserving students on recommendation of the Chairperson of the Departments and approval of the Vice Chancellor in hard and genuine cases maximum up to 10% of intake who fulfill the following conditions:-
    i. Whose family income is less than 2.5 Lakh per annum (student has to submit valid income certificate/affidavit).
    ii. Whose attendance is not less than 75% (on the date application is recommended).
    iii. Who have passed all the previous examinations of concerned course.
    iv. Whose one of the parent unfortunately demised during the session.
- The wards/spouses of Gurugram University employees who die in harness shall be entitled to the following concessions:
    a. Full Tuition fee concession.
    b. Three fourth (¾) of the Development Fee concession.
- 50% concession of total fee (except examination fee) to the University employee and their dependents (sons, daughters, brothers, sisters, spouse, who is/are not working and is/are fully dependent on him/her and living with him/her) may be allowed in all programmes (Except Ph.D. Programme) in the University Teaching Departments.
- 50% Tuition Fee concession to only girl child of parents without any male child at U.G and P.G. level.
- Waive off full tution fee for the students who lost their both parents in COVID pandemic and BPL category candidates.
- Fee concession to students who are Below Poverty Line and are Yellow Card holders will be governed by the following:
    i. Students including brothers and sisters belonging to this category will be allowed full tuition fee concession subject to the production of proof.
    ii. They will be allowed 50% concession in room rent, if they seek admission to the University hostels.
    iii. Only those students of this category will be allowed this concession in subsequent years who clear all the papers of the previous examination in the first attempt.

5.6 BENEFITS OF FEE FOR CANDIDATES OF HARYANA BELONGING TO THE SCHEDULED CASTE CATEGORY

There is a Post Matric Scholarship Scheme of GOI for welfare of candidates belonging to the Scheduled Caste Category. As per letter No.3/44-2012 Sch. (2) dated 18.06.2013 of the Director General Higher Education, Haryana, Panchkula. Such students, whose parents/guardian income is upto Rs. 2.50 lakh per annum, are eligible for benefits under the said scheme. The benefits include enrollment/registration, tuition, games, union, library, magazine, Medical Examination and such other fees compulsorily payable by the student to the institution or University/Board. Refundable deposit like caution money, security deposit are, however, excluded. For students admitted under this scheme, the application form has to be submitted by the students to the concerned Chairperson/Director of the Department/ Institute.

Note: An income declaration shall be furnished by the self-employed parents/guardian. Employed parents are required to obtain income certificates from their employer and for any additional income from other sources; they would furnish declaration by way of an affidavit on non-judicial stamp paper.

- No fee will be charged by the University from the students belonging to the Scheduled Caste Category, whose parent's Income is uptoRs. 2.50 lakh per annum. They shall be admitted during the academic session 2024-25 as per instructions of the Director Higher Education, Haryana and the Director General, Technical Education Department, Panchkula, Haryana. However, as per instructions dated 01.09.2018 of the Director, Welfare of SC/BC Classes Department Haryana, Chandigarh, the students belonging to the Scheduled Caste Category who after verification of record by the office are found eligible for the PMS Scholarship, shall have to submit an undertaking in the Fee Section of the Accounts Branch

that they will deposit their fee immediately to the institution as soon as they receive the Scholarship in their bank account.

- Students belonging to the Scheduled Caste category who are eligible for Post Matric Scholarship Scheme should get their Saving Bank Account linked with Aadhaar Number to get transferred the funds in their respective bank accounts.
- Students, who are eligible for Scheduled Caste and Backward Class Scholarship(s) as the case may be, shall apply online on the dates which will be announced/published in the newspapers/website of hryscbcschemes.in/harchhatravratti.highereduhry.ac.in/ portal by the State Govt. /Funding Agencies.
- Instructions received from the State Government from time to time on this issue shall be followed.
  The Library Security amounting to Rs. 1500/- or any other refundable security be charged from SC students and may be refunded after the completion of the Programme in case the applicant submits No Dues Certificate .

Note:

The SC student claiming zero fee admission must submit an undertaking/affidavit stating that he/she will deposit the full annual fee incase State Govt. does not provide the scholarship **(Appendix-T)**.

6.1 RESERVATION OF SEATS

Category	Percentage
a) All India Open Category Seats(AIO)	**15% of the sanctioned intake**
b) State Quota	**85% of the sanctioned intake**
(b-1) Haryana Open Genera Category (HOGC)	50% of the State Quota i.e.42.5% of total intake.
Economically Weaker Section	*10% seats out of HOG and AIO are reserved for EWS (refer letter no.22112/2019-1GS-III dated 25.02.2019 at Appendix K1 and letter No.40395 DHE-190005/97/2020-UNP (STATE)-DHE dated 19.04.2021
(b-2) Reserved Categories of Haryana	50% of the State Quota i.e. 42.5% of total intake
Scheduled Caste (SC)	20% of State Quota (17% of total intake) **Fifty per cent of the twenty per cent seats reserved for Scheduled Caste for admission in any Government educational institution shall be set aside for candidate belonging to deprived Scheduled Caste.** **Refer to appendix – J1**
Backward Classes of Haryana (BCA)	16% of State Quota (13.6% of total intake)
Backward Classes of Haryana (BCB)	11% of State Quota(9.35% of total intake)
Physically Handicapped (PH)	03% of State quota (2.55% of total intake).

Note: It is mandatory to maintain a Roster Register at Departmental level for distribution and reservation of seats.

In the event of quota reserved for Physically Handicapped remain unutilized due to non-availability for suitable category of Handicapped Candidates, it may be offered to the Ex-Servicemen and their wards (1%) and the dependents of Freedom Fighters (1%). Further, 3% reservation is also provided to Ex-servicemen/ Freedom Fighters and their dependents by providing reservation within reservation of 1% of General Category, 1% out of Scheduled Caste and 1% from Backward Classes category for admission to the various educational institutions of the Govt. and Govt. aided / Institutes located in Haryana. As far as Block allocation in Block-A and Block-B of Backward Classes category is concerned year wise rotational system will be adopted. For example, if Block-A of Backward Classes are given seats in academic year 2018, the next Block i.e., (B) Block of Category of Backward Classes will be given seats in the next academic year 2019 and so on. Further, a roster register for reservation of seats for ex- servicemen/freedom fighters shall be maintained and carry forward all fractions, till one seat is accumulated through different fractions over the years. As and when the total comes to one, a seat will be provided.

Fifty percent of the twenty percent seats reserved for Scheduled Castes for admission in any educational institution shall be set aside for candidates belonging to deprived Scheduled Castes as enumerated in the Appendix-J1.

Where a seat is set aside for candidate from the deprived Scheduled Castes for admission in Government Educational Institution is not filled up in any academic year due to non availability of candidate of the deprived Scheduled Castes possessing the requisite qualification, the same shall be made available to the candidate of Schedule Castes.

6.2 GUIDELINES FOR RESERVATION

i. **The reservation of seats is as per the Reservation Policy of Haryana Govt. and is subject to change/amendment made by the State Govt. from time to time.**

ii. Candidates belonging to SC/ST are required to submit a certificate from the competent authority as per **Appendix-C.** The list of Scheduled Castes and Deprived Scheduled Caste notified by the Haryana Government is available at **Appendix-J** and **J1** respectively**.**

iii. Candidates belonging to Backward Classes are required to submit a certificate from the competent authority as per **Appendix-D.** The list of Backward Classes in Haryana notified by the Haryana Government is available at **Appendix-H.** Circular no. 1170SW(l)-95 dated 7.6.95 of the Haryana Govt. for excluding Socially Advanced Persons/Sections (Creamy Layer} from Backward Classes maybe referred to at **Appendix-I.**

iv. The children or Grand Children (Maternal and Paternal) of Freedom Fighters are required to submit a certificate from the competent authority as per **Appendix-E.**

v. Children or Wards of Military Personnel (including personnel of Para-Military Forces killed in Action or Permanently Disabled in Action and Boarded Out from the Services or Ex Servicemen and their wards will be considered for reservation. They will submit a certificate as per **Appendix-F**. The following categories of personnel of Territorial Army are included in the definition of Ex- Servicemen in terms of the State Govt. letter No. 12/18/2006 GS-11 dated 8-01-2008:

   i. Pension holders for continuous embodied service;
   ii. Persons with disability attributable to military service;
   iii. Gallantry Award Winners; and
   iv. Such recruits boarded out/released on medical grounds and granted medical/disability pension.

vi. Only those candidates who have permanent disability of not less than 40% (being otherwise fit for admission to the programme) will be considered for admission as Physically Handicapped. They will submit a certificate from the competent authority as per **Appendix-G**. Disability Certificate shall, however, be subject to verification by a Medical Board to be constituted by the University. The decision of Medical Board in this regard shall be final.

vii. A candidate who applies for a reserved category or for both reserved and general categories will be considered first in general category. In case, he is not selected in general category, he will be considered for reserved category. The Scheduled Castes/Backward Classes candidates who get selected /admitted in open competition on the basis of their own merit, will not be counted against the quota reserved for scheduled caste/ backward classes, rather they will be treated as open competition candidates. However, such candidates shall fulfill condition of eligibility regarding age etc. as are meant for general category candidates (Memo No.13864-75 dated 24.8.2012 received from the Principal Secretary to Govt. of Haryana, Welfare of Scheduled Caste and Backward Classes, Department, Chandigarh).

viii. If a candidate belongs to more than one reserved category, he/she shall be required to give his/her preference at the time of filling up the admission form. Preference once given shall not be changed.

ix. If any seat remains vacant in sub-categories of BC(A) and BC(B), the same will be filled up through the candidates belonging to other category. For example, if any seat in BC(B) category remains vacant, the same will be filled up from BC(A) category and vice-versa.

x. If any seat remains vacant in sub-categories of SC, the same will be filled up through the candidates belonging to other category. For example, if any seat in SC category remains vacant, the same will be filled up from Deprived SC category and vice-versa.

xi. After physical counseling, the vacant seats will be converted into general category seats and will be filled accordingly in the open merit list.

xii. Proforma for Economically Weaker Section of income & asset certificate issued by Government of Haryana dated 13.03.2019 as per **Appendix-K1.**

xiii. The application form for fee concession is at **Appendix-U.**

7.1 General Rules

1. The candidates seeking admission on Haryana Open General seats are required to submit certificate of bonafide residents of Haryana as defined by the Haryana Govt. **(Appendix-A)**. The Certificate of Haryana Resident shall be in the formats prescribed by the Govt. and issued by the competent authority **(Appendices A1-4).**
2. A candidate who has passed his/her qualifying examination from a University/College situated within the State of Haryana will be deemed to be Haryana resident and will be required to submit certificate of bonafide resident of Haryana issued by the Principal/Headmaster of the Institution last attended **(Appendix-A3)**.
3. Reservation of seats for various categories shall be determined by the criteria given in the Section 6 Distribution & Reservation of Seats in Various Programmes.
4. A complete merit list of all eligible candidates will be prepared for each category.
5. The candidates having passed qualifying examination from the self-styled Universities/ Institutes/Boards, declared bogus/fake by the UGC and other Govt. Bodies, shall not be eligible for admission to any programme in GUG. The list of such Universities/ Institutes/ Boards is available at **Appendix-M.** This list may vary from time to time as per notification of UGC/other Govt. bodies.
6. The list of examinations of various Indian/Foreign Universities/Boards recognized by this University and Board of School Education, Bhiwani, Haryana is available with the Departments / Institutes/ Academic Branch of this University and also on University Website. This list shall be referred to for verification of the documents of the candidates seeking admission to this University. No candidate who has passed his/her qualifying/other examination(s) from the Universities / Boards /Institutes other than mentioned in the list referred above shall be admitted without verification from the Academic Branch or Registration& Scholarship Branch.
7. Any attempt on the part of a candidate, his/her friends or relatives to canvass or bring influence to bear upon the University directly or indirectly for securing admission will lead to disqualification for admission.
8. If a candidate is admitted on the basis of information submitted by him/her but at any subsequent time, it is discovered that any portion of this information is incorrect or false, the student shall be removed from the University and all fees and other dues paid till the date of such removal shall be forfeited. The University may take any further action it may deem fit against the said student and his/her guardian.
9. In case of any ambiguity in the rules, interpretation of the same by the Vice Chancellor shall be final.
10. All the admitted candidates should apply for the Identity-cum-Library Membership Card through the respective HOD/Director of the Institute.
11. No student shall be deemed to have pursued a regular programme of study unless he/she has attended not less than 65% or 75% of the lecturers delivered in theory as well as practical as per concerned Ordinance. Relaxation in shortage of lectures upto 20% will be allowed by the Head of the Department/Director on the grounds detailed in the concerned Ordinances. The name of a student remaining absent for 15 consecutive days (excluding Sunday/Holiday) after the start or during the academic session without any notice shall be struck off from the rolls of the Department/ Institute. A fine of Rs.5/- per lecture/day shall be charged on account of remaining absent from the classes. However, re-admission may be allowed on payment of Rs.1000/- alongwith required fine within 15 days with the permission of the Dean Academic Affairs. If a student fails to report within this time limit, the seat will be declared vacant to be filled according to University rules. Re-admission may be allowed by the Dean Academic Affairs only once on the recommendations of the concerned Head of the Department/Director on payment of prescribed re-admission fee. However, while giving his/her specific recommendations, the concerned Head of the Department/Director must ensure that the student will fulfill the minimum requirement of attendance for appearing in the examinations as per concerned Ordinance.
12. The student of UTD should apply for **'No Dues'** before the examinations
13. A student, who had been detained on account of shortage of attendance, his/her name is struck off from the department, may be re-admitted provided:
    (a) he/she seeks re-admission within the prescribed date in the relevant semester
    (b) his/her conduct has been satisfactory; and he/she shows sufficient cause to the satisfaction of the University for not having put in the requisite percentage of attendance in lectures.
    (c) Such a student will not be promoted to the next semester till he/she completes the requirements as mentioned in

(a) and (b) above in the preceding semester. Supernumerary seat (s) be created for readmitting such students in the corresponding semester. However, such students will have to pay fee being charged from the students of that semester. If such a student had been detained in 1st semester of a programme, he/she may be re admitted next year without competing with the other students seeking admission to the 1st semester.

14. An applicant who fails in the examination, or fails to appear in the examination, and who is otherwise eligible to appear in the examination as an ex-student, shall not be admitted as regular student. In exceptional cases, however, where such an applicant is a foreigner studying under the Cultural Scholarship Scheme of the Govt. of India etc., re-admission may be allowed.
15. In respect of an applicant seeking re-admission, his/her previous record shall be carefully scrutinized and the decision of the Vice Chancellor in this regard shall be final.
16. Casual admission will not be allowed under any circumstances.
17. The medium of instruction shall be Hindi in case of Hindi subject and English in case of other subjects except where Hindi is specifically prescribed as medium of instruction.
18. Applicants should satisfy themselves about their eligibility before applying for any programme.
19. No plea about the ignorance of the rules and regulations and other provisions of admission will be entertained.
20. As regards the rules of promotion etc., students will be governed by the provisions of the University ordinances.
21. All the rules and regulations for submission of migration certificate by the candidates, who have passed the lower examinations from other Universities/Boards, will be applicable as per the University Rules.
22. Always quote your Application Form No. & Fee Receipt No. for reference while making correspondence regarding admission to the programmes offered by this University.
23. Ordinarily the odd and even semester examinations shall be held in December/January and May/June, respectively every year. However, the schedule may change due to some compelling circumstances.
24. Use of mobile phones is strictly prohibited in the Depts./Administrative Block/Library.
25. Entire University campus is a No Smoking Zone. Smoking is a punishable offence and strictly prohibited.
26. Parents are advised to visit the University from time to time to keep themselves abreast of the progress of their wards.
27. While pursuing professional programme, the students may have to go for Industry exposure/field trips as per programme requirements.
28. Optional paper (s) can be offered with the permission of the Vice Chancellor, if the student strength is less than five.
29. If gap in studies, students may give reasons with documentary proof/self undertaking.
30. Nothing contained in this information brochure shall be construed to convey sanction or cited as an authority for which University regulations alone are applicable.
31. Grant of Maternity Leave to the women students for various UG/PG Programmes.
    a) The women students will be entitled to avail the Maternity Leave for a period not exceeding 45 days continuously in a single stretch with the prior permission of the Head/Director of the concerned Department/Institute and the Principal of the College on production of valid Medical Certificate. The leave period may be excluded from the total lectures delivered during the semester. But the concerned student has to appear in all the Minor/Major Examinations etc. as per Schedule notified by the department of the University,
    b) However, if so desired, the student may drop the full semester but she has to complete the attendance of that drop out semester after appearing in the final semester examination and shall have to appear in the drop out semester examinations according to the Even & Odd Semester policy. In such cases, she will not be required to pay the readmission fee and the entire semester fee (if she has already paid the drop out semester fee) to complete the attendance of the drop out semester. The above decision shall be applicable to all the UG/PG Programmes being run in the affiliated colleges and University Teaching Departments.

Note: It is mandatory to maintain a Roster Register at Departmental level for distribution and reservation of seats.

7.2 STUDENTS CONDUCT AND DISCIPLINE RULES

1. **Application of Rules:**
   These rules shall apply to all the students of Gurugram University, Gurugram.
2. **Acts of Indiscipline and Misconduct:**
   Any act of misconduct committed by a student inside or outside the campus shall be an act of violation of discipline of the University. Without prejudice to the generality of the foregoing provision, violation of the discipline shall include:

I.) Disruption of teaching, study, examination, research or administrative work, curricular or extra-curricular activity or residential life of the members of the University, including any attempt to prevent any member of the University or its staff from carrying on his or her work and doing any act reasonably likely to cause such disruption

ii.) Damaging or defacing University property or the property of the members of the University or any other property inside or outside the University Campus

iii.) Engaging in any attempt as wrongful confinement of teachers, officers, employees and students of the University or camping inside or creating nuisance inside the boundaries of houses of teachers, officers and other members of the University

iv.) Use of abusive and derogatory slogans or intimidating language or incitement of hatred and violence or any act calculated to further the same

v.) Smoking in the University Campus

vi.) Eve-teasing and/or disrespectful behaviour towards girl students and women

vii.) Any assault upon or intimidation of or insulting behaviour towards a teacher, officer, employee or student or any other person

viii.) Causing or colluding in the unauthorized entry of any person in the campus or in the unauthorized occupation of any portion of University premises, including Hostels or Halls of Residence, by any person

ix.) Getting enrolled in more than one programme of study simultaneously in violation of University rules

x.) Committing forgery, tampering with or misuse of University documents or records, identification cards etc.

xi.) Furnishing false certificate or false information to any office under the control and jurisdiction of the University

xii.) Consuming or possessing alcoholic drinks, dangerous drugs or other intoxicants in the University premises

xiii.) Indulging in acts of gambling in the University premises

xiv.) Possessing or using weapons such as knives, lathis, iron chains, iron rods, sticks, explosives and fire arms in the University premises

xv.) Arousing communal, caste or regional feelings or creating disharmony among students

xvi.) Not disclosing one‘s identity when asked to do so by an employee or officer of the University who is authorized to ask for identity

xvii.) Tearing of pages, defacing, burning or destroying books etc. of library

xviii.) Unauthorized occupation of Hostel Rooms or unauthorized use of University furniture in one‘s Hostel Room or else where

xix.) Accommodating guests or other persons in Hostel without permission of the competent authority

xx.) Improper rendering of accounts for money drawn from or through any office under the control and jurisdiction of the University

xxi.) Coercing the medical staff to render medical assistance to persons not entitled for the same or any other disorderly behavior

xxii.) Any act of moral turpitude

a. Any offence under law
b. Committing any of the offences specified in the examination rules of the University (Control of unfair means and disorderly conduct)
c. Violation of Traffic Rules in the University premises
d. Pasting of posters, distributing of pamphlets, handbills etc. of objectionable nature or writing on walls and disfiguring buildings

e. Any other act considered by the Vice-Chancellor or the Discipline Committee to be an act of violation of discipline.

3. Disciplinary Action

Without any prejudice to the powers of the Vice-Chancellor as specified in Statutes of University, the following Officers are authorized to take disciplinary action by way of imposing penalties as specified in Clause 4 of these regulations other than those specified in Sub-Clause (ix), (x), (xi), (xii), (xiii) & (xiv):

i) Proctor
ii) Deans of the Faculties/Dean, Students Welfare
iii) Chief Warden(Boys/Girls)
iv) Heads of the Departments
v) Principals / Directors of the Colleges/Institutions
vi) Any other person employed by the University and authorized by the Vice-Chancellor for the purpose provided that the penalties on the offences relating to Examinations will be dealt with by the relevant bodies.

4. Nature of Penalties

The following penalties may, for acts of indiscipline or misconduct or for good and sufficient reasons, be imposed on a student, namely:

i) Written warning and information to the guardian.
ii) Fine as may be warranted by the nature of case.
iii) Suspension from the Class/ Department/ College/ Hostel/ Mess/ Library or withdrawal of any other facility of this nature.
iv) Suspension or cancellation of scholarships, fellowships or any financial assistance from any source, or recommendation to that effect to the sanctioning agency.
v) Recovery of pecuniary loss caused to University property.
vi) Debarring from participation in Sports/NCC/NSS and other such activities.
vii) Disqualifying from holding any representative position in the Class/College/ Hostel/ Mess/Sports/Clubs and in similar other bodies.
viii) Hostel shift and Hall shift.
ix) Expulsion from the Department/ Faculty/ Hostel/ Mess/ Library/ Clubs for a specified period.
x) Debarring from an examination.
xi) Non-issue of Migration Certificate.
xii) Expulsion from the University for a specified period.
xiii) Disqualifying from further studies, or prohibition for future admission or readmission.
xiv) Any student against whom an allegation of misconduct has been made may be suspended from the rolls of the University by the Vice-Chancellor, pending enquiry or pending trial on a cognizable offence by a court of Law.

5. Opportunity to be given before Award of Penalty

No penalty, provided in sub-clauses (ix), (x), (xi), (xii), (xiii) and (xiv) of Clause 4 shall be imposed without giving a reasonable opportunity of being heard to the student.

6. Review of Appeal against the Penalty

A review would lie to the Officer issuing the orders within seven days, and an appeal would lie against the orders of the authorities mentioned in these rules (except the Vice- Chancellor) to the Proctorial Board of the University. The Board may also review its decision on its own.

7. Prohibition of Ragging

"The instructions for curbing ragging as conveyed by the UGC vide letter No. 1- 15/2009 (ARC) pt. III dated 17.03.2017, in view of the judgment of the Hon'ble Supreme Court of India dated 08.05.2009 in Civil Appeal No. 887/2009 and also given in Chapter X be adhered to strictly (UGC Regulations on Curbing the Menace of Ragging in Higher Education Institutions, 2009, UGC website: www.ugc.ac.in& the Haryana Prohibition of Ragging in Educational Institution Ordinance 2012) :

Ragging in educational institutions is banned and any one indulging in ragging is likely to be punished appropriately. The punishment may include expulsion/suspension from the institution or classes for a limited period or fine with a public apology. The punishment may also take shape of (i) withholding or withdrawing scholarships or fellowships and other benefits (ii) forfeiting campus placement opportunities or recommendations. (iii) debarring from appearing in any test or examination or other evaluation process (iv) debarring from representing the educational institution in any reasonable, national or international meet, tournament, youth festival, etc. (v) withholding results (vi) suspension or expulsion from hostel or mess (vii) cancellation of admission (viii) lodging of FIR with the local police. If the individuals committing or abetting ragging are not/cannot be identified, collective punishment can be awarded to act as a deterrent. Any disorderly conduct whether by words spoken or written or by an act which has the effect of teasing, treating or handling with rudeness any other students, indulging in rowdy or undisciplined activities which causes or is likely to cause annoyance, hardship or psychological harm or to raise fear apprehension thereof in fresher or junior students or asking the students to do any act or perform something which such students will not do in the ordinary course and which has the effect of causing or generating a sense of shame of embarrassment so as to adversely effect the physique or psyche of a fresher or a junior student or any type of abuse through electronic media or wrongful confinement, use of criminal force, assault as well as sexual offence, trespass, defamation or threat to defame will be deemed an act of ragging. Hon'ble Supreme Court of India in SPL (C) No. 24295/2004 in the matter of University of Kerala V/s Council of Principals, Colleges of Kerala and others has ordered that if any incident of ragging comes to the notice of the authority, the concerned student shall be given liberty to explain to if his/ her explanation is not found satisfactory, the authority would expel him/her from the Institution. The applicants at the time of admission are required to give an undertaking (Appendix- O & P) against ragging.

8. Check on the menace of sexual harassment and violence against women

The University has a zero tolerance policy towards the act of sexual harassment. Sexual harassment is taken as a serious act of indiscipline. A Committee, constituted by the Vice-Chancellor under the Chairpersonship of a senior female professor/Associate Professor, will check the menace of sexual harassment and violence against girl students and women. The Sexual Harassment‖ includes any unwelcome sexually determined behaviour, whether directly or by implication and includes physical contact and advances, a demand or request for sexual favours, sexually-coloured remarks, showing pornography or any other unwelcome physical, verbal or non verbal conduct of sexual nature. The Committee shall take all precautionary measures to prevent sexual harassment and violence against girl students and women in the University. It shall also ensure that there is no hostile environment towards girl students and women. No girl student should have reasonable ground to believe that she is at a disadvantage or is being discriminated against. If any complaint of sexual harassment comes to the notice of the Committee, immediate disciplinary action alongwith appropriate action in accordance with the law would be taken.

APPENDIX- A

Copy of letter No.62/17/95-6 GSI dated 3.10.96 from the Chief Secretary to Govt., Haryana, Chandigarh and addressed to all Heads of Departments, Commissioners, Ambala, Rohtak, Gurugram and Hisar Division, All Deputy Commissioners & all Sub-Divisional Officers in Haryana, Registrar, Punjab and Haryana High Court and all District Sessions Judges in Haryana.

Subject: Bonafide Residents of Haryana - Guidelines regarding

Sir,

I. I am directed to invite your attention to Haryana Govt. letters on the subject noted above vide which the instructions were issued regarding simplification procedure for obtaining the certificate of Domicile for the purpose of admission to educational institutions (including technical/medical institutions). The matter has been reconsidered in the light of judgment delivered by the Hon'ble Supreme Court of India in the case of Dr. Pardeep Jain Vs Union of India and others reported as AIR1984-SC-1421, where in it has been held that instead of word Domicile, the word Resident be used in the instructions issued by the State Government, and it has been decided to revise the Government instructions. Henceforth the following categories of persons would be eligible for the grant of Resident Certificate:-

II. Candidates who have passed the examination qualifying there for selection in an institution from a school/college in Haryana;
Children/wards (if parents are not living)/dependants:
a) of the regular employees of Haryana State posted in or outside Haryana State or Working on deputation;
b) of the regular employees of the statutory bodies/Corporations established by or under an act of the State of Haryana who are posted in Chandigarh or in Haryana or outside Haryana;
c) of the regular employees of the Government of India posted in Chandigarh or in Haryana in connection with the affairs of the Haryana Government.

III. Children/wards (if parents are not living)/dependants of persons who, after retirement, have permanently settled in Haryana, and draw their pensions from the treasuries situated in the state of Haryana.

IV. Children/wards (if parents are not living)/dependants of pensioners of Haryana Govt., irrespective of the fact that the original home of the retiree is in a state other than Haryana or he has settled after retirement in or outside Haryana;

V. Children/wards (if parents are not living)/dependants of persons who have permanent home in Haryana and include persons who have been residing in Haryana for a period of not less than 15 years or who have permanent home in Haryana but on account of their occupation they are living outside Haryana;

VI. The wives of such persons who are bonafide residents of Haryana irrespective of the fact that they had belonged to any other State before marriage;

VII. Children/wards of the accredited journalists residing at Chandigarh and recognized by Govt. of Haryana (added vide C.S. letter No. 62/27/2003-6 GSI dated29/7/2003)

VIII. Persons who were born in Haryana and produce a certificate to that effect; Provided that the parents/guardians (if parents are not living) of persons belonging to any one of the above mentioned categories are:
a) citizens of India;
b) produce an affidavit to the effect that they or their children/wards (if parents are not living)/dependants have not obtained the benefit of domicile in any other State.

1. All candidates claiming to be bonafide residents of Haryana should produce a Haryana Resident Certificate signed by the District Magistrate/General Assistant to Deputy Commissioner or Sub Divisional Officer (Civil), Tehsildar (Revenue Department of the District/Sub Division to which the candidates belong). Resident Certificate in respect of the children/wards/dependants of Haryana Government employees who are posted at Chandigarh, Delhi or elsewhere or in respect of the children/wards/dependants of the employees of the statutory bodies/Corporations of Haryana established by or under an Act of the State of Haryana and located at Chandigarh, in Haryana or outside Haryana, should be issued by their respective Heads of Departments.

2. Candidates, seeking admission in educational institutions (including Medical and Technical institutions) located in Haryana, may not be required to produce Resident Certificate, if they have passed the examination from a school situated in Haryana. For this purpose, a certificate of the Principal/Head Master from concerned institution where the

children/wards studied last should be considered sufficient. The Principal/Head Master of the institution shall be competent to issue such certificate which should be sufficient.

3. If a candidate is admitted on the basis of claim that he belongs to the State of Haryana, but at any subsequent time, it is discovered that his claim was false, the student shall be removed from the institution, and all fees and other dues paid upto the date of such removal shall be confiscated. Principal/Head Master may take such other action against the student and his/her parents/guardians, as he may deem proper in the circumstances of any particular case.

4. These instructions may kindly be noted carefully for compliance.

Note :

1. The State Government, vide letter no. 22/28/2003- 3GS-III dated 30.1.2004, has decided that henceforth Circle Revenue Officers (Tehsildar/NaibTehsildar-cumExecutive Magistrate concerned has been authorized to issue Resident as well as Caste Certificates (SC/BC/OBC). In case of Haryana Govt. employees serving in the offices located at Chandigarh/Panchkula and residing at Chandigarh/Panchukula, the Resident Certificate and Caste Certificates to SC/BC employees and their children will be issued by their respective Heads of the Departments. The proforma for these certificates have also been prescribed by the State Govt. (Appendix-A-I, B & C). Therefore, all the candidates will be required to submit such certificates in the prescribed proforma. The certificate issued by anyone other than the competent authority in the proforma other than the prescribed proforma will not be accepted.

2. Haryana Resident Certificate should be of the date of 30.01.2004 or after. Certificates issued before this date will not be accepted. The candidates must ensure that they get Haryana Resident Certificates and not Haryana Domicile Certificate from the appropriate authority as Haryana Domicile Certificate is invalid for the purpose of admission.

APPENDIX-A1

RESIDENCE CERTIFICATE TO BE ISSUED BY THE DEPUTY COMMISSIONER/SUB-DIVISIONAL OFFICER(CIVIL)/, G.A. TO D.C./D.R.O./E.M/TEHSILDAR

Certified that Sh. ……..……S/o Sh. ……..… father/guardian of Miss/Mr. …… holds (name of the child/ward with full address) immovable property at ……..…… …….(place and District) in the State of Haryana for the past years.

OR

Certified that Miss/Mr. ……S/o Sh. ……. Resident of …… was born in Haryana as per birth certificate.

Date: …….

Signature of the Authority
(Mentioned above)
(with seal)

APPENDIX-A2

RESIDENCE CERTIFICATE TO BE ISSUED BY HEAD OF DEPARTMENT

Certified that Sh. ……. S/o Sh. …… father of Miss/Mr. ……is an employee of the …… (Name of office) of Haryana Government. He is working as ……, and is posted at ……. He has more than three years service at his credit.

Dated:
Place:

Head of the Department
(with seal)

APPENDIX-A3

RESIDENCE CERTIFICATE TO BE ISSUED BY THE PRINCIPAL/HEAD MASTER OF THE GOVERNMENT/RECOGNIZED SCHOOL/COLLEGE

It is certified that Miss/Mr. ……. S/o D/o Sh. ……. has been a student of this School/College for a period of ……Year(s), from ……. to …… He/She left the school/college on …….

Dated:
Place:

Sign. of Principal/Head Master
(with Seal)

APPENDIX-A4

RESIDENCE CERTIFICATE TO BE ISSUED BY THE RESPECTIVE HEAD OF THE DEPARTMENT IN THE CASE OF THE GOVERNMENT EMPLOYEES

Certified that Sh. …… S/o Sh. ……. father of Miss/Mr.……. is an employee of Government of India working as……He has been posted at Chandigarh/Haryana in connection with the affairs of Haryana Government for the past three years.

Dated:

Head of Department
(with seal)

APPENDIX-B

AFFIDAVIT OF THE PARENT/ GUARDIAN TO BE ATTESTED BY THE EXECUTIVE MAGISTRATE/ OATH COMMISSIONER/ NOTARY PUBLIC

I ……. Father /mother/guardian of ……. Miss/Mr. ……resident of …… do hearby solemnly state and affirm as under:

1. That I am a Citizen of India.
2. That neither the deponent nor the child/ward of the deponent has obtained the benefit of "Residence" in any other state.

Dated: ……. **DEPONENT**

VERIFICATION

Verified that the contents of my above affidavit are true and correct to the best of my knowledge and belief and nothing has been concealed therein.

Dated: ……. **DEPONENT**

APPENDIX-C

HARYANA GOVERNMENT

Certificate Sr. No ……/Year ……/ Teh…….

Photo of applicant
To be attested by
the Issuing Authority

SCHEDULED CASTE-CERTIFICATE

This is to certify that Shri/Smt./Kumari……. Son/Daughter of Sh. ……. Resident of Village/Town ……. Tehsil. …….. District…… of the State/Union Territory …… belongs to the ……. Caste/Tribe, which is recognized as a Scheduled Caste/Scheduled Tribe under the Constitution (Scheduled Castes) Order 1950.

2. Shri/Smt./Kumari ……. and/or his/her family ordinarily Reside(s) in Village/Town ……. of Tehsil ……. District ……. of the State/Union Territory ……

Dated:……
Place:……

Signature with seal of issuing Authority
Full Name…….…….
Designation……
Address with…….…….
Telephone No. with STD Code…….

Issuing Authority: Tehsildar-cum-Executive Magistrate,
NaibTehsildar-cum-Executive Magistrate
Head of Department in case of Government employee.

APPENDIX-D

HARYANA GOVERNMENT

Certificate Sr. No ……. /Year ……. /Teh. ……..

Photo of the applicant
To be attested by
The Issuing Authority

BACKWARD CLASS CERTIFICATE
Block 'A' OR 'B'

This is to certify that Shri/Smt./Kumari ……. Son/Daughter of Sh. …… resident of Village/Town …… Tehsil ……. District ……. the State/Union Territory ……. belongs to the ……. Caste. This caste is mentioned in the State list of BC Block ……

2. Shri/Smt./Kumari ……and/or his/her family ordinarily Reside(s) in Village/Town …….. of Tehsil …… District …… of the State/Union Territory ……

3. This is to certify that he/she does not belong to the person /section (Creamy layer) as per State Govt. Letter No.1170-SW (1)-95 dated 07.06.1995, No.22/36/2000-3GS-III dated 09.08.2000 and No.213-SW (1)-2010 dated 31.08.2010.

Dated:
Place:

Signature with seal of Issuing Authority
Full Name……
Designation……..
Address with…….
Telephone No. with STD Code…….

Issuing Authority: **Tehsildar-cum-Executive Magistrate,**
NaibTehsildar-cum-Executive Magistrate
Head of Department in case of Government employee.

APPENDIX-E

CERTIFICATE FOR CHILDREN/GRAND CHILDREN OF FREEDOM FIGHTERS

No. …… Dated…….

Certified that Shri …… Son/Daughter of Shri ……. Resident of village ……, Police Station ……., Tehsil ……., District ……. was a bonafide Freedom Fighter.

Signature of Officer authorized
By Chief Secretary, Haryana
To issue such certificate
(with office seal and Stamp)

APPENDIX-F

CERTIFICATE FOR DECEASED/DISABLED/DISCHARGED MILITARY PERSONNEL/ SERVING MILITARY PERSONNEL/EX-SERVICEMEN

Certified that Sh. ……. Father of……. (name of the candidate) is serving military personnel/an ex - serviceman and he/his son/daughter is entitled for the benefit of reservation of seats for admission in course in ……. University. He detailed particulars are as under.

1. Name……...
2. Father's Name……
3. Address……...
4. Reason of discharge/retirement……..
5. Whether deceased/disabled during military service…… If so, give details……
6. Categories……..
7. If serving, Rank and place of posting…….....

Dated:
Place:

Signature of Secretary
ZilaSainik Board or
Commanding Officer
(seal of the above authority)

APPENDIX-G

MEDICAL CERTIFICATE FOR PHYSICALLY HANDICAPPED
OFFICE OF THE CHIEF MEDICAL OFFICER OF THE CONCERNED DISTRICT

No. ……... Dated……

Certified that Shri/Km./Smt. ……. Son/Daughter of Shri ……. resident of ……. District ……. appeared before the undersigned for medical check-up. On medical examination, he/she is found suffering from …… and thus he/she is Physically Handicapped. His/her percentage of Handicap is ……... %(in figure) ……. (in words).

Chief Medical officer
…….……(Haryana)
(seal of the above authority)

(Signature of Applicant)

APPENDIX-H

LIST OF BACKWARD CLASSES IN HARYANA STATE
BLOCK 'A'

1. Aheria, Aheri,Heri, Naik,Thori or Turi, Hari
2. Barra
3. Beta, Hensi or Hesi
4. Bagria
5. Barwar
6. Barai, Tamboli
7. Baragi, Bairagi, Swami Sadh
8. Battera
9. Bharbhuja, Bharbhunja
10. Bhat,Bhatra, Darpi, Ramiya
11. BhuhaliaLohar
12. Changar
13. Chirimar
14. Chang
15. Chimba, Chhipi, Chimpa, Darzi, Rohilla
16. Daiya
17. Dhobis
18. Dakaut
19. Dhimar, Mallah, Kashyap, Rajpoot, Kahar, Jhiwar, Dhinwar, Khewat, Mehra, Nishad, Sakka, Bhisti, Sheikh-Abbasi
20. Dhosali, Dosali
21. Faquir
22. Gwaria, Gauria or Gwar
23. Ghirath
24. Ghasi, Ghasiara or Ghosi
25. Gorkhas
26. Gawala, Gowala
27. Gadaria, Pal, Baghel
28. Garhi-Lohar
29. Hajjam, Nai, Nais, Sain
30. Jhangra Brahman, Khati, Suthar, Dhiman- Brahmin Tarkhan, Barhai, Baddi.
31. Joginath, Jogi, Nath, Yogi
32. Kanjar or Kanchan
33. Kurmi
34. Kumhars, Prajapati
35. Kamboj
36. Khanjhera
37. Kuchband
38. Labana
39. Lakhera, Manihar, Kachera
40. Lohar, Panel-tal-Brahmin
41. Madari
42. Moehi
43. Mirasi
44. Nar
45. Noongar
46. Nalband
47. Pinja, Penja
48. Rehor, Rehara or Re
49. Raigar
50. Rai Sikhs
51. Rechband
52. Shorgir, Shergir
53. Soi
54. Singhikant, Singiwala
55. Sunar, Zargar, Soni
56. Thathera, Tamera
57. Teli
58. Banjara, Banjara
59. Weaver (Jullaha)
60. Badi/Baddon
61. Bhattu/Chattu
62. Mina
63. Rahbari
64. Charon
65. Chaaraj (Mahabrahman)
66. Udasin
67. Ramgarhia
68. Rangrez, Lilgar, Nilgar, Lallari
69. Dawala, Soni-Dawala, Nyaaria
70. Bhar, Rajbhar
71. Nat (Muslim)
72. Jangam

LIST OF BACKWARD CLASSES IN HARYANA STATE
BLOCK 'B'

1. Ahir/Yadav
2. Gujjar
3. Lodh/Lodha/Lodhi
4. Saini,Shakya,Kushwaha,Koeri,Maurya
5. Meo
6. Gosai/Gosain/Goswami

APPENDIX-I

GUIDELINES FOR BACKWARD CLASSES (CREAMY LAYER)

Copy of letter No. 1170-SW (I)-95 dated 7.6.95 received from the Commissioner and Secretary to Government, Haryana, Welfare of Scheduled Castes and Backward Classes Department, Haryana, Chandigarh, addressed to all Heads of Departments, Commissioners, Ambala, Hisar, Rohtak: and Gurgaon Divisions, all Deputy Commissioners and Sub Divisional Officers in Haryana and Registrar, Punjab and Haryana High Court, Chandigarh.

Sub: Exclusion of socially advanced persons/sections (Creamy Layer) from Backward Classes.

Sir,

I am directed to invite your attention to the subject mentioned above and to state that following the Supreme Court judgment in the Indira Sawhney and others versus Union of India case, the Haryana Government vide notification dated 12.10.1993 had set up the Haryana Second Backward Classes Commission. The terms of reference of this Commission were to entertain, examine and recommend upon requests for inclusion and complaints of over- inclusion and under-inclusion in the list of Backward Classes. Vide notification dated 26-5-1994, the Commission was also assigned the function of specifying the basis, applying the relevant and requisite socio-economic criteria to exclude socially advanced persons/sections (Creamy Layer) from Backward Classes.

In its report submitted on 16.5.1995, the Haryana Second Backward Classes Commission had recommended the criteria for excluding socially advanced persons/sections (Creamy Layer) from Backward Classes. After considering these recommendations, the Government has decided that the benefit of reservation shall not apply to persons/sections mentioned in **Annexure 'A'**, which is enclosed.

All the departments are requested to bring the above instructions to the notice of all the Heads of Departments and appointing authorities under their control for necessary compliance

ANNEXURE-A

Description of Category	**To whom rule of exclusion will apply Son(s) and daughter(s) of**
1. Constitutional Posts	a) President of India; b) Vice President of India; c) Judges of the Supreme Court and of the High Courts; d) Chairman and Members of UPSC and of the State Public Service Commission; Chief Election Commissioner; Comptroller and Auditor General of India; e) Persons holding Constitutional positions of like nature.
2.	Son(s) and daughter(s) of a) parents, both of whom are Class-I Officers; b) parents, either of whom is a Class-I Officer; c) parents, both of whom are Class-1 Officers, but one of them dies or suffers permanent incapacitation. d) parents, either of whom is a Class-I Officer and such parent dies or suffers permanent incapacitation and before such death or such incapacitation has had the benefit of employment in any Inter-national Organization like UN, IMF, World Bank, etc. for a period of not less than 5 years. e) parents, both of whom are Class-I Officers die or suffer permanent incapacitation and before such death or such incapacitation of the both, either of them has had the benefit of employment in any Inter-national Organization like UN, IMF, World Bank, etc. for a period of not less than 5 years.
3.	Provided that the rule of exclusion shall not apply in the following cases: a) Sons and daughters of parents either of whom or both of whom are Class-I Officers and such parent(s) dies/die or suffer permanent incapacitation. b) A lady belonging to OBC category has got married to a Class-I Officer and may herself like to apply for a job.

Description of Category	To whom rule of exclusion will apply	Son(s) and daughter(s) of
4.		Son(s) and daughter(s) of a) parents both of whom are Class-II Officers. b) parents of whom only the husband is a Class-I Officer and he gets into Class-I at the age of 40 or earlier. c) parents, both of whom are Class- II officers and one of them dies or suffers permanent incapacitation and either one of them has had the benefit of employment in any Inter-national Organization like UN, IMF, World Bank, etc. for a period of not less than 5 years before such death or permanent incapacitation: d) parents of whom the husband is a Class- I Officer (direct recruit or pre-forty promoted) and the wife is a Class-II officer and the wife dies or suffers permanent incapacitation; and e) parents, of whom the wife is a Class- I Officer (Direct Recruit or pre-forty promoted) and the husband is a Class-II officer and the husband dies or suffers permanent incapacitation. Provided that the rule of exclusion shall not apply in the following cases: Sons and daughters of a) parents, both of whom are Class II officers and one of them dies or suffers permanent incapacitation. b) parents, both of whom are Class-II officers and both of them die or suffer permanent incapacitation, even though either of them has had the benefit of employment in any Inter-national Organization like UN, IMF, World Bank, etc. for a period of not less than 5 years before their death or permanent incapacitation.
5.		The criteria enumerated in A and B above in this Category will apply mutatis mutatis to officers holding equivalent or comparable posts in PSUs, Banks, Insurance Organizations, Universities, etc. pending the evaluation of the posts on equivalent or comparable basis in these institutions, the criteria specified in Category V below will apply to the officers in these Institutions.
6.		Sons(s) and daughter(s) of parents either or both of whom is or are in the rank of Colonel and above in the army and to equivalent posts in the Navy and the Air Force and the Para Military Forces: Provided that i) If the wife of an Armed Forces Officer is herself in the Armed Forces (i.e. the category under consideration), the rule of exclusion will apply only when she herself has reached the rank of Colonel; ii) the service ranks below Colonel of husband and wife shall not be clubbed together; iii) I f the wife of an officer in the Armed Forces is in Civil employment, this will not be taken into account for applying the rule of exclusion unless she falls in the service category under item No. I I in which case the criteria and conditions enumerated therein will apply to her independently.
7.		Son(s) and daughter(s) of persons belonging to a family (father, mother and minor children) which owns land more than land permissible under the Ceiling Act of Haryana State
8.	**Income/Wealth Tax**	Son(s) and daughter(s)of: a) Persons having gross annual income of Rs. 6.00 lakhs or above or possessing wealth above the exemption limit as prescribed in the Wealth Tax Act for a period of three consecutive years. (Range of income has been revised from Rs. 4.50 lakhs to Rs. 6.00 lakhs vide Chief Secretary Letter No. 22/2212004-3GSIII dt 06.1.2014114.6.2016). b) Persons in Categories I, II, III and IV who are not disentitled to the benefit of reservation but have income from other sources of wealth which will bring them within the income/wealth criteria mentioned in (a) above.

Explanation:

i) Income from salaries or agricultural land shall not be clubbed;

ii) The income criteria in terms of rupee will be modified taking into account the change in its value every three years. If the situation, however, so demands, the interregnum may be less.

iii) Where the husband is in some profession and the wife is in a Class II or lower grade employment, the income/wealth test will apply only on the basis of the husband's income.

iv) If the wife is in any profession and the husband is in employment in a Class II or lower rank post, then the income/wealth criterion will apply only on the basis of the wife's income and the husband's income will not be clubbed with it.

Explanation: Wherever the expression,' permanent incapacitation' occurs in this schedule it shall mean incapacitation which results in putting an Officer out of service

No. 22.36/2000-3 G.S.III Dated: 09-08-2000

From

The Chief Secretary of Govt. of Haryana

To

1. All the Heads of Departments Commissioners, Ambala, Hisar, Rohtak and Gurugram Divisions
2. All the Deputy Commissioners and Sub-Divisions Officers (Civil) in Haryana State.

Subject: Clarification regarding issuance of certificate of Haryana Backward Classes.

Sir,

I am directed to invite your attention to the Govt. of Haryana, Social Welfare Department Letter No. 1170-SW (1) 95, dated 07.06.1995 on the subject noted above, therein criteria was laid down to assess the creamy layer persons of Haryana Backward Classed in Haryana State. The Backward Classes of Haryana are facing difficulty in obtaining the Backward Classes certificate from the certificate issuing authority due to some understanding in the instruction dated 07.06.1995. After careful consideration the Govt. of Haryana has decided to issue clear cut direction to all the Heads of Department and Deputy Commissioners in the state for issuing Backward Classes Certificate without any further delay.

It is **clarified** that the income from salary will not be taken into account for the purpose of income /wealth tax in who is not covered and while calculating income or wealth tax of the Government employee of Backward Classed who is not covered under Annexure-A, description of categories No. I, II (a, b, c, d) and III and IV, hence becoming entitled for the benefit of reservation under Backward Classes category, his salary should not be including but his other sources of income/wealth be including for income/wealth tax.

All the departments are requesting to bring the above instructions to the notice of all the Head of Departments and appointing authorities under their control for necessary compliance.

Your faithfully,

Sd/-

Joint Secretary General Administration

for Chief Secretary to Govt. Haryana

Copy to

1. All the Financial Commissioners and Secretaries to Govt. Haryana
2. All the Administrative Secretaries to Govt. Haryana

APPENDIX – J

S.NO.	NAME OF THE CASTES
1.	Ad Dharmi
lA	Aheria,Aheri,Heri,Naik,ThoriorTuri,Hari
2.	Balmiki
3.	Bangali
4.	Barar,Burar,Berar
5.	Batwal,Barwala
6.	Bauria,Bawaria
7.	Bazigar
8.	Bhanjra
9.	Chamar,JatiaChamar,Rehgar,RaigarRamdasi,Ravidasi,Balahi,Batoi, Bhambi,ChamarRohidas,Jatava, Bhatoi,Ramdasia,Jatava
10.	Chanal
11.	Dagi
12.	Darain
13.	Deha,Dhea,Dhaya
14.	Dhanak
15.	Dhogri,Dhangri,Siggi
16.	Dumna,Mahasha,Doom
17.	Gagra
18.	Gandhila,Gandil,Gondola
19.	Kabirpanthi,Julaha
20.	Khatik
21.	Kori,Koli
22.	Marija,Marecha
23.	Mazhabi,MazhabiSikh
24.	Megh,Meghwal
25.	Nat, Badi
26.	Od
27.	Pasi
28.	Perna
29.	Pherera
30.	Sanhai
31.	Sanhal
32.	Sansi,BhedkutManesh
33.	Sansoi
34.	Sapela,Sapera
35.	Sarera
36.	Sikligar,Bariya
37.	Sirikiband

APPENDIX- J1

S.No.	LIST OF DEPRIVED SCHEDULED CASTES
1.	Ad Dharmi
2.	Balmiki
3.	Bangali
4.	Barar, Burar, Berar
5.	Batwal, Barwala
6.	Bauria, Bawaria
7.	Bazigar
8.	Bhanjra
9.	Chanal
10.	Dagi
11.	Darain
12.	Deha, Dhaya, Dhea
13.	Dhanak
14.	Dhogri, Dhangri, Siggi
15.	Dumna, Mahasha, Doom
16.	Gagra
17.	Gandhila, Gandil, Gondola
18.	Kabirpanthi, Julaha
19.	Khatik
20.	Kori, Koli
21.	Marija, Marecha
22.	Mazhabi, Mazhabi Sikh
23.	Megh, Meghwal
24.	Nat, Badi
25.	Od
26.	Pasi
27.	Perna
28.	Pherera
29.	Sanhai
30.	Sanhal
31.	Sansi, Bhedkut, Manesh
32.	Sansoi
33.	Sapela, Sapera
34.	Sarera
35.	Sikligar, Bariya
36.	Sirkiband

APPENDIX- K

No.22/12/2019-1GS-III

Government of Haryana
General Administration Department
(General Services. iii Branch)

Dated Chandigarh, the 5th February, 2019

To

1. All the Administrative Secretaries to Government Haryana
2. All Heads Departments in the State of Haryana.
3. All the Managing Directors/Chief Administrators of Boards/Corporations Public Sector Undertakings in Haryana.
4. The Registrar General of Punjab and Haryana High Court Chandigarh.
5. All the Divisional commissioners in the State of Haryana.
6. All the Deputy Commissioners and sub Divisional officers (Civil) in the State of Haryana.
7. The Registrars of all the universities of the state of Haryana.

Subject: Reservation for Economically weaker sections in Direct recruitment in civil posts and services as well as in admissions in Government/Government Aided Educational institutions in the State of Haryana.

I am directed to inform that Government of India has notified The Constitution (One Hundred And Third Amendment) Act. 2019" on 12January 2019 amending Article 15and 16Which now read asunder.

Amendment of article 15

In Article 15ofthe Constitution after clause (5)the following clause shall be inserted namely--

"(6) Nothing in this article or sub-clause (g) of clause (1) of article 19or clause (2) of article 29 shall prevent the State from making-

(a) any special provision for the advancement of any economically weaker sections of citizens other than the classes mentioned in clauses (4) and (5); and

(b) any special provision for the advancement of any economically weaker sections of citizens other than the classes mentioned in clauses (4) and (5) in so far as such special provisions relate to their admission to educational institutions including private educational institutions, whether aided or unaided by the State, other than the minority educational institutions referred to in clause (1) of article 30, which in the case of reservation would be in addition to the existing reservations and subject to a maximum often per cent of the total seats in each category. Explanation- For the purposes of this article and article 16, "economically weaker sections" shall be such as may be notified by the state from time to time on the basis of family income and other indicators of economic disadvantage.'

Amendment of article 16

In Article 16 ofthe Constitution after clause (5) the following clause shall be inserted namely-

"(6) Nothing in this article shall prevent the State from making any provision for the reservation of appointments or posts in favour of any economically weaker sections of citizens other than the classes mentioned in clause (4) in addition to the existing reservation and subject to a maximum often per cent of the posts in each category".

In the wake of above enabling provisions State Government has considered the matter and decided to provide benefits of reservation on a preferential basis in Civil Posts in all its Departments/ Boards/ corporations/Local Bodies and in Admissions to Government/Government Aided Educational institutions to those Economically Weaker Sections (EWSs) who are not converted under the existing scheme of reservation for the scheduled Castes, Backward Classes (Block-A) and Backward Classes (Block-B)

2. Quantum Of Reservation

The persons belonging to EWSs who are not covered under the existing scheme of reservation for scheduled castes Backward Classes (Block-A) and Backward Classes (Block-B) Shall get 10% reservation in direct recruitment to group A, B, C and D

posts in the department/Board/Corporations/ Local Bodies of government of Haryana and also in admission to government/government aided educational institutions in the state of Haryana.

3. **EFFECTING RESRVATION -ROSTER POINT:**

3.1 Direct recruitment in case of Group- A and B
Roster point No 11-20-30-40-51-60-70-80-90 and 99

3.2 Direct recruitment in case of Group- C and D
Rosterpoint No.4-14-24-34-43-53-66-76-83 and 94

3.3 Where in any recruitment year any vacancy earmarked for EWS cannot be filled up due to non-availability of a suitable candidate belonging to EWS such vacancies for that particular recruitment year shall not be carried forward to the next recruitment year as backlog and will be filled from unreserved category.

3.4 Persons belonging to EWS selected against the quota for persons with benchmark disabilities/ex-servicemen shall be placed against the roster points earmarked for EWS.

4. CRITERIA OF INCOME and ASSETS:

4.1 Persons who are not covered under the exiting scheme of reservation for Scheduled Caste, Backward Classes (Block-A) and Backward Classes (Block-B) and whose family has gross annual income below Rs 6.00 Lakh (Rupees six lakh only) are to be identified as EWSs for benefit of reservation. Income shall also include income from all sources i.e., salary agriculture business profession etc. For the financial year prior to the year of application.

4.2 Also persons whose family owns or possesses any of the following assets shall be excluded from being identified as EWS irrespective of the family income.

i. Acres of agricultural land and above.
ii. Residential fiat of 1000 sq ft and above.
iii. Residential plot of 100 sq yards and above in notified municipalities.
iv. Residential plot 200 sq. Yards and above in areas other than the notified municipalities.
v. Total immovable assets owned are valued at Rs. One Crore or more.

4.3 The Property held by a "Family" in different locations or different places/cities would be clubbed while applying the land or property holding test to determine EWS status.

4.4 The term "Family" for the purpose will Include the person who applies for benefit of reservation, his/her parents, spouse as well as children and siblings below the age of 18 years.

5. INCOME AND ASSET CERTIFICATE ISSUING AUTHORITY AND VERIFICATION OF CERTIFICATE:

5.1 The benefit of reservation under EWS can be availed upon production of an income and Asset Certificate issued by a competent Authority. The Competent Authority for EWS income and Asset Certificate shall be Tehsildar of the area where the applicant normally resides.

5.2 The prescribed format for EWS Income and Asset Certificate shall be as provided at Annexure-I

5.3 The officer who issues the certificate would do the same after carefully verifying all relevant documents following due process as prescribed by the State.

5.4 The crucial date for submitting income and Asset Certificate by the candidate may be treated as the closing date for receipt of application for the post except in cases where crucial date is fixed otherwise.

5.5 The appointing authorities should in the offer of appointment to the candidate claiming to be belonging to EWS include the following clause-

'The appointment is provisional and is subject to the income and asset certificate being verified through the proper channels and if the verification reveals that the claim to belong to EWS is fake/false the services will be terminated forthwith without assigning any further reasons and without prejudice to such further action as may be taken under the provisions of the Indian Penal Code of production of fake/false certificate,

The appointing authority should verify the veracity of the income and asset certificate submitted by the candidate through the certificate issuing authority.

5.6 Instructions referred to above should be strictly followed so that it may not be possible for an unscrupulous person to secure employment on the basis of a false claim and if any person gets an appointment on the basis of such false claim her/his services shall be terminated and penal action shall also be invoked.

6. ADJUSTMENT AGAINST UNRESERVED VACANCIES:

A person belonging to EWS cannot be denied the right to compete for appointment against an unreserved vacancy Persons belonging to EWS who are selected on the basis of merit and not on account of reservation are not to be counted towards the quota meant for reservation.

6.1 The above scheme of reservation will be effective in respect of all direct recruitment vacancies to be notified on After 01.02.2019.

(Vijayendra Kumar, IAS)
Secretary, General Administration Department,
For chief Secretary to the Government of Haryana

Verifying authorities for issue of EWS certificate shall be same as prescribed for issue of resident /income certificates as specified in instruction No 22/28/2003-3GS-IIIt dated 30.01.2004 (Amended vide Government of Haryana, General Administration Department, (OS-III) Notification No. 22/12/2019-IGS-IIIdated 13.03.2019)

APPENDIX- K 1

Government of Haryana
(Name &Address of the authority issuing certificate)
(ECONOMICALLY WEAKER SECTIONS)

EWS INCOME AND ASSET CERTIFICATE

Certificate No..... Date.....

VALID FOR THE YEAR----------

This is to certify that Shri/Smt./Kumari .....son/daughter/wife of ..... .is permanent resident of..... .....Village/Street.....Post Office....., District. .....Pin code..... Whose photograph is affixed below and attested below belongs to Economically Weaker Section., since the gross annual income* of his/her family** is below Rs. 6 Lakh (Rupees Six lakh only) for the financial year .....
Its further certified that His/her Family does not own or possess any of the following assets***.

I 5 acres of agricultural land and above;

II Residential flat of 1000sq. ft, and above;

III Residential plot of 100sq, yards and above in notified municipalities;

IV Residential plot of200 sq, yards and above in areas other than the notified municipalities.

V Total immovable assets owned assets owned are valued at Rs. One Crore or more.

2. Shri/Smt./Kumari .....belongs to the ..... Recognized as a Scheduled Caste. Backward Classes (Block-A) and Backward Classes (Block-B).

Signature with seal of Office
Name
Designation

Note 1; Income means income from all sources i.e. salary, agriculture, business profession etc.

Note2; The term Family for this purpose will include the person who applies for benefit of reservation his/her parents' spouse as well as children and siblings below the age of 18 years.

Note3; The property held by a Family in different location or different places/cities are to be dubbed while applying the land or property holding test to determine EWS status.

APPENDIX-L

LIST OF GAMES APPROVED BY AIU

Sr. No.	National Championships
1.	American Football (M and W)
3.	Archery (M &W)
5.	Badminton (M &W)
7.	Baseball (M and W)
9.	Basketball (M and W)
11.	Boxing (M and W)
13.	Chess (M and W)
15.	Cross Country (MW)
17.	Cycling Track (MW)
19.	Fencing (M and W)
21.	Gatka (M and W)
23.	Handball (M and W)
25.	Hockey 5' s (M and W)
27.	Kabaddi NS (M &W)
29.	Kho-Kho (M and W)
31.	Lawn Tennis (M and W)
33.	Pistol Shooting and 177, Air Rifle Peep Sight (M and W)
35.	Relay Race (M)
37.	Roller Sports (M&W)
39.	Sepak Takraw (M &W)
41.	Softball (M and W)
43.	Table Tennis (M and W)
45.	Tug of War (M and W)
47.	Wrestling FS and GR (M and W)
49.	Wushu (M and W)
51.	Yoga (M and W)
53.	Kick Boxing (M&W)
55.	Football (M&W)
57.	M-Sports (M&W)

Sr. No.	National Championships
2.	Aquatics (M &W)
4.	Athletics (M& W)
6.	Ball Badminton (M and W)
8.	Drop Roball (M&W)
10.	Best Physique (M)
12.	Canoeing and Kayaking (M&W)
14.	Cricket (M and W)
16.	Cycling Road (M&W)
18.	E- Sports (M and W)
20.	Football (M and W)
22.	Gymnastics (M and W)
24.	Hockey (M and W)
26.	Judo (M and W)
28.	Kabaddi Circle Style (M and W)
30.	Korf Ball (Mixed M&W)
32.	Netball (M and W)
34.	Power Lifting (M and W)
36.	Roll Ball (M and W)
38.	Rowing (M &W)
40.	Soft Tennis (M and W)
42.	Squash Rackets (M and W)
44.	Taekwondo (M and W)
46.	Volleyball (M and W)
48.	Wt. Lifting (M and W)
50.	Yachting (M and W)
52.	Throwball (M&W)
54.	Rugby(M&W)
56.	Roller Hockey (M&W Inline)

APPENDIX – M

LIST OF SELF-STYLED INSTITUTES/ UNIVERSITIES WHICH HAVE BEEN DECLARED BOGUS BY THE UNIVERSITY GRANTS COMMISSION

Delhi

1. All India Institute of Public & Physical Health Sciences (AIIPHS) State Government University, Offlce Kh. No. 608-609, I st Floor, Sant Kripal Singh Public Trust Building, Near BDO Office, Alipur, Delhi-110036
2. Commercial University Ltd.. Daryaganj, Delhi.
3. United Nations University, Delhi.
4. V ocational University, Delhi.
5. ADR-Centric Juridical University, ADR House, 8J, Gopala Tower, 25 Rajendra Place, New Delhi - 110 008.
6. Indian Institute of Science and Engineering, New Delhi.
7. Viswakarma Open University for Self-Employment, Rozgar Sewasadan, 672, Sanjay Enclave, Opp. GTK Depot, Delhi-110033.
8. Adhyatmik Vishwavidyalaya (Spiritual University),357-352, Phase-I, Block-A, Vrjay Vihar, Rithala, Rohini, Delhi-1 10085

Karnataka

9. Badaganvi Sarkar World Open University Education Society, Gokak, Belgaum, Kamataka.

Kerala

10. St. John's University, Kishanattam, Kerala.

Maharashtra

11. Raja Arabic University, Nagpur, Maharashtra.

West Bengal

12. Indian Institute of Alternative Medicine, Kolkatta.
13. Institute of Alternative Medicine and Research,8-A, Diamond Harbour Road, Builtech inn,2nd Floor, Thakurpurkur, Kolkatta – 700063

Uttar Pradesh

14. Gandhi Hindi Vidyapith, Prayag, Allahabad. lJttar Pradesh.
15. National University of Electro Complex Homeopathy, Kanpur, Uttar Pradesh.
16. Netaji Subhash Chandra Bose University (Open University), Achaltal, Aligarh, Uttar Pradesh.
17. Bhartiya Shiksha Parishad, Bharat Bhawan, Matiyari Chinhat, Faizabad Road, Lucknow, Uttar Pradesh – 227105

Puducherry

18. Sree Bodhi Academy of Higher Education, No. 186, Thilaspet, Vazhuthavoor Road, Puducherry-605009

Andhra Pradesh

19. Christ New Testament Deemed University, #32-32-2003, 7th Lane, Kakumanuvarithoto, Guntur, Andhra Pradesh-522002 and another address of Christ New Testament Deemed University, Fit No. 301, Grace Villa Apts.,7l5, Srinagar, Guntur, Andhra Pradesh-522002
20. Bible Open University of India, H. No. 49-35-26, N.G.O.'s Colony, Visakhapatnam, Andhra Pradesh-530 016

For more details please login to: www.ugc.ac.in
Note: - Before finalizing the admissions, the up-dated lists of recognized examinations of Haryana School Education Board, Bhiwani/Other Boards/Universities is/are also required to be consulted.

APPENDIX- N

DECLARATION OF NON-RESIDENT INDIAN

I……. son/daughter of Shri ……. Presently residing at …… do hereby solemnly declare that I am having a status of non-resident Indian*, a proof of which is enclosed herewith. I shall pay all the University fee chargeable in convertible foreign currency payable at Rohtak.

…….

Full Signature of the Candidate

Full signature of the NRI

Place: ……

Date: …….

Name: ……

Address…….…….

*Visa No……...

NRI Account No……

Passport No. ……

Foreign Bank …….

Note: Photocopies of Passport and Visa shall be attached.

APPENDIX-O

UNDERTAKING

1. .... (full name of student with Admission/Registration/ Enrollment number) Son/Daughter of ....Having been admitted to ..... {Name of Institution)

   Having received a copy of UGC Regulations on Curbing the Menace of Ragging in Higher Educational Institutions, 2009, (hereinafter called the "Regulations"). I have carefully read and fully understood the provisions contained in the said Regulations.

2. I have also, in particular, perused Clause 3 of the Regulations, and am aware as to what constitutes 'Ragging'.

3. I have also, in particular, perused Clause 7 and Clause 9.1 of the Regulations, and am fully aware of the penal and administrative action that is liable to be taken against me, in case I am found guilty of abetting ragging, actively or passively or being part of a conspiracy to promote ragging.

4. I hereby solemnly aver and undertake that:

   a) I will not indulge in any behavior or act that may be constituted as Ragging under Clause 3 of the Regulations.

   b) I will not participate in abet or propagate through any act of commission or omission that may be constituted as Ragging under Cause 3 of the Regulations.

5. I hereby affirm that, if found guilty of Ragging, I am liable for punishment according to Clause 9.1 of the Regulations, without prejudice to any other criminal action that may be taken against me under any penal law for the time being in force.

6. I hereby declare that I have not been expelled or debarred from admission in any Institution in the country on account of being found guilty of abetting or being part of a conspiracy to promote ragging; and further affirm that, in case, the declaration is found to be false, I am aware that my admission is liable to be cancelled.
   Declared this_____day of_____month of_____Year.

_____
Signature of Applicant

Name:_____

APPENDIX –P

(To be submitted along with Application Form)

UNDERTAKING (By Parent)

1. Mr./Mrs./Ms…….. (full name of Parent/Guardian) Father/Mother/Guardian of .... (Full name of student with Admission/Registration/Enrollment Number), having been admitted to ....(Name of Institution) Have received a copy of UGC Regulations on Curbing the Menace of Ragging in Higher Education Institutions, 2009, (hereinafter called the "Regulation"). I have carefully read and fully understood the provisions contained in the said Regulations.
2. I have also, in particular, perused Clause 3 of the Regulations, and am aware as to what constitutes 'Ragging'.
3. I have also, in particular, perused Clause 7 and Clause 9.1 of the Regulations, and am fully aware of the penal and administrative action that is liable to be taken against my ward, in case I am found guilty of abetting Ragging, actively or passively or being part of a conspiracy to promote ragging.
4. I hereby solemnly aver and undertake that: -
   a) My ward will not indulge in any behavior or act that may be constituted as Ragging under Clause 3 of the Regulations.
   b) My ward will not participate in or abet or propagate through any act or commission or omission that may be constituted as Ragging under Cause 3 of the Regulations.
5. I hereby affirm that, if found guilty or ragging, my ward is liable for punishment according to Clause 9.1 of the Regulations, without prejudice to any other criminal action that may be taken against my ward under any penal law or any law for the time being in force.
6. I hereby declare that my ward has not been expelled or debarred from admission in any Institution in the country on account of being found guilty of abetting or being part of a conspiracy to promote ragging; and further affirm that, in case, the declaration is found to be false, the admission of my ward is liable to be cancelled.

Declared this.....day of.....month of.....year.

_____
Signature of Applicant

Name: _____
Address: _____
Ph./Mobile: _____

APPENDIX- Q

UNDERTAKING FOR GAP YEAR

I _____S/o.,_____ resident of _____ do hereby solemnly state & affirm as under:

(1) That I am a resident of above said address.

(2) That I have passed_____class in the year_____ from_____School/College/Institute/University.

(3) That I have not joined/admitted in any School/College/Institution due to _____(Reason).

(4) That there is a GAP in my studies from _____to_____.

(5) That during this period I was not involved in an illegal activity and that no Criminal case is pending against me in any court of Law.

(6) That I command a good reputation and respect in general public.

(7) That I have not availed post matric scholarship for the same programme name or programme from any College/University/Institute during the gap year.

Deponent (Student)

Verification: -

Verified that the contents of my above said undertaking are true correct to the best of my knowledge and belief and nothing has been concealed or misrepresented therein. In case the above facts are found incorrect any state then my admission can be cancelled by the University.

Date:_____

Place:_____

Deponent (Student)

APPENDIX-R

APPLICATION FOR REFUND OF FEES
SESSION 2024-25

Name of the Student: _____
Department: _____
Course/ Class: _____
Roll/ Registration Number: _____
Amount Deposited: _____
Transaction id: _____
Date of Deposit: _____
Contact Number: _____
Reason for Refund: _____

Account Details of the Applicant in which refunded amount is to be deposit

Name of the Account holder: _____
Account Number: _____
Name of the Bank Branch: _____
IFSC Code: _____

DECLARATION:

- I hereby declare that the above information is complete and accurate.

Date: Signature of the applicant

Request of the student is accepted and approved for the refund of Rs. _____ after deduction of Rs. _____which is as per rules.

Chairperson

APPENDIX-S

MEDICAL CERTIFICATE

I certify that I have carefully examined *Mr / Ms _____ son /daughter/ wife of *Mr / Mrs_____whose signature is given below. Based on the examination, I certify that he/she is in good mental and physical health and is free from any physical defects which may interfere with his/her studies including the active outdoor duties required of a professional.

The following medical tests have also been performed and the candidate has been found to be fit.

- HIV Test
- Corona Virus Test
- Chest Check-up (through X-Ray)
- Hepatitis surface Antigen (HBsAg) before admission

Visible Mark of Identification _____

Signature of the Candidate_____

APPENDIX-T

UNDERTAKING

1. I..... (full name of student and Application No.) Son/Daughter of …… belong to the Scheduled Caste admitted to ..... (Name of Course) as provisionally in Gurugram University, Gurugram as per …….. Merit list dated……..
2. I hereby submit my consent that I will deposit my full annual fee for the admitted programme if State Govt. does not provide the scholarship. Incase, I do not deposit the fee any appropriate decision could be taken against me by the competent authority for which I do not have any objection.

Declared this_____day of_____month of_____Year.

_____
Signature of Applicant

Name: _____

Address:_____
_____

Mobile No: _____

Recommendation of the Chairperson:_____

APPENDIX-U

APPLICATION FOR FEE CONCESSION
SESSION…….

Name of Student: _____
Registration No.: _____
Department: _____
Name of Programme: _____
Year of Admission: _____
Category for fee concession: _____

(Tick the Clause related to Fee Concession)

S.No.	Details	Remark
1.	Full Tuition Fee Concessions may be given to deserving students on recommendation of the Chairperson of the Departments and approval of the Vice Chancellor in hard and genuine case maximum up to 10% of intake who fulfill the following conditions:-	
2.	The wards/ spouses of Gurugram University employees who die in harness shall be entitled to the following concessions: Full Tuition fee concession. Three fourth ¾ of the Development Fee concession.	
3.	50% concession of total fee (except examination fee) to the University employee and their dependents (sons, daughters, sisters, spouse, who is/are not working and is/are fully dependent on him/her and living with him/her) may be allowed in all programmes (Except Ph.D Programme) in the University Teaching Departments.	
4.	50% Tuition Fee concession to only girl child of parents without any male child at U.G. P.G. level	
5.	Waive off full tuition fee for the students who lost their both parents in COVID pandemic and BPL category candidates.	
6.	Fee concession to students who are Below Poverty Line and are Yellow Card holders will be governed by the following: Students including brothers and sisters belonging to this category will be allowed full tuition fee concession subject to the production of proof. They will be allowed 50% concession in room rent, if they seek admission to the University hostels. Only those students of this category will be allowed this concession in subsequent years who clear all the papers of the previous examination in the first attempt.	
7.	Any other after approval of competent authorities	

Declaration:
I hereby declare that the above claim for fee concession is as per rules. The information submitted by me is complete and accurate.
Date:

Signature of applicant

……

Recommendation by Chairperson:
Request of the student is as per rules as verified from enclosed documents. Therefore, it is recommended for fees concession of Rs…… out of total fees of Rs……. Of……. Semester session.

Chairperson

(Signature and Stamp)

Remarks of the Registrar:

Remarks of the Vice Chancellor:

Annexure- F

GURUGRAM UNIVERSITY

Proforma

for submitting Proposal for Introducing a New Programme

1. Department : Department of Indian Knowledge and Languages
2. Faculty : Law and Humanities
3. Name of the Proposed Programme : MA (Hindu Studies)
4. Detailed Proposal for the Course, mentioning

(i) **Department Overview:** The Department of Indian Knowledge and Languages is dedicated to preserving India's rich cultural heritage and linguistic diversity. Its mission includes research, education, and dissemination of knowledge in areas such as Hindu studies, Sanskrit literature, and linguistics. The department offers specialised courses like MA in Hindu Studies, focusing on the philosophical, religious, and cultural dimensions of Hinduism, and MA in Sanskrit, focusing on the classical language's literature, grammar, and historical significance. Through these academic programmes, the department's mission is to develop an understanding of India's intellectual traditions and linguistic legacy.

(ii) **Programme overview:** The MA in Hindu Studies programme offers a comprehensive understanding of Hinduism's philosophy, culture, and religious dimensions. In this course, students engage with ancient scriptures, philosophical systems, religious practices, and the historical development of Hinduism. The coursework covers topics such as Hindu mythology, rituals, ethics, and the importance of Hinduism for society. Through critical analysis and interdisciplinary approaches, students gain a deep understanding of Hindu thought and its relevance in contemporary contexts, preparing them for careers in academia, research, and cultural institutions.

(iii) **Objectives of introducing the new Programme:**

To deepen understanding of Hindu philosophy, culture, and spiritual practices.
To prepare students for careers in academia, research, and cultural institutions.
To contribute to the preservation and dissemination of India's cultural heritage.

(iv) **Present Scenario of proposed programme:**

Strong demand for comprehensive study of Hinduism. Limited availability of academic programs focusing on Hindu studies. Growing interest in interdisciplinary approaches to studying religion and culture.

(v) **Nature of the Programme**:

The MA in Hindu Studies program is academic and research-oriented. It provides specialized knowledge and skills for careers in academia, research, and cultural institutions. Emphasis on critical analysis, interdisciplinary perspectives, and scholarly research.

(vi) **Duration of the Programme (2 years):** The MA in Hindu Studies program typically spans two academic years, divided into four semesters.

(vii) **Number of seats (Intake) Proposed:** The programme aims to offer an intake of 20 seats per academic year.

(viii) **Availability/requirement of Infrastructure**: The availability and requirements of infrastructure are essential for ensuring students' academic and practical needs. Key infrastructure requirements include:

Classroom Facilities
Library Resources
Fieldwork Resources

GURGRAM UNIVERSITY Academic Dairy No. 511 Dt. 8.5.24 GURUGRAM

168 8.5.24

Research Facilities
Communication Infrastructure
Specialised Facilities
Student Support Services

(ix) **Availability/Requirement of Faculty (Cadre wise) for 1st year of programme:**

(x)

Name of Programme	Faculty available			Faculty Required		
	Professor	Ass. Prof.	Assist. Prof.	Professor	Ass. Prof.	Assist. Prof.
MA (Hindu Studies)						2

(xi) Requirement of additional faculty positions with justification:

(xii) Proposed Fee structure for the programme:

1st year 10,470

2nd year 11,470

(xiii) **Minimum eligibility for admission:** The minimum eligibility for admission to the MA in Hindu Studies program is a bachelor's degree (graduation) from a recognized university or institution.

5. Whether the proposed course requires any approval from one or more than one of the following agencies: PCI/ AICTE/ BCI/ ICMR/ Any other ?

   If Yes, please mention the name of the agency/ agencies:

6. Whether the course is Regular or Self-Financing?

   The course is to be regular; it will follow a traditional structure where students attend classes on campus, engage in face-to-face interactions with faculty members, participate in various academic and extracurricular activities, and follow a predetermined curriculum designed by the institution. This regular mode of delivery ensures a structured learning environment and allows for direct engagement with peers and faculty members, facilitating holistic development and in-depth understanding of the subject matter.

7. Financial requirements for the course:

   Please furnish the financial requirements for running the course, based on the following:

   (i) Honorarium to be paid for the guest faculty
   (ii) Honorarium to the lab staff, if the course is laboratory-based.
   (iii) Fee structure as worked out taking into account all expenses for running the course and the total number of students to be admitted to the course.

Rakesh kumar

.....

Signature of the Head of the Department
(Office Seal)

Endorsement by the Dean of the Faculty

Rakesh kumar

.....

Signature of Dean of the Faculty
(Office Seal)

Annexure- F

GURUGRAM UNIVERSITY

Proforma

for submitting Proposal for Introducing a New Programme

1. Department : Department of Indian Knowledge and Languages
2. Faculty : Law and Humanities
3. Name of the Proposed Programme : MA (Sanskrit)
4. Detailed Proposal for the Course, mentioning

(i) **Department Overview:** The Department of Indian Knowledge and Languages is dedicated to preserving India's rich cultural heritage and linguistic diversity. Its mission includes research, education, and dissemination of knowledge in areas such as Hindu studies, Sanskrit literature, and linguistics. The department offers specialised courses like MA in Hindu Studies, focusing on the philosophical, religious, and cultural dimensions of Hinduism, and MA in Sanskrit, focusing on the classical language's literature, grammar, and historical significance. Through these academic programmes, the department's mission is to develop an understanding of India's intellectual traditions and linguistic legacy.

(ii) **Programme overview:** The MA in Sanskrit program provides a comprehensive Knowladge of Sanskrit texts, including ancient scriptures, poetry, drama, mythology and philosophy. The coursework emphasizes linguistic analysis, textual interpretation, and cultural context, enabling students to develop proficiency in reading, writing, and understanding Sanskrit. Through this program, students gain insights into India's literary and intellectual heritage, preparing them for careers in academia, research, and cultural preservation.

(iii) **Objectives of introducing the new Programme:**

To provide student with an understanding of Sanskrit Language.

To introduce the students to the rich cultural and intellectual heritage of Sanskrit literature.

To inculcate the students with a comprehensive knowledge of Sanskrit.

To support academic research and scholarship in the field of Sanskrit studies, encouraging interdisciplinary approaches and critical inquiry.

(iv) **Present Scenario of proposed programme:** The present scenario of the proposed MA in Sanskrit program reflects a growing interest in the study of classical languages and literature, particularly Sanskrit, among students and scholars. Despite the modernization of education systems, there remains a strong demand for academic programs that focus on traditional disciplines such as Sanskrit studies. Additionally, there is recognition of the importance of preserving and promoting Sanskrit heritage, both within India and internationally.

(v) **Nature of the Programme**: The MA in Sanskrit programme is academic and research-oriented.

(vi) **Duration of the Programme (2 years):** The MA in Sanskrit program typically spans two academic years, divided into four semesters.

(vii) **Number of seats (Intake) Proposed:** The programme aims to offer an intake of 20 seats per academic year.

(viii) **Availability/requirement of Infrastructure**: The availability and requirements of infrastructure are essential for ensuring students' academic and practical needs. Key infrastructure requirements include:

Classroom Facilities
Library Resources
Fieldwork Resources
Research Facilities

FACULTY OF HUMANITIES
Entry No. 167
Date 7.5.24
Gurugram University Gurugram

Communication Infrastructure
Specialised Facilities
Student Support Services

(ix) **Availability/Requirement of Faculty (Cadre wise) for 1st year of programme:**

(x)

Name of Programme	Faculty available			Faculty Required		
	Professor	Ass. Prof.	Assist. Prof.	Professor	Ass. Prof.	Assist. Prof.
MA (Sanskrit)						2

(xi) Requirement of additional faculty positions with justification:

(xii) Proposed Fee structure for the programme:

1st year 10,470

2nd year 11,470

(xiii) **Minimum eligibility for admission:** The minimum eligibility for admission to the MA in Sanskrit program is a bachelor's degree (graduation) from a recognized university or institution.

5. Whether the proposed course requires any approval from one or more than one of the following agencies: PCI/ AICTE/ BCI/ ICMR/ Any other ?

If Yes, please mention the name of the agency/ agencies:

6. Whether the course is Regular or Self-Financing?

The course is to be regular; it will follow a traditional structure where students attend classes on campus, engage in face-to-face interactions with faculty members, participate in various academic and extracurricular activities, and follow a predetermined curriculum designed by the institution. This regular mode of delivery ensures a structured learning environment and allows for direct engagement with peers and faculty members, facilitating holistic development and in-depth understanding of the subject matter.

7. Financial requirements for the course:

Please furnish the financial requirements for running the course, based on the following:

(i) Honorarium to be paid for the guest faculty
(ii) Honorarium to the lab staff, if the course is laboratory-based.
(iii) Fee structure as worked out taking into account all expenses for running the course and the total number of students to be admitted to the course.

Pareesh kumar

Signature of the Head of the Department
(Office Seal)

Endorsement by the Dean of the Faculty

Pareesh kumar

Signature of Dean of the Faculty
(Office Seal)

GURUGRAM UNIVERSITY, GURUGRAM

Sub: Nomenclature

After being approved in the EC & AC the two departments of (Deptt. of Political Science & the Deptt. of Public Policy, Administration & Governance) were merged into one as the Deptt. of Political Science & the Public Policy

Two masters programmes are being offerd by the department i.e

1) M.A in Political Science and International relation.
2) M.A in Public Policy, Administration & Governance.

This is for yours kind intimation so that the proper nomenclature is mentioned in the University admission brochure.

Submitted for approval, please.

Chairperson,
Department of Political Science &
Public Policy

PUBLIC ADMN. DEPT. Diary No. 761 Date: 18/4/24 Gurugram University, Gurugram

Registrar

18/4/2024

W/V C.

18/4/2024

Chairperson - Political Sci & Pub. Policy

VC OFFICE Diary No. 862 Date: 18/4/24 Gurugram University, Gurugram

DR (Acad.)

24/7/2024

Department of Public Administration Diary No. 310 Date: 23-07-2024 Gurugram University, Gurugram

3.C. (Admn)

GURUGRAM UNIVERSITY Academic Duty No. 1037

GURUGRAM UNIVERSITY, GURUGRAM

GURUGRAM UNIVERSITY, GURUGRAM
(A State Govt. University established under Haryana Act 17 of 2017)
Sector-51, Gurugram (Haryana)-122003 Ph: 0124-2788001-05, Fax: 0124-2788010
web: www.gurugramuniversity.ac.in e-mail: academic@gurugramuniversity.ac.in

NOTIFICATION

It is notified for information of all concerned that the Vice Chancellor is pleased to approve the following Academic Calendars of UG/PG programmes (Except B.Ed. and M.Ed. Programme) for UTDs and Affiliated Colleges for the session **2024-2025** is as below:-

FOR UNDER GRADUATE PROGRAMMES	
EVENT	**DURATION**
Admissions	**09.05.2024 to 20.07.2024**
ODD SEMESTER	
1st Teaching Term	**22.07.2024 to 26.10.2024**
Vacations (Diwali)	**27.10.2024 to 03.11.2024**
2nd Teaching Term	**04.11.2024 to 22.11.2024**
Examinations	**23.11.2024 Onwards**
Winter Vacations	**21.12.2024 to 31.12.2024**
Result Declaration	**Within 45 days from Last Exam**
Issue of Marksheet	**Within one month of result declaration**
EVEN SEMESTER	
1st Teaching Term	**01.01.2025 to 08.03.2025**
Vacations (Holi)	**09.03.2025 to 16.03.2025**
2nd Teaching Term	**17.03.2025 to 30.04.2025**
Examinations	**01.05.2025 Onwards**
Summer Vacations	**20.05.2025 to 30.06.2025**
Result Declaration	**Within 45 days from Last Exam**
Issue of Marksheet	**Within one month of result declaration**
FOR POST GRADUATE PROGRAMMES	
EVENT	**DURATION**
Admissions	**03.06.2024 to 31.07.2024**
ODD SEMESTER	
1st Teaching Term	**01.08.2024 to 26.10.2024**
Vacations (Diwali)	**27.10.2024 to 03.11.2024**
2nd Teaching Term	**04.11.2024 to 30.11.2024**
Examinations	**02.12.2024 Onwards**
Winter Vacations	**21.12.2024 to 31.12.2024**
Result Declaration	**Within 45 days from Last Exam**
Issue of Marksheet	**Within one month of result declaration**
EVEN SEMESTER	
1st Teaching Term	**01.01.2025 to 08.03.2025**
Vacations (Holi)	**09.03.2025 to 16.03.2025**
2nd Teaching Term	**17.03.2025 to 30.04.2025**
Examinations	**01.05.2025 Onwards**
Summer Vacations	**20.05.2025 to 30.06.2025**
Result Declaration	**Within 45 days from Last Exam**
Issue of Marksheet	**Within one month of result declaration**

- **Pharmacy & Engineering Colleges shall follow AICTE guidelines in regard to start of classes.**

a) Classes for the existing students of UG and PG will commence from 22.07.2024.

b) If the number of teaching days falls less than 180 days (90 days in each semester) in the academic session 2024-25, it would be the responsibility of the Chairpersons/HOD/Principal of the concerned Department/Institute/College to make good the loss by arranging extra classes.

c) Practical examinations of the terminal semesters will be conducted before the theory exams.

Note:

1. The Academic Calendar may be changed/revised, if any revised guidelines received from the Govt. of Haryana/UGC.
2. The Calendar of B.Ed. and M.Ed. will be notified separately.

Sd/-
Registrar

Endst. No. GUG/Acad./2024/1360-1432 Dated: 14/06/2024

Copy of the above is forwarded (through e-mail) to the following for information and necessary action.

1. The Secretary to Governor, Haryana, Raj Bhawan Chandigarh (for kind information of the Hon'ble Chancellor)
2. The Secretary, University Grants Commission, Bahadurshah Zafar Marg, New Delhi.
3. The Secretary, Association of Indian Universities, 16-Kotla Marg, New Delhi.
4. The Additional Chief Secretary to Govt. of Haryana, Higher Education Department, Chandigarh.
5. Registrars: -
    a) Maharishi Dayanand University, Rohtak
    b) Guru Jambheshwar University of Sc. & Tech., Hisar
    c) Kurukshetra University, Kurukshetra
    d) BPSM Mahilla Vishvidayalaya, Khanpur Kalan (Sonipat)
    e) Deenbandhu Chhotu Ram University of Science & Technical Murthal
    f) Ch. Ranbir Singh University, Jind
    g) Ch. Bansi Lal University, Bhiwani
    h) Indira Gandhi University, Meerpur, Rewari, Haryana
    i) Chaudhary Devi Lal University, Sirsa
6. Dean Academic Affairs, Gurugram University, Gurugram
7. All Deans of Faculties, Gurugram University, Gurugram
8. Dean of Colleges, Gurugram University, Gurugram
9. Dean Students Welfare, Gurugram University, Gurugram
10. All Chairpersons of University Teaching Departments,GUG.
11. All the Principals of Affiliated Degree and Engineering Colleges of Gurugram University, Gurugram University, Gurugram
12. Controller of Examinations, Gurugram University, Gurugram
13. The Finance Officer, Gurugram University, Gurugram
14. All Branch Officers, Gurugram University, Gurugram
15. P.A. to Vice Chancellor (for kind information of the Vice Chancellor), Gurugram University, Gurugram
16. P.A. to Registrar, (for kind information of the Registrar), Gurugram University, Gurugram

Sd/-
Deputy Registrar (Academics)

Gurugram University, Gurugram

(Established by the State Legislature Act 17 of 2017)

Admission Guidelines

FOR ADMISSION

TO

Off-Site Campus

Gurugram University, Gurugram

OFFICERS OF THE UNIVERSITY

SH. BANDARU DATTATREYA

Hon'ble Governor-Haryana,

Chancellor, Gurugram University

Name and Designation	Email
Vice Chancellor Prof. Dinesh Kumar	vc@gurugramuniversity.ac.in
Dean Academic Affairs Prof. S.C. Kundu	daa@gurugramuniversity.ac.in
Registrar Dr. Rajiv Kumar Singh	registrar@gurugramuniversity.ac.in
Proctor Dr. Ashok Khanna	proctor@gurugramuniversity.ac.in
Dean of Colleges Dr. Annapurna Sharma	doc@gurugramuniversity.ac.in
Dean Students' Welfare Prof. Amarjeet Kaur	dsw@gurugramuniversity.ac.in
Controller of Examinations Dr. R.K. Garg	coe@gurugramuniversity.ac.in
Finance Officer Sh. Lalit Kumar	f.o@gurugramuniversity.ac.in

DEANS OF FACULTIES

Sr. No.	Dean	Faculty	Email
1.	**Prof. S.C. Kundu**	Faculty of Life Sciences	dean.lifesciences@gurugramuniversity.ac.in
2.	**Prof. Amarjeet Kaur**	Faculty of Commerce & Management	dean.commandmgmt@gurugramuniversity.ac.in
3.	**Prof. Gayatri Raina Arya**	Faculty of Social Sciences & Education	dean.socsciandedun@gurugramuniversity.ac.in
4.	**Prof. Rakesh Kumar Yogi**	Faculty of Law & Humanities	dean.lawandhum@gurugramuniversity.ac.in
5.	**Prof. Dharminder Kumar**	Faculty of Science & Technology	dean.sciandtech@gurugramuniversity.ac.in

CHAIRPERSONS AND IN-CHARGES

Sr. No.	Chairperson	Dept./Institute	Phone
1.	**Prof. Amarjeet Kaur**	Dept. of Management	9810867688
2.	**Prof. Gayatri Raina Arya**	Dept. of Psychology Dept. of Social Work Dept. of Education	8219363880
3.	**Prof. Rakesh Kumar Yogi**	Dept. of Media Studies Dept. of Law Dept. of Indian Knowledge and Languages. Dept. of English and other Foreign Languages. Dept. of Development Studies. Dept. of Studies in Art and Culture	9871621567
4.	**Prof. Dhirender Kaushik**	Dept. of Nursing	9416055522
5.	**Dr. Annapurna Sharma**	Dept. of Political Science & Public Policy	9999610854
4.	**Dr. Mukesh Kumar**	Dept. of Engg. & Technology	9992211406
5.	**Prof. S.C. Kundu**	Dept. of Physiotherapy Dept. of Public Health Dept. of Neurosciences	9812273156
6.	**Prof. Neera Verma**	Dept. of Economics	9416035388
8.	**Prof. Abhay Singh Yadav**	Dept. of Pharmaceutical Sciences Dept. of Biosciences	7015362805
7.	**Prof. Pratap Singh**	Dept. of Physics	9810148929
9.	**Dr. Sarala Balachandra**	Dept. of Chemistry	9560020015
10.	**Dr. Seema Mahlawat**	Dept. of Commerce	9728157599
12.	**Dr. Mohd. Rafique**	Dept. of Mathematics	9811098211

CHAPTER-I

Please read the following information carefully before filling in the application form.

A. Only online applications are accepted for admission in various Undergraduate Programs of Offsite Campus of Gurugram University. No offline applications will be entertained. Further, incomplete applications or **applications with incorrect information** will not be considered. The link to the online application is available on the University website. (www.gurugramuniversity.ac.in)

B. The application fee for various Programmes are: 1000/- for General; Rs. 250/- for Scheduled Caste, Backward Class of Haryana, differently abled persons and Economically Weaker Sections (EWS) of Haryana per programme.

C. A Candidate may apply for admission to as many programmes as he/she wants. Separate application form for admission to each additional programme shall be required to be filled online after paying of Rs. 1000/- for General Category and Rs. 250/- for Scheduled Caste, Backward Class of Haryana, differently abled persons and Economically Weaker Sections (EWS) of Haryana per programme.

CHAPTER-II

ADMISSION SCHEDULE LIST OF DOCUMENTS REQUIRED

Schedule of dates for admission to various courses being run by the Off-Site Campus of the University for the session 2024-25 is as under: -

S. No.	Particulars	UG Programmes
(a)	Commencement of online submission of application form	**08-07-2024**
(b)	Last date of receipt of online application forms	**22-07-2024**
(c)	First Merit list display on	**25-07-2024**
(d)	1st Physical Counseling* (Fee to be deposited online on the date of Physical Counseling)	**26-07-2024 to 27-07-2024**
(e)	Second Merit list display on	**29.07.2024**
(f)	2nd Physical Counseling* (Fee to be deposited online on the date of Physical Counseling)	**30.07.2024**
(g)	Open Counseling against vacant seats, if required	**At Departmental Level**
(h)	Commencement of classes	**01-08-2024**

Note:-

- **Students are advised to check the eligibility and admission criteria before filling the online forms.**

- **Department wise schedule of Open Counseling shall be notified in due course of time on University website at least two days prior to schedule.**

- The student has to pay the semester fee (as mentioned in section 5) at the time of physical counseling. In case he/she did not deposit the same, the candidature will be offered to the next person in merit list/waiting list.

- Student who did not appear in first Physical counselling on the dates mentioned above or do not submit the fee after documents verification, his/her candidature will not be considered for 2nd merit list/2nd Physical counselling.

- **Conditions for Open Counseling (If seats remains vacant after the 2nd Physical Counseling)**

i. Each candidate may apply online for participation in open counseling (if any seat remains vacant) by making payment of requisite fee. The candidates who have previously applied and paid the requisite fee of application but could not get admission need not to pay the application fee again. The vacant seats will be allocated purely on the basis of merit (category wise). The schedule for open counseling will be notified by the Departments on University website.

ii. If any seat remains vacant in sub-categories of BC(A) and BC(B), the same will be filled up through the candidates belonging to other category. For example, if any seat in BC(B) category remains vacant, the same will be filled up from BC(A) category and vice-versa in 1st Open Counseling (after second physical counseling).

iii. If any seat remains vacant in sub-categories of SC, the same will be filled up through the candidates belonging to other category. For example, if any seat in SC category remains vacant, the same will be filled up from Deprived SC category and vice-versa in 1st Open Counseling (after second physical counseling).

If still the seats remain vacant, the vacant seats of reserved category will be converted into general category and will be filled accordingly in the open merit list, if no candidate of reserved category arrived during the open counseling. However, first priority will be given to him/her, if the candidate of reserved category is available, subject to eligibility and other conditions as mentioned in the Information Brochure on the basis of merit.

List of Documents to be uploaded for admission to various programmes

1. Matriculation Certificate (as proof of age)
2. Senior Secondary Examination Certificate
3. CUET score card, if applicable.
4. Detailed Marks Card (DMC) of the qualifying examination.
5. Character Certificate from the institute last attended.
6. Certificate of Reserved Category and other related certificates, if applicable, as mentioned in the Information Brochure.
7. Aadhar Card.
8. Parivar Pehchan Patra (Latest Family ID) for Haryana Residents Only.
9. Latest EWS Certificate issued by competent authority, if applicable.
10. Latest valid income certificate for SC/BC category or as per State Govt. instructions.
11. Haryana Resident Certificate, if applicable
12. Documentary proof in support of respective Supernumerary category, if applicable.

CHAPTER-III

PROGRAMME WISE INTAKE AND SEAT MATRIX

Distribution & Reservation of Seats in various Programmes of Off-Site Campus of the University for the Session 2024-25 is as under:-

Sr. No.	Name of Program	Number of Seats	Breakup of seats as per State Govt. Reservation Policy								
			AIC	**AIC (EWS)	HGC	SC	SC (D)	BC (A)	BC (B)	EWS	PH/ ESM
	Programmes offered at Off Site Campus:- Pavitra Institute of Health Sciences, Sohna, Gurugram										
1.	**B.Sc. in Medical Laboratory Science (BMLS)**	**40**	5	1	15	3	4	5	4	2	1
2.	**B.Sc. Medical Radiological & Imaging Technology (BMRIT)**	**40**	5	1	15	3	4	5	4	2	1
3.	**B.Sc. in Operation Theatre Technology**	**40**	5	1	15	3	4	5	4	2	1
4.	**B.Sc. in Physician Assistant**	**30**	4	0	12	2	3	4	3	1	1
5.	**B.Sc. in Perfusion Technology**	**30**	4	0	12	2	3	4	3	1	1
6.	**B.Sc. in Nuclear Medicine Technology**	**30**	4	0	12	2	3	4	3	1	1
7.	**B.Sc. in Cardiac Care Technology**	**30**	4	0	12	2	3	4	3	1	1
	Programmes Offered at Off Site Campus:- Vedatya Institute, Gurugram										
8.	**Bachelor of Science in Hospitality & Hotel Administration (B.Sc.)**	**50**	6	1	21	4	4	7	5	1	1
9.	**Bachelor of Science in Hospitality Management**	**20**	2	1	9	2	1	3	2	0	0
10.	**A. Bachelor of Arts in International Culinary Arts (B.A.)**	**40**	2	1	9	2	1	3	2	0	0
	B. Bachelor of Arts in International Culinary Arts (B.A.) specialization in Advanced Bakery & Food Production	**30**	4	0	12	2	3	4	3	1	1
11.	**Bachelor in Design (B. Des.)**	**40**	5	1	15	3	4	5	4	2	1
12.	**Bachelor in Business Administration (BBA)**	**60**	8	1	23	5	5	8	6	3	1

CHAPTER-IV

ACADEMIC PROGRAMMES OFFERED, INTAKE, DURATION AND ELIGIBILITY

S. No.	Programme	Duration	Intake	Eligibility and Admission Criteria
Programmes offered at Off Site Campus:- Pavitra Institute of Health Sciences, Sohna, Gurugram				
1.	**B.Sc. in Medical Laboratory Science (BMLS)**	4 Years	40	1. The minimum age for candidates desirous of seeking admission should not be less than 17 years as on 31.12.2023. 2. The candidate must have passed Senior School Certificate examination (10+2) of Board of School Education, Haryana or any Board recognized by Central Government/Any State Government with subjects of Physics, Chemistry, Biology and English Core/English Elective and should have obtained at least 45% aggregate marks for General Category (40% marks for SC/BC/PWBD category) in Physics, Chemistry, Biology & English (PCB & E) taken together, however, the candidates should have obtained pass marks in each subject separately.
2.	**B.Sc. Medical Radiological & Imaging Technology (BMRIT)**	4 Years	40	1. The minimum age for candidates desirous of seeking admission should not be less than 17 years as on 31.12.2023. 2. The candidate must have passed Senior School Certificate examination (10+2) of Board of School Education, Haryana or any Board recognized by Central Government/Any State Government with subjects of Physics, Chemistry, Biology and English Core/English Elective and should have obtained at least 45% aggregate marks for General Category (40% marks for SC/BC/PWBD category) in Physics, Chemistry, Biology & English (PCB & E) taken together, however, the candidates should have obtained pass marks in each subject separately.

3.	**B.Sc. in Operation Theatre Technology**	4 Years	40	1. The minimum age for candidates desirous of seeking admission should not be less than 17 years as on 31.12.2023. 2. The candidate must have passed Senior School Certificate examination (10+2) of Board of School Education, Haryana or any Board recognized by Central Government/Any State Government with subjects of Physics, Chemistry, Biology and English Core/English Elective and should have obtained at least 45% aggregate marks for General Category (40% marks for SC/BC/PWBD category) in Physics, Chemistry, Biology & English (PCB & E) taken together, however, the candidates should have obtained pass marks in each subject separately.
4.	**B.Sc. in Physician Assistant**	4 Years	30	1. The minimum age for candidates desirous of seeking admission should not be less than 17 years as on 31.12.2023. 2. The candidate must have passed Senior School Certificate examination (10+2) of Board of School Education, Haryana or any Board recognized by Central Government/Any State Government with subjects of Physics, Chemistry, Biology and English Core/English Elective and should have obtained at least 45% aggregate marks for General Category (40% marks for SC/BC/PWBD category) in Physics, Chemistry, Biology & English (PCB & E) taken together, however, the candidates should have obtained pass marks in each subject separately.
5.	**B.Sc. in Perfusion Technology**	4 Years	30	1. The minimum age for candidates desirous of seeking admission should not be less than 17 years as on 31.12.2023. 2. The candidate must have passed Senior School Certificate examination (10+2) of Board of School Education, Haryana or any Board recognized by Central Government/Any State Government with subjects of Physics, Chemistry, Biology and English Core/English Elective and should have obtained at least 45% aggregate marks for General Category (40% marks for SC/BC/PWBD category) in Physics, Chemistry, Biology & English (PCB & E) taken together, however, the candidates should have obtained pass marks in each subject separately.

6.	**B.Sc. in Nuclear Medicine Technology**	4 Years	30	1. The minimum age for candidates desirous of seeking admission should not be less than 17 years as on 31.12.2023. 2. The candidate must have passed Senior School Certificate examination (10+2) of Board of School Education, Haryana or any Board recognized by Central Government/Any State Government with subjects of Physics, Chemistry, Biology and English Core/English Elective and should have obtained at least 45% aggregate marks for General Category (40% marks for SC/BC/PWBD category) in Physics, Chemistry, Biology & English (PCB & E) taken together, however, the candidates should have obtained pass marks in each subject separately.
7.	**B.Sc. in Cardiac Care Technology**	4 Years	30	1. The minimum age for candidates desirous of seeking admission should not be less than 17 years as on 31.12.2023. 2. The candidate must have passed Senior School Certificate examination (10+2) of Board of School Education, Haryana or any Board recognized by Central Government/Any State Government with subjects of Physics, Chemistry, Biology and English Core/English Elective and should have obtained at least 45% aggregate marks for General Category (40% marks for SC/BC/PWBD category) in Physics, Chemistry, Biology & English (PCB & E) taken together, however, the candidates should have obtained pass marks in each subject separately.
S. No.	**Programme**	**Duration**	**Intake**	**Eligibility and Admission Criteria**
Programmes Offered at Off Site Campus:- Vedatya Institute, Gurugram				
1.	**Bachelor of Science in Hospitality & Hotel Administration (B.Sc.)**	4 Years	50	10+2 Examination from Board of School Education, Haryana or of any other Board recognized as equivalent thereto, with a minimum of 50% marks in aggregate (47.5% in case of SC/ST/ Divyang candidates of Haryana only.

2.	**Bachelor of Science in Hospitality Management**	4 Years	20	10+2 Examination from Board of School Education, Haryana or of any other Board recognized as equivalent thereto, with a minimum of 50% marks in aggregate (47.5% in case of SC/ST/ Divyang candidates of Haryana only.
3.	A. **Bachelor of Arts in International Culinary Arts (B.A.)**	4 Years	40	10+2 Examination from Board of School Education, Haryana or of any other Board recognized as equivalent thereto, with a minimum of 50% marks in aggregate (47.5% in case of SC/ST/ Divyang candidates of Haryana only.
	B. **Bachelor of Arts in International Culinary Arts (B.A.) specialization in Advanced Bakery & Food Production**	4 Years	30	10+2 Examination from Board of School Education, Haryana or of any other Board recognized as equivalent thereto, with a minimum of 50% marks in aggregate (47.5% in case of SC/ST/ Divyang candidates of Haryana only.
4.	**Bachelor in Design (B. Des.)**	4 Years	40	10+2 Examination from Board of School Education, Haryana or of any other Board recognized as equivalent thereto, with a minimum of 50% marks in aggregate (47.5% in case of SC/ST/ Divyang candidates of Haryana only.
5.	**Bachelor in Business Administration (BBA)**	4 Years	60	10+2 Examination from Board of School Education, Haryana or of any other Board recognized as equivalent thereto, with a minimum of 50% marks in aggregate (47.5% in case of SC/ST/ Divyang candidates of Haryana only.

GENERAL GUIDELINES AND INFORMATION FOR ADMISSION

The following procedure shall be followed for selection of the candidates for admission to various programmes:

1. Before filling the Admission Application Form, the candidates are required to read the information brochure/guidelines/ instructions available on University website carefully. Candidates will submit their Application Forms online on the University website: www.gurugramuniversity.ac.infor admission to various programmes and print out of admission application form filled in online alongwith Xerox copies of relevant documents and receipt of fee, should be submitted during the physical counseling. The candidate has to bring the original documents for verification.

2. The minimum eligibility and number of seats for admission to various courses will remain same as per Admission Guidelines 2024-25. Kindly visit University Website for more details and changes/updation (if any).

3. The SC/ST/BC candidates belonging to the States other than Haryana will be treated as General Category candidates for all purposes.

4. The scanned copies of **original certificates/testimonials (not of photocopy)** of all the examinations passed by the candidate from 10th standard onwards/other documents including documents for claiming reservation and latest Character Certificate should be uploaded on the website (in .jpeg or pdf format only) while filling online application form.

5. Incomplete/incorrect application form shall be rejected, summarily. The Admission Committee of the concerned department will check the eligibility of the candidates. The Committee shall have the power to reject any certificate not considered valid. In case, the candidate is not found eligible, his/her candidature will be cancelled.

6. For conversion of CGPA to percentage marks wherever applicable, the candidates are required to fill up the percentage of marks secured in each examination using the formula given by examining body.
7. Rounding off the decimal digits to a whole number for calculating the percentage of marks shall not be permissible in any case, whatsoever.

8. The Candidates are advised to fill up all the details carefully. No change will be allowed after submission of application form.

9. The merit list for admission to the **programmes will be prepared by the Departments/Institutes of the University as per guidelines/instructions** given in the information brochure/notification.

10. If during the preparation of merit lists, admission committee of concerned Department finds any discrepancy, the admission form may be rejected directly or an email may be sent to the candidate for online resubmission of document within given duration of time.

11. If two or more candidates secure identical merit, then the candidate senior in age will be given preference. In case if date of birth is same then the marks obtained in next lower class will be considered.
12. The merit lists will be displayed on the University website as per the schedule mentioned in information brochure or displayed on website. No separate communication shall be sent in this regard.
13. The candidate whose name appears in the merit list has to appear for physical counseling in the concerned Department for the document verification. If, the candidate selected he/she has to deposit fee online or at the University fee counter within stipulated time or else his/her seat will be considered vacant and seat shall be offered to the next candidate from the merit list.
14. Mere possession of the prescribed academic qualifications does not entitle a candidate for admission to the programme. Candidates would be required to fulfill all the conditions as spelt out in the information brochure.
15. The eligibility of the candidates shall be ascertained at the time of preparing merit list however the admission seekers are required to ensure that they possess the prescribed qualification for the programme they are seeking admission.
16. If the concerned authorities are not satisfied with the character / past behavior / antecedents of a candidate, they may refuse to admit him/her to any course of study in the University/College in order to ensure academic standards, discipline and peaceful atmosphere in the University. The Vice Chancellor may cancel the admission of any student for a specified period.

17. In case any candidate is admitted on the basis of the information submitted by him/her, which is found to be incorrect or false at a later stage, his/her admission will be cancelled and all fees and other dues paid by him/her shall be forfeited. The University/Institute may also take further action, as deemed fit, against the candidate and his/her guardian.

18. All admissions are provisional subject to verifications of documents and approval of Competent Authority.

19. The rules relating to anti-ragging, their behavior on the Campus and the Hostels as framed by the University will be applicable and binding on all students.

20. In case, there are less than 50% admission in a programme the admission in such programme will not be made and the applicants will be given option to change to any other programme in the University subject to the eligibility and merit or for refund of fees. However, Vice Chancellor may exempt the above condition on the recommendation of Chairperson of the Department.

LEGAL JURISDICTION

All disputes pertaining to admissions shall fall within the jurisdiction of Gurugram Only.

CHAPTER-V

FEE STRUCTURE

Pavitra Institute of Health Sciences, Sohna, Gurugram			
Sr. No.	**Name of Head**	**Fees per semester (Rs.)**	**Total Fees per Year (Rs.)**
1.	**B.Sc. in Medical Laboratory Science (BMLS)**	25,000/-	**50,000/-**
2.	**B.Sc. Medical Radiological & Imaging Technology (BMRIT)**	25,000/-	**50,000/-**
3.	**B.Sc. in Operation Theatre Technology**	25,000/-	**50,000/-**
4.	**B.Sc. in Physician Assistant**	25,000/-	**50,000/-**
5.	**B.Sc. in Perfusion Technology**	25,000/-	**50,000/-**
6.	**B.Sc. in Nuclear Medicine Technology**	25,000/-	**50,000/-**
7.	**B.Sc. in Cardiac Care Technology**	25,000/-	**50,000/-**

Vedatya Institute, Gurugram				
Sr. No.	**Name of Head**	**Tution Fee + Infrastructure Development Fee (Rs.)**	**Other Charges (Rs.)**	**Total Fees (Per Year) (Rs.)**
1.	**Bachelor of Science in Hospitality & Hotel Administration**	64,900/-	1,71,100/-	**2,36,000/-**
2.	**Bachelor of Science in Hospitality Management**	94,400/-	2,95,000/-	**3,89,400/-**
3.	**A. Bachelor of Arts in International Culinary Arts**	64,900/-	1,71,100/-	**2,36,000/-**
	B. Bachelor of Arts in International Culinary Arts (B.A.) specialization in Advanced Bakery & Food Production	94,400/-	2,95,000/-	**3,89,400/-**
4.	**Bachelor in Design (B. Des.)**	94,400/-	2,95,000/-	**3,89,400/-**
5.	**Bachelor in Business Administration (BBA)**	1,18,000/-	-	**1,18,000/-**

OTHER RULES AND GUIDELINES RELATING TO FEE STRUCTURE.

A. Examination fee is included in annual fees which is to be deposited online through Debit Card/ Net Banking at the time of admission for all programmes.
B. A candidate will submit his/her Annual fee during first year of the course and may be semester-wise for rest of the semesters/course.
C. The candidates of paramedical and diploma programmes may submit his/her fee in semester wise.
D. 2nd year onwards, students will deposit the fee on fixed date and time and will not to allow any student to attend the class without depositing the fee. The attendance marked without deposit of fee will be treated as illegal and will not be counted for the purpose of attendance.
E. Fee will be charged from the students as per the fee structure given in the information brochure of each academic programme.
F. Dues must be paid on the dates notified; otherwise a late fee fine shall be charged as follows:

Upto notified date	No late fee
1 to 10 days after notified date	₹ 200/-
11 to 20 days	₹ 500/-
21 to 30 days	₹1,000/-
Re-admission fee* (Name may be struck off the rolls, after 30 days)	₹ 1,000/- and above mentioned fine subject to recommendations of concerned Chairpersons.

*Re-admission can be done provided Head of Department/Director is satisfied, that if re-admitted, the student will not fall short of the requisite percentage of attendance

G. If the admission of a student is cancelled by the University for no fault of his/her, the fees and other dues paid by him will be refunded except the Admission Fee, provided the application to this effect duly recommended by the Head of the Department/Director concerned is received in the University Office within one month of the date of the letter conveying the cancellation of admission. The application for the refund of dues submitted beyond the time limit prescribed above may be considered with permission of the Vice-Chancellor on merit.

FEE REFUND POLICY

In case of withdrawal of admission, the following rules will be applicable for refund of fee:

100% fee refund: in case a student decides to withdraw **15 days or more before** the formally notified last date of admission. Not more than 5% of the fees paid by the student, subject to a maximum of Rs. 5000, will be deducted as processing charges.

90% fee refund: in case a student decides to withdraw **less than 15 days before** the formally notified last date of admission.

80% fee refund: in case a student decides to withdraw **within 15 days or less** after the formally notified last date of admission.

50% fee refund: in case a student decides to withdraw **between 16 days and 30 days** after the formally notified last date of admission.

NIL: in case a student decides to withdraw **after 30 days** of the formally notified last date of admission.

Note: The fee refund policy is subject to change/amendment made by the State Govt./UGC from time to time.

Important Note:

All the other terms and conditions will be as per the Information Brochure for the session 2024-25 has available on the Gurugram University website.

Gurugram University, Gurugram

(Establishedby theStateLegislatureAct17 of 2017)

Admission Guidelines

FOR ADMISSION TO

UNDER-GRADUATE, POST-GRADUATE AND DIPLOMA PROGRAMMES

IN

THE AFFILIATED COLLEGES/INSTITUTES

(Except B.Ed./M.Ed. and Engineering Colleges)

GURUGRAM UNIVERSITY, GURUGRAM
(*A State Govt. University established under Haryana Act 17 of 2017)*
Sector-51, Gurugram (Haryana)-122003 Ph: 0124-2788001-05, Fax: 0124-2788010
web: www.gurugramuniversity.ac.in *e-mail:* academic@gurugramuniversity.ac.in

Ref. No. GUG/Acad./2024/1499 **Date: 03/07/2024**

To

All the Principals/Directors of the Colleges/Institutes
Affiliated to Gurugram University.

Sub: Admission Guidelines for the Academic Session 2024-25.

Sir/Madam,

I am directed to supply herewith the Admission Guidelines for the session 2024-25 duly approved by the competent authority. While making admissions to various Under-Graduate, Post-Graduate (except the Programmes in which the admissions are made by the State/Central Govt. agencies) you are requested to consult this Admission Guidelines.

It is requested that the Admission Guidelines and particularly Chapter-II 'Admission Procedure and Regulations' may be gone through carefully by the Principals/Directors and the members of the Admission Committee of the Colleges/Institutes and in case it is felt that advice from the University is absolutely essential, only then the case(s) should be referred to the University. **Students may not be directed to visit the University Office for seeking approval/clarification**. Their requests, if any, may be sent in one lot to the concerned branch/office so that the same may be decided expeditiously.

Further it is requested that admissions be made only as per schedule including registration fee may be charged as fixed by the University.

It will be the entire responsibility of the Principal/ Director of the concerned College / Institute to ensure that no wrong admission is made by the College/Institute. It is further made clear that wrong admission(s), if any, made by the College/Institute shall not be accepted/ regularized by the University and the expenditure incurred on litigation in such cases by the University shall be borne by the Principal/Director of the College/Institute concerned. The Admission Guidelines are also available on the University website www.gurugramuniversity.ac.in.

It is also requested that to facilitate and to make it convenient, as well as to curtail postal delay all correspondence relating to the admissions be made through e-mail only. You are, therefore, requested to assign the responsibility of checking e-

mails received from the University on almost daily basis to a responsible person of your College/Institute the University will not be responsible for communication gap, if any. At the same time, you are also requested to check University website daily to know about any urgent notification(s) etc. As far as possible, please make your all correspondence with this office through e-mail: academic@gurugramuniversity.ac.in

Yours faithfully,

Sd/-
Deputy Registrar (Academics)
for Registrar

Endst. No.: GUG/Acad./2024/1500-1509 **Dated: 03/07/2024**

A copy of the above is forwarded to the following for information and necessary action:

1. Director General, Higher Education, Haryana, Panchkula
2. Dean Academic Affairs, G.U. Gurugram
3. Controller of Examination, G.U. Gurugram
4. Deans of various Faculties, G.U. Gurugram
5. Dean of Colleges, G.U., Gurugram
6. In-charge (UCDAC) G.U., Gurugram for uploading the guidelines on the University website.
7. The Assistant Registrar (R&S), G.U., Gurugram.
8. P.A. to Vice-Chancellor, G.U., Gurugram for kind information of the letter.
9. P.A. to Registrar, G.U., Gurugram for kind information of the letter.

Sd/-
Deputy Registrar (Academics)

OFFICERS OF THE UNIVERSITY

SH. BANDARU DATTATREYA

Hon'ble Governor-Haryana,

Chancellor, Gurugram University

Name and Designation	Email
Vice Chancellor Prof. Dinesh Kumar	vc@gurugramuniversity.ac.in
Dean Academic Affairs Prof. S.C. Kundu	daa@gurugramuniversity.ac.in
Registrar Dr. Rajiv Kumar Singh	registrar@gurugramuniversity.ac.in
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10.	**Dr. Seema Mahlawat**	Dept. of Commerce	9728157599
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Details of Affiliated Colleges of Gurugram University

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1.	**Govt. College, Sidhrawali** Gurugram, Haryana Pin code -122413.	gcsidhrawali@gmail.com	Govt.
2.	**Govt. College for Girls,** Sector-14, Gurugram, Haryana Pin code -122001.	gcgggn@gmail.com	Govt.
3.	**Dronacharya Govt. College,** Gurugram, Haryana Pin code -122001.	dgcGurugram@gmail.com	Govt.
4.	**Govt. P.G. College Sec-9,** Gurugram, Haryana Pin code -122001.	gpgcsec9@gmail.com	Govt.
5.	**Govt. College For Girl,** Sec-52, Gurugram, Haryana Pin code -122003.	gcgsec52@gmail.com	Govt.
6.	**Govt. College Jatauli Haily Mandi,** Gurugram, Haryana Pin code -122504.	gcjatauli1980@gmail.com	Govt.
7.	**Govt.College, Rithoj Sohna,** Gurugram, Haryana Pin code -122102.	gcrithoj@gmail.com	Govt.
8.	**Govt. College for Girls Manesar,** Gurugram, Haryana Pin code -122101.	gcgmanesar@gmail.com	Govt.
9.	**Govt. College Nagina,** Nuh, Haryana, Pin code 122108.	gcnagina@gmail.com	Govt.
10.	**H.L.G.(Hardiwari Lal Goyal) Govt. College,** Tauru, Gurugram, Haryana Pin code -122105.	govt.gctauru1@gmail.com	Govt.
11.	**SLKS (Shaheed Lieutenant Kiran Shekhawat) Govt. College for Women Salaheri,** Nuh, Haryana Pin code -122107.	slksgcwsalaheri@gmail.com	Govt.

12.	**Govt. College for Women Punhana,** Mewat, Haryana, Pin code -122508.	gcwpunhana@rediff.com	Govt.
13.	**Govt. College Bissar Akbarpur** Nuh, Haryana Pin code -122105.	gcbissarakbarpur@gmail.com	Govt.
14.	**Govt. College Farrukh Nagar,** Gurugram, Haryana Pin code -122006.	gcfarrukhnagar@gmail.com	Govt.
15.	**Govt. College Ferozepur Jhirka** Nuh, Haryana Pin code -122107.	gcfpjhirka@gmail.com	Govt.
16.	**Govt. College, Pataudi** Gurugram, Haryana Pin code -122503.	gcpataudi@gmail.com	Govt.
17.	**N.B.G.S.M (Nirnkari Baba Gurubachan Singh Memorial) College**, Gurugram, Haryana Pin code -122103.	office@nbgsmc.ac.in, (accounts@nbgsmc.ac.in)	Govt. Aided
18.	**Mewat Engg. College Mewat,** Mossa Palla, Mewat, Haryana Pin code -122107	director@mecw.ac.in kmrafi1@gmail.com	Govt. Aided
19.	**Yasin Meo Degree College,** Nuh, Haryana Pin code -122107	ymdcollegeprincipal@gmail.com	Govt. Aided
20.	**J.K Business School, Bhondsi** Gurugram, Haryana. Pin code -122102.	dean@jkbschool.org compliance@jkbschool.org	Pvt.
21.	**Suraj Degree College, Sec-75,** Gurugram, Haryana. Pin code -122103	surajcollege75@gmail.com	Pvt.
22.	**Indian School of Hospitality,** Gurugram, Haryana Pin code -122004	academic.affairs@ish.edu.in abhishek.tyagi@ish.edu.in	Pvt.
23.	**KIIT College Of Engineering,** Bhondsi, Gurugram, Haryana Pin code -122102	info@kiit.in	Pvt.
24.	**Kamrah Institute Information & Technology** Bhondsi, Gurugram, Haryana Pin code -122102.	info@kiit.in	Pvt.

25.	**Rishikul Sanskrit Mahavidyalya,** Gurugram, Haryana Pin code -122413	rishikulcollegeggn@gmail.com	Pvt.
26.	**Dronacharya College of Engineering,** Khentawas, Gurugram Pin code - 123506	info@dronacharya.info, principal@ggnindia.dronacharya.info	Pvt.
27.	**Global Institute of Technology & Management,** Farrukhnagar, Gurugram, Haryana Pincode-122506	infogitmGurugram@gmail.com	Pvt.
28.	**Shri Shanti Sagar Jain Kanya Mahavidyalaya Ferozpur,** Mewat, Haryana Pin code -122104	sssjgc@gmail.com	Pvt.
29.	**World Institute of Technology,** Sohana, Gurugram, Haryana. Pin code -122506	info@wit.net.in dr.chanderabhushanprasad@gmail.com Director@Wit.Net.In worldinstituteoftechnology@gmail.com	Pvt.
30.	**Fore Academy of Management Education (FAME)** Gurugram, Haryana Pin code-122003	d.pathak@foreacademy.org	Pvt.
31.	**Jhankar College,** Main Gurugram Pataudi Road Sector-96 Village Babra Bakipur Distt. Gurugram, Haryana Pin code-122502	jhankarctm@gmail.com	SFS
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33.	**BM Group of Institutions,** Farrukhnagar, Gurugram, Haryana, Pin code- 122506	bmitm2004@yahoo.com	SFS

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CHAPTER-I

ADMISSION SCHEDULE FOR UG/PG COURSES

{The admissions to UG and PG programmes shall as per DHE Memo No. DHE-010019/6/2020-Coordination-DHE-Part(1) dated 28.05.2024 addressed to all Govt. Colleges, Govt. Aided and Self-Financed colleges in the State}.

Schedule of dates for admission to Undergraduate, Certificate and Diploma has already been notified by DHE Haryana vide DHE Memo no. ***DHE-010019/6/2020-Coordination-DHE-Part(1) dated 28.05.2024 and for PG Programmes it is yet to be notified.***

Note:

1. The list of all the students so admitted alongwith Registration Return be uploaded online on the web portal of University by the concerned College as per schedule notified by R&S Branch.
2. Candidates who have compartment/re-appear in one or more paper(s) in the qualifying examinations shall not be allowed admission in 1^{st} semester of the Programs in any case.
3. There will be no admission by the College/Institute after the prescribed schedule in order to maintain the statutory provision of clear 90 teaching days per semester. If the number of teaching days falls short due to some unforeseen reasons, it shall be the responsibility of the Principal/Director and the concerned teacher to make good the loss by taking extra classes.
4. The late fee so charged from the students by the Colleges/Institutes shall be remitted to the University alongwith Registration Return/Continuation Return.
5. **The Institute(s) running 4 Year Integrated B.Ed. Programs shall seek the approval of the University for Admission Schedule for this Program.**

CHAPTER-II

ADMISSION PROCEDURE AND REGULATIONS

1. Admission in Under Graduate/Post Graduate courses and other courses introduced in affiliated Colleges/Institutes shall be made by the Principal/Director of the College/Institute concerned **as per schedule of DHE.** Each College/Institute shall prepare a small Information Brochure highlighting its courses, achievements in Academic, Cultural & Sports activities, availability of infrastructure, number of intakes, eligibility conditions etc. etc. The prospectus/admission forms shall be made available on college website by the Principal/Director of the Colleges/ Institutes concerned well in time.

2. No admission be made by the Colleges/Institutes before getting affiliation certificate from the University. If any College/Institute makes admission in any course without obtaining provisional affiliation from the University, such admissions shall not be regularized in any case.

3. Candidates who have compartment/re-appear in one or more papers in the qualifying examination shall not be allowed admission in 1st semester of the course in any case.

4. Aadhar Number, **Parivar Pehchan Patra** (for Haryana resident), Mobile Number, Photo and Date of Birth should be made mandatory for every student as the same is required by the UGC for uploading the results of students for online verification. Student himself/herself will be responsible for providing the correct information and the Principal/Chairperson/Director will certify that the information as submitted by the student is being forwarded as such.

5. The credentials of applicant (Name, Father's Name, DOB, Mother's Name, Family income etc.) shall be verified from the PPP as per provision of Haryana Parivar Pehchan Act, 2021 The applicant of Haryana State are advised to keep updating their PPP ID for the verification purpose and linked their mobile number with it.

6. **The web portal for submission of Registration Returns and Continuation Registration Returns will be opened by the University *w.e.f.* date of admissions and will be closed as decided by the University.**

7. **The last date to submit RR shall be 15 days to the last date of admissions notified by the DHE or as notified by the University.**

8. The students will have to attend lectures in theory and practical as per the requirements prescribed in the relevant Ordinances.

9. A candidate whose result is declared late by this University without any fault of the candidate or of the College/Institute concerned, may be admitted by the Principal/ Director, if he/she has applied by the stipulated date and seat is available without payment of late fee, within 10 working days of the declaration of result by the University.

10. Declaration to be obtained from the candidate

The College/ Institute should make a provision in the admission form for a declaration to be given by the student(s) as under: -

"I declare that I am applying for admission with the consent of my parents/guardian and that the particulars given above are correct. I have read the College / Institute Admission Brochure for the session 2024-25 as well as the admission requirements as laid down by the University for the Course. I agree to abide by the rules and regulations given therein. I further declare that I shall submit myself to disciplinary jurisdiction of the Principal/Director of the College/Institute, the Vice-Chancellor and the other authorities of the University who may be vested with the power to exercise discipline under the Act, the Statutes, the Ordinances and Rules framed by the University in this regard.

I understand that my admission if made by the College/ Institute is provisional and will be subject to confirmation by the University. In case my admission is cancelled by the University I shall have no claim for refund of fees paid by me to the College/Institute or the University.

I undertake that I shall not indulge in any act of ragging otherwise my admission to the College/Institute shall stand cancelled and disciplinary proceedings be initiated against me."

The applicants shall also submit the Undertaking as **appended at 'N'**.

11. **Students, in any case, will not be dealt with directly by the University and their requests/applications should not be sent to the University in piece meal. However, the doubts, if any, may be got cleared by deputing an official/teacher to the University.**

12. All admissions shall be made strictly on merit from amongst eligible applicants for each course of study.

13. The marks obtained by the candidate in an additional subject be considered for calculating the merit percentage for admission to P.G. Course if the candidate is seeking admission in that subject after eliminating the lowest marks secured by the candidate in any of the subject.

14. If the last date of admission/submission of application form falls on a holiday or that day is declared holiday by the Govt./University/College/Institute, the next working day will be considered as the last date for the purpose.

15. The Principal/Director of the College/Institute shall not make admission over and above the sanctioned intake. Such admissions shall not be regularized by the University. Registration Branch of this University will ensure that admissions are not made over and above the sanctioned seats by any affiliated College/ Institute. If any violation comes to the notice, the same will be brought to the notice of the University authorities.

16. No one shall be admitted to the University or any examination of the University unless he/she has been registered as a student of the University.

The Colleges/Institutes shall not make admissions beyond the sanctioned intake. However, in case of extra ordinary situations/circumstances, the SFS Colleges/ Institutes shall adopt the following procedure for making a request to the University for Creation of additional seat(s) (except M. Tech., MCA and LL.B.) for the session 2024-25 only. In case of Govt. Colleges/Institutes, such request shall be made through the Director General, Higher Education, Haryana.

The Principal/Director of the College/Institute will send the recommendations of the College/Institute Admission Committee for creation of additional seat(s) for a particular session certifying that requisite infrastructures/facilities are available for the proposed increase. Such recommendations including increase of students, if any excluding Govt. Colleges/Institutes should come to the University for Further Action by the Colleges Branch.

The admissions will be made against the increased seats, on the basis of the laid down merit/criteria. However, an extreme compassionate case can be considered on individual basis on the recommendations of the Admission Committee of the College/Institute.

17. The total number of seats in the College(s)/Institute(s) committing any type of irregularity in making admissions etc. will be reduced by minimum ten seats initially for a period of one year and it will be doubled in case the College/Institute repeats the violation of rules.

18. Admissions to various courses in the affiliated Colleges/Institutes may be made after consulting the list of various examinations of other Universities recognized by this University.

19. The instructions for curbing ragging as conveyed by the UGC vide letter No. 1-15/2009 (ARC) pt. III dated 17.03.2017, in view of the judgment of the Hon'ble Supreme Court of India dated 08.05.2009 in Civil Appeal No. 887/2009 and also given in **Chapter IX** be adhered to strictly (UGC Regulations on Curbing the Menace of Ragging in Higher Education Institutions, 2009, UGC website i.e. www.ugc.ac.in & the Haryana Prohibition of Ragging in Educational Institution Ordinance 2012.

20. **Relaxations in eligibility conditions for SC Category Candidates of Haryana only:**

The SC candidates of Haryana shall be granted reduction/relaxation of 5% marks in the eligibility conditions in all the courses in the marks required for general category, in view of the decision of the Hon'ble Supreme court conveyed by the State Govt. as explained hereunder**:**

The decision of the State Govt. conveyed by the Chief Secretary to Govt. Haryana by notification No.22/129/2012-1GSIII dated 16.07.2014 in view of judgments of Hon'ble Supreme Court passed in Civil Appeal No.7084/2011 and the Resolution No. 100 of the meeting of the Executive Council of this University held on 22.12.2014 regarding relaxation in minimum eligibility condition for reserved categories in all the courses being run in the University Teaching Departments and Colleges/Institutes, prescribing minimum eligibility qualifications for admission in various courses, the reduction of 5% should be reduced from the minimum required marks by a general category candidates.

Example:

In a programme, a general candidate requires to have 50% marks, then as per Govt. instructions by giving 5% relaxation the minimum eligibility marks for a SC/ST candidate should be calculated as under: -

Out of 100 Marks needs to less =5 Out of 1 Marks needs to less= 5/100

Out of 50 Marks needs to less=5/100×50=2.50

This way, minimum less mark where general category candidates are required to have 50% in a prescribed qualification, the total required marks for a reserved candidate will be 50-2.50=47.50 and not 45.

21. Reservations or relaxations, if any, are available to the reserved candidates of Haryana only, as per reservation policy of the State.

22. As per guidelines of Higher Education Department issued vide memo No. 15/1-2020 NSS (2) dated 10.05.2023 the additional 5 marks will be awarded to the NSS Merit Certificate holder volunteers during the under graduate courses/classes admission process from the academic session 2024-25.
Note: the additional 5 marks will only be awarded if the candidate ensure his/her admission through the eligible criteria of merit basis and not applicable to the candidates of CUET basis admissions.

23. Henceforth, Certificate of Residence and Caste Certificate (Backward Class and Scheduled Caste) should be signed and issued by the Circle Revenue Officer (Tehsildar/Naib Tehsildar-cum-Executive Magistrate) of the District/Sub Division to which the candidate belongs and Head of Department in case of Govt. employees. Certificate issued by any other authority will not be accepted.

24. Candidates who have passed their qualifying examinations from the Universities/Boards in the State of Haryana will be deemed to be Haryana residents and will not be required to submit certificate of residents of Haryana, however, **PPP will be mandatory**.

25. **If gap in studies, students may give reasons with documentary proof/ self-undertaking.**

26. No College/Institute shall register/enroll any student in violation of the merit list. Instances have come to notice where Colleges/Institutes had notified that admissions will be made on first come first served basis which is totally against the admission rules/guidelines. Not only this, the Colleges/Institutes also accepted fee for booking seats on first come first served basis. In case any College/Institute is found involved in such activities, it will invite disciplinary action.

27. The examinations of odd semesters shall be held in the month of November/December and examinations of even semesters shall be held in the month of May/June each year.

28. At the time of admissions, fee/funds like enrolment, registration, tuition fee, games, union, library, magazine, medical, examination and other funds may not be charged from SC students whose parents' annual income is not more than Rs.2.5 Lakhs. The claim on account of such fee may be submitted to the Director General, Higher Education, Haryana, Panchkula after getting the same vetted from the Auditors of the Directorate for reimbursement. The affiliated Colleges shall however pay all the University dues at the time of submitting the registration return/examination form as usual. These instructions shall also be applicable to all Colleges where courses are being under SFS. **Latest norms**

and Instructions received from the State Govt. from time to time regarding fee and funds related to SC students shall be followed.

The fee and funds relating to SC students shall be claimed by the concerned College/Institute under P.M.S. to SC students. The concerned Institute, while sending the claim of SC students shall also submit the certificate to the effect that they have not charged funds and fees from SC students. In case, the students have paid the fees and funds then the said amount shall be transferred in the bank account of concerned student through Aadhar Card. Such students shall intimate the College/Institute for the same.

However, they are required to deposit library and other securities which will be refunded to them after completion of the course or leaving the College on submission of "No dues Certificate".

29. The UGC vide its letter dated 26.02.2015 has issued guidelines to the University regarding scholarships meant for SC students, to incorporate in Prospectus/ Brochure of all the Institutes that the eligible SC students should submit their scholarship forms for the Academic year by February for processing scholarship to SC students each year. Therefore, all the Institutes are required to incorporate the instructions in their Prospectus/Brochure that the eligible SC /ST, OBC, PwD students etc. should submit their scholarship form for the Academic year by February for processing scholarship.

30. **In case of withdrawal of admission the refund of fee shall be as per the latest notification of University Grants Commission/State Govt.**

31. No class in any subject should be started if the number of candidates seeking admission in any subject is less than 30. However, the Vice Chancellor may consider the case in special conditions on the request of Principals/Director of College/Institute.

32. **All the Colleges/Institutes shall add a column in the admission form/application form in the Prospectus of College/Institute of Transgender, Aadhar Card Number, Mobile Number and email address. As per instructions of the State Govt. issued vide Memo No. 18/30-2015 UNP (4) dated 08.03.2017, to enable to link Aadhar ID with Bank account of all students to be admitted from the session 2024-25, the Aadhar based admissions must be implemented i.e. every student shall be in possession of Aadhar number at the time of admission in the College.**

33. Any candidate, who fails to turn up for Counselling at his/her turn, will be considered for the remaining seats at the time he/she reports for counselling. But no relaxation shall be given if the candidate fails to appear before the Counselling Committee on the fixed date/time.Those candidates, who do not

get admission in one round of counselling, shall be eligible for admission in subsequent round, if seats are available.

34. **The Director/Principal of the College/Institute make sure that before making admissions to various courses, the Admission Committee of the College/Institute has gone through the Ordinances adopted by the University.**

35. A candidate who has gap in studies can be granted admission after he/she submits an undertaking describing the reason of the gap period and also that he/she has not indulged in any illegal activities, keeping in view the maximum duration to complete the course.

36. As per NEP 2020, the provision of Multiple Entry & Exit will be implemented for the programmes running under NEP 2020 for the session 2024-25.

37. Unless otherwise specified, there is no upper or lower age limit for admission in any course.

38. It is clarified that the students whose result is declared as EEC, it means that their entire exam result has been cancelled for that roll number i.e. theory and practical. Internal Assessment marks of that students shall be carried forward as per University rules. Such a student will appear in the examinations of re-appear and not required to attend classes again of the semester in which his/her EEC has been declared.

Note:

Registration Return/Continuation Registration

The detailed instructions for the submission of Registration Return/Continuation Registration Return fee will be applicable as per notifications of Registration and Scholarship branch which will be notified in due course of time.

CHAPTER-III

Nomenclature of Programmes under NEP 2020 w.e.f. 2024-25

Nomenclature Prior to Implementation of NEP 2020	Nomenclature of Programmes as Per NEP 2020 w.e.f. session 2024-25 After 3 years	Nomenclature of Programmes as Per NEP 2020 w.e.f. session 2024-25 After 4 years
MULTIDISCIPLINARY PROGRAMMES (Scheme UG A1)		
B.Sc. Medical	B.Sc. in Life Science	B.Sc. (Life Science) Honours/ Honours with Research in <Subject>
B.Sc. Non-Medical	B.Sc. in Physical Science	B.Sc. (Physical Science) Honours/ Honours with Research in <Subject>
B. A. (Pass Course)	B.A. (Multidisciplinary)	B.A. (Multidisciplinary) Honours/ Honours with Research in <Subject>
SINGLE MAJOR PROGRAMMES (SCHEME UG A2)		
B.A. (Honrs) Economics	B.A. with major in Economics	B.A. (Honours/Honours with Research) in Economics
B.A. (Honrs) English	B.A. with major in English	B.A. (Honours/Honours with Research) in English
B.A. (Honrs) Hindi	B.A. with major in Hindi	B.A. (Honours/Honours with Research) in Hindi
B.A. (Honrs) History	B.A. with major in History	B.A. (Honours/Honours with Research) in History
B.A. (Honrs) Political Science	B.A. with major in Political Science	B.A. (Honours/Honours with Research) in Political Science
B.A. (Honrs) Psychology	B.A. with major in Psychology	B.A. (Honours/Honours with Research) in Psychology
B.A. (Honrs) Sanskrit	B.A. with major in Sanskrit	B.A. (Honours/Honours with Research) in Sanskrit
B.A. (Hons.) Geography	B.A. with major in Geography	B.A. (Honours/Honours with Research) in Geography
B.Sc. Botany Hons	B.Sc. with Major in Botany	B.Sc. (Honours/Honours with Research) in Botany

B.Sc. Zoology Hons	B.Sc. with Major in Zoology	B.Sc. (Honours/Honours with Research) in Zoology
B.Sc. Mathematics Hons	B.Sc. with Major in Mathematics	B.Sc. (Honours/Honours with Research) in Mathematics
B.Sc. Computer Science	B.Sc. with major in Computer Science	B.Sc. (Honours/Honours with Research) in Computer Science
B.Sc. (Hons.) Chemistry	B.Sc. with major in Chemistry	B.Sc. (Honours/Honours with Research) in Chemistry
B.Sc. (Hons) Physics	B.Sc. with major in Physics	B.Sc. (Honours/Honours with Research) in Physics
INTERDISCIPLINARY PROGRAMMES (Scheme UG A4)		
B.Com or B.Com (Hons)	B.Com.	B.Com (Honours/Honours with Research)
BCA	B.C.A.	B.C.A. (Honours/Honours with Research)
BTM Or B.T.T.M.	Bachelor of Travel and Tourism Management	Bachelor of Travel and Tourism Management (Honours/Honours with Research)
B.A.(JMC)	B.A. in Journalism and Mass Communication	B.A. (Honours/Honours with Research) in Journalism and Mass Communication
B.B.A (Hospitality Management)	B.B.A. in Hospitality Management	B.B.A.(Honours/Honours with Research) in Hospitality Management
B.B.A.	B.B.A.	B.B.A.(Honours/Honours with Research)
B.Sc. (Sports Science)	B.Sc. with major in Sports Science	B.Sc. (Honours/Honours with Research) in Sports Science
B.A. (Culinary Arts)	B.A. in Culinary Arts	B.A. (Honours/Honours with Research) in Culinary Arts
B.Sc. Home Science Or B.Sc. Home Science (Hons.)	B.Sc. in Home Science	B.Sc. (Honours/Honours with Research) in Home Science
B.Sc. Biotech Or B.Sc. Biotech (Hons.)	B.Sc. in Biotechnology	B.Sc. (Honours/Honours with Research) in Biotechnology

CHAPTER-IV

ELIGIBILITY CONDITIONS FOR ADMISSION TO UNDERGRADUATE COURSES

Sr. No.	Nomenclature of Programmes as Per NEP 2020 w.e.f. session 2024-25 After 3 years	Nomenclature of Programmes as Per NEP 2020 w.e.f. session 2024-25 After 4 years*	Eligibility
	MULTIDISCIPLINARY PROGRAMMES		
1.	B.Sc. in Life Science	B.Sc. (Life Science) Honours/ Honours with Research in <Subject>	10+2 Stream or Equivalent, with English, Physics, Chemistry & Biology subjects having 45% marks in aggregate
2.	B.Sc. in Physical Science	B.Sc. (Physical Science) Honours/ Honours with Research in <Subject>	10+2 Stream or Equivalent, with English, Physics, Chemistry & Mathematics subjects having 45% marks in aggregate
3.	B.A. (Multidisciplinary)	B.A. (Multidisciplinary) Honours/ Honours with Research in <Subject>	10+2 Stream or Equivalent, with Arts, Commerce, Science (Non-Medical), Science (Medical) having 33% marks in aggregate
	UNDERGRADUATE SINGLE MAJOR PROGRAMMES		
4.	B.A. with major in Economics	B.A. (Honours/Honours with Research) in Economics	10+2 Stream or Equivalent, with 45% marks in aggregate
5.	B.A. with major in English	B.A. (Honours/Honours with Research) in English	10+2 Stream or Equivalent, with 45% marks in aggregate
6.	B.A. with major in Hindi	B.A. (Honours/Honours with Research) in Hindi	10+2 Stream or Equivalent, with 45% marks in aggregate
7.	B.A. with major in History	B.A. (Honours/Honours with Research) in History	10+2 Stream or Equivalent, with 45% marks in aggregate
8.	B.A. with major in Political Science	B.A. (Honours/Honours with Research) in Political Science	10+2 Stream or Equivalent, with 45% marks in aggregate

9.	B.A. with major in Psychology	B.A. (Honours/Honours with Research) in Psychology	10+2 Stream or Equivalent, with 45% marks in aggregate
10.	B.A. with major in Sanskrit	B.A. (Honours/Honours with Research) in Sanskrit	10+2 Stream or Equivalent, with 45% marks in aggregate
11.	B.A. with major in Geography	B.A. (Honours/Honours with Research) in Geography	10+2 Stream or Equivalent, with 45% marks in aggregate
12.	B.Sc. with Major in Botany	B.Sc. (Honours/Honours with Research) in Botany	10+2 Stream or Equivalent, with English, Physics, Chemistry & Biology subjects having 45% marks in aggregate
13.	B.Sc. with Major in Zoology	B.Sc. (Honours/Honours with Research) in Zoology	10+2 Stream or Equivalent, with English, Physics, Chemistry & Biology subjects having 45% marks in aggregate
14.	B.Sc. with Major in Mathematics	B.Sc. (Honours/Honours with Research) in Mathematics	10+2 Stream or Equivalent, with English, Physics, Chemistry & Mathematics subjects having 45% marks in aggregate
15.	B.Sc. with major in Computer Science	B.Sc. (Honours/Honours with Research) in Computer Science	10+2 Stream or Equivalent, with English, Physics, Chemistry & Mathematics subjects having 45% marks in aggregate
16.	B.Sc. with major in Chemistry	B.Sc. (Honours/Honours with Research) in Chemistry	10+2 Stream or Equivalent, with English, Physics, Chemistry & Mathematics subjects having 45% marks in aggregate
17.	B.Sc. with major in Physics	B.Sc. (Honours/Honours with Research) in Physics	10+2 Stream or Equivalent, with English, Physics, Chemistry & Mathematics subjects having 45% marks in aggregate

	UNDERGRADUATE INTERDISCIPLINARY PROGRAMMES		
18.	B.Com.	B.Com (Honours/Honours with Research)	10+2 Stream or Equivalent, with Arts, Commerce, Science (Non-Medical), Science (Medical) having 40% marks in aggregate
19.	B.C.A.	B.C.A. (Honours/Honours with Research)	10+2 Stream or Equivalent, with Arts, Commerce, Science (Non-Medical), Science (Medical) having 45% marks in aggregate
20.	Bachelor of Travel and Tourism Management	Bachelor of Travel and Tourism Management (Honours/Honours with Research)	10+2 Stream or Equivalent, with Arts, Commerce, Science (Non-Medical), Science (Medical) having 40% marks in aggregate
21.	B.A. in Journalism and Mass Communication	B.A. (Honours/Honours with Research) in Journalism and Mass Communication	10+2 Stream or Equivalent, with Arts, Commerce, Science (Non-Medical), Science (Medical) having 40% marks in aggregate
22.	B.B.A. in Hospitality Management	B.B.A.(Honours/Honours with Research) in Hospitality Management	10+2 Stream or Equivalent, with Arts, Commerce, Science (Non-Medical), Science (Medical) having 40% marks in aggregate
23.	B.B.A.	B.B.A.(Honours/Honours with Research)	10+2 Stream or Equivalent, with Arts, Commerce, Science (Non-Medical), Science (Medical) having 45% marks in aggregate
24.	B.Sc. in Sports Science	B.Sc. (Honours/Honours with Research) in Sports Science	10+2 Stream or Equivalent, with Arts, Commerce, Science (Non-Medical), Science (Medical) having 40% marks in aggregate
25.	B.A. in Culinary Arts	B.A. (Honours/Honours with Research) in Culinary Arts	10+2 Stream or Equivalent, with Arts, Commerce, Science (Non-Medical), Science (Medical) having 40% marks in aggregate

26.	B.Sc. in Home Science	B.Sc. (Honours/Honours with Research) in Home Science	10+2 Stream or Equivalent, with 45% marks in aggregate
27.	B.Sc. in Biotechnology	B.Sc. (Honours/Honours with Research) in Biotechnology	10+2 Stream or Equivalent, with English, Mathematics/ Biology, Physics, Chemistry subjects having 45% marks in aggregate

- **Abbreviations:**
- B.A. = Bachelor of Arts
- B.Sc. = Bachelor of Science
- B.Com = Bachelor of Commerce
- B.B.A = Bachelor of Business Administration
- B.C.A. = Bachelor of Computer Applications

- **The provisions of multiple Entry and Exit shall be applicable as per NEP-2020 and University Ordinances.**

- **The I.T.I passed out candidates who done ITI after Matriculation be also considered eligible, as ITI after Matriculation is held equivalent to 10+2 as per the Haryana Board of School Education as State Govt. policy.**

- ***Promotion for Honours/Honours with Research shall be the minimum eligibility mentioned in University Ordinances.**

Note:

1. If Student exit after 1st year of UG Programme: The student will be awarded **UG Certificate**
2. If Student exit after 2nd year of UG Programme: The student will be awarded **UG Diploma**
3. If Student exit after 3rd year of UG Programme: The student will be awarded **UG Degree**
4. If Student exit after 4th year of UG Programme: The student will be awarded **UG Degree with Honours/Honours with Research**

LIST OF SUBJECTS UNDER MULTIDISCIPLINARY PROGRAMMES

A. Bachelor of Arts (Multidisciplinary)

S.No.	List of Core subjects of B.A. (Multidisciplinary)
1.	ECONOMICS
2.	ENGLISH
3.	GEOGRAPHY
4.	HINDI
5.	HISTORY
6.	HOME SCIENCE
7.	MATHEMATICS
8.	MUSIC (I)
9.	MUSIC (V)
10.	PHILOSOPHY
11.	PHY EDUCATION
12.	POL SCIENCES
13.	PSYCHOLOGY
14.	PUBLIC ADMINISTRATION
15.	SANSKRIT
16.	SOCIOLOGY
17.	URDU
18.	STATISTICS

B. Bachelor of Science in Physical Sciences

S.No.	List of Core Subject of B.Sc. in Physical Sciences
1.	CHEMISTRY
2.	PHYSICS
3.	MATHEMATICS
4.	COMPUTER SCIENCE
5.	STATISTICS

C. Bachelor of Science in Life Sciences

S.No.	List of Core Subject of B.Sc. in Life Sciences
1.	BOTANY
2.	CHEMISTRY
3.	ZOOLOGY
4.	BIOTECHNOLOGY

GROUPING OF SUBJECTS UNDER MULTIDISCIPLINARY PROGRAMMES BACHELOR OF ARTS (MULTIDISCIPLINARY)

CORE SUBJECTS:

Group 1	Group 2	Group 3	Group 4	Group 5
HINDI	MATHEMATICS	STATISTICS	GEOGRAPHY	PSYCHOLOGY
SANSKRIT	PUBLIC ADMINISTRATION	POL SCIENCES	HOME SCIENCE	HISTORY
URDU	MUSIC (V)	PHY EDUCATION	PHILOSOPHY	HINDI
PUNJABI	SOCIOLOGY	HINDI	MUSIC (I)	ENGLISH
ECONOMICS	HINDI	ENGLISH	-	-
ENGLISH	ENGLISH	-	HINDI	-
--	-	-	ENGLISH	-

Note:

1. ***The student shall select any three core subjects from above five groups but not more than one from each group without repetition of any subject/course.***
2. ***The student will choose one Language preferably Hindi/English as one of core subject.***

MINOR COURSE:

1. ***The Student may choose one of the above subject as Minor Course (Must be different from core Subject).***

CORE SUBJECT GROUPING FOR BACHELOR OF SCIENCE IN LIFE SCIENCES

BOTANY
CHEMISTRY
ZOOLOGY
BIOTECHNOLOGY

Note: The student shall select any three core subjects from list of courses

CORE SUBJECT GROUPING FOR BACHELOR OF SCIENCE IN PHYSICAL SCIENCES

Mathematics
Physics
Chemistry Or Computer Science Or Statistics

Note: The student shall select any three core subjects from list of courses

Minor Subject for B.Sc. in Life Sciences and B.Sc. in Physical Sciences

- Student may choose any of above subject of B.Sc. in Life Sciences and B.Sc. in Physical Sciences without repetition of subject (i.e. different from core subject).
- The student may choose Geography as Minor course wherever there is no option of science subject other than core course in his/her college.

CHAPTER-V

ELIGIBILITY CONDITIONS FOR ADMISSION TO POST-GRADUATE COURSES

Sr. No.	Nomenclature of the programme	Duration (Year)	Eligibility
1	M.A. (Hindi)	2	Bachelor degree/ Shastri examination (New Scheme) of three year duration with at least 50% (47.5% marks for SC/ST/Blind/Visually and Differently Abled candidates of Haryana) marks in aggregate or any other examination recognized as equivalent thereto.
2	M.A. (History)	2	Bachelor degree/ Shastri examination (New Scheme) of three year duration with at least 50% (47.5% marks for SC/ST/Blind/Visually and Differently Abled candidates of Haryana) marks in aggregate or any other examination recognized as equivalent thereto.
3	M.A. (Psychology)	2	Bachelor degree/ Shastri examination (New Scheme) of three year duration with at least 50% (47.5% marks for SC/ST/Blind/Visually and Differently Abled candidates of Haryana) marks in aggregate or any other examination recognized as equivalent thereto.
4	Master in Physical Education and Sports (MPES)	2	Bachelor degree/ Shastri examination (New Scheme) of three year duration with at least 50% (47.5% marks for SC/ST/Blind/Visually and Differently Abled candidates of Haryana) marks in aggregate or any other examination recognized as equivalent thereto.
5	M.A. (Political Science)	2	Bachelor degree/ Shastri examination (New Scheme) of three year duration with at least 50% (47.5% marks for SC/ST/Blind/Visually and Differently Abled candidates of Haryana) marks in aggregate or any other examination recognized as equivalent thereto.

6	M.A. (Sociology)	2	Bachelor degree/ Shastri examination (New Scheme) of three year duration with at least 50% (47.5% marks for SC/ST/Blind/Visually and Differently Abled candidates of Haryana) marks in aggregate or any other examination recognized as equivalent thereto.
7	M.Com.	2	B.Com. (Hons./Pass)/ BBA or B.A. with Economics/ Commerce/ Marketing/ Insurance as a subject with at least 50% marks (47.5% for SC/ST/Blind/Visually and Differently Abled candidate of Haryana) in aggregate or any other examination recognized as equivalent thereto.
8	PG Diploma in Guidance and Counseling (PGDGC)	1	Postgraduate in Psychology/Applied Psychology with atleast 50% (47.5% marks for SC/ST/Blind/Visually and Differently Abled candidates of Haryana) marks in aggregate or any other examination recognized as equivalent thereto.
9	M.A. (Economics)	2	Bachelor degree/Shastri examination (New Scheme) of three year duration with at least 50% (47.5% marks for SC/ST/Blind/Visually and Differently Abled candidates of Haryana) marks in aggregate or any other examination recognized as equivalent thereto.
10	M.Sc. (Physics)	2	B.Sc. (Hons.) in Physics/ B.Sc. (Pass) with Physics & Mathematics as two of the subjects with at least 50% marks (47.5% for SC/ST/Blind/Visually and Differently Abled candidates of Haryana) in aggregate or any other examination recognized as equivalent thereto.
11	M.Sc. (Chemistry)	2	B.Sc. (Hons.) in Chemistry/ B.Sc. (Pass) with Chemistry as one of the main subjects with at least 50% marks (47.5% for SC/ST/Blind/Visually and Differently Abled candidates of Haryana) in aggregate or any other examination recognized as equivalent thereto.

12	M.Sc. (Mathematics)	2	B.A./B.Sc. (Hons.) in Mathematics/ B.A. or B.Sc. (Pass) with Mathematics as one of the subjects with at least 50% marks (47.5% for SC/ST/Blind/Visually and Differently Abled candidate of Haryana) in aggregate or any other examination recognized as equivalent thereto.
13	MCA	2	Passed B.C.A./Bachelor Degree in Computer Science Engineering with at least 50% marks (47.5% marks for SC/ST candidates of Haryana only) in aggregate or any other examination recognized as equivalent thereto. OR Passed B.Sc./B.Com./B.A. with Mathematics at 10+2 level or at Graduation Level (with additional Bridge Course as per the norms of the University) with at least 50% marks (47.5% marks for SC/ST candidates of Haryana only) in aggregate or any other examination recognized as equivalent thereto.
14	M.A (Geography)	2	Bachelor degree/ Shastri examination (New Scheme) of three year duration with at least 50% (47.5% marks for SC/ST/Blind/Visually and Differently Abled candidates of Haryana) marks in aggregate or any other examination recognized as equivalent thereto.
15	MBA	2	Master or Bachelor degree in any discipline from a recognized University, obtaining at least 50% marks in aggregate (47.5% in case of SC/ST/Divyang candidates of Haryana only).
16	M.A. (English)	2	Bachelor degree/ Shastri examination (New Scheme) of three year duration with at least 50% (47.5% marks for SC/ST/Blind/Visually and Differently Abled candidates of Haryana) marks in aggregate or any other examination recognized as equivalent thereto.
17	M.Sc. (Computer Science)	2	Bachelor/Postgraduate Degree in any discipline with at least 50% marks (47.5% for SC/ST/Blind/Visually and Differently Abled candidate of Haryana) in aggregate or any examination recognised by Gurugram University, Gurugram as equivalent thereto.

18	M.A. (Urdu)	2	Bachelor degree of three years duration with Urdu as a compulsory/elective subject with at least 50% marks (47.5% for SC/ST/Blind/Visually and Differently Abled candidate of Haryana) in aggregate or any other examination recognized.
19	M.Tech. (Computer Science & Engineering)	2	B.E./ B.Tech. or equivalent degree in Computer Science & Engineering/ Computer Engineering/Information Technology/ Electronics & Communication Engineering/ Electronics Engineering / Electrical & Electronics Engineering/ Electronics & Instrumentation Engineering / Electrical Engineering or Master of Computer Applications (MCA) or M.Sc. (Computer Science/IT/ Software) or M.Sc. (Maths.) or M.Sc. (Physics) with at least 50% (47.50% marks for SC/ST candidates of Haryana only) marks in aggregate alongwith valid GATE score in Computer Science & Engineering/IT.
20	M.Tech. (Information Technology)	2	MCA or M.Sc (Computer Science/IT/ Software) or B.E./B.Tech.in Computer Engineering/Computer Science& Engineering/Computer Technology/IT or equivalent degree with atleast 50% marks (47.50% for SC/ST candidates of Haryana only) alongwith GATE score in Computer Science & Engineering/IT. **Note: This program shall run subject to enrollment of minimum 10 students, otherwise admissions made if any, shall be cancelled.**
21	M.Tech. (Mechanical Engineering)	2	B.E./B.Tech or equivalent degree in Mechanical Engineering/Production Engineering/Thermal Power Engineering / automobile Engineering/robotics Engineering / CAD / Mechatronics / Aeronautical Engineering/Industrial engineering with 50% marks (47.50% for SC/ST candidates of Haryana only in aggregate) alongwith valid GATE score.

22	M.Tech. (Electronics & Communication Engineering)	2	i) First preference in the order: B.E./B.Tech. or equivalent degree in Electronics & Communication Engineering/Electronics & Telecom Engineering /Electronics Engineering with 50% (47.50% marks for SC/ST candidates of Haryana only) marks in aggregate along with valid GATE score. ii) Second preference in the order: (a) B.E./B.Tech. or equivalent degree in Electrical & Electronics Engineering/Applied Electronics & Instrumentation Engineering/Electronics Instrumentation & Control Engineering/ Electrical Engineering/ Instrumentation & Control Engineering/Instrumentation Engineering /Control Engineering with 50% marks in aggregate (47.50% marks for SC/ST candidates of Haryana only); (b) Biomedical Engineering /Mechatronics with 50% marks in aggregate (47.50% marks for SC/ST candidates of Haryana only) alongwith valid GATE score. Third preference in the order: (a) M.Sc. (Electronics) with 50% marks in aggregate (47.50% marks for SC/ST candidates of Haryana only); (b) M.Sc (Physics with specialization in Electronics) with 50% marks in aggregate with valid GATE score in Electronics & Comm. Engineering/Electronics Engineering.

Note:

The marks obtained by the candidate in an additional subject be considered for calculating the merit percentage for admission to P.G. Course if the candidate is seeking admission in that subject after eliminating the lowest marks secured by the candidate in any of the other subjects.

CHAPTER-VI

CONDONING DEFICIENCY IN LECTURES ETC.

1. Unless otherwise provided in any other Ordinance of a Course, a candidate who had not attended the percentage of lectures/ practical's etc. as prescribed by the Ordinance, and the deficiency thereof has not been condoned by the Principal/Director of the College/Institute or Head of the University Teaching Department shall not be eligible to appear in the examination. The Principal/ Director of the College/Institute can condone deficiency in lectures in various courses run in the affiliated Colleges upto 20%.

2. The Principal/Director of the College/Institute may condone shortage in lectures on the following grounds:

   i) Illness of self.

   ii) Illness/death of parents, brother, sister or any other close family member.

   iii) Any other reason beyond the control of the student to the satisfaction of the Principal/Director of the college/Institute.

   In case of (i) and (ii) above, the student must produce valid proof from a Govt. Health Centre/Hospital including various Hospitals which have been approved by the Govt. of Haryana for seeking treatment by State Govt. employees.

   If the Principal/Director of a College/Institute is not satisfied with the reasons for the shortage given by a student, it is not obligatory on his/her part to condone the shortage. The decision of the Principal/Director of the College/Institute in the matter shall be final.

   No students shall be deemed to have pursued a regular course of study unless he/she has attended not less than 65% of the lectures delivered in theory as well as practical, unless otherwise provided in any Ordinance. Relaxation in shortage of lectures upto 20% will be allowed by the Head of the Institutes on the grounds detailed above. As per University rules, name of the student remaining absent for 15 consecutive days after the start or during the academic session willhout any shall be struck of from the rolls of College/Institute. A fine of Rs. 5/- per lecture/day shall be charged on account of remaining absent from the classes.

   However, re-admission may be allowed on payment of Rs. 1000/-along with required fine within 15 days with the permission of the Dean Academic Affairs. If a student fails to report within this time limit, the seat will be declared vacant. Re-admission may be allowed by the Dean Academic Affairs only once on the recommendations of the concerned Head of the Institute on payment of prescribed re-admission fee.

3. If, at the time of submission of examination form a student has not completed the required percentage of lectures etc. his name may be sent for the examination provisionally. The Principal shall, 15 working days before the date of commencement of examination, intimate to the Controller of Exams if the student has made up the required percentage of lectures or if the deficiency has not been condoned. If Roll No. slips in respect of such students are received by the Principal these shall be immediately returned to the Controller of Examinations.

4. Attendance at Seminars will be counted as lectures but a test for quiz shall not count for this purpose.

5. If a student migrates from another University/College, the lectures/ practical, etc. attended by him/her at the previous institutions shall be taken into account for determining whether he/she has attended the requisite percentage of lectures/practical etc.

6. If the percentage of attendance is deficient on account of:

   a. participation in University or Inter Collegiate Sports Tournaments/Youth Festivals with the previous sanction of the Principal;

   b. (i) participation in Inter University Sports Tournaments Youth Festivals with the previous sanction of the Principal;

   (ii) attendance at the NCC/NSS Camps or University Educational Excursions certified by the Principal;

   (iii) attendance at Mountaineering Courses by students selected by the University/ College;

   The lectures/tutorials/practical work delivered/done during the period of absence on account of participation in aforesaid be not taken into consideration while counting the number of lectures delivered or tutorial/practical work done provided that the total period of absence in the case of (a), (ii) and (iii) shall not exceed 21 days and in the case of (b) (i) 30 days in an academic year.

7. In case, a candidate appearing in any competitive examination conducted by Government for Public Services, the days spent in the examination (i.e. from the first to the last paper of the candidate concerned and in travelling connected therewith) shall be counted on production of satisfactory evidence as attendance at lectures delivered to his class during the aforesaid period subject to a maximum of ten days in an academic year.

8. A student of a College who is unable to appear in an examination owing to shortage in prescribed course of lectures etc. in a subject or subjects may be allowed to appear in that examination in the following year (in the following

examination. If he is a candidate for an examination for which a supplementary examination is held for failed candidates) if he attends the College for atleast one terms to make up the deficiency in the subject(s). If he leaves the college after one term he may be allowed to appear in the examination as an ex-student but if he attends the College for the whole academic year and completes the requisite percentage of lectures in that year, he may be allowed to appear in the examination as a regular student.

Such a student shall be charged tuition fee for each full term in which he attends classes.

Example: - If a student has not attended required percentage of lectures in any semester, then he/she has to seek admission in the same semester to complete the required lectures. In case he/she has attended the required percentage of lectures, he/she is eligible to be promoted to the next semester subject to fulfilment of other requirements.

9. Students, who voluntarily donate blood to the Blood Bank may be given the benefit of attendance of all periods for that day. This will apply to all courses.

CHAPTER VII

RESERVATION OF SEATS AND WEIGHTAGES

1. Reservation of Seats:

Reservation of seats, in view of Reservation Policy issued by Govt. of Haryana vide Notification No. 22/10/2013-IGSIII dated 28.2.2013 and instructions received from time to time in various programmes offered in Govt./Govt. aided educational/technical/ professional institution is as detailed below:

Category	**Percentage**
a) All India Open Category Seats (Including Haryana State) (AIO)	15% of the sanctioned intake
b) State Quota	85% of the sanctioned take
(b-1) Haryana Open General Category (HOGC)	50% of the State Quota i.e. 42.5% of total intake.
Economically Weaker Section	*10% seats out of HOG and AIO are reserved for EWS (refer letter no. 22112/2019-1GS-III dated 25.02.2019 and letter No.40395DHE-190005/97/2020- UNP (STATE)-DHE dated 19.04.2021
(b-2) Reserved Categories of Haryana	50% of the State Quota i.e. 42.5% of total intake
Scheduled Caste (SC)	20% of State Quota (17% of total intake) i. 50 % of 20% to Scheduled Castes ii. 50% of 20% to Deprived Scheduled Castes (refer to **Appendix-G and H**)
Backward Classes of Haryana (A)(BCA)	16% of State Quota (13.6% of total intake)
Backward Classes of Haryana (B)(BCB)	11% of State Quota (9.35% of total intake)
Physically Handicapped (PH)	3% of State quota (2.55% of total intake).

Note:

The reservation of seats is as per Reservation Policy of the State Govt. of Haryana and is subject to change/amendment made by the State Govt. from time to time.

CHAPTER-VIII

BAN OF RAGGING IN EDUCATIONAL INSTITUTIONS

The instructions for curbing ragging as conveyed the UGC vide letter No. 1-15/2009 (ARC) pt. III dated 17.03.2017, in view of the judgment of the Hon'ble Supreme Court of India dated 08.05.2009 in Civil Appeal No. 887/2009 be adhered to strictly (UGC Regulations on Curbing the Menace of Ragging in Higher Education Institutions, 2009, UGC website: www.ugc.ac.in & the Haryana Prohibition of Ragging in Educational Institution Ordinance 2012.

Ragging in educational institutions is banned and any one indulging in ragging is likely to be punished appropriately. The punishment may include expulsion/ suspension from the institution or classes for a limited period or fine with a public apology. The punishment may also take shape of (i) withholding or withdrawing scholarships or fellowships and other benefits (ii) forfeiting campus placement opportunities or recommendations. (iii) debarring from appearing in any test or examination or other evaluation process (iv) debarring from representing the educational institution in any regional, national or international meet, tournament, youth festival, etc. (v) withholding results (vi) suspension or expulsion from hostel or mess (vii) cancellation of admission (viii) lodging of FIR with the local police. If the individuals committing or abetting ragging are not/cannot be identified, collective punishment can be awarded to act as a deterrent.

Any disorderly conduct whether by words spoken or written or by an act which has the effect of teasing, treating or handling with rudeness any other students, indulging in rowdy or in disciplinary activities which causes or is likely to cause

annoyance, hardship or psychological harm or to raise fear apprehension thereof in freshers or junior students or asking the students to do any act or perform something which such students will not do in the ordinary course and which has the effect of causing or generating a sense of shame of embarrassment so as to adversely affect the physique or psyche of a fresher or a junior student or any type of abuse through electronic media or wrongful confinement, use of criminal force, assault as well as sexual offence, trespass, defamation or threat to defame will be deemed an act of ragging.

Hon'ble Supreme Court of India in SPL (C) No. 24295/2004 in the matter of University of Kerala V/s Council of Principals, Colleges of Kerala and others has ordered that if any incident of ragging comes to the notice of the authority the concerned student shall be given liberty to explain to if his/ her explanation is not found satisfactory, the authority would expel him/her from the Institution.

CHAPTER-IX

Check on the menace of sexual harassment and violence against women

The University has a zero tolerance policy towards the act of sexual harassment. Sexual harassment is taken as a serious act of indiscipline. A Committee, constituted by the Vice-Chancellor under the Chairpersonship of a senior female professor/Associate Professor, will check the menace of sexual harassment and violence against girl students and women. The Sexual Harassment‖ includes any unwelcome sexually determined behaviour, whether directly or by implication and includes physical contact and advances, a demand or request for sexual favours, sexually-coloured remarks, showing pornography or any other unwelcome physical, verbal or non-verbal conduct of sexual nature. The Committee shall take all precautionary measures to prevent sexual harassment and violence against girl students and women in the University. It shall also ensure that there is no hostile environment towards girl students and women. No girl student should have reasonable ground to believe that she is at a disadvantage or is being discriminated against. If any complaint of sexual harassment comes to the notice of the Committee, immediate disciplinary action alongwith appropriate action in accordance with the law would be taken.

APPENDIX- A

SELF DECLARATION

(Self-Declaration to be submitted by students against ragging at the time of admission)

1. I, _____ (Full Name of the Student with admission/ registration/ enrollment No.) S/o, D/o Mr./Mrs./Ms. _____ having been admitted to (name of the institution) _____ have carefully read "THE HARYANA PROHIBITION OF RAGING IN EDUCATIONAL INSTITUTION ORDINANCE, 2012" and fully understood the provisions contained in the said ordinance.

2. I have, in particular, perused clause 2(f) of the ordinance and am aware as to what constitutes ragging.

3. I have also, in particular, perused clause 8 of the Ordinance and I am fully aware of the penal and administrative action that is liable to be taken against me in case I am found guilty of or abetting ragging, actively or passively, or being part of conspiracy to promote ragging.

4. I hereby solemnly aware and undertake that:

(a) I will not indulge in any behavior or act that may be constituted as ragging under the ordinance.

(b) I will not participate in or abet or propagate through any act of commission or omission that may be constituted as ragging under the Ordinance.

5. I hereby affirm that, if found guilty of ragging, I am liable for punishment according to Ordinance, without prejudice to any other criminal action that may be taken against me under any penal law or any, law for the time being in force.

6. I hereby declare that I have not been expelled or debarred from admission in any institution in the county on account of being found guilty of, abetting or being part of a conspiracy to promote, ragging; and further affirm that, in case the declaration is found to be untrue, I am aware that my admission is liable to be cancelled.

Declared this_____ day of _____month of_____ year.

Signature of the Student
Name:

Self-Declaration by the Parent/ Guardian

1. I, Mr./Mrs./Ms_____(Full name of parent/ guardian) father/mother/guardian of, _____(Full name of student with University Roll No. _____), having been admitted to (name of the institution)_ _____ have carefully read "THE HARYANA PROHIBITION OF RAGING IN EDUCATIONAL INSTITUTION ORDINANCE, 2012" and fully understood the provisions contained in the said ordinance.

2. I have, in particular, perused clause 2(f) of the ordinance and am aware as to what constitutes ragging.

3. I have also, in particular, perused clause 8 of the Ordinance and I am fully aware of the penal and administrative action that is liable to be taken against me in case I am found guilty of or abetting ragging, actively or passively, or being part of conspiracy to promote ragging.

4. I hereby solemnly aware and undertake that:

(a) My ward will not indulge in any behaviour or act that may be constituted as ragging under the ordinance.

(b) My ward will not participate in or abet or propagate through any act of commission or omission that may be constituted as ragging under the Ordinance.

5. I hereby affirm that, if found guilty of ragging, my ward is liable for punishment according to Ordinance, without prejudice to any other criminal action that may be taken against me under any penal law or any, law for the time being in force.

6. I hereby declare that my ward has not been expelled or debarred from admission in any institution in the county on account of being found guilty of, abetting or being part of a conspiracy to promote, ragging; and further affirm that, in case the declaration is found to be untrue, the admission of my ward is liable to be cancelled.

Declared this_____ day of _____month of_____ year.

Signature of the Parent/
Guardian
Name:
Address:
Telephone/ Mobile No.
E-mail id

APPENDIX- B

UNDERTAKING FOR GAP YEAR

I _____S/o.,_____ resident of _____ do hereby solemnly state & affirm as under:

(1) That I am a resident of above said address.

(2) That I have passed_____class in the year_____ from_____School/College/Institute/University.

(3) That I have not joined/admitted in any School/College/Institution due to _____(Reason).

(4) That there is a GAP in my studies from _____to_____.

(5) That during this period I was not involved in an illegal activity and that no Criminal case is pending against me in any court of Law.

(6) That I command a good reputation and respect in general public.

(7) That I have not availed post matric scholarship for the same programme name or programme from any College/University/Institute during the gap year.

Deponent (Student)

Verification: -

Verified that the contents of my above said undertaking are true correct to the best of my knowledge and belief and nothing has been concealed or misrepresented therein. In case the above facts are found incorrect any state then my admission can be cancelled by the University.

Date:_____

Place:_____

Deponent (Student)

APPENDIX-C

List of games approved by AIU

Sr. No.	National Championships	Sr. No.	National Championships
1.	American Football (M & W)	2.	Aquatics(M W)
3.	Archery (M W)	4.	Athletics (M W)
5.	Badminton (M &W)	6.	Ball Badminton (M & W)
7.	Baseball (M & W)	8.	Basketball (W)
9.	Basketball (M & W)	10.	Best Physique (M)
11.	Boxing (M & W)	12.	Canoeing and Kayaking (MW)
13.	Chess (M & W)	14.	Cricket (M & W)
15.	Cross Country (MW)	16.	Cycling Road (MW)
17.	Cycling Track (MW)	18.	E- Sports (M & W)
19.	Fencing (M & W)	20.	Football (M & W)
21.	Gatka (M & W)	22.	Gymnastics (M & W)
23.	Handball (M & W)	24.	Hockey (M & W)
25.	Hockey 5' s (M & W)	26.	Judo (M & W)
27.	Kabaddi NS (M &W)	28.	Kabaddi Circle Style (M & W)
29.	Kho-Kho (M & W)	30.	Korf Ball (Mixed M&W)
31.	Lawn Tennis (M & W)	32.	Netball (M & W)
33.	Pistol Shooting & 177, Air Rifle	34.	Power Lifting (M & W)
35.	Relay Race (M)	36.	Roll Ball (M & W)
37.	Roller Sports (M&W)	38.	Rowing (M &W)
39.	Sepak Takraw (M &W)	40.	Soft Tennis (M & W)
41.	Softball (M & W)	42.	Squash Rackets (M & W)
43.	Table Tennis (M & W)	44.	Taekwondo (M & W)
45.	Tug of War (M & W)	46.	Volleyball (M & W)
47.	Wrestling FS & GR (M & W)	48.	Wt. Lifting (M & W)
49.	Wushu (M & W)	50.	Yachting (M & W)
51.	Yoga (M & W)	52.	Peep Sight (M & W)

APPENDIX-D

LIST OF SELF-STYLED INSTITUTES/UNIVERSITIES WHICH HAVE BEEN DECLARED BOGUS BY THE UNIVERSITY GRANTS COMMISSION

Delhi	1. All India Institute of Public & Physical Health Sciences (AIIPHS) State Government University, Offlce Kh. No. 608-609, I st Floor, Sant Kripal Singh Public Trust Building, Near BDO Office, Alipur, Delhi-110036
	2. Commercial University Ltd.. Daryaganj, Delhi
	3. United Nations University, Delhi.
	4. Vocational University, Delhi.
	5. ADR-Centric Juridical University, ADR House, 8J, Gopala Tower, 25 Rajendra Place, New Delhi - 110 008.
	6. Indian Institute of Science and Engineering, New Delhi.
	7. Viswakarma Open University for Self-Employment, Rozgar Sewasadan, 672, Sanjay Enclave, Opp. GTK Depot, Delhi-110033.
	8. Adhyatmik Vishwavidyalaya (Spiritual University),357-352, Phase-I, Block-A, Vrjay Vihar, Rithala, Rohini, Delhi-110085
Karnataka	9. Badaganvi Sarkar World Open University Education Society, Gokak, Belgaum, Kanataka.
Kerala	10. St. John's University, Kishanattam, Kerala.
Maharashtra	11. Raja Arabic University, Nagpur, Maharashtra.
West Bengal	12. Indian Institute of Alternative Medicine, Kolkatta.
	13. Institute of Alternative Medicine and Research,8-A, Diamond Harbour Road, Builtech inn,2nd Floor, Thakurpurkur, Kolkatta – 700063
Uttar Pradesh	14. Gandhi Hindi Vidyapith, Prayag, Allahabad. Uttar Pradesh.
	15. National University of Electro Complex Homeopathy, Kanpur, Uttar Pradesh. 16.
	17. Netaji Subhash Chandra Bose University (Open University), Achaltal, Aligarh, Uttar Pradesh.
	18. BHARTIYA Shiksha Parishad, Bharat Bhawan, Matiyari Chinhat, Faizabad Road, Lucknow, Uttar Pradesh – 227105
Puducherry	19. Sree Bodhi Academy of Higher Education, No. 186, Thilaspet, Vazhuthavoor Road, Puducherry-605009

Andhra Pradesh	20. Christ New Testament Deemed University, #32-32-2003, 7th Lane, Kakumanu varithoto, Guntur, Andhra Pradesh-522002 and another address of Christ New Testament Deemed University, Fit No. 301, Grace Villa Apts.,715, Srinagar, Guntur, Andhra Pradesh-522002
	21. Bible Open University of India, H. No. 49-35-26, N.G.O.'s Colony, Visakhapatnam, Andhra Pradesh-530 016

For more details please log into: www.ugc.ac.in

Note –Before finalizing the admissions, the up-dated lists of recognized examinations of Haryana School Education Board, Bhiwani/ Other Boards/ Universities* are *also required* to *be consulted.

Annexure-J

GURUGRAM UNIVERSITY, GURUGRAM

(A State Govt. University established under Haryana Act 17 of 2017)

Sector-51, Gurugram (Haryana)-122003 Ph: 0124-2788001-05, Fax: 0124-2788010

web: www.gurugramuniversity.ac.in e-mail: academic@gurugramuniversity.ac.in

Ref. No. GUG/Acad./2024/1554 **Date: 16.07.2024**

ADMISSION NOTICE 2024-25

Certificate Course of German, Japanese & Spanish

Online applications are invited for admissions in **Certificate course of German, Japanese & Spanish** Programs of Gurugram University, Gurugram for the Academic Session 2024-25:-

Opening of portal for Online Registration and submission of Applications: 16.07.2024

Last date for submission of Applications : 31.07.2024

Sr. No.	Name of the Programmes
01.	Certificate course of German
02.	Certificate course of Japanese
03.	Certificate course of Spanish

*** Schedule of admissions is tentative. The applicants are advised to visit university website regularly for any change.**

Note:

- For eligibility conditions, number of seats, fee and other admission related information, please read Addendum Admission Guidelines for the session 2024-25 available on University website. www.gurugramuniversity.ac.in.
- The applicants of Haryana State has to provide the PPP ID for the online verification as per provisions of Haryana Parivar Pechchan Act, 2021. The applicants of Haryana State are advised to keep updating their PPP ID for the verification purpose and linked their mobile number with it.
- Applicants are advised to stay in touch with the University website for any update relating to admission.
- Admission Helpdesk Email: helpdesk@gurugramuniversity.ac.in.

Sd/-
Registrar

Gurugram University, Gurugram

(Established by the State Legislature Act 17 of 2017)

Admission in

Short Term Certificate Programme

in

German, Japanese

&

Spanish

For the session 2024-25

Please read the following information carefully before filling the application form:

- Online applications are accepted for admission in various **Short Term Certificate Programme in German, Japanese & Spanish Programmes.** No offline applications will be entertained. Further, incomplete applications or applications with incorrect information will not be considered. The link to online application is available on the University website. (www.gurugramuniversity.ac.in)

- The application fee for various Programmes are : **Rs. 1,000/- for General; Rs. 250/-** for **Scheduled Caste, Backward Class of Haryana, differently abled persons and Economically Weaker Section (EWS) of Haryana per programme.**

ADMISSION SCHEDULE LIST OF DOCUMENTS REQUIRED

Schedule of dates for admission to various Short Term Certificate Programmes for the session 2024-25 is as under: -

S. No.	Particulars	SCHEDULE
(a)	Commencement of online submission of application form	16-07-2024
(b)	Last date of receipt of online application forms	31-07-2024
(c)	Merit list display on	05-08-2024
(d)	Physical Counseling* (Fee to be deposited online on the date of Physical Counseling)	07-08-2024 & 08-08-2024
(g)	Open Counseling against vacant seats, if required	At Department Level
(h)	Commencement of classes	12-08-2024

Apply link for Online Admission Applications:

https://gurugramuniversityadm.samarth.edu.in/

PROGRAMME WISE INTAKE AND SEAT MATRIX

Sr. No.	Name of Program	Number of Seats	Breakup of seats as per State Govt. Reservation Policy								
			AIC	**AIC (EWS)	HGC	SC	SC (D)	BC (A)	BC (B)	EWS	PH/ ESM
1	**Short Term Certificate Programme in German**	20	**2**	**1**	**9**	**2**	**1**	**3**	**2**	**0**	**0**
2	**Short Term Certificate Programme in Japanese**	20	**2**	**1**	**9**	**2**	**1**	**3**	**2**	**0**	**0**
3	**Short term Certificate programme in Spanish**	20	**2**	**1**	**9**	**2**	**1**	**3**	**2**	**0**	**0**

ACADEMIC PROGRAMMES OFFERED, INTAKE, DURATION AND ELIGIBILITY

Name of Programme	**Short term Certificate programme in German.**
Duration	**06 months**
Intake	20 students
Eligibility Criteria	10+2 Examination from Board of School Education, Haryana or of any other Board recognized as equivalent thereto, with a minimum of **50%** marks in aggregate (**47.5%** in case of SC/ST/ Divyang candidates of Haryana only). **No prior German/Japanese/Spanish knowledge required for this programme.**
Fees	• **In House Students** – **Rs. 3,000/- one time** (who are already enrolled in any Programme of University) • **New Students – Rs. 10,000 one time** (who are not enrolled in any programme of University)
Mode of Classes	**Offline**
Nature of Programme	Regular /Part -time (both)
Name and detail of admission In-charge	Anupma Pathak (9999713642)

Name of Programme	**<u>Short term Certificate programme in Japanese.</u>**
Duration	**06 months**
Intake	20 students
Eligibility Criteria	10+2 Examination from Board of School Education, Haryana or of any other Board recognized as equivalent thereto, with a minimum of **50%** marks in aggregate (**47.5%** in case of SC/ST/ Divyang candidates of Haryana only). **No prior German/Japanese/Spanish knowledge required for this programme.**
Fees	• **In House Students** – **Rs. 3,000/- one time** (who are already enrolled in any Programme of University) • **New Students – Rs. 10,000 one time** (who are not enrolled in any programme of University)
Mode of Classes	**Offline**
Nature of Programme	Regular /Part -time (both)
Name and detail of admission In-charge	Anupma Pathak (9999713642)

Name of Programme	**<u>Short term Certificate programme in Spanish.</u>**
Duration	**06 months**
Intake	20 students
Eligibility Criteria	10+2 Examination from Board of School Education, Haryana or of any other Board recognized as equivalent thereto, with a minimum of **50%** marks in aggregate (**47.5%** in case of SC/ST/ Divyang candidates of Haryana only). **No prior German/Japanese/Spanish knowledge required for this programme.**
Fees	• **In House Students – Rs. 3,000/- one time** (who are already enrolled in any Programme of University) • **New Students – Rs. 10,000 one time** (who are not enrolled in any programme of University)
Mode of Classes	**Offline**
Nature of Programme	Regular /Part -time (both)
Name and detail of admission In-charge	Anupma Pathak (9999713642)

For other conditions related to admission, please refer to the Information Brochure for the session 2024-25.

https://gurugramuniversity.ac.in/admissions/INFORMATION%20BROCHURE%202024-25%20(1)_compressed.pdf

SECTION 5: FEE STRUCTURE

5.1 Annual fee structure

Sr. No.	Name of Head	Common Charges (in ₹)	Tuition Fee (in ₹)	University Develop. Fee (in ₹)	Field Work/ Lab and Other Charges (in ₹)	Fees to be paid semester wise (Odd Semester)	Fees to be paid semester wise (Even) Semester)	Total	Fee for Foreign Students (in $)
	Department of Pharmacy								
1	Bachelor of Pharmacy. 1st Year	9620	25000	16240	12110	**36295**	**26675**	**62970**	**1200.00**
2	Bachelor of Pharmacy 2nd Year	7420	25000	18240	16810	**37445**	**30025**	**67470**	**1300.00**
3	Bachelor of Pharmacy 3rd Year	7420	25000	20240	20310	**40195**	**32775**	**72970**	**1400.00**
4	Bachelor of Pharmacy 4th Year	7420	25000	22240	24310	**43195**	**35775**	**78970**	**1400.00**
5	Master of Pharmacy 1st Year	9620	33000	14240	19110	**42795**	**33175**	**75970**	**1400.00**
6	Master of Pharmacy 2nd Year	7420	33000	22240	20110	**45095**	**37675**	**82770**	**1500.00**
	Department of Physiotherapy								
7	Bachelor of Physiotherapy 1st Year	9620	28000	10240	8110	**32795**	**23175**	**55970**	**1200.00**
8	Bachelor of Physiotherapy 2nd Year	7420	28000	12240	12810	**33945**	**26525**	**60470**	**1200.00**
9	Bachelor of Physiotherapy 3rd Year	7420	28000	14240	16310	**36695**	**29275**	**65970**	**1300.00**
10	Bachelor of Physiotherapy 4th Year	7420	28000	16240	20310	**39695**	**32275**	**71970**	**1400.00**
11	Master of Physiotherapy 1st Year	9620	33000	14240	19110	**42795**	**33175**	**75970**	**1400.00**
12	Master of Physiotherapy 2nd Year	7420	33000	22240	20310	**45195**	**37775**	**82970**	**1500.00**
13	Post Graduate Diploma in on field Sports Injury Management	9620	24000	5240	5110	**26795**	**17175**	**43970**	**1000.00**
	Department of Nursing								
15	Bachelor of Science in Nursing	9620	26000	8240	6110	**29795**	**20175**	**49970**	**1100.00**
	Department of Public Health								
16	Master of Public Health 1st Year	7920	33000	10240	9310	**34195**	**26275**	**60470**	**1200.00**
17	Master of Public Health 2nd Year	6120	34000	12240	14110	**36295**	**30175**	**66470**	**1300.00**
	Department of Neurosciences								
18	Master of Science (Neurosciences) 1st Year	7920	33000	10240	9310	**34195**	**26275**	**60470**	**1200.00**
19	Master of Science (Neurosciences) 2nd Year	6120	34000	12240	14110	**36295**	**30175**	**66470**	**1300.00**
	Department of Biosciences								
20	Master of Science (Environmental Science) 1st Year	7920	33000	10240	9310	**34195**	**26275**	**60470**	**1200.00**
21	Master of Science (Environmental Science) 2nd Year	6120	34000	12240	14110	**36295**	**30175**	**66470**	**1300.00**
22	Master of Science (Zoology) 1st Year	7920	33000	10240	9310	**34195**	**26275**	**60470**	**1200.00**
23	Master of Science (Zoology) 2nd Year	6120	34000	12240	14110	**36295**	**30175**	**66470**	**1300.00**

Sr. No.	Name of Head	Common Charges (in ₹)	Tuition Fee (in ₹)	University Develop. Fee (in ₹)	Field Work/ Lab and Other Charges (in ₹)	Fees to be paid semester wise (Odd Semester)	Fees to be paid semester wise (Even) Semester)	Total	Fee for Foreign Students (in $)
24	Master of Science (Botany) 1st Year	7920	33000	10240	9310	**34195**	**26275**	**60470**	**1200.00**
25	Master of Science (Botany) 2nd Year	6120	34000	12240	14110	**36295**	**30175**	**66470**	**1300.00**
26	Master of Science (Biotechnology) 1st Year	7920	33000	10240	9310	**34195**	**26275**	**60470**	**1200.00**
27	Master of Science (Biotechnology) 2nd Year	6120	34000	12240	14110	**36295**	**30175**	**66470**	**1300.00**
	Department of Engineering and Technology								
28	Bachelor of Technology 1st Year (all streams)	9620	44000	11240	15110	**44795**	**35175**	**79970**	**1400.00**
29	Bachelor of Technology 2nd Year (all streams)	7420	44000	15240	20310	**47195**	**39775**	**86970**	**1500.00**
30	Bachelor of Technology 3rd Year (all streams)	7420	44000	18240	25310	**51195**	**43775**	**94970**	**1600.00**
31	Bachelor of Technology 4th Year (all streams)	7420	44000	21240	31310	**55695**	**48275**	**103970**	**1700.00**
32	Bachelor of Architecture 1st Year	9620	25000	16240	12110	**36295**	**26675**	**62970**	**1200.00**
33	Bachelor of Architecture 2nd Year	7420	25000	18240	16810	**37445**	**30025**	**67470**	**1300.00**
34	Bachelor of Architecture 3rd Year	7420	25000	20240	20310	**40195**	**32775**	**72970**	**1400.00**
35	Bachelor of Architecture 4th Year	7420	25000	22240	24310	**43195**	**35775**	**78970**	**1400.00**
36	Bachelor of Architecture 5th Year	7420	25000	24240	29510	**46795**	**39375**	**86170**	**1500.00**
37	Bachelor of Design in Interior Design 1st Year	9620	25000	16240	12110	**36295**	**26675**	**62970**	**1200.00**
38	Bachelor of Design in Interior Design 2nd Year	7420	25000	18240	16810	**37445**	**30025**	**67470**	**1300.00**
39	Bachelor of Design in Interior Design 3rd Year	7420	25000	20240	20310	**40195**	**32775**	**72970**	**1400.00**
40	Bachelor of Design in Interior Design 4th Year	7420	25000	22240	24310	**43195**	**35775**	**78970**	**1400.00**
41	Master of Technology in Computer Science and Engineering 1st Year	9620	23000	14540	8810	**32795**	**23175**	**55970**	**1200.00**
42	Master of Technology in Computer Science and Engineering 2nd Year	7420	23000	17540	12510	**33945**	**26525**	**60470**	**1200.00**
43	Master of Computer Application 1st Year	9620	26000	8240	6110	**29795**	**20175**	**49970**	**1100.00**
44	Master of Computer Application 2nd Year	7420	26000	15540	6510	**31445**	**24025**	**55470**	**1200.00**
45	Master of Computer Application Integrated 1st Year	9620	26000	8240	6110	**29795**	**20175**	**49970**	**1100.00**
46	Master of Computer Application Integrated 2nd Year	7420	26000	15540	6510	**31445**	**24025**	**55470**	**1200.00**

Sr. No.	Name of Head	Common Charges (in ₹)	Tuition Fee (in ₹)	University Develop. Fee (in ₹)	Field Work/ Lab and Other Charges (in ₹)	Fees to be paid semester wise (Odd Semester)	Fees to be paid semester wise (Even) Semester)	Total	Fee for Foreign Students (in $)
47	Master of Computer Application Integrated 3rd Year	7420	26000	18540	8510	**33945**	**26525**	**60470**	**1200.00**
48	Master of Computer Application Integrated 4th Year	7420	26000	21540	11510	**36945**	**29525**	**66470**	**1300.00**
49	Master of Computer Application Integrated 5th Year	7420	26000	25540	13510	**39945**	**32525**	**72470**	**1400.00**
50	Master of Science in Computer Science (AI and Data Science) 1st Year	9620	26000	8240	6110	**29795**	**20175**	**49970**	**1100.00**
51	Master of Science in Computer Science (AI and Data Science) 2nd Year	7420	26000	15540	6510	**31445**	**24025**	**55470**	**1200.00**
52	Master of Design in Interior Design 1st Year	9620	55000	16240	10110	**50295**	**40675**	**90970**	**1600.00**
53	Master of Design in Interior Design 2nd Year	7420	55000	24240	13110	**53595**	**46175**	**99770**	**1700.00**
	Department of Physics								
54	Master of Science (Physics) 1st Year	7920	25000	14240	13310	**34195**	**26275**	**60470**	**1200.00**
55	Master of Science (Physics) 2nd Year	6120	25000	16740	18610	**36295**	**30175**	**66470**	**1300.00**
56	Master of Science Medical Physics 1st Year	9620	30000	14240	17110	**40295**	**30675**	**70970**	**1300.00**
57	Master of Science Medical Physics 2nd Year	7420	30000	14240	25810	**42445**	**35025**	**77470**	**1400.00**
	Department of Chemistry								
58	Master of Science (Chemistry) 1st Year	7920	25000	14240	13310	**34195**	**26275**	**60470**	**1300.00**
59	Master of Science (Chemistry) 2nd Year	6120	25000	16740	18610	**36295**	**30175**	**66470**	**1300.00**
	Department of Mathematics								
60	Master of Science (Mathematics) 1st Year	7920	25000	14240	13310	**34195**	**26275**	**60470**	**1300.00**
61	Master of Science (Mathematics) 2nd Year	6120	25000	16740	18610	**36295**	**30175**	**66470**	**1300.00**
	Department of Management								
62	Master of Business Administration 1st Year	9620	39500	14240	19110	**46045**	**36425**	**82470**	**1500.00**
63	Master of Business Administration 2nd Year	7420	39500	22240	20810	**48695**	**41275**	**89970**	**1600.00**
64	Master of Business Administration (Hospitality Management) 1st Year	9620	39500	14240	19110	**46045**	**36425**	**82470**	**1500.00**
65	Master of Business Administration (Hospitality Management) 2nd Year	7420	39500	22240	65810	**71195**	**63775**	**134970**	**2200.00**
66	Master of Business Administration (Business Analytics) 1st Year	9620	39500	14240	19110	**46045**	**36425**	**82470**	**1500.00**

Sr. No.	Name of Head	Common Charges (in ₹)	Tuition Fee (in ₹)	University Develop. Fee (in ₹)	Field Work/ Lab and Other Charges (in ₹)	Fees to be paid semester wise (Odd Semester)	Fees to be paid semester wise (Even) Semester)	Total	Fee for Foreign Students (in $)
67	Master of Business Administration (Business Analytics) 2nd Year	7420	39500	22240	65810	**71195**	**63775**	**134970**	**2200.00**
68	Master of Business Administration (Integrated) 1st Year	7920	29000	14540	11510	**35445**	**27525**	**62970**	**1300.00**
69	Master of Business Administration (Integrated) 2nd Year	6120	29000	17540	14310	**36545**	**30425**	**66970**	**1300.00**
70	Master of Business Administration (Integrated) 3rd Year	6120	29000	19540	18310	**39545**	**33425**	**72970**	**1400.00**
71	Master of Business Administration (Integrated) 4th Year	6120	37500	14240	21110	**42545**	**36425**	**78970**	**1500.00**
72	Master of Business Administration (Integrated) 5th Year	6120	37500	20240	21110	**45545**	**39425**	**84970**	**1600.00**
	Department of Commerce								
73	Master of Commerce 1st Year	7920	28000	9540	5010	**29195**	**21275**	**50470**	**1100.00**
74	Master of Commerce 2nd Year	6120	28000	13540	7310	**30545**	**24425**	**54970**	**1200.00**
75	Master of Commerce (Integrated) 1st Year	7920	28000	6540	3010	**26695**	**18775**	**45470**	**1100.00**
76	Master of Commerce (Integrated) 2nd Year	6120	28000	8540	6310	**27545**	**21425**	**48970**	**1100.00**
77	Master of Commerce (Integrated) 3rd Year	6120	28000	9540	7010	**28395**	**22275**	**50670**	**1200.00**
78	Master of Commerce (Integrated) 4th Year	6120	30000	9540	7310	**29545**	**23425**	**52970**	**1200.00**
79	Master of Commerce (Integrated) 5th Year	6120	30000	13540	7310	**31545**	**25425**	**56970**	**1200.00**
	Department of English and other Foreign Languages								
80	Master of Arts (English) 1st Year	7920	9000	5790	260	**15445**	**7525**	**22970**	**800.00**
81	Master of Arts (English) 2nd Year	6120	9000	8790	1060	**15545**	**9425**	**24970**	**800.00**
	Department of Indian Knowledge and Languages								
82	M.A. (Hindi) 1st Year	7920	2000	290	260	**9195**	**1275**	**10470**	**700.00**
83	M.A. (Hindi) 2nd Year	6120	2000	2790	560	**8795**	**2675**	**11470**	**700.00**
84	M.A (Sanskrit) 1st Year	7920	2000	290	260	**9195**	**1275**	**10470**	**700.00**
85	M.A (Sanskrit) 2nd Year	6120	2000	2790	560	**8795**	**2675**	**11470**	**700.00**
86	M.A (Hindu Studies) 1st Year	7920	2000	290	260	**9195**	**1275**	**10470**	**700.00**
87	M.A (Hindu Studies) 2nd Year	6120	2000	2790	560	**8795**	**2675**	**11470**	**700.00**
	Department of Media Studies								
88	Bachelor of Science (Animation and Multimedia) 1st Year	9120	33000	14240	29110	**47295**	**38175**	**85470**	**1600.00**
89	Bachelor of Science (Animation and Multimedia) 2nd Year	6920	33000	22240	31810	**50445**	**43525**	**93970**	**1700.00**
90	Bachelor of Science (Animation and Multimedia) 3rd Year	6920	33000	22240	38810	**53945**	**47025**	**100970**	**1700.00**
91	Master of Arts (Journalism & Mass Communication) (1st Year)	7920	18000	5790	1260	**20445**	**12525**	**32970**	**900.00**
92	Master of Arts (Journalism & Mass Communication) (2nd Year)	6120	18000	8790	3060	**21045**	**14925**	**35970**	**1000.00**

Sr. No.	Name of Head	Common Charges (in ₹)	Tuition Fee (in ₹)	University Develop. Fee (in ₹)	Field Work/ Lab and Other Charges (in ₹)	Fees to be paid semester wise (Odd Semester)	Fees to be paid semester wise (Even) Semester)	Total	Fee for Foreign Students (in $)
93	Master of Arts (Journalism & Mass Communication) (Integrated) 1st Year	7920	18000	5790	1260	**20445**	**12525**	**32970**	**900.00**
94	Master of Arts (Journalism & Mass Communication) (Integrated) 2nd Year	6120	18000	8790	3060	**21045**	**14925**	**35970**	**1000.00**
95	Master of Arts (Journalism & Mass Communication) (Integrated) 3rd Year	6120	18000	11790	3060	**22545**	**16425**	**38970**	**1000.00**
96	Master of Arts (Journalism & Mass Communication) (Integrated) 4th Year	6120	18000	14790	3060	**24045**	**17925**	**41970**	**1000.00**
97	Master of Arts (Journalism & Mass Communication) (Integrated) 5th Year	6120	18000	17790	3060	**25545**	**19425**	**44970**	**1100.00**
98	Master of Arts (Advertising and Public Relations) 1st Year	7920	18000	5790	1260	**20445**	**12525**	**32970**	**900.00**
99	Master of Arts (Advertising and Public Relations) 2nd Year	6120	18000	8790	3060	**21045**	**14925**	**35970**	**1000.00**
	Department of Developmental Studies								
100	Master of Arts (Development Studies) Integrated 1st Year	7920	18000	5790	1260	**20445**	**12525**	**32970**	**900.00**
101	Master of Arts (Development Studies) Integrated 2nd Year	6120	18000	8790	3060	**21045**	**14925**	**35970**	**1000.00**
102	Master of Arts (Development Studies) Integrated 3rd Year	6120	18000	11790	3060	**22545**	**16425**	**38970**	**1000.00**
103	Master of Arts (Development Studies) Integrated 4th Year	6120	18000	14790	3060	**24045**	**17925**	**41970**	**1000.00**
104	Master of Arts (Development Studies) Integrated) 5th Year	6120	18000	17790	3060	**25545**	**19425**	**44970**	**1100.00**
	Department of Studies in Art and Culture								
105	Master of Arts (Liberal Arts) Integrated 1st Year	7920	18000	5790	1260	**20445**	**12525**	**32970**	**900.00**
106	Master of Arts (Liberal Arts) Integrated 2nd Year	6120	18000	8790	3060	**21045**	**14925**	**35970**	**1000.00**
107	Master of Arts (Liberal Arts) Integrated 3rd Year	6120	18000	11790	3060	**22545**	**16425**	**38970**	**1000.00**

Sr. No.	Name of Head	Common Charges (in ₹)	Tuition Fee (in ₹)	University Develop. Fee (in ₹)	Field Work/ Lab and Other Charges (in ₹)	Fees to be paid semester wise (Odd Semester)	Fees to be paid semester wise (Even) Semester)	Total	Fee for Foreign Students (in $)
108	Master of Arts (Liberal Arts) Integrated 4th Year	6120	18000	14790	3060	**24045**	**17925**	**41970**	**1000.00**
109	Master of Arts (Liberal Arts) Integrated 5th Year	6120	18000	17790	3060	**25545**	**19425**	**44970**	**1100.00**
110	Diploma in Dances of Bharat 1st Year	7720	15000	5790	1960	**19095**	**11375**	**30470**	**900.00**
111	Diploma in Dances of Bharat 2nd Year	5920	15000	5790	3760	**18195**	**12275**	**30470**	**900.00**
112	Diploma in Music of Bharat 1st Year	7720	15000	5790	1960	**19095**	**11375**	**30470**	**900.00**
113	Diploma in Music of Bharat 2nd Year	5920	15000	5790	3760	**18195**	**12275**	**30470**	**900.00**
114	Diploma in Yoga 1st Year	7720	15000	5790	1960	**19095**	**11375**	**30470**	**900.00**
115	Diploma in Yoga 2nd Year	5920	15000	5790	3760	**18195**	**12275**	**30470**	**900.00**
	Department of Law								
116	Bachelor of Business Administration and Bachelor of Laws (BBA LLB) Integrated 1st Year	9620	44000	11240	15110	**44795**	**35175**	**79970**	**1500.00**
117	Bachelor of Business Administration and Bachelor of Laws (BBA LLB) Integrated 2nd Year	7420	44000	15240	20310	**47195**	**39775**	**86970**	**1600.00**
118	Bachelor of Business Administration and Bachelor of Laws (BBA LLB) Integrated 3rd Year	7420	44000	18240	25310	**51195**	**43775**	**94970**	**1700.00**
119	Bachelor of Business Administration and Bachelor of Laws (BBA LLB) Integrated 4th Year	7420	44000	21240	31310	**55695**	**48275**	**103970**	**1800.00**
120	Bachelor of Business Administration and Bachelor of Laws (BBA LLB) Integrated 5th Year	7420	44000	26240	36310	**60695**	**53275**	**113970**	**1900.00**
121	Bachelor of Laws (L.L.B) 1st Year	9120	30000	16240	5110	**34795**	**25675**	**60470**	**1300.00**
122	Bachelor of Laws (L.L.B) 2nd Year	6920	30000	20240	8810	**36445**	**29525**	**65970**	**1300.00**
123	Bachelor of Laws (L.L.B) 3rd Year	6920	30000	23240	10810	**38945**	**32025**	**70970**	**1400.00**
124	Master of Laws 1st Year	9620	30000	16240	5110	**35295**	**25675**	**60970**	**1300.00**
125	Master of Laws 2nd Year	7420	30000	20240	7810	**36445**	**29025**	**65470**	**1300.00**
	Department of Psychology								
126	Master of Science in Psychology 1st Year	7920	22000	5790	2260	**22945**	**15025**	**37970**	**1000.00**
127	Master of Science in Psychology 2nd Year	6120	22000	8790	3060	**23045**	**16925**	**39970**	**1000.00**

Sr. No.	Name of Head	Common Charges (in ₹)	Tuition Fee (in ₹)	University Develop. Fee (in ₹)	Field Work/ Lab and Other Charges (in ₹)	Fees to be paid semester wise (Odd Semester)	Fees to be paid semester wise (Even) Semester)	Total	Fee for Foreign Students (in $)
128	Master of Philosophy in Clinical Psychology 1st Year	9620	125000	30790	85060	**130045**	**120425**	**250470**	**3500.00**
129	Master of Philosophy in Clinical Psychology 2nd Year	7420	125000	40790	107260	**143945**	**136525**	**280470**	**3900.00**
130	Professional Diploma in Clinical Psychology	9620	55000	21240	15110	**55295**	**45675**	**100970**	**1000.00**
	Department of Social Work								
131	Master of Social Work 1st Year	7920	15000	5790	1760	**19195**	**11275**	**30470**	**900.00**
132	Master of Social Work 2nd Year	6120	15000	8790	3560	**19795**	**13675**	**33470**	**900.00**
	Department of Education								
133	Master of Arts in Education 1st Year	7920	15000	5790	1760	**19195**	**11275**	**30470**	**900.00**
134	Master of Arts in Education 2nd Year	6120	15000	8790	5560	**20795**	**14675**	**35470**	1000.00
	Department of Political Science and Public Policy								
135	Master of Arts (Political Science and International Relations) 1st Year	7920	12000	3790	1760	**16695**	**8775**	**25470**	**500.00**
136	Master of Arts (Political Science and International Relations) 2nd Year	6120	12000	3790	5560	**16795**	**10675**	**27470**	**900.00**
137	Master of Arts (Public Policy, Administration and Governance) 1st Year	7920	12000	3790	1760	**16695**	**8775**	**25470**	**900.00**
138	Master of Arts (Public Policy, Administration and Governance) 2nd Year	6120	12000	3790	5560	**16795**	**10675**	**27470**	**900.00**
	Department of Economics								
139	Master of Arts Applied Economics 1st Year	7920	15000	5790	1760	**19195**	**11275**	**30470**	**900.00**
140	Master of Arts Applied Economics 2nd Year	6120	15000	8790	3560	**19795**	**13675**	**33470**	**900.00**
141	Post Graduate Diploma in Blue Economy	7920	26000	8240	7310	**28695**	**20775**	**49470**	**1100.00**

***To be paid in two installments (semester wise)**

5.2 Head wise details of Common fees:

	Group A		Group B		Group C		Group D	
Name of Head of Common fees	**1st Year**	**2nd Year Onwards**	**1st Year**	**2nd Year Onwards**	**1st Year**	**2nd Year Onwards**	**1st Year**	**2nd Year Onwards**
Admission Fee	500	-	500	-	500	-	500	-
University Library Fee	500	500	500	500	500	500	500	500
Security Fee (Refundable)	1000	-	1000	-	1000	-	1000	-
Digitalization Fee	1500	1500	1500	1500	1500	1500	1500	1500
Uni. Sports Fees	400	400	400	400	400	400	400	400
Amalgamated Fees	300	300	300	300	300	300	300	300
Computer Fees/Internet Fees	1000	1000	1000	1000	1000	1000	1000	1000
Student Identity Card	100	100	100	100	100	100	100	100
Youth Welfare & Cultural Fees	400	400	400	400	400	400	400	400
Medical Fees	100	100	100	100	100	100	100	100
Abdul Kalam Fund	50	50	50	50	50	50	50	50
Holiday Home Fee	50	50	50	50	50	50	50	50
Alumni Association	250	250	250	250	250	250	250	250
Insurance Fee	200	200	200	200	200	200	200	200
N.S.S Fees/Red Cross/Red Ribbon Fee	150	150	150	150	150	150	150	150
Eligibility Fees	120	120	120	120	120	120	120	120
University Registration Fee	500	-	500	-	1500	-	1500	-
Continuation Fee	-	200	-	200	-	800	-	800
University Examination Fee	600	600	800	800	1000	1000	1500	1500
Total	**7720**	**5920**	**7920**	**6120**	**9120**	**6920**	**9620**	**7420**

Annual fee structure

Sr. No.	Name of Head	Common Charges (in ₹)	Tuition Fee (in ₹)	University Develop. Fee (in ₹)	Field Work/ Lab and Other Charges (in ₹)	Fees to be paid semester wise Odd Semester	Fees to be paid semester wise Even Semester	Total (Rs.)	Fee for Foreign Students (in $)
1	**M.A. Music 1st Year**	7920	9000	5790	260	**15445**	**7525**	**22970**	**800**
2	**M.A. Music 2nd Year**	6120	9000	8790	1060	**15545**	**9425**	**24970**	**800**
3	**M.Sc. Physics (Integrated) 1st Year**	7920	28000	6340	3010	**26595**	**18675**	**45270**	**1100**
4	**M.Sc. Physics (Integrated) 2nd Year**	6120	28000	8540	6310	**27545**	**21425**	**48970**	**1100**
5	**M.Sc. Physics (Integrated) 3rd Year**	6120	28000	9540	7010	**28395**	**22275**	**50670**	**1200**
6	**M.Sc. Physics (Integrated) 4th Year**	6120	30000	9540	7310	**29545**	**23425**	**52970**	**1200**
7	**M.Sc. Physics (Integrated) 5th Year**	6120	30000	13540	7310	**31545**	**25425**	**56970**	**1200**

For other conditions related to admission, please refer to the Information Brochure for the session 2024-25.

https://gurugramuniversity.ac.in/admissions/INFORMATION%20BROCHURE%202024-25%20(1)_compressed.pdf

GURUGRAM UNIVERSITY, GURUGRAM

(Established by the State Legislature Act 17 of 2017)

Admission Guidelines

(B.Ed. and M.Ed. programmes)

for

Affiliated Education Colleges

Session 2024-25

Application Form Fee:

For General Category:- Rs. 1,000/-

For SC/BC/EWS/Differently Abled Persons of Haryana:- Rs. 250/-

GURUGRAM UNIVERSITY, GURUGRAM
(*A State Govt. University established under Haryana Act 17 of 2017*)
Sector-51, Gurugram (Haryana)-122003 Ph: 0124-2788001-05, Fax: 0124-2788010
web: www.gurugramuniversity.ac.in *e-mail:* academic@gurugramuniversity.ac.in

Ref. No. GUG/Acad./2024/1617 **Date: 07.08.2024**

To

All the Principals/Directors of the Education Colleges/Institutes
Affiliated to Gurugram University.

Sub: Admission guidelines for admission in B.Ed. and M.Ed. Programs in Affiliated Education Colleges of the Academic Session 2024-25.

Sir/Madam,

I am directed to supply the Admission guidelines for admissions in B.Ed. and M.Ed. for the session 2024-25 duly approved by the competent authority.

It is requested that the Admission Brochure and particularly Chapter-II 'Admission Procedure and Regulations' may be gone through carefully by the Principals/Directors and the members of the Admission Committee of the Colleges/Institutes and in case it is felt that advice from the University is absolutely essential, only then the case(s) should be referred to the University. **Students may not be directed to visit the University Office for seeking approval/clarification**. Their requests, if any, may be sent in one lot to the concerned branch/office so that the same may be decided expeditiously.

Further it is requested that admissions be made only as per schedule and procedure given in the Admission Brochure and all fee, including registration fee may be charged as fixed by the University.

It will be the entire responsibility of the Principal/ Director of the concerned College / Institute to ensure that no wrong admission is made by the College/Institute. It is further made clear that wrong admission(s), if any, made by the College/Institute shall not be accepted/ regularized by the University and the expenditure incurred on litigation in such cases by the University shall be borne by the Principal/Director of the College/Institute concerned. The Admission guidelines are also made available on the University website www.gurugramuniversity.ac.in.

It is also requested that to facilitate and to make it convenient, as well as to curtail postal delay all correspondence relating to the admissions be made through e-mail only. You are, therefore, requested to assign the responsibility of checking e-mails received from the University on almost daily basis to a responsible offered of

your College/Institute the University will not be responsible for communication gap, if any. At the same time, you are also requested to check University website daily to know about any urgent notification(s) etc. As far as possible, please make your all correspondence with this office through e-mail: academic@gurugramuniversity.ac.in

Yours faithfully,

Sd/-
Deputy Registrar (Academics)

Endst. No.: GUG/Acad./2024/1618 **Dated: 07.08.2024**

A copy of the above is forwarded to the following for information and necessary action:

1. Director General, Higher Education, Haryana, Panchkula
2. Dean Academic Affairs, G.U. Gurugram
3. Controller of Examination, G.U. Gurugram
4. Dean Faculty of Social Science & Education, Gurugram University, Gurugram.
5. Dean of Colleges, G.U., Gurugram.
6. Chairperson, Department of Education, Gurugram University, Gurugram.
7. In-charge (UCDAC) G.U., Gurugram with the request to take action regarding the relevant points mentioned in the guidelines apart from arranging the uploading of the guidelines on the University website.
8. Nodal Officer, Samarth Portal, Gurugram University, Gurugram.
9. The Assistant Registrar (R&S), G.U., Gurugram.
10. P.A. to Vice-Chancellor, G.U., Gurugram for kind information of the letter.
11. P.A. to Registrar, G.U., Gurugram for kind information of the letter.

Sd/-
Deputy Registrar (Academics)

OFFICERS OF THE UNIVERSITY

SH. BANDARU DATTATREYA

Hon'ble Governor-Haryana,

Chancellor, Gurugram University

Name and Designation	Email
Vice Chancellor *Prof. Dinesh Kumar*	vc@gurugramuniversity.ac.in
Dean Academic Affairs *Prof. S.C. Kundu*	daa@gurugramuniversity.ac.in
Registrar *Dr. Rajiv Kumar Singh*	registrar@gurugramuniversity.ac.in
Proctor *Dr. Ashok Khanna*	proctor@gurugramuniversity.ac.in
Dean of Colleges *Prof. S.S. Tyagi*	doc@gurugramuniversity.ac.in
Dean Students' Welfare *Prof. Amarjeet Kaur*	dsw@gurugramuniversity.ac.in
Controller of Examinations *Dr. R.K. Garg*	coe@gurugramuniversity.ac.in
Finance Officer *Sh. Lalit Kumar*	f.o@gurugramuniversity.ac.in

DEANS OF FACULTIES

Sr. No.	Dean	Faculty	Email
1.	***Prof. S.C. Kundu***	Faculty of Life Sciences	dean.lifesciences@gurugramuniversity.ac.in
2.	***Prof. Amarjeet Kaur***	Faculty of Commerce & Management	dean.commandmgmt@gurugramuniversity.ac.in
3.	***Prof. Gayatri Raina Arya***	Faculty of Social Sciences & Education	dean.socsciandedun@gurugramuniversity.ac.in
4.	***Prof. Rakesh Kumar Yogi***	Faculty of Law & Humanities	dean.lawandhum@gurugramuniversity.ac.in
5.	***Prof. Dharminder Kumar***	Faculty of Science & Technology	dean.sciandtech@gurugramuniversity.ac.in

For any query related to admission for Education Colleges

Dr. Sonam Bansal,

Chairperson, Department of Education

Gurugram University, Gurugram.

Email: sonambansal@gurugramuniversity.ac.in

BRANCH OFFICER OF THE UNIVERSITY

Sr. No.	Name and Designation of Branch Officer	Branch	Email
1.	***Dr. Naveen Goyal*** ***Deputy Registrar***	Academic Branch	academic@gurugramuniversity.ac.in
2.	***Mrs. Suman Vashistha*** ***Deputy Registrar***	Establishment Branch	establishment@gurugramuniversity.ac.in
3.	***Mrs. Vandana Handa*** ***Deputy Registrar***	General & Purchase Branch	general@gurugramuniversity.ac.in
4.	***Dr. Subham Gandhi*** ***Deputy Registrar***	Colleges Branch & APIO	college@gurugramuniversity.ac.in
5.	***Shri. Lalit Kumar*** ***Finance Officer***	Account Branch	financeofficergurugram@gmail.com
6.	***Dr. Ekta Singh*** ***Assistant Registrar***	Result Branch-I	exam@gurugramuniversity.ac.in, secrecy@gurugramuniversity.ac.in
7.	***Dr. Rajveer Singh*** ***Assistant Registrar***	Result Branch-II	result2@gurugramuniversity.ac.in,
8.	**Sh. Anoop Singh** **Assistant Registrar**	Registration & Scholarship Branch and Conduct Branch	rgn@gurugramuniversity.ac.in conduct@gurugramuniversity.ac.in
9.	***Sh. Ajay Taneja*** ***S.E***	Engineering Branch	engg@gurugramuniversity.ac.in
10.	***Dr. Mukesh Kumar*** ***Associate Professor***	UCDAC	ucdac@gurugramuniversity.ac.in
11.	***Dr. Hawa Singh*** ***Assistant Registrar***	Public Information Officer	spio@gurugramuniversity.ac.in

Details of Affiliated Colleges of Gurugram University

Sr. No.	Name of College	College Email ID	Govt./ Aided/ Pvt.	Contact No. of concerned official for admission
1.	**R.L.S. College of Education,** Sidhrawali, Gurugram	rls.principal@gmail.com	**Aided**	9811814472
2.	**Starex Institute of Education,** VPO Binola, Bilaspur Chowk, Gurugram-122413	sie@starex.edu.in	**Self Finance**	9253006064
3.	**Sardar Patel College of Education,** Farukhnagar, (Gurugram)-122506	spcoef@gmail.com	**Self Finance**	9891023464
4.	**KIIT College of Education,** VPO Bhondsi Distt. Tehsil Sohna, Gurugram-122102	info@kiit.in	**Self Finance**	9811626767
5.	**Lord Krishna College of Education,** VPO Jamalpur, Gurugram-123503	lkips2002@gmail.com	**Self Finance**	8053114444
6.	**Laxmi College of Education,** Kasan, Gurugram-122051	laxmicollegeofeducation@gmail.com	**Self Finance**	9717717765
7.	**Dayawanti Memorial College of Education,** Near Country Club Panchgaon, Vill. Pada, Sub-Tehsil, Tauru, Distt. Mewat-124001	dayawanticollege@gmail.com	**Self Finance**	9306573823
8.	**Pataudi College of Education,** Opp. New Bus Stand, Pataudi Gurugram-122503	pcedgurugramuni786@gmail.com	**Self Finance**	9990001071
9.	**Rao Neki Ram Memorial College of Education,** Pataudi, P.O Bas Padamka, Distt. Gurugram-122503	rnr722coe@gmail.com	**Self Finance**	9315531307
10.	**Maa Saraswati Teachers Training Institute** Vill. Makdola Distt. Gurugram-122505	msttimakdola@gmail.com	**Self Finance**	9911432061
11.	**Sree Shiv Chaitanya College of Education,** Bhora Kalan, Distt. Gurugram-122413	chaitanyacollege56@yahoo.com	**Self Finance**	9813910619

12.	**B.L. College of Education,** Wazirpur, Distt. Gurugram-122006	bl.collegeofeducation@yahoo.in	**Self Finance**	8860201603
13.	**Drona College of Education,** Ravi Nagar Basai Road, Distt. Gurugram-122001	dronacollege@yahoo.com	**Self Finance**	9811037408
14.	**Lal Bahadur Shastri College of Education,** VPO-Jamalpur, Farukhnagar, Distt. Gurugram	lbs2002school@gmail.com	**Self Finance**	9991565944
15.	**Rao Udmi Ram Memorial College of Education,** Vill. Jamalpur, Tehsil-Farukhnagar, Distt. Gurugram-122503	rurmceggn@gmail.com	**Self Finance**	9813116837
16.	**Laxmi College of Education,** Village Rathiwas (Jat) PO-Sidharwali Distt. Gurugram-122413	laxmi.coe.rathiwas@gmail.com	**Self Finance**	9416313607
17.	**Vidya Bhavan College of Education,** Khurrampur, Tehsil-Farukhnagar, Distt. Gurugram-122506	vbeducationggn@gmail.com	**Self Finance**	9728805352
18.	**Royal Institute of Science and Management,** VPO Wazirpur, Distt. Gurugram-122505	rism001@gmail.com	**Self Finance**	9910431750
19.	**Rao Ram Singh College of Education,** VPO- Bhora Kalan, Tehsil-Farukhnagar, Distt Gurugram	raoramsinghcollege2008@gmail.com	**Self Finance**	9813585255
20.	**D.V.M. College of Education,** Vill-Baluda, PO Sohna. Distt. Gurugram	dvmcollege2010@gmail.com	**Self Finance**	9315156574
21.	**Vishwas College of Education,** Village-Pataudi, Distt. Gurugram	vishwascoe@rediffmail.com	**Self Finance**	7988221804
22.	**Major Bihari Lal Memorial College of Education,** VPO Bilaspur Chowk, Tehsil Pataudi, Distt. Gurugram	mblmcoe2010@gmail.com	**Self Finance**	9813405855
23.	**S.D. College of Education,** VPO-Janaula, Tehsil- Pataudi, Distt. Gurugram	college.sd@reddifmail.com	**Self Finance**	9813456816

24.	**R.K. College of Education,** VPO Bhora Kalan, Tehsil-Pataudi, Distt. Gurugram-122413	chairmanrkcollege@gmail.com	**Self Finance**	9812654962
25.	**Basant Lal Memorial College of Education,** VPO-Garhi Harsaru, Distt. Gurugram-123506	basantgu@yahoo.com	**Self Finance**	9810914246
26.	**Chandrawati College of Education,** VPO-Tauru, Distt. Mewat-122105	chandrawaticollegeofedu.123@gmail.com	**Self Finance**	9812212402
27.	**Rao Adal Singh College of Education,** Vill. Khatiwas, Post & Tehsil-Tauru, Distt. Mewat-122105	rascek@gmail.com	**Self Finance**	9050532328
28.	**B.M. College of Education,** Vill. Hari Nagar, Tehsil Farukhnagar, Distt. Gurugram-122506	bmcegu@yahoo.com	**Self Finance**	9958355911
29.	**Jhankar College of Education,** Main Pataudi Road, Vill. Babra Bakipur, PO-Jamalpur, Tehsil-Farukhnagar, Distt. Gurugram-122502	jhankareducation@yahoo.com & jhankarcollegeofeducation@gmail.com	**Self Finance**	9310603060
30.	**Shri Ram College of Education,** VPO-Bhora Kalan, Tehsil-Pataudi, Distt. Gurugram-122413	shriramcollege2008@gmail.com	**Self Finance**	9813385514
31.	**Rastriya Vidhya Education** College, Krishan Nagar, Basai Road, Gurugram-122001	rvecollege@gmail.com	**Self Finance**	9810996478
32.	**Shri Shanti Sagar Jain Girls College of Education,** Ferozepur Jhirka, Distt. Nuh-122104	sssjgcedu@gmail.com	**Self Finance**	9929728280, 9416103399

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CHAPTER-I

Online Admission Schedule for the B.Ed. and M.Ed. 1st Year Session 2024-25.

S. No.	Particulars	B.Ed./M.Ed. Programme
1	Commencement of online submission of application form	**08.08.2024**
2	Last date of receipt of online application forms	**28.08.2024**
3	Online verification of application form by admission Committee of concerned college	**Upto 02.09.2024**
4	Last date of compliance of online objection raised during online document verification (online resubmission)	**Upto 07.09.2024**
5	First Merit list display on	**09.09.2024**
6	Reporting in the allotted institute and fee deposition at the allotted college/institute after physical verification of documents	**11.09.2024 to 12.09.2024**
7	Details of admitted students during 1st merit list to be submitted in the University.	**13.09.2024**
8	Online application for participation in 2nd Counseling (For those who want to upgrade their choices of colleges)	**16.09.2024 to 17.09.2024**
09	Second Merit list display on	**18.09.2024**
10	Reporting in the allotted institute and fee deposition at the allotted college/institute after physical verification of documents	**19.09.2024 to 20.09.2024**
11	Details of admitted students during 2nd merit list to be submitted in the University.	**24.09.2024**
12	Physical/Open Counseling at the college level, if required (Fee to be deposited in the allotted institute on the same day of counselling)	**24.09.2024 to 27.09.2024**
13	Commencement of classes	**19.09.2024**

i) In case the seats remaining vacant after open Counseling on **27.09.2024,** late admissions from **30.09.2024 to 07.10.2024** may be allowed on merit basis by the Principal/Director concerned with late fee of **₹ 1000/-** to be remitted to the University by the College/Institute alongwith Registration Return.

ii) Late admissions from **08.10.2024 to 14.10.2024** may be allowed on merit basis by the Principal/Director concerned with late fee of **₹ 2000/-** to be remitted to the University by the College/Institute alongwith Registration Return.

iii) The admission in special cases may be allowed with the approval of Vice Chancellor from **15.10.2024 to 21.10.2024,** on the request of Principal/Director of the college/institute, if the seats remains vacant, with late fee of **₹ 5000/-** per student (to be remitted to the University) on the basis of merit. The list of students admitted be sent alongwith Registration Return.

iv) Candidates who have compartment/re-appear in one or more paper(s) in the qualifying examinations shall not be allowed admission in 1st Semester/Year of the course in any case.

v) There will be no admission by the College/Institute after the above schedule i.e. **21.10.2024** in order to maintain the Statutory Provision of necessary teaching days per semester. If the number of teaching days falls short due to some unforeseen reasons, it shall be the responsibility of the Principal/Director to make good the loss by taking extra classes.

vi) **The list of all the students so admitted alongwith Registration Return be uploaded online on the web portal of University as per schedule notified by R&S branch to the concerned College(s).**

Note:

- **The schedule of admission given above is tentative and subject to change.**
- The student has to pay the annual fee at the allotted college/institute at the time of reporting in allotted college/institute after physical document verifications. In case he/she did not deposited the same, the candidature will be offered to the next person in merit list/waiting list in 2nd/3rd Merit list.
- Students are advised to check the eligibility and admission criteria before filling the online admissions forms.
- If student get allotted admission in upgraded choice of college in 2nd Merit list, the provisional admission in college during 1st counseling shall be considered as cancelled and his annual fee shall be refunded to candidate in due course of time. He/she has to deposit the annual fee again in upgraded college/institute during second counseling.
- Candidates who have compartment/re-appear in one or more paper(s) in the qualifying examinations shall not be allowed admission in 1st semester of the course in any case.
- There will be no admission by the College/Institute after the above schedule in order to maintain the Statutory Provision of necessary teaching days per semester. **If the number of teaching days falls short due to some unforeseen reasons, it shall be the responsibility of the Principal/Director to make good the loss by taking extra classes.**

List of Documents to be uploaded for admission to various programmes:

1. Matriculation Certificate (as proof of age)
2. Detailed Marks Card (DMC)/Results of the qualifying examination.
3. Character Certificate from the institute last attended
4. Parivar Pehchan Patra (PPP), if resident of Haryana
5. Certificate of Reserved Category and other related certificates, if applicable, as mentioned in the information brochure
6. Latest valid income certificate for SC/BC category or as per State Govt. instructions.
7. Haryana Resident Certificate, if applicable
8. Undertaking regarding Gap Year, if applicable, as per format in **Appendix-J**

CHAPTER-II

AFFILIATED COLLEGES, PROGRAMMES, INTAKE, SEAT MATRIX, ELIGIBILITY, CRITERIA FOR MERIT LIST AND FEES STRUCTURE

List of Affiliated Colleges running B.Ed and M.Ed Programmes

Sr. No.	Name of College	Course Offered	No. of Seats
1.	**R.L.S. College of Education**	B.Ed.	100
2.	**KIIT College of Education**	B.Ed	100
		M.Ed.	50
3.	**Maa Saraswati Teacher's Training Institute**	B.Ed	100
4.	**Rao Udmi Ram Memorial College of Education**	B.Ed	100
5.	**Dayawanti Memorial College of Education**	B.Ed	200
		M.Ed.	50
6.	**Sardar Patel College of Education**	B.Ed	100
7.	**Pataudi College of Education**	B.Ed	200
		M.Ed.	50
8.	**Drona College of Education**	B.Ed	100
9.	**Royal Institute of Science and Management**	B.Ed	100
10.	**Major Bihari Lal Memorial College of Education**	B.Ed	100
		M.Ed.	50
11.	**Rao Ram Singh College of Education**	B.Ed	100
12.	**Laxmi College of Education (Rathiwas)**	B.Ed	100
		M.Ed.	50
13.	**Shri Ram College of Education**	B.Ed	100

14.	**Chandravati College of Education**	B.Ed	100
15.	**Starex Institute of Education**	B.Ed	100
16.	**B M College of Education**	B.Ed	200
17.	**Basant Lal Memorial College of Education**	B.Ed	100
18.	**Sree Shiv Chaitanya College of Education**	B.Ed	100
19.	**Vidya Bhavan College of Education**	B.Ed	100
20.	**Vishwas College of Education**	B.Ed	100
21.	**Jhankar College of Education**	B.Ed	100
22.	**Rao Adal Singh College of Education**	B.Ed	100
		M.Ed.	50
23.	**S.D. College of Education**	B.Ed	100
24.	**D.V.M. College of Education**	B.Ed	100
25.	**R.K. College of Education**	B.Ed	100
26.	**Rao Neki Ram Memorial College of Education**	B.Ed	100
27.	**Laxmi College of Education**	B.Ed	100
28.	**B.L. College of Education**	B.Ed	100
29.	**Lal Bahadur Shastri College of Education**	B.Ed	100
30.	**Lord Krishna College of Education**	B.Ed	200
31.	**Rashtriya Vidhya Education College, Krishna Nagar Basai Road, Gurugram**	B.Ed	100
32.	**Shri Shanti Sagar Jain Girls College of Education, Ferozepur Jhirka**	B.Ed	100

Seat Matrix

Sr. No.	Name of College	Name of programme	*Group*	NO. OF SEATS	AIOC	AIOC (EWS)	HOGC	EWS	SC-D	SC	BCA	BCB	PH/ESN
1	Rao Lal Singh College of Education V.P.O. - Sidhrawali, Distt. - Gurugram	B.Ed.	*Arts and commerce*	50	7	1	19	2	4	4	7	5	1
			Science	50	7	1	19	2	4	4	7	5	1
2	KIIT College of Education VPO Bhondsi Distt. Tehsil Sohna, Gurugram	B.Ed.	*Arts and commerce*	50	7	1	19	2	4	4	7	5	1
			Science	50	7	1	19	2	4	4	7	5	1
		M.Ed.	--	50	7	1	19	2	4	4	7	5	1
3	Maa Saraswati Teachers Training Institute Vill. Makdola Distt. Gurugram	B.Ed.	*Arts and commerce*	50	7	1	19	2	4	4	7	5	1
			Science	50	7	1	19	2	4	4	7	5	1
4	Rao Udmi Ram Memorial College of Education Vill. Jamalpur, Tehsil-Farukhnagar, Distt. Gurugram	B.Ed.	*Arts and commerce*	50	7	1	19	2	4	4	7	5	1
			Science	50	7	1	19	2	4	4	7	5	1
5	Dayawanti Memorial College of Education Near Country Club Panchgaon, Vill. Pada, Sub-Tehsil, Tauru, Distt. Mewat	B.Ed.	*Arts and commerce*	100	14	1	38	4	9	8	14	9	3
			Science	100	14	1	38	4	9	8	14	9	3
		M.Ed.	--	50	7	1	19	2	4	4	7	5	1
6	Sardar Patel College of Education Farukhnagar, (Gurugram)	B.Ed	*Arts and commerce*	50	7	1	19	2	4	4	7	5	1
			Science	50	7	1	19	2	4	4	7	5	1
7	Pataudi College of Education Opp. New Bus Stand, Pataudi (Gurugram)	B.Ed	*Arts and commerce*	100	14	1	38	4	9	8	14	9	3
			Science	100	14	1	38	4	9	8	14	9	3
		M.Ed.	--	50	7	1	19	2	4	4	7	5	1
8	Drona College of Education Ravi Nagar Basai Road, Distt. Gurugram	B.Ed	*Arts and commerce*	50	7	1	19	2	4	4	7	5	1
			Science	50	7	1	19	2	4	4	7	5	1
9	Royal Institute of Science and Management VPO Wazirpur, Distt. Gurugram	B.Ed	*Arts and commerce*	50	7	1	19	2	4	4	7	5	1
			Science	50	7	1	19	2	4	4	7	5	1
10	Major Bihari Lal Memorial College of Education VPO Bilaspur Chowk, Tehsil Pataudi, Distt. Gurugram	B.Ed	*Arts and commerce*	50	7	1	19	2	4	4	7	5	1
			Science	50	7	1	19	2	4	4	7	5	1
		M.Ed.	--	50	7	1	19	2	4	4	7	5	1
11	Rao Ram Singh College of Education VPO- Bhora Kalan, Tehsil-Farukhnagar, Distt Gurugram	B.Ed	*Arts and commerce*	50	7	1	19	2	4	4	7	5	1
			Science	50	7	1	19	2	4	4	7	5	1

12	Laxmi College of Education VPO Kasan, (Gurugram)	B.Ed	*Arts and commerce*	50	7	1	19	2	4	4	7	5	1
			Science	50	7	1	19	2	4	4	7	5	1
13	Shri Ram College of Education VPO-Bhora Kalan, Tehsil-Pataudi, Distt. Gurugram	B.Ed	*Arts and commerce*	50	7	1	19	2	4	4	7	5	1
			Science	50	7	1	19	2	4	4	7	5	1
14	Chandrawati College of Education VPO-Tauru, Distt. Mewat	B.Ed	*Arts and commerce*	50	7	1	19	2	4	4	7	5	1
			Science	50	7	1	19	2	4	4	7	5	1
15	Starex Institute of Education, VPO Binola, Bilaspur Chowk, Gurugram	B.Ed	*Arts and commerce*	50	7	1	19	2	4	4	7	5	1
			Science	50	7	1	19	2	4	4	7	5	1
16	B.M. College of Education Vill. Hari Nagar, Tehsil Farukhnagar, Distt. Gurugram	B.Ed	*Arts and commerce*	100	14	1	38	4	9	8	14	9	3
			Science	100	14	1	38	4	9	8	14	9	3
17	Basant Lal Memorial College of Education VPO-Garhi Harsaru, Distt. Gurugram	B.Ed	*Arts and commerce*	50	7	1	19	2	4	4	7	5	1
			Science	50	7	1	19	2	4	4	7	5	1
18	Sree Shiv Chaitanya College of Education Bhora Kalan, Distt. Gurugram	B.Ed	*Arts and commerce*	50	7	1	19	2	4	4	7	5	1
			Science	50	7	1	19	2	4	4	7	5	1
19	Vidya Bhavan College of Education Khurrampur, Tehsil-Farukhnagar, Distt. Gurugram	B.Ed	*Arts and commerce*	50	7	1	19	2	4	4	7	5	1
			Science	50	7	1	19	2	4	4	7	5	1
20	Vishwas College of Education Village-Pataudi, Distt. Gurugram	B.Ed	*Arts and commerce*	50	7	1	19	2	4	4	7	5	1
			Science	50	7	1	19	2	4	4	7	5	1
21	Jhankar College of Education Main Pataudi Road, Vill. Babra Bakipur, PO-Jamalpur, Tehsil-Farukhnagar, Distt. Gurugram	B.Ed	*Arts and commerce*	50	7	1	19	2	4	4	7	5	1
			Science	50	7	1	19	2	4	4	7	5	1
22	Rao Adal Singh College of Education Vill. Khatiwas, Post & Tehsil-Tauru, Distt. Mewat	B.Ed.	*Arts and commerce*	50	7	1	19	2	4	4	7	5	1
			Science	50	7	1	19	2	4	4	7	5	1
		M.Ed.	--	50	7	1	19	2	4	4	7	5	1
23	S.D. College of Education VPO-Janaula, Tehsil- Pataudi, Distt. Gurugram	B.Ed.	*Arts and commerce*	50	7	1	19	2	4	4	7	5	1
			Science	50	7	1	19	2	4	4	7	5	1
24	D.V.M. College of Education Vill-Baluda, PO Sohna. Distt. Gurugram	B.Ed.	*Arts and commerce*	50	7	1	19	2	4	4	7	5	1
			Science	50	7	1	19	2	4	4	7	5	1
25	R.K. College of Education, VPO Bhora Kalan, Tehsil- Pataudi, Distt. Gurugram	B.Ed.	*Arts and commerce*	50	7	1	19	2	4	4	7	5	1
			Science	50	7	1	19	2	4	4	7	5	1
26	Rao Neki Ram Memorial College of	B.Ed.	*Arts and*	50	7	1	19	2	4	4	7	5	1

	Education, Pataudi, P.O Bas Padamka, Distt. Gurugram		*commerce*										
			Science	50	7	1	19	2	4	4	7	5	1
27	Laxmi College of Education, Rathiwas (Jat). P.O. Sidhrawali, Gurugram	B.Ed.	*Arts and commerce*	50	7	1	19	2	4	4	7	5	1
			Science	50	7	1	19	2	4	4	7	5	1
		M.Ed.	--	50	7	1	19	2	4	4	7	5	1
28	B.L. College of Education , Wazirpur Sec- 95a, Tehsil- Harsaru, Gurugram Haryana	B.Ed.	*Arts and commerce*	50	7	1	19	2	4	4	7	5	1
			Science	50	7	1	19	2	4	4	7	5	1
29	Lal Bahadur Shastri College of Education, Pataudi Road, Jamalpur , Gurugram	B.Ed.	*Arts and commerce*	50	7	1	19	2	4	4	7	5	1
			Science	50	7	1	19	2	4	4	7	5	1
30	Lord Krishna College of Education, Pataudi, Jamalpur, Gurugram	B.Ed.	*Arts and commerce*	100	14	1	38	4	9	8	14	9	3
			Science	100	14	1	38	4	9	8	14	9	3
31	Rashtriya Vidhya Education College, Krishna Nagar Basai Road, Gurugram	B.Ed.	*Arts and commerce*	50	7	1	19	2	4	4	7	5	1
			Science	50	7	1	19	2	4	4	7	5	1
32	Shri Shanti Sagar Jain Girls College of Education, Ferozepur Jhirka	B.Ed.	*Arts and commerce*	50	7	1	19	2	4	4	7	5	1
			Science	50	7	1	19	2	4	4	7	5	1

Eligibility of the Programmes

Sr. No.	Nomenclature of the Programme	Duration in (years)	Eligibility
1	**B.Ed**	**2 Years**	Bachelor Degree and /or in the Master's Degree in Sciences/ Social Sciences/ Humanity with 50% marks (47.5% in case of SC/ST/Blind/Visually and Differently Abled Candidates of Haryana only) Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks (52.25% in case of SC/ST/Blind/Visually and Differently Abled Candidates of Haryana only) or any other Qualification equivalent thereto*, are eligible for admission to the programs. BBA/MBA with 50% Marks (47.5% in case of SC/ST/Blind/Visually and Differently Abled candidates of Haryana Only) and BCA/MCA with 55% marks (52.25% in case of SC/ST/Blind/Visually and Differently Abled candidates of Haryana Only).
2	**M.Ed**	**2 Years**	B.Ed./B.A.B.Ed./B.Sc.B.Ed./B.EI.Ed./D.EI.Ed. or any other examination recognized by this University as equivalent thereto examination from any recognized University, obtaining not less than 50% marks in the aggregate (47.5% in case of SC/ST/Blind/Visually and Differently Abled Candidates of Haryana only).

NOTE:

1. Reduction/relaxation of 5% marks in the eligibility conditions in all the programs shall be granted to the Scheduled Caste candidates. This percentage shall be calculated as per the example given below:-
2. Out of 100 marks needs to less = (5/100)x100 = 5
3. Out of 50 marks needs to less = (5/100) x 50 = 2.50
4. This way minimum mark where general category candidates are required to have 50% in a prescribed qualification, the total required marks for a SC category candidate will be 50-2.50= 47.50 and not 45.
5. There shall be no rounding off of percentage of marks of the qualifying examination from 0.5% and above to next higher number for determining the eligibility i.e. 49.5% and above will not be rounded off to 50%.
6. The candidate(s) with re-appear(s) in the qualifying exam shall not be allowed admissions.
7. Cutoff date for eligibility will be the last date/time of online choice filling.
8. **One year PG diploma in any subject will not be considered equivalent to Master's Degree.**

Criteria for preparation of merit list

1. While preparing merit list, marks will not be rounded off.
2. The merit list shall be prepared on the basis of the academic merit (percentage of marks in qualifying examination).
3. **In case a candidate has passed the Master Degree Examination in addition to Bachelor Degree, the higher percentage of marks obtained in either of the two will be taken into consideration while preparing the merit list for admission to B.Ed. Programs.**

Fee Structure (Per Annum)

B.Ed. Program

Govt. aided Colleges	**:**	**Rs. 18,160/- per annum**
Private and SFS Colleges	**:**	**Rs. 44,000/- per annum**

M.Ed. Program

Private and SFS Colleges	**:**	**Rs. 44,000/- per annum**

Note:

The above fee is subject to revision by State Admission & Fee Committee, Haryana.

In addition to the above fee, **other annual charges will be as applicable** as prescribed by the concerned University from time to time.

Sr. No.	Name of Head under which the fee to be charged	Amount (in Rs.)
1.	**Development Fund**	**2,000/-**
2.	**Regn./Enrolment Fee**	**1,500/-**
3.	**Examination Fee**	**1,200/-**
4.	**Dr. R.K. Foundation Fee (College share)**	**70/-**
5.	**Holiday Home Fee** (Rs. 20/- to be remitted to the University)	**20/-**
6.	**Curriculum Charges** (Rs. 100/- to be remitted to the University)	**100/-**
7.	**University Sports Fee** (Rs. 350/- to be remitted to the University)	**400/-**
8.	**Youth Welfare Fee** (Rs. 100/- to be remitted to the University)	**150/-**
9.	**N.S.S. Fee** (Rs. 10/- to be remitted to the University)	**20/-**
10.	**Youth Red Cross Fund** (Rs. 40/- to be remitted to the University)	**80/-**
11.	**Digitalization Fee** (Rs. 500/- to be remitted to the University)	**600/-**
	Grand Total	**6,140/-**
	Share of Fee to be withheld by the College	**(-) 320/-**
	Total Balance Fee to be remitted to the University per Student	**5,820/-**

Fee Refund Policy:

The fee refund policy shall be applicable as per latest guidelines of UGC.

CHAPTER-III

Admission Process

1. The candidates are advised to read the Admission Guideline carefully before filling the online Application Form.

2. The Admission Guidelines for B.Ed. and M.Ed. programmes can be downloaded from the University website: https://gurugramuniversity.ac.in. The application fees of **Rs. 1000/- for General Category and Rs. 250/-** for Scheduled Caste, Backward Class of Haryana, Differently Abled Person and Economically Weaker Sections (EWS) of Haryana for each programme shall be paid by the applicant online.

3. Each candidate has to apply separately for each program.

4. **Student has to fill the choices of colleges very carefully. No changes in Choices will be allowed after submission of application form. The college will be allotted on the basis of choice filled by candidate according to merit list.**

5. The Candidate shall be personally responsible in case, he/she is not eligible to apply as per the given eligibility criteria.

Instructions/Guidelines for Filling Online Application Form for Admission

Read the admission guidelines carefully before filling up the admission form. (http://gurugramuniversity.ac.in > Admissions > admission guidelines 2024)

1. Pre-requisites for applying online:

I. Aadhar Card Number.

II. E-mail id of the candidate (abcde@gmail.com).

III. Scanned copy of Photograph and Signature ensuring that all required scanned images should be in .jpeg with mentioned specifications as per Instruction for Uploading Image/Photo of Document, Certificate, Marksheet and Signature.

IV. Digital Photo (80% face) and Signature are required in .jpg or .jpeg image format.

V. File size of digital photo must be within 10 kb to 500.00 kb limit.

VI. Document/Certificate/Marksheet related size of digital photo must be within 10kb to 500.00 kb limit.

VII. Mobile Number of the candidate.

VIII. Pin Code with the details of Permanent & Correspondence Address.

IX. Scanned Copies of Educational Qualifications related details/documents (like Matriculation, Senior Secondary Examination, and Qualifying Examination etc.)

The candidate must upload all required scanned images/scanned copies only in .jpeg. The scanned copy should be of original document and not of the Photocopy.

- Once the payment for a programme is conformed, no changes in Programme, Category, Applicant Name, Father Name, Date of Birth, Mobile number, e- mail id, Photo and Signature etc. will be allowed. Therefore, before payment and clicking on the "NEXT/SAVE" button, the details should be checked and confirmed by the candidate.

- The candidate must select carefully the programme applied for (e.g. 2 Year PG Programme or 2 Year M.Ed. Programme) for which he/she is eligible.

Online Admission Process:-

1. User has to click on the below URL:
   https://gurugramuniversityadm.samarth.edu.in/test.php

2. Step 1: - Register Now. (If you are an existing user, you may skip this and click on sign in) A user can register his/her self by filling the below details.

   • Applicant's Full Name
   • Applicant's Date of Birth
   • Applicant's Email
   • Re-Enter Applicant's Email Address
   • Password (Minimum 6 characters)
   • Re-Enter Password
   • Mobile Number
   • Re-Enter Mobile Number
   • Captcha Verification

3. After successfully registering on the admission portal, user may now sign-in, by clicking on the "sign- in" button or can also directly click on the "Apply now" button adjacent to the programme name- which prompt the login window on the screen.

User has to login by the email id and password created while registering .

4. After successful sign-in user can now click on “Update Profile” button and fill the details for profile :

PERSONAL DETAILS	
Full Name of the Applicant: Gender	Full Name of the Applicant: Gender
Date of Birth: Age as on:	Category:
Blood Group: Religion:	Blood Group: Religion:
Nationality:	
Registered Email:	Registered Mobile Number :
Alternate Email:	Alternate Mobile :
Permanent Address:	Correspondence Address :
PLACE OF BIRTH DETAILS	
Village/Town/City:	Country:
State:	District:
GURUGRAM UNIVERSITY REGISTRATION DETAILS (IF APPLICABLE)	
Have you enrolled in Gurugram University before?:	Registration Number :
Name of Gurugram University School/Department/Faculty/College:	Programme registered in :
FAMILY DETAILS	
Mother’s Name:	Father’s Name:
Mother’s Qualification:	Father’s Qualification:
Mother’s Occupation:	Father’s Occupation’s

Mother's Mobile Number:	Father's Mobile Number :
Mother's Office Address:	Father's Office Address:
Emergency Contact Number:	
Combined Family Income:	
OTHER CATEGORY/QUOTA:	
Person with Benchmark Disabilities (PwBD) Category:	
Kashmiri Migrant:	
Prime Minister's Special Scholarship Scheme for J&K Students:	
Children/Widows of Armed Forces Personnel:	
Single Girl Child Quota:	
Cultural Activities Quota (CCA Quota):	
Sports Quota:	
Other Details	
Do you have any illness, which requires continuous or emergency medical attention?	
Do you have NCC Certificate?	
Have you participated in National Service Scheme (NSS) Camp?	
Are you ward of University Employee (Father/Mother working in Gurugram University?	
Language	Proficiency (Reading/Writing/Speaking)
English	Reading Writing Speaking
Hindi	Reading Writing Speaking

Uploads
Instruction for Uploading Image/Photo of Document, Certificate, Marksheet and Signature - Digital Photo and Signature are required in .jpg or .jpeg image format. - File size of digital photo must be within 10kb to 500.00 KB limit. - Document/Certificate/Marksheet related size of digital photo must be within 10kb to 500.00 KB limit. - Photo Accepted formats .jpeg .jpg [10 KB – 500 KB] - Signature Accepted formats .jpeg .jpg [10 KB – 500 KB] - Income Certificate Accepted formats .jpeg .jpg [10 KB – 500 KB
Select Applicable Eligibility Criteria (Read Information Brochure/Prospectus for Eligibility Criteria) Applicable Eligibility Criteria* Qualification Details - X or Equivalent Qualification Details - XII or Equivalent Qualification Details - Graduation or Equivalent

CHAPTER-IV

GUIDELINES FOR APPLICANTS AND COLLEGES

Guidelines for Applicants

1. **Aadhar card and Parivar Pehchan Patra/Family Id (mandatory for Haryana residents).**
2. Candidate is advised to carry scanned copies of all relevant documents as mentioned in chapter 1.
3. **Choice filling cannot be changed; it will be as filled in application form.**
4. General category students can now opt for EWS (Economically Weaker Section) quota within the Haryana General Quota. However, they need to upload the required certificate **(Appendix F)** for the same.
5. Online Documents Verification shall be carried out by **Admission Committee of colleges.**
6. If any discrepancy is found in the submitted application form of student due to any reason during the online verification process, the verifier (college) will mark the application as **'RESUBMISSION'** and enter the reason with Remarks Column. A SMS and Email will be sent to the applicant with remarks to clear the objection within prescribed time frame. The applicant will be required to make necessary corrections on the University online admission portal by logging in his/her account. If candidate fails to remove the discrepancy or resubmit the application within prescribed time frame the form will be rejected.

7. If **any document of a student is rejected due to some reasons during the process of online verification,** a SMS and Email will be sent to the applicant with remarks to clear the objection within prescribed time frame. The applicant will be required to make necessary corrections on the University online admission portal by logging in his/her account. **If candidate fails to remove the discrepancy or resubmit the application within prescribed time frame the form will be rejected.**
8. Merit lists shall be prepared after considering marks of qualifying examination and as per State Reservation Policy.
9. In case of CGPA, convert it into marks/percentage as per the norms of Board/University.
10. The candidate shall be allotted the seats according to merit list and reservation policy, and preferences (choice of colleges) filled by the students.
11. If a candidate got the admission in the first choice as filled by the applicant he/she will not be allowed to take part in the second counseling.
12. The candidate shall report to the allotted college on the date as per admission schedule with all relevant original documents for the physical verification.
13. After physical verification the college will verify the same on University web portal. The student has to submit his/her annual fee at the allotted college/institute at time of reporting in allotted college/institute on the same day or as mentioned in admission schedule.
14. In case student fails to produce original documents the admission shall be treated as cancelled.

15. After appearance of name of student in merit list, he/she will have to make **the payment of admission charges/fee at the allotted college/institute at time of reporting in allotted college/institute** as per admission schedule.

16. The students will be initially given provisional admission only, subject to the verification of their documents by the College/Affiliating University. In case of any discrepancy, the college is authorized to cancel the provisional admission of the student or change his/her stream/subjects subject to availability of seats. Even the College / University can cancel any such admission wherever the information provided by the students is found to be fictitious /bogus at any stage and the student concerned will be held solely responsible for this.
17. In case student fail to deposit his/her fee the allotted seat will be treated as vacant seat and will be offered to the next candidate during the preparation of second merit list.
18. Before preparation of 2nd merit list, provisionally admitted student will be given a chance if he/she is not satisfied with the allotted college (the applicant did not get his first choice) and want to consider his/her candidature for upgraded college as per his/her choice. This choice to participate in 2nd counseling is to be filled online through University web portal within prescribe time frame only.
19. In 2nd merit list, all the candidates (i) who did not get any seat during 1st merit list (ii) those who got seat allotted but could not get admitted due to any reason and (iii) candidates who got provisional admission in college not of choice and have applied to participate in 2nd counseling shall be considered.

20. The candidate who has allotted the seat in the **second** merit list will submit his/her fee as per provision given above and will report to the college for verification of document physically..
21. The applicant whose admission is confirmed shall submit his/her original migration certificate in the college as per guidelines, if he/she has passed the qualifying examination from any other University other than Gurugram University, Gurugram.
22. The candidate shall report to the allotted college on the date as per admission schedule with all relevant original documents for the physical verification.
23. **Queries regarding admissions, if any, be raised at e-mail id:** helpdesk@gurugramuniversity.ac.in (Helpdesk)

Note:

Aadhar Number, Mobile Number, Photo and Date of Birth are mandatory for every student as the same is required by the UGC for uploading the results of students for online verification. Student himself/herself will be responsible for providing the correct information.

Guidelines for Colleges

1. All the colleges have to **upload their prospectus/information booklet (Program Eligibility, fee structure and seat matrix) on the college website** and to provide the link to the University.
2. Colleges to ensure that online verifications shall be conducted for admissions strictly as per admission schedule.
3. **Parivar Pehchaan Patra (PPP)** shall be required for registration towards admission for Haryana residents.
4. Fee Structure shall be as per affiliating University/State Government norms.
5. The State Reservation Policy shall be followed in letter and spirit.
6. **First and Second lists will be generated by the University followed by open counseling at college level.**
7. **Online Documents Verification** shall be carried out by the college opted as first choice by the applicant. All colleges including Govt. Colleges, Govt. Aided Colleges, Private and Self- Financing Colleges shall be included during the process of Online Documents Verification.
8. If any discrepancy is found in the submitted application form of student due to any reason during the online verification process, the verifier (college) will mark the application as **'RESUBMISSION'** and enter the reason with Remarks Column. A SMS and Email will be sent to the applicant with remarks to clear the objection within prescribed time frame. The applicant will be required to make necessary corrections on the University online admission portal by logging in his/her account. If candidate fails to remove the discrepancy or resubmit the application within prescribed time frame the form will be rejected.
9. Merit lists shall be prepared after considering marks of qualifying examination as per State Reservation Policy.
10. The candidate shall be allotted the seats according to merit list and preferences filled by the students.
11. The candidate shall report to the allotted college on the date as per admission schedule with all relevant original documents for the physical verification.

12. After physical verification the college will verify the same on University web portal. The student has to submit his/her annual fee at the allotted college/institute at the time of reporting in allotted college/institute on the same day or as mentioned in admission schedule.
13. In case student fails to produce original documents the admission shall be treated as cancelled.
14. In case student fail to deposit his/her fee, the allotted seat will be treated as vacant seat and will be offered to the next candidate during the preparation of second.
15. **Choice filling cannot be changed; it will be as filled in application form.**
16. Before preparation of 2nd merit list, provisionally admitted student will be given a chance if he/she is not satisfied with the allotted college (the applicant did not get his first choice) and want to consider his/her candidature for upgraded college as per his/her choice. This choice to participate in 2nd counseling is to be filled online through university web portal within prescribed time frame only.
17. In 2nd merit list, all the candidates (i) who did not get any seat during 1st merit list (ii) those who got seat allotted but could not get admitted due to any reason and (iii) candidates who got provisional admission in college not of choice and have applied to participate in 2nd counseling shall be considered.
18. The candidate who has allotted the seat in the second list will submit his/her fee as per provision given above and will report to the college for physical verification.
19. The applicant whose admission is confirmed shall submit his/her original migration certificate in the college as per guidelines, if he/she has passed the qualifying examination from any other University other than Gurugram University, Gurugram.
20. Timely submission of Registration Return in the University shall be ensured by the Colleges.
21. **The web portal for submission of Registration Returns and Continuation Registration Returns will be opened by the University *w.e.f.* date of admissions and will be closed as decided by the University.**

22. **The last date to submit RR shall be 15 days to the last date of admissions as notified by the University.**
23. The colleges shall ensure that seats be filled according to norms only.
24. The refund, if any, shall be made to the student on the recommendation of Principal of the concerned college as per UGC guidelines.
25. Registration on Online Admission Portal of Gurugram University, Gurugram is mandatory for admission seekers. In no circumstances, admission without registration on University portal shall be allowed.
26. Declaration to be obtained from the candidate

    The College/ Institute should make a provision in the admission form for a declaration to be given by the student(s) as under: -

    "I declare that I am applying for admission with the consent of my parents/guardian and that the particulars given above are correct. I have read the College / Institute Admission guidelines for the session 2023-24 as well as the admission requirements as laid down by the University for the course. I agree to abide by the rules and regulations given therein. I further declare that I shall submit myself to disciplinary jurisdiction of the Principal/Director of the College/Institute, the Vice-Chancellor and the other authorities of the University who may be vested with the power to exercise discipline under the Act, the Statutes, the Ordinances and Rules framed by the University in this regard.

    I understand that my admission if made by the College/ Institute is provisional and will be subject to confirmation by the University. In case my admission is cancelled by the University I shall have no claim for refund of fees paid by me to the College/Institute or the University.

    I undertake that I shall not indulge in any act of ragging otherwise my admission to the College/Institute shall stand cancelled and disciplinary proceedings be initiated against me."

    The applicants shall also submit the Undertaking as **appended at 'N'**.

27. **Students, in any case, will not be dealt with directly by the University and their requests/applications should not be sent to the University in piece meal. However, the doubts, if any, may be got cleared by deputing an official/teacher to the University.**

28. **The total number of seats in the erring College(s)/Institute(s) committing any type of irregularity in making admissions etc. will be reduced by minimum ten seats initially for a period of one year and it will be doubled in case the College/Institute repeats the violation of rules.**

29. The instructions for curbing ragging as conveyed by the UGC vide letter No. 1-15/2009 (ARC) pt. III dated 17.03.2017, in view of the judgment of the Hon'ble Supreme Court of India dated 08.05.2009 in Civil Appeal No. 887/2009 and also given in **Chapter X** be adhered to strictly (UGC Regulations on Curbing the Menace of Ragging in Higher Education Institutions, 2009, UGC website i.e. www.ugc.ac.in & the Haryana Prohibition of Ragging in Educational Institution Ordinance 2012.

30. Candidates who have passed their qualifying examinations from the Universities/Boards in the state of Haryana will be deemed to be Haryana residents and will not be required to submit certificate of residents of Haryana, however, **PPP will be mandatory**.

31. **If gap in studies, students may give reasons with documentary proof/ self-undertaking.**

32. The UGC vide its letter dated 26.02.2015 has issued guidelines to the University regarding scholarships meant for SC students, to incorporate in Prospectus/ Brochure of all the Institutes that the eligible SC students should submit their scholarship forms for the Academic year by February for processing scholarship to SC students each year. Therefore, all the Institutes are required to incorporate the instructions in their Prospectus/Brochure that the eligible SC /ST, OBC, PwD students etc. should submit their scholarship form for the Academic year by February for processing scholarship.

33. **All the Colleges/Institutes shall add a column in the admission form/application form in the Prospectus of College/Institute of Transgender, Aadhar Card Number, Mobile Number and email address. As per instructions of the State Govt. issued vide Memo No. 18/30-2015 UNP (4) dated 08.03.2017, to enable to link Aadhar ID with Bank account of all students to be admitted from the session 2018-19, the Aadhar based admissions must be**

implemented i.e. every student shall be in possession of Aadhar number at the time of admission in the College

34. The refund of fee shall be as per the latest notification of University Grants Commission.

35. The students will be initially given provisional admission only, subject to the verification of their documents by the College/Affiliating University. In case of any discrepancy, the college is authorized to cancel the provisional admission of the student or change his/her stream/subjects subject to availability of seats & his/her willingness.

36. The List of Self-styled Institutes/Universities which have been declared Bogus by the University Grants Commission is at **Appendix-K.**

Guidelines for Physical Open Counselling

1. **Physical/Open counseling will be held in duration as mentioned in admission schedule**. Programme wise comprehensive waiting list of all interested applicants along with phone numbers will be provided to the respective colleges.
2. College will conduct open physical counseling at their own level to prepare and **display the merit list (daily basis, if required)** as per affiliating University/Government norms. The account of filled/vacant seats (category-wise) shall be managed by colleges only during Physical Open Counseling. Reservation policy shall be implemented in letter and spirit.
3. Candidate has to pay **the fee on the same** day or as per the admission schedule at the allotted college/institute at time of reporting in allotted college/institute.

Note: *The college shall ensure the eligibility checking and document verification w.r.t. the student. A declaration to this effect will be taken from the colleges that the application form along with supporting documents has been verified and the student is found eligible as per norms.*

CHAPTER-V

RESERVATION OF SEATS

1. Reservation of Seats:

Reservation of seats, in view of Reservation Policy issued by Govt. of Haryana vide Notification No. 22/10/2013-IGSIII dated 28.2.2013 and instructions received from time to time in various programmes offered in Govt./Govt. aided educational/technical/ professional institution is as detailed below:

Category	**Percentage**
a) **All India Open Category Seats (Including Haryana State) (AIO)**	15% of the sanctioned intake
b) **State Quota**	85% of the sanctioned take
(b-1) **Haryana Open General Category (HOGC)**	50% of the State Quota i.e. 42.5% of total intake.
Economically Weaker Section	*10% seats out of HOG and AIO are reserved for EWS (refer letter no. 22112/2019-1GS-III dated 25.02.2019 at **Appendix F** and letter No. 40395 DHE-190005/97/2020-UNP (STATE)-DHE dated 19.04.2021
(b-2) **Reserved Categories of Haryana**	50% of the State Quota i.e. 42.5% of total intake
Scheduled Caste (SC)	20% of State Quota (17% of total intake) i. 50 % of 20% to Scheduled Castes ii. 50% of 20% to Deprived Scheduled Castes (refer to **Appendix-G and H**)
Backward Classes of Haryana (A)(BCA)	16% of State Quota (13.6% of total intake)
Backward Classes of Haryana (B)(BCB)	11% of State Quota (9.35% of total intake)
Physically Handicapped (PH)	3% of State quota (2.55% of total intake).

Note: The reservation of seats is as per Reservation Policy of the State Govt. of Haryana and is subject to change/amendment made by the State Govt. from time to time.

i) Candidate belonging to SC/ST are required to submit a certificate from the competent authority as per **Appendix-A**. The list of Deprived Scheduled Castes notified by the Haryana Government, is available at **Appendix-H**.

ii) Candidate belonging to Backward Classes are required to submit a certificate from the competent authority as per **Appendix-B**. The list of Backward Classes in Haryana notified by the Haryana Government is available at **Appendix-I**.

iii) The children or grandchildren (Maternal & Paternal) of Freedom Fighters are required to submit a certificate form the competent authority as per **Appendix-C and Appendix-D** in case of Deceased/Disabled/Discharged Military Personnel/ Serving Military Personnel/ Ex-Servicemen.

iv) In the event of quota reserved for Physically Handicapped (required to submit a certificate form the competent authority as per **Appendix-E)** remain unutilized due to non-availability for suitable category of handicapped candidates, it may be offered to Ex-Servicemen and their wards (1% and the dependent of Freedom Fighter 1%).

v) Further, 3% reservation is also provided to Ex-serviceman/ Freedom Fighter and their dependents by providing reservation within reservation of 1% of General Category, 1% out of Scheduled Caste and 1% from Backward Classes category for admission to the various educational institutions of the Govt. and Govt. aided / Institutes located in Haryana. As far as Block allocation in Block-A and Block-B of Backward Classes category is concerned year wise rotational system will be adopted. For example, if Block-A of Backward Classes are given seats in academic year 2013, the next Block i.e. (B) Block of Category of Backward Classes will be given seats in the next academic year 2014 and so on.

vi) Fifty percent of the twenty percent seats reserved for Scheduled Castes for admission in any educational institution shall be set aside for candidates belonging to deprived Scheduled Castes as enumerated in the **Appendix-G and H**.

Note:

A roster register for reservation of seats for ex-servicemen/freedom fighter shall be maintained and carry forward all fractions till one seat is accumulated through different fractions over the years. As and when the total comes to one, a seat will be provided in the Prospectus (Chief Secretary to Govt. Haryana letter No. 23/27/2004-2GS-III dated 05.12.2008).

2. **Guidelines for Reservation**

i) A candidate who applies for a reserved category or for both reserved and general categories will be considered first in general category. In case, he is not selected in general category, he/she will be considered for reserve category.

The Scheduled Castes/Backward Classes candidates who get selected /admitted in Educational/Professional/Technical Institutions and Universities in open competition on the basis of their own merit, will not be counted against the quota reserved for scheduled caste/ backward classes, rather they will be treated as open competition candidates. However, such candidates shall fulfill condition of eligibility regarding age etc. as are meant for general category candidates (Memo No.13864-75 dated 24.8.2012 received from the Principal Secretary to Govt. of Haryana, Welfare of Scheduled Caste and Backward Classes, Department, Chandigarh).

ii) Benefit of reservation will be given to all the reserved categories upto 2nd counseling according to the reservation policy given in the Guidelines. In case at the time of third counseling/open counseling the reserved seats of various categories remain vacant and no eligible candidates of the reserved

categories are available, these vacant seats may be thrown open to Haryana General Category. In case, the seats in Haryana General Category remain vacant at the end the same will be thrown open to All India Open Category

iii) If any seat remains vacant in sub-categories of BC(A) and BC(B), the same will be filled up through the candidates belonging to other category. For example, if any seat in BC(B) category remains vacant, the same will be filled up from BC(A) category and vice-versa.

iv) If any seat remains vacant in sub-categories of SC, the same will be filled up through the candidates belonging to other category. For example, if any seat in SC category remains vacant, the same will be filled up from Deprived SC category and vice-versa after 2nd counselling.

v) Where a seat set aside for candidate from deprived Scheduled Caste for admission in Government educational Institutions is not filled up in any academic year due to non-availability of candidate of deprived Scheduled Castes possessing the requisite qualifications, the same shall be made available to candidate of Scheduled Castes.

vi) A candidate having a minimum of 40% permanent disability will be considered physically handicapped for admission to a course, provided that the candidate is otherwise medically fit for the particular course. Such candidate will be admitted to the relevant courses on the basis of academic merit and not on the basis of degree of handicapped. Certificate should be as per **Appendix- 'E'**.

vii) Children or Wards of Military Personnel (including personnel of Para-Military Forces killed in Action or Permanently Disabled in Action and Boarded Out from the Services or Ex-Servicemen and their wards will be considered of reservation. They will submit a certificate as per **Appendix-'D'**. The following categories of personnel of Territorial Army are included in the definition of Ex-Servicemen in terms of the State Govt. Letter No. 12/18/2006-GS-II dated 08.01.2008.

i) Pension holders for continuous embodied service

ii) Persons with disability attributable to military service

iii) Gallantry Award Winners and

iv) Such recruits boarded out/released on medical grounds and granted medical/disability pension.

CHAPTER-VI

7.1 BAN OF RAGGING IN EDUCATIONAL INSTITUTIONS

The instructions for curbing ragging as conveyed the UGC vide letter No. 1-15/2009 (ARC) pt. III dated 17.03.2017, in view of the judgement of the Hon'ble Supreme Court of India dated 08.05.2009 in Civil Appeal No. 887/2009 and also given in Chapter X be adhered to strictly (UGC Regulations on Curbing the Menace of Ragging in Higher Education Institutions, 2009, UGC website: www.ugc.ac.in & the Haryana Prohibition of Ragging in Educational Institution Ordinance 2012.

Ragging in educational institutions is banned and any one indulging in ragging is likely to be punished appropriately. The punishment may include expulsion/ suspension from the institution or classes for a limited period or fine with a public apology. The punishment may also take shape of (i) withholding or withdrawing scholarships or fellowships and other benefits (ii) forfeiting campus placement opportunities or recommendations. (iii) debarring from appearing in any test or examination or other evaluation process (iv) debarring from representing the educational institution in any regional, national or international meet, tournament, youth festival, etc. (v) withholding results (vi) suspension or expulsion from hostel or mess (vii) cancellation of admission (viii) lodging of FIR with the local police. If the individuals committing or abetting ragging are not/cannot be identified, collective punishment can be awarded to act as a deterrent.

Any disorderly conduct whether by words spoken or written or by an act which has the effect of teasing, treating or handling with rudeness any other students, indulging in rowdy or in disciplinary activities which causes or is likely to cause annoyance, hardship or psychological harm or to raise fear apprehension thereof in freshers or junior students or asking the students to do any act or perform something which such students will not do in the ordinary course and which has the effect of causing or generating a sense of shame of embarrassment so as to adversely affect the physique or psyche of a fresher or a junior student or any type of abuse through electronic media or wrongful confinement, use of criminal force, assault as well as sexual offence, trespass, defamation or threat to defame will be deemed an act of ragging.

Hon'ble Supreme Court of India in SPL (C) No. 24295/2004 in the matter of University of Kerala V/s Council of Principals, Colleges of Kerala and others has ordered that if any incident of ragging comes to the notice of the authority, the concerned student shall be given liberty to explain to if his/ her explanation is not found satisfactory, the authority would expel him/her from the Institution.

As per letter of UGC vide D.O. No. 1-15/2009(ARC)PT.III dated 12.06.2023 the procedure of Anti-Ragging Undertaking & Compliance Submission has been revised and is completely online and student is not required to submit any hard/printed affidavit in the University/Affiliated Colleges.

The Affiliated College are directed to follow the revised procedure for students to fill online undertaking and also submit Anti-Ragging compliance form on www.antiragging.in and to submit the compliance. The anti-ragging poster is to be displayed on prominent places of the College campus.

The following are the links for undertaking and compliance submission i.e.,

For Students undertaking –

https://antiragging.in/affidavit_registration_disclaimer.html

For College/University compliance –

https://antiragging.in/compliance_desclaimer.html

7.2 Check on the menace of sexual harassment and violence against women

The University has a zero tolerance policy towards the act of sexual harassment. Sexual harassment is taken as a serious act of indiscipline. A Committee, constituted by the Vice-Chancellor under the Chairpersonship of a senior female professor/Associate Professor, will check the menace of sexual harassment and violence against girl students and women. The Sexual Harassment‖ includes any unwelcome sexually determined behaviour, whether directly or by implication and includes physical contact and advances, a demand or request for sexual favours, sexually-coloured remarks, showing pornography or any other unwelcome physical, verbal or non-verbal conduct of sexual nature. The Committee shall take all precautionary measures to prevent sexual harassment and violence against girl students and women in the University. It shall also ensure that there is no hostile environment towards girl students and women. No girl student should have reasonable ground to believe that she is at a disadvantage or is being discriminated against. If any complaint of sexual harassment comes to the notice of the Committee, immediate disciplinary action alongwith appropriate action in accordance with the law would be taken.

APPENDIX-A

HARYANA GOVERNMENT

Certificate Sr. No ...../Year ...../ Teh.....

Photo of applicant
To be attested by
the Issuing Authority

SCHEDULED CASTE-CERTIFICATE

This is to certify that Shri/Smt./Kumari..... Son/Daughter of Sh. ..... Resident of Village/Town ..... Tehsil. ..... District..... of the State/Union Territory ..... belongs to the ..... Caste/Tribe, which is recognized as a Scheduled Caste/Scheduled Tribe under the Constitution (Scheduled Castes) Order 1950.

2. Shri/Smt./Kumari ..... and/or his/her family ordinarily Reside(s) in Village/Town ..... of Tehsil ..... District ..... of the State/Union Territory .....

Dated:
Place:

Signature with seal of issuing Authority
Full Name.....
Designation.....
Address with.....
Telephone No. with STD Code.....

Issuing Authority: **Tehsildar-cum-Executive Magistrate,**
Naib Tehsildar-cum-Executive Magistrate
Head of Department in case of Government employee.

APPENDIX-B

HARYANA GOVERNMENT

Certificate Sr. No ..... /Year ..... /Teh. .....

Photo of the applicant To be attested by The Issuing Authority

BACKWARD CLASS CERTIFICATE

Block 'A' OR 'B'

This is to certify that Shri/Smt./Kumari ..... Son/Daughter of Sh. ..... resident of Village/Town ..... Tehsil ..... District ..... the State/Union Territory ..... belongs to the ..... Caste. This caste is mentioned in the State list of BC Block .....

2. Shri/Smt./Kumari .....and/or his/her family ordinarily Reside(s) in Village/Town ..... of Tehsil ..... District ..... of the State/Union Territory .....

3. This is to certify that he/she does not belong to the person /section (Creamy layer) as per State Govt. Letter No.1170-SW (1)-95 dated 07.06.1995, No.22/36/2000-3GS-III dated 09.08.2000 and No.213-SW (1)-2010 dated 31.08.2010.

Dated: .....

Place: .....

Signature with seal of Issuing Authority

Full Name.....

Designation.....

Address with.....

Telephone No. with STD Code.....

Issuing Authority: Tehsildar-cum-Executive Magistrate,
Naib Tehsildar-cum-Executive Magistrate
Head of Department in case of Government employee.

(The applicant shall submit an affidavit that he/she falls/does not fall in creamy layer)

APPENDIX-C

CERTIFICATE FOR CHILDREN/GRAND CHILDREN OF FREEDOM FIGHTERS

No. …… Dated……

Certified that Shri …… Son/Daughter of Shri …… Resident of village ……., Police Station ……., Tehsil ……., District ……. was a bonafide Freedom Fighter.

Signature of Officer authorized
By Chief Secretary, Haryana
To issue such certificate
(with office seal and Stamp)

APPENDIX-D

CERTIFICATE FOR DECEASED/DISABLED/DISCHARGED MILITARY PERSONNEL/ SERVING MILITARY PERSONNEL/EX-SERVICEMEN

Certified that Sh. ……. Father of …… (name of the candidate) is serving military personnel/an ex-serviceman and he/his son/daughter is entitled for the benefit of reservation of seats for admission in course in MD University, Rohtak. He detailed particulars are as under.

1. Name……
2. Father's Name……
3. Address……
4. Reason of discharge/retirement……
5. Whether deceased/disabled during military service…… If so, give details……
6. Categories……
7. If serving, Rank and place of posting……

Signature of Secretary Zila Sainik
Board or Commanding Officer
(seal of the above authority)

Place: ……

Date: ……

APPENDIX-E

MEDICAL CERTIFICATE FOR PHYSICAL

HANDICAPPED DEPARTMENT OF ORTHOPAEDICS

Chief Medical Officer

No……. Dated …….

Certified that Shri/…… Son/daughter of Shri ……. resident of …… District ……. appeared before the undersigned for medical checkup on Medical Examination, he/she is found suffering from …… and thus he/she is Physically Handicapped His/her percentage of Handicap is ……%(in words)…….

Place……. Stamp & Signature

Chief Medical Officer

Signature of Applicant

APPENDIX-F

Government of Haryana

(Name &Address of the authority issuing certificate)

(ECONOMICALLY WEAKER SECTIONS)

EWS INCOME AND ASSET CERTIFICATE

Certificate No…….

Date…….

VALID FOR THE YEAR----------

This is to certify that Shri/Smt./Kumari ……..son/daughter/wife of …….. .is permanent resident of…… Village/Street. ……..Post Office……., District. ……..Pin code…… Whose photograph is affixed below and attested below belongs to Economically Weaker Section., since the gross annual income* of his/her family** is below Rs. 6 Lakh (Rupees Six lakh only) for the financial year …….

Its further certified that His/her Family does not own or possess any of the following assets***.

I 5 acres of agricultural land and above;
II Residential flat of 1000sq. ft, and above;
III Residential plot of 100sq, yards and above in notified municipalities;
IV Residential plot of200 sq, yards and above in areas other than the notified municipalities.
V Total immovable assets owned assets owned are valued at Rs. One Crore or more.

2. Shri/Smt./Kumari ……..belongs to the …….. Recognized as a Scheduled Caste. Backward Classes (Block-A) and Backward Classes (Block-B).

Signature with seal of Office
Name
Designation

Note I; Income means income from all sources i.e salary, agriculture, business profession etc.

Note2; The term Family for this purpose will include the person who applies for benefit of reservation his/her parents' spouse as well as children and siblings below the age of 18 years.

Note3; The property held by a Family in different location or different places/cities are to be dubbed while applying the land or property holding test to determine EWS status.

APPENDIX-G

List of Scheduled Castes in Haryana State

1 Ad Dharmi,
1(a) Aharia, Aheri, Hari, Heri, Thori, Turi
2 Balmiki
3 Bangali
4 Barar, Burar, Berar
5 Batwal, Barwala
6 Bauria, Bawaria
7 Bazigar
8 Bhanjra
9 Chamar, Jatia Chamar,
10 Chanal
Rehgar, Raigar,Ramdasi, Ravidasi, Balahi, Batoi, Bhatoi, Bhambi, Chamar-Rohidas,Jatav, Jatava, Ramdasia.
11 Dagi
12 Darain
13 Deha, Dhea, Dhaya
14 Dhanak
15 Dhogri, Dhangri or Siggi
16 Dumna, Mahasha, Doom
17 Gagra
18 Gandhila, Gandil, Gondola
19 Kabirpanthi, Julaha
20 Khatik
21 Kori, Koli
22 Marija, Marecha
23 Mazhabi, Mazhabi Sikh
24 Megh, Meghwal
25 Nat, Badi
26 Od
27 Pasi
28 Perna
29 Pherera , 29 (a) Rai Sikh
30 Sanhai
31 Sanhal
32 Sansi, Bhedkut or Manesh
33 Sansoi
34 Sapela, Sapera
35 Sarera
36 Sikligar, Bariya
37 Sirkiband

APPENDIX-H

List of Deprived Scheduled Castes in Haryana State

1. Ad Dharmi
2. Balmiki
3. Bangali
4. Barar, Burar, Berar
5. Batwal, Barwala
6. Bauria, Bawaria
7. Bazigar
8. Bhanjra
9. Chanal
10. Dagi
11. Darain
12. Deha, Dhaya, Dhea
13. Dhanak
14. Dhogri, Dhangri, Siggi
15. Dumna, Mahasha, Doom
16. Gagra
17. Gandhila, Gandil, Gondola
18. Kabirpanthi, Julaha
19. Khatik
20. Kori, Koli
21. Marija, Marecha
22. Mazhabi, Mazhabi Sikh
23. Megh, Meghwal
24. Nat, Badi
25. Od
26. Pasi
27. Perna
28. Pherera
29. Sanhai
30. Sanhal
31. Sansi, Bhedkut, Manesh
32. Sansoi
33. Sapela, Sapera
34. Sarera
35. Sikligar, Bariya
36. Sirkiband

APPENDIX-I

LIST OF BACKWARD CLASSES IN HARYANA STATE

BLOCK 'A'

1.	Aheria, Aheri,Heri, Naik,Thori or Turi, Hari	2.	Barra
3.	Beta, Hensi or Hesi	4.	Bagria
5.	Barwar	6.	Barai, Tamboli
7.	Baragi, Bairagi, Swami Sadh	8.	Battera
9.	Bharbhuja, Bharbhunja	10.	Bhat, Bhatra, Darpi, Ramiya
11.	Bhuhalia Lohar	12.	Changar
13.	Chirimar	14.	Chang
15.	Chimba, Chhipi, Chimpa, Darzi, Rohilla	16.	Daiya
17.	Dhobis	18.	Dakaut
19.	Dhimar, Mallah, Kashyap, Rajpoot, Kahar, Jhiwar, Dhinwar, Khewat, Mehra, Nishad, Sakka, Bhisti, Sheikh-Abbasi	20.	Dhosali, Dosali
21.	Faquir	22.	Gwaria, Gauria or Gwar
23.	Ghirath	24.	Ghasi, Ghasiara or Ghosi
25.	Gorkhas	26.	Gawala, Gowala
27.	Gadaria, Pal, Baghel	28.	Garhi-Lohar
29.	Hajjam, Nai, Nais, Sain	30.	Jhangra Brahman, Khati, Suthar, Dhiman- Brahmin Tarkhan, Barhai, Baddi.
31.	Joginath, Jogi, Nath, Yogi	32.	Kanjar or Kanchan
33.	Kurmi	34.	Kumhars, Prajapati
35.	Kamboj	36.	Khanjhera
37.	Kuchband	38.	Labana
39.	Lakhera, Manihar, Kachera	40.	Lohar, Panchal-Brahmin
41.	Madari	42.	Mochi
43.	Mirasi	44.	Nar
45.	Noongar	46.	Nalband

47.	Pinja, Penja	48.	Rehar, Rehara or Re
49.	Raigar	50.	Rai Sikhs
51.	Rechband	52.	Shorgir, Shergir
53.	Soi	54.	Singhikant, Singiwala
55.	Sunar, Zargar, Soni	56.	Thathera, Tamera
57.	Teli	58.	Banjara, Banjara
59.	Weaver (Jullaha)	60.	Badi/Baddon
61.	Bhattu/Chattu	62.	Mina
63.	Rahbari	64.	Charan
65.	Chaaraj (Mahabrahman)	66.	Udasin
67.	Ramgarhia	68.	Rangrez, Lilgar, Nilgar, Lallari
69.	Dawala, Soni- Dawala, Nyaaria	70.	Bhar, Rajbhar
71.	Nat (Muslim)	72.	Jangam

BLOCK 'B'

1.	Ahir/Yadav	2.	Gujjar
3.	Lodh/Lodha/Lodhi	4.	Saini, Shakya, Kushwaha, Koeri, Maurya
5.	Meo	6.	Gosai/Gosain/Goswami

APPENDIX- J

UNDERTAKING FOR GAP YEAR

I _____S/o.,_____ resident of _____ do hereby solemnly state & affirm as under:

(1) That I am a resident of above said address.

(2) That I have passed_____class in the year_____ from_____School/College/Institute/University.

(3) That I have not joined/admitted in any School/College/Institution due to _____(Reason).

(4) That there is a GAP in my studies from _____to_____.

(5) That during this period I was not involved in an illegal activity and that no Criminal case is pending against me in any court of Law.

(6) That I command a good reputation and respect in general public.

(7) That I have not availed post matric scholarship for the same programme name or programme from any College/University/Institute during the gap year.

Deponent (Student)

Verification: -

Verified that the contents of my above said undertaking are true correct to the best of my knowledge and belief and nothing has been concealed or misrepresented therein. In case the above facts are found incorrect any state then my admission can be cancelled by the University.

Date:_____

Place:_____

Deponent (Student)

APPENDIX-K

LIST OF SELF-STYLED INSTITUTES/ UNIVERSITIES WHICH HAVE BEEN DECLARED BOGUS BY THE UNIVERSITY GRANTS COMMISSION

Delhi

1. All India Institute of Public & Physical Health Sciences (AIIPHS) State Government University, Offlce Kh. No. 608-609, I st Floor, Sant Kripal Singh Public Trust Building, Near BDO Office, Alipur, Delhi-110036
2. Commercial University Ltd.. Daryaganj, Delhi.
3. United Nations University, Delhi.
4. Vocational University, Delhi.
5. ADR-Centric Juridical University, ADR House, 8J, Gopala Tower, 25 Rajendra Place, New Delhi - 110 008.
6. Indian Institute of Science and Engineering, New Delhi.
7. Viswakarma Open University for Self-Employment, Rozgar Sewasadan, 672, Sanjay Enclave, Opp. GTK Depot, Delhi-110033.
8. Adhyatmik Vishwavidyalaya (Spiritual University),357-352, Phase-I, Block-A, Vrjay Vihar, Rithala, Rohini, Delhi-1 10085

Karnataka

9. Badaganvi Sarkar World Open University Education Society, Gokak, Belgaum, Kamataka.

Kerala

10. St. John's University, Kishanattam, Kerala.

Maharashtra

11. Raja Arabic University, Nagpur, Maharashtra.

West Bengal

12. Indian Institute of Alternative Medicine, Kolkatta.
13. Institute of Alternative Medicine and Research,8-A, Diamond Harbour Road, Builtech inn,2nd Floor, Thakurpurkur, Kolkatta – 700063

Uttar Pradesh

14. Gandhi Hindi Vidyapith, Prayag, Allahabad. lJttar Pradesh.
15. National University of Electro Complex Homeopathy, Kanpur, Uttar Pradesh.
16. Netaji Subhash Chandra Bose University (Open University), Achaltal, Aligarh, Uttar Pradesh.
17. Bhartiya Shiksha Parishad, Bharat Bhawan, Matiyari Chinhat, Faizabad Road, Lucknow, Uttar Pradesh – 227105

Puducherry

18. Sree Bodhi Academy of Higher Education, No. 186, Thilaspet, Vazhuthavoor Road, Puducherry-605009

Andhra Pradesh

19. Christ New Testament Deemed University, #32-32-2003, 7th Lane, Kakumanuvarithoto, Guntur, Andhra Pradesh-522002 and another address of Christ New Testament Deemed University, Fit No. 301, Grace Villa Apts.,7l5, Srinagar, Guntur, Andhra Pradesh-522002
20. Bible Open University of India, H. No. 49-35-26, N.G.O.'s Colony, Visakhapatnam, Andhra Pradesh-530 016

For more details please login to: www.ugc.ac.in

Note: - Before finalizing the admissions, the up-dated lists of recognized examinations of Haryana School Education Board, Bhiwani/Other Boards/Universities is/are also required to be consulted.

APPENDIX-L

LIST OF GAMES APPROVED BY AIU

Sr. No.	National Championships	Sr. No.	National Championships
1.	American Football (M and W)	2.	Aquatics (M &W)
3.	Archery (M &W)	4.	Athletics (M& W)
5.	Badminton (M &W)	6.	Ball Badminton (M and W)
7.	Baseball (M and W)	8.	Drop Roball (M&W)
9.	Basketball (M and W)	10.	Best Physique (M)
11.	Boxing (M and W)	12.	Canoeing and Kayaking (M&W)
13.	Chess (M and W)	14.	Cricket (M and W)
15.	Cross Country (MW)	16.	Cycling Road (M&W)
17.	Cycling Track (MW)	18.	E- Sports (M and W)
19.	Fencing (M and W)	20.	Football (M and W)
21.	Gatka (M and W)	22.	Gymnastics (M and W)
23.	Handball (M and W)	24.	Hockey (M and W)
25.	Hockey 5' s (M and W)	26.	Judo (M and W)
27.	Kabaddi NS (M &W)	28.	Kabaddi Circle Style (M and W)
29.	Kho-Kho (M and W)	30.	Korf Ball (Mixed M&W)
31.	Lawn Tennis (M and W)	32.	Netball (M and W)
33.	Pistol Shooting and 177, Air Rifle Peep Sight (M and W)	34.	Power Lifting (M and W)
35.	Relay Race (M)	36.	Roll Ball (M and W)
37.	Roller Sports (M&W)	38.	Rowing (M &W)
39.	Sepak Takraw (M &W)	40.	Soft Tennis (M and W)
41.	Softball (M and W)	42.	Squash Rackets (M and W)
43.	Table Tennis (M and W)	44.	Taekwondo (M and W)
45.	Tug of War (M and W)	46.	Volleyball (M and W)
47.	Wrestling FS and GR (M and W)	48.	Wt. Lifting (M and W)
49.	Wushu (M and W)	50.	Yachting (M and W)
51.	Yoga (M and W)	52.	Throwball (M&W)
53.	Kick Boxing (M&W)	54.	Rugby(M&W)
55.	Floorball (M&W)	56.	Roller Hockey (M&W Inline)
57.	M-Sports (M&W)		

GURUGRAM UNIVERSITY, GURUGRAM
(*A State Govt. University established under Haryana Act 17 of 2017*)
Sector-51, Gurugram (Haryana)-122003 Ph: 0124-2788001-05, Fax: 0124-2788010
web: www.gurugramuniversity.ac.in e-mail:acdemic@gurugramuniversity.ac.in

Annexure-M

ACADEMIC CALENDAR 2024-25

It is notified for information of all concerned that the Vice Chancellor is pleased to approve the following Academic Calendar for **B.Ed./M.Ed. 2nd Year programmes** of its Affiliated Education Colleges:-

ACADEMIC CALENDAR for (B.Ed. 2nd Year (2024-25)

Event	DURATION
1st Teaching Term	**16.07.2024 to 26.10.2024**
Diwali Vacations	**27-10-2024 to 03.11.2024**
2nd Teaching Term	**04.11.2024 to 20.12.2024**
Winter Break	**21.12.2024 to 31.12.2024**
3rd Teaching Term	**01.01.2025 to 08.03.2025**
Holi Vacations	**09.03.2025 to 16.03.2025**
4th Teaching Term	**17.03.2025 to 30.04.2025**
Examinations	**01.05.2025 Onwards**
Summer Break	**20.05.2025 to 30.06.2025**

ACADEMIC CALENDAR (M.Ed. 2nd Year 2024-25)

Event	DURATION
ODD SEMESTER (3rd Semester)	
1st Teaching Term	**16.07.2024 to 26.10.2024**
Diwali Vacations	**27-10-2024 to 03.11.2024**
2nd Teaching Term	**04.11.2024 to 06.12.2024**
Examinations	**10.12.2024 Onwards**
Winter Break	**21.12.2024 to 31.12.2024**
EVEN SEMESTER (4th Semester)	
1st Teaching Term	**01.01.2025 to 08.03.2025**
Holi Vacations	**09.03.2025 to 16.03.2025**
2nd Teaching Term	**17.03.2025 to 30.04.2025**
Examinations	**01.05.2025 Onwards**
Summer Break	**20.05.2025 to 30.06.2025**

a) If the number of teaching days falls less than 180 days for B.Ed and 90 days in each semester for M.Ed. programmes in the academic session 2024-25, it would be the responsibility of each Department/Institute/College to make good the loss by arranging extra classes.

b) Practical examinations of the B.Ed. and M.Ed. terminal semesters will be conducted before the theory exams.

Note:

1. The Academic Calendar may be changed/revised, if any, guidelines/instructions are received from the Govt. of Haryana/UGC/NCTE.

Sd/-

REGISTRAR

Endst. No. GUG/Acad./2024/1619 **Dated: 07.08.2024**

Copy of the above is forwarded (through e-mail) to the following for information and necessary action.

1. Dean Academic Affairs, Gurugram University, Gurugram.
2. Dean, Faculty of Social Sciences and Education, Gurugram University, Gurugram.
3. Dean of Colleges, Gurugram University, Gurugram.
4. Chairperson, Department of Education, Gurugram University, Gurugram.
5. All the Principals of Affiliated Education Colleges, Gurugram University, Gurugram.
6. Controller of Examinations, Gurugram University, Gurugram.
7. The Finance Officer, Gurugram University, Gurugram.
8. Assistant Registrar, R&S Branch, Gurugram University, Gurugram.
9. P.A. to Vice-Chancellor (for kind information of the Vice Chancellor), Gurugram University, Gurugram.
10. P.A. to Registrar, (for kind information of the Registrar), Gurugram University, Gurugram

Sd/-

Deputy Registrar (Academics)

Guidelines for Pursuing Two Academic Programmes Simultaneously



University Grants Commission
Bahadur Shah Zafar Marg
New Delhi

April, 2022

Guidelines for Pursuing Two Academic Programmes Simultaneously

Background

The National Education Policy - NEP 2020 states that pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and, of course, enjoyable. The policy envisions imaginative and flexible curricular structures to enable creative combinations of disciplines for study, that would offer multiple entry and exit points, thus, removing currently prevalent rigid boundaries and creating new possibilities for life-long learning and centrally involve critical and interdisciplinary thinking.

With the rapid increase in demand for higher education and limited availability of seats in regular stream, several Higher Education Institutions (HEIs) have started a number of programmes in Open and Distance Learning (ODL) mode to meet the aspirations of students. It has also led to the emergence of online education programmes which a student can pursue within the comforts of her / his home. The issue of allowing the students to pursue two academic programmes simultaneously has been examined by the Commission keeping in view the proposals envisaged in the National Education Policy - NEP 2020 which emphasizes the need to facilitate multiple pathways to learning involving both formal and non-formal education modes.

In view of above, UGC has framed the following Guidelines.

Objectives

To allow the students to pursue two academic programmes simultaneously keeping in view the following objectives envisaged in NEP 2020:

- recognizing, identifying, and fostering the unique capabilities of each student, by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres;
- no hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc. in order to eliminate harmful hierarchies among, and silos between different areas of learning;

- multidisciplinarity and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge;
- enabling 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.
- offering the students, a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects to make them thoughtful, well-rounded, and creative individuals.
- preparing students for more meaningful and satisfying lives and work roles and enable economic independence.

Guidelines

1. 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.
2. A student can pursue two academic programmes, one in full time physical mode and another in Open and Distance Learning (ODL)/Online mode; or up to two ODL/Online programmes simultaneously.
3. Degree or diploma programmes under ODL/Online mode shall be pursued with only such HEIs which are recognized by UGC/Statutory Council/Govt. of India for running such programmes.
4. Degree or diploma programmes under these guidelines shall be governed by the Regulations notified by the UGC and also the respective statutory/professional councils, wherever applicable.
5. These guidelines shall come into effect from the date of their notification by the UGC. No retrospective benefit can be claimed by the students who have already done two academic programmes simultaneously prior to the notification of these guidelines.

The above guidelines shall be applicable only to the students pursuing academic programmes other than Ph.D. programme.

Based on the above guidelines, the universities can devise mechanisms, through their statutory bodies, for allowing their students to pursue two academic programmes simultaneously as mentioned above.

Annexure- O

Guidelines for Internship/Research Internship for Under Graduate Students



University Grants Commission
Bahadur Shah Zafar Marg
New Delhi- 110002

(2023)

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2.0 Objectives
3.0 Internship Categories
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3.2 Developing Research Aptitude
4.0 Internship Structure
5.0 Academic Credentials & Monitoring of Internship
5.1 Competencies to be Developed During Research Internships
5.2 Duration and Slots for Internship in Curriculum
6.0 Role of Internship Providing Organisation, Nodal Officer, Internship Supervisor and Mentor
6.1 Role of Internship Providing Organisation
6.2 Role of Nodal Officer
6.3 Role of Internship Supervisor
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7.0 Internship Mechanism
8.0 Evaluation
9.0 Miscellaneous

1.0 INTRODUCTION

The India Skill Report (ISR), 2022 highlights that youth employability has improved to 46.2 % in 2021 from 45.97% till 2020. Interestingly, 51.44% employability of females was observed compared to 45.97% of males for 2021-22. In the year 2023, undergraduates in domain of the commerce got the highest employability rating at about 60.62%. The reports further mentioned that, 88.6% of graduates are looking for internship opportunities. In 2022, 88.42% of respondents in the report have given preference to an internship for gaining experience. It was also recorded that the year 2022 was also the year to mark the highest demand for internships since 2016. It is also observed that in India employers like to hire employees having at least a year of working experience (ISR, 2022).

In India, there are many platforms (Internshala, Lets Intern, Killer Launch, Hello Intern) that offer internships from many renowned organizations. In addition to this, many other portals are available which provide trainings and a range of courses across Industries. Experts also enroll in internships to get life-changing experiences. Internshala launched an initiative called the "Grand Summer Internship Fair", which offers more than 23000 internship opportunities to people from all educational backgrounds. The internship model proactively works as the primary value for providing the familiarity of genuine work in a representative situation to the students by the mentor under closed supervision. The pupil gain experience in a tested pedagogical norm and is expected to make critical thinking with a range of values and observations.

The National Education Policy 2020-(NEP-2020) views that the purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution. The NEP-2020 envisions promoting quality research in higher education and to ensure quality education by higher education institutions (HEIs), research and innovation are two inherently important aspects. The societal needs of our country can only be addressed by having a strong knowledge, skills, value and research-oriented vibrant higher education ecosystem for sustainable development.

In accordance with the NEP-2020, the UGC framed a new student-centric "Curriculum and Credit Framework for Undergraduate Programmes" (CCFUP) incorporating a flexible choice-based credit system, multiple entry and exit options, and a multidisciplinary approach. In an internship course students require to participate in a work experience or professional activity, or cooperative education activity with an entity external to the education institution, under the supervision of an expert from the given external entity. A prime aspect of the internship/research internship is induction into actual work situations. Internships includes working with government or private organizations, higher education institutions, universities, research and development labs/research organisations/non-government organisations, enterprises, centres involved in research, innovativeness and entrepreneurship, business organizations,

local industry, artists, craftspeople, and similar other entities for providing opportunities to students for active engagement in on-site experiential learning.

2.0 OBJECTIVES

An internship is gaining first-hand experience by an individual besides comprehending the way of working in an organisation, leading to improve the skill aptitude for a specific job or job role and building research capabilities with learning opportunities. Internships should be such organized that benefits the research intern as well as the internship providing organization. Following are the intended objectives of engaging undergraduate students in internship for employability and research internship programmes:

1. **Integration of workshop with workplace:** To see the internship in a broader, integrated and holistic manner where the delivery of the classroom is aligned with outcomes of the workplace. The objectives of the internship need to be designed with the intention of integrating workshop / classroom / lab/research lab learnings with the workplace (organisation / enterprise / start-ups / corporate / farmlands / artisans / gig workers / Non-government organisations (NGOs)/research & development organisations, higher education institutions (HEIs), etc).
2. **Understanding of the world of work:** To provide undergraduate students with an opportunity to improve their understanding of the experiences, challenges, and opportunities of the real world of work, as well as to set their expectations and behaviour in accordance with the demands, culture, and values of current and emerging jobs.
3. **Phygital and hybrid model learning:** To broaden learning opportunities by combining physical and digital modes of learning while working in industry, corporate, research & development organisations, workplace, within or outside HEIs, blended with a mentor or research expert and as per the need and convenience.
4. **Developing research aptitude:** To create and facilitate conditions that allow students in their quest for knowledge, its discovery, learn, understand and sharpen research acumen, familiarising with analytical tools and techniques with appropriate usage, research methodologies, data analysis, integrity and ethical behaviour, manuscripts preparations, identification of appropriate journals, patent and intellectual property rights, and their application in solving research/complex/real-life problems.
5. **Exposure in emerging technologies:** To provide exposure to emerging technologies/ automation and how it can support, facilitate, improve and reinforce work processes/ culture/ job roles/art and craft, including the traditional areas of art-craft/ heritage skills, agriculture, etc.
6. **Enhance entrepreneurial capabilities:** Understand how organisations / enterprises are formed for sustainable progress so that start-ups and entrepreneurial capabilities are strengthened among students and they are encouraged to be job creators.
7. **Development of decision-making and teamwork skills:** To facilitate the development of problem-solving and decision-making skills, enable teamwork

& collaboration culture to promote research, academic and professional developments.

8. **Cultivate a sense of Social Imagery and Citizenship Responsibility:** To develop a sense of social imagery (issues) and philanthropic versatility among the graduating students that will facilitate towards the development of an attitude towards citizenship responsibility.
9. **Stimulate collaborative influence:** To promote HEIs collaboration, industry-academia partnership will be developed to provide collaborative internships, apprenticeships, and research opportunities to the students in the predefined areas of importance which will lead institutions, universities, organisations, academicians, and students to collaborate on how to learn with one another.
10. **Enhancing professional competency:** The internship should not only focus on employability or research capabilities; there is also a need for professional principles, ethics, values, and integrity which will enable them to gain perspective, practice, develop as competency and perform professional tasks in the way that the employment market demands.

3.0 INTERNSHIP CATEGORIES

The employability of graduates can be improved by developing practical experience and exposure with the required right kind of attitude for the workplace. The internship is one of the important apparatuses that help in improving these employability skills and can help in generating competency, capability, professional working skills, expertise, and confidence among the students for employability and developing interest/passion for research. The interns can understand the application of theory in the workplace.

The undergraduate internships would be classified into two types:

i. **Internship for enhancing the employability**
ii. **Internship for developing the research aptitude**

3.1 Enhancing Employability

Graduates face many difficulties after graduation to enrol in the workforce. Recent graduates are lacking knowledge, practical skills, and experience which are mandatory requirements demanded by employers for recruitment. Graduates face many difficulties after graduation to enrol in the workforce. Recent graduates are lacking knowledge, practical skills, and experience which are mandatory requirements demanded by employers for recruitment.

Employability refers to the certain attributes of an individual that enable him/her to perform any job opportunity in line with the set standards of performance to meet expectations for the expected job. Employability is a set of skills and attributes developed through a range of experiences at workshops and workplaces. It states that when a student can demonstrate skills on the job. Individuals need to develop such competencies which reduce the obstacles as job seekers and also increase their potential as job providers.

The internship programs should be well conceptualized and interactive for building research capabilities/aptitude/skills of our under-graduates/researchers/faculties for

1. Development of project and its execution
2. Decision-making
3. Confidence development
4. Working/coordinating in a team
5. Creative and critical thinking and problem-solving
6. Ethical values
7. Professional development
8. Understand government/local bodies world of work
9. Reference of resource persons in the field
10. Development of online/ simulation-based module for a virtual research internship
11. Understanding the nuances of building a deep-technology start-up
12. Study certain entrepreneurs,
13. Study of the enterprises, farmers, artisans, etc.

3.2 Developing Research Aptitude

Research aptitude refers to the attribute of inquiry/investigation, analysis and interpretations in a scientific and objective method that facilitates to uncover facts and present an individual viewpoint in an organised manner.

Research internship aims at providing hands-on training to work on research tools, techniques, methodologies, equipment, policy framework and various other aspects in pursuing quality research.

Apart from gaining relevant research experience, the interns would learn the following, through research professionals/mentors:

- Ideation and conceptualization of a research question/problem
- Learning about new tools and handling of equipment
- Experimentation and collection of data
- Simulations and development of models
- Preparation and presentation of reports

Research Internship experience can be gained by working with faculty/scientists/mentors in HEIs, research institutions, universities, Industrial research labs, nationally and internationally reputed organizations, farmers, and entrepreneurs, using local experts through recognition of prior learning models and individual persons distinguished in specific fields. The integration of research, innovation and technology development is the foundation of Atma-Nirbhar Bharat (Self-reliant India). Institutionalization of internships at undergraduate levels is expected to play a pivotal role in catalysing the inter-disciplinary/multi-disciplinary/trans-disciplinary and translational research culture embedded in NEP-2020.

4.0 INTERNSHIP STRUCTURE

An internship provides learning experiences related to a student's interest or area of study. It also gives an opportunity to acquiring new skills. The HEIs are required to play

an important role in arranging internships for their students by creating a structured robust mechanism for internship programmes under their Research and Development (R&D) Cell. The R&D cell may appoint the coordinator or create a well-defined mechanism or structure at the HEI level for smooth coordination and functioning of internships across diverse disciplines.

1. Each HEI should have a Nodal Officer who is responsible for developing need and demand-led verticals as well as expectations from each vertical in undergraduate programmes. The internship must be well-defined, with clear outcomes. It is critical to explore, reach out to, and sign a Memorandum of Understanding (MOU) with local businesses, research organisations, HEIs, etc. as this will aid in training, research, employment, and start-ups.
2. To define verticals, HEIs must undertake a survey in the local market to understand the needs of companies and the expectations of students. These verticals can be on the basis of industry clusters operational in the country, from emerging technologies and from the international world of work also.

Industrial regions/clusters may include those places where industries have concentrated as a result of favourable geo-economic circumstances. These are places where a sizable portion of the populace works in the manufacturing area, which operates on a sizable scale. There are indicative clusters identified at central, state, micro and local government/administration levels and HEIs at their own level can identify and also go beyond these clusters for internships.

Further, there are certain verticals that HEIs may incorporate as options while choosing a sector by a student while making registration and undergoing an internship/research internship. The list is indicative only.

1. Trade and Agriculture Area
2. Economy & Banking Financial Services and Insurance Area
3. Logistics, Automotive & Capital Goods Area
4. Fast Moving Consumer Goods & Retail Area
5. Information Technology/Information Technology enabled Services & Electronics Area
6. Handcraft, Art, Design & Music Area
7. Healthcare & Life Science Area
8. Sports, Wellness and Physical Education Area
9. Tourism & Hospitality Area
10. Digitisation & Emerging Technologies (Internet of Things/Artificial Intelligence/Machine Learning/Deep Learning/Augmented Reality/Virtual Reality, etc.) Area
11. Humanitarian, Public Policy and Legal Service Area
12. Communication Area
13. Education Area
14. Sustainable development Area
15. Environment Area
16. Commerce, Medium and Small-Scale Industries Area

For Instance, Internships in agriculture, and related domains like farm internships, agriculture research internships, agri-business internships can be considered as an opportunity by undergraduate students enrolled in HEIs. The agriculture sector needs to be considered by HEIs for the internship in rural regions. The HEIs/Universities at their level can explore National Qualification Register and check the possible job roles across sectors for exploring the internship areas **(https://nqr.gov.in/).** However, the HEIs/Universities are open to explore areas beyond that and it can be used as an indicative only.

3. Internship would involve a student from a HEI and he/she would be attached to an internship supervisor (IS), and mentor preferably from the same HEI for a specified duration and conduct a time-bound internship project. The HEI (parent Institute) and the Internship Providing Organization (IPO) would play important roles in facilitating the smooth conduct of the internship.
4. A provision of group internship may also be considered for handling the chunk of students in a particular domain by HEIs. The group can be identified for a particular theme assigned to a particular industry or HEI supervised by an internship supervisor and mentor. Students can also come together and submit their proposal to the R&D coordinator and then after the examination of the proposal the cell can approve/reject it. If the proposal is accepted by the cell, then the allocation of a supervisor as well as a mentor for the same could be made as per norms (Student centric rather than Institution Centric). The HEIs/Universities can also explore the possibilities of joint project works for their students based on mutual understanding and agreements.
5. The institution, based on local assessment, programs offered by the institute/university can identify projects linked to the local industry needs and create a pool available on the portal. The student chooses a project, and he must get a supervisor and mentor for it. The mechanism of local industry collaboration should be one of the focal points of HEIs for providing internship opportunities to students.
6. The internship can be linked to the outcomes of value-added/skill-development/ability enhancement courses. HEIs may have both backward and forward integrations for internships. For backward integration, the HEIs can make use of ability-enhancement courses, value-added courses, and skill-enhancement courses. These courses should serve as a prerequisite for internships and should be handled as such.
7. For forward integration the HEIs need to develop a list of projects along with a list of mentors, the same can be uploaded on the portal developed by HEIs. The students can pick projects and get paired with chosen mentors along with an option of co-mentor from the same or any other reputed institution or organisations.
8. HEIs need to make their digital portals where they can register experts, agencies, industries, organisations, mentors, faculty members which are open and visible to students. HEIs must ensure that these portals have the scope of application programming interface (API) integration, so that when a central portal is available, integration can be made.
9. Students can choose industry mentor from HEIs/ research organizations/industrial R&D labs/Universities/other national repute

institutions / organizations / industries / emergency professional / NGOs / local government officials/ outside India experts working at the international level/social networking sites (e.g., **LinkedIn**). The same portal can be developed at HEI/University level. A centrally managed Internship Portal would help in arranging the internship by the HEIs for the students. The portal will provide information regarding various internship opportunities like **Internshala**, etc

10. Certain experienced people superannuated as research scientists, academics, industry professionals, farmers, entrepreneurs, local artisans and other experts, etc. can get registered on a portal as mentors from various disciplines. HEIs may network with local administration and identify areas where students can work on assignments or projects that will give them exposure to social issues in the form of projects.
11. Projects can also be scoped and aligned to the study of the effectiveness of various government and non-government schemes as well. The live case study assignment can also be imparted as the project to the individuals which led learners to apply that learning in the real-life situation depending on the kind of course (e.g. law, management, social works).
12. The students involved in the internship may continue their internship subject to the condition that his/her academic credits do not get affected in terms of attendance and other assignments. If the need arises, students may also have an opportunity to make use of summer & winter breaks for extending their learning from internships.
13. HEIs can also look upon cluster models where institutions (2-3) can club or make a memorandum of understanding (MoU) for internships, the information of same need to be mentioned on the portal of HEIs and student may be willing to opt any and choose the mentor physically or digitally or any mentor outside also at national or international level.
14. There must be a mechanism for the orientation of teachers/ training of trainers'/faculty development programs and it should serve as a prerequisite for the HEIs offering the internships in the programme. In the case of the 4-year program, the policy needs to be framed for students who have an interest in research right from the beginning at the undergraduate level.

5.0 ACADEMIC CREDENTIALS & MONITORING OF INTERNSHIP

A. Internship

A minimum of 2-4 credits, out of the required minimum 120/160 credits, of a 3-year UG degree/4-year UG degree (Honours)/4-year UG degree (Honours with Research) can be assigned for Internship as per the National Higher Education Qualifications Framework (NHEQF) and Curriculum and Credit Framework for Undergraduate Programme (CCFUP). An internship of 60 to 120 hours duration after the 4^{th} semester will be mandatory for the students enrolled in UG degree programmes.

For an internship, one credit of Internship means two-hour engagement per week. Accordingly, in a semester of 15 weeks' duration, one credit in this course is equivalent to 30 hours of engagement in a semester.

B. Research Project/Dissertations/Thesis/Project work

For the 4-year UG degree programme (Honours with Research), engagement of students in the dissertations/research project during the entire 8th semester of 12 credits will be considered as a mandatory component for the award of the degree. The students need to essentially submit the research project/dissertations/thesis/project work to the allotted mentor. The submission of the report with the conduction of viva will also be a component for the successful evaluation of the dissertation/research project/thesis/Project work.

The dissertation/research project/thesis work should involve 360 hours' duration during the 8th semester and it will be mandatory for the students enrolled in UG degree programmes (Honours with Research).

5.1 Competencies to be developed during Research Internships

3-year UG degree, 4-year UG degree (Honours) and 4-year degree (Honours with Research) programme will be operating strictly adhering to NEP-2020, NHEQF and CCFUP provisions. Based on the higher education qualification level descriptors for Level-5.5 and Level-6 some of the competencies with research orientation should be attained by the students by studying the courses under the Research Ability Enhancement Courses (RAEC) and by undertaking the research internship project.

- The students should be well-versed with the techniques and methods of research that would support knowledge creation.
- The students should have an understanding of complex problem statements and the ability to develop solutions for real-life problems.
- The students will possess a good comprehension ability to interpret the oral and written communications in research papers, and present own interpretations.
- The students will be able to communicate technical information, research findings to the peers.
- The students will be made aware of the research ethics, professional accountability, conduct and will be able to practice the research ethics and appropriate skills in in his/her own research work.
- The student will be able to enhance academic productivity by developing writing and reading skills and can make contributions towards social and economic issues from their research in future.
- The research intern can possess an attitude and skill of adaptability and flexibility for new challenges at organisational and individual level with a mind-set of teamwork and collaborations.

5.2 Duration and Slots for Internship in Curriculum

Each undergraduate student may complete an internship of 2-4 credits during after the 4th semester of the UG degree programme focussing on Hands-on Training/Short Research Project. However, the student who has to go for a 4-year UG degree (Honours

with Research) programme will be required to choose courses as given Table 1 during the 8th semester.

Table 1: Activities, Suggested Duration along with a corresponding number of credits of Internship Programme:

S. No.	Courses	Suggested Schedule	Duration	Suggested Activities	Credits
1	• 3-year UG degree • 4-year UG degree (Honours) • 4-year UG degree (Honours with Research)	After (4th) Semester	60 -120 hours	Hands-on Training/Short Research Project Seminar attendance Read assigned journals to prepare for seminars Study certain entrepreneurs Social projects Study of the enterprises/ farmers	02-04
2	4-year UG Degree (Honours with Research)	8th Semester	One Semester	(i) HEI may adopt Research Methodology, Research Tools and Techniques, Research Ability Enhancement and Policy Framework Courses (ii)Dissertation/Thesis/Project Work/Research project	08 12

Note: In a 4-year UG degree (Honours) students not undertaking research may do 3 courses for 12 credits in lieu of a research project/dissertation as specified in CCFUP Document.

6.0 ROLE OF INTERNSHIP PROVIDING ORGANISATION, NODAL OFFICER, INTERNSHIP SUPERVISOR AND MENTOR

6.1 Role of Internship Providing Organisation

Internship Providing Organisation (IPO) is any organisation, HEI, philanthropy, farmer, government organisation, R&D institutions, research labs, artisans, enterprises, institution/person of eminence, cooperatives, corporates providing an opportunity to the student for Internship during the programme

- Internship providing organisation will connect with a nodal officer to look into the matter of facilitating the interns on arrival with registration, identity cards/ library cards/ internet subscription/ any other specific requirements, accommodation, etc.
- The mentor from internship providing organisation needs to provide time-to-time guidance to the candidate to have exposure to the research environment and employability market.

6.2 Role of Nodal Officer

Nodal Officer is an individual, who will be nominated as a member for the organisation and execution of internship opportunities in the institution. The person may be from the Research & Development (R&D) cell of the HEI. He/she will ensure the organization and registration of students, mentors, organisations, internship supervisors on the HEI portal developed for internship.

- Internship Programme will be fully organised, executed and monitored by the R&D cell of HEI through a Nodal Officer to be appointed by the Vice Chancellor/Director/Principal/Head of the Department of HEI.
- The nodal officer may reach out to HEIs, research organisations, research labs, corporates, industry, etc. and moreover to local administrative offices like Deputy Commissioners and heads of certain government offices like labour, municipal, hospital, tourism, public relations, finance, agriculture, social welfare, etc. to seek the opportunity of an internship for the institution. For instance, the students can participate with local government in processes of census, surveys and elections and other schemes with proper mentoring mechanisms.
- The nodal officer may take care of the interns during their stay and address their problems, if any.
- The nodal officer must connect with the organisation and make MOUs so as to facilitate the students for an internship during the course.
- The nodal officer must ensure the registration of students, internship supervisors, mentors and internship providing organisation in the portal

6.3 Role of Internship Supervisor

An internship supervisor is any individual who will be nominated by the institution for monitoring, supervising, and evaluation of the student during the internship duration.

- Internship Supervisor will be nominated at the start of the academic year for each batch.
- Internship Supervisor from the host institute should monitor the regularity of the intern at his/her workplace. Students should preferably inform the Internship Supervisor at least one day prior to availing leave during the internship except for emergency.
- At the end of the internship, the Internship Supervisor will ensure issuing of completion certificates to the intern.
- Internship offered by the organisation should be followed by one project report and the assessment on the evaluation can be judged based on the innovativeness of that particular project, presentation and attendance by HEIs.

6.4 Role of Mentor

A mentor is an empanelled individual professional who is identified by the HEI or by students himself/herself through their network. The mentor should be identified and his/her concurrence should be conveyed to the internship supervisor.

He/she will be providing professional/research guidance to the student during the internship. The mentors will also facilitate networking with other subject matter experts/professionals, which will enhance the internship experience and learning of the intern.

They shall be making the timely evaluation of a student and provide him completion certification/report for submission in HEI.

- The mentor needs to provide guidance to the students digitally or physically throughout the internship duration.
- The mentor needs to check and validate the performance of students fortnightly and after the completion of the internship, issue the certificate/report.
- The mentor must ensure the learning of competencies with research orientation among the students during the internship duration.
- HEIs may integrate the job assigned to faculty with workload assessment.

7.0 INTERNSHIP MECHANISM

HEIs should develop a roadmap for the smooth functioning of (i) the internship programme under the Research and Development Cell at the HEIs, (ii) the office of the nodal officer, (iii) internship portals and about roles and responsibilities of interns, supervisors and mentors, iv) a list of projects and v) HEI and internship providing organisation may decide about Internship on mutually agreed terms and conditions. Internship outcomes should have been incorporated in developing a perspective among the candidates or students towards a profession and their ability to deconstruct a job role and to become job-ready as soon as they enter into a job or a profession.

a) Students will apply for research internships on their own or through the mentor of their parent HEI by registering at the internship portal. The HEI should ensure that such a student has an appropriate orientation for research through research ability enhancement courses as a part of the curriculum.
b) Interns will be selected by host organizations based on their selection criteria. The host organization will arrange to inform the potential intern through the portal itself or through the mail and will ask for confirmation or for acceptance.
c) If a student fails to get an internship in physical mode, then the host institute should have a provision for digital or group internship.
d) On receipt of an offer of internship, the student will arrange to consult the internship supervisor, obtain due permission from the parent institution and join the concerned host organization for an internship as per the suggested schedule.
e) The student may undergo an internship in the supervisor's lab/ working space at the host organization. During the period of internship, the parent HEI through the internship supervisor and mentor, will arrange to keep track of the activities and performance of students as interns at the host organization, based on periodic reports submitted by students.
f) On completion of Internship, intern will prepare internship report and get it endorsed by mentor.

Figure 1: Operational Structure of Internship



8.0 EVALUATION

Internship

1. The parent HEI will examine/evaluate the student's performance following its evaluation method.
2. The evaluation of the internship will be carried out at the following stages:
    a. The interns will be evaluated by research internship supervisor based on their efforts and research output.
        b. The interns will be evaluated through seminar presentation or viva-voce at the HEI, (marks will be given by a group of experts from HEI including the supervisor).
3. At HEI, the intern will be evaluated through a seminar/viva voce on his work, by a duly constituted expert committee (One Internal and One external), on the following suggestive aspects.
    i. Activity logbook and evaluation report of Internship Supervisor
    ii. Format of presentation and the quality of the intern's report
    iii. Acquisition of skill sets by the intern
    iv. Originality and any innovative contribution
    v. Significance of research outcomes
    vi. Attendance

Research Internship

1. Internship offered by the organisation should be followed by one project report and the assessment on evaluation can be judged based on
   a. Innovativeness of Research
   b. Presentation and,
   c. Viva-Voce
2. The research project report shall have an undertaking from the student and a certificate from the research supervisor/mentor/advisor for originality of the work, stating that there is no plagiarism and that the work has not been submitted for the award of any other degree/diploma in the same Institution or any other Institution.
3. The viva-voce examination shall include both internal and external examiner. The HEIs need to follow their examination structure for the conduction of the examination.

9.0 MISCELLANEOUS

1. In the case of a 4-year of UG degree programme, the University/HEI may offer 4 credits towards internships over and above the prescribed credits in the 4th year as per Curriculum and Credit Framework for Undergraduate Programme.

2. HEIs/Universities may oversee and direct the affiliating HEIs for compliance towards the approved guidelines of internship.

Curriculum and Guidelines for Life Skills (Jeevan Kaushal) 2.0



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FOREWORD

The National Education Policy (NEP) 2020 recommends imparting crucial skills/life skills to learners which is instrumental for their holistic development.

In this regard, Curriculum for Life Skills was developed by UGC in 2019 to support undergraduate learners to realize and bring to the fore their true potential and make them socially responsive citizens. The curriculum contains four modules such as Communication Skills, Professional Skills, Leadership and Management Skills and Universal Human Values. Curriculum for Life Skills is available at the UGC websites in the UGC's ebook link (https://www.ugc.gov.in/e-book/SKILL%20ENG/mobile/index.html)

To effectively implement the curriculum at the Undergraduate level by incorporating the major recommendations of NEP 2020, UGC has now come out with the Curriculum and Guidelines for Life Skills 2.0 (Jeevan Kaushal) 2.0. New modules like digital literacy and social media, digital ethics and cyber security, verbal and non-verbal communication, cognitive and non-cognitive skills, managing personal finance and constitutional values, justice and human rights are part of the curriculum. The document has been designed with the thought that each Higher Education Institution is unique and may use the document as it best suits its local context.

It covers all the modules in the Curriculum and meticulously elucidates the objectives, learning outcomes and activities of each course in a learner-centric manner. The major benefit of the curriculum and guidelines is its practical approach like role-playing, making the audio-video film, individual and group activities, case studies, demonstration, observation and E-learning links.

I take this opportunity to thank the Chairperson and members of the Expert Committee for their time and valuable input based on their expertise that has resulted in this document. I also thank UGC officials for their continuous support in bringing out these Guidelines.

I request heads of Higher Educational Institutions and other academic fraternities to take immediate steps for using the curriculum and guidelines to achieve its intended purpose.

Prof. M. Jagadesh Kumar,
Chairman, UGC.

New Delhi
August, 2023

Note for Learners and Faculty Members

Life is the greatest teacher but to learn from life we require skills. Skills form an essential part of the learning system, no matter where we are and what we propose to do. Life Skills (*Jeevan Kaushal*) are skills we learn and practice throughout our lives. These skills are harnessed for and from life. To present Life Skills as a curricular design is to situate, systematize, consolidate, and stimulate the process of teaching, learning, and absorbing the most fundamental skills at the higher education level.

In India, higher education often seems to alienate the learners as they feel diffident in communication, management, leadership, and making professional and personal choices. Many learners struggle to connect education with their social and professional lives. Life skills may help them to address some of the most challenging situations.

Life skills, as defined by the World Health Organization (WHO) are "The abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life." The UNICEF has defined life skills as "A behaviour change or behaviour development approach designed to address a balance of three areas: Knowledge, Attitudes, and Skills". In other words, life skills are the personal competencies that help us to deal effectively with the challenges of life and lead successful and satisfactory lives, thereby realising our infinite potential as human beings.

Life skills include psychosocial competencies and interpersonal skills that help us make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy interpersonal relationships, empathize with others, and manage our lives in a healthy and productive manner.

Life skills are considered into three basic categories that complement, supplement, and reinforce each other:

- Social or Interpersonal Skills (Communication, Assertiveness, Cooperation, and Empathy),
- Creative/Thinking Skills (Problem-Solving, Critical Thinking, Creative Thinking, Decision-making, and Self-awareness), and
- Emotional Skills (Managing Stress and Emotions and resisting Peer Pressure).

The WHO has identified ten core life skills that include Self-Awareness, Empathy, Critical Thinking, Creative Thinking, Decision-making, Problem-solving, Interpersonal Skills, Effective Communication, Coping with Stress, and Managing Emotions (WHO, 1997).

The National Education Policy of 2020 (NEP 2020), while focusing on a more holistic and multidisciplinary education system recommended the flexible and innovative credit-based curricula and projects of all HEIs in the following areas:

Community engagement and service: Citizenship values, lessons in *seva*/service, participation in community service programmes and life skills.

Value-based education: Value-based education to include the development of humanistic, ethical, constitutional, and universal human values of truth (*satya*), righteous conduct (*dharma*), peace (*shanti*), love (*prem*), non-violence (*ahimsa*), and scientific temper.

The development of life skills is a life-long process that helps us to grow and mature; build confidence in our decisions based on adequate information and thought; and discover sources of strength both from within and outside. Since time immemorial, every culture and society has invested in educating and empowering its younger generation to lead fulfilling and responsible lives.

In light of the above background, the curriculum and guidelines on inculcating life skills in learners at the Undergraduate level have been developed for faculty members to coordinate the transaction of content more effectively. Life skills as seen from the above description are considered in four broad categories:

- Communication skills
- Professional skills
- Leadership and Management skills
- Universal Human Values

These skills can ensure success in personal, social and professional life but they need to be enriched with Universal Human and Constitutional values, Justice, and Human Rights.

Note for Faculty Members

1. The four Life Skills (Jeevan Kaushal) courses are designed to ensure that our graduate learners are equipped to handle their personal, interpersonal, and professional lives holistically, irrespective of discipline.

2. Each course carries 02 credits, and the entire range of courses carries 08 credits in all.

3. These courses shall be deemed equivalent to ‘foundational courses’ and shall be offered across disciplines.

4. To ensure that every single learner is equipped with basic competency in the life skills included here.

5. Learners are required to comply with the credit requirements of each course whether taken as independent 2-credit courses in individual semesters or in groups of two. Credit loadsfor these courses shall not exceed 4 in a single semester (i.e., two courses at a time).

6. These courses shall be taught by faculty members with the right credentials to teach the subject. HEIs will make necessary arrangements to identify and hire faculty members who have the requisite qualification and aptitude to impart the skills and would have been allowedto teach a course of similar nature elsewhere.

7. The courses can be taught online and in-person, ensuring that the learners get the right opportunity and ambience to acquire the skills.

Credit Scheme

As per UGC Curriculum and Credit Framework for Undergraduate Programmes (https://www.ugc.ac.in/e-book/FYUGP/mobile/index.html), a one credit of tutorial work means one-hour engagement per week. In a semester of 15 weeks duration, a one credit tutorial in a course is equivalent to 15 hours of engagement.

A one credit course in practicum or lab work, community engagement and services, and field work in a semester means two-hour engagement per week.In a semester of 15 weeks duration, a one credit practicum in a course is equivalent to 30 hours of engagement.

The proposed number of credits per course and the credit distribution are suggestive and the HEIs may decide on course credits and distribution over 6/8 semesters in a manner that will facilitate the students to meet the minimum credit requirements.

- This is a framework to facilitate the transaction of life skills in learners at the higher education level.
- The HEIs shall have the freedom to select different modules and the number of hours in each course and schedule modules in different semesters or in the undergraduate programme as per the requirements of the learners.

Although module-wise clear guidelines for the transaction of content on life skills and assessment of learners are given. Following are a few general guidelines given to facilitate the faculty members:

- They identify experts/practitioners in the subject/skill/values for the transaction of these modules from within the institution, or external resources from other HEIs, Industries/enterprises and NGOs including philanthropic societies
- They have the flexibility to redistribute the number of hours allocated to each course over the different modules as they deem fit.
- Each module suggests methods for assessment. They may choose alternative methods also.
- Must ensure experiential learning for the transaction of the modules.
- Participation in community service and/or in apprenticeship programmes wherever feasible will be considered integral to holistic education.

Refer to the UGC's Apprenticeship/Internship embedded Degree Programme

https://ugc.ac.in/pdfnews/4216546_UGC-Guidelines-English-8.pdf

DISCLAIMER: Books (as given in the suggested readings), web links, videos, and examples given in the text are suggestive in nature. Keeping in view the needs and interests of learners, books, audio, videos, and e-resources may be added by the faculty members. Faculty members and learners may use related references and local/ contextual examples as they deem fit.

Feedback

The UGC has developed a Curriculum and Guidelines on life skills 2.0 to enable faculty members to make these courses interesting and interactive which will inculcate the skills among learners at the higher education level. Since faculty members and learners are both equal stakeholders in this process of the dissemination and uptake of life skills, their feedback is vital to refine this document, systematising the list of learning resources, and devising users' guidelines. Feedback can be shared on the feedback form available at:

https://forms.gle/q1HGXKVbaHoCAoig9

Course 1: Communication Skills

Context and Justification:

As social beings, our lives are founded on interpersonal relationships and communication skills. Communication plays an important role in shaping both our personal and professional lives. It is also the backbone of any organization or institution. To a considerable extent, success in life depends on effective communication skills. In today's world of computers and digital media, a strong base of communication skills is essential for learners and the smooth functioning of an organization.

As individuals in a community, our success and failure depend on our communication skills. We need to learn them to live and work meaningfully with other people. We begin communication with family members at home, with classmates and friends in schools and colleges, and with co-workers in the workplace, and this extends to other known and unknown people in different places and at different stages of our lives.

The skills to communicate with other people, whether directly or indirectly, enable us to relate to other people. Interpersonal communication skills involve communications that help us get along, work, team up, and live amicably with other people. These skills help us meet our social obligations and achieve our goals.

Objectives:

This course has been developed with the following objectives:

- Identify common communication problems that may be holding learners back
- Perceive what the non-verbal messages are communicating to others
- Understand the role of communication in the teaching-learning process
- Learn to communicate through the digital media
- Understand the importance of empathetic listening
- Explore communication beyond language.

Expected Outcome:

By the end of this course, the learners shall be able to:

- Get a clear understanding of good communication skills.
- Know what they can do to improve their communication skills.

Credit: 02		
Duration: 30 Hours		
Number and Titles of Modules:		
Module 1	Listening	4 Hours
Module 2	Speaking	6 Hours

Module 3	Reading	3 Hours
Module 4	Writing and Different Modes of Writing	4 Hours
Module 5	Digital Literacy and Social Media	4 Hours
Module 6	Digital Ethics and Cyber Security	4 Hours
Module 7	Non-Verbal Communication	5 Hours

Module 1: Listening 4 Hours

Objectives:

The objectives of the module are to help learners

- Improve their listening skill.
- Utilize the skill of listening for better communication.

Expected Outcomes:

The learners at the end of this module shall be able to

- Use the skill of listening actively.
- Utilize active listening in communication.

Module Outlines:

1.1 Techniques of Effective Listening
1.2 Listening and Comprehension
1.3 Probing Questions
1.4 Barriers to Listening

1.1 Techniques of Effective Listening

This section begins with a discussion on the difference between listening and hearing, followed by the different techniques used for effective listening.

When discussing listening and hearing, the learners' viewpoint about the same is encouraged. Examples help to highlight the difference and explain how listening is crucial. The British Council suggests the following five useful techniques of listening. Learners may think of more.

i. Predicting content
ii. Listening for gist
iii. Detecting signposts
iv. Listening for details
v. Inferring meaning

The faculty member explains each of these techniques using day-to-day examples, which the learners can relate to and understand.

Imagine a politician speaking at an election rally in a weekly market. As we approach the field, we hear loudspeakers, various kinds of music and announcements. We are aware that somebody is saying something to attract the attention of the people, but we cannot make out the exact words. If we just get only the sound or the noise without paying attention, we are just into *hearing*. If we focus and connect with the spoken words and discern what they mean, we are actually *listening*.

i. ***Predicting content*****:** The politician greets the people in the market, speaking a language that is meant to appeal to them. He talks about the price of onions or the difficulty of selling sugarcane in the local market.

- Can you make out what the politician is likely to say in the next ten or twenty minutes?
- How can you know what the politician is finally going to say?
- Is it because you can predict the content from a politician's profession and mindset linked with the profession?

What other criteria or factors can help to predict content in different situations?

ii. ***Listening for the gist*:**

Imagine a situation where the local bank manager is speaking on, "Saving Better, Living Better".

We could question: how will she conclude her speech?

As she begins speaking, we could speculate on her talking on the ways to save effectively and invite learners to save regularly, whatever the amount.

But then she starts speaking about saving time, energy, space, water, oil, and resources. Perhaps, we cannot get all the points at once, but we can make mental notes on the larger meaning of saving in our lives and thank ourselves for not missing out on the lecture. We may not get the details of each point, but we can make connections by quickly linking the rough outlines or even the rough content.

- Can you think of other words that convey the gist?
- What are the different ways of getting the gist?
- Can you think of content words?
- Does the gist help to link or understand the details?
- Do the speakers repeat certain words or even their synonyms?
- Do you listen to everything, or do you follow the gist(s) and fill in the details afterwards?

iii. ***Detecting signposts*:** As listeners, detecting turning points, resting points, and pauses, among other indicators, help to get the drift of a speech, however long or short.

- Do you watch out for traffic signals and directions while travelling?
- Do they say TURN LEFT from the traffic, or SCHOOL AHEAD or BUMPS ahead?
- Suppose a speaker says, "I will talk to you today about the EIGHT wonders of the world or SEVEN types of traffic violations," do you recall or look for the numerical verification, like first (or 1), second (or 2), third (or 3), fourth (or 4), and so on.

  These are good indicators while listening. These do not spell out the details, but they help in getting the direction.
- Can you think of other ways of describing signposts while listening?
- Do traffic turnings help to link signposts to speeches?
- Apart from the labelling or signposting of first, second, third, fourth, etc., have you come across other signposting devices?

iv. ***Listening for details*:** Suppose a teacher begins by saying that she will talk about the holy rivers of India. We would wish to know why they are called holy and who calls them holy. We would also want to know how people celebrate the holy rivers. For example, the holiness of rivers depends equally on where and how they originate and how and where they meet

the ocean. In other words, while listening to a lecture on the subject, we are worried about missing out on the details.

Here gist and signposts do not help much. We want to know the details of the different aspects of a river's journey. We want information on a river's length, the numbers and names of cities and towns on its banks, the soil types of the areas it irrigates, the kings and communities in history that gave the river its power, and so on. The faculty member will mark these with care and ask related questions to learners.

- Listening is about details, but points are important. Why?
- Points alone are not enough. Why?
- Details help you to consolidate your knowledge and information base. How?
- But do details ultimately help you to understand everything?
- Who uses signposts more: the listener or the speaker?

v. ***Inferring meaning*****:** We listen to people, talks, advice, speeches, stories, songs and music, and so on. Do we listen for the keywords, the points or signposts, or the details? Finally, a song on the rivers of India may be about saving water and the environment. In that case, details regarding the holy cities and temples on particular riverbanks, the kings who constructed them, or irrigation patterns in the river basin, are necessary but the ultimate meaning is LOVE for the ENVIRONMENT.

Ask the learners to do a story on a topic of their choice that covers all the qualities of good listening. Both faculty members and participants can think of answers to the following:

- Can you (both individually and as a group) follow up on each of these techniques by using day-to-day examples?
- What, according to you, are the five essential qualities of a good listener?

1.2 Listening and Comprehension

- This section is activity-based in which the class may be divided into groups of either three or four, depending on the size of the class. Here the learners together put their listening skills to test.
- You may choose a conversation (say a sound tape or a chorus) or ask groups to respond to different conversations chosen for them. The conversations could be from classrooms, hotels, radio talk, shows, songs and news bulletins. Conversations should be of different levels of difficulty and speed.
- The role of the learners in this section will be of active listeners and their listening ability will be tested.

Activity

- ✓ Give the learners a set of questions. Let them find the answers to the questions by listening to the comprehension(a passage or a talk or a speech from YouTube) with you present. Each learner will take down the answers and once completed, will discuss the answers within the group. This activity will have a dual effect, as it will promote active listening and teamwork. The groups will then present their answers to the entire class.
- ✓ The questions should span across the difficulty level, to help each learner to remain motivated.

1.3 Probing Questions

Questioning is an important part of active listening; as it allows clarity and gives the listener a complete understanding of 'what' the speaker is trying to convey and 'why'. Questions generate curiosity; stimulate reflective conversation; provoke thinking; invite creativity and new possibilities; channel attention, and evoke more questions.

Probing questions generate additional information that helps the listener. There are a few ways of asking questions to generate more information, such as:

- Could you explain further?
- Can you shed a little more light on the topic?
- Can this be elaborated upon?
- Are probing questions different from 'ordinary' questions?
- How many of these can you list as probing questions?
- How many people do you have in the conversation?
- What age group are they from?
- What are they talking about?
- What is the major issue?
- What is the expression common to all speakers?
- Who is the leader of the group?
- How do you know?

1.4 Barriers to Listening

"Barriers" are the obstacles that prevent movement or action. Barriers in active listening cause hindrance to the listener and disrupt the process of listening.

Some of the most common barriers to listening:

- Excessive Talking: Can you give an example?
- Prejudice: What the seniors say about a guest speaker's preference for moral lessons can be a source of prejudice. Can you think of different kinds of prejudice that may be barriers?
- Distractions: Hunger can be one. Can you think of others?
- Misunderstanding: Why and how does misunderstanding occur? Can distractions be responsible?
- Interruptions: Think of examples. Can you relate this to distractions?
- Fake attention: Can you think of a listener's fake attention and a speaker's fake attention in trying to appear interested?
- Emotions: Can you relate this to other barriers?
- Noise: Can you relate this to other barriers?
- Fear: Can you relate this to other barriers listed here? Which of the barriers comes close to this one?
- Judgements: Can you relate this to other barriers listed here? Which of the barriers comes close to this one?
- Closed mind: Who is responsible for this?
- Sudden change of topic: Who is responsible for this?
- Selective listening: Can you relate this to other barriers listed here? Which of the barriers comes close to this one?

- ❖ Daydreaming: Can you relate this to other barriers listed here? Which of the barriers comes close to this one?
- ❖ Jumping into advice: Is it a listener's problem or a speaker's problem?

Put these questions to the learners depending on what you want to highlight. You may change the order of the questions if that is useful.

- ➢ Can you classify these barriers as social, psychological, personal, or cultural?
- ➢ Can you grade the barriers that bother you, giving the lowest marks to the one that bothers you most?

Learner Project

After the discussion, you may give the following tasks to learners.

Listen to a speech of any eminent leader or personality or anybody and write down the main points while listening. Listen to the same speech after a week and note the difference between the first listening and the second.

- ➢ What new ideas and words have you added?
- ➢ What are the words or ideas that you cancel out as not important and why?
- ➢ What makes you a better listener?

Assessment

1. Written evaluation.
2. Testing of listening is crucial and hence the goal of the assessment needs to be extremely clear. The learners will be tested on their listening skills in which the other skills such as speaking and writing act as aids. Audio material can be used to check listening comprehension. A set of questions can be asked on the passage that was used for listening.
3. Peer evaluation and self-evaluation while participating in activities can be used for assessment. A checklist or rating scale on effective listening skills can be prepared by the faculty member with the help of learners.

Suggested Readings & e-Resources:

1. Ahmed, R. (2015. June 18). *Five essential listening skills for English learners*. British Council. https://www.britishcouncil.org/voices-magazine/five-essential-listening-skills-english-learners
2. Skills You Need. (n.d.). *Barriers to Effective Listening*. Skills You Need. https://www.skillsyouneed.com/ips/ineffective-listening.html

Video References:

1. Ekeeda. (2018, November 8). *Other Barriers to Effective Listening - Active Listening - Communication Skills*. [Video]. YouTube. https://www.youtube.com/watch?v=m_tbFlbRpK8
2. Emcworthy. (2014, November 29). *Barriers to Effective Listening*. [Video]. YouTube. https://www.youtube.com/watch?v=gwPMHbbueZI
3. Communication Coach Alexander Lyon. (2017, November 27). *Barriers to Effective Listening*. [Video]. YouTube. https://www.youtube.com/watch?v=o6JGi2voyDM

Module 2: Speaking 6 Hours

Objectives:

The objectives of the module are to help learners:

- Improve their speaking skill.
- Make them confident speakers, able to communicate well.

Expected Outcomes:

The learners at the end of this module shall be able to:

- Speak confidently.
- Use appropriate language to communicate their thoughts and ideas clearly.

Module Outlines:

2.1 Pronunciation
2.2 Enunciation
2.3 Vocabulary
2.4 Fluency
2.5 Common Errors

2.1 Pronunciation

In any language, the way of pronouncing (pronunciation) a word is extremely crucial, as the listener's correct understanding depends on the same. If a speaker uses the wrong pronunciation, the listener gets to hear and understand something completely different to what the speaker is trying to convey. This is a barrier to communication and understanding, which needs to be avoided.

Learners should be given examples of how wrong pronunciations can mislead.

- You may find people *sleeping* on the road.
- You may find people *slipping* on the road.
- May I borrow your *pain*, please?
- May I borrow your *pen*, please?
- I expect a *fool* day's salary for this job.
- I expect a *full* day's salary for this job.

Ask learners to:

- ➢ Think of more similar sounding words that can cause difficulties.
- ➢ Identify ten words that are mispronounced by people they know.

Learners must follow various steps in mind while learning pronunciation and watch the following videos for improving pronunciation:

- International phonetic alphabet
- Listening

- The movement of the mouth and lips
- The working of the tongue
- Stress and intonation
- Practice

https://www.youtube.com/watch?v=KmoJ-YpvxqQ

https://www.youtube.com/watch?v=n4NVPg2kHv4

2.2 Enunciation

Enunciation is the act of pronouncing words. In sync with pronunciation, enunciation helps to utter words distinctively. This ensures that listeners clearly identify the spoken words and thus can understand what is being said.

Activities to practice proper pronunciation and enunciation of words are recommended, such as tongue twisters: "She sells sea shells on the sea shore."

Ask the learners to show or dramatize how to enunciate, using the pictures provided at https://www.wikihow.com/Enunciate

Pronunciation is the act of simply producing the sound of the vowels and consonants of a word without emphasis (Merriam-Webster Dictionary (Unabridged). *Enunciation* is to identify and produce the specific sound of the vowels and consonants properly.

Ask the learners to check the meaning of accent and intonation. Pronounce a few words properly with proper accents to show how accents work differently in individual words and a cluster.

[Source: https://english.stackexchange.com/questions/46319/whats-the-difference-between-pronunciation-and-enunciation]

How does **intonation** work?

Learners may be asked to say, "Thank you" and then say, "Thank you, sir!"

Now ask them

- Where is the stress in the first sentence?
- Where is the stress in the second sentence?

2.3 Vocabulary

Vocabulary is the knowledge of words and their meaning. In every language vocabulary is essential to perform the basic skills of Listening, Speaking, Reading, and Writing. The use of the correct word can help convey the essence of a statement. Similarly, an incorrect or inappropriate word can misrepresent or misconvey the meaning of a statement. Building a good vocabulary is an essential skill that should be taken seriously and should be a part of one's everyday learning.

- How do you learn new words?
- Where do you see new words?

New words can be learnt through daily activities and communications, such as listening carefully to conversations, watching the news, reading newspapers, watching movies or television programmes, reading books, and even reading hoardings and road signs.

Activity

✓ Write down the new words you learn every week through various activities.

✓ Check and reconfirm meanings and usage in a dictionary (print or digital) or thesaurus. And pronunciation.

Vocabulary building includes the following knowledge:

- ***Meanings of words***
- ***Pronunciation*:** the way a word is spoken
- ***Synonyms*:** different words with the same or similar meaning. It gives insight into using appropriate words to express a specific thought.
- ***Antonyms*: a** different word with opposite meaning
- ***Homonyms*:** words that have the same spelling and pronunciation but have different meanings. For example: fair (as in good), fair (as in fair or exhibition; light (meaning illumination), light (less weight).
- ***Homophones*:** words that are pronounced the same way but have different meanings and usually have different spellings. For example: fare/fair, cell/sell, night/knight.
- ***Homographs*:** a word that has the same spelling, and different meaning, but often have different pronunciation. Examples: **bow/bow, minute/minute]**

  (Important to note: *Homophones* are words that sound the same but are different in meaning or spelling. *Homographs* are spelt the same, but differ in meaning or pronunciation. *Homonyms* can be either or both.)
- ***Heteronyms*** are words that are spelt identically but have different meanings when pronounced differently. Example: lead, pronounced 'leed', means to guide or give direction. However, lead, pronounced 'led', means a metallic element**.**

Ask the learners to pick up a word and find the variations listed above using a dictionary. Then ask them:

➢ Is it possible to find all the variations of all possible words?

➢ Can you find a word in English that has all the variations?

2.4 Fluency

Some people cannot speak clearly. They could have a slower pace, hesitant manner, fumbling rendition, or lack of clarity.

Fluency is the ability to speak easily, clearly, at a reasonable speed, and without fumbling. A person who speaks with too many or unreasonable pauses and stops, is repetitive, and uses too many expletives or fillers such as 'aa', 'uh', and 'err' is said to fumble.

***Tips by the British Council on Fluency in English*:** Good speakers communicate well and get their message across smoothly, even if they make mistakes. Communication is the most important part of speaking and it is important to communicate ideas as naturally as possible. Here are some tips to improve fluency.

❖ Use every opportunity to speak English. Speak with classmates, peers and teachers in English. The more English you speak, the more fluent you will be. Practice makes perfect!

Be confident while speaking. Use your awareness of the language to communicate

The goal of communication

Be very precise and clear about what you want to communicate.

- ❖ Don't worry about making mistakes.
- ❖ Your goal is to communicate what you want to say.
- ❖ Learn to practice language at home with a speaking game.

Speak for one minute without stopping [Show a video game or a film clip without any sound and make the learner talk in the language of his/her choice for one minute about the video game or film clip without stopping. Gradually increase the duration].

- ❖ How useful are expressions filler or expletives like 'err' or 'erm' to fill the gaps while you are thinking about what to say?
- ❖ Observe your friends and neighbours and identify the fillers they use while thinking about what to say.
- ❖ What are the communication strategies you can think of to make your spoken language sound more natural?

Show the following videos on fluency or videos of fluent speakers to learners:

https://kosovo.britishcouncil.org/en/exam/ielts/prepare/videos/speaking-fluency-and-coherence

https://www.youtube.com/watch?v=8H-WeY9GSf8

https://www.britishcouncil.ae/en/exam/ielts/courses-resources/videos/fluency-coherence

Activity

Encourage learners to bring in videos of their talks and speeches that show how fluent they are. Repeat the exercise and help them see where they fumble.

- ✓ Do not criticize your learners.
- ✓ Make them believe that they can be effective speakers.
- ✓ Motivation is stronger than criticism in language teaching.

2.5 Common Errors

Recognizing errors while speaking is the key to preventing users from making mistakes. Help the learners reduce the mistakes they make by showing where most people go wrong.

- ❖ Invite learners, one by one, to speak on a given topic for at least 2 minutes.
- ❖ Make notes of the errors made by each learner during the process.
- ❖ Once all the learners have completed, list out all the errors made.
- ❖ Check the tone of voice to ensure that the points being made are not lost or misinterpreted.
- ❖ Discuss the common errors made. Give an example of each error and ask the learners to bring more to your notice. Encourage the learners to suggest corrections.

Activity

Follow this up with a discussion on the common errors that are made and how to avoid them.

- ✓ Encourage the learners to observe and list the mistakes that people around them generally make while speaking.
- ✓ Use these mistakes in different classes as examples and ask for more suggestions and corrections.

Assessment

Conduct individual speaking assessments for learners.

1. Test and mark them for each of the sections.
2. To ensure that your learners do not lose motivation, experiment by awarding maximum marks for maximum mistakes.
3. The learner who secures the lowest marks in error tests is the best.

Suggested Readings & e-Resources:

1. Weiler, A. (2017. October 7). *How to Improve English Pronunciation*. Strategies in language learning. https://www.strategiesinlanguagelearning.com/how-to-improve-english-pronunciation/
2. Kirkham, L. (2022. February 16). *How to Enunciate*. Wiki how. https://www.wikihow.com/Enunciate
3. English for everyone. (n.d.). *Homonyms, Homographs, and Homophones*. English for everyone. https://englishforeveryone.org/PDFs/Homonyms,%20Homographs,%20Homophones.pdf
4. British Council. (n.d.). *Learn English Teens*. British Council. https://learnenglishteens.britishcouncil.org/exams/speaking-exams/fluency
5. Team Learn Pick. (n.d.). *8 Common Mistakes We Make While Speaking English*. Learn Pick. https://www.learnpick.in/blog/8-common-mistakes-make-speaking-english
6. Snyder, M. S. (2016. August 16). *Oops, Did I Say That? 15 Common English Mistakes You Never Noticed Before*. Fluentu. https://www.fluentu.com/blog/english/common-mistakes-in-english/

Video References:

1. British Council Teacher Trainer. (2013, March 12). *IELTS: Improve English & prepare for IELTS Speaking: Fluency & Coherence.* [Video]. YouTube. https://www.youtube.com/watch?v=2SI0twnNEN8
2. Take IELTS Official. (2013, January 31). *Improve English for the IELTS Speaking test : Fluency and Coherence*. [Video]. YouTube. https://www.youtube.com/watch?v=8H-WeY9GSf8
3. English with Emma · engVid. (2017, July 6). *15 ways to improve your English pronunciation.* [Video]. YouTube. https://www.youtube.com/watch?v=KmoJ-YpvxqQ
4. mmmEnglish. (2016, May 31). *English Pronunciation Training | Improve Your Accent & Speak Clearly*. [Video]. YouTube. https://www.youtube.com/watch?v=n4NVPg2kHv4

Module 3: Reading 3 Hours

Objectives:

The objectives are to help learners:

- Improve their reading skill.
- Make them confident and equipped readers.

Expected Outcomes:

The learners at the end of this module shall be able to:

- Read and make use of texts more effectively.
- Utilize the reading skill to gain additional knowledge and confidence to improve speaking and writing abilities.

Module Outlines:

3.1 Techniques of Effective Reading
3.2 Gathering Ideas and Information from a Given Text
3.3 Evaluating these Ideas and Information
3.4 Interpreting the Text

3.1 Techniques of Effective Reading

Reading is a part of our daily lives which cannot be ignored by any means. Reading is the skill that helps develop the mind, discover and learn new things, develop the imagination, and provide support when we speak or write by providing the base.

The six techniques that can be used for effective reading, as suggested by Sruti Akula are:

[https://www.britishcouncil.in/sites/default/files/day_3_sruti_akula.pptx]

- Predicting: Figure out what might happen next
- Visualizing: Picture the people and events being described.
- Connecting: Connect what you are reading to other texts and the real world.
- Questioning: Ask questions about the material you are reading.
- Clarifying: Investigate, identify main points and summarize.
- Evaluating: Judge the story and the actions of the characters.

3.2 Gathering Ideas and Information from a Given Text

You can begin this section with an activity, wherein the learners are given a reading comprehension. Ask them to identify: (i) The main idea of the text; (ii) The purpose of the text; (iii) The context of the text; and (iv) The concepts mentioned.

i) ***Identify the main idea of the text*****:** The learners may be asked to visit the following link and hold a discussion to identify the main idea of the text. https://www.thoughtco.com/how-to-find-the-main-idea-3212047

ii) ***Identify the purpose of the text*****:** Ask learners to watch the following video, follow that up with a discussion and identify the purpose of the text. https://www.youtube.com/watch?v=VrD9-In6C1o

iii) ***Identify the context of the text:*** This section can be dealt with by giving examples from https://literarydevices.net/context/

iv) ***Identify the concepts mentioned:*** Based on the above videos identify the concepts mentioned in each video.

3.3 Evaluating these Ideas and Information

i) Identify the arguments given in the text

ii) Identify the theories used or assumed in the text

For both the above-stated points, the help of https://courses.lumenlearning.com/waymaker-level3-english/chapter/text-inductive-reasoning/ can be taken to explain the evaluation of ideas and information in a text.

Examples can then be used to elaborate the points made.

3.4 Interpret the Text

i) ***Understand what a text says*****:** According to Dan Kurland, [https://www.cs.kau.se/cs/education/courses/dvad07/Lectures/Critical_Reading.pdf] reading what a text says is more notable for what it *does not* include than for what *it does*.

Reading a text involves basic comprehension by simply following the thought process of a discussion or narration. We focus on understanding each sentence, sentence by sentence, and on following the thought from sentence to sentence, and paragraph to paragraph. There is no attempt to assess the nature of the discussion and no concern for an overall motive or intent. Reading what a text says is involved with rote learning if not for basic comprehension, statements, or gathering information.

Restatement generally takes the form of a summary, paraphrase, or précis. Restatements should avoid the same language as much as possible to avoid plagiarism and to show understanding. Reading what a text says is common under many circumstances:

- When learning the definitions and concepts of a new discipline,
- When there is agreement on the facts of a situation and their interpretation,
- When a text is taken to offer a complete and objective presentation, or
- When the word of a specific author or source is accepted as authoritative.

Readers simply accept what a text states.

When first studying any academic topic, our initial goal should be to understand what others have discovered before us. Introductory courses ask learners to learn terms, concepts, and data about a particular area of study. They are expected to use their imagination and critical faculties to understand the concepts; they are not expected to question the assertions. The goal is to learn the commonly accepted paradigm for discussing topics in that field of study.

Finally, remember that repeating the assertions of a text need not suggest a denial of critical thinking, merely a postponing of or preparation for critical thinking.

ii) ***Understand what a text does*****:** According to Dan Kurland, what a text does is concerned not only with understanding individual remarks, but also with recognizing the structure of a discussion. We examine what a text does to convey ideas. We might read this way to understand how an editorial justifies a conclusion, or how a history text supports interpretations of events.

At the previous level of reading and restatement, we demonstrated comprehension by repeating the thought of the text. Here we are concerned with describing the discussion:

- What topics are discussed?
- What examples and evidence are used?
- What conclusions are reached?

We want to recognize and describe how evidence is marshalled to reach a final position, rather than simply following remarks from sentence to sentence.

This level of reading looks at broad portions of the text to identify the structure of the entire text or discussion. On completion, not only can we repeat what the text says, but we can also describe in our words what the text does or conveys. We can identify how evidence is used and how the final points are reached.

iii) ***Understand what a text means*:** According to Dan Kurland, what a text means infers an overall meaning. We examine features running throughout the text to see how the discussion shapes our perception of reality. We examine what a text does to convey meaning: how patterns of content and language shape the portrayal of the topic and how relationships between those patterns convey the underlying meaning.

Assessment

1. Written evaluation.
2. Reading tests should be conducted for learners on comprehension passages where each of the points discussed in the module needs to be identified by the learners.

Suggested Readings & e-Resources:

1. Literary Devices. (n.d.). *Context*. Literary Devices. https://literarydevices.net/context/
2. Quill Bot. (n.d.). *English Composition I: Cerritos College*. Quill Bot. https://quillbot.com/courses/introduction-to-english-literacy-and-composition-b/chapter/text-inductive-reasoning/
3. Kurland, D. (n.d.). *Interpretation: Analyzing What a Text Means*. Critical Reading. http://www.criticalreading.com/interpretation.htm
4. Kurland, D. (n.d.). *Restatement: Reading What a Text Says*. Critical Reading. http://www.criticalreading.com/restatement.htm
5. Kurland, D. (n.d.). *Description: Describing What a Text Does*. Critical Reading. http://www.criticalreading.com/description.htm
6. Akula, S. (n.d.). *Developing academic reading skills through strategy training*. British Council. https://www.britishcouncil.in/sites/default/files/day_3_-_sruti_akula.pptx
7. Kurland, D. (2014, November 6). *Critical Reading*. Critical Reading. https://www.cs.kau.se/cs/education/courses/dvad07/Lectures/Critical_Reading.pdf

Video References:

1. Bek Galloway. (2016, October 1). *Identify Purpose and Audience*. [Video]. YouTube. https://www.youtube.com/watch?v=VrD9-In6C1o

Module 4: Writing and Different Modes of Writing — 4 Hours

Objectives:

The objectives of the module are to help learners

- Understand the process of writing.
- Understand the effective strategies for writing.
- Describe different modes of writing.

Expected Outcomes:

The learners shall be able to:

- Improve their writing skills.
- Use effective strategies for writing in different modes of writing.

Module Outlines:

4.1 The Writing Process
4.2 Effective Writing Strategies
4.3 Different Modes of Writing

4.1 The Writing Process

Writing is a process that involves organizing ideas on a topic that we choose to write on. This naturally leads us to think, plan, write, and revise. The four steps that a writer often uses are:

- Pre-write to get ideas and organize them.
- Write the first draft.
- Edit, check and revise the work.
- Write the final copy.

Watch the following video for more details https://www.youtube.com/watch?v=VgTqZOZ1UMQ

4.2 Effective Writing Strategies

Writing is an important skill. To become an effective writer use the following strategies

i. ***Clearly state the claims****:* A claim must be arguable but stated as a fact. It must be debatable with inquiry and evidence; it is not a personal opinion or feeling. A claim defines the goals, direction, and scope of writing. A good claim is specific and asserts a focused argument.

ii. ***Effectively argue the claim****:* As mentioned in the first point regarding claims, it is necessary to argue effectively to explain your points to develop the body of the essay or any other persuasive writing that has been undertaken.

iii. ***Provide evidence for the claims****:* Now, you need to find some data to support your authentic claim.

iv. ***Avoid ambiguity, vagueness, unwanted generalizations and oversimplification of issues****:* A sentence or phrase is ambiguous or vague when it has more than one interpretation or its interpretation is not obvious. To avoid ambiguity and vagueness,

keep the sentence short. Start every sentence with the subject, follow closely with the verb, and end with the object.

v. ***Provide background information:*** When writing on any topic, it is essential to provide background information as it establishes the credibility of the topic and the text on it.

vi. ***Use examples to explain concepts:*** No write-up is effective if you do not provide concrete examples to build up the points that you have mentioned.

vii. ***Follow convention:*** Conventions include standardized orthography so that spellings follow rules according to it. Punctuation, capitalization, and grammar need to be correctly used to ensure smooth and fluent reading and avoid any kind of ambiguity or misrepresentation.

viii. ***Be properly sequenced:*** Sequencing in writing is essential so that ideas and content follow a logical pattern.

ix. ***Use proper signposting techniques:*** Signposts are words or phrases that help articulate the structure of a piece of writing and ensure that readers don't get lost. Signposting will flag the most important parts of an argument, signal transitions, and clarify the stakes of an argument.

x. ***Be well structured:*** To present your ideas impressively in the article you have to follow a well-structured format which will cover the following points:

- Well-knit logical sequence.
- Narrative sequence.
- Category groupings.

4.3 Different Modes of Writing

There are different modes of writing:

1. Email;
2. Writing statement of purpose and Proposal for higher studies
3. Recording the proceedings of meetings.
4. Other modes of writing relevant for learners include preparing job applications; reports; and essays.

1. ***Email***: The use of electronic mail writing these days is for more semi-formal and formal purposes (for example, submitting a résumé, asking your college instructor for some clarifications, making a business transaction) than casual purposes (for example, chatting with a friend). But before writing you should have knowledge of using a computer and the Internet. There are three common types of Emails:

- *A Personal Email* – Introducing yourself for the first time
- *A Semi-formal Email* – Writing to request an appointment or meeting
- *A Formal Email* – Writing about a problem with a product.

General tips for writing emails in English:

i. ***Be sure an email is necessary:*** If you've decided that sending an email is the best option to use in addressing the query or issue to the concerned party then write your email and click "send". You may also see article writings.

ii. ***Use separate business and personal email addresses:*** Use your work email for work matters and your personal email address for personal matters. Having a work email

can look and sound more professional. There is also no chance of errors like missing reading or overlooking important mail. You may also see memo writings.

iii. ***Be clear, brief, and succinct:*** Keep the message short, simple, and concise. The sentences need to be cohesive and the content unambiguous so that the receiver can understand the gist without putting in too much effort and time. You may also see summary writings and minutes writing.

iv. ***Be respectful and courteous in expression:*** The 'voice' of the text must be polite, courteous, and respectful, even if in disagreement or expressing a contradiction.

v. ***Be careful with "forward" and "reply to all":*** Use the forward button only to save time and effort. But it is imperative to ensure that the content of the forwarded message is pertinent and meant for that specific person. The same applies to the "reply to all" option. Nothing specific or not meant to share must be stated in such forwards or replies. Respect for confidentiality must be maintained. You may also see narrative writings.

vi. ***Re-read the content of the email message before sending it out:*** This is especially so if you are being assisted by anyone for sending out emails on your behalf. Take time to proofread the letter to ensure the above points relating to precision, correctness, and voice are observed.

vii. ***Double-check the email addresses of all recipients:*** Make sure that the recipient's email address is correct.

Activity

✓ Learners may visit the following link and learn more about writing an email. They can practice writing different types of emails (individually or in a small group) and share with each other. https://www.examples.com/education/email-writing-examples.html

2. ***Writing statement of purpose for higher studies*:** Learners may be asked to visit the following link and prepare detailed answers for the questions put up while preparing a proposal for higher studies:

www.sciedupress.com/ijheInternationalJournalofHigherEducationVol.5,No.2;2016

https://www.newcastle.edu.au/__data/assets/pdf_file/0005/65606/Research-Proposal-Template16.pdf

https://www.researchgate.net/publication/322077097_How_to_Write_a_PhD_Proposal

https://www.american.edu/provost/academic-access/upload/ten-steps-for-writing-research-papers.pdf

- ➢ What is a Higher Degree Research (HDR) proposal?
- ➢ What purpose does the research proposal serve?
- ➢ What does a good HDR proposal look like?

Activity

✓ Learners can prepare an exemplar HDR proposal, individually or together in small groups and discuss it in the class. The Facilitator and peers can give suggestions.

3. ***Recording the proceedings of meetings, conferences/seminars*:** In higher education, the organization of meetings, seminars and conferences is a regular activity for the academic enrichment of learners. Research studies are presented by learners and

experts give their remarks on each presentation. The proceedings of each session are recorded by learners, as rapporteurs, for a particular session. It is important therefore to know the format for recording proceedings. The following points are important:

- Title of the event
- Subject/Theme of the session
- Chairperson of the session
- Names of all participants
- Names of presenters and the titles of their research papers
- Highlights of the presentation
- Questions asked by the audience and answers given by the presenters
- Remarks by the Chairperson

The report of the proceedings of all sessions is then prepared and finalized.

Assessment

Learners may be asked to go through the reports of seminars/conferences organized by the institution and note the format of the report. Their learning can be shared and discussed in class.

4. **Other Modes of Writing:**

i. **Job application or business letter:** A job application is a business letter. It requires a precise yet persuasive style to convince the employer that you fulfil the criteria spelt out in the job advertisement. To make your business letter effective, you can follow the seven Cs: Clear; Concise; Courteous; Correct; Conversational; Convincing and Complete.

Watch the following video to understand how to write a job application.

https://www.thebalancecareers.com/how-to-write-a-job-application-letter-2061569

https://www.successcds.net/learn-english/writing-skills/job-application-bio-data.html

A résumé/CV is enclosed with the job application.*

Activity

✓ The faculty member may give a few advertisements to learners and ask them to write job applications considering the essential components. The learners may be asked to present their job applications in front of the class.

ii. **Writing reports:** A report is an account of something that we have observed, heard, done, or investigated. It is a systematic and well-organized presentation of facts and findings of an event that has already taken place. Report writing is an important skill that is widely used in workplaces. They are pertinent in every sphere of work culture. The purpose of a report is:

- Provide information about the programmes of an organization,
- Record events,
- Serve reference needs to discuss and analyze data,

* Refer to Module 8 on “Résumé skills” to learn how to prepare Résumé.

- Recommend specific actions, and
- Help in decision-making.

***Format for writing a formal report*:** Usually an individual is assigned the task by a group of people or a committee to write a report after a detailed investigation and consultation. Reports are written in the past tense and in the third person. The objective, factual and impersonal aspect of reports is significant. The following pointers are primarily used to write a report:

- **Headings:** The name of the company and the name of the subject.
- **Terms of reference:** The reason for writing the report.
- **Procedure:** The method used to gather information.
- **Findings:** Detailed information about the procedure and points to be covered.
- **Conclusions:** This section requires logical implications based on the findings.
- **Recommendations:** Make suggestions for future actions based on the information presented under findings and conclusions.
- **Closing Section:** Include the signatures and names of the reporting person/group/ committee, with the date of completion/submission.

Watch the following videos to understand how to write a report-

https://youtu.be/unsFK23vJjk

https://www.toppr.com/guides/business-correspondence-and-reporting/writing-formal-mails/conventions-sample-mails

iii. ***Writing essays*:** An essay is a piece of writing, which presents the writer's viewpoint on a given topic. Essays must be planned properly so that they can present concrete ideas logically and sequentially using a style that matches the topic. The planning process involves:

- Analysis of the keywords in the title.
- Brainstorming the topic to generate and focus on the ideas.
- Preparing an outline.

Learners may be asked to see the following link to elaborate on the above points.

https://www.toppr.com/guides/english/writing/essay/

Activity

✓ Each learner may select a topic and write an essay considering the suggested three points.

Assessment

1. Written evaluation.
2. Assessment can be done by the faculty member, self, and peers on the activities organized during classroom interaction.

Suggested Readings & e-Resources:

1. Bailey, Stephen. 2010. *Academic Writing: A Handbook for International Learners*. Routledge

2. Hogue, Ann. 1995. *First Steps in Academic Writing*. Pearson Longman.
3. Taylor, Shirley. 2006. *Communication for Business*. Pearson Education.

Web References:

1. British Council. (n.d.). *Writing*. British Council. https://learnenglishteens.britishcouncil.org/skills/writing
2. Kivunja, C. (2016. d). *How to Write An Effective Research Proposal For Higher Degree Research in Higher Education: Lessons From Practice*. SciEdu. https://www.sciedu.ca/journal/index.php/ijhe/article/view/9190

Module 5: Digital Literacy and Social Media 4 Hours

Objectives:

The objectives of the module are to help learners

- Define the meaning of digital literacy and its role in professional life.
- Describe the basics of trending technologies like machine learning, artificial intelligence, and the Internet of Things (IoT).
- Describe the importance of social media in digital marketing.

Expected Outcomes:

The learners shall be able to:

- Use digital literacy in their professional life for communication.
- Apply basic functionalities of trending technologies like machine learning, artificial intelligence, and IoT.
- Demonstrate the effectiveness of digital marketing for business and using the tools to reach a global audience.

Module Outlines:

5.1 Basic Computer Skills
- 5.1.1 Introduction to Microsoft (MS) Office Suite
- 5.1.2 Open Educational Resources

5.2 Basic Virtual Platforms

5.3 Trending Technologies
- 5.3.1 Machine Learning
- 5.3.2 Artificial Intelligence (AI)
- 5.3.3 Internet of Things (IoT)

5.4 Social Media
- 5.4.1 Introduction to Social Media Websites
- 5.4.2 Advantages of Social Media
- 5.4.3 Ethics and Etiquettes of Social Media
- 5.4.4 How to Use Google Search Better?
- 5.4.5 Effective Ways of Using Social Media

5.5 Digital Marketing
- 5.5.1 Introduction to Digital Marketing
- 5.5.2 Traditional Marketing versus Digital Marketing
- 5.5.3 Digital Marketing Tools
- 5.5.4 Social Media for Digital Marketing
- 5.5.5 Digital Marketing Analytics

5.1 Basic Computer Skills

This session is exclusively designed for the learners to make them understand and learn the basics of Microsoft Office Suite (MS Office). As MS Office has become an essential basic technical skill that every aspiring professional must-have, this session provides all the basic understanding of MS Excel, MS Word and MS PowerPoint to enable learners to use the tools effectively to enhance their performance in their respective fields.

5.1.1 Introduction to Microsoft (MS) Office Suite

Microsoft Office is the united name for Microsoft's collection of home and business productivity tools. The MS suite of programs includes:

- Word, a word-processing tool.
- Excel, a spreadsheet program.
- PowerPoint is used for creating interactive presentations.
- Outlook, used for email and calendar management.

Learning the basic computer skills of using MS Office will help learners to:

- Work comfortably in preparing documents using MS Word.
- Work effectively with the data using MS Excel.
- Gain a clear understanding of how to make effective presentations using MS PowerPoint and its components.
- Be competent in the use of MS Outlook and sending emails, among other activities.

5.1.2 Open Educational Resources

Open Educational Resources (OER) are teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions. OER gives a wide variety of materials from which to build a class without having to start from scratch. OER is important because it provides affordable material to learners, allows faculty to enhance their work, and provides faculty with content for classes. The following are a few examples of OER.

1. Open Textbooks.
2. Open Access Videos.
3. Open Access Journals.
4. Online Tutorials.

The Following organisations provide Open Educational Resources:

1. National Digital Library
https://ndl.iitkgp.ac.in/
2. Shodhganga
https://shodhganga.inflibnet.ac.in/
3. NPTEL
https://nptel.ac.in/
4. NCERT
https://ncert.nic.in/
5. NIOS
https://www.nios.ac.in/

5.2 Basic Virtual Platforms

Work-from-home (WFH), work virtually, and virtual office, are no longer mere jargon; these have become trending terms in both the corporate sector and the e-learner community.

Learners will be able to understand and use these mentioned platforms confidently and effectively, create a positive impression in virtual platforms without any challenge and confusion, and increasingly enhance their productivity.

While there are many applications and websites that provide some amazing and best-in-class virtual platforms to connect with teams, employers, colleagues, clients or any other virtual user, not all the apps or websites are necessarily suitable for every virtual user.

Not only do we have to understand our needs and requirement, but we also have to know the need and accessibility of the virtual users with whom we are going to connect.

Some of the best-in-class and highly in demand, user-friendly virtual platforms are:

- Zoom
- Google Meet
- Cisco WebEx
- MS Teams

5.3 Trending Technologies

5.3.1 Machine Learning

i. *Introduction to machine learning*: Machine learning is a method of data analysis that automates analytical model building. It is a subset of artificial intelligence (AI) based on the idea that systems can learn from data, identify patterns, and make decisions with minimal human intervention. Machine learning is the study of computer algorithms that can advance automatically through knowledge and by using data. It is seen as a portion of AI

ii. *Basics of machine learning*: Machine learning is getting computers to program themselves. If programming is automation, then machine learning is automating the process of automation.

iii. *Features of machine learning*: There are so many things to do ranging from formulating the data, selecting and working out algorithms, understanding how the algorithm is making conclusions, all the way down to organizing models to production.

iv. *Advantages and disadvantages of machine learning*: The advantages of machine learning are enormous. It helps us to create ways of updating technology. However, the shortcomings tell us its limits and side effects. This helps us to find diverse innovative ways to ease these problems.

iv. *Disadvantages of Machine Learning*:

- Possibility of high error.
- Algorithm selection. The selection of an algorithm in Machine Learning is still a manual job.
- Data Acquisition. In ML, we constantly work on data.
- Each narrow application needs to be specifically and specially trained.
- Require large amounts of crafted, structured training data.
- Do not learn incrementally or interactively, in real-time

5.3.2 Artificial intelligence (AI)

Artificial intelligence is the simulation of human intelligence processes by machines, especially computer systems. Applications of AI include expert systems, natural language processing, speech recognition and machine vision.

i. *Overview of AI:* A broad branch of computer science, AI concentrated on a machine's competence to produce balanced behaviour from external inputs. The goal of AI is to produce systems that can accomplish tasks that would otherwise necessitate human intelligence.

ii. *Natural Language Processing*: NLP refers to the branch of computer science and more precisely, the division of AI—concerned with giving computers the capability to understand the text and pronounced words in much the same way as human beings can.

iii. *Terminology in AI*: To understand how AI influences our marketing world, we need to know its language and have a basic understanding of how it works.

iv. *Popular algorithms used in AI*: An AI algorithm is an extended subgroup of machine learning that tells the computer how to operate on its own. In turn, the device stands to gain information to advance processes and run tasks more competently.

5.3.3 Internet of Things (IoT)

The IoT describes the network of physical objects that are embedded with sensors, software, and other technologies that are used to connect and exchange data with other devices and systems over the Internet.

i. *Introduction of IoT*: This is a system of interrelated computing devices, mechanical and digital machines, objects, animals, or people that are provided with unique identifiers and the ability to transfer data over a network without requiring human-to-human or human-to-computer interaction.

ii. *Hardware and software in IoT*

- IoT Hardware includes a broad spectrum of devices for routing, bridges, sensors, etc. These IoT devices manage key tasks and functions, such as system activation, security, action specifications, communication, and detection of support-specific goals and actions. *Examples*: **Arduino Uno, Raspberry Pi 2, Beagle Board**
- IoT software encircles an extensive range of software and programming languages from general-purpose languages like C++ and Java to embedded specific choices like Google's Go language or Parasail. *Examples*: **C & C++, Java, B#, Python**

iii. *Applications of IoT*: There are numerous applications of IoT because it is flexible to almost any technology that is competent in providing relevant information about its operation, about the performance of an activity, and even about the environmental circumstances that we need to monitor and control at a distance. IoT is used in various areas such as agriculture, hospitality, smart grid and energy-saving, health, wearables like virtual glasses etc.

iv. *Features of IoT*: Features like connectivity, analytics and endpoint management are some common sets of features of IoT devices. Any IoT device comes up with the features such as connectivity, sensing, active engagements, scale, dynamic nature, intelligence, energy, safety, integration and many more.

v. *Advantages of IoT:*

IoT facilitates several advantages in day-to-day life in the business sector as efficient resource utilization, minimising human effort, saving time, enhance data collection and improved security.

vi. *Disadvantages of IoT:* As IoT facilitates a set of benefits, it also creates a significant set of challenges. Some of the IoT challenges are security, privacy and complexity.

- Security issues
- Privacy concern
- Increased unemployment
- The complexity of the system
- High dependency on the technology and Internet
- Reduced mental and physical activity

5.4 Social Media

5.4.1 Introduction to Social Media websites

Give a brief introduction to what social media is along with asking the learners to speak about social media, as they are active users of this facility.

They can visit the following websites:

https://www.virtualsocialmedia.com/an-introduction-to-social-networking-social-networking-services/

https://www.techopedia.com/definition/4956/social-networking-site-sns

https://www.usf.edu/ucm/marketing/intro-social-media.aspx

- ❖ Ask the learners to name the various social media websites available.
- ❖ Ask them individually to rate (lowest for the most frequently used and seen as most effective and highest for the one considered least useful) the different social media platforms and give their reasons.
- ❖ Ask them to follow up on the user preferences and patterns in groups.

5.4.2 Advantages of Social Media

- ❖ Suggest a pair presentation to share the advantages of social media. This will help the learners to present their views and will also give the faculty member an insight into the knowledge base of the learners.
- ❖ Initiate a dramatization of the advantages/disadvantages of social media. Ask one or two learners to write the script, develop the dialogue, choose the role players and direct them.
- ❖ Encourage learners to play the roles of parents, teachers, peer group members and advertisement personnel to highlight the stakes.

Learners can refer following websites:

https://www.quora.com/What-are-the-advantages-and-disadvantages-of-social-media-1

https://www.nibusinessinfo.co.uk/content/advantages-and-disadvantages-using-social-media

5.4.3 Ethics and etiquette of Social Media

- ❖ Give the learners an understanding of what is meant by ethics and etiquette. https://www.quora.com/What-is-the-relationship-between-ethics-and-etiquette
- ❖ Ask the learners to visit and research sites that discuss the ethics and etiquette of social media. https://www.compukol.com/social-media-ethics-and-etiquette/

Activity

- ✓ Learners may be asked to prepare a presentation about their education and their passion.
- ✓ Learners may be asked to create an ID on a virtual media platform and participate in an interaction session.
- ✓ Learners may be asked to prepare a write-up on the ethics and etiquettes of social media in small groups. This can then be presented and discussed with the whole class.
- ✓ They can also see this video: https://www.youtube.com/watch?v=R0DQfwc72PM
- ✓ This shall give an insight into how the learners work with social media and its byproducts.

5.4.4 How to use Google search better?

Learners can go through the following website for better use of Google search. https://www.lifehack.org/articles/technology/20-tips-use-google-search-efficiently.html

https://www.youtube.com/watch?v=BtoOHhA3aPQ

https://www.youtube.com/watch?v=LxlfPLPI0wM

Activity

- ✓ Instruct the learners to create google form to collect the basic details from the learners about their name, father, mother name, area of interest, hobbies, their passion, short term and long term goal.
- ✓ Also request them to create a google form on their own to use the following options in their google form - text box, check box, description box and using section break.
- ✓ The youtube video may be watched by the learners to complete the above mentioned activities

5.4.5 Effective ways of using social media

Give a list of the most common social media handles used and ask the learners to rate them. This will give the teacher the most popular social media handle used by the learners and also the reason for the same. If, for example, Instagram is rated as the number one social media handle, it shall prove that the learners are more into socializing and creating a network. Learners may visit the following websites:

https://www.jbcnschool.edu.in/blog/how-to-use-social-media-effectively-for-learners/

https://www.compukol.com/how-to-use-social-media-effectively/

5.5 Digital Marketing

5.5.1 Introduction to digital marketing

- ❖ Ask the learners if they are familiar with digital marketing. Ask two of them to explain what it means, one from the point of view of the buyer and the other from the point of view of the seller.

  https://blog.hubspot.com/marketing/what-is-digital-marketing

  A debate can be held in the classroom on the advantages and disadvantages of Digital Marketing.
- ❖ Show from YouTube videos or visit the following websites. Ask the learners to write what they see or observe.

  https://www.lyfemarketing.com/blog/how-digital-marketing-works/

  https://www.quora.com/How-does-digital-marketing-work

5.5.2 Traditional marketing versus digital marketing

Give a brief introduction on the difference between Traditional Marketing and Digital Marketing

- ❖ Ask the learners to play the roles of Traditional Marketer and Digital Marketer.

  https://blog.hubspot.com/marketing/traditional-marketing-vs-digital-marketing

5.5.3 Digital marketing tools

Learners can go through the following website to know about Digital Marketing Tools.

https://blog.hubspot.com/marketing/digital-marketing-tools

https://www.howtogeek.com/434570/the-beginners-guide-to-google-forms

- ❖ Ask the learners to use the CANVA tool to design a poster and publish it on their social media
- ❖ Create groups, provide a contest title and ask them to create a brochure, pamphlets, flyers and registration forms for the contest using Digital Marketing Tools.

5.5.4 Social media for digital marketing

i. **Introduction to Social Media Websites:** Give a brief introduction on what is social media and along with asking the learners to speak about social media, as they are active users of this facility.

They can visit the following websites:

https://www.virtualsocialmedia.com/an-introduction-to-social-networking-social-networkingservices/

https://www.techopedia.com/definition/4956/social-networking-site-sns

- ❖ Ask the learners to name the various social media websites available.
- ❖ Ask them individually to rate (lowest for the most frequently used and seen as most effective and highest for the one considered least useful) the different social media platforms and give their reasons.
- ❖ Ask them to follow up on the usage preferences and patterns in groups.
- ❖ Ask one group to make a pie diagram to show numbers and percentages.
- ❖ Ask another group to check on usage time and make a graphic.

ii. **Role of Social Media in Digital Marketing:** Social media marketing is a form of Internet marketing that involves creating and sharing content on social media networks to achieve your marketing and branding goals.

Refer to this website for detailed information:

https://blog.hubspot.com/blog/tabid/6307/bid/23865/13-mind-bending-social- media-marketing-statistics.aspx

5.5.5 Digital marketing analytics

Digital marketing analytics is the translation of customer behaviour into actionable business data. Digital analytics tools can help companies understand what consumers are doing online, why they're doing it, and how this behaviour can be converted into digital marketing campaigns.

Refer to this website for detailed information:

https://blog.hubspot.com/marketing/digital-marketing-analytics

Project

- ❖ Ask the learners to prepare their résumé, with a clear and relevant objective.
- ❖ Ask the learners to prepare a presentation on the advantages of social media.
- ❖ Ask the learners to make a list of the top 10 things they use Google to search for. Then they can be asked to rate the same list on a priority basis.
- ❖ Ask the learners to prepare a list of steps to use Google search better.

Assessment

1. Written evaluation may be done to assess the learners about their learnings through this module on digital literacy, social media and etiquettes, and using the virtual platform effectively.
2. Assessment can be done by the faculty member, self, and peers on the activities organized during the training programme to evaluate their learning.

Suggested Readings & e-Resources:

1. Sherman. (2021, February 2). *What is Digital Marketing? Here's Everything You Need to Know*. Lyfe Marketing. https://www.lyfemarketing.com/blog/what-is-digital-marketing/
2. Trzyna, J. (2019). *Does Digital marketing really work?*. Quora. https://www.quora.com/Does-Digital-marketing-really-work/answer/Justyna-Trzyna?no_redirect=1
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4. Cohn, M. (n.d.). *How to Use Social Media Effectively*. Compukol. https://www.compukol.com/how-to-use-social-media-effectively/
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16. Bansal, S. (2020, July 1). *15 Real World Applications of Artificial Intelligence*. Analytixlabs. https://www..co.in/blog/applications-of-artificial-intelligence/

17. Gillis, A. S. (2022, March). *What is the Internet of Things (IoT)?*. TechTarget. https://www.techtarget.com/iotagenda/definition/Internet-of-Things-IoT

18. Oracle. (n.d.). *What is IoT?* Oracle. https://www.oracle.com/in/Internet-of-things/what-is-iot/

19. Amazon. (n.d.). *AWS IoT: Unlock your IoT data and accelerate business growth*. Amazon. https://aws.amazon.com/iot/

Video References:

1. Neil Patel. (2018, December 10). *How Digital Marketing Will Change in 2019*. [Video]. YouTube. https://www.youtube.com/watch?v=b-gwbVJqi9Y

2. Adam Erhart. (2016, November 10). *What Is Digital Marketing? And How Does It Work?*. [Video]. YouTube. https://www.youtube.com/watch?v=Z_KspIX1oXU

3. Marketing Hospitality, Tourism, Recreation & Events. (2016, February 13). *Social Media Assessment Howtodoit!*.[Video].YouTube.https://www.youtube.com/watch?v=CpdBv8e6hKo

4. TAFE Digital Business Marketing. (2022, April 16). *Assessment 1, tasks 1-5 Getting started with Social Media Assessment*. [Video]. YouTube.https://www.youtube.com/watch?v=aTw1FTXP2SM

Module 6: Digital Ethics and Cyber Security 4 Hours

Objectives:

The objectives of the module are to help learners

- Identify ethical and unethical digital behaviours.
- Describe principles of web security.
- Describe approaches for risk management and best practices.

Expected Outcomes:

Learners shall be able to:

- Use ethical digital behaviours.
- Use practices that incorporate transparency, responsibility, and accountability.
- Assess the current security landscape, including the nature of the threat and the general status of common vulnerabilities.
- Identify core networking and infrastructure components, and the roles they serve in preparing a secured system.

Module Outlines:

6.1 Digital Ethics
- 6.1.1 Digital Literacy Skills
- 6.1.2 Digital Etiquette
- 6.1.3 Digital Life Skills

6.2 Cyber Security
- 6.2.1 Understanding and introducing the environment of security
- 6.2.2 Types of attacks and attackers
- 6.2.3 The art of protecting secrets

6.1 Digital Ethics

Digital Ethics is the study of how to manage oneself ethically, professionally and in a clinically sound manner via online and digital media. Every psychologist who uses the Internet or a cell phone (which means nearly all of us) must look at issues, such as: What can my clients find out about me online?

6.1.1 Digital literacy skills: Reading, writing and critical thinking while using digital technologies; selecting the best digital tool for the job and using the tool efficiently; evaluating the accuracy, perspective, validity of online resources and digital media content.

6.1.2 Digital etiquette: How the use of technology affects other people; develop a sense of responsibility for our actions; treat people online in the same way as they are treated in real life and to follow rules and expectations of digital media.

6.1.3 Digital life skills: Best practices of technology ethics; cyber ethical skills; digital community building; skills for e-commerce such as electronic banking, account management, online shopping, e-services; confidentiality protection.

Activity

- ✓ Learners may be asked to prepare a list of activities or actionable to prevent cyber attacks.
- ✓ Learners may be asked to create an essay about the impacts and disadvantages of plagiarism.
- ✓ Learners may be asked to present the advantages of cyber security.
- ✓ Learners are requested to watch the following video, to know more about plagiarism, https://youtu.be/rvCY6ANSOXQ

6.2 Cyber Security

6.2.1 Understanding and introducing the environment of security:

i. *Threats, vulnerabilities, and consequences*: Cyber threats are security incidents or situations that can have a negative result for the network or other data management systems. Common categories of security threats comprise phishing attacks that install malware that infects data; failure of a team member to follow data protection procedures that cause data breach; or natural forces that take down the company's data HQs, unsettling access.

ii. *Persistent threats*: It is an attack in which an unauthorized user gains access to a system or network and remains there unnoticed for a prolonged period of time.

iii. *State of security in the current world*: Latest security research suggests that most organizations have vulnerable data and poor cyber security practices in place, exposing them to data loss. To positively fight against malicious intent, it is imperative that companies make cyber security responsiveness, prevention, and security best practices a part of their ethos.

iv. *Cyber Security:* The importance of cyber security connects with the wish to keep information, data, and devices confidential and safe. In today's world, people stock vast quantities of data on computers and other Internet-connected devices.

6.2.2 Types of attacks and attackers

A cyber attack is where an attacker tries to advance unapproved access to an IT system for the purpose of theft, extortion, disturbance, or other disreputable reasons. Of course, several security breaches are caused by insiders —whether unintentional or deliberate.

i. *Different types of cyber attacks* (Phishing, Social Engineering, Piggyback, etc.): Cyber attacks are not only becoming more common against enterprises and small and medium-sized businesses (SMBs), but they're also gradually getting sophisticated. With hackers planning shrewder methods for misleading or lulling employees and individuals into divulging valuable company data, enterprises must ensure due thoroughness in the effort to stay two steps ahead of cybercriminals.

ii. *Types of cyber attackers and objectives*: As Internet access becomes more prevalent across the world, and we spend more real time on the Web, there are more attackers out there as well. Attackers use every tool and method to attack and gain unauthorized access.

iii. *White hat, Black hat and Grey hat attacker*: The terms come from old spaghetti westerns, where the bad guy wore a black cowboy hat, and the good guy wore a white hat. Grey hat hackers are a blend of black hat and white hat activities. Two main factors determine the type of hacker we are likely to deal with: their motivations, and whether or not they are breaking the law.

6.2.3 The art of protecting secrets

i. *Understanding encryption and decryption and its different types*: Encryption is a process of changing normal data into a scribbled form; of securing or coding digital data by using a mathematical technique, whereas Decryption is the process of changing the unreadable/coded data into its normal form. Encryption is done by the person who is sending the data, and decryption is done by the person receiving or opening the data.

ii. *Art of data masking*: Data masking is also known as data obfuscation, data anonymization, or pseudonymization. It is the process of substituting private data by using functional fictitious data such as characters or other data.

iii. *Firewalls and their proper use in cyber protection*: A firewall can help protect the computer and data by managing network movement. It stalls or blocks unsolicited and uninvited incoming network traffic. A firewall validates access by assessing this incoming traffic for anything malicious like hackers and malware that can infect the computer.

Project

- ❖ Ask the learners to prepare a list of activities to prevent cyber attacks.
- ❖ Ask the learners to prepare and submit a presentation about the impact of plagiarism and how to avoid it.

Assessment

1. Written evaluation.
2. Assignments may be given to learners to evaluate their learning about digital ethics, the impact of plagiarism, and the advantages of cyber security.
3. Assessment can be done by the faculty member, self, and peers on the activities organized during classroom interaction.

Suggested Readings & e-Resources:

1. Loewus, L. (2016. November 8). *What is Digital Literacy?* Education Week. https://www.edweek.org/teaching-learning/what-is-digital-literacy/2016/11
2. Heick, T. (n.d.). *Digital Literacy: A Definition*. Teach Thought. https://www.teachthought.com/literacy/definition-digital-literacy/
3. Grasso, L. (n.d.). *The importance of Digital Literacy*. Mashandco. https://mashandco.tv/en/the-importance-of-digital-literacy/
4. Purposeful technology. (n.d.). *Purposeful Technology-Constructing Meaning in 21st Century Schools*. http://purposefultechnology.weebly.com/why-is-digital-literacy-important.html

5. Mason, N. (2019, January 22). *Workplace Trends and New Technologies for 2019*. Officespacesoftware. https://www.officespacesoftware.com/blog/workplace-trends-and-new-technologies-for-2019/

6. Press Information Bureau. (2021, February 25). *Government notifies Information Technology (Intermediary Guidelines and Digital Media Ethics Code) Rules 2021*. Press Information Bureau. https://pib.gov.in/PressReleseDetailm.aspx?PRID=1700749

7. Ministry of Information and Broadcasting. (2022, December 17). *Digital Media Guidelines and Policies.* Ministry of Information and Broadcasting. https://mib.gov.in/digital-media-guidelines-and-policies

Web References:

1. https://www.edweek.org/ew/articles/2016/11/09/what-is-digital-literacy.html
2. https://www.teachthought.com/literacy/the-definition-of-digital-literacy/
3. https://mashandco.tv/en/the-importance-of-digital-literacy/
4. http://purposefultechnology.weebly.com/why-is-digital-literacy-important.html
5. https://www.officespacesoftware.com/blog/workplace-trends-and-new-technologies- for-2019
6. https://pib.gov.in/PressReleseDetailm.aspx?PRID=1700749
7. https://mib.gov.in/digital-media-guidelines-and-policies

Module 7: Nonverbal Communication 5 Hours

Objectives:

The objectives are to help learners

- Describe nonverbal communication (NVC).
- Understand its importance in communication.

Expected Outcomes:

The learners shall be able to:

- Realize the importance of nonverbal communication.
- Use nonverbal communication effectively in communication as an aid.

Module Outlines:

7.1 Meaning of nonverbal communication
7.2 Advantages of using nonverbal communication
7.3 Introduction to modes of nonverbal communication
  7.3.1 Open and Closed body language
  7.3.2 Eye contact and Facial expression
  7.3.3 Hand gestures
7.4 Do's and Don'ts in NVC
7.5 Learning from experts
7.6 Activities-based learning

7.1 Meaning of Nonverbal Communication (NVC)

- ❖ What is NVC?
- ❖ Where do you find it?
- ❖ Can you ask a few things through NVC?

Show the learners images of nonverbal communication (NVC) and try to get their response.



Source: https://www.entrepreneur.com/article/230136

Once the learners have responded, get them to understand NVC.

According to Richard Nordquist, nonverbal communication is the process of sending and receiving messages without using words, either spoken or written, also called manual language. Similar to the way that italicizing emphasizes written language, nonverbal behaviour may emphasize parts of a verbal message.

The term 'nonverbal communication' was introduced in 1956 by psychiatrist Jurgen Ruesch and author Weldon Kees in the book, "Nonverbal Communication: Notes on the Visual Perception of Human Relations."

Nonverbal messages have been recognized for centuries as a critical aspect of communication. For instance, in "The Advancement of Learning" (1605), Francis Bacon observed that "the lineaments of the body do disclose the disposition and inclination of the mind in general, but the motions of the countenance and parts do ... further, disclose the present humour and state of the mind and will."

7.2 Advantages of Using Nonverbal Communication

Nonverbal Communication can

i. ***Reinforce or modify what is said in words:*** People may nod their heads vigorously when saying "Yes" to emphasize that they agree. A shrug of the shoulders and a sad expression when saying "I'm fine, thanks" may actually imply that things are not really fine.

ii. ***Convey information about their emotional state:*** Facial expression, tone of voice, and body language can often tell people exactly how a person feels, without saying a word. Consider how often we have said to someone,

"Are you OK? You look a bit down".

We know how people feel from their nonverbal communication.

iii. ***Define or reinforce the relationship between people:*** If we watch a couple sitting and talking, we may notice that they tend to 'mirror' each other's body language. They hold their hands in similar positions, they smile at the same time, and they turn to face each other more fully. These movements reinforce their relationship: they build on their rapport and that helps them to feel more connected.

iv. ***Provide feedback to the other person:*** Smiles and nods tell someone that we are listening and that we agree with what they are saying; alternatively, we can convey doubt or disagreement by mere frowns or a shake of the head. We would use movement or hand gestures to indicate that we wish to speak. These subtle signals give information gently but clearly.

v. ***Regulate the flow of communication:*** There are many signals that we use to tell people that we have finished speaking, or that we wish to speak. An emphatic nod, and/or firm closing of the mouth indicate that we have nothing more to say. Making eye contact with the chair of a meeting and nodding slightly will indicate that we wish to speak.

7.3 Introduction to Modes of Nonverbal Communication

Judee Burgoon (1994) has identified seven different nonverbal dimensions:

i. Kinesics or body movements including facial expressions and eye contact

- Ask the learner to convey NO by making use of different parts of the body (eyes, mouth, lips, fingers, head)

ii. Vocalic or para-language that includes volume, rate, pitch, and timbre
   - sounds that are not words [*tchatcha; umhmumhm; ishhhh; uhhhh; dhukdhukudhudhuku*]

iii. Personal appearance (growing a beard; getting tonsured; wearing a *bindi*)

iv. Our physical environment and the artefacts or objects that compose it (the national flag flying at half-mast; painting one's house in a particular colour; cutting off the grass from the front porch)

v. Proxemics or personal space (sitting very close to somebody; sitting away from somebody)

vi. Haptics or touch (shaking hands, rubbing somebody's back; hugging).

vii. Chronemics or time.

Ask the learners to offer brief explanations with illustrations.

- Why does an office boss come late to all meetings?
- Why do you find clocks everywhere in some buildings?
- Can you add signs or emblems that suggest time?

Communication is not only about speaking and writing but it is also about gestures, postures, tones, expressions and all that nonverbal communication encompasses.

NVC can include the following:

Touch; glance; eye contact (gaze); volume; vocal nuance; proximity; gestures; facial expression; pause (silence); intonation; dress; posture; smell; word choice and syntax; sounds (paralanguage).

Activity

✓ Ask learners to show how NVC can work more than words in some situations. This may be supported by a short mono-act.

https://www.lifemasterygym.com/blog/power-of-non-verbal-communication

https://www.youtube.com/watch?v=vyrGNZ4Lzrw

7.3.1 Open and closed body language

Body language is the conscious and unconscious movements and postures by which attitudes and feelings are communicated. It is important in communication because of it:

- Makes up most of what we communicate.
- Reinforces what we say.
- Helps to determine our intention as we speak.
- Expresses the deeper feelings.

i. Open body language: People with open personalities are expressive, interactive, and hands-on. At times they are also, aggressive and argumentative. They tend to use their hands extensively while speaking. Examples:

- **Uncrossed legs:** This is a relaxed person who wants to have a conversation. However, a person with uncrossed legs and leaning forward to put his or her elbows on the thighs could be worried about something or want to make an intense statement.

- **Uncrossed arms:** Open arms may indicate frankness of opinion and project an open and honest image. Politicians normally use their arms to wave at people and raise them with open palms to show a sign of trust and faith.

ii. **Closed body language:** People with closed personalities have hidden motives. They tend to cross their arms, cross their legs, keep their hands close to their body while speaking, and have a one-tone voice. Examples:

- **Crossing of arms:** This stance gives the impression that the speaker has already taken a decision and is going to defend it no matter what. The stance is hostile and discourages discussion.
- **Crossing of legs when seated:** Putting one leg over the other leg's knee is both defensive and aggressive. It conveys to the other person that the speaker does not want to waste time explaining their point of view.
- **Arms in front of body:** Normally a sign of nervousness and can be seen in people who are either aspirants in an interview or an employee on the first day at work.
- **Crossing of legs while standing:** This can either mean a relaxed frame of mind or an interest to have a conversation. People crossing their legs while standing like to share their knowledge on a particular subject.

The faculty member demonstrates the open and closed body language movements and learners may note down their observations.

https://www.youtube.com/watch?v=FU0DkL184_4

https://www.youtube.com/watch?v=qRnwdWXbwDY

7.3.2 Eye contact and facial expression

Eye contact, also known as oculesics, and facial expression are important aspects of communication providing important social and emotional information.

The eyes can indicate interest, attention, and involvement with the audience, whereas failure to make eye contact can be interpreted as disinterest, boredom, uncertainty, and withdrawal.

The face expresses a lot about the human mind and mood. Particular emotional states, such as happiness or sadness, are expressed through a smile or a frown, respectively.

Seven universally recognized emotions shown through facial expressions are Fear; Anger; Surprise; Contempt; Disgust; Happiness; Sadness.

Activity

- ✓ Learners may watch the following video in the class: https://www.youtube.com/watch?v=1zs-DRBWLmE
- ✓ Few learners may illustrate facial expressions (Fear, Anger, Surprise, Disgust, Happiness, and Sadness). Other learners may be asked to recognize and interpret the meaning and importance of facial expressions in NVC over verbal communication.

7.3.3 Hand gestures

- ❖ Show the learners series of hand gestures and ask what they mean.
- ❖ Discuss the importance of hand gestures in NVC.

A hand gesture is the vigorous or specific movement of the hand or hands as we speak to express or emphasize an idea. And this is an important part of the overall body language.

Hand gestures can help us describe what we are talking about, both literally (for example making a circular movement of the hand while talking about drawing a circle) and metaphorically (for example a circular hand motion to say 'everybody')

Hand gestures help us to point to people and things in our surroundings (for example pointing at an object while saying, "look at that")

Hand gestures can help to add emphasis and structure when we talk (for example showing numbers when you count, "1, 2, 3…")

Hand gestures give clues about our emotional state. These gestures are not always connected to what we are saying (for example, Are you confident? Are you lying? Are you anxious?)

7.4 Do's and Don'ts in NVC

Following are some do's and don'ts while using NVC in meeting people and during interviews:

Do's

- **Make eye contact:** Look in the eyes of other people while talking to show that we are paying attention. Avoid staring intently or glancing around the room. Our eye contact must show our focused attention and confidence.
- **Smile and nod:** Nonverbal cues are proof that we are engaged in the conversation. Smiling and nodding in response while someone is talking impresses the speaker that we are listening. While talking, these gestures help to punctuate a statement. But smiling and nodding continuously can convey impatience and the desire to rush through a meeting or conversation.
- **Use natural facial expressions:** We must be aware of what our positive and negative facial expressions look like: look in the mirror while on the phone before heading into a formal conversation. Emoting nonverbally is natural. If we avoid using facial expressions, it can signal a lack of interest and passion.
- **Shake hands:** Handshakes are like firm – everyone's is a little different.? A handshake must be a firm grip, and a firm shake from the elbow (not the wrist) and make eye contact simultaneously to make it more meaningful. If the hands tend to be cold, rub them together to warm them up before entering the room. If they tend to sweat, blot them with a tissue.
- **Dress appropriately:** Dress appropriately according to the meeting or occasion.

Don'ts

- **Fidget:** We must ask our friends or family what some of our subconscious habits might be, so that we can keep them at bay. Common nervous fidgeting includes tapping a foot, shaking a leg, clicking a pen, biting nails, and playing with hair.

- **Slouch:** As a rule, sit with the back straight against the chair and your feet on the floor during an interview or any formal meeting. A slight lean toward the interviewer, with either the torso or just the head, can make the interviewer feel that you are engaged. But don't overdo it. And don't lean back. Be mindful of standing and walking straight when entering and leaving the interview room, as well as while taking an office tour (or the like).
- **Crossed arms:** Crossed arms are a sign of defensiveness and resistance. When they are open at the sides or naturally placed on the table in front, you appear more approachable.
- **Overuse hand gestures:** Just like facial expressions, hand gestures should be natural and moderate. Keeping a pen in one hand or resting both hands on the table in front of you are good control options. Concealing the hands – behind the back, under the table, or sticking them in the pockets conveys the message of something to hide.
- **Clear your throat:** Compulsively clearing the throat shows nervousness. A sip of water helps to avoid dryness in the mouth. A throat lozenge or warm tea with honey ensures a clear throat before heading into the interview room or formal meeting.

7.5 Learning from Experts

Show videos of great performers, speakers, sports persons, motivators, and other people of interest who can inspire the learners with their speaking and display the use of nonverbal communication to its ultimate potential. The movies of Charlie Chaplin are a good example of nonverbal communication.

7.6 Activities Based Learning

This section is about practice.

- Play a video of a dance performance by any great dancer without the music and the accompaniments. Ask the learners to record their impressions. Then play the same performance with all the accompaniments. Mark the difference. Find out how and where NVC helps the performer to communicate and then adds to his/her power.
- Ask the learners to make and bring 30-second videos of NVC. Ask them to record their thoughts in writing. Match their intent and performance.

Assessment

1. Written evaluation.
2. Assessment can be done during activities organised during transaction by the faculty member, self and peers.
3. An individual mock interview session can be used as an assessment tool for nonverbal communication.

Suggested Readings & e-Resources:

1. Nordquist, R. (2020, June 29). *What is Nonverbal Communication*? ThoughtCo. https://www.thoughtco.com/what-is-nonverbal-communication-1691351
2. SkillsYouNeed. (n.d.). *Non-Verbal Communication*. SkillsYouNeed. https://www.skillsyouneed.com/ips/nonverbal-communication.html

3. Tidwell, C. (n.d.). *Non-Verbal Communication Modes*. Andrews University. https://www.andrews.edu/~tidwell/bsad560/NonVerbal.html

4. Tabares, J. (n.d.). *The Importance of Body Language*. Art of Eloquence. https://artofeloquence.com/pages/the-importance-of-body-language

5. TutorialsPoint. (n.d.). *Body Language - Open & Closed*. TutorialsPoint. https://www.tutorialspoint.com/body_language/body_language_open_closed.htm#

6. Davis, B. (2015, June 29). *Facial Expressions in Nonverbal Communication: Importance & Explanation*. Study.com. https://study.com/academy/lesson/facial-expressions-in-nonverbal-communication-importance-lesson-quiz.html

7. Sophia. (n.d.). *Eye Contact and Facial Expression*. Sophia. https://app.sophia.org/tutorials/eye-contact-and-facial-expression

8. SocialTriggers. (2018, March 16). *How to use hand gestures in a powerful way when you communicate*. SocialTriggers. https://socialtriggers.com/21-hand-gestures-for-powerful-communication/

9. GQR. (n.d.). *Interview Dos & Don'ts: The Importance of Nonverbal Communication*. GQR. https://www.gqrgm.com/interview-dos-donts-importance-nonverbal-communication/

Video References:

1. Damon Cart. (2017, September 9). *Power of Non-verbal Communication*. [Video]. Lifemasterygym. https://www.lifemasterygym.com/blog/power-of-non-verbal-communication

2. Theo Gilbert-Jamison. (2019, January 1). *Open & Closed Body Language (Video 4)*. [Video]. YouTube. https://www.youtube.com/watch?v=FU0DkL184_4

3. BodyLanguagePro. (2009, October 20). *Body Language - Open Posture Vs. Closed Posture*. [Video]. YouTube. https://www.youtube.com/watch?v=qRnwdWXbwDY

4. Feel Like You Belong. (2014, November 9). *What's Up? – First Impressions (Part 1): Eye Contact & Facial Expressions*. [Video]. YouTube. https://www.youtube.com/watch?v=1zs-DRBWLmE

5. My Research Support. (2020, June 15). *Plagiarism: Basics, Types, Steps to Avoid, Plagiarism Checking Softwares Free & Paid*. [Video]. YouTube. https://www.youtube.com/watch?v=rvCY6ANSOXQ

Course 2: Professional Skills

Context with Justification:

One of the significant outcomes of Higher Education is to prepare for entering the job or employment market. Besides the knowledge and skill set required for a particular job or occupation, professional skills are also required to be gainfully employed and to enjoy a successful and satisfying life. Professional skills are part of life skills. We should be able to demonstrate professional skills involving the use of intuitive, logical critical thinking, communication and interpersonal skills which are not limited to cognitive and creative skills. These skills, behaviour, and quality of output enhance employability.

Career skills empower us with the ability to prepare appropriate résumés, address the necessary gaps for facing interviews, and actively and effectively participate in group discussions thereof. It is also of significant importance that we possess the know-how to explore career opportunities for ourselves, recognizing our innate strengths and weaknesses.

We must be well prepared to take on new challenges and opportunities. With the increasing use of technology in the way we live, learn and work, we must be able to utilize basic computing concepts and also have and espouse excellently. Team skills, collaborating and working together can assist in resolving complex problems, which allow us or offer us the opportunity to articulate new ideas and perspectives. It further allows us to design, develop, problem-solve, and adapt to situations based on experience and skills.

Credit: 02

Duration: 30 hours

The Course on Professional Skills is divided into two parts:

A. Career Skills
B. Team Skills

A. Career Skills

Objectives:

The objectives are to help learners

- Acquire career skills and fully pursue to partake in a successful career path
- Prepare a good résumé
- Prepare for interviews and group discussions

Explore desired career opportunities in the employment market in consideration of an individual SWOT (Strengths, Weaknesses, Opportunities, and Threats). SWOT is a strategic planning and strategic management technique used to help a person or organization identify different parameters.

Expected Outcomes:

Learners shall be able to:

- Prepare their résumé on an appropriate template without grammatical and other errors and using proper syntax.
- Participate in a simulated interview.
- Actively participate in group discussions towards gainful employment.
- Capture a self-interview simulation video regarding the job role concerned.
- Enlist the common errors generally made by candidates in an interview.
- Perform appropriately and effectively in group discussions.
- Explore sources (online/offline) of career opportunities.
- Identify career opportunities in consideration of personal potential and aspirations.
- Use the necessary components to prepare for a career in an identified occupation (as a case study).

Duration: 15 Hours

Number and Titles of Modules:

Module 1	Résumé Skills	3 Hours
Module 2	Interview Skills	5 Hours
Module 3	Group Discussion Skills	4 Hours
Module 4	Exploring Career Opportunities	3 Hours

B. Team Skills

Objectives:

The objectives are to help learners

- Understand the significance of team skills
- Acquire team skills
- Design, develop, and adapt to situations as an individual and as a team member.

Expected Outcomes:

Learners shall be able to:

- Demonstrate a set of cognitive skills such as critical thinking, problem-solving and the ability to learn for smooth and efficient functioning at a workplace.
- Demonstrate a set of non-cognitive skills such as empathy, creativity, teamwork, and collaboration, for smooth and efficient functioning at a workplace.
- Use common technology messaging tools that are used in an organization for the flow of information and transition from command and control to informal communication during an online or offline team session.
- Actively use and operate online team communication tools such as Webinar, Skype, Zoom, Google, and Hangout.

- Appreciate and demonstrate team skills.
- Demonstrate a set of cognitive skills such as critical thinking, problem-solving and the ability to learn for maintaining good interpersonal relations and smooth and efficient functioning at a workplace.
- Demonstrate a set of non-cognitive skills such as empathy, creativity, teamwork, and collaboration, for maintaining good interpersonal relations and smooth and efficient functioning at a workplace.
- Participate in a digital lifestyle conversant with computer applications, the Internet, and the nuances of cyber security.
- Empathize with and trust colleagues for improving interpersonal relations.
- Engage in effective communication by respecting diversity and embracing good listening skills.
- Distinguish the guiding principles for communication in a diverse, smaller internal world.
- Practice interpersonal skills for better relations with seniors, juniors, peers, and stakeholders.
- Project a good personal image and social etiquette so as to have a positive impact on building of the chosen career.
- Generate, share and maximize new ideas with the concept of brainstorming and the documentation of key critical ideas/thoughts articulated and action points to be implemented with timelines in a team discussion (as MOM) in identified applicable templates.

Number and Titles of Modules:

Module 1	Cognitive and Non-cognitive Skills	3 Hours
Module 2	Presentation Skills	4 Hours
Module 3	Trust and Collaboration	2 Hours
Module 4	Listening as a Team Skill	2 Hours
Module 5	Brainstorming	1 Hour
Module 6	Social and Cultural Etiquettes	2 Hours
Module 7	Internal Communication	1 Hour

Module 8: Résumé Skills 3 Hours

Objectives:

The objectives are to help learners

- Comprehend the importance of a résumé.
- Identify essential components of a good résumé while preparing it.
- Identify common errors in a résumé.

Expected Outcomes:

The learners shall be able to:

- Prepare a good résumé considering all essential components without error.

Module Outlines:

8.1 Résumé Skills: Preparation and Presentation
- 8.1.1 Introduction of Résumé and Related Terms
- 8.1.2 Importance of Preparing a Good Résumé
- 8.1.3 Difference between a CV, Résumé, and Biodata
- 8.1.4 Essential Components of a Good Résumé

8.2 Résumé Skills: Common Errors
- 8.2.1 Common Errors
- 8.2.2 Guidelines for Résumé Preparation

8.1 Résumé Skills: Preparation and Presentation

Twenty learners passed with an 'A' grade from a renowned professional institution. They applied for jobs in different companies. Only eight applicants got their desired jobs.

Do you know the reason for the rejection?

The reason was: Their résumé or CV was neither appropriate for the job nor impressive to the employers. Preparing a résumé or CV is a skill and an art. It is important to know what a résumé is and understand other terms used worldwide, like curriculum vitae (CV) and biodata.

8.1.1 Introduction of résumé and related terms

1) **Résumé:** This is originally a French word meaning "summary". A résumé is ideally a summary of a person's education, skills, and employment when applying for a job or new job. It does not list out all the details of a profile, but only some specific skills customized to the target job profile. It thus is usually one or two pages long. A résumé is usually written in the third person to give it an objective and formal tone.
2) **Curriculum vitae (CV):** Curriculum vitae is a Latin word meaning "course of life". A CV is more detailed than a résumé, generally two to three pages, or even longer as per the requirement. It lists out every skill, all the jobs and positions held, degrees,

professional affiliations the applicant has acquired, and in chronological order. A CV is a detailed document highlighting the professional and academic history of an individual. CVs typically include information like work experience, achievements and awards, scholarships or grants earned by the candidate, course work, research projects and publications of the work. A CV is used to highlight the general talent of the candidate rather than specific skills for a specific position.

3) **Biodata:** Biodata is the short form for, Biographical Data, and is an archaic terminology for résumé or CV. In a biodata, the focus is on personal particulars like date of birth, gender, religion, race, nationality, residence, marital status, and the like. A chronological listing of education and experience comes after that.

8.1.2 The importance of preparing a good résumé

Question: Why do we need to prepare a good résumé or CV?

A résumé is a mirror reflection of a person's pursuits.

Employers or recruiters require aspiring candidates to submit a résumé to be considered for the position. Résumés are first used to weed out unlikely candidates. Apart from identifying the unsuitability of the applicant, résumés that are rejected at the first instance may be because of errors in presentation and spelling, inappropriate appearance, and/or due to incomplete details.

Employers or recruiters further review such résumés that are a perfect or near-perfect fit for the advertised opening. These résumés are then scrutinized to shortlist candidates for interview based on education, additional training, community involvement, life experiences and anything else that indicates the suitability of a candidate for the advertised opening. Therefore, preparing an impressive résumé is vital.

8.1.3 Difference between a CV, résumé and biodata

A CV and résumé are similar in that they are both documents that summarize a candidate's professional history, education, skills, and achievements. Sometimes both documents are provided to the employer for consideration for a position.

It is important to note that in the United States and most of Europe, résumés and CVs are not interchangeable. There are a few exceptions. In India, South Africa, and Australia, the terms CV and résumé are interchangeable. The term biodata is mostly used in India, and is usually used while applying for government jobs.

8.1.4 Essential components for formatting a good résumé:

There are certain elements that are required in any résumé, irrespective of the format chosen. There are also some optional elements that are specific to an individual. A person should make decisions about these according to the job objective, career history, and the amount of space that is available**.**

A good résumé must start with a brief profile of the candidate, a summary of qualifications, followed by industry expertise and then professional experience in reverse chronological order. Focus is on the most recent experiences (with responsibilities and accomplishments), and previous experiences are only presented as a summary or additional information. This is followed by education details and/or professional affiliations and/or voluntary initiatives.

A résumé must contain at least the following three principal areas of information:

i) Contact information

- Name
- Postal address
- Telephone no: work, home, mobile, as applicable
- Fax number, if applicable
- E-mail address

ii) Education and training: Provides information about the formal education and professional training. Some tips on listing information:

- As a learner, making the transition to the workforce for the first time, the educational credentials should be at the top, or the very beginning of the résumé.
- List the highest level of education first and work backwards. Any specialization or professional training that relates directly to the job objective should be listed first.
- Include any special honours or rewards.
- List any courses, seminars, workshops, or training experiences as a part of professional development or recent positions held that relate to the career focus.

iii) The following additional components may be included:

- **Publications/presentations:** If it is a long list, divide and then subdivide by topics. Articles that are in preparation and will be published may also be listed.
- **Special skills:** This portion is appropriate if the job requires expertise. These may include computer hardware or software knowledge, or language proficiencies.
- **Certificates and training:** List these if they directly relate to the job.
- **Associations/affiliations:** Include current (not past) membership or active involvement in any professional or civic associations that relate to the job objective.
- **Awards/honours and recognitions:** List any career-related awards/honours gained, without adding an element of self-praise. Be precise and specific.
- **Work history:** This is the body of the résumé, if applying for a new job.

Activity

✓ Provide some exemplary résumés for learners to evaluate, as a small group assignment based on essential components.

✓ Hold discussion on résumés with essential components and without essential components. Ask the learners to identify the errors made in the résumé.

8.2 Résumé Skills: Common Errors

Based on the above activities, ask learners about the common errors that the candidates committed in their résumé. Summarize these errors as follows:

8.2.1 Common errors

People generally make the following common errors in preparing their résumé:

i) **Spelling and grammatical errors:** These are very common errors, especially with freshers or first-timers. It is always good to do a spelling and grammar check once the résumé is written out. The best way to make mistakes is to have someone else review the résumé.

ii) **Not including keywords that match the job position:** Mentioning the same keywords in the résumé that appear in the job listing is necessary.

iii) **An outdated résumé:** It is important to update the résumé for every job. One should always remember to update the skills section, important additions, contact number, address details, current location, etc.

iv) **Including too much information:** A résumé should contain information relevant to the job opportunity. Using bullet points instead of written paragraphs, gives precision and enhances readability. Details can be narrated, if required during the oral interview. A résumé should not exceed one or two pages.

v) **Including a career summary that does not match the job requirements:** One must ensure that there is a match between the résumé summary and the key job requirements.

vi) **Leading paragraphs with irrelevant duties:** Begin with a statement that shows that the candidate possesses the key duties and skills required for the particular job applied for.

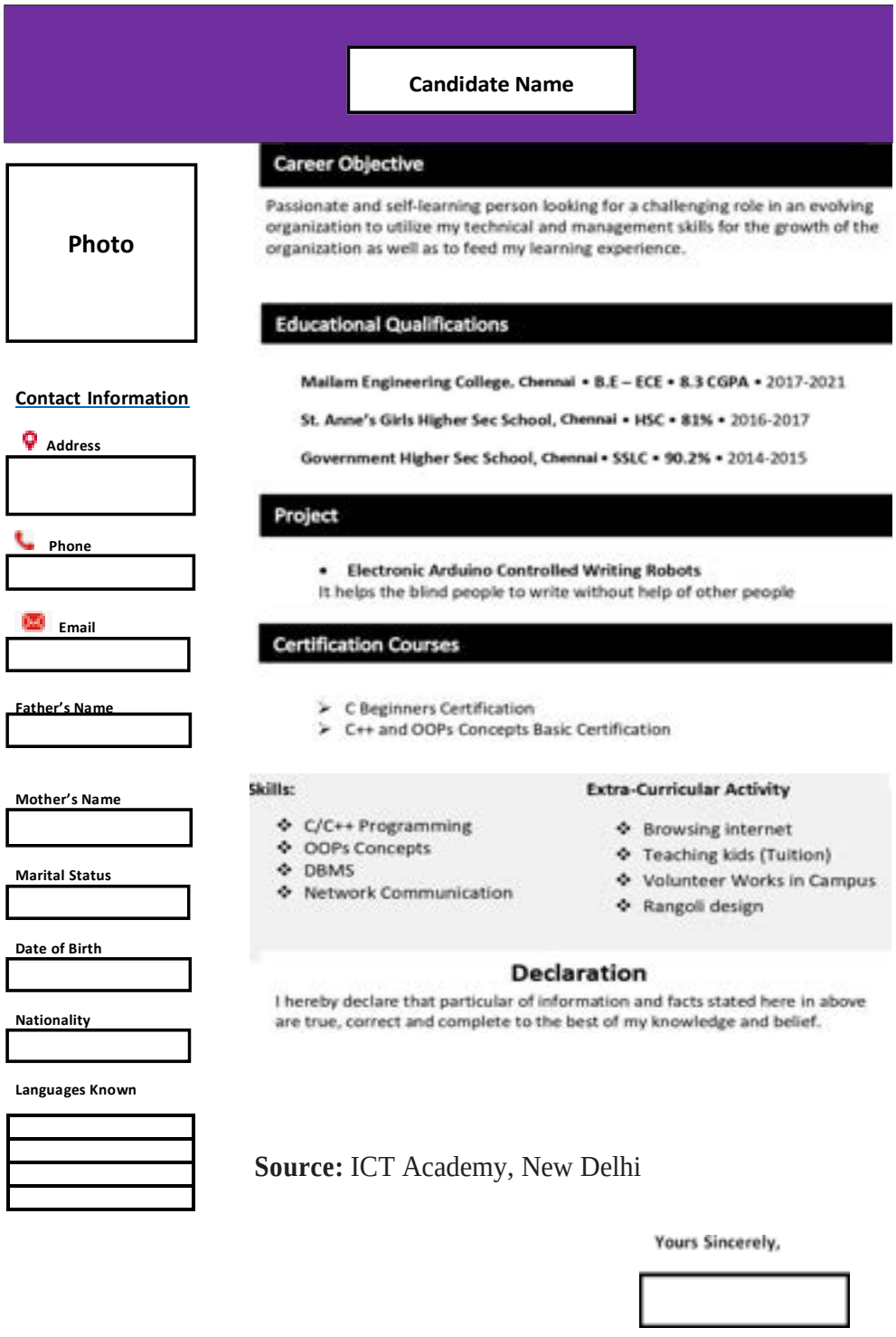
vii) **Being too modest:** It is important to mention the accomplishments and rewards in the résumé, but at the same time we need to understand and know the best way to put these across.

8.2.2 Guidelines for résumé preparation:

Besides taking care of the essential components, keep the following guidelines in mind:

- Always use good quality paper.
- Send a good quality photocopy.
- Ideally the résumé should not exceed one or two pages.
- As a fresher, primarily describe the academic achievements, workshops, internships and seminars attended where the skills were acquired and/or updated.
- Include sections like languages known, hobbies and interests, extra-curricular activities and the positive points in brief. Select a simple font with an appropriate font size to give clarity and legibility. You may refer to the template provided herewith for this.
- Check spelling errors and grammatical mistakes before finalizing the résumé.

A sample résumé is given here to facilitate learners.



Candidate Name

Photo

Contact Information

Address

Phone

Email

Father's Name

Mother's Name

Marital Status

Date of Birth

Nationality

Languages Known

Career Objective

Passionate and self-learning person looking for a challenging role in an evolving organization to utilize my technical and management skills for the growth of the organization as well as to feed my learning experience.

Educational Qualifications

Mailam Engineering College, Chennai • B.E – ECE • 8.3 CGPA • 2017-2021

St. Anne's Girls Higher Sec School, Chennai • HSC • 81% • 2016-2017

Government Higher Sec School, Chennai • SSLC • 90.2% • 2014-2015

Project

- **Electronic Arduino Controlled Writing Robots**

It helps the blind people to write without help of other people

Certification Courses

- C Beginners Certification
- C++ and OOPs Concepts Basic Certification

Skills:

- C/C++ Programming
- OOPs Concepts
- DBMS
- Network Communication

Extra-Curricular Activity

- Browsing internet
- Teaching kids (Tuition)
- Volunteer Works in Campus
- Rangoli design

Declaration

I hereby declare that particular of information and facts stated here in above are true, correct and complete to the best of my knowledge and belief.

Yours Sincerely,

Source: ICT Academy, New Delhi

Activity

- ✓ Learners may select their preferred job and prepare a good résumé by considering all the essential components and discuss with peers.
- ✓ Learners may present the résumé in front of a larger group (whole class) using Power Point presentation.
- ✓ Invite an alumnus from the organization and get the résumés evaluated.

Note: Websites given in the references at the end of this module can be visited by the learners for understanding and preparing their résumé.

Assessment

1. Written evaluation.
2. Assessment can be done by the faculty member, self and peers as well as by juniors and seniors on the activities organized during classroom interaction.
3. The learning outcome in this module is that the learners could prepare an ideal résumé of their own. The résumé developed by the learners may be assessed by self, peer, or faculty member using some checklist or rating scale. The faculty member and learners may elaborate the following criteria for preparing the checklist or rating scale.

Comprehensiveness

- Size of résumé
- Any spelling errors
- Any grammatical errors
- Appropriateness of font type
- Appropriateness of font size

Suggested Readings & e-Resources:

1. Lee, K. (2021, February 14). *How to Write a Neat Resume*. Wikihow. https://www..com/Write-a-Neat-Resume
2. Indeed. (n.d.). *Cover Letter Samples*. Indeed. https://www.indeed.com/career-advice/cover-letter-samples
3. Freshersworld. (2022, December). *Difference Between Resume CV & bio-data*. Freshersworld. https://placement.freshersworld.com/difference-between-%20r%C3%A9sum%C3%A9-cv-bio-data/33122016

Videos

1. The Urban Fight. (2018, October 23). *How to Write a Resume|For Freshers & Experienced People (Step-by-Step Tutorial)*. [Video]. YouTube. https://www.youtube.com/watch?v=y8YH0Qbu5h4

Module 9: Interview Skills 5 Hours

Objectives:

The objectives are to help learners

- Describe the meaning and types of interviews.
- Describe the important questions generally asked in a job interview.
- Identify common errors people make during an interview.

Expected Outcomes:

The learners shall be able to:

- Script responses to typical interview questions.
- Critique the performance of a few simulated interviews.

Module Outlines:

9.1 Interview Skills: Preparation and Presentation
- 9.1.1 Meaning of Interview
- 9.1.2 Types of Interview
- 9.1.3 STAR Approach for Facing an Interview

9.2 Interview Procedure
- 9.2.1 Do's and Don'ts
- 9.2.2 Important Questions Generally Asked in a Job Interview

9.3 Interview Skills: Common Errors
- 9.3.1 Common Errors
- 9.3.2 Interview Questions for Assessing Strengths and Weaknesses

9.4 Simulation
- 9.4.1 Job Simulation Formats
- 9.4.2 Comment Critically on Simulated Interviews

9.5. Demonstrate an Ideal Interview

9.1 Interview Skills: Preparation and Presentation

9.1.1 Meaning of interview: Ask the learners if they have faced any interviews. Discuss their experiences and description of the term 'interview'. The description can be summarized as follows:

- An interview is a conversation where questions are asked by one or more individuals known as the interviewer(s) and answers are given by an individual, the interviewee.
- In a job interview, it is a conversation with the purpose of an employer to assess the candidate and for a job seeker to convince the employer.
- Sometimes, information can be transferred in both directions.

Interviews usually take place face-to-face and in person. However, new communication technologies such as smartphones and video conferencing software have enabled conversations wherein both the interviewer and the interviewee are separated geographically. Interviews generally involve an oral conversation between the interviewer(s) and the interviewee. In some cases, a conversation" can happen between two persons who type questions and answers back and forth.

9.1.2 Types of interviews: A few examples of different types of job interviews are:

- Telephonic Interview
- Face-to-face Interview
- Video Conference Interview
- Selection Interview
- Behavioural Interview
- Group or Panel Interview

Activity

✓ Learners may be asked to prepare details of the above types of job interviews. They can take help from the videos given in the references.

✓ Plays/skits/dramas/self-created videos may be used to make the activities enjoyable without losing the purpose

9.1.3 STAR Approach for facing an interview: STAR is an acronym that stands for:

Situation : Set the scene and give the necessary details of your example.

Task : Describe what your responsibility was in that situation.

Action : Explain the steps you took to address it.

Result : Share the outcomes of your actions.

What is the STAR interview response technique?

In a behavioural interview, the STAR interview response technique is a way of answering questions. This technique offers a straightforward format to answer behavioural interview questions. These questions have openings like:

- Tell me about a situation where…
- What do you do when…
- Have you ever…
- Share an example of…
- Describe what you think...

The answers provide real-life examples of how actual situations at work in the past were handled by the candidate.

Activity

✓ Ask learners to watch the video and note the important tips to remember while framing the answer for STAR type interview and discussion. https://www.youtube.com/watch?v=WRLF8ULhZmw

9.2 The Interview Procedure*

Usually, a candidate submits his/her detailed résumé containing relevant facts and information about education, experience (if any), and other achievements before the interview.

During the interview, the candidate has to present himself or herself to the potential employer in a very limited time in such a way that the employer gets to know the candidate, understands what he or she can do, and is convinced that he or she is the most suitable candidate.

9.2.1 Do's and don'ts: Employers have two primary goals while interviewing candidates for a job. First, they want to determine if the candidate is qualified for the job, and second, they want to check or ensure that the candidate will fit well into the organization.

Following are some Do's and Don'ts before, during and after the interview process that can help a candidate to be successful in the job interview. Employers view candidates' actions in the whole hiring process as examples of their ability and work. This is an opportunity for the candidate to demonstrate abilities and potential.

Essential things to prepare for the interview: One has to prepare extensively for a successful outcome of the interview. Some useful tips:

A. Before the interview

i) **Do the homework:** The first essential step in the interview process is preparation. Do adequate research about the company and the employer, visit their website to know all the details of the company (functions, staff, etc.), and make a mental note of all important points.

ii) **Making a good first impression is important:** In a face-to-face interview, do a trial run if it is at an unfamiliar location and arrive a few minutes early for the interview. Carry your résumé/CV and ensure you know the dates and specifics so you can confidently talk through your CV and give examples.

If it is a video interview, test the video tool the day before the interview, on the day of the interview, and set it up at least 15 minutes before the scheduled time. Ensure proper connectivity and that the place is quiet, well lit, and comfortable. As physical face-to-face contact with the interviewer(s) is not possible, virtual face-to-face is the best alternative. Smile confidently and stay interested and engaged.

iii) **Don't let any past rejections spoil the future:** It is quite stressful to find a new job. Approach each interview as a new opportunity and learn from past mistakes. If there are several interviews lined up, ensure some space between them to enable some opportunity to be refreshed and at your best.

iv) **Don't assume it isn't an interview:** Be sure to treat everyone in the company with respect, from the people in the parking lot to the receptionist and the recruiting staff. If other candidates are present, introduce yourself and be polite. It may be used as an opportunity to assess your suitability for the potential role.

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* Before taking an interview (online or face-to-face) and while preparing for it, learners should go through Module 1: Listening; Module 3: Speaking; Module 4: Writing and Different Modes of Writing; and Module 7: Nonverbal Communication.

B. During the interview

i) Stay relaxed and comfortable.

ii) Greet everybody present in the interview board.

iii) Keep your job search records organized and handy.

iv) Refer to your résumé as needed.

v) **Listen carefully and answer accordingly:** It is important to listen attentively to the questions asked by the interviewer and answer answer clearly and directly using examples from past experiences to back it up. Direct your answer to the person who asked the question but maintain eye contact with all the members of the panel.

vi) **Prepare smart, open-ended questions to ask the interviewer:** Before appearing for the interview**,** prepare some relevant open-ended questions to ask the interviewer. The questions will help illustrate your interest and motivation to succeed in the role and company. It will also determine if this really is the opportunity or business you want to join and to get noticed and separated from other candidates.

vii) **Highlight strengths and expertise:** Communicating your experience and successes to the employer during an interview clearly highlights the strengths that are relevant to the role.

viii) **Never speak negatively about former employers:** This conveys the impression to the interviewer that the candidate will do the same if he/she leaves and it reflects on the professional ethics and loyalty traits of the candidate. Negativity will alert the interviewer.

ix) **Don't give incorrect information**: Be truthful in answering all questions and explain and describe things that relate to the position on offer, and truly reflect on your past experiences. If the probing is in an area that is not your strength you should be honest and let the interviewer know that you are willing to learn or work on how you can up-skill in this area. As a candidate, you could be bringing strengths in another area to the table.

x) **Never interrupt the interviewer**: It is important to be a good listener as well as a good speaker. Patient listening shows that you are respectful and have strong interpersonal skills. Avoid rushing to answer a question in case the interviewer hasn't finished speaking.

xi) Thank everyone who is present and carry all your belongings before quietly leaving the room.

C. After the interview

- Reflect on your performance in the interview.
- Send a "thank you note" (or email) immediately after the interview to demonstrate your understanding of the process, the rules of common courtesy, your commitment to complete a 'project', and your ability to communicate.

Learners can watch the following videos for more understanding about facing interviews

- https://www.youtube.com/watch?v=thzOhKXRETw
- https://www.youtube.com/watch?v=SCGkKhmJ2T4
- https://www.youtube.com/watch?v=Pg4mDThQ5aQ
- https://www.youtube.com/watch?v=qQgPnXS9yas

- https://www.youtube.com/watch?v=CHQbsHT_9dg
- https://www.youtube.com/watch?v=I8emh3KK_Bg

Activity

Ask learners to discuss the following in small group and present in class

- ✓ What are five things you should do during an interview?
- ✓ What questions are not allowed in an interview?
- ✓ What should you not bring to an interview?

9.2.2 **Important questions generally asked in a job interview:** There are basically two types of questions that are generally asked – *Open-ended and Close-ended Questions.*

i. **Open-ended Questions:** Open-ended questions require more than one-word answers. The answers could come in the form of a list, a few sentences or something longer such as a speech, paragraph or essay. Examples of Open-ended Questions:

- How would you describe yourself?
- What accomplishments are you particularly proud of?
- What do you know about our company, industry and/or position?
- Why should we hire you?
- Where do you see yourself in two years?
- How do you deal with conflict?
- Give me an example of a time when your work was criticized in front of others. How did you respond? What did you learn from this situation?

ii. **Close-ended questions**: These questions can be answered by a simple 'yes' or 'no', or in "one or two words". Few examples of close-ended questions:

- What is your best quality?
- Do you have many friends?
- Do you like reading?
- When is your birthday?

Activity

- ✓ Learners may be asked to identify a few more questions and discuss them in the class.
- ✓ Mock interviews and skits may be organized to practice facing the interview.

9.3 Interview Skills: Common Errors

Sometimes the candidate makes mistakes before and during interviews without realizing it. Most of these are very common. It is necessary to devote time to prepare before the interview so that one can feel satisfied after the interview.

9.3.1 Common errors: Some of the most common errors made by candidates which must be avoided:

i) **Reaching late –** Always plan to reach the place of interview early to avoid any unforeseen circumstances. Reaching late apart from being unethical suggests poor time management skills, and disrespect to the company, job and the interviewer.

ii) **Poor dressing sense**: It is very essential to look professional and appropriately dressed while appearing for an interview, as per the position or job.

iii) **Disinterested in appearance**: It is important to demonstrate an interest in the company and the job through your behaviour. Therefore, show your interest in the job you are interviewing for and why you want the job by asking some intelligent questions.

iv) **Not bringing the résumé**: Generally, the interviewers have a copy of the résumé of the candidate, still it is important to carry a copy for each member of the panel.

v) **Phone interfering during the interview**: Keeping your mobile phone in front of you and looking at it frequently is completely unacceptable. It gives a wrong message to the employer that getting the job is not your top priority. The phone should be switched off during the interview and kept aside. Pay full attention to the interview and the interviewers.

vi) **False résumé:** Never make the mistake of adding false information in the résumé. You will be able to discuss about yourself frankly and freely if you are truthful about your résumé, your qualifications and your past experiences during your interview.

vii) **Lack of attention:** Pay full attention at the interview. Always maintain eye contact, lean forward slightly when talking to your interviewer, and make an active effort to listen with full concentration. Focus your attention in the interview only.

9.3.2 Interview questions for assessing strengths and weaknesses: Following are some of the strengths and weaknesses generally reported by the interviewees while answering questions during the interview process. The learners may be asked to discuss these and learn.

Strengths and Weaknesses

i. Assessing the Strengths:

Make a list of personal skills/strengths before any interview and categorize them into the following three categories:

- **Knowledge-based skills**: Acquired from education and experience (computer skills, languages, degrees, training, and technical ability).
- **Transferable skills**: Your portable skills that you take from job to job (communication and interpersonal skills, analytical problem-solving, and planning skills).
- **Personal traits**: Your unique qualities (dependable, flexible, friendly, hard working, expressive, punctual, trustworthy, creative, honest, respectful).

When you complete this list, choose three to five of those strengths that match what the employer is seeking in the job. Make sure you can give specific examples to demonstrate why you claim that is your strength if probed further.

Scripting your answers (example)

Write a positive statement you can say with confidence:

"My strength is my flexibility to handle change. As a customer service manager at my previous job, I was able to turn around a negative working environment and develop a very supportive team. As far as weaknesses, I feel that my management skills could be stronger, and I am constantly working to improve them."

When confronted with this interview question, remember the interviewer is looking for a proper fit. She/He is forming a picture of you based on your answers. Therefore, put your energy into your strengths statement — what you have to offer. Then let the interviewer know that although you may not be perfect, you are aware of any shortcomings you have and are working on them.

Job interviews are among the most challenging part of the job-search process; therefore, being prepared makes all the difference.

ii. Assessing the Weaknesses:

Common weaknesses as reported by the candidates

- Focus too much on the details
- Hard time letting go of a project
- Difficulty in saying 'No'
- Get impatient when projects run beyond the deadline
- Could use more experience in a particular area
- Lack of confidence sometimes
- Have trouble asking for help
- Difficult to work with certain personalities
- Difficult to maintain a healthy work/life balance
- In the past been uncomfortable with ambiguity

Activity

✓ Learners may be asked to add more strengths and weaknesses in the list after discussion in the class. Each learner may identify his/her weaknesses and strategies to overcome those.

9.4 Simulation

Job simulation is any task designed to give the candidate an accurate preview of the role that he/she is interviewing for and what entails on a day-to-day basis. Job simulations help companies to predict more accurately whether or not a particular candidate will be successful if selected.

9.4.1 Job simulation formats: Job simulations can take many different forms, such as in-person assignments, online exams, take-home assignments, role-playing, presentations or even virtual simulations. Chris Chancey, the founder of Amplio Recruiting, described some of the more common job simulation formats, in-depth (https://www.glassdoor.com/blog/job-simulation-preparation/

i) **In-basket exercises:** Here, the candidate is required to complete certain tasks such as responding to emails, taking phone calls, and handling grievances within a set amount of time. Often, these exercises are best for administrative and managerial positions.

ii) **Situational judgment tests:** The candidate is presented with a work-related scenario and is asked to use his or her judgement to provide a solution that can amicably resolve the situation at hand. These tests lend themselves well to positions such as customer service and supervisory roles.

iii) **Work sample tests:** These, typically hands-on tests, require the candidate to complete certain activities that are similar to the actual tasks they would perform on the job. Examples include writing codes, take-home assignments, collaborating with others to design a website or completing an on-site construction task.

iv) **Role-playing:** Role-playing is probably the most common of all job simulation formats. These exercises help to evaluate a candidate's ability to navigate interpersonal challenges in a work environment.

This is not a complete list. Because job simulations mimic the tasks of actual jobs, therefore, the possibilities are many.

Visit this link and learn more https://www.glassdoor.com/blog/job-simulation-preparation/

9.4.2 Comment critically on the simulated interview: After watching the following video invite observations and comments of learners and discuss.

https://www.youtube.com/watch?v=5v-wyR5emRw&pbjreload=101#DanLok#InterviewQuestions#TellMeAboutYourself

9.5 Demonstrate an Ideal Interview

Ask the learners to visit the following link and prepare interview questions and answers.

https://www.inc.com/jeff-haden/27-most-common-job-interview-questions-and-answers.html

Discuss observations and learning of learners on the following ideal interviews.

- https://www.youtube.com/watch?v=6CetTjU155Y
- https://www.youtube.com/watch?v=-7a9inDMw90
- https://www.youtube.com/watch?v=HMQlA-TIAsk

Activity

✓ **Role Play:** Make small groups of learners. One learner plays the role of interviewee and three or four others can be the interviewers. The role may be reversed after each interviewee answers one question. Other learners can observe and give their comments.

Assessment

1. Written evaluation.
2. Role play: Role play or mock interviews on different types of interviews may be used to assess the outcomes.
3. Classroom observation: Active participation of each learner in classroom activities can also be considered for assessment.

Suggested Readings & e-Resources:

1. Moore, E. (2019, January 23). *What Is a Job Simulation & How Can You Prepare for One?*. Glassdoor. https://www.glassdoor.com/blog/job-simulation-preparation/
2. Wikipedia. (2022, October 11). *Interview*. Wikipedia. https://en.wikipedia.org/wiki/Interview

3. Hays. (n.d.). *How to conduct an interview*. Hays. https://www.hays.ie/Resources/hiring-advice/how-to-conduct-an-interview
4. Robert Half. (n.d.). *Planning and conducting a job interview*. Robert Half. https://www.roberthalf.co.nz/management-advice/recruitment-process/conduct-interviews
5. Vawizard. (n.d.). *The STAR Method of Behavioral Interviewing*. Vawizard. https://www.vawizard.org/wiz-pdf/STAR_Method_Interviews.pdf
6. Marsdd. (n.d.). *Open-ended and behaviour-based interview questions: Examples.* Marsdd. https://learn.marsdd.com/article/open-ended-and-behaviour-based-interview-questions-examples/
7. Doyle, A. (2022, December 11). *10 Easy-To-Make Job Interview Mistakes*. The balance. https://www.thebalancemoney.com/most-common-interview-mistakes-2061111
8. Virginia Tech. (n.d.). *Interviewing Dos & Don'ts*. Virginia Tech. https://career.vt.edu/job-search/presenting_yourself/interviewing/do-dont.html
9. Joyce, S. P. (n.d.). *Guide to Successful Interviews*. Job-Hunt. https://www.job-hunt.org/job-interviewing/

Videos links

1. Oxford Online English. (2017, October 26). *English Job Interview Tips and Tricks - How to Answer Job Interview Questions in English*. [Video]. YouTube. https://www.youtube.com/watch?v=nhTcuUvLGOE
2. Learn English Hamza Classroom. (2019, December 1). *JOB INTERVIEW | Learn English Conversation - 02 (Season - 05) | Daily English Conversations*. [Video]. YouTube. https://www.youtube.com/watch?v=BVnMXNW_grk
3. Cognitive Group Recruiting For Your Future. (2016, March 16). *7 body language tips to impress at your next job interview.* [Video]. YouTube. https://www.youtube.com/watch?v=PCWVi5pAa30
4. Learn English Let's Talk - Free English Lessons. (2014, June 29). *08 common Interview question and answers - Job Interview Skills*. [Video]. YouTube. https://www.youtube.com/watch?v=1mHjMNZZvFo

Module 10: Group Discussion Skills 4 Hours

Objectives:

The objectives are to help learners

- Describe the meaning and importance of a Group Discussion in a selection process.
- Describe the procedure of a Group Discussion.
- Identify essential skills to be evaluated during a Group Discussion.
- Identify common errors people commit in a Group Discussion.

Expected Outcomes:

The learners shall be able to develop skills for participating effectively in a Group Discussion without making any mistakes.

Module Outlines:

10.1 Meaning and Importance of Group Discussion (GD)
- 10.1.1 Meaning of a Group Discussion
- 10.1.2 Importance of a Group Discussion
- 10.1.3 Types of Group Discussions.

10.2 Procedure of a Group Discussion
- 10.2.1 Methodology
- 10.2.2 Ground Rules
- 10.2.3 Stages of group formations
- 10.2.4 Evaluation of Group Discussion

10.3 Group Discussion: Common Errors

10.4 Group Discussion: Simulation

10.1 Meaning and Importance of Group Discussion (GD)

Twelve learners participated in its Group Discussion phase for the hiring of candidates in a reputed company. Only two out of twelve were selected.

Learners may be asked to give reasons for the selection of only two candidates. The faculty member can initiate a discussion on the concept of Group Discussion and its significance in the selection of candidates.

10.1.1 Meaning of a Group Discussion (GD): Group discussion may be defined as a form of systematic and purposeful oral process characterized by the formal and structured exchange of views on a particular topic, issue, problem or situation for developing information and understanding the essentials for decision-making or problem-solving.

GD is a methodology used by an organization (company, institute, business school) to gauge whether a candidate has the skills and personality traits suitable to a particular job

position. The group of candidates is provided with a topic or a situation, some time to think about it, and then are asked to discuss it among group members for a specific duration.

Learners watch the following videos on mock GD https://placement.freshersworld.com/gd-mock-2/33122059

- https://www.youtube.com/watch?v=CmGuCGPsosM
- https://www.shiksha.com/mba/articles/group-discussion-topics-for-mba-blogId-19559

10.1.2 Importance of a Group Discussion: The main purpose of a GD is to identify essential skills in a candidate. It helps in the final selection of candidates for an organization (company, institute, business school) based on the following skills:

i. **Interactive skills:** Interactive skills are the most important skills under judgement during a GD. One needs to communicate his/her thoughts verbally through actual words and non-verbally through gestures.

ii. **Leadership skills:** One who can get the topic discussed in the right direction or steer the entire discussion evolves as a leader. He/she encourages other members to share their views and helps them build a place for themselves. The panel tries to see if you are that person.

iii. **Flexibility:** Sticking to one point till the end without seeing and accepting the logic given by others makes you come across as a stubborn participant. And yes, this is one quality which is under judgement.

iv. **Creativity:** Creativity is essential to reach the right solution. Team workers should have distinct ideas, so that the best alternative can be reached. How you approach the topic and what you make out of the discussion.

v. **Initiation:** For the success of a project, the team members must take the initiative. Through the GDs, the panel tries to identify the people who take the initiative. If you decide to initiate the discussion ensure that you have something substantial to say.

vi. **Awareness:** Awareness helps you to stay confident. Make sure that you read a lot and are aware of the current events in the world.

vii. **Confidence:** Confidence is another important quality under judgement during a GD. Your knowledge about the topic does give you confidence but your overall conduct during the GD tells if you are confident of yourself and of what you say. Do not try to snatch away the limelight by speaking when it is another candidate's turn. This is impolite and makes you look insecure.

10.1.3 Types of Group Discussions: GDs can be topic-based or case-based.

1) **Topic-based GDs:** Topic-based GDs can be classified into the following three types:

   a) **Factual topics**: Factual topics are about practical things, which an ordinary person is aware of in his or her, day-to-day life. These are current socio-economic topics, maybe in the news lately, or could be unbound by time. A factual topic for discussion gives a candidate a chance to prove that he or she is aware of and sensitive to the environment. Examples: The education policy of India, Tourism in India, WTO and its impact on the Indian Economy, and so on.

b) **Controversial topics**: Controversial topics are argumentative in nature. They are meant to generate controversy. The idea behind giving a controversial topic is to assess the maturity a candidate displays by keeping the temper in check, and rationally and logically arguing points of view without getting personal and emotional. Examples: Demonetization is a successful and effective move; Caste-based reservation must be replaced with economic status; the education of parents.

c) **Abstract topics**: Abstract topics are about intangible things. These topics are not given often for discussion, but their possibility cannot be ruled out. These topics test lateral thinking and creativity. Examples: Every cloud has a silver lining, smart work versus hard work.

Activity

✓ Learners may prepare a list of few more topics of Factual, Controversial and Abstract issues.

2) **Case-based GDs:** Another variation is to have a GD based on a case instead of a topic. The case study tries to simulate a real-life situation. Information about the situation is given to the members of the group and as a group, they are asked to resolve the situation. In the case study there are no incorrect answers or perfect solutions. The objective is to get you to think about the situation from various angles. Management institutions usually have a case-based discussion rather than a topic-based discussion in their selection procedures.

10.2 Procedure for Group Discussion

10.2.1 Methodology: In a GD, there are 8 to 10 participants seated in semi-circle or a U-shaped arrangement. Occasionally, there might be a round table for a group discussion. The panellists sit in front of the group; in the case of a round table they may observe the group from a distance. The duration of the GD depends on the Corporate/Institute conducting the group discussion. There are several roles that a candidate can play in a GD such as: initiator, data giver, critic, supporter, listener, questioner, traffic policeman, spectator or observer, and leader (coordinator). Many candidates act or behave in a certain way or make their points in a particular manner. English is the common language of the GD. During the discussion, the panel evaluates the candidate's potential to be a leader and his/her ability to work in teams.

10.2.2 Ground rules: To keep the discussion on track, there are some ground rules:

- Respectful attitude: Everyone must treat everyone else with respect: no name-calling, no emotional outbursts, and no accusations.
- No personalized arguments: No arguments directed at people; only at ideas and opinions. Disagreement should be respectful with no ridicule.
- Avoid interruption: Listen to the others' thoughts completely. Actually, listen instead of just running over your response in your head.
- Respect for the group's time. Keep comments short and to-the-point, so that others have a chance to respond as well.
- Consider all comments seriously. Evaluate others' comments fairly. It is important to be open to others' ideas and comments. It may change your mind or *vice versa*.

- Don't be defensive. If anyone disagrees with you, there is no need to be offended or defensive. Evaluate both positions, and only continue to argue for your viewpoint if you believe it is right.
- Everyone is responsible for following and upholding the ground rules.

10.2.3 Stages of group formation (Zoltan and Vancea, 2016): Task functions and personal relations are two dimensions that are present in any group and which influence its development. The formation of a group is therefore influenced by:

a) Personal characteristics: Individuals with similar beliefs, attitudes, and values feel more connected with each other, and are more likely to form a group,

b) Opportunity for interaction among the members uncovers many things that are common among them, which results in forming a group,

c) Sharing similar interests and goals also leads to forming a group, and

d) A group has more power and influence over anything than any single individual; this fact also promotes the formation of a group.

There are five stages recognized during the formation of a group:

i. **Setting-up stage (forming)**: This begins with some confusion and uncertainty and marks the first step in group formation. This is eased out by a leader.

ii. **Conflict stage (storming)**: This is noticed as hostility among members of the group due to internal struggles for leadership, and is manifested as initial tensions and the rise of conflicts.

iii. **Cohesion stage (norming)**: In this stage, friendships and mutual support relations develop among the group members, which manifests as acceptance of certain norms/ rules by the group.

iv. **Effectiveness stage (performing)**: At this stage, the group becomes an effective team with members becoming interdependent, relations among them mature on mutual trust, and work becomes harmonious and synergistic, which results in members displaying maximum engagement to the common and motivating objectives of the group.

v. **Dismantling stage or "breaking" of a group:** This happens either on the completion of objectives to be achieved, and/or the departure of some group members.

10.2.4 Evaluation of a GD: The GD may be evaluated on the following parameters:

A. **Initiative:** The ability to impart directional inputs and provide a flowchart for a subsequent discussion. The initiative is not just limited to being the first speaker in the discussion; even a speaker who participates later in the discussion may be high on the initiative. It depends on the ability of a speaker to add something new and relevant to the discussion. It includes the following three 'C' approaches helping in taking the right initiative:

   i. **Clarity**: This refers to the clarity in thought process and is manifested in the way the speaker channelizes the discussion.

   ii. **Content**: This refers to the ability of a speaker to add discrete subject matter for the discussion at hand. A grip on current affairs and strong environmental sensitivity is helpful.

iii. **Confidence**: This is the speaker's ability to connect comfortably with other members of the group and participate confidently.

B. Contribution

a. **Action/reaction:** A group member may contribute in two ways: either initiate an action or react to someone's action. Initiating the discussion requires clarity with respect to the topic for discussion, as well as sufficient content. Reacting to a member's viewpoint may either indicate your agreement with him or her or disagreement. In the case of agreement with the group member's point, value to the point by giving an illustration or example is added. In case of a disagreement, the contradiction is supported by giving effective arguments.

b. Role

i. **Leader**: A leader's role in GD showcases his or her ability to lead the discussion and ability to motivate the team members.

ii. **Fountainhead**: In this role, a member exhibits the ability to add new and relevant points to the discussion to keep it active.

iii. **Piggy rider**: A piggy rider in GD steals someone else's idea and rides on the other someone. However, the member needs to be smart and fluent to measure up to this role.

c. Nature of contribution

i. **Positive**: A positive contribution creates a learning and participative environment for the group members. He or she cannot dampen the spirits of other participants.

ii. **Negative**: A negative contributor in a GD impedes the flow of meaningful discussion by unnecessary intervention and objectionable behaviour/ attitude. Such a participant doesn't conform to the basics of team dynamics and is therefore undesirable.

C. **Communication:** It includes both verbal and non-verbal communication.

a. **Verbal Communication***

i. **Fluency**: The ability to speak continuously and uninterruptedly.

ii. **Articulation**: The ability to speak in a clear and pleasantly audible manner.

iii. **Modulation**: The ability to add a contextually relevant flavour to the voice, as is reflected in the occasional pitch variation.

b. **Nonverbal Communication****

i. **Energy**: Member's high energy level indicates his/her capacity for work. However, this should not be confused with impulse, which is a negative trait.

ii. **Posture**: Upright and appropriate body posture projects a well-composed and poised candidate.

iii. **Eye contact**: Eye contact with the key speakers adds value and acknowledges attentiveness. Occasional eye contact should also be made with other participants, including the ones who are absolutely quiet.

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* Refer to Module 1: Listening, and Module 2: Speaking

**Refer to Module 7: Nonverbal Communication

iv. **Gesticulation**: Appropriate and well-positioned gestures, add to the effectiveness of communication. Too much is distractive.

v. **Persuasion*:*** In controversial topics, a persuasive speaker leads the discussion.

vi. **Ethos**: Persuasion based on trust and credibility. Candidates who add value to the discussion in its formative stages are more likely to be heard and respected.

vii. **Pathos**: Managing the emotions of other group members by knowing when to counter/support the viewpoints of others and the correct entry/ exit points in a discussion.

viii. **Logos**: This refers to the logical proposition of a candidate in speech. Candidates with stronger logical quotients are better received than others.

ix. **Group dynamics:** Effective group dynamics helps in keeping a balance between individual excellence and group performance. Establishing positive relationships with other members is a great advantage in connecting with the team. However, this should not be misconstrued as compromising the essence of healthy controversy.

Another effort towards positive group dynamics is to ensure a logical progression of the discussion. It is advised to logically go from one discussion thread to another, rather than in a haphazard manner.

10.3 Group Discussion – Common Errors

It is very necessary to know the rules of participating in a GD as well as the role one would like to play. If we do not develop this understanding, then errors will occur.

Some common errors while participating in a GD:

i) **Wrong start:** It is good to initiate the discussion on the given topic in a GD. It has its benefits of making our presence known and demonstrates our leadership skills. But this requires command over the topic and knowing what to say. Maybe sometimes we don't listen attentively, and mishear what is said or don't really know the topic well enough. We should take initiative only if we are confident in the subject. The alternative is to understand the topic through what others have to say. Then we add to the discussion by building on someone's idea or by throwing in a new idea.

ii) **Nerves:** Participating in a GD may lead to nervous anxiety. It is quite normal. We can get over it by preparing and knowing how to relax.

iii) **Lack of communication skills:** To be successful in a GD we need strong and effective communication skills especially in the spoken language. It is also essential to communicate meaningful ideas supported by facts, figures, and examples; in a comprehensible manner.

iv) **Lack of confidence:** Self-confidence plays an important role in participating successfully in a GD. Worrying that you won't do well or thinking others are doing better takes away your focus on grasping the topic and participating successfully in the discussion. Lack of confidence may be seen in your body language as well.

v) **Talking too much:** Too much talking is viewed negatively in a GD. It is better to participate strategically at some point in the beginning, possibly in the middle, and at the end while offering sound ideas and interacting with others

vi) **Deviating from the topic:** Sometimes the topic is misunderstood and facts and figures are misquoted. In addition, getting distracted such as daydreaming or writing notes without listening to what others say, is deviation. It is necessary to listen carefully and actively participate with quality ideas in a GD.

vii) **Poor body language:** Body language such as hand gestures, eye contact, body posture, and facial expressions are as important as verbal communication. Body language gives the evaluator insights into the personality.

viii) **Interruption:** Interrupting when some other member is speaking is perceived negatively. Wait to listen and hear what others are saying. It could be adding value to the discussion. Speak only at an opportune moment.

ix) **Showing off:** It is important to talk naturally in a GD as we would normally talk with others in day-to-day life. There is no need to show off as that is easily detected and perceived as going over-the-top; it is not seen as harmonious with the group. It suggests a "know it all" attitude, which comes across as insincere and as not being a team player in the workplace environment.

x) **Losing your cool:** Sometimes topics in a GD can be quite touchy. In many instances, candidates make blatant statements and generalized comments that offend others in the group. Participants then react in an aggressive manner. Retaliating angrily will always go against you. The interviewer or panellist may also notice your breaking point. So no matter how strong the urge to react is, stay calm.

The following videos give some insight to perform better in a GD.

- https://www.youtube.com/watch?v=yru-WGgvtME5CommonmistakestoavoidinaGroupDiscussion
- https://www.youtube.com/watch?v=papqqwvULdQHowtocrackGD:MostcommonGDRoundMistakestoAvoid

Key points for success in a group discussion: Work on the following key points for success in a GD.

- Enhance your knowledge of current affairs
- Do not dress casually
- Be the initiator
- Be a good listener, do not dominate
- Make eye contact with all participants
- Do not go into unnecessary details
- Differ in a polite manner
- Focus on body language and posture
- Work on communication skills

10.4 Group Discussion – Simulation

- Eight to ten learners as participants in a GD sitting in a semi-circle or a U-shaped arrangement.
- The panellists may observe the group from a distance.
- Duration of the GD maybe 45 minutes to an hour.

- Roles that a candidate can play in a GD such as initiator, data giver, criticizer, supporter, listener, questioner, traffic policeman, spectator and leader (coordinator).

The faculty member will explain the following ground rules to the group members:

- Treat everyone else with respect: no name-calling, no emotional outbursts, and no accusations.
- No arguments are directed at people — only at ideas and opinions. Disagreement should be respectful — no ridicule.
- Don't interrupt. Listen to others' thoughts completely.
- Respect the group's time. Keep comments reasonably short and precise, so that others also have a chance to respond and participate.
- Consider all comments seriously and try to evaluate them fairly. It is important to be open to others' ideas and comments.
- Don't be defensive if someone disagrees. Evaluate both positions, and only continue to argue for yours if you continue to believe it is right.
- Everyone is responsible for following and upholding the ground rules.

The other learners can act as observers. They can observe the roles played by each member of the group and give their feedback after the GD. Similarly, all learners may be given the opportunity to participate in the GD.

Assessment

1. Written assessment.
2. Classroom observation: Active participation of each learner in classroom activities can also be considered for assessment.
3. Role play: Role played by each learner in the simulation GD can be taken for assessment based on the criteria given in the following Table:

Group Discussion/ Participation Rubric

Learner_____ Assessor:_____

(who is being graded) (who is doing the grading)

Objective	Criteria				Points
	4 Exemplary	**3 Accomplished**	**2 Developing**	**1 Beginning**	
Time Management	Learner is **never** distracted and stays on task **all the time.**	Learner is **rarely** distracted and stays on task **most of the time**	Learner is **occasionally** distracted and stays on task **some of the time**	Learner is **always** distracted and **hardly ever stays on task**	

Objective	Criteria				Points
	4 Exemplary	3 Accomplished	2 Developing	1 Beginning	
Level of engagement in a small group	Learner **always** has something to contribute to his group discussion by sharing ideas, asking questions, or making plans.	Learner **usually** has something to contribute to his group discussion by sharing ideas, asking questions, or making plans	Learner **rarely** has something to contribute to his group discussion	Learner **never** has something to contribute to his group discussion.	
Listening Skills	Learner listens when others talk and **incorporates or builds off** the ideas of others.	Learner **listens** when others talk.	Learner **does not** listen when others talk.	Learner **does not** listen when others talk and often **interrupts** when others speak.	
Behaviour	Learner **almost never** displays disruptive behaviour during group meetings.	Learner **rarely** displays disruptive behaviour during group meetings.	Learner **occasionally** displays disruptive behaviour during group meetings.	Learner a**lmost always d**isplays disruptive behaviour during group meetings.	
Preparation	Learner is a**lmost always** prepared to meet group members and is ready to share research findings with the group.	Learner is **usually** prepared to meet group members and is ready to share research findings with the group.	Learner is **rarely** prepared to meet group members and share research findings with the group.	Learner is **never** prepared to meet group members and share research findings with the group.	

Suggested Readings & e-Resources:

1. Griffin, T. (2022, September 26). *How to Conduct a Group Discussion*. wikiHow. https://www.wikihow.com/Conduct-a-Group-Discussion
2. Padilha, E., and Carletta, J. (2022). *A simulation of small group discussion*. Semantic Scholar. https://www.semanticscholar.org/paper/A-simulation-of-small-group-discussion-Padilha-Carletta/27f9357a7e5bff62a9c99a7a87d39f5cbc1b97ac?p2df
3. Young, S. K., Wood, J. T., Phillips, G. M., and Pedersen, D. J. (2006). *Group Discussion: A Practical Guide to Participation and Leadership, Fourth Edition*. Waveland Press. https://www.google.co.in/books/edition/Group_Discussion/se4kAAAAQBAJ?hl=en&gbpv=0
4. Bright, P. S. (n.d.). *Manual to Group Discussions. Bright Publications*. https://books.google.co.in/books?id=lgYQHX0guEsC&pg=PA5&hl=hi&source=gbs_selected_pages&cad=2#v=onepage&q&f=false

Video links

1. Sugandha Sharma. (2020, July 1). *How to Crack Group Discussion: Most Common GD Round Mistakes to Avoid*. [Video]. YouTube. https://www.youtube.com/watch?v=papqqwvULdQ
2. Pebbles Language & Competitive Exams. (2015, December 16). *Practical Group Discussion Example | group discussion videos | group discussion tips*. [Video]. YouTube. https://www.youtube.com/watch?v=PfJg-67smf4

Module 11: Exploring Career Opportunities 3 Hours

Objectives:

The objectives are to help learners

- Acquire career planning skills and fully pursue a successful career path.
- Explore desired career opportunities in the employment market in consideration of an individual SWOT analysis.

Expected Outcomes:

The learners shall be able to:

- Explore sources of career opportunities (online/offline).
- Identify career opportunities in consideration of their own potential and aspirations.
- Use the necessary components to prepare for a career in an identified occupation (as a case study).

Module Outlines:

11.1 Process of Career Exploration

11.2 Knowing Yourself — Personal Characteristics

11.3 Knowledge about the World of Work, Requirements of Jobs Including Self-employment.

11.4 Sources of Career Information

11.5 Preparing for a Career Based on Potentials of Learners and Availability of Opportunities

11.1 Process of Career Exploration

Career exploration means knowing oneself, surveying career options, gaining new experiences, and preparing a strategic plan to attain career goals. The same process is followed for selecting the subjects.

To facilitate learners about the process of career planning, ask them to watch the video using the following link: https://www.youtube.com/watch?v=qnU5KYr8gjk

(How to Choose a Career — Choosing a Career)

Ask the learners to prepare a write-up on the following points followed by a presentation in the class

- What is career planning?
- What are the main components of career planning?

The answers may include the following:

***Defining career planning*:** Career planning can be defined as a systematic process by which the aspirant decides his or her career goals and the path to reach these goals. A career can be defined as all the jobs held during working life. It consists of a series of properly sequenced role experiences leading to an increasing level of responsibility, status, power, and rewards. A career is a sequence of separate but related work activities that provide continuity, order, and meaning to life. In the concept of career, changes in attitudes, motivation, and values occur,

as a person grows old. In both perspectives, the focus is on the individual. A Career, thus, represents an organized, well-timed, and positive move taken through life.

***Main components of career planning*:**

- Self-assessment (general mental ability, special abilities, personality characteristics, personal interests, attitudes values, aspirations), through SWOT analysis.
- Career exploration (It focuses on learning about the occupations that seem to be a good fit based on the results of self-assessment and any other professions of their interest).
- Gathering information about career options through print, electronic, and online sources.
- Gaining experience in the chosen career.

Ask learners to visit the following website for exploring Career Tools and Resources. http://www.careerprofiles.info/career-exploration.html

11.2 Knowing Yourself – Personal Characteristics

There are testing and non-testing methods to assess individual characteristics. The standardized psychological test can measure these characteristics and individuals can come to know their strengths and weaknesses. Learners may take the help of a professional career counsellor to know about the following characteristics.

- General mental ability
- Special abilities
- Personality characteristics
- Interests
- Attitudes
- Values
- Aspirations

Activity

✓ Learners in small groups may be asked to prepare a brief write up on the above characteristics.

11.3 Knowledge about the World of Work, Requirements of Jobs Including Self-Employment

In India, several agencies provide information regarding job opportunities in and outside the country. Union Public-Service Commission (UPSC), State Public Service Commissions (SPSC), Railway Recruitment Board (RRB) and all the employment exchanges give relevant information about job opportunities. The information about the technological employment opportunity is available at the Ministry of Education (MoE), University Grants Commission (UGC) and the Institute of Engineers (IEI), New Delhi.

The vacancies have been classified into seven categories: Engineering, Technology, Agriculture, Medicine, Natural Science, Social Science and other areas. Each category is classified into sub-branches. Central Institute for Research and Training in Employment Services (CIRTES) also provides information related to vocational guidance and counselling.

Besides, the Census, the National Sample Survey, Planning Commission, and other agencies supply from time-to-time information related to employment and unemployment trends. Newspapers and other media also publish career information. Based on such information future human resource requirements can be made.

There are ample opportunities in the field of self-employment. It is important to explore such opportunities to take the best career decision.

In addition to learning position titles in various occupations, professions and careers, it is also important to discover the skills, educational and training requirements, duties, working conditions, salary including perks, job prospects, advantages or disadvantages and personal attributes needed to be successful in various fields.

11.4 Sources of Career Information

Learners may be asked to explore sources of information in the careers of their interest using print and online sources. They can prepare the list and later search the careers. They may visit the websites of ministries and government departments to collect information about jobs and further courses or/and training opportunities.

Assessment

Based on the knowledge gained through various websites and videos the learners can prepare a strategic career plan considering the following steps:

Step 1: Assess personal strengths and weaknesses

Step 2: Identify careers of choice using print, electronic and online sources of career information

Step 3: Develop a strategy or action plan to proceed in the right direction

Learners may prepare this assignment in small groups as per their common career goals. Reflection on their learning may be depicted in the report. This may be included in the portfolio for assessment.

11.5 Preparing for a Career Based on Potentials of Learners and Availability of Opportunities

Project

- Preparation of Career Case Study in an identified occupation.
- Ask the learners to identify professionals in the career of their choice and interview them using an interview schedule or questionnaire. The interview schedule or questionnaire may be based on the dimensions given in point 11.3 of this module.
- The learners may analyse the responses in the case study and finalize their career plans. Learners can also share the case studies with peers to think about a particular career.

Assessment

1. Written evaluation.
2. **Through evaluating portfolio:** Learners may be asked to prepare a portfolio in which they can record their experiences, report their work with reflection, photos, video/audio recordings of the interview with professional.

   Note: The learners should be told in advance the criteria for portfolio evaluation.
3. Project evaluation.

Suggested Readings & e-Resources:

1. McKay, D. R. (2022, September 13). *The Career Planning Process*. The Balance. https://www.thebalancecareers.com/the-career-planning-process-524774.
2. Career Profiles. (n.d.). *Career exploration*. Career Profiles. http://www.careerprofiles.info/career-exploration.html.

Module 12: Cognitive and Non-Cognitive Skills 3 Hours

Objectives

The objectives are to help learners:

- Describe cognitive and non-cognitive skills in general.
- Describe the use of cognitive and non-cognitive skills required for smooth and efficient functioning at the workplace.

Expected Outcomes

The learners shall be able to:

- Develop cognitive and non-cognitive skills for use in day-to-day life.
- Demonstrate a set of cognitive skills such as critical thinking, problem-solving and the ability to learn for smooth and efficient functioning at the workplace.
- Demonstrate a set of non-cognitive skills such as empathy, creativity, teamwork, collaboration, interpersonal skills, and resilience for smooth and efficient functioning at the workplace.

Module Outlines

12.1 Cognitive Skills: Meaning, types of cognitive skills, and strategies.

- 12.1.1 Critical Thinking Skills.
- 12.1.2 Problem-solving Skills
- 12.1.3 Ability to Learn.

12.2 Non-cognitive Skills: Meaning, Types of Non-Cognitive skills and Strategies

- 12.2.1 Empathy
- 12.2.2 Teamwork
- 12.2.3 Creativity
- 12.2.4 Collaboration
- 12.2.5 Resilience
- 12.2.6 Interpersonal Skills
- 12.2.7 Perseverance
- 12.2.8 Self Control
- 12.2.9 Social Skill
- 12.2.10 Peer Pressure
- 12.2.11 Stress and Stress Management

12.1 Cognitive Skills: Meaning, Types of Cognitive Skills

1) Meaning

Cognitive skills are also known as cognitive functions, cognitive abilities or cognitive capacities. Cognitive skills are essential for human adaptation and survival. These brain-based skills are needed in acquiring knowledge, manipulating information, and in reasoning.

These skills help the human brain to remember, reason, hold attention, solve problems, thinks abstractly, comprehend complex ideas, learn quickly, and most importantly, learn from experiences (Plomin, 1999). Cognitive ability is closely associated with educational attainment even in pre-kindergartens (Welsh, et al., 2010), occupation, and health outcomes (Plomin and Von Stumm, 2018). These skills have more to do with the mechanisms of how people learn, remember, solve problems, and pay attention, rather than with actual knowledge. Cognitive skills or functions encompass the domains of perception, attention, memory, learning, decision making, and language abilities.

When cognitive skills are weak, learning becomes a challenge. These abilities are impaired in developmental disorders of attention, language, reading, and mathematics, such as Attention Deficit Hyperactivity Disorder (ADHD), dyslexia, dyscalculia, and dysgraphia. Cognitive abilities help an individual to process new information by taking that information and distributing it to the appropriate areas in the brain. The brain uses cognitive skills to retrieve and use that information whenever that information is needed. Appropriate development of cognitive skills helps the brain to complete this process more quickly and efficiently. The individual ensures understanding of the new information and thus effectively process it. For learners, therefore, cognitive skills are mental capabilities that are vital to learn effectively. They complement each other to function effectively and determine the success of learning outcomes.

2) Types of Cognitive Skills

Cognitive skills are divided into nine different categories, each reflecting a different method that the brain uses to effectively interpret and use information.

Ask learners to go through the web link https://www.indeed.com/career-advice/career-development/cognitive-skills-how-to-improve-them to gain more understanding about the following types of cognitive skills:

- Sustained attention
- Selective attention
- Divided attention
- Long-term memory
- Working memory
- Logic and reasoning
- Auditory processing
- Visual processing
- Processing speed

3) Strategies to Develop Cognitive Skills

While cognitive skills are not generally amenable to direct instruction, they can be developed through the right kind of cognitive training or brain training. Effective cognitive training incorporates key neuroscience principles to be successful. While the teacher's teaching skills are important, the learner's learning skills are equally important. There is a direct relationship between the learner's ability to learn and the teacher's ability to teach. With a strong cognitive foundation and sufficient learning capacity, teaching can be more effective. The following strategies can be used to develop cognitive skills**:**

i) **Physical and mental exercises:** Physical exercises (like walking, exercising, yoga, or playing some physical games) and mental exercises (meditation and being mindful of thoughts) help in developing cognitive skills.

ii) **Practice focusing**: Purposeful focusing of the mind, removing distractions, and engaging more senses can help in focusing attention. Taking a brief walk around the workspace after having sat for a long duration, or listening to music (using headphones so as not to disturb others) to help re-focus) are simple methods.

iii) **Exercising the brain**: Activities such as reading a book, playing mind games, writing a story or memorizing a favourite song or poem; hobbies and learning something new (difficult, but achievable) every day stimulate certain areas of the brain and improve the associated cognitive skills and reduce cognitive decline.

4) Essential Cognitive Skills at the Workplace

Cognitive skills are very important in the workplace. These skills help to interpret data, remember team goals, pay focused attention, and more. These skills help recall previous information that may relate to the organization's goals and in making important connections between old and new information to work more effectively.

Activity: Ask learners to identify the cognitive skills required at the workplace for effective functioning and discuss them in the classroom.

They can refer https://www.indeed.com/career-advice/career-development/cognitive-skills-how-to-improve-them

5) Highlighting Cognitive Skills during Job Search

Almost all jobs including manual labour require the workers to exercise their cognitive skills —their "thinking skills". It is important for job seekers to be able to demonstrate that they have the types of cognitive skills employers want. One can find these under the "preferred qualifications" section in a job advertisement. Mention the skills that are a close match to the employer's requirements in the résumé and cover letters, and during job interviews.

For details visit https://www.indeed.com/career-advice/career-development/cognitive-skills-how-to-improve-them

12.1.1 Critical thinking skills

I) **Meaning:** Critical thinking is a valuable skill for all aspects of life. It benefits problem-solving, creativity, and teamwork. It is also very much required at the workplace. Critical thinking is a way of approaching whatever is presently occupying the mind to come to the best possible conclusion. Critical thinkers are clear-minded, organized, rational and can make logical connections between ideas. They are focused on constantly upgrading their knowledge, and they engage in independent self-learning. Critical thinkers make some of the best leaders, because they are ready for self-improvement and can reach for self-actualization.

II) **Characteristics of Critical Thinkers:** Ask learners to visit https://www.entrepreneur.com/article/321660 to learn about the following characteristics of **c**ritical thinkers:

- Careful observation
- Curiosity
- Objectivity
- Introspection
- Analytical thinking
- Identifying biases
- Determining relevance

- Inference
- Compassion and empathy
- Humility
- Willingness to challenge the status quo
- Open-mindedness
- Awareness of common thinking errors
- Creative thinking
- Effective communication
- Active listening

III) Need for Critical Thinking at the Workplace: The learners may be asked to visit the following web link and prepare a write-up for discussion in the class on the need for critical thinking at the work place:

https://pmctraining.com/site/resources-2/what-is-critical-thinking-and-why-is-it-valuable-in-the-workplace/

12.1.2 Problem-solving skills

I. Meaning

According to the Concise Oxford Dictionary (1995) a problem is, **"***A doubtful or difficult matter requiring a solution***"** and **"***Something hard to understand or accomplish or deal with."*

We are continuously exposed to opportunities in life, at home, school, at work, and even in the community. However, sometimes we miss opportunities or do not take full advantage of them. Often we are unsure of how to take advantage of an opportunity and we create barriers, or reasons why we can't take advantage. These barriers can turn a potentially positive situation into a negative one or a problem. All problems have the following two features in common:

Goals: Goals can be anything that we wish to achieve, or where we want to be.

Barriers: Barriers or obstacles prevent the immediate achievement of goals.

If there were no barriers in the way of achieving a goal, then there would be no problems. Problem-solving involves overcoming these barriers in achieving goals.

II. Stages of Problem-solving

Many approaches may be used to solve problems but the following stages are required for a workable solution:

1. **Define the problem**
2. **Brainstorm alternatives**
3. **Choose the best strategy**
4. **Implement your solution**

The learners may be asked to visit the following website for a detailed understanding of the process of problem-solving:

https://www.careerbuilder.com/advice/what-are-problemsolving-skills-and-why-are-they-important

III. Essential Skills for Successful Problem-solving

"You can never solve a problem on the level on which it was created." — Albert Einstein

Successful problem-solving requires the following important skills in proceeding efficiently from identification or defining the problem in the implementation of the solution:

Source https://www.skillsyouneed.com/ips/problem-solving.html

- **Observational skills**: In the early stages of problem-solving, strong **observational skills, lateral thinking,** and **analytical abilities are very essential**. These skills help in properly assessing what's going on and to pinpoint the core cause of the issue.
- **Persistence:** Persistence is required to explore potential solutions to the issue.
- **Innovative thinking: Innovative thinking** helps in finding the right approach to the issue.
- **Teamwork and leadership:** A careful balance of **teamwork** and **leadership** helps to implement solutions.
- **Resilience:** There is a need for **resilience** to withstand the inevitable pushback from co-workers who resist change.
- **Communication and negotiation:** Both skills are important at this point.
- **Critical thinking and attention: Critical thinking** and **attention skills are needed** once the solution is implemented. These are required to assess the results and tweak the strategy as needed to ensure that the problem is successfully resolved.

IV. Problem-solving Strategies

People may use many different ways in solving problems. Some of the strategies people employ to figure out and fix a problem are:

i) **Algorithms:** An algorithm is a step-by-step procedure that always produces the correct solution. For example, a mathematical formula is a good example of a problem-solving algorithm. This strategy, however, is not practical for many situations because it can be time-consuming.

ii) **Heuristics:** A heuristic is a mental rule-of-thumb strategy that may or may not work in certain situations. Heuristics do not always guarantee correct solutions. However, heuristics do allow people to simplify complex problems and reduce the total number of possible solutions to a more manageable set.

iii) **Trial and error:** This approach involves trying out several different solutions and ruling out those that do not work in problem-solving. This approach can be appropriate when a very limited number and similarly weighted options are available.

iv) **Insight:** Sometimes, the solution to a problem appears as a sudden insight. This can occur because the problem is actually similar to something dealt with in the past or is present as an exemplar. However, the underlying mental processes that lead to insight happen outside of awareness.

Source: https://www.verywellmind.com/problem-solving-2795008

V. Obstacles in Problem-solving

The following are different obstacles that can interfere with the ability to solve a problem quickly and efficiently:

- **Assumptions:** When dealing with a problem, people often make assumptions about the constraints and obstacles that may hinder certain solutions.

- **Functional fixedness**: Functional fixedness prevents people from seeing all the different options that might be available to find a solution.
- **Irrelevant or misleading information:** The more complex a problem the easier it is to get misled by irrelevant and misguiding information. It is important to distinguish between information that is relevant to the issue and irrelevant data that can lead to faulty solutions in problem-solving.
- **Mental set:** This is the tendency to only use tried and tested solutions, those that have worked in the past rather than look for innovative or alternative ideas. Although the mental set can work as a heuristic, it can lead to inflexibility, making it more difficult to find the most effective and viable solutions.

VI. Important problem-solving skills at the workplace

Following are some important problem-solving skills that employers look for in candidates:

- Listening
- Analytical thinking
- Creativity
- Communication
- Decision-making
- Teamwork

For details, learners may visit https://www.indeed.com/career-advice/career-development/effective-problem-solving-steps

12.1.3 Ability to learn

I. Meaning

> No matter what you may set your sights on doing or becoming, if you want to be a contender, it's mastering the ability to learn that will get you in the game and keep you there.
>
> -H.L. Roediger in *Make It Stick*

The ability to learn is the most "In-demand Soft Skill" for a learner and an employee. The ability to learn is in itself an acquired skill. It means knowing how to actively grow and develop a skill. Learning any new skill in the future requires understanding the principles of learning. Candidates must know what talents employers are looking for in new employees. 'Hard' skills, like computer programming or proficiency in a foreign language, are very important, but equally important are soft skills. These are less quantifiable skills, such as communication, leadership, problem-solving, critical thinking and most importantly, the ability to learn.

II. Tips for developing the skill of ability to learn

Due to the continuous development in technology and more and more connections among countries, contemporary workers need to know how to keep up with job demands. Learning is a process and continuing to use the same process, almost automatically, throughout the work life does not function in the ever-changing scenario. A new worker who knows little to nothing about an assignment or position, but knows how to acquire that knowledge, is going to be far more valuable than someone who knows more from past experience but has not diversified or expanded the knowledge by improving the ability to learn new or

renewed skills. Following are a few points a learner should remember while developing the skill of "Ability to Learn":

- Understands the principles of planned and deliberate practice
- Has a mindset tuned to growth and understanding (believe that he/she can keep learning).
- Is good at objectively assessing their strengths and weaknesses.
- Has the ability to take in critical feedback.
- Is good at self-correcting and is ready to learn from mistakes.
- Is focused and concentrated during practice.
- Puts in a lot of effort.
- Focuses on the long run by improving or perfecting one thing at a time.
- Prioritizes and finds time for practice.
- Creates an optimal practice environment.
- Takes responsibility for the learning process, rather than make excuses.
- Always looks for ways to improve.

III. Characteristics of people having the skill of the ability to learn

Following are a few characteristics of people with the skill of "Ability to Learn". Learners may be asked to explore details about the following characteristics by visiting the web link https://hbr.org/2015/06/improve-your-ability-to-learnv:

- Innovating
- Performing
- Reflecting
- Risking
- Avoid Defending

Researchers have found that individuals with the agility to learn to translate the above five facets into behaviour, performance, and results at work in the following manner:

- **Extroverted:** More sociable, active and more likely to take charge.
- **Focused:** Continually refine and polish their thinking and work. They are more organized, driven, and methodical.
- **Original:** More likely to create new plans and ideas, seek complexity, and readily accept change and innovation.
- **Resilient:** They are more "at ease," calm and optimistic. They bounce back quickly from stressful events.
- **Challenging:** They are less accommodating, likely to challenge others, welcome engagement, and express their opinions.

12.2 Non-cognitive Skills: Meaning, Types of Non-cognitive Skills and Strategies

I. Meaning and Types

Non-cognitive skills are defined as the "patterns of thought, feelings and behaviours" (Borghans et al., 2008) that are socially determined and can be developed throughout

the lifetime to produce value. Non-cognitive skills comprise personal traits, attitudes, and motivations. Non-cognitive skills have a positive effect on employment outcomes and these can be developed through education and training. Gutman and Schoon (2013) identified eight non-cognitive skills: self-perception of ability, motivation, perseverance, self-control, metacognitive strategies, social competencies, resilience and coping, and creativity. Positive associations between each of these eight non-cognitive skills and academic achievements have been demonstrated in some social studies. Non-cognitive skills are relatively stable at a particular life stage, but they are greatly influenced by culture.

The University of Chicago scholars have identified the following five non-cognitive skills as contributors to learners' academic success:

- Academic Behaviours – observable behaviours that show learners' engagement and effort.
- Academic Mindsets – learners' attitudes and beliefs about their academic work and ability.
- Academic Perseverance – the ability to overcome distractions, obstacles, and challenges to complete academic work.
- Learning Strategies – tactics that learners use to help them to remember, think, and learn.
- Social Skills – behaviours that allow learners to interact with peers and adults in positive and productive ways.

12.2.1 Empathy

I. Meaning

Empathy is the ability to recognize emotions in others, and to understand other people's perspectives on a situation. Empathy and sympathy are two terms used for such feelings, but there is a difference between empathy and sympathy. Sympathy is a feeling of concern for someone, and a sense that they could be happier. Unlike empathy, sympathy doesn't involve shared perspectives or emotions.

Ask learners to watch the following video to learn about empathy

https://youtu.be/UzPMMSKfKZQ

II. Stages of Empathy

According to psychologist Daniel Goleman, empathy is one of the five key components of emotional intelligence, (a vital leadership skill). It develops through the following three stages: cognitive empathy, emotional empathy, and compassionate empathy:

i) **Cognitive Empathy**: Cognitive empathy is the ability to understand what another person might be thinking or feeling. It need not involve the observer's emotional engagement. Managers or leaders may find cognitive empathy useful in understanding the feelings of their team members. This would help them to decide the style of leadership that would get the best out of them in a particular situation.

ii) **Emotional Empathy**: Emotional empathy or affective empathy is the ability to share the feelings of another person, and understand that person at a deeper level. It is not just a matter of knowing how someone feels, but of ensuring genuine rapport with that person. A team leader will definitely benefit from developing some level of emotional empathy. It helps to build trust between managers and team members, and develop honesty and openness. Empathy combined with action is most valuable.

iii) **Compassionate Empathy**: It is the most active form of empathy as it involves not only having concern for another person, and sharing their emotional pain, but also taking practical steps to reduce it.

III. Strategies to Develop Empathy at Work

Practice the following techniques to display empathy in recognizing the behaviour of an individual that appears, at first sight to be over-emotional, stubborn, or unreasonable.

- Ensure mindful listening and direct full attention.
- Consider the other person's perspectives.
- Take affirmative action.

Learners can visit the following website to gain more understanding of empathy.

https://www.mindtools.com/pages/article/EmpathyatWork.htm

12.2.2 Teamwork*

I. Meaning

Vince Lombardi "Individual commitment to a group effort—that is what makes a team work, a company work, a society work, a civilization work."

Andrew Carnegie "The ability to work together toward a common vision. The ability to direct individual accomplishments toward organizational objectives. It is the fuel that allows common people to attain uncommon results."

Teamwork is a process in which team members, using their individual knowledge, experience and skills through dynamic interaction with other team members, seek to achieve the common goals of the group/organization. Teamwork focuses on shared behaviours, cognitions, and attitudes of team members. Communication plays an important role in teamwork. It helps team members to resolve disagreements, synchronize information from multiple sources, align toward goals, or distribute critical information to each other.

According to Driskell et al., "teamwork is the process through which team members collaborate to achieve task goals. Teamwork refers to the activities through which team inputs translate into team outputs, such as team effectiveness and satisfaction".

A team can achieve effectiveness by creating team synergy through the mechanism of process gain and loss. Working in teams is the most effective way to do such work, both in the classroom and in the business world. In class projects, teams bring different interests and skills to the problem, as well as reduce the amount of work to be done by learners and instructors alike.

II. Advantages of Using Teams

Effective teamwork provides significant benefits to both the organization and the team members. The organization gets a complete entity that collectively has all the knowledge and skills needed to improve the process. Therefore, an effective team can often make fundamental, lasting process improvements, rather than just push the problem from one department to another, in the absence of effective teams. The individuals also benefit by learning from fellow team members about other aspects of the process or better.

* Refer to Module 14 : Trust and Collaboration

III. Factors Contributing to the Success of a Team

Scholtes, Joiner, and Streibel (2003) discuss the following factors contributing to the success of a team :

- Clear goals
- Clear roles
- Project plan
- Use of scientific methods including data
- Knowledge of the process being improved
- Problem-solving skills
- Productive team dynamics
- Clear communication
- Balanced participation
- Follow ground rules
- Group process awareness

IV. Strategies to Deal with Conflict among Team Members:

Following are some ways for dealing with conflict occurring among team members, especially during team meetings (from *The Team Memory Jogger)*:

- Avoid conflict by being objective
- Stay focused on the subject, not the people involved.
- Try to understand the other person's point of view.
- Avoid judgmental and inflammatory language.
- Handling disagreements
- Decisions are built on a series of small agreements.
- Identify areas of agreement and disagreement.
- Build on areas of agreement.
- Listen carefully and check for understanding.
- Dealing with feuds and focusing on the work of the team, not the feud.
- Help the team move forward in spite of the feud.
- Work to keep the feuding parties from dominating the meeting.
- Ensure that the feud is handled outside the meeting.

Learners may watch the following videos to learn about teamwork and collaboration.

- https://youtu.be/y0FtXhSu0J0
- https://youtu.be/RuQjYzP9PMo
- https://youtu.be/4ET3SvXJyhw

12.2.3 Creativity

I. Meaning

"Creativity doesn't wait for that perfect moment. It fashions its own perfect moments out of ordinary ones."

—Bruce Garrabrandt

> "There is no doubt that creativity is the most important human resource of all. Without creativity, there would be no progress, and we would be forever repeating the same patterns."
>
> —Edward de Bono

Creativity is a mental and social process involving the generation of new ideas or concepts, or new associations of the creative mind between existing ideas or concepts. Another point of view is that it is simply the act of making something new. Creativity is also defined as an "assumptions-breaking process". Creative ideas are generated when one discards preconceived assumptions and attempts a new approach or method that might seem to others unthinkable. Creativity is the ability to think about a task or a problem in a new or different way, or the ability to use the imagination to generate new ideas. Creativity enables us to solve complex problems or find interesting ways to approach tasks. Creative people look at things from a unique perspective.

Ask learners to watch the following video to learn about creativity and innovation.

https://youtu.be/FXJUDyqobbM

From a scientific point of view, the products of creative thought or divergent thought have both originality and appropriateness. Although creativity is associated with art and literature, it also plays an essential part in innovation and invention. Creativity is equally important in the business, architecture, economics, and science and engineering professions.

II. Strategies to Increase Creativity

Nickerson (1999) provided a summary of the various creativity techniques that have been proposed. These include approaches that both academia and industry have developed :

- Establishing purpose and intention
- Building basic skills
- Encouraging acquisitions of domain-specific knowledge
- Stimulating and rewarding curiosity and exploration
- Building motivation, especially internal motivation
- Encouraging confidence and a willingness to take risks
- Focusing on mastery and self-competition
- Promoting supportable beliefs about creativity
- Providing opportunities for choice and discovery
- Developing self-management (metacognitive skills)
- Teaching techniques and strategies for facilitating creative performance
- Providing balance

The learners may get a detailed description of these approaches in following web link:

https://zety.com/blog/creative-thinking-skills

Following are a few more strategies suggested to develop creativity:

- Commit yourself to creativity
- Become an expert
- Reward your curiosity
- Take risks

- Build your confidence
- Make time for creativity
- Overcome a negative attitude
- Fight fear of failure
- Brainstorm new ideas
- Explore multiple solutions
- Keep a creativity journal
- Use mind maps and flow charts
- Challenge yourself and create opportunities
- Try the six hats technique
- Look for inspiration
- Consider alternative scenarios
- Try the snowball technique

The learners may get a detailed description of these points from the following web link:
https://www.verywellmind.com/how-to-boost-your-creativity-2795046
Learners may watch the following video to learn about more strategies to develop creativity:
https://youtu.be/EGvI1BTCm5w.

III. Creative Skills at the Workplace

Creativity is also required at the workplace. The following examples of creative skills can be practised to become more creative in the workplace. Used in combination, these can be helpful in thinking differently about a problem or a task:

- Making connections
- Asking questions
- Making observations
- Networking
- Experimenting

The learners may visit the following web link to get a description of the stated examples:
https://www.indeed.com/career-advice/career-development/creativity-ski

12.2.4 Collaboration

I. Meaning

Collaboration is a purposeful relationship in which the concerned parties decide strategically to cooperate to achieve shared or overlapping objectives. Teams that work collaboratively are more likely to obtain greater resources, recognition, and rewards, especially when facing competition for limited resources.

II. Types of Collaboration

- **Team collaboration**
- **Network collaboration**
- **Video collaboration.**
- **Cloud collaboration**

- **Contextual collaboration**
- **Cross-functional collaboration**
- **Community collaboration**
- **Social collaboration**
- **Virtual collaboration**

Ask learners to visit https://eztalks.com/video-conference/4-different-types-of-collaboration.html to learn about the types of collaboration.

III. Importance of Collaboration in an Organization

Effective collaboration can achieve the most important effects within an organization of making employees happier, reducing stress by making work easier, making way for better work relationships, and reducing overall stress. More effective collaboration gives an organization a huge advantage when it comes to brainstorming, value creation, and equal opportunity. A high level of importance on collaboration can increase efficiency, enhance job satisfaction, and employee retention.

Collaboration is important because it:

- helps in problem-solving
- brings people (and organizations) closer together
- helps people learn from each other
- opens new channels for communication
- boosts morale across the organization
- makes workers more efficient
- leads to higher retention rates among employees

Source: https://blog.jostle.me/blog/why-collaboration-is-important

IV. Collaborative Learning

Collaborative learning can be between two peers or in small/larger groups. Peer learning is a type of collaborative learning that involves learners working in pairs or in small groups to discuss concepts or find solutions to problems. It helps in addressing misunderstandings and clarifying misconceptions. Research shows that educational experiences that are active, social, contextual, engaging, and learner-owned lead to deeper learning.

i. Advantages of Collaborative Learning

- Helps in developing higher-level thinking, oral communication, self-management, and leadership skills.
- Promotes interaction between learners and faculty.
- Increases learner retention, self-esteem, and responsibility.
- Provides exposure.
- Prepares learners for real life social and employment situations.

ii. Process of Collaborative Learning

The following three-step process may be adopted in collaborative learning. The duration may depend upon the task at hand.

- *Introduce the task*: This can be done by instructing learners to discuss or debate a topic with their neighbour.

- *Provide learners with enough time to engage with the task*: The faculty member may walk around and address any questions as needed.
- *Debrief*: Few learners may be asked to share a summary of their conclusions. Any misconceptions or confusing points may be clarified by the faculty member. Questions from the other participants may be invited.

For larger group work projects, the following strategies may be used to ensure productive group dynamics:

- Provide opportunities for learners to develop rapport and group cohesion through icebreakers, team-building, and reflection exercises.
- Give learners time to create a group work plan allowing them to plan for deadlines and divide their responsibilities.
- Set standard ground rules for learners to create a contract for each member to sign, such as agreed-upon penalties for those who fail to fulfil obligations.
- Assign roles to members of each group and change the roles periodically. For example, one learner can be the coordinator, another the note-taker, another summarizer, and another planner of the next steps.
- Allow learners to rate each other's quantum of contribution. Use these evaluations when giving individual grades, but do not let them weigh heavily on a learner's final grade. Communicate clearly how peer assessment will influence grades.
- Check and follow-up with groups intermittently but encourage the learners to handle their own issues before asking for assistance from the faculty member.

For better understanding the learners may be asked to visit: https://teaching.cornell.edu/teaching-resources/active-collaborative-learning/collaborative-learning

iii. Collaborative Learning or Group Work Activities: Few examples

- Stump your partner
- Think-pair-share/write-pair-share
- Catch-up
- Fishbowl debate
- Case study
- Team-based learning
- Group problem-solving

Source: https://teaching.cornell.edu/resource/examples-collaborative-learning-or-group-work-activities

Learners can visit the web link https://www.gdrc.org/kmgmt/c-learn/44.html to know about the 44 Benefits of Collaborative Learning

12.2.5 Resilience

I. Meaning

Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats, or significant stress. The stressors may be family and relationship problems, serious health problems, or related to workplace and financial issues. Emotions of pain and sadness are common in people who have suffered major adversity or trauma in their lives. Resilience is

not a trait, it involves behaviour, thoughts and actions that can be learned and developed in anyone. The following video may help learners to develop an understanding of resilience: https://youtu.be/4ET3SvXJyhw

II. Strategies for Building Resilience

All people do not react in the same manner to similar traumatic and stressful life events. Therefore, developing resilience is personal. People use varying strategies depending on cultural differences. Following are some ways to build resilience:

- Maintain good relationships with close family members, friends or others.
- Avoid seeing crises as insurmountable problems.
- Accept circumstances that cannot be changed.
- Develop some realistic goals and move toward achieving them.
- Take decisive actions rather than detaching completely from problems and stresses and wishing them away.
- Develop positive views of yourself and confidence in your ability to solve problems and trust your instincts to build resilience.
- Keep things in perspective even when facing very painful events. Avoid blowing events out of proportion.
- A hopeful outlook enables the expectation that good things will happen in life. Try visualizing what you want, rather than worrying about what you fear.
- Pay attention to your own needs and feelings. Engage in activities that you enjoy and find relaxing to keep the mind and body focused to deal with situations that require resilience.
- Write a journal on the deepest thoughts and feelings related to any trauma or other stressful events.
- Practice meditation to build connections and restore hope.
- Stay flexible in using strategies

Source: American Psychological Association (2014)

12.2.6 Interpersonal skills

Interpersonal skills are sometimes referred to as social skills, people skills, soft skills, or life skills. We need these skills and use them to communicate and interact with other people both individually and in groups.

Interpersonal skills are the foundation for success in life. People with strong interpersonal skills tend to work well with others, including in teams or groups, formally and informally. They communicate effectively with others, whether family, friends, colleagues, customers, or clients. They also have better relationships at home and work.

I. Variants of Interpersonal Skills:

1. Communication skills*:

   Verbal Communication with oral language.

* Refer to Module :1 Listening, Module : 3 Reading, Module : 4 Writing and different modes of writing and Module : 7 Communication

Non-verbal Communication: Communicating using body language, gestures, facial expressions, tone of voice, and many more.

2. Emotional Intelligence: The ability to understand and manage personal and others' emotions.
3. Team Work: Ability to work formally or informally with others in groups and in teams.
4. Negotiation, Persuasion and Influencing Skills: The ability to work with others to find a mutually agreeable outcome. Although this may be considered a subset of communication, it is often treated separately.
5. Conflict Resolution: Working with others to resolve interpersonal conflicts and disagreements in a positive way.
6. Assertiveness: It allows an individual to respect one's own thoughts, rights, beliefs, and values, while respecting the rights and opinions of others.
7. Empathy: Understanding how others are feeling and showing compassion and support. It can help an individual to respond appropriately. Being empathetic allows an individual to build trust and eliminate conflict with others.

II. Developing Interpersonal Skills

Good interpersonal skills are the foundation for good working and social relationships, and also for developing many other areas of skill.

1. Identify areas for improvement
2. Focus on basic communication skills
3. Improve more advanced communication skills

https://www.skillsyouneed.com/interpersonal-skills.html

12.2.7 Perseverance

Perseverance usually helps an individual to keep trying repeatedly to overcome obstacles or challenges and to accomplish the final goal. Perseverance and grit are malleable by environmental factors. It can be improved by reflecting on failures, belief in the changeability of brain or cognitive abilities, as well as by focusing on envisioning and planning in breaking obstacles. It improves learners' performance especially in mathematics and increases the ability for retention in learners. However, in some cases, too much perseverance may lead to stubbornness and less flexibility to the environment.

12.2.8 Self-control*

Self-control is defined as an individual's capacity for altering one's own responses according to the standards of a social group such as ideals, values, morals, and social expectations, and to support the pursuit of long-term goals. Some other terms such as self-regulation, self-discipline, will-power, effortful control, ego strength, and inhibitory control are also used by researchers to describe self-control. Researchers have found the positive relationship of self-control with psychological adjustment, interpersonal communication, achievement in school, organizational citizenship behaviours, personal initiative, and proactive coping.

The learners can watch the following videos to learn about Self Control: Teaching Learners About Their Greatest Inner Strength with Nathan DeWall- https://www.youtube.com/watch?v=E2jYdEO18nU Self control is the key to success. Lessons from the Marshmallow

* Refer 12.2. 6 to understand the need of self control

Test- https://www.youtube.com/watch?v=mZUTZKbe4hI How Instant Gratification is Harming Society and What to Do About It | John Davidson | TEDxCSUS-

- https://www.youtube.com/watch?v=4StLXX1k_9I
- https://www.youtube.com/watch?v=XxEDFPzNUYQ
- https://www.youtube.com/watch?v=lw_2qDIeV8s

12.2.9 Social skills*

Social skills can be defined as the ability to establish a compatible and effective relationship with others. It can be understood as an individual's knowledge of and ability to use appropriate social behaviours that are pleasing to others in interpersonal situations.

Training in social skills is provided as a group intervention for learners that includes, programmes for friendship and conversational skills, anger management, empathy training, and taking perspective (Kjøbli and Ogden, 2014).

The learners can gain more information from the following exemplar videos and improve social skills

- https://www.youtube.com/watch?v=WTArupmpjCA How to improve your social skills?
- https://www.youtube.com/watch?v=4nm3vgg8k-0 14 Social Skills to Help You Win in Life.
- https://www.youtube.com/watch?v=ku_XltAHvjA What are social skills. Improving social skills.

Activity

✓ Learners may be asked to have small group discussion/presentations or practice sessions after watching the above videos

12.2.10 Peer Pressure

I. Meaning: A peer can be any individual who belongs to the same social groups or circles and has some type of influence over other members of the group. Members of a peer group may influence a person's beliefs and behaviour. A group or individual may be encouraged and want to follow their peers by changing their attitudes, values or behaviours to conform to those of the influencing group or individual.

Peer pressure is the process in which the members within the same group influence other peers in the group to engage in a behaviour or activity that they may not be willing to engage in. Everyone irrespective of age, race and gender may face some type of peer pressure at some point in their life. Children and adolescents of any age can experience peer pressure in the form of engaging in risky behaviour, name calling or bullying other children or breaking rules. The adolescents become more susceptible to direct, spoken peer pressure, such as taking a drink in a social situation, accepting a cigarette or engaging in pranks, vandalism and/or bullying.

II. Types of Peer Pressure: Following are the types of peer pressure which can be experienced by an individual at any age:

- Spoken Peer Pressure
- Unspoken Peer Pressure

* Refer 12.2. 6 and Module 17 : Social and Cultural Etiquettes to understand the need of Social Skills

- Direct Peer Pressure
- Indirect Peer Pressure
- Positive Peer Pressure
- Negative Peer Pressure

III. Dealing with Peer Pressure: It is necessary to recognize the impacts of peer pressure on people's mental health, regardless of their age, race and gender. Social anxiety is one of the common consequences of peer pressure, especially if it has been experienced several times and/or over the course of one's core developmental age brackets (Kapoor, Sharma & Khosla (2020).

i. Being aware of one's feelings about the situation and environment when peer pressure is happening.
ii. Being assertive to say 'no' to any behaviour or act which is under peer pressure.
iii. Setting boundaries to ensure that the peer group respects you, your value system and boundaries.

Activity

✓ Organise a group discussion on the impact of positive and negative peer pressure and the strategies to overcome negative peer pressure.

12.2.11 Stress and Stress Management*

I. Meaning: Stress is a mental reaction that our body experiences due to a demanding circumstance or event that requires immediate action and attention. Stress is defined as a state of mental or emotional strain caused by adverse circumstances. Hans Selye explained his stress model based on physiology and psychobiology as General Adaptation Syndrome (GAS). His model states that an event that threatens an organism's well-being (a stressor) leads to a three-stage bodily response. Selye identified these stages as alarm, resistance, and exhaustion (https://www.healthline.com/health/general-adaptation-syndrome#stages).

Hans Selye introduced the concept of stress having two categories: distress and eustress. Distress is stress that negatively affects an individual. Eustress or positive stress energizes and motivates an individual to make a change. It is vital to enhance our positive energy. However, negative stress or distress, is responsible for all kinds of physical, mental, and behavioural problems.

The learners may visit the following link to know more about types of stress and impact of stress https://www.mentalhelp.net/stress/types-of-stressors-eustress-vs-distress/

II. Causes of Stress: The actual cause of stress varies from person to person. The same situation may be stressful for an individual but challenging for others. The stressful conditions and situations known as 'stressors' are generated by one's own perception depending on their personal traits, thought process, habits, available resources etc. One feels stressed when the challenges are greater than his or her ability to encounter them.

III. Stress management techniques: Stress management is a process that helps an individual to control stress levels by practising self-care, relaxation and also imparts some techniques to handle stress when it occurs. Effective stress management helps an individual to be happier and more productive.

*Refer Module 20 Managerial Skill

Robinson, Smith, and Segal suggested the following techniques for stress management

- Identification of sources of stress
- Practice the 4 A's of stress management (mention 4 A's)
- Get moving
- Connect to others
- Make time for fun and relaxation
- Better time management
- Maintain balance with a healthy lifestyle
- Learn to relieve stress at the moment

The learners may be asked to visit following web links and discuss the techniques

https://www.helpguide.org/articles/stress/stress-management.htm

https://www.educba.com/stress-management-skills/

The understanding and practice of cognitive and non-cognitive skills help individuals to be successful, both in personal and professional life.

Assessment

1. **Written evaluation.**
2. **Through self-assessments:** Learners may assess themselves by responding to certain questions that indicate their level of cognitive and non-cognitive skills and personality characteristics acquired during classroom interaction.
3. **Through parents:** Reports of learner's behaviour, tendencies, or abilities that measures externalizing and internalizing behaviour, persistence, ability to focus, and social skills outside the institution.
4. **Through cumulative records:** Maintained by teachers/faculty members about learner's behaviour, tendencies, or abilities that measure externalizing and internalizing behaviour, persistence, ability to focus, and social skills in the classroom.
5. **Through apprenticeships/internships/community engagement**: These can serve as a very practical and effective approach for the assessment of a range of cognitive and non-cognitive skills.

Suggested Readings & e-Resources

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Web links

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Module 13: Presentation Skills 4 Hours

Objectives:

The objective is to help learners

- Describe the strategies to prepare various types of presentations

Expected Outcomes:

The learners shall be able to

- Prepare effective presentations considering the important strategies

Module Outlines:

13.1 Presentation: Meaning and Types
- 13.1.1 Meaning of Presentation
- 13.1.2 Types of Presentations
- 13.1.3 Presentation for Internal and External Communication

13.2 Presentation Strategies

13.3 Ways to Improve Presentation Skills over Time

13.1 Presentation: Meaning and Types

Identify situations of formal and informal presentations with the help of learners which they made or attended. Ask them if anyone has made presentations in the past. Give them five minutes for sharing their experiences.

Ask them: “What did they do while making the first presentation?”

After listening to their experiences ask the following questions: What is a presentation?

What other types of presentations do they know?

13.1.1 Meaning of presentation

Based on learners' answers describe the concept of presentation and its types.

A presentation is a means of communication adapted to various speaking situations such as presenting in a seminar or conference, talking to a group (small or large), addressing a meeting or briefing a team, speaking at a formal or informal gathering, and many more. Careful thought and preparation are required for an effective presentation.

Every organization or institution needs to disseminate information among its members. For this, one needs to have presentation skills to convey the message clearly and effectively. Today, presentation skills are required in almost every field, and most of us are required to give presentations on various occasions. Some people feel comfortable in public speaking while for some others this is difficult. Making a presentation can indeed be challenging.

13.1.2 Types of presentations:

There are two basic types of presentations— informative presentations and persuasive presentations.

1) **Informative Presentations:** The purpose of informative presentations is to promote understanding of an idea or to convey information. They are often used to provide information about a concept or idea that is new to them.
2) **Persuasive Presentations:** Persuasive presentation is used to influence a change in the belief, attitude, or behaviour of another person when that person has some degree of free choice.

   Ask learners to give examples of informative and persuasive presentations from their day-to-day lives.

13.1.2 Presentation for internal and external communication

1) **Presentation for internal communication:** It is the sharing of information, knowledge, ideas, and beliefs among the members of any organization/institution.
2) **Presentation for external communication:** This is used to inform the public about new products, services, personnel changes, company events, and brand building. External communication is the transmission of information between two organizations. It also occurs between a businessman and another person outside the company. These persons can be clients, dealers, customers, government officials or other authorities. A customer's feedback is also external communication. An organization invests a lot of time and money to improve its image through external communication.

   The faculty member may elaborate on the type of presentations used for internal and external communication.

13.2 Presentation Strategies*

The preparation of any presentation requires certain skills and one has to keep them in mind while preparing the presentation. These skills are:

i) **Knowing the Purpose:** It is very important for the presenter to write the purpose or objective of the presentation in a single concise statement once the topic is selected. The statement helps in developing the presentation. The basis of the objective and the level of the content depends on the duration of the presentation and the background knowledge of the audience. The objective needs to specify exactly what the audience would learn from the presentation.

ii) **Knowing the Audience:** It is important to know about the audience before preparing any presentation. The nature of the audience may be summarized as:
   - ***Auditory learners*:** Learn through words and sounds.
   - ***Visual learners*:** Learn through images and illustrations.
   - ***Kinesthetic learners*:** Learn through feeling and doing.

Discuss: Why it is important to know the audience?

The audience in any presentation will be made up of a combination of different types of learners. Therefore, presentation strategies should cater to all three types of learning styles.

* Presentation is a part of Communication Skills. Therefore, before learners start preparing presentations they should go through Modules 3 to 7 of Course 1.

Activity

✓ Ask learners to give examples of presentations to be used in each category of the learners.

Opening and Closing a Presentation: The following video can be played in the class so that the learners learn how to open and close the presentation.

https://www.youtube.com/watch?v=Yl_FJAOcFgQ

(How to open and close presentations? - Presentation lesson from Mark Powell)

The video can be followed by a discussion in the class to highlight the major points of opening and closing any presentation.

The faculty member may describe the tips for opening and closing of a presentation to the learners.

- Make the introduction relevant to the goals, values, and needs of the audience
- Make some illustrations
- Stimulate thinking by asking questions
- Share a personal experience
- Begin with an anecdote
- Project a cartoon or colourful visual
- Make a stimulating or inspirational statement
- Give a unique demonstration

Conclusion: In the concluding session, the presenter should reinforce the main ideas communicated during the presentation. Thus, the audience will remember the main ideas.

Assessment

An assignment can be given to the learners to select a particular type of presentation and suggest the opening and closing of the presentation. After the submission of the assignment, the faculty member can ask a few learners to describe the opening and closing of the presentation. Other learners can note down the strong and weak points. The same may be shared with the presenters.

iii) Using Presentation Tools: The tools in a presentation are used to emphasize the main ideas, illustrate a concept, or stimulate the interest of the audience. The tools may be audio and/or a video clip. The tools in addition to the text make the presentation more effective. The aids include an audio recording, a clip from the film, animation, flip charts, posters, photographs, slides, collages, and videos.

The faculty member may describe the following tips on the use of visual aids:

- Give the visuals a consistent appearance including colour and spacing.
- Start the text at the same place on each visual.
- Try to observe the seven-by-seven rule: On an overhead slide should have no more than seven lines and seven words per line. Similar rules would also pertain to flip charts, PowerPoint presentations and other computer-generated slides, and posters.
- Use a simple typeface or font. Don’t use more than two different typefaces, if possible.

- Make sure the text is large enough for people at the back of the room to read. Letters on a flipchart should be at least three inches in height. For a projected overhead or slide, fonts between 20 and 48 points are customary.
- Don't show visuals that conflict with what you're saying — this includes displaying them once you've moved beyond their content.
- Don't read the text that is on the visual, but paraphrase and add to it.

iv) Handling Questions: Generally, there is a question-and-answer session after the presentation. If not prepared in advance to face a few questions from the audience, it can become very embarrassing for the presenter.

The presenter decides in advance how and when the questions will be entertained and make it clear to the audience at the start of the presentation. Some speakers prefer questions to be raised as they arise during the presentation. Others prefer to deal with questions at the end. It is important to learn how to make the question-answer session pleasant and productive.

v) Presentation to Heterogenic group: The audience may vary in age, sex, ethnic group, caste, socio-cultural and economic backgrounds. The presenter should have knowledge about the audience to develop a presentation and accommodate a divergent audience.

13.3 Ways to Improve Presentation Skills over Time

Learners may watch the following video to learn to improve their presentation. https://www.youtube.com/watch?v=Q5WT2vweFRY

(Presenting and Public Speaking Tips - How to improve skills and confidence)

After watching the video, learners can evaluate their presentation and improve on it.

Assessment

1. Written evaluation.
2. Evaluation of presentation by learners in the classroom.
3. **Learners' portfolio evaluation:** Learners may keep their different presentations with feedback and remarks by the faculty member and the peers in the portfolio. The portfolio will be submitted at the end of the course for evaluation.

Note: The skills of an effective presentation may be assessed for each presentation during class interaction. The faculty member may develop a checklist or rating scale or rubrics using some parameters on which the assessment will be done. Help of learners may be taken for identifying the parameters.

Suggested Readings & e-Resources:

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Module 14: Trust and Collaboration 2 Hours

Objectives:

The objectives are to help learners

- Describe the role of trust in creating a collaborative team.
- Describe strategies to build trust with employees.
- Describe strategies to overcome the fear of being judged.

Expected Outcomes:

The learners shall be able to:

- Build trust as a leader with employees to create a collaborative team.
- Overcome the fear of being judged as a team member and/or employee.
- Realize the importance of trust in creating a collaborative team.

Module Outlines:

14.1 Explain the importance of trust in creating a collaborative team*
- 14.1.1 Definition of Trust
- 14.1.2 Importance of Trust in Creating a Collaborative Team

14.2 Strategies to Build Trust with Employees

14.3 Criteria for Evaluation of Trust and Collaboration in Teams

14.4 Agree to Disagree and Disagree to Agree – Spirit of Teamwork

14.5 Understanding Fear of Being Judged and Strategies to Overcome Fear
- 14.5.1 Understanding the Fear of Being Judged
- 14.5.2 Signs and Symptoms of Social Anxiety Disorder
- 14.5.3 Strategies to Overcome Fear or Social Anxiety

14.1 Explain the Importance of Trust in Creating a Collaborative Team

"Trust is the knowledge that staff will be involved in decisions that will affect them."

—Barna

If we pose the following questions to the leader or manager of an organization and get a 'yes' to any of these questions then perhaps he or she has an issue with letting go, with trusting others, and treating them as colleagues.

- Do you find yourself referring to the staff you lead as "my staff"?
- Do you regularly ask for reports and updates on progress and performance from your staff?
- Do you sometimes feel that it is easier to do it yourself, or that you could do it better?
- Do you make the decisions?

* Refer to Module 12.2.2 of Module 12: Cognitive and Non-cognitive Skills

Let us understand the concept of 'trust' and how it can influence the performance of an organization.

14.1.1 Definition of Trust

Trust can be described as, "Reliance on the character, ability, strength, or truth of someone or something." Trust is essential to an effective team because it provides a sense of safety. When the team members feel safe with each other, they feel comfortable to open up, take appropriate risks, and expose their vulnerabilities.

Without trust, there is less innovation, collaboration, creative thinking, and productivity, and people spend their time protecting themselves and their interests — this is time that should be spent helping the group attain its goals.

Trust is also essential for knowledge sharing. Trust is a key element in a team's knowledge acquisition. If team members trust one another, they are more likely to share knowledge and communicate openly.

Following are different types of trust, each having a different theoretical grounding and level of analysis and each playing its role in collaboration.

- Cognitive type of trust or fragile trust
- Affect-based trust or resilient trust
- Calculus based trust
- Deterrence based trust
- Institution based trust

Activity

✓ Learners may be asked to prepare a brief write up on each type of trust and present it in the classroom for sharing. It can be small group work.

14.1.2 Importance of trust in creating a collaborative team: Collaboration across institutional and national boundaries is now an accepted strategic choice for most businesses competing in an increasingly competitive world. The role of trust in collaboration is usually attributed to ex-post; successful alliances seem to involve trust, unsuccessful alliances do not. The relationship between trust and performance still remains somewhat elusive in collaborative relationships, maybe due to the frequent application of interpersonal types of trust to inter-organizational types of collaborations.

14.2 Strategies to Build Trust with Employees

It is important to first give trust for gaining the trust of others. It is reciprocal. Some strategies suggested to build trust among the employees and between management and the employees in an organization are as follows:

i) **Set an example:** In an organization, if the team leader wants to build trust within the team, then he or she should show the team members that he or she trusts them. This means trusting everyone in the organization— the team members, the colleagues, and the boss. Team members always watch and take cues from a leader and try to emulate them.

ii) **Communicate openly:** Open communication is essential for building trust. The strategies to accomplish open communication among team members include:

- Create a charter for team members to define the purpose of the team, and each person's role. Present this charter at the first team meeting, and encourage each team member to ask questions, and discuss expectations.
- Organize team-building exercises. Carefully selected and well-planned exercises can help "break the ice" and encourage people to open up and communicate.
- Organize regular meetings to provide all team members with a chance to talk about their progress and discuss any problems they're experiencing. This is important as it provides opportunities for team members to talk and help one another solve problems.
- Demonstrate that open communication is important to you by consistently sharing with the group. The more sharing with team members the more will it make them comfortable in developing trust in the leader and each other.

iii) Know each other personally: Knowing each other is another strategy to develop trust. This can be done in the following ways:

- Create situations that help people to share personal stories like asking sensitively about their family, or their hobbies.
- Set aside time every week for informal group discussions where some common topics may be discussed. Or team members can talk about their expertise and skills, their personal history, and their interests. The same can be organized online if the team works remotely or if it's a new team.

iv) Avoid blaming others for making a mistake: It is always better to encourage everyone in the group to think constructively about the mistakes made by a member to avoid an unpleasant atmosphere. Criticism or fault finding lowers morale, undermines trust, and reduces productivity. Instead, everyone should try to analyse what has happened, and move forward together to ensure that such a mistake doesn't recur.

v) Discourage small group formation or cliques: It is quite natural that smaller groups or cliques form, within a team, between some team members who share common interests or work tasks. While this is natural, it might negatively affect other members. It can lead to jealousy, insecurities, and mistrust between group members.

The leader can avert the formation of small intimate groups or cliques by openly discussing about this with the team members to get an objective insight into what they think about it, and the effect on other group members. The potential of such behaviour of team members having a damaging effect on the morale of the entire team can be discouraged by addressing the issue openly.

vi) Discuss trust issues: Trust issues appear in a team due to some interpersonal problem. The first step to deal with these issues is to get to the origin or root of the problem. The issues can be resolved by asking team members to anonymously fill out a questionnaire. Ask them about the level of trust within the group, as well as why they think there is a lack of trust. After getting the responses, get everyone together to talk about these issues while respecting the anonymity of the responses.

14.3 Criteria for Evaluation of Trust and Collaboration in Teams

Few criteria for the evaluation of trust in a leader with team members:

- Admit mistakes
- Offering trust

- Active listening
- Affirmation
- Decision making
- Visibility
- Coaching and monitoring
- Care and concern
- Confidentiality

Trust is an essential element in the productivity of a team. Without trust, it is unlikely to get anything meaningful done. But with mutual trust, teams can accomplish everything they set out to do. A leader should set an example to show the team members and colleagues how critical trust is by implicitly trusting them. The leader should also make an effort to help everyone get to know each other at a personal level and encourage conversations on values, family, or hobbies. If the cliques are damaging to the trust and morale of the group, discourage them.

Activity

✓ Ask learners to download the rubrics for assessing trust and transformational leadership practice from the Internet.

14.4 Agree to Disagree and Disagree to Agree – Spirit of Teamwork

"Agree to disagree" or "agreeing to disagree" refers to the resolution of a conflict (usually a debate or quarrel) whereby all parties agree that they are not in agreement but they tolerate the other person's point of view and respect it, even though they do not accept the opposing position(s). It generally occurs when all sides recognize that further discussion is unnecessary, ineffective, or otherwise undesirable. To agree to disagree can be an amicable solution while accepting that people have different points of view. The spirit of teamwork in this situation is reached by resorting to "Consensus decision".

Consensus decision-making is a creative and dynamic way of reaching an agreement between all members of a group. Instead of simply voting to get a majority opinion, the group using consensus is committed to finding solutions that everyone can actively support, or at least can live with. This ensures that all opinions, ideas, and concerns are taken into account.

As per the definition of consensus, no decision is made against the will of an individual or a minority. This means that the entire group works hard at finding solutions that address everyone's concerns rather than ignoring or overruling minority opinions.

14.5 Understanding Fear of Being Judged and Strategies to Overcome Fear

14.5.1 Understanding fear of being judged: Some people have an intense fear of certain social situations—especially situations that are unfamiliar or in which they feel being watched or evaluated by others. This is referred to as "social anxiety disorder" (SAD). These situations can be very frightening that people get anxious just thinking about them thus disrupting their lives in the process. However, vulnerable people can learn to be comfortable in such social situations and reclaim their lives.

***Causes of social anxiety*:** Although social anxiety is quite common and many people struggle with these fears, the situations vary from individual to individual. Some common causes that can trigger social anxiety:

- Meeting new people
- Making small talk
- Public speaking
- Performing on stage
- Being the centre of attention
- Being watched while doing something
- Being teased or criticized
- Talking with or meeting 'important' people or authoritative figures
- Being called on in class
- Speaking up at a meeting
- Taking examinations
- Making phone calls
- Attending parties or other social gatherings

Activity

✓ Learners may identify few more situations where they experienced social anxiety. Once the exhaustive list is prepared, each learner can rate them as "Always to Never" (The five-point Likert scale: always, often, sometimes, rarely, never) following the list of likely causes or situations where people feel social anxiety.

14.5.2 Signs and symptoms of Social Anxiety Disorder (SAD): Social anxiety is expressed in emotional, physical and behavioural signs and symptoms. These are described briefly below:

i) Emotional signs and symptoms

- Excessive self-consciousness and anxiety in every-day social situations.
- Intense worry for days, weeks, or even months before an upcoming social situation.
- Extreme fear of being watched or judged by others, especially unknown people.
- Fear that one's actions will prove embarrassing or humiliating.
- Fear that others will notice one's nervousness.

ii) Physical signs and symptoms

- Flushed or blushing face
- Shortness of breath
- Uneasiness or upset stomach, nausea (for example, "butterflies in the stomach")
- Trembling or shaking (including shaky voice)
- Racing heartbeat or tightness in the chest
- Sweating or hot flushes
- Feeling dizzy or faint

iii) Behavioural signs and symptoms

- Avoiding social situations to an extent limiting his/her activities or disrupting his/her life
- Staying quiet or hiding in the background to escape notice and embarrassment by other people
- A need to always bring a buddy along with wherever he/she goes out
- Drinking before social situations to soothe your nerves

14.5. 3 Strategies to overcome fear or social anxiety: Dealing with symptoms of social anxiety disorder or social phobia may seem difficult. However, the following six steps may help.

Step 1. ***Learn more about the fear***

Learning about the fear will help to face it. To do this, write a journal or daily diary for two or three weeks. Record any such noticeable patterns

- Do your hands turn clammy and your stomach clench when the doorbell rings?
- Do you experience more symptoms of anxiety in the morning or in the evening?
- What do you tend to do when your fears rise?

Note down all the significant occurrences. Writing down the fear patterns and symptoms can help demystify them. They no longer seem so big and insurmountable. Thus, learning all about fears gives an insight into how to deal with them.

Step 2. ***Use imagination in positive ways***

Imagination gives power, creativity, and the ability to think outside the box. Imagination can help in overcoming fear. Follow the given steps to use imagination in positive ways:

- Select a calm moment when you are relaxed and not anxious.
- Close your eyes and imagine yourself in a situation that normally causes fear, like being lost in a crowded place.

  Now, imagine yourself handling the situation peacefully. Search for signposts or use a mental map that will help you regain your sense of direction.
- Imagine reaching home safely without any adverse incidents.

  The peace and confidence you experience in your imagined scenario can help you get through the actual ordeal more successfully.

Step 3. ***Shift the focus*****:** When fearful symptoms arise, focus on something else. Use a scale (1 for perfectly calm and 10 for the very worst symptom) to rate the level of calmness and anxiety. If you rate your fear at 7, then, you can work on lowering it to a 4 or a 3. Try using the next step to lower your fear rating.

Step 4. ***Focus on breathing*****:** Usually, anxiety is accompanied by rapid, short breaths. Deep breathing helps immensely in overcoming anxiety. Focus on breathing once you recognize that you are becoming fearful. Inhale slowly and take a deep breath then exhale even more slowly, taking longer than the inhaling. Deep breathing forces the body to calm itself physically, and that helps to calm the mind.

Step 5. *Practice mindfulness*: Mindfulness is a passive thinking activity that allows a person to become more aware of fears and anxieties. Practising the following mindfulness tips at a time of less severe stress, fear and anxiety help:

- When fear symptoms seem to be arising, sit down and reflect on what is happening. This is like making an entry into a mental journal.
- Observe the symptoms as they arise.

  Don't do anything about it. Just sit and observe as the moment continues.
- Being passive raises self-awareness and prevents compulsive actions and reactions which are instinctive when experiencing fear.

Step 6. *Be with nature for relaxation*: Nature calms the mind, reduces stress levels and changes moods from being anxious to feeling relaxed. Taking a walk or being with nature like in parks, gardens or being with plants at home helps reduce feelings of fear and anxiety. Physical activity of walking, jogging outdoors or working out indoors even requires focused attention of a different kind and that helps turn away from irrational fearful thoughts to clearer logical thinking that can help to overcome fears.

Assessment

1. Written evaluation.
2. Demonstration by learners: Learners may be encouraged to demonstrate each strategy as used by a leader to build trust in the team members. These demonstrations may be used for assessment.
3. Evaluation of learners' portfolios.

Note

1. Learners may develop a portfolio on their observation of practicing trust during their visit to an organization. They can develop some tools like a rating scale, a checklist or a questionnaire for the leader and team members to study trust and collaboration among them.
2. They can also note down the situations where they felt social anxiety, the signs and symptoms, and the strategies they adopted to overcome the anxiety.

The faculty member may develop a checklist or rating scale using some criteria on which the assessment will be done. He or she should take the help of learners for identifying the criteria.

Suggested Readings & e-Resources:

1. Nielsen, B.B. (2004). *The role of trust in collaborative relationships: A multi-dimensional approach*. Management. 7(3): 239-256.
2. Mind Tools. (n.d.). *Building Trust Inside Your Team*. Mind Tools https://www.mindtools.com/pages/article/building-trust-team.htm.
3. Benjamin's English.engVid. (2014, May 17). *Conversation skills: How to agree or disagree in English*. [Video]. YouTube. https://www.youtube.com/watch?v=amJ7ApXR0tw.
4. Broenlee, D. (2010, September 1). *How do you help the group reach consensus when they simply don't agree?* Project Smart. https://www.projectsmart.co.uk/team-building/how-do-you-help-the-group-reach-consensus-when-they-simply-dont-agree.php.

5. Help Guide (n.d.). *Social anxiety disorder*. Help Guide. https://www.helpguide.org/articles/anxiety/social-anxiety-disorder.htm/.

6. Writer, S. (2020, September 8). *6 strategies to overcome fear and anxiety*. Real Life Counseling. https://reallifecounseling.us/overcome-fear-and-anxiety/.

7. *Consensus decision making. (n.d.)*. https://thedecider.app/consensus-decision-making.

8. Seeds for Change. (2018, April 11). *How to do consensus decision making*. [Video]. YouTube. https://www.youtube.com/watch?v=FgjgXIxHmmI.

9. Seeds for Change. (2018, April 11). *What is consensus decision making?* [Video]. YouTube. https://www.youtube.com/watch?v=OYMgLi1WrNg.

Module 15: Listening as a Team Skill 2 Hours

Objective:

The objective is to help learners

- Develop listening as a team skill.

Expected Outcome:

The learners shall be able to:

- Use effective listening skills as team leaders and/or team members for the proper functioning of the team.

Module Outlines:

15.1 Listening as a Team Skill
- 15.1.1 Listening Skill
- 15.1.2 Advantages of Effective Listening Skills
- 15.1.3 Types of Listening

15.2 Listening as a Team Member and Team Leader
- 15.2.1 Listening as a Team Leader
- 15.2.2 Listening as a Team Member
- 15.2.3 Improving Listening Skills

15.3 Uses of Active Listening Strategies to Encourage Sharing of Ideas
- 15.3.1 The Importance of Active Listening in the Workplace
- 15.3.2 Strategies for Improving Active Listening Skills to Encourage Sharing of Ideas

15.1 Listening as a Team Skill

"Know how to listen, and you will profit even from those who talk badly". – Plutarch Before starting the discussion on listening as a team skill ask the learners the following questions :

1. Do you have to try hard to control the habit of interrupting others while they are speaking?
2. Are you tempted to jump in and finish someone else's sentence?

If they answer 'yes' to one or both questions, they need to work on improving their listening skills. What is meant by "listening skills", and the role they play in professional and personal life is explained.

15.1.1 Listening Skill*

Listening skill has been discussed in detail in Module 1. Here we are focusing on its advantages and its use to team leaders and members in making their functioning more effective and increasing the organization's productivity. To succeed in any walk of life,

* Refer to Module 1: Listening

listening is a core competency. Listening is the combination of hearing and interpreting. Failure in either part is a failure in listening. Effective listening makes the person who is speaking feel valued, prevents miscommunication, speeds up productivity, and creates more active forums for discussion. Without proper training, two things can hinder effective listening: bad habits and style differences. The first step to being an effective listener is to break and eliminate bad habits. The second step is to understand the different ways people listen, and at the same time recognise the beneficial and potential trouble spots.

15.1.2 Advantages of Effective Listening Skills

Effective listening skills can help anyone become a better listener by eliminating barriers to good listening, improving communication skills, maximizing productivity, and building interpersonal relationships. Effective listening between speaker and listener develops respect and trust. Employees respond better to managers who they think are listening to them intently.

Being a good listener in the workplace has many benefits. People with well-developed listening skills are more productive, better problem solvers, and have healthier interpersonal relationships.

Advantages of effective listening skills:

i) **Mutual trust:** Authentic listening generates respect and trust between the talker and the listener. Employees will naturally respond better to managers who listen intently to their needs.

ii) **Increased productivity:** Problems are solved faster if people are encouraged to explain their problems and are given the freedom to work out solutions before being told what to do.

iii) **Cool and calm perspective :** Listening intently helps both sides to stay calm and cool. It also helps to generate a peaceful environment, especially when the two parties are dealing with a crisis or discussing a sensitive issue.

iv) **Boost confidence:** Great listeners have better self-esteem and self-image because, in their listening, they work toward establishing positive relationships.

v) **Fewer mistakes:** Good listening ensures more accuracy in retaining information. It is far easier to remember important facts later, minimizing the risk of miscommunication and errors.

Activity

A group discussion can be organized and learners can observe the following advantages of listening skills:

- ✓ Effective listening implies concentration and the use of other senses as it is more than just hearing the spoken words.
- ✓ We learn more when we talk less and listen more.
- ✓ The better we listen, the more will we be listened to.
- ✓ Listening makes us more knowledgeable and thoughtful.
- ✓ Without listening, messages are misunderstood and communication breaks down.
- ✓ Good listeners always come across as wise people.

- Good listening and skilful questioning give out a powerful message to those with whom we interact.
- Good listening encourages open, honest and full communication.
- Always seek clarification while listening, to ensure that your understanding is correct.

15.1.3 Types of listening

There are different types of listening. Each is useful in different scenarios and is often practised intuitively.

Different Types of Listening

- *Active listening*: Listening in a way that demonstrates interest and encourages the speaker to continue speaking.
- *Appreciative listening*: Utilizing ways to accept and appreciate the speaker through what he or she says. Seeking an opportunity to praise.
- *Attentive listening*: Listening obviously and carefully, showing attention.
- *Biased listening*: Listening is hindered through the filter of personal .bias.
- *Casual listening*: Listening without attention as it may vary or wander
- *Comprehension listening*: Listening to understand the meaning.
- *Content listening*: Listening to grasp the meaning and better understanding.
- *Critical listening*: Listening to evaluate, criticize, or otherwise pass judgement on what someone else says.
- *Deep listening*: Listening with full concentration to understand the person, the personality and the actual spoken words and unspoken meanings and motivators behind them.
- *Dialogic listening*: An alternative to active listening, which helps to find meaning through dialogue or conversation, asking for clarity and better understanding.
- *Discriminative listening*: Listening for something specific but not paying cognizance to anything else.
- *Empathetic listening*: Seeking to understand what the other person is feeling.
- *Evaluative listening*: Listening to evaluate, criticize, or otherwise pass judgement on what someone else says.
- *False listening*: Pretending to listen but actually of something thinking else.
- *Full listening*: Listening to understand thoroughly and grasp the meaning.
- *High-integrity listening*: Listening from a position of integrity and concern.
- *Inactive listening*: Pretending to listen but spending more time thinking.
- *Informative listening*: Listening to understand. Seeking a little more meaning.
- *Initial listening*: Listening at first then thinking about the response and looking to interrupt.
- *Judgemental listening*: Listening to evaluate, criticize or otherwise pass judgment on what someone else says.
- *Partial listening*: Listening most of the time but also spending some time day dreaming or thinking of a response.

- *Reflective listening*: Listening, and then reflecting to the speaker on what he or she may have said.
- *Relationship listening*: Listening to support and develop a relationship with the speaker.
- *Sympathetic listening*: Listening with concern for the well-being of the speaker.
- *Therapeutic listening*: Seeking to understand what the other person is feeling.
- *Total listening*: Paying very close attention in active listening to what is said to find deeper meaning through how it is said.
- *Whole-person listening*: Seeking to understand the person, the personality and the real and unspoken meanings and motivators.

Learners may visit the following link to acquire more knowledge about listening skills.
http://changingminds.org/techniques/listening/all_types_listening.htm

15.2 Listening as a Team Leader and Team Member

15.2.1 Listening as a team leader

Listening is an important leadership responsibility. Those who do listen are in a much better position to lead the increasingly diverse and multi-generational workforce. Employees respect those leaders who listen because they know how difficult listening can be. The following statistics suggest the importance of effective listening.

- Eighty-five per cent of what we know we have learned through listening.
- Humans generally listen at a 25 per cent comprehension rate.
- On a typical business day, we spend 45 per cent of our time listening, 30 per cent of our time talking, 16 per cent reading and 9 per cent writing.
- Less than 2 per cent of all professionals have had formal education or learning to understand and improve listening skills and techniques

An effective leader should practice the following six effective forms of listening skills:

i) ***Showing concern and care*****:** Employees of any organization want to be led by such leaders who genuinely care about them and what they represent to the team and the organization at large. When a leader cares about the employees, the latter are motivated to work harder and aim to exceed all expectations of the leader. A leader must consider employees as valuable assets bringing unique capabilities and aptitudes to their job, not necessarily limited to their job functions. The amicable relationship between a leader and employees should not end at work. Employees want leaders who care about their general well-being and who can be depended upon during times of professional and personal hardships.

ii) ***Engage with employees*****:** A leader needs to engage in matters important to the employees. When employees share their opinions, the leaders must ask questions for clarity and encourage them to elaborate and expand their perspectives. When a leader engages more actively, he or she is also accountable for follow-up with the employees. The employees know that the leader is listening, paying attention, and attempting to understand what matters most to them.

iii) ***Show empathy*****:** Empathy is a powerful means of listening and interacting. Every employee manages the stress and pressure of the workplace differently. Therefore, the leader needs to be empathetic to how stress and pressure impact an employee's performance. Many leaders would like to avoid emotional interaction, but the best

leaders know how to empathize and make themselves approachable to those who need them. Great leaders know how to balance the head and the heart.

iv) ***Don't judge others*:** Leaders who are effective listeners, do not judge others. Some leaders often harshly criticize those who have a different style or approach. Instead of judging the team members and or the employees, they could be learning from them.

v) ***Practice mindfulness*:** True leaders, if practising mindfulness, actively listen beyond the obvious with both verbal and nonverbal communication. They use body language, facial expressions, and nods to acknowledge the speaker. These types of leaders possess a tremendous degree of executive presence and are always tuned in to the dynamics around them. A leader should be expansively mindful.

vi) ***Don't interrupt*:** Compassionate leaders listen and don't interrupt the flow of the dialogue of the team member. They embrace two-way communication and are aware that with every interruption comes disengagement. They stay focused on what the employees are saying. Staying in the moment, being respectful of others, and listening carefully make a more compassionate leader.

15.2.2 Listening as a team member

Listening, whether as a team member or as an employee, is equally important for the proper functioning of any organization. Each member should therefore practice the most effective form of listening as described by an effective leader.

Some tips for the team members are as follows:

- Encourage the speaker, ask questions, and be considerate.
- Give and take effective feedback and acknowledge.
- Try to understand others' perspectives before responding.
- Be more empathetic and don't rush to take a decision.
- Actively listen and see the body language of the people around.
- Be more open to learning from others.
- Show verbal and non-verbal signs of interest.

15.2.3 Improving listening skills

Listening skills can be improved by practising active listening. Active listening involves three main elements: attention, attitude, and adjustment.

i) **Attention:** We know now that attention is the fundamental difference between hearing and listening. Paying attention to what a speaker is saying requires intentional effort on your part. The listener should quickly ascertain the speaker's central premise or controlling idea. Once this is done, it becomes easier for the listener to discern what is most important. Distinguishing the speaker's primary goal, grasping the main points, and the structure of the speech, all are easier when the listener listens with an open mind.

ii) **Attitude:** Approaching the task of listening with a positive attitude and an open-mind makes listening much easier.

iii) **Adjustment:** Often when we hear someone speak, we don't know in advance what he or she is going to say. Therefore, we need to be flexible and willing to follow the speaker. If the audience members are more intent on reacting to or are intent on anticipating what is going to be said, they will be poor listeners.

Active listening requires the listener to hear, evaluate, and interpret the content of speech. Four types of active listening are:

1) **Paraphrasing:** Paraphrasing is when the listener repeats the essence of the message spoken by the communicator but in different words. As an active listening strategy, paraphrasing is important because it demonstrates that the listener is concentrating on and understanding the speaker's talk.
2) **Reflecting Feelings**: Active listeners reflect the feelings of the communicator in their consideration of the message and their response to the speaker. The communicator will feel validated by the emotional response of the listener and the listener will feel that the message is personal and relevant.
3) **Reflecting Meaning**: Reflecting meaning focuses upon the factual message of the speaker. Reflecting meaning allows the listener to confirm his or her understanding of the speaker.
4) **Summative Reflection**: Summative reflection confirms the content of the message of the speaker. It combines the elements of paraphrasing, reflecting meaning, and reflecting emotion to illustrate the listener's considered evaluation of the speaker's message. Summative reflection requires the listener to incorporate his or her personal views in the description of the speaker's message.

15.3 Uses of Active Listening Strategies to Encourage Sharing of Ideas

15.3.1 The importance of active listening in the workplace

Active listening is a skill that can be acquired. Active listening:

i. **Builds trust:** It is very vital to have trust in each other for a healthy work experience.
ii. **Enhances productivity:** Active listening has countless benefits when it comes to employee productivity. Proper feedback and actively considering the employees' views and ideas are vital for a healthy workplace and performance.
iii. **Resolves conflicts:** Conflicts and mishaps are inevitable in any workplace. Active listening will help people to understand others' perspectives before responding or reacting hastily.
iv. **Builds strong work relationships:** It is important to form healthy work relationships in the workplace for healthy work experience. People who listen to understand form better work relationships and are more empathetic in their approach. The more members in a workplace follow this approach, the better work relationships they form.
v. **Helps self-empowerment:** When people practice active listening and understand what is beneficial for them in the workplace, they become more aware of their work environment and communicate with ease and confidence with the other members of the organization.
vi. **Develop acceptance:** Employers and employees both must be aligned with the common goal for the success of an organization. Therefore, they need to accept each other for their respective parts and actively listen to each other while carrying out their work duties.

15.3.2 Strategies for improving active listening skills to encourage sharing of ideas

i. **Full and undivided attention:** The speaker wants the undivided attention of the listeners. Therefore, the listeners should keep all distractions aside while listening, face the speaker, and try to be present in the conversation.

ii. **Focus the mind:** The listener should focus his or her mind on the key points and make mental notes during a meeting or in any conversation. The mind will do it; just allow it to act and be present. Try to concentrate even if it is boring. If tending to get distracted or start daydreaming, immediately bring back the focus to the conversation.

iii. **No interruptions:** Any interruption during a conversation, gives the speaker the impression that the listener is not interested. Interrupting is not only rude but self-righteous. Sometimes the listener may need to interrupt the speaker to ask a question, but it must be done politely. Take permission before interrupting.

iv. **Ensure understanding:** Understand the purpose of a conversation and the speaker's intention. This understanding is crucial for effective communication and to send across the right message without diluting the original topic.

v. **Be empathetic:** Being empathetic allows the listener to be present with the speaker emotionally and understand him or her. It enables the listener to feel the speaker's emotions whether sad, joyful, or fearful. The listener has to make the effort to be present and always concentrate on the present moment.

vi. **Listen to tone and voice modulation:** Listening to the tone and voice modulation of the speaker helps the listener in sharing ideas.

vi. **Recapitulate points:** This will help in giving feedback to the speaker to clear doubts and keep the conversation transparent.

Assessment

1. Written evaluation.
2. **Through role play:** Learners can play the role of a leader and team members and practice listening skills. The faculty member can observe the performance of learners (as a leader and team member) and assess them.
3. **Self-evaluation of listening skills:** Learners may be asked to visit a few following websites given in the references to know about their listening skills. They may develop their own listening profile and address the challenges of listening effectively.

Suggested Readings & e-Resources:

1. Roy, B. D. (2022, August 1). *Active listening; its skills and importance in the workplace*. Nurture an Engaged and Satisfied Workforce | Vantage Circle HR Blog. https://blog.vantagecircle.com/active-listening/.
2. Smith, L. (2021, June 29). *8 types of listening you need to know and use*. A Conscious Rethink. https://www.aconsciousrethink.com/9861/types-of-listening/.
3. MasterClass. (n.d.). *7 types of listening: How listening styles help you communicate - 2022*. MasterClass. https://www.masterclass.com/articles/how-listening-styles-help-you-communicate#7-typesof-listening-styles.
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5. Skills You Need. (n.d.). *Types of listening*. https://www.skillsyouneed.com/ips/listening-types.html.

6. Magdalein, S. (2016, August 1). *Why listening to your team is so important and how you can be a better listening-leader*. Medium. https://medium.com/@scottmagdalein/why-listening-to-your-team-is-so-important-and-how-you-can-be-a-better-listening-leader-17b7edb09f34.

7. *Sample assessment rubrics - new york state education department*. (n.d.). http://www.nysed.gov/common/nysed/files/programs/world-languages/lotecassess.pdf.

8. RCampus. (n.d.). *IRubric: ESL assessment rubric*. RCampus. https://www.rcampus.com/rubricshowc.cfm?code=Q522CA&sp=true.

9. *Imhof, M.* (2017). *HURIER listening profile* – Research Gate. https://www.researchgate.net/publication/319444700_HURIER_Listening_Profile.

Module 16: Brainstorming 1 Hour

Objectives:

The objectives are to help learners

- Describe group and individual brainstorming techniques for idea generation and showcase the principles of documentation of team session outcomes.
- Generate, share and maximize new ideas with the concept of brainstorming.

Expected Outcomes:

The learners shall be able to:

- Generate, share and maximize new ideas with the concept of brainstorming.
- Document key critical ideas/thoughts articulated and action points to be implemented with timelines in a team discussion (as through a MOM) in identified applicable templates.

Module Outlines:

16.1 Brainstorming as a Technique to Promote Idea Generation

- 16.1.1 Brainstorming: The Meaning and Process
- 16.1.2 Procedure for Conducting Brainstorming
- 16.1.3 Importance of Using the Brainstorming Technique
- 16.1.4 Types of Brainstorming

16.2 Learning and Showcasing the Principles of Documentation of Team Session Outcomes

16.1 Brainstorming as a Technique to Promote Idea Generation

The faculty member can start a discussion on brainstorming as a technique by asking the following questions to learners:

- What is brainstorming?
- How many of you have participated in a brainstorming session?
- How is it conducted?
- How it is beneficial to an organization in taking any decision?

Learners will note down their answers. Watch the following video before starting a discussion on brainstorming.

https://www.youtube.com/watch?v=YXZamW4-Ysk

(Brainstorming Techniques to Create New Innovative Ideas (includes challenge))

The faculty member may describe the concept of brainstorming and various techniques to conduct brainstorming.

16.1.1 Brainstorming: The Meaning and Process: The term brainstorming was popularized by A. F. Osborn in the 1953 book *Applied Imagination.* Brainstorming is primarily a group technique used to find a solution for a specific problem. In this technique a group of people

at a meeting think more freely and they encourage sharing as many spontaneous new ideas as possible to deal with a specific problem. All these ideas are noted down without any criticism. These ideas are evaluated after a brainstorming session and a solution is arrived at.

16.1.2 Procedure for Conducting Brainstorming: Osborn suggested that the focus of brainstorming should be to: reduce social inhibitions among group members, stimulate idea generation, and increase the overall creativity of the group. According to Osborn, these four general rules of brainstorming should be followed for effective outcomes:

- **Invite more ideas**: The assumption is that the greater the number of ideas generated, the better the chances of producing a radical and effective solution. This rule aims at enhancing the divergent production of ideas.
- **Avoid criticism**: Members of the group should not criticize any idea of the members. Participants should focus on extending or adding to an idea. In the absence of criticism, the participants feel free to generate unusual ideas.
- **Welcome wild ideas**: Wild ideas should be encouraged to get a good and wide range of ideas/ suggestions. They can be generated by looking from new perspectives and suspending assumptions. These new ways of thinking might give better solutions.
- **Combine and improve ideas**: As suggested by the slogan "1+1=3" it is believed to stimulate the building of ideas by a process of association.

According to Osborn, brainstorming should address a specific question rather than addressing multiple questions. Further, the problem must require the generation of ideas rather than judgement. He suggests examples such as, "generating possible names for a product as proper brainstorming material, whereas analytical judgments such as 'whether or not to marry' do not have any need for brainstorming."

16.1.3 Importance of Using the Brainstorming Technique: As compared to conventional group problem-solving techniques, brainstorming provides a free and open environment that encourages everyone to participate. Original and sometimes unusual ideas of members are welcomed and built upon. All members are encouraged to contribute fully and freely. This helps in developing a rich array of creative solutions. It increases the richness of ideas explored, which means better solutions to the problems are obtained. While brainstorming can be effective, it is important to approach it with an open mind and a spirit of non-judgment.

16.1.4 Types of Brainstorming: Brainstorming can be done individually or in a group.

- **Individual Brainstorming:** In individual brainstorming, the individuals generate ideas on their own more freely and creatively. They do not have to worry about the reaction of other members. However, in individual brainstorming, it is not possible to develop ideas as fully as in a group. The group members have wider experience which is shared in group brainstorming.

  Individual brainstorming produces more ideas and sometimes better ideas than group brainstorming. It is most effective when a simple problem needs to be solved, a list of ideas to be generated, or a broad issue is to be focused on.

  A comfortable and peaceful place to sit and think should be selected for an individual brainstorming session. Using 'Mind Maps' to arrange and develop ideas helps.

- **Group Brainstorming:** Group brainstorming is often more effective for solving complex problems. In group brainstorming, one can take full advantage of the experience and creativity of all team members. The creativity and experience of group members is shared more efficiently in this situation. Ideas can be developed in greater depth with group brainstorming than with individual brainstorming.

  Sometimes group members do not strictly follow the rules of brainstorming, and bad behaviours creep in. Some members pay so much attention to the ideas of other members that they do not generate their own ideas. Sometimes there is a 'blocking'. It means members forget these ideas while they wait for their turn to speak.

  Size of Groups: The size of the group should be small. Osborn suggests groups of around 12 participants, including both experts and novices. If the participants are from a wide range of disciplines, it makes the session more creative. In group brainstorming, every member feels that he or she has contributed to the solution, and it gives an idea to people that others have creative ideas to offer. It helps in team building. Participants are encouraged to provide wild and unexpected answers. Ideas receive no criticism or discussion. The group simply provides ideas that might lead to a solution and apply no analytical judgement as to the feasibility. The judgements are reserved for a later date.

  The leader has to conduct the session tightly as sometimes unusual suggestions may appear to lack value at first sight. It can be risky for individuals.

Activity

Demonstrate a brainstorming session using the following steps:

- ✓ Define the problem clearly and lay out any criteria to be met.
- ✓ Keep the session focused on the problem.
- ✓ Ensure that no one criticizes or evaluates ideas during the session. Criticism introduces an element of risk for group members when putting forward an idea. This stifles creativity and cripples the free-running nature of a good brainstorming session.
- ✓ Encourage an enthusiastic, uncritical attitude among members of the group. Try to get everyone to contribute and develop ideas, including the quietest members of the group. Let the people have fun brainstorming. Encourage them to come up with as many ideas as possible, from solidly practical ones to wildly impractical ones. Welcome creativity.
- ✓ Ensure that no train of thought is followed for too long.
- ✓ Encourage people to develop other people's ideas, or to use other ideas to create new ones.
- ✓ Appoint one person to note down ideas that come out of the session. A good way of doing this is to use a flip chart. This should be studied and evaluated after the session.

Wherever possible, participants in the brainstorming process should come from as wide a range of disciplines as possible. This brings a broad range of experience to the session and helps to make it more creative.

Using computer-based tools for group brainstorming is an option worth exploring. If you are reasonably quick with a keyboard and mouse, these tools significantly improve the quality and effectiveness of a brainstorming session.

Learners may be asked to explore other brainstorming techniques and use different techniques in brainstorming. They can visit the following link:

https://business.tutsplus.com/articles/top-brainstorming-techniques--cms-27181

They can also watch the following videos to get a better understanding:

Six Creative Ways to Brainstorm Ideas

https://www.youtube.com/watch?v=yAidvTKX6xM

Brainstorming Done Right!

https://www.youtube.com/watch?v=9K8W4ooygUU

How to Brainstorm Alone

https://www.youtube.com/watch?v=ja8HqSAIQVE

Brainstorming with Mind Maps in a Group

https://www.youtube.com/watch?v=O0lEj2d-ipE

After the session, the groups are required to present the outcomes as generated during a brainstorming session followed by a discussion on each group presentation. Other groups can be observers and at the same time give their remarks on the session once the session is over.

Activity

✓ Ask learners to visit the following website and similar ones to learn documentation of team session outcomes. They may be asked to present the outcomes of their sessions using a particular technique of brainstorming.

https://www.mindtools.com/brainstm.html

Brainstorming is a great way of generating radical ideas. During the brainstorming process, there is no criticism of ideas, as free rein is given to people's creativity (criticism and judgement cramp creativity). This often makes group brainstorming sessions enjoyable experiences, which are great for bringing team members together. Individual brainstorming is best for generating many ideas but tends to be less effective at developing them. Group brainstorming tends to develop fewer ideas, but takes each idea further. Group brainstorming needs formal rules for it to work smoothly.

16.2 Learning and Showcasing the Principles of Documentation of Team Session Outcomes

Once the brainstorming session is finished, a huge pile of post-it notes to work with is left. Some of the ideas will never see the light of day. Now the task is to find, "the one most workable". The challenge often lies in determining how to incorporate the relevant ideas gathered during the session into actionable insights that will result in meeting the needs of the organization/business. It is easy to facilitate a brainstorming session but requires a lot of analysis, and possibly, more brainstorming to be done to identify the best way forward.

After the meeting, the faculty member should document the outcomes.

The documentation process is a secondary review and creates the opportunity to ensure that the ideas are clear and support the objectives. This serves as an artefact memorializing the meeting and forms the basis for subsequent work. The document should include:

- Meeting objective,
- Synthesis of brainstorming,
- Summary of important ideas, and
- Appendix with all cards listed along with the number of votes received.

Often, the meeting summary is sent to the participants for their review. The review is a "cold wash" where participants have the opportunity to contemplate the outcomes

Assessment

- Written evaluation.
- Peer observation reports of the behaviour and participation of each learner during a brainstorming session. The faculty member may develop some criteria with the help of learners to assess the knowledge and learning of skills.
- Self-learning report of each learner about their experience and reflection during a brainstorming session.

Suggested Readings & e-Resources:

1. Osborn, A. F. (1963). *Applied imagination: Principles and procedures of creative thinking (3rd ed.)*. New York, NY: Charles Scribner's Sons.
2. Wikimedia Foundation. (2022, November 16). *Brainstorming. Wikipedia*. https://en.wikipedia.org/wiki/Brainstorming.
3. Rudy, L. J. (2020, April 23). *19 top brainstorming techniques to generate ideas for every situation*. Business Envato Tuts+. https://business.tutsplus.com/articles/top-brainstorming-techniques--cms-27181.
4. What is brainstorming? (n.d.). Infinite Innovations Ltd http://www.brainstorming.co.uk/tutorials/whatisbrainstorming.html.
5. Mind Tools Content Team (n.d). *Brainstorming*. Mind Tools https://www.mindtools.com/acv0de1/brainstorming.

Video References:

1. Sprouts. (2017, November 28). *Brainstorming techniques: How to innovate in Groups*. [Video]. YouTube. https://www.youtube.com/watch?v=YXZamW4-Ysk.
2. Investis Digital, Formerly Vertical Measures. (2013, May 28). *Six creative ways to brainstorm ideas*. [Video]. YouTube. https://www.youtube.com/watch?v=yAidvTKX6xM.
3. Ed Muzio. (2011, November 30). *Brainstorming done right!* [Video]. YouTube. https://www.youtube.com/watch?v=9K8W4ooygUU+%28Brainstorming+Done+Right%21%29.
4. Investis Digital, Formerly Vertical Measures. (2015, January 16). *Brainstorming with mind maps in a group*. [Video]. YouTube. https://www.youtube.com/watch?v=O0lEj2d-ipE.

Module 17: Social and Cultural Etiquette 2 Hours

Objectives:

The objectives are to help learners

- Describe social and cultural etiquette in improving interpersonal relationships.
- Describe the role of social and cultural etiquette in an organization.

Expected Outcomes:

The learners shall be able to:

- Use social and cultural etiquette in an organization for better teamwork.
- Use social and cultural etiquette for effective interpersonal relationship

Module Outlines:

17.1 Etiquette:
- 17.1.1 Meaning
- 17.1.2 Need for Effective Interpersonal Relationships*

17.2 Aspects of Social and Cultural/Corporate Etiquette in Promoting Teamwork
- 17.2.1 Social Etiquette
- 17.2.2 Cultural Etiquette and its role in promoting teamwork
- 17.2.3 Corporate/Professional Etiquette

17.1 Etiquette

17.1.1 Meaning: Etiquette is a code of behaviour that delineates expectations for social behaviour according to contemporary conventional norms within a society, social class, or group.

Etiquette is a set of customs and rules, that control accepted behaviour in particular social groups or social situations.

The foundation of proper etiquette is behaviour that is accepted as gracious and polite in social, professional, and family situations. Good manners can mean the difference between success and failure in many aspects of life. Knowing and exhibiting proper etiquette is essential to any civilization.

17.1.2: Need of Effective Interpersonal Relationships: Our lives as social beings are founded on interpersonal relationships and communication skills. To this end, our success and failure as individuals in a community depend on these skills. We need to learn these skills to live and work meaningfully with other people. We can begin with family members at home, classmates and friends in schools and colleges, co-workers in the workplace. and extend to other known and unknown people in different places and at different stages of our lives. Etiquette plays an important role in maintaining an effective interpersonal relationships.

* Refer to Modules 1 Listening, 7 Communication, and 12 Cognitive and Non-Cognitive Skills

Etiquette:

- Makes a person a cultured individual who leaves his or her mark wherever he or she goes.
- Teaches the way to behave in society.
- Is essential for developing healthy interpersonal relationships with superiors, parents, fellow workers, and friends. Etiquette helps individuals to value relationships.
- Enables individuals to earn respect and appreciation in society. Etiquette inculcates a feeling of trust and loyalty in the individuals, and they become more responsible and mature.

17.2 Aspects of Social and Cultural/Corporate Etiquette in Promoting Team Work

17.2.1 Social Etiquette: Social etiquette involves the behaviour of an individual with people in society, friends and others. Practising social etiquette in interacting with people helps in developing trust and better interpersonal relationships. It also prevents people from being embarrassed later because of any unbecoming or offensive behaviour.

i) Basic social etiquette rules

Activity

Organize a brainstorming session on social etiquette. Ask learners to prepare a list of social etiquette people practice in social settings. After the brainstorming session, cross-check whether learners have identified all etiquette listed below. If they have left any, describe them.

- ✓ Always be on time for get-togethers to show respect for other people's time.
- ✓ Make eye contact during a conversation. Avoid looking over the other person's shoulder unless you see potential danger.
- ✓ Never interrupt the other person unless it is very essential.
- ✓ Give and receive compliments graciously.
- ✓ Don't gossip with and about friends. After all, if you share gossip with someone, that person will wonder what you are saying behind his or her back.
- ✓ Hold doors for anyone who seems to be struggling, including physically challenged people and parents with young children.
- ✓ Always carry a gift for the host or hostess, if invited formally.
- ✓ Do not visit friends or others during illness to avoid their exposure to illness.
- ✓ Cover your mouth and nose when you sneeze.
- ✓ Pay your share when you are with a friend or group. If you stiff your friends, they may not invite you again. This includes tipping.

ii) Basic social media etiquette rules*: In the present times, almost all people in all age groups use social media for interacting with each other. However, they need to be well aware of following etiquette or rules during the interaction.

- Never post anything on any forum that you wouldn't want the world to see.
- Avoid put-downs, regardless of how witty they may sound.

* Refer to Module 5: Digital Literacy and Social Media; and Module 6: Digital Ethics and Cyber Security

- Don't divulge too much information about yourself or your family to protect your family.
- Self-promotion is okay in limited amounts. There are others who need your attention, so take some time to respond to their posts and offer praise when needed.
- If you make a mistake on social media, own it. Offer a sincere apology and avoid doing it again.
- Follow the rules of the social media that you are using.

iii) Role of social etiquette in promoting teamwork: Workplace etiquette improves work relationships. It shows your team that you care about them, their work, and their value to the team.

Following are seven ways you can use workplace etiquette and courtesy to set you and your team apart in any economy:

- **A positive attitude is the key:** Have a great positive attitude like your job depends on it. Always express a positive attitude about the organization and the team. Professionals appreciate being acknowledged by teammates when they arrive at work.
- **Mark nonverbal communication*:** Always make good eye contact in interaction with people to show you are listening. Avoid crossing the arms over your chest as this can indicate you are not approachable. Greet your team with a good handshake or any other friendly gesture.
- **Be punctual:** It is important to be on time or a few minutes early for work and meetings regardless of age, job title, or level in the team hierarchy. Punctuality shows your team that you respect them and their time. Try to complete tasks and projects on time, too; don't let the team down with excuses.
- **Use proper tech etiquette:** These include timely replies to the emails and phone calls of the team members, if possible or within 24 hours.
- **Provide support to team members:** It is always appreciated to help and show support to a teammate if he or she has a heavy day and deadlines to meet and you don't, step up and offer to help.
- **Contribute value to team meetings:** Focus on the meeting, not on side conversations or the phone. Be open to others' ideas and points of view. Let others finish speaking before sharing your thoughts or ideas.
- **Show appreciation:** Sincerely appreciate the team members using appropriate words and gestures to thank them as often as possible, both publicly — when appropriate — and privately. If your boss congratulates you on a job well done and you got help from your team members, be sure to tell your boss so they too can receive credit. This indicates fair-mindedness and honesty of purpose. The team members will appreciate you more and will happily work with you on the next big project.

The practice of this workplace etiquette and courtesy leads to job success and promotion as well as to the success of the team.

* Refer to Module 7: Nonverbal Communication

17.2.2 Cultural etiquette and its role in promoting teamwork: Cultural norms or etiquette vary from country to country, and even from community to community. There is a diversity of social etiquette across cultures. One must learn which rules and norms apply to a particular location.

Activity

✓ Ask learners to share their experiences with culturally divergent people. Whether they felt any problems? If yes, how did they resolve it?

We live in a world with a globalized workforce where many organizations have teams that span different offices, time zones, and continents. It can be challenging for a team leader to manage a culturally-diverse team. Even for a company that operates in one country, the movement of labour across borders means that cultural diversity is becoming a normal facet of the workplace. Managers and leaders are facing some issues like dealing with cultural differences, language barriers, and remote team members.

The following five tips may help in strengthening the cross-cultural team.

i) **Acknowledge and respect cultural differences:** Cultural diversity in a team can manifest itself in different ways: language, culture, behavioural differences due to norms and values, and even different meanings or significance attached to words, ideas or actions. So it is important to learn what those differences are because one's cultural background informs how we interact with others.

One way to encourage this understanding of cultural diversity is to discuss cultural differences in a team meeting where everyone can share cultural backgrounds and expectations about communication and working style. This can be done informally through activities such as "ice breakers". Select activities where team members get to learn more about each other by asking questions and sharing information about their backgrounds.

For a better understanding of cultural differences, learners may be asked to visit the following link

https.//www.geert-hofstedee./national-cultural.html.dimensionmodel

(Geert Hofstede's cultural dimension model)

This model provides a starting point for understanding what drives people from different cultures, and how we can adapt our working and communication styles to work better together in a cross-cultural team.

ii) **Establish norms for the team:** Each team needs to set its own rules and norms depending on its makeup and other factors that affect collaboration. Issues such as standard operating procedures (SOPs) for timely replies to emails, proper email and document templates to ensure clear communication, frequency of team meetings, the structure of team reporting, and so on may be considered. Building norms that are specific to a team improves the ease of collaboration and optimizes team performance.

After establishing the team norms, it is important to regularly check with the team to see how effective these norms are. Modify the norms that are not working well.

iii) **Develop a team identity and outline roles and responsibilities:** Everyone in any team must know what they are working toward, especially in a cross-cultural team.

Having a shared goal and a common vision of how to achieve it gives the team an identity that can unite its members and promote teamwork.

Developing a team identity helps in finding commonalities between team members. Encourage the team members to get to know each other in a social context. Personal connections within the team make working together much easier.

Breaking down the common goal into actionable steps and assigning each individual his or her role and responsibilities reduces the chance of misunderstandings. Everyone in the team knows the importance of his or her contribution. It sets expectations for what needs to be done, by whom and when. Clarity of each team member's contribution also makes it easier to address the team's performance as a whole.

iv) **Over-communication:** Over-communication is a good thing especially with a culturally diverse team. Most of the time, we take it for granted that colleagues or team members with the same frame of reference or cultural background completely understand what we say. But team members of different ethnicity, nationality, or background need extra and clearer communication to avoid any misunderstanding.

Use simple and clear language when using electronic communication media, and check that the other party fully understands what is said. Ask them to rephrase to confirm their understanding by cultivating an environment where the members can ask questions and clarify any doubts. Give everyone the bigger picture and the clear information they need to successfully do their part. This will reduce conflict and team dysfunction.

v) **Build rapport and trust:** A safe environment should be created where the team members can collaborate better with each other. Respecting differences, following through on group norms, and having a common goal help build unity within a team.

It is crucial to provide some time for face-to-face interaction especially for cross-border or remote teams where employees spend most of the time separate from their team members. Real-life interaction provides nuances such as tone of voice, eye contact, and body language that make communication easier. If meeting in person is not possible, occasional video calls can help.

vi) **Leverage cultural diversity:** Having a cross-cultural team presents opportunities for creativity, innovation, and learning from others of a different background. Accepting differences, new perspectives, and different ways of doing things. The challenges of having cross-cultural teams can be handled successfully with sensitivity and respect for other cultures. Most people understand and accept cultural differences in their workplace, there is a need to institute a framework that makes it easier to understand each other and collaborate.

17.2.3 Corporate and/Professional Etiquette: An employee needs to follow professional etiquette to allow others to see that he or she is a polite, civilized coworker who knows how to be nice and can positively represent the company. This contributes in creating a good image and helps in the promotion. Basic professional etiquette rules are:

- Always arrive on time.
- Dress appropriately as per the office environment.
- Use appropriate ways of greeting people from different backgrounds.
- Never interrupt conversations unless there's an emergency.
- Remove papers from the copier, fax machine, and scanner after you are finished with the task.

- Don't disturb other people unnecessarily while they're working.
- Praise others for a job well done.
- Never take credit for other people's work.
- Be friendly to clients, visitors, and guests. Offer them a seat if they have to wait.
- Use appropriate volume and tone of voice and avoid raising the voice.
- If someone else is angry, refuse to join in an argument or rave and rant in return.
- Don't touch other people's personal belongings.
- Observe proper etiquette regarding personal space.
- Keep office correspondence brief and avoid interjecting personal opinions unless it is necessary.
- Maintain a professional image when decorating the office or cubicle.

Activity

✓ Learners may visit a corporate office or any other organization and observe whether the above corporate/professional etiquette codes are being practised by the employees or not. They can also interview the employees and the managers. A report can be prepared and presented in class.

Assessment

1. Written evaluation.
2. **Role play:** Practice social and cultural etiquettes during role play in the classroom in small groups — observation and evaluation by the faculty member and peers.
3. **Self-reporting**: Record of practising social etiquettes with friends and peers, seniors, teachers and family members by maintaining a diary.
4. Evaluation of the report of the visit to any corporate/professional organization to observe etiquette being practised by the employees.

Suggested Readings & e-Resources:

1. Lyon, S. (2022, September 22). *How to be socially acceptable in all situations*. The Spruce. https://www.thespruce.com/what-is-etiquette-and-why-is-it-important-1216650.
2. Wagner, R. (2017, August 11). *Workplace etiquette: 7 tips to build teamwork in any economy*. Rachel Wagner | Etiquette & Protocol. https://www.etiquettetrainer.com/workplace-etiquette-build-teamwork/.
3. Bentley University. (2022, December 7) *7 ways to promote diversity in the workplace*. https://www.bentley.edu/news/7-ways-promote-diversity-workplace.

Videos

1. SkillActz. (2019, August 7). *Modern Social Etiquette You Should Follow | skillActz | Personality Development Training*. [Video]. YouTube. https://www.youtube.com/watch?v=2nEvKZ4SG2c.
2. K A (2019, February 4). *Basic social etiquettes* [Video]. YouTube. https://www.youtube.com/watch?v=88zGGAjCh4o.

Module 18: Internal Communication 1 Hour

Objectives:

The objectives are to help learners

- Understand the need for effective internal communication.
- Describe the tools for effective internal communication.

Expected Outcomes:

The learners shall be able to:

- Use common technology messaging tools that are used in enterprises for the flow of information and transition from command and control to informal communication during an online/offline team session.
- Actively use and operate online team communication tools: Webinar, Skype, Zoom, Google hangout and many more.

Module Outlines:

18.1 Internal Communication: Meaning and Need

18.1.1 Meaning

18.1.2 Need for Internal Communication

18.2 Use of Various Channels of Transmitting Information to Team Members including Digital and Physical

18.1 Internal Communication: Meaning and Need

18.1.1 Meaning: The transmission of information within an organization is known as internal communication. Effective internal communication plays an important role in the proper functioning of an organization or institution. It is the sharing of information, knowledge, ideas, and beliefs between the members of the organization or institution.

Internal communication can be formal or informal. It depends upon the persons with whom one is communicating. The informal or not-so-formal language is generally used in communications between colleagues. The language used in communication with seniors is formal. The conditions for effective internal communication are:

- There should be an open and clear reason for communication.
- There should be an understanding of the need of the employees.
- Communication should be consistent and regular.
- The language of communication should be clear, to the point, and brief.
- Two-way communication should be allowed.
- The use of vocabulary should be good.

18.1.2 Need for Internal Communication: Internal communication is very important for the growth of any organization/institution. The role of internal communication is as follows:

- Increases productivity.

- Leads to effective and responsive customer service.
- Facilitates easy attainment of goals.
- Reduces day-to-day conflict between team members.
- Enables fast response.
- Helps in fast decision-making.
- Helps in motivating the employees.

18.2 Use of Various Channels of Transmitting Information to Team Members including Digital and Physical*

Common Tools/ Techniques of Internal Communication are:

i) Online communication tools

- Webinar
- Skype
- Zoom
- Google hangout
- Facebook
- Whatsapp
- Company blogs
- Twitter
- E-mails within an organization

ii) Offline communication

- Group meetings
- Employee training within an organization
- Personal meetings
- Telephonic conversation between employees
- Inquiry of employee
- Staff communication through circulars/notices/memos
- Company newsletter.

Assessment

The learners may be asked to visit any organization/institution and:

- Find out the tools used for internal communication within the organization/institution.
- Learn the strengths and weaknesses of each tool (may take feedback from employees and employer/ seniors)
- Prepare the write up and present it for discussion in the classroom. This will help to understand the effectiveness of the types of communication tools in making communication more functional and productive within an organization.

* Refer to Module 5: Digital Literacy and Social media; and Module 6: Digital Ethics and Cyber Security

Assessment

1. Written evaluation.
2. Evaluation of the write up on the visit to the organization/institution and presentation in the classroom. The faculty member may develop criteria with the help of learners to assess the knowledge and learning of skills.

Suggested Readings & e-Resources:

1. Sinclair, S. (2021, February 8). *This is why internal and external communication should work in Harmony*. Employee Engagement App. https://www.talkfreely.com/blog/internal-and-external-communication.
2. Team, H. C. (2022, November 14). *12 reasons why Internal & External Communications go hand-in-hand*. Haiilo. https://haiilo.com/blog/12-reasons-why-internal-external-communications-go-hand-in-hand/.
3. Gomez, R. (2021, November 11). *Kickstart your internal communications strategy with these best practices*. Sprout Social. https://sproutsocial.com/insights/internal-communications-guide/.

Course 3: Leadership and Management Skills

Context with Justification:

Leaders are foundations of society, who face and win against adversities and odds of life. Through their words and deeds, they show the path to others and transform into inspirational role models, vividly affecting social life. In the current times of cut-throat competition, disbelief in values and techno-centric complex lifestyles, there is a dire need to emphasize the 'human' agency in community living. This can be done by cultivating and nurturing the innate leadership skills of the youth so that they may transform these challenges into opportunities and become torchbearers of the future by developing creative solutions.

Objectives:

The course is designed to help learners to:

- Develop essential skills to influence and motivate others.
- Inculcate emotional and social intelligence and integrative thinking for effective leadership.
- Create and maintain an effective and motivated team to work for society.
- Nurture a creative and entrepreneurial mindset.
- Make learners understand personal values and apply ethical principles in professional and social contexts.
- Familiarize the learners with the budgeting process and make them conscious of the significance of budgeting, savings, and investment.

Expected Outcomes:

The learners shall be able to:

- Examine various leadership models and understand/assess their skills, strengths and abilities that affect their leadership style and can create their leadership vision.
- Learn and demonstrate a set of practical skills such as time management, self-management, handling conflicts, and team leadership.
- Understand the basics of entrepreneurship and develop business plans.
- Apply the design thinking approach for leadership.
- Appreciate the importance of ethics and moral values for the making of a balanced personality.
- Allocate their available funds judiciously, maintain an account of their current expenses and plan for savings and investments.

Credit: 02		
Duration: 30 Hours		
Number and Titles of Modules:		
Module 19	Leadership Skills	6 Hours
Module 20	Managerial Skills	6 Hours
Module 21	Entrepreneurial Skills	6 Hours
Module 22	Innovative Leadership and Design Thinking	5 Hours
Module 23	Ethics and Integrity	6 Hours
Module 24	Managing Personal Finance	1 Hour

Module 19: Leadership Skills 6 Hours

Objectives:

The objectives are to help learners to:

- Develop essential leadership skills to influence and motivate others.
- Inculcate emotional and social intelligence and integrative thinking for effective leadership.

Expected Outcomes:

By the end of this module the learners shall be able to:

- Examine various leadership models and understand/assess their skills, strengths and abilities that affect their own leadership style.
- Create their leadership vision.

Module Outlines:

19.1 Understanding Leadership and Its Importance

19.2 Models of Leadership

19.3 Basic Leadership Skills

19.1 Understanding Leadership and Its Importance

The leader is the one who influences and motivates others to make their best efforts to achieve individual and group goals. The learners may be shown pictures of a few prominent leaders from different arenas, such as politics, business, sports, history, and local leaders and asked the following questions:

1. Why are they considered leaders?
2. What were their achievements?

The role of a leader as an influencer and motivator may be linked with responses to the questions asked. A brief theoretical description of key leadership traits may be presented and linked with responses to the questions asked.

Example: Mahatma Gandhi's key leadership traits were (i) to be able to walk his talk at every level; he practised what he preached, and thus motivated everyone (ii) Persistence, a quality due to which he got support across the nation, (iii) Acceptance of failure- he learnt from his failures and improved, learnt to negotiate and network (iv) Empowerment of people- he ensured that everyone remains connected to a goal (v) Discipline- which made him a focused leader with do or die attitude.

The learners may be advised to watch the first 11 minutes of the lecture on Leadership (Lecture 9) on this video link to get more insights https://nptel.ac.in/courses/122/108/122108038/

19.2 Models of Leadership

Leaders use different methods to influence others to make their best efforts. Their methods are

referred as styles of leadership that may be classified as authoritarian/autocratic, participative/ democratic, free-rein leadership or entrepreneurial leadership. The next 15 minutes of the same video lecture on Leadership (referred above in 19.1) may be shown to explain the various Leadership Styles.

Learners may be shown pictures of prominent democratic/participative leaders, and autocratic leaders from public life or history (for example, Mahatma Gandhi versus Hitler) and a discussion may be held on the difference in their styles.

19.3 Basic Leadership Skills

- Motivation
- Teamwork*
- Negotiation
- Networking

A leader should possess certain skills that can motivate and steer her/his followers/ team members towards purposeful action. There is no single way to lead in all circumstances, therefore, a key characteristic of any leader should be flexibility and the ability to adapt to dynamic circumstances. Additionally, the leader should have the following traits like-

Motivation- is a goal-oriented characteristic that helps a person achieve his objectives. It pushes a person to work hard and strategically to attain a goal.

Teamwork- is a compound word combining team and work. Making the team members work harmoniously together to achieve a goal is a key trait of a leader.

Negotiation- Leadership skills in negotiation are used to understand the interests of those whom a person is leading and to find ways of satisfying those interests.

Networking- Building good working relationships with the people who can help in getting the jobs done or attain goals.

A leader of a work group is a member of the group who motivates others to work together as a team to ensure that the group achieves its goals successfully. The leader of the group successfully negotiates with the members to convince them to believe in group goals and to devote time and effort to achieve them.

The learners may be divided into groups of six to eight each. Each group may be given a specific task to accomplish and present in the next session. The task could be any one of the following:

1. Prepare a report/presentation/movie/video on your city
2. Prepare a report/presentation/movie/video on your college
3. Prepare a report/presentation/movie/video on the favourite sports of the group.

The group may choose its own task with the approval of the faculty. In the class, the group members will discuss and plan their activities and assign roles to each member of the group for completing the task.

* Refer to Module 12 Cognitive and Non-cognitive Skills

Activity

1. Present the report/video prepared by each group if time permits, otherwise the report may be submitted directly to the faculty.

Each group is asked to answer the following questions:

a. Did someone emerge as the leader of the group activities?

b. Was the group leader effective in motivating the members to work as a team and complete the task? Yes/No and why?

c. What kind of leadership style did the leader adopt?

The learners may be advised to watch the lecture on Leadership styles in this NPTEL course on Leadership https://nptel.ac.in/courses/122105021/9 and the following video on their own https://www.youtube.com/watch?v=laGZaS4sdeU

The learners should search for two Technology, Entertainment, Design (TED) talks on leadership, from YouTube, which they find interesting and useful. They must then prepare a summary of each talk in 200 words and submit to the teacher at the next class. The faculty could use these for assessing the level of learner learning.

2. **Role Play**: Select three volunteers from among the learners. Explain a leadership situation.

For example :

Mr. A, a teacher in a college was reaching late to college and for departmental meetings for many weeks. He was however, taking all his classes and was completing his evaluation work on time. But he had not completed any administrative task assigned to him. His colleagues complained to the principal of the college about his lack of cooperation. The principal called Mr. A to talk to him about his undisciplined behaviour.

One learner must play the role of Mr. A while another plays the role of the Principal who will interact with the 'teacher' as a very autocratic leader. The faculty will give him a few statements which reflect his dictatorial style of functioning.

Next, the same learner plays the role of Mr. A as before, and another learner now plays the role of the Principal who will interact as a very democratic leader.

The difference in the interaction between the two role plays is to be interpreted by the faculty member.

TED talk summary: The teacher may read out a few summaries submitted by the learners and discuss them in the class.

Point to Remember:

A recap of all previous proceedings.

Note: During group-based activities (as mentioned above) learners should be encouraged to use collaborative tools (online) and/or apps that are freely available to hone their digital skills.

Assessment

- Written evaluation.
- **Peer evaluation:** A brief case on leadership may be given to the learners. The case will be analysed by learners in groups of four members eeach with a duration of 30 minutes. The analysis submitted by each group on a sheet may be evaluated by distributing the sheets among the groups and letting them mark each other's analysis with guidelines provided by the faculty/faculty member.

Suggested Readings & e-Resources

Books

- Ashokan, M. S. (2015). *Karmayogi: A Biography of E. Sreedharan*. Penguin Random House, London, UK
- Martin, R. (2007). *How successful leaders think*. Harvard Business Review 85(6), 60.
- Maxwell, J. C. (2007). *The 21 Irrefutable Laws of Leadership. 10th Ed*. Nashville, USA: Thomas Nelson.
- Sinek, S. (2009). *Start with Why: How Great Leaders Inspire Everyone to Take Action*. Portfolio London: Penguin.

e-Resources

1. Fries, K. (2019). *Eight Essential Qualities That Define Great Leadership*. Forbes. https://www.forbes.com/sites/kimberlyfries/2018/02/08/8-essentialqualities-that-define-great-leadership/#452ecc963b63.
2. Akhilesh, K. B. (n.d). *Lecture no 9 Leadership in the NPTEL Course on Evolution of Management.* https://nptel. ac.in/courses/122/108/122108038/.

Module 20: Managerial Skills 6 Hours

Objectives:

The objectives are to help learners to:

- Understand the basic managerial functions and the skills required of a manager.
- Develop Self-Management skills.

Expected Outcomes:

The learners shall be able to:

- Demonstrate a set of practical skills such as time management, self-management and handling conflicts
- Create and maintain an effective and efficient team to work for society.
- Apply Self-Management skills in conducting their day to day activities

Module Outlines:

20.1. Basic Managerial Skills
20.2 Self-management Skills
20.2.1 Emotional Quotient
20.2.2 Developing Self-Awareness with JOHARI Window

20.1 Basic Managerial Skills

- Planning for Effective Management
- How to Organize Teams?
- Recruiting and Retaining Talent
- Time Management
- Conflict and Stress Management.

Planning for Effective Management, Organizing Teams, Retaining and Recruiting Talents

Managing involves effective and efficient utilization of resources. Effectiveness is determined by the quality of performance whereas efficiency is a quantitative measure of performance. Effectiveness and efficiency can be achieved by carrying out the functions of planning, organizing, recruiting and retaining and directing the performance of a work team. The nature and importance of these functions can be explained with the help of a discussion on this hypothetical situation.

The learners can be asked to assume that they have to manage a recreational event for their class. The event could be a get-to-gether or a picnic. Learners may be asked to watch this 2.5 minutes video summarizing what management is - https://www.youtube.com/watch?v=_OBqwhYLEJo. Theycan watch it on their smartphones while sitting in class.

The faculty member may present the classification of resources as man, machine, material, capital and time and ask the students the following question:

- What resources will be required by the class to complete the task assigned to them?

Introduce the concepts of effectiveness and efficiency.

The learners are asked to sit in groups of 4-8, depending on class size. Each group has to consider that it is responsible for managing the class event and is told to prepare a summary of the following items in 20 minutes.

- Fix a suitable date for the event
- Work out a budget for the event.
- Complete a list of tasks to be performed for organizing the event.
- Combine tasks to form roles.
- Identify the reporting relationship among the different roles.
- Assign roles to different individuals in the group so that the event can be successfully managed.
- Each member to prioritize and schedule the tasks included in each role so that all the deadlines are met.

The groups are told to present their summaries and the class arrives at a consensus on the list of tasks, the budget, the roles and the reporting relationships.

Time Management

The above exercise should be related to the management functions of planning, organizing and staffing and the principles of time management. Covey's time management matrix may be referred to.

The learners may be asked to go through this 45-minute lecture on the Basics of Management. https://www.youtube.com/watch?v=lj7ZnyskZuA

Situation for discussion

Two individuals are asked to paint the walls of two different rooms of identical dimensions. They are given an equal quantity of paint and told to finish the work by the end of the day. One person finishes the work two hours before the end of the day but the painting is patchy and uneven. The other person does not complete the painting of the entire room, he consumes all the paint as well, but whatever work he has done is even and beautiful. Discuss the efficiency and effectiveness of the two painters. They may be asked to answer the question:

Are any of the two painters successful in managing their tasks?

Conflict Management

Conflict is a state where one party perceives that the other party has negatively affected or is likely to negatively affect something important to the first party. The contemporary view about conflict is that is inevitable in group interaction and can be a positive force for group performance if managed effectively.

The students may be asked

1. Can you recall the last conflict you had with an individual or a group?
2. Did you resolve it? How was it resolved? What was the outcome of the Conflict?

Draw focus on empathy and communication for resolving interpersonal conflicts

Ask the questions

- While working on the assignment related to planning and organizing the class event, what were the areas of disagreements or differences of opinion and/or conflicts among group members?
- What was the outcome?

Draw the attention of the learners to the functional aspects of conflicts in work groups. Highlight the significance of such conflicts because they lead to better decision-making and thereby improve the performance of work groups.

Ask the learners to watch this 2.5 minutes video in class

https://www.youtube.com/watch?v=QLbGHQo4qnA

The learners can go through these NPTEL video lectures if they wish to:

https://www.youtube.com/watch?v=LITbRQn_ogo&list=PLF1DBCAC25C2BC963 &index=35

https://www.youtube.com/watch?v=TsZukmeaewc&list=PLF1DBCAC25C2BC963

https://www.youtube.com/watch?v=CgShhippuP4

https://www.youtube.com/watch?v=jsFiWdQJFCs

https://www.youtube.com/watch?v=4RB1i1sVVc0

Stress Management

Stress refers to an emotional tension that an individual suffers when he or she perceives that the circumstances are adverse.

A psychological instrument may be used to measure the perception of stress among learners. This can be done by using any freely available standardized and validated scale. The *Perceived Stress Scale* (PSS) by Sheldon Cohen is an inventory of simple questions which is easy to administer. This scale will measure the degree to which situations in an individual's life are appraised as stressful. The scale can be freely accessed from Mind Garden, Inc (www.mindgarden.org). This test has been designed for use in community samples of those who have at least completed junior school. Other similar tools are also freely available and an appropriate one may be chosen by the faculty member.

Those identified with low or no stress can share stress-busting tips they have found to be useful in their lives. Some efficient coping strategies given below can be shared with the learners.

Be *positive*!

Ask the learners to look at each obstacle they encounter as a learning experience. For example. "You may not have done well in your mid-term exam, but that has motivated you to study harder and ace your final exam".

- ***Make the choice* not to over-react to stressors and deal with them one at a time**

For example, take a few deep breaths and carry on.

- **Take an *objective* view of your stressor**

For example, is preparing dinner for 12 people really that horrible?

- ***Communicate!***

Ask the learners not to ruminate or bottle up their emotions, as this will lead to an explosion later on.

- ***Accept* yourself (and others)**.

No one is perfect and there is always room for mistakes.

- **Make *connections* with people**

Social support is the key!

- **Deal effectively with *mistakes***

Learners should be counselled to learn from their mistakes and apply them to future decision -making.

- **Deal effectively with *successes* also!**

This builds on competence.

Develop *self-discipline and control*

Tell the learners - "Either train yourself to study harder in preparation for your final examination, or train yourself to work out four times a week to lose those extra kilos that you gained since the last dinner party!"

Maintenance!

Practice, practice, practice for a long life of resilient living!

I. If time permits, to further help learners with stress management, the faculty member can use the following help guide:

https://www.helpguide.org/articles/stress/stress-management.htm

I. Learners should be encouraged to inculcate the reading habit, which helps in busting stress. Some suggested readings for learners could be:

Swami Vivekananda. 1958. *Powers of the Mind*. Kolkata: Advaita Ashrama.

Abdul Kalam, APJ. 1999. *Wings of Fire- An Autobiography*. Universities Press.

20.2 Self-management Skills

- Developing Self-awareness
- Self-examination
- Self-reflection and introspection
- Self-regulation

20.2.1 Emotional Quotient

Intelligence refers to one's ability to use information and logic to solve problems or answer questions. IQ is a measure of one's intelligence. Emotional Intelligence (EI) is an assortment of non-cognitive skills, capabilities, and competencies that influence a person's ability to succeed in coping with environmental demands and pressures.

Emotional Quotient (EQ) is a measure of EI EQ measures competencies like:

- Self-awareness
- Self-management
- Self-motivation
- Empathy
- Social Skills

The learners may be asked to watch this 5.5-minute video on Goleman's explanation of EI

https://www.youtube.com/watch?v=Y7m9eNoB3NU

Ask the learners to answer the following question

- Is IQ or EQ more important for success in Life?
- Establish the significance of EI and self-awareness as a component of EI. This 4.5-minute video on "Can EI be Learnt" can be watched by learners https:// www.youtube.com/ watch?v=sfT55TZV-20

20.2.2 Developing Self-Awareness with JOHARI Window

JOHARI window is a technique used to help people improve their self-awareness and self-management. It was developed by Joseph Luft & Harry Ingham in 1955.

The learners may be asked to watch this video on the meaning and application of the JOHARI window to prepare for the next session. https://www.youtube. com/watch?v=oxvYeb_RsZE

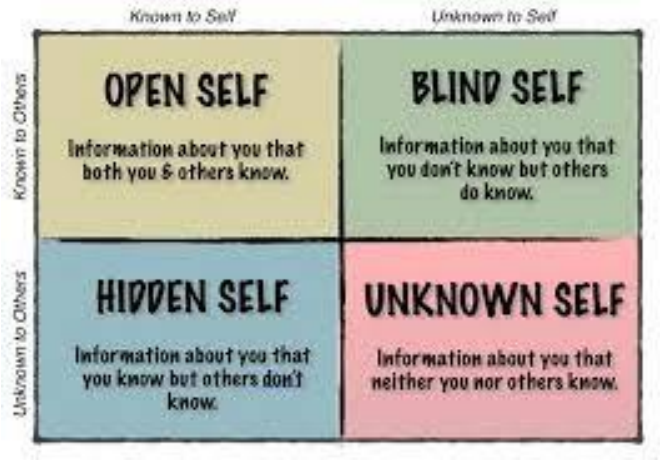
Learners may be asked to carry out the JOHARI window exercise in groups of 4. The exercise is described here in brief:

- The learners are given a list of adjectives out of which they need to pick some that they feel describe their own personality. The following 56 adjectives may be used.

able	complex	helpful	mature	relaxed	spontaneous
accepting	confident	idealistic	modest	religious	sympathetic
adaptable	dependable	independent	nervous	responsive	tense
bold	dignified	ingenious	observant	searching	trustworthy
black	empathetic	intelligent	organized	self-assertive	warm
brave	energetic	introverted	patient	self-conscious	wise
calm	extroverted	kind	powerful	sensible	
caring	friendly	knowledgeable	proud	sentimental	
cheerful	giving	logical	quiet	shy	
clever	happy	loving	reflective	silly	

- From the same list they will then pick an equal number of adjectives that describe the other members of their group.

Each learner then places all adjectives in the JOHARI grid as given below



Learners who are willing may be asked to share the findings of the JOHARI window exercise for them

After understanding the application and practising the use of JOHARI's window (for self-awareness, self-regulation), the learners can be given questions and exercises in self-reflection and introspection.

There are a plethora of questions, prompts, and ideas that can be used by the faculty member to provide a self-reflection break to the learners. Some of these can be asked, answered, and addressed every day, while others may best be saved for occasional self-reflection and introspection. Such questions, tools and worksheets are freely accessible on websites related to **positive psychology.**

(Ackerman C.E. 87 Self-Reflection Questions for Introspection [+Exercises]. Retrieved 2021 from https://positivepsychology.com/introspection-self-reflection/)

Examples of questions that may be used for self-reflection and introspection:

- Do I take anything for granted?
- Do I employ a healthy perspective?
- Do I live true to myself?
- Do I wake up in the morning ready to jumpstart the day positively?
- Do I get negative thoughts before I fall asleep?
- Do I put enough effort into my relationships?
- Do I take care of myself physically?
- Do I let matters that are out of my control stress me out?
- Do I achieve the goals that I set for myself? (Ackerman, 2021)

A recap of all previous proceedings.

Assessment

1. Written evaluation.
2. **Peer evaluation:** A brief case on conflict and/or /interpersonal effectiveness may be given to the learners. The case will be analyzed by learners in groups of 4-5 members each, in 30 minutes. The analysis submitted by each group on a sheet may be evaluated by distributing the sheets among the groups and letting them mark each other's analysis with guidelines provided by the faculty.

Suggested Readings and e-Resources

Books

1. Ackerman, C. E. (2022, November 23). *87 self-reflection questions for introspection [+exercises]*. PositivePsychology.com. https://positivepsychology.com/introspection-self-reflection.
2. Carnegie, D. (2018). *Overcoming Worry and Stress*. New Delhi: Manjul Publishing House.
3. Collins, J. (2001). *Good to Great*. New York: Harper Business,
4. Covey, S. R. (2020). *The 7 Habits of Highly Effective People (30th Ed.)*. New Delhi: Simon & Schuster.
5. Dawkins, E. R. (2016). *52 Weeks of Self Reflection—Your Guided Journal of Self Reflection*. A B Johnson Publishing, United States.

6. Drucker, P. F. (2006). *The Effective Executive*. New York: Harper Business.
7. Goleman, D. (1995). *Emotional Intelligence*. New Delhi: Bloomsbury Publishing India Private Limited.
8. Robbins, S. P., Coulter M., and Fernandez A. (2019). *Management (14th edition)*. Noida, India: Pearson Education.
9. Sternberg, R. J. (2004). *International Handbook of Intelligence*. Cambridge, UK: Cambridge University Press.

E-Resources

1. CESH (Centre for Studies on Human Stress). *Coping strategies*. (2017). https://humanstress.ca/stress/trick-your-stress/steps-to-instant-stress-management/
2. Knowledge at Wharton. (2008, April 3). *APJ Abdul Kalam:"A Leader should know how to manage failure"*. [Video]. YouTube. https://www.youtube.com/watch?v=laGZaS4sdeU.

NPTEL Lectures:

- nptelhrd. (2008, April 17). *Lecture - 35 conflict management - 1*. [Video]. YouTube. https://www.youtube.com/watch?v=LITbRQn_ogo.
- nptelhrd. (2008, April 8). *Lecture 1 - evolution of management thought*. [Video]. YouTube. https://www.youtube.com/watch?v=TsZukmeaewc.
- Developing Soft Skills and Personality. (2016, September 9). *Conflict resolution skills: Seeking win-win solution*. [Video]. YouTube. https://www.youtube.com/watch?v=CgShhippuP4.
- nptelhrd. (2013, August 22). *Mod-01 LEC-24 managing conflict and negotiation*. [Video]. YouTube. https://www.youtube.com/watch?v=jsFiWdQJFCs.
- Tutorials Point. (2018, April 12). *Soft skills - conflict management*. [Video]. YouTube. https://www.youtube.com/watch?v=4RB1i1sVVc0.
- Big Think. (2012, April 23). *Daniel Goleman introduces Emotional Intelligence*. [Video]. YouTube. https://www.youtube.com/watch?v=Y7m9eNoB3NU.

Module 21: Entrepreneurial Skills 6 Hours

Objectives:

The objectives are to help learners to:

- Describe basics of entrepreneurship
- Nurture a creative and entrepreneurial mindset

Expected Outcomes:

The learners shall be able to:

- Understand the basics of entrepreneurship and develop business plans

Module Outlines:

21.1 Entrepreneurial skills
21.1.1 Basics of entrepreneurship
21.1.2 Creating a Business Plan

21.1 Entrepreneurial skills

21.1.1 Basics of entrepreneurship

- Meaning of entrepreneurship
- Classification and types of entrepreneurship
- Traits and competencies of entrepreneur

This session will start by asking the learners to share their views on entrepreneurship and ask questions:

i. What do you think entrepreneurship is all about?
ii. Is every inventor an entrepreneur? If yes, why, if not, why not?
iii. Who do you consider an entrepreneur?
iv. What is his or her achievement?

Next, start discussing various examples starting from Jamshedji Tata, Godrej, and Birla, among others, and ask the learners if they consider them as entrepreneurs. Ask the learners to read more about these people to discuss in subsequent classes.

Now, share 3-4 definitions of entrepreneurship with learners and synthesize key points from those definitions. Ensure that keywords like Innovation, Creativity, Value creation, Customer pain points, gain, needs, wants and desires, profit, etc., get surfaced in the discussion.

Definition by Cantillon- “An entrepreneur is an agent who buys means of production at certain prices in order to combine them into a product that he is going to sell at prices that are uncertain at the moment at which he commits himself to a cost”.

Definition by Peter Drucker- “Entrepreneurs innovate. Innovation is the specific instrument of entrepreneurship. It is the act that endows resources with a new capacity to create wealth. Innovation indeed creates a resource.”

Explain – With time entrepreneurship has become associated with creativity, the ability to develop something original, which may be an idea or a representation of an idea. Innovation requires creativity but it is actually the application of creativity such that it results into a usable product or a service. Invention and innovation are also different terms. All inventions contain innovations but all innovations may not be unique enough to become inventions.

Activity

Ask the learners if they could get some new points based on the preceding previous discussion. Now, pose the following questions:

1. Is profit a crucial factor for an entrepreneur?
2. Would any entrepreneur work without profit?
3. Can you think about entrepreneurs, who don't focus on profit?

Based on the answers, if the answer is yes, discuss some examples like "Barefoot College" (or local/regional examples) and confirm that yes, there are many entrepreneurs who don't work for a profit.

Then share examples of Sulabh International, Mirakle Couriers and introduce the phrase "not just for profit". Some organizations work for a social cause as the primary motive and at the same time remain financially stable.

Now, share that based on primary motive, there are broadly two categories of entrepreneurs – Commercial and Social.

Run the following video which describes the entrepreneur, entrepreneurship and Start-Up. https://www.youtube.com/watch?v=dNEyiSCfnos

Now, bring back the discussion on entrepreneurs which was left in the introductory session. Ask the learners to share the traits and characteristics that they find in entrepreneurs of their choice. Keep on noting those points on the board. Link those traits with those shown in the video. Ask learners to identify the need/want/desire in the market that will be discussed in the next session.

21.1.2 Creating a business plan

- Problem identification and idea generation
- Idea validation
- Pitch making

Begin this module by asking the learners to volunteer and share the problem they had identified. Taking that example in the class, give the following group task:

Divide the class into groups of 6-8 learners. Each group should identify ideas that can be used to address the problem. These ideas can be presented in the next class in any of the following forms:

1. Power Point Presentation (PPT)
2. Role play
3. Skit
4. Simulation
5. Short video

(The learners can be asked to choose one based on their interest or something more creative as per their choice)

- Ask learners to identify the market to test their potential ideas.
- **Share the "DOs" and "DO NOTs"**.

  Do – (example can be)
  - The learners have to identify a real market and gain insights and honest feedback from potential customers.
  - Keep your eyes and ears open and pay close attention to customers' cues, inputs, etc.

  DO NOT- (example can be)
  - Don't consider your parents, or friends as a potential market
  - Don't be adamant to defend your idea or convey an offensive response to criticism.

Ask learners to take a log of all the feedback, finer observations and inputs.

Ask them to carry out a critical analysis of the data and refine the idea further.

Introduce the Plan- Do- Check –Act (PDCA) cycle to them. Let them PDCA repeatedly until they find that their idea is getting refined and the market validation is gaining acceptability.

Based on this iteration process through market research ask the learners to create a minimum viable product (MVP) or a rough outline. Once each learner has come up with his/her research output, let them critically evaluate each other and give frank feedback to each other. Do this through a relaxed learning discussion.

Suggested videos: https://www.youtube.com/watch?v=19G99_sWApI
https://www.youtube.com/watch?v=_iJK8BRhVJI
https://www.youtube.com/watch?v=EYggp2fQLlc

Activity

Role Play: Let learners form three groups, each of the group having at least four to five learners. The groups will act as:

a) Potential venture capitalists/investors;
b) Potential customers; and
c) Members of regulatory agencies.

Ask each learner to pitch his/her product in front of the three groups. Let each group play a serious role, full of critical inputs. Keep a separate group of observers who provide acareful analysis of each ofthepitching event(s).

Record the pitching process and ask each of the learners to review his/her pitching.

Final suggestion: Ask them to keep rehearsing their pitching process. Through multiple rehearsals and analysis each learner should be able to make a razor sharp and pertinent pitch within one minute.

Suggested Readings and e-Resources

1. Hisrich, R. D., Peters, M. P., and Shepherd D. A. (2017). *Entrepreneurship. 10th Ed.* McGraw Hill Education
2. O'Toole, J. (2019). *The Enlightened Capitalists: Cautionary Tales of Business Pioneers Who Tried to Do Well by Doing Good*. New York Harper Collins.
3. Gupta, A. (2009). *India's hidden hotbeds of invention*. [Video]. TED Talk. https://www.ted.com/talks/anil_gupta_india_s_hidden_hotbeds_of_invention?.
4. Rao, C. B. (n.d). *Entrepreneurship*. [Video]. NPTEL. https://nptel.ac.in/courses/110/106/110106141/.
5. Mondal, M. K. (n.d). *Entrepreneurship Essentials* [Video]. NPTEL. https://nptel.ac.in/courses/127/105/127105007/.
6. Joshi, A. (n.d). *Entrepreneur, Entrepreneurship & Start Up - Prof. Satyajit Majumdar, NRC FMS-WISDOM.* [Video]. YouTube. https://www.youtube.com/watch?v=dNEyiSCfnos.

Module 22: Innovative Leadership and Design Thinking — 5 Hours

Objectives:

The objectives are to help learners to:

- Describe innovative leadership and design thinking.
- Describe emotional intelligence, social intelligence, and integrative thinking for effective leadership.

Expected Outcomes:

The learners shall be able to:

- Inculcate emotional and social intelligence and integrative thinking for effective Leadership.
- Apply the design thinking approach for leadership.

Module Outlines:

22.1 Innovative Leadership and Design Thinking

- 22.1.1 Innovative leadership
- 22.1.2 Design thinking

22.1 Innovative Leadership and Design Thinking

- Concept of emotional and social intelligence
- Synthesis of human and artificial intelligence*
- Why does culture matter for today's global leaders?

22.1.1 Innovative leadership

Begin this module by asking learners to write a brief note on their views or any incidents from their past when they realized the importance of any or many of the following:

a. Self-Awareness and Control
b. Empathy
c. Social Expertness
e. Personal Influence
f. Mastery of Vision

Let them interpret these with a free mind without prejudice or external hint or guidance. Once they have written give a brief input to explain the terms. A brief summary* on each input follows.

a. Self-Awareness and Control: Talent comprises two separate skills. The self-awareness component demands intimate and accurate knowledge of the self and one's emotions. It also demands understanding and predicting one's emotional reactions to situations. One who is emotionally competent at self-awareness is also fully aware of personal values and core beliefs and knows the impact and effect of compromising these core components. The self-control component requires full mastery of being in control of emotions. Both positive and negative emotions are channelled most productively when one controls the emotion versus the emotion

controlling the person. People with mastery and control of emotions can both anticipate and plan emotional reactions to maximize effectiveness.

b. Empathy: Empathy requires the ability to understand how others perceive situations. This includes knowing how others feel about a particular set of events or circumstances. Empathy requires knowing the other's perspectives and being able to see things from the value and belief system of the other person. It is the ability to fully immerse oneself in another's viewpoint, and remain apart. The understanding associated with empathy is both cognitive and emotional. It takes into consideration the reasons and logic behind feelings or points of view, while allowing the empathic party to feel the spirit of a person or thing.

c. Social expertness: Social expertness is the ability to build genuine relationships and bonds with others that are based on the assumption of equality. Social expertness allows people to genuinely express feelings, even conflicts, in a way that builds rather than destroys relationships. Social expertness also enables a person to choose appropriate actions based on feelings of empathy. Social expertness allows caring, support, and concern to show for fellow humans in all situations. It also demands that one reads social situations for readiness, appropriateness, and spoken and unspoken norms. Resolving conflict without compromising core beliefs or values is an important component of social expertness. High social expertness allows for strong networks on both the professional and personal levels that can readily be enlisted when needed for aid.

d. Personal influence: Personal influence is the ability to inspire others through example, words, and deeds. It is the ability to lead others by way of social expertness. Personal influence is the ability to read situations and exert influence and leadership in the desired direction. It is the ability to confront issues that are important or debilitating to relationships, goals, missions, or visions. Personal influence is also exhibiting motivation for visions, missions, core values, and beliefs.

e. Mastery of vision: Mastery of vision requires the ability to set direction and vision guided by a strong personal philosophy. The ability to communicate and articulate with passion regarding direction and vision is essential to mastery of vision. This talent serves as the inner compass that guides and influences actions. This inner compass provides resilience and strength to overcome obstacles. It is the inner motivator and guardian angel. It is because of the mastery of vision that we can know who we are and what we are compelled to do with our lives. When our actions and words are consistent with this personal philosophy, it is our sense of authenticity. When inconsistent, it is our sense of stress and discomfort.

Activity

Ask them to share their learning and keep the mode of infotainment intact, that is, let the learners enjoy and have fun while sharing their experiences and learning at the same time.

Caution*:* The humour should not override the learning part. The learning part should not be too heavy and boring that the scope of relaxed learning is dumped.

Emotional Intelligence (EI) does not improve overnight. Developing EI is truly a lifetime journey. However, with the help of a coach or trainer, a minimum of six months to one year efforts are needed. After explaining this background learners may be asked to put in consistent effort over the following steps. They shall be asked to understand these steps from the perspective of Trainers' Guide to Helping Leaders Improve Emotional Intelligence. The learners should be informed to take caution in

interpreting these steps and should be asked to practice such steps wherever they assume leadership roles for self-mastery or in the domain of daily interface with others.

Model emotional intelligence in all of your interactions with your participants. Assist the leader in an honest assessment. Assessment sources and methods can vary greatly. The coach and/or trainer must be familiar with the leader's situation to provide truth and honesty. The coach or trainer must also realize when the leader's self-awareness skills are not high enough to provide reliable data.

Help Leaders reflect on their current philosophies and belief systems and behaviours. Help them identify which belief systems and behaviours are helping them and which may be interfering with their effectiveness.

Now, help the leader to set realistic objectives about changing destructive belief systems and behaviours. Also, show the leader how to change. Expose the leader to other ways of thinking. This could be through peers, books, mentors, or other masters.

Next, challenge the leader to create new belief systems and philosophies that will serve both the leader and his or her followers in a better way. Help the leader convert his or her belief system or philosophies to productive behaviours. Encourage repetitive use of these new behaviours on the job.

Provide and encourage others to provide positive reinforcement for the leaders who are attempting to improve. Ask the learners to explain the meaning of social and emotional skills. Keep asking probing questions and let them substantiate their responses with examples. Let them summarize the importance.

[Note down the important points on the board. Let them take a list of the key words of their choice.]

Activity

Role Play: Make multiple groups of learners. Allocate one title each from the following list of ten topics, to each group.

1. Words can hurt, pay attention to them
2. Share when you have failures
3. Be kind
4. Listen
5. Disagree with respect
6. Show empathy
7. Share your own feelings
8. Encourage the relationship
9. Recognize your feeling
10. Explain what feelings do
11. Be savvy with discipline
12. Apologize with dignity
13. Model responsibility
14. Make yourself available

Ask each group to keep their topic secret from other groups.

Now ask each group to come up with a small skit highlighting their topic. Other groups will try to decipher the message which must be the moral embedded in the skit.

Let the other groups interpret the topic. It's time to share the feedback and learning

22.1.2 Design thinking

- What is design thinking?
- Key elements of design thinking:
  - Discovery
  - Interpretation
  - Ideation
  - Experimentation
  - Evolution.
- How to transform challenges into opportunities?
- How to develop human-centric solutions for creating social good?

Begin with asking learners to list a few examples wherein they think that interface of human and artificial intelligence is inevitable. Now, pose the following questions:

1. Is it adding any value to human life or is it increasing dependability and degrading a human being's self-dependability?
2. Is it inevitable to depend on such technology? If so, then to what extent and in which dimensions?

3. Is there any dimension in which the increasing penetration of artificial intelligence, to replace human interface, can cause legal, social and ethical concerns?

Is there any dimension in which the increasing penetration of artificial intelligence, to replace human interface, can cause legal, social and ethical concerns?

Next, ensure that keywords, such as Industrial Revolution 4.0, machine learning, AI, IoT, innovation, creativity, customer needs, wants and desires, and profit, get highlighted in the discussion.

Ask questions to learners about some creative designs that they have witnessed. Based on their answers, select one of the following options:

1. If they mention various examples, ask them if they would like to share any original creative ideas they have in mind.
2. If they do not mention a good number of examples, share some of the simple examples and innovations.

Introduce them to the idea of key elements of design thinking:

- **Discovery**- gathering data to get inspiration for the new business model and looking for the needs and frustrations of people.
- **Interpretation**- Making sense of and trying to understand the gathered data, so as to articulate the clear and compelling opportunities in the market.
- **Ideation**- Developing ideas on how to seize opportunities that have been identified through the above steps; finding the possible answers to breakthrough questions.
- **Experimentation**- How to make an idea work and contemplate a suitable business model.
- **Evolution**- Reflecting on the outcomes of experiments and experiences. It is the beginning of the next cycle of discovery, interpretation, ideation and experimentation.

The faculty member can use the design thinking workbook by IDEO that guides the participant through a step-by-step process for transforming challenges into opportunities.

Key ideas from the book: Kelly, T. & Kelly D. (2014). *Creative Confidence: Unleashing the Creative Potential Within Us All.* William Collins can be used by the faculty member.

Ask learners to watch the following video for the methodology of developing human-centric solutions for creating social good (this can be a home assignment). The video entitled India's Hidden Hot Beds of Invention Ted Talk by Anil Gupta -https://www.ted.com/talks/anil_gupta_india_s_hidden_hotbeds_of_invention

Show them the following Ted talk entitled "How to Build Your Creative Confidence" by David Kelly https://www.ted.com/talks/david_kelley_how_to_build_your_creative_confidence

Based on the video, encourage them to build and take forward their idea. Ask any three learners to volunteer for presenting their idea in the five stages of design thinking. Time can be given for them to prepare. Ask other learners to also frame their ideas using the five-point framework of design thinking.

Assessment

1. Written evaluation.
2. Learners can be given individual exercises in design thinking; a panel of faculty can give a simulated or real-life situation and assess the learner on his/her creative solution.

Suggested Readings and e-Resources:

1. Brown, T. (2012). *Change by Design*. Harper Business, New York.
2. Lynn A. B. (2015). *The Emotional Intelligence Activity Book: 50 Activities for Promoting EQ at Work*. Gildan Media Corporation, New York.
3. Kelly T. and Kelly D. (2014). *Creative Confidence: Unleashing the Creative Potential Within Us All*. William Collins Harper Collins Publishers India.
4. Kurien, V. and Salve, G. (2012). *I Too Had a Dream*. Roli Books Private Limited New Delhi.
5. Gupta, A. (2009). *India's hidden hotbeds of invention*. [Video]. TED Talk. https://www.ted.com/talks/anil_gupta_india_s_hidden_hotbeds_of_invention?
6. Kelly, D. (2012). *How to Build Your Creative Confidence* [Video]. TED Talk. https://www.ted.com/talks/david_kelley_how_to_build_your_creative_confidence.
7. Lynn, A. B. (2000). *50 Activities for Developing Emotional Intelligence*. HRD Press: Amherst, MA.

Module 23: Ethics and Integrity 6 Hours

Objectives:

The objectives are to help learners to:

- Describe the ethics and moral values
- Appreciate the importance of ethical principles in professional and social contexts

Expected Outcomes:

The learners shall be able to:

- Inculcate ethics and moral values for developing a balanced personality.
- Apply ethical principles in professional and social contexts.

Module Outlines:

23.1 Ethics and Integrity
23.1.1 Learning through biographies
23.2 Ethics and Conduct

23.1 Ethics and Integrity

- What makes an individual great?
- Understanding the persona of a leader for deriving holistic inspiration.
- Drawing insights for leadership.
- How do leaders sail through difficult situations?

23.1.1 Learning through Biographies

To begin with, a group of learners can be identified and asked to enact an excerpt or scene of *Raja Harishchandra*. The excerpt should highlight the reason for which he is known: his extremely high moral grounds of standing for truth.

Start discussing the impact of one such skit on the life of *Mahatma Gandhi*, from where he started following principles of truth. Ask learners to read short stories from the lives of Epic characters like Raja Harishchandra and/or of great historical leaders such as, Ahilyabai Holkar, Dr Abdul Kalam, Mahatma Gandhi, Swami Vivekananda, Ramanujan, E. Sreedharan, for the next class. Audio-visual augmented role plays and storytelling (leaders from varied fields like academics, corporate, social, sports, and the arts)

Ask learners to share the key lessons they would like to imbibe based on the life stories of great leaders and keep listing them on the board. Alternatively, learners can be asked to make presentations, posters and skits, based on their interests.

Ask the learners to share the characteristic and traits of a great leader. Now try to establish the link between high integrity, transparency, and trustworthiness, to success, and to the ability to succeed in difficult situations.

Activity

Self-reflection exercise: Make the learners do self-analysis and reflection. Ask them to follow the following steps:

1. Write a short autobiography (say 100 words).
2. Write 100 words about their present situation.
3. Write 100 words about their future.

Now ask them to identify what would be the top 5 things/characteristics/personality traits that will help them achieve their future goals and visions.

23.2 Ethics and Conduct

- Importance of ethics.
- Ethical decision-making.
- Personal and professional moral codes of conduct.
- Creating a harmonious life.

Before initiating the discussion in class about ethics or discussing the role of ethical decision-making it is desirable to spend time exploring and discussing ethical dilemmas. This helps learners to get charged up and bring different stories and cases on board.

The learners can be given a task wherein they need to address some specific ethical dilemmas they might have encountered or might encounter in future. Further, ideas and thoughts on solutions can be invited.

One person's duties are the rights of another person. This idea can be the basis for covering personal and professional moral codes of conduct. The learners can play a game in the class group, wherein they are required to perform certain tasks, which enable or unlock activities for subsequent groups. It can be a time-bound activity.

It's time to analyze the game outcomes so that significant insights can be drawn from it for the idea of professional ethics and how the duties of one person or group become the rights of another person or group.

Activity

Group task with five to six learners in each group.

1. Give a highly complex and disturbing situation to each group.
2. Give them the objective of achieving a harmonious state.
3. Ask them to apply concepts they have studied.
4. After 15 minutes of activity ask one of the group members to come forward and share developments made by their group.
5. Ask them to continue and conclude in 10 minutes.
6. Ask the learners to do a self-analysis if the objective of a harmonious state can be achieved.
7. Ask them to present both cases – if yes – how and why; if no – why not and the future course of action.

A report is to be prepared. It will be used for assessment.

Note: The faculty member may refer to the contents in the Course 4 Universal Human Values wherever they deem fit.

Assessment

1. Written evaluation.
2. Last Activity (Group task and report) can be used for assessment wherein 50 percent weightage each can be given to assessment by learners and by the faculty member.

Suggested Readings and e-Resources

1. Ashokan, M. S. (2015). *Karmayogi: A Biography of E. Sreedharan*. London: Penguin.
2. O'Toole, J. (2019). *The Enlightened Capitalists: Cautionary Tales of Business Pioneers Who Tried to Do Well by Doing Good*. New York Harper Collins.
3. Nellickappilly, S. (n.d). *Ethics.* [Video]. NPTEL. https://nptel.ac.in/courses/109/106/109106117/.
4. Mukhopadhyay, S. (n.d). *Business Ethics*. [Video]. NPTEL. https://nptel.ac.in/courses/110/105/110105079/

Module 24: Managing Personal Finance 1 Hour

Effective money management is an essential Life Skill. Young learners need to have a plan to meet their expenses and their targeted savings.

Objective

- To familiarise the learners with the budgeting process
- Make them conscious of the significance of budgeting, savings and investment

Expected Outcomes:

After completing this module it is expected that the learners will be able to

- Allocate their available funds judiciously
- Plan and maintain an account of their current expenses
- Plan for savings and investments

Module Outlines:

24.1 Budgeting

24.2 Saving and investing

24.1 Budgeting

- Setting personal goals
- Estimate likely expenses
- Monitor spending to obtain the most value for available funds.

Firstly, introduce the concept and classification of costs (fixed, variable, committed costs, discretionary costs, controllable and non-controllable costs)

The learners may be asked to set their personal goals and list the expenses (costs) that they are likely to incur in order to achieve them over the next 6 months.

Ask the learners to list the sources of funds that they will use to meet the expenses.

Ask the learners to estimate the required expenses they plan to make during the next fortnight.

At the end of the fortnight ask the learners to list their actual expenses during the fortnight. If there is a deviation from the planned expenditure let them propose a plan to compensate for the deviation during the next fortnight or anytime during the rest of the 6 months so that they do not exceed the budgeted expenses.

24.2 Saving and investing

- Advantages of saving money
- Concept of the present and future value of money

Start by asking the learners to list their short- and long-term goals and the corresponding money requirements. Now, list the advantages of saving money. Small amounts saved and invested can grow into large amounts of money.

Next, explain the meaning and calculation of Simple and Compound Interest.

1. a) If you put Rs 500 in a savings account that paid 5.5% simple interest each year, how much interest would you earn in 5 years?

   b) If you put Rs 50 every week into a savings account that paid 6%interest compounded yearly, how much money would you have in your account after 2 years?

2. List the common instruments for saving and investment; Savings Accounts, Term deposits, Bonds, Stocks and Mutual funds.

Assessment

1. Written evaluation.
2. The students may be evaluated on a report submitted by them on their budgeting and saving activities for the next 6 months after the course is completed.

Suggested Readings and E-Resources

1. Pandey, I. M. (2021). *Financial Management (12th ed.)*. Vikas Publishing.
2. Chandra, P. (2019). *Financial Management Theory & Practice (10th ed)*. McGraw Hill Education (India) Private Limited.
3. Chandra, A. (n.d). *NPTEL course on Behavioural and Personal Finance (Lectures 23 and 24)*. [Video]. NPTEL. https://nptel.ac.in/courses/110/105/110105144/.

Course 4: Universal Human Values

Context and Justification:

Human civilization is known for the values that it cherishes and practices. Across various times and places, sages, saints and seers, drawing on their experience, developed practices that placed central importance on values, though the names used by them differed, as their languages varied but the spirit was the same. Universal human values are values that human beings cherish and hold in common, consciously and otherwise, in most places and times and practice them.

Renunciation is the foundational value. Renunciation or the absence of want and greed has two preconditions: love for all living beings and the absence of selfishness. Renunciation is not self-directed but other-directed, and is for life in all forms and shapes, for the welfare of all. Renunciation begins when selfishness ends. Renunciation interpreted as the need to run away from the problems of life is cowardice. Renunciation without action means living a parasitic life. Also, service can be practised only when renunciation with action begins. Un-egoistical service is inconceivable without renunciation; and true service is possible only through love and compassion. Life and death are eternal truths, so is the truth as a fact and truth as a value. Truth exists between the two ends of life and death and is to be pursued.

Truth, renunciation (sacrifice), love, compassion, and service are commonly acceptable universal human values, which at the operation level have been named differently as sincerity, honesty, righteousness, humility, gratitude, aspiration, prosperity, non-violence, trust, faith, forgiveness, mercy, peace, and so on. These are needed for the well-being of an individual, society, and humanity, and ultimately for universal peace.

Universal human values are mankind's deepest moral aspirations and form the foundation of human culture and lives as individuals and as societies. This module aims at making learners conscious of universal human values in an integral manner, without ignoring other aspects that are needed for a learner's personality development.

Basic Attributes of Faculty Members for Universal Values Education:

Universal values education is a human-making activity. The faculty members of Universal values education in particular should follow the *mantra* of C-3, – Care, Concern, and Commitment. He or she should be a sincere, warmhearted, sympathetic, empathetic, caring counsellor, and passionate as one would be in the case of a family member.

Apart from having adequate knowledge about the psychology of the young generation and the pressures that they suffer from their peers, family members, and society knowingly or unknowingly, the counsellor should have patience and perseverance. Education in the Universal Values is a slow process and demands a lot of conscious effort.

The faculty member should use the lecture method to a bare minimum, not more than 20 per cent of the total time frame. He or she can use social media platforms, as resources for the values enhancement programme, relevant to the generation.

The commitment on the part of the faculty members is to help learners in transcending various limitations of human resources and infrastructure. Equipped with the commitment for a value-based society, they would convert limitations and contingency as opportunities for developing best

practices and finding out own resources, suitable for their learning communities according to their time, place, class, and circumstances.

The guidelines are the *Panchatantra* for faculty members of the life skills programme. Vishnu Sharma, author of *Panchatantra*, was given the task of enhancing the life skills of princes, who were dullards and disinterested in learning. He considered their class, level, requirements and expectations. Based on that, he concluded that the narrative discourses in the form of fables would interest his learners, and accordingly constructed fables to impart lessons and values of life. He succeeded in his task, as they learnt without realizing that they were learning. All great authors and teachers like Valmiki, Ved Vyasa, Aesop, the Sufi and Bhakta poets, the Sikh Gurus, Ramakrishna Paramahansa, Swami Vivekananda, Sri Aurobindo, and the Mother among others used narratives to illustrate and impart values.*

Moreover, it has to be borne in mind by the faculty member that the outcome of the course, "Universal Human Values" can at best be delivered in a direct and indirect collaborative mode. The outcome of this course can best be achieved if parents, family members, friends and peers, supported by psychologists and social workers, can join the faculty members because the learners are most of the time with friends and family members.

Objectives:

The objectives of this course are to help learners

- Describe the meaning, purpose, and relevance of universal human values.
- Understand the importance of values in individual, social, career, and national life.
- Learn from the lives of great and successful people who followed and practised human values and achieved self-actualization.

Expected Outcomes:

The learners shall be able to:

- Become conscious practitioners of values.
- Realize their potential as human beings and conduct themselves properly in the ways of the world.
- Develop integral life skills with values.
- Inculcate and practice them consciously to be good human beings.
- Realize their potential as human beings.

Credits: 02		
Duration: 30 Hours		
Number and Titles of Modules:		
Module 25.1	Love & Compassion	4 Hours
Module 25.2	Truth	4 Hours
Module 25.3	Non-Violence	4 Hours
Module 25.4	Righteousness	4 Hours

* The faculty member may suggest other names of local characters/leaders that could be equally relevant.

Module 25.5	Peace	4 Hours
Module 25.6	Service	3 Hours
Module 25.7	Renunciation (Sacrifice)	3 Hours
Module 25.8	Constitutional Values, Justice and Human Rights	4 Hours

Module 25: Universal Human Values 30 Hours

25.1 Love and Compassion (*Prem* and *Karuna*) 4 Hours

Love is the all-pervading life energy. This value may be confused with attraction, "romantic attachment" or lust, as it refers to something much deeper and more fundamental in human nature, marked by selflessness and detachment from mutual expectations. It finds its manifestation in sincere care for others, kindness, empathy, and compassion and is unconditional. The spirit of love urges us to embrace all those around us with compassion.

True love leads to compassion; and compassion without love is like offering alms to others. *Gautam Buddha* renounced palatial life for seeking answers to questions for himself and others. It is said that he attained enlightenment after years of *dhyana* (meditation) and *tapa*. Then sprang a desire in him to preach and pass on the knowledge that he had acquired, to others in society. While thinking so, he realized that there was some kind of ego lurking in the deep recesses of his mind that was persuading him to think that only he was enlightened and others were ignorant. Hence, he needed to oblige them out of pity for them. It is said that the Buddha then returned to the forest that very moment and meditated all over again. After meditation, he concluded that he would share his knowledge with other members of society not out of his ego but out of his love for them and consequent compassion because all were his own people. Such was his love for his people that despite knowing Sanskrit he abandoned it in favour of *Pali*, a *Prakrit* or natural language of the people.

Introduction:

- What is love and its forms: love for self, parents, family, friend, spouse, community, nation, humanity and other beings—living and non-living.
- Love and compassion and inter-relatedness**:** The faculty member needs to explain the relationship between love and compassion and other related feelings and emotions like empathy, sympathy, and non-violence.
- Individuals who are remembered in history or collective memory for practising compassion and love: (such as the Buddha, and Jesus Christ)
- Narratives and anecdotes from history, literature, including local folklore.

Practising Love and Compassion:

- What will learners gain if they practice love and compassion? What will learners lose if they don't practice love and compassion?
- Sharing learner's individual and/or group experience(s)
- Simulated situations
- Case studies

25.2 Truth (*Satya*) 4 Hours

Truth is eternal and unchanging, as it deals with the ultimate and unchanging reality. It is marked by veracity, honesty and sincerity, purity, accuracy and fairness, fearlessness and integrity. It may have many facets as subjective or relative truth and that is why people cling to "my truth" and "your truth" leading to conflict at times. These are perceptions of truth that change according to experience, age, perspective, culture, and belief system. However, when

searching for a lasting truth that withstands relativity, the values of common sense, intuition, justice, the quest for knowledge, a spirit of enquiry and synthesis, are nurtured and enhanced.

Truth involves honesty in thought, speech, and action. Subscription to truth leads to just, happy, and healthy relationships at the individual and collective levels.

Introduction:

- What is truth? A Universal truth, truth as value (a*rtha*), truth as fact (*satya*) (veracity, sincerity, honesty among others)
- Individuals who are remembered in history for practising this value (Raja Harishchandra, Dharmaraja Yudhishthira, Gautama Buddha, Socrates, and Mahatma Gandhi, among others)
- Narratives and anecdotes about truth from history, collective memory, and literature including local folklore.

Practising Truth:

- What will learners learn/gain if they practice truth? What will learners lose if they don't practice it? (Mahatma Gandhi's *The Story of My Experiments with Truth*)
- Learner's individual and/or group experience(s).
- Simulated situations.
- Case studies.

25.3 Non-Violence (*Ahimsa*) 4 Hours

Non-violence is a result of restraint from consciously doing any harm through thought, speech, or action to any entity—living or non-living. It is the result of the practice of all other values, and its practice would ensure world peace and global harmony. It requires being sensitive to the fact that there is life in all forms of existence, and all living beings are interconnected. Violence ranging from bullying to racism, physical harm to individuals, from wars and apartheid to acts of terrorism, from killing animals to causing damage to the environment, all this is rooted in prejudice, ignorance, insecurity, fear, and greed.

Introduction:

- What is non-violence and its need? Love, compassion, empathy, and sympathy are prerequisites for non-violence.
- *Ahimsa* is non-violence and non-killing.
- Individuals and organizations that are known for their commitment to non-violence.
- Narratives and anecdotes about non-violence from history and literature including local folklore.

Practising Non-violence:

- What will learners learn or gain if they practice non-violence?
- What will learners lose if they don't practice it?
- Sharing the learner's individual and/or group experience(s) about non-violence.
- Simulated situations.
- Case studies.

25.4 Righteousness (*Dharma*) 4 Hours

Righteousness is the practice of propriety and decorum in life. In simple language it is marked by "right conduct". It covers ethical guidelines, ethical behaviour and moral righteousness. Its essence is covered in the saying: Do good, see good, and be good. All cultures stress on it. Indian culture revolves around the concept of *Dharma* which means *dharayate ya sa dharam* (what is worth doing or upholding) in which action is guided by time, place, and class.

Introduction:

- What is righteousness?
- Righteousness and *dharma*, righteousness and propriety.
- Individuals who are remembered in history for practising righteousness.
- Narratives and anecdotes from history and literature, including local folklore.

Practising Righteousness:

- What will learners learn/gain if they practice righteousness? What will learners lose if they don't practice it?
- Sharing learners' individual and/or group experience(s).
- Simulated situations.
- Case studies.

25.5 Peace (*Shanti*) 4 Hours

Peace refers to a state of being quiet, calm, and free from emotional disturbance. It is achieved by balance and harmony both within oneself and outside. Self-control, patience, equanimity, and acceptance of others as one's own help in achieving it. Its scope encompasses peace both at the individual level and the world level.

Introduction:

- What is peace and its need? Peace, harmony and balance.
- Individuals and organizations that are known for their commitment to peace (Mahatma Gandhi, United Nations).
- Narratives and anecdotes about peace from history and literature including local folklore.

Practising Peace:

- What will learners learn/gain if they practice peace? What will learners lose if they don't practice it?
- Sharing the learner's individual and/or group experience(s) about peace.
- Simulated situations.
- Case studies.

25.6 Service (*Seva*) 3 Hours

When love and compassion for others and the readiness to suffer for others out of love take the form of action, it becomes service. Love and renunciation unattended by service

are not true values. True love and renunciation are not for self but for the sake of others. Self-directed renunciation is greed of the worst kind. In this manner, the ideals of love and renunciation and service are interrelated. It is not possible to serve without renunciation or some form of suffering in terms of personal comforts, material or at least time. This ethos leads us to other ethos of *satya* (truth), *prem* (love), and *karuna* (compassion) that like in many cultures, the Indian culture valued its long history. Service is possible only when one loves others as one loves oneself, not as the other. The value of service rejects adversarial discourse by transcending the binary mode of thinking.

Introduction:

- What is service? Forms of service: for self, parents, spouse, family, friends, community, persons in distress, nation, humanity and other living and non-living things.
- Individuals who are remembered in history for practising this value.
- Narratives and anecdotes dealing with instances of service from history and literature including local folklore.

Practicing Service:

- What will learners learn or gain if they practice service? What will learners lose if they don't practice it?
- Sharing learner's individual and/or group experience(s) regarding service.
- Simulated situations.
- Case studies.

25.7 Renunciation Sacrifice (*Tyaga*) 3 Hours

Stressing on the importance of the value of tyaga, Mahatma Gandhi singled out the Upanishadic hymn from Ishopanishad: "*Tena tyaktena bhunjitha magrdhahkasyasviddhanam*". [So, we must enjoy that (the world) with *tyagabhava* (a sense of renunciation), without being consumed by greed, do not covet other's wealth, and act without any attachment.] In other words, *karma* is the foundation of human life in this world. Enjoy things provided by nature and earned through righteous action because life is impossible but enjoyment or consumption without renunciation is the animalistic nature not human.

The two terms *tyaga and bhoga* may appear to be contradictory, but they are so to the Indian mind and reality as well. *Bhoga* with *tyagabhava* and *tyaga* with *bhogabhava* is the root of all human and literary values.

Tyaga (renunciation) has two pre-conditions: love for all living beings and the absence of selfishness. *Tyaga* is not self-directed but other-directed and it is for life in all forms and shapes, for the welfare of all (*lokasangraha*). Only then does life become a festival. *Tyaga* begins when selfishness ends. Also, service is born, when *tyaga* with action begins. Renunciation to ward off the problems of life is cowardice. *Tyaga* without action means a parasitic life. Unegoistical service is inconceivable without *tyaga;* and true service is possible only out of (*prem*) love and (*karuna*) compassion. Life and death are eternal truths and so is the truth of *karma* between the two, and meaningful *tyaga* is the invaluable truth, though so easily livable, of human life. The lives of Sri Rama, Sri Krishna, Gautama Buddha and Jesus Christ illustrate the point, as they demonstrated extreme renunciation and detachment in the performance of their karma. Rama renounced the throne of Ayodhya in obedience to his father. Krishna charioteered and directed the *Mahabharata* and the Kurukshetra war but did not aspire for

anything for himself. Gautama Buddha renounced a kingdom in the quest for Truth. In recent history, Mahatma Gandhi's life is a case in point because he is revered for his sacrifice with no greed for power.

Introduction:

- What is renunciation?
- Renunciation and sacrifice. Greed is the main obstruction in the path of renunciation. Self-restraint and other ways of overcoming greed. Renunciation with action as true renunciation.
- Individuals who are remembered in history for practising this value* footnote (The faculty member may suggest names of local characters or leaders that could be relevant.) like: Sri Rama, Bhishma, Gautama Buddha, Mahavira, Jesus Christ, Guru Govind Singh, Bhagat Singh, and Mahatma Gandhi.)
- Narratives and anecdotes from history and literature, including local folklore about individuals who are remembered for their sacrifice and renunciation.

Practising Renunciation and Sacrifice:

- What will learners learn/gain if they practice renunciation and sacrifice? What will learners lose if they don't practise it?
- Sharing learner's individual and/or group experience(s)
- Simulated situations
- Case studies

25.8 Constitutional Values, Justice, and Human Rights 4 Hours

This module is divided into four parts.

- Part A contains fundamental values enshrined in our Constitution, which were practised even during the time of the Buddha in democratic city states in ancient India.
- Part B comprises associated fundamental rights which are guaranteed not only in our Constitution but also in the Universal Declaration of Human Rights (1948).
- Part C enumerates the Fundamental Duties of Indian Citizens.
- Part D Patriotism, pride and gratitude for the nation".

An exposure to these values, rights and duties will enable learners to develop the citizenship skills essential for successfully interacting in a pluralistic democratic society.

Part A: Fundamental Values

- **Justice:** Different inter-related concepts of justice —natural, social, economic, political and legal;
- **Liberty:** Meaning and definition of liberty — Positive and negative concepts of liberty.
- **Equality:** Meaning of Equality — Concepts of Basic Equality, equal worth and equal authority – Types of Equality, for example, social, political and legal.

- **Fraternity:** Meaning of fraternity — two aspects of fraternity, the dignity of the individual and the unity and the integrity of the nation — fraternity as a key to deepening democracy in India.
- **Human Dignity:** Common definitions of human dignity —Importance of recognizing human dignity.

Part B: Fundamental Rights: Fundamental Rights have been guaranteed to citizens by the Constitution. However, to know the rights and its limits, citizens must read and understand equally about the Guarantees, Rights and Responsibilities. This would help citizens of India to be empowered enablers contributing to peace and prosperity for themselves, for societies and the nation.

1. Right to Life: All citizens of our country have been guaranteed the right to life and personal liberty, which provides citizens with the environment to work and prosper without fear, unless a wrong has been committed according to the law and the guilty punished according to procedure established. Article 21 of the Constitution must be read and understood clearly.

Alongside the rights, citizens must ensure that their actions do not trample upon fellow citizens, thereby, causing damage to their rights. Mutual respect amongst citizens is important. Refer to Article 21 of the Constitution.

2. Right to Freedom of Speech and Expression: Citizens of India have been given the right to think freely and express themselves with freedom; without fear. This right to freedom of speech and expression is guaranteed under Article 19 of the Constitution. However, the right is not absolute as it must fall within the law. Refer to Article 19 of the Constitution.

3. Right to Education: It is the right of all citizens that the State provides free and compulsory education to children between the ages of 6 and 14. Early childhood care and education for children below 6 is also guaranteed. This is guaranteed under Article 21A of the Constitution.

4. Right to Health and Housing: Citizens are guaranteed shelter, health, and medical aid. Health care is an essential service and must reach all citizens. Refer to Article 21 of the Constitution.

5. Right to Work and Decent Living: The right to social justice and economic empowerment guarantees citizens the freedom to work and earn a decent living. Not doles, but the opportunity to work. Guarantee to exploit an opportunity and work to the full potential and earn a decent living, depending on the income that has been created. Refer to Article 21 of the Constitution.

6. Right against Exploitation: Indeed, after the right to life, the right against exploitation is most important. Citizens cannot be trafficked or forced into any kind of labour. Such action against any citizen is punishable under the law. In fact, Article 23, Article 23 (1), Article 23 (2) and Article 24 together guarantee protection to every citizen, importantly to the marginalized, women and children. One may also read the National Child Labour Project Scheme and Child Labour in India for further clarification. Citizens must have a full understanding of the laws in order to safeguard themselves.

Refer to Article 23, Article 23 (1), Article 23 (2) and Article 24 of the Constitution.

Part C: Fundamental Duties

(a) To abide by the Constitution, respect its ideals and institutions, the National Flag and the National Anthem.

(b) To cherish and follow the noble ideals which inspired the national struggle for freedom.

(c) To uphold and protect the sovereignty, unity, and integrity of India.

(d) To defend the country and render national service when called upon to do so.

(e) To promote harmony and the spirit of common brotherhood amongst all the people of India and to renounce practices derogatory to the dignity of women.

(f)) To value and preserve the rich heritage of our composite culture.

(g) To protect and improve the natural environment and wildlife and to have compassion for all living creatures.

(h) To develop the scientific temper, humanism, and the spirit of enquiry and reform.

(i) To safeguard public property and abjure violence.

(j) To strive towards excellence in all spheres of individual and collective activity.

(k) To provide opportunities for education to one's child or ward between the age of six and fourteen years.

Refer to Article 51 A of the Constitution.

D. Patriotism, Pride and Gratitude for the Nation

Dr. APJ Abdul Kalam, the former President of our country once said "Where there is righteousness in the heart, there's beauty in character. Where there is beauty in the character, there is harmony in the homes. Where there is harmony in the homes, there is order in the nation. When there is order in the nations, there is peace in the world." A peaceful nation automatically renders the atmosphere for creative living, peaceful coexistence and great prosperity.

Bharat, the oldest living and thriving civilization to date, was always the world leader in its spiritual teachings, material prosperity, scientific advancements, innovation and great might. We feel extremely proud of our Nation.

From our soil rose the timeless invaluable knowledge of the vedic sciences, ayurveda, mathematics, metallurgy, agriculture, cultivation of herbs and spices, textiles, architecture, knowledge of the cosmos and also understanding of the mind. Ours is the land of saints and sages, thinkers and professionals, brave men and outstanding women. Bharat had attained mastery over the art of warfare together with the art of peaceful coexistence. Since ancient times Bharat has always welcomed people from different nations, cultures and traditions, made them feel wanted, and helped them integrate into their new home. This has led to the making of an extremely multicultural society. The aroma of different foods, the rich colours, the folk songs and dances, festivals and feasts cannot be found anywhere except Bharat. Unity in diversity is the strength of our nation, of which we are extremely proud.

These achievements include excellent software professionals, educationists and academicians, health care professionals, pharmacists and scientists, architects, planners, engineers and a skilled workforce. Family values and family bonding of the Bharatiya society are looked upon with admiration and respect by other people in the world.

The bravest and most professional soldiers guard our nation. We the people of Bharat are extremely proud of our armed forces. When there is pride, our hearts swell with love and patriotism for our nation. Responsibility to gallop forth with conviction, the might of our knowledge, power of our innovations and great love for our nation rests upon our youth who will take our nation forward and make Bharat the World Leader.

Activity

- ✓ **Elocution competition:** Learners may research and present on local heroes who have fought in different wars in defence of Bharat. Lesser known facts about the warriors are to be highlighted.
- ✓ **Debate:** Topics may be:

  a. Should learners have a compulsory 1-year experience for social work in Villages / tribal areas?

  It can be a pre-requisite for PG or employment. (Serving in the field of education/adult education, health awareness, computer literacy, rain water harvesting, irrigation etc.). It will give them the understanding of social issues.
- ✓ **Twinning:** My Amma & me: Twin with mother, (could be with father, sibling too) and make a 5-minute presentation to the class. Topic: OUR FAMILY. In very session 2/3 learners could present.
- ✓ **Innovative Thinking:** Innovative suggestions to the CM or PM from the class: on education, about nation, about entrepreneurship etc. HEIs must make arrangements to communicate with the concerned authorities. Suggestions may be kept in a "youth suggestions bank" for the law makers and implementers.

Pedagogy:

- Lectures
- Discussions of values and their practices on real-life issues in groups
- Workshops
- Panel discussion on case studies/situations
- Role-play wherever applicable
- Demonstration (audio/video/written) by learners
- Observation (individual/peer group)
- Assessment (self-appraisal/faculty member observation)
- Portfolio/learner diary/reflective journal/workbook/record
- Outcome observation using some tools (individual and in the group)
- Simulations
- Teamwork
- Motivational talks by the practitioners
- Study visits

E-Resources: Keeping in view the needs and interests of learners, books, audio, videos, and e-resources are to be used generously by the faculty member.

Assessment

1. Assessment on practical case assignments, individual and group activities, question and answer sessions.
2. Reflection on the panel discussion, invited motivational talks, and field visits to the places/ individuals and institutions that practice one or a set of values.
3. **Self-assessment:** Each learner will keep a record of his/her daily learning after each session in the reflection journal maintained by them and the faculty member.

Samples for Flow of Class on Universal Values, Activities, Outcome Observation:

A. The flow of Class on Values:

The flow of the class has been indicated in the transaction of each value. However, the faculty member is free to modify the flow in accordance with the needs of the class.

B. The outcome of the Activities and Assessment:

The learning outcome in this module is that the learners could participate, prepare and complete the activity or project including universal values.

The same may be assessed by self, peers or faculty members using some tools like a checklist or a rating scale. The faculty member and learners may identify criteria for the checklist or rating scale to elaborate learning during the following tasks:

1. Group task:

a. Prepare a report/presentation/movie/video on your college.

or

b. Prepare a report/presentation/movie/video on the favourite sports of the group.

i. The group may choose its own task with the approval of the faculty member.

ii. In class, the group members will discuss and plan their activities and assign roles to each member of the group for completing the task.

ii. Presentation of the report/video prepared by each group if there is time; otherwise, the report may be submitted to the faculty member for assessment.

iv. Each group is asked to answer the following questions:

- Did someone practice a value or a set of values? If yes, which values?
- Did someone motivate anyone or others to follow any values? Yes/no and why?
- What kind of values were adopted by the leader(s) as selected by the learner(s)?

The learners may be asked to search for a few TED talks on each universal value, or clips from YouTube, which they find meaningful, prepare a summary of the talk in 200 words and submit it

to the faculty member in the next class. This could be used for the assessment of learner learning by the faculty member.

2. **Role play:** Select four to five volunteers from among the learners and a situation dealing with any value is explained. The learners will play the roles of the characters.
3. **Study visits:** The faculty member can arrange visits to provide an opportunity for learners to see the individuals or organizations practising these values and contribute to their own self and humanity.
4. **Discussion:** (Summary of narrative pertaining to a value or Technology, Entertainment, Design (TED) talk) the faculty member may ask learners to read out a few summaries submitted by the learners and discuss them in the class.
5. **Recap of the previous session(s)/activities:** This activity can be used to reinforce a given value(s), and also to develop proficiency in retention, imaginative addition, deletion, substitution of information and constructing a discourse.
6. **Writing an autobiography:** At the beginning of the course, learners may be asked to write two pages of their autobiography when they were five years old. In the middle of the course, they should be asked to re-write their autobiography from the perspective of an eleven-year old. Learners will then write their autobiography again at the end of the course.
7. **Peer evaluation:** A brief narrative or case on values may be given to the learners in the class. The learners in a group of four to six will analyse the narrative for a duration of 30 minutes. The analysis has to be submitted by each group on a sheet of paper; these may then be evaluated by distributing the sheets among the groups and letting them mark each other's analysis with guidelines provided by the faculty member.
8. **Reflective journal evaluation:** The journal evaluation may be done on the scale of: Needs improvement, Fair, Good, and Excellent. This is based on the following criteria: (i) proficiency in language, (ii) clarity of thought, (iii) quality of discussion of value, (iv) evidence of the evolution of learner/s; and (v) overall impact.

C. Reflective Journal on Universal Values and Life Skills

Values are not taught but experienced, observed, and lived. Values are to be learnt through practice. A lot depends on the ambience around the youth and the universal values being practised in the time that they spend at home, and outside with family members, friends, classmates, teachers, and staff they spend one-fourth of their total time on campus than outside the campus participating in academic and other activities. Most of the time they are engaged with electronic gadgets like mobile phones, TV and games and they spend very little time with their family members and friends. Social media and its platforms tend to promote negative feelings of violence, hatred, corruption, etc. Consequently, values are causality, as they are not observed and experienced. To strengthen their emotional resilience and to reduce stress, adolescents need to develop a positive attitude towards people, things and events in their lives. Journal writing can be a way to get through it all, as it makes it easier to get into the habit of focusing on the positive values of life.

Journal writing can help in nurturing the values of life. It can be a life-transforming tool. A learner should be left free to choose the form, whether to write in a digital form or in a physical diary. The indicative format may be prepared and suggested but each learner should be allowed to write in it in the modified version, as he/she wishes but with justification for the modification.

Advantages of writing a Journal:

i. A journal is not only a way of expressing emotions, but also an autobiography of one's development as a being. It becomes a mirror of seeing one's reflection and changes that take place by comparing different perspectives of one's self. Along with being a cartography of values, it helps in improving other inter-related life skills like communication skills (including creative thinking and writing), management and leadership skills, as learners can freely express themselves in writing and other creative ways without the pressure of more structured writing. In the process, they develop a better understanding of themselves and the world around them.

ii. It would help in managing stress, particularly anger, by helping the learners to acknowledge it, recognize its source and make new choices consciously about how to deal with it and consequent situations, thereby leading a balanced life.

iii It would make them conscious beings, as the learners learn the truth about themselves by being conscious of the values of what they think, speak, or do.

iv. By way of writing regularly and keeping a record, learners not only learn to go back to the past (a specific point) of their life but also develop the habits of punctuality and regularity, which are primary manifestations of the value of sincerity.

Maintaining the Journal:

i. Decide on a journal: Use the journal as a time diary. Choose one that has dates and ample space to record what happened and when. Here one can write about all those values and skills, which have been, and are life-transforming.

ii. Decide on the framework: One can write long, descriptive paragraphs about what one appreciates in one's daily life. One can write several items per entry (for example, ten per day) or one can resolve to write about whatever seems right for a particular day. The main idea is to be in a place of reflection and positivism. One should do what works best for oneself.

iii. Commit to schedule: An important aspect of the long-term success of a journal is the frequency with which it is used. It is usually best to aim for once a day in the beginning, or several times per week, but one should allow oneself some time to catch up if things get busy. The schedule should not be so rigid that one feels like giving up writing if it gets skipped once or twice.

iv. Keep writing regularly: To maintain a more optimistic attitude, be sure to write regularly. Even if one skips writing frequently, try to remember the main motive of writing the journal and one will be able to get back to the habit of writing anything one wants.

Some tips to get learners involved in journal-keeping and to help them benefit from the process:

i. Help learners commit to a time for journal writing. Do not allow only classroom journal writing sessions, but also urge them to write in their journal at home.

ii. Explain that a journal can be their best friend.

iii. Making journal books a class project for language and arts.

iv. Provide a topic every week to encourage those learners who are not very spontaneous to write in their journals.

Ideally, the faculty member should have his/her reflective Journal also. One sample of a Reflective Journal is given here:

Reflective Journal:

i. How do I See Myself?

1. My Strengths:
2. My Personal Achievements:
3. My Aspirations for the Future:
4. My Values:

ii. Areas to Focus on:

1. My Areas of Improvement:
2. My Personal Challenges:
3. My Limitations—Inner and Outer:
4. My Habits that I want to change:

iii. How do I See Myself?

1. My Likes:
2. My Role Models:
3. My Definition of Success:
4. My Definition of Greatness:
4. My Relationship with Other Beings: family, community, animals, and non-living beings:

iv. How Do I See Myself?

1. My Expectations from Self:
2. My Expectations from My Parents:
3. My Expectation from My Friends and Family:
4. My Expectations from the Society:

v. How Do I See Myself?

1. My Expectations from the Institution:
2. My Expectations from the Teachers:
3. My Expectations from Education:
4. I would like to give back to All:

References and Suggested Readings:

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9. Seth, L. (2010). *We the Children of India: The Preamble to Our Constitution*. New Delhi: Penguin India.

10. UGC guidelines on "*Mulya Pravah- Inculcations of Human Values and Professional Education 2.0*"

11. UGC guidelines on "*Educational Framework for Global Citizenship in Higher Education*"

12. Compilation – CCMT. (2012). *Transforming Indians to Transform India*. Chinmay Mission, Chennai.

13. Chinmaya Yuva Kendra. (2008) *Awakening: Indians to India*. Chinmay Mission, Chennai.

ADDITIONAL PRACTICAL MODULES OR OPERATIVE ELECTIVES:

Note: The faculty member and/or institution may choose all or some of the following modules keeping in mind the level and specific needs of learners. The number of hours is suggestive. The faculty member has the flexibility to decide the duration of modules as per the need of the learners. However, it should be within the limit of duration assigned to each module in all four courses.

MODULE 1. - Integral Human Well-being 4 Hours

1. Importance of well-being, inter-relatedness of different kinds of well-being and definition of well-being (state of being comfortable, healthy, happy, and in equanimity)
2. Well-being and its kinds.
   - (i) Physical well-being (physical strength and endurance).
   - (ii) Emotional well-being (ability to respond to emotions and control them).
   - (iii) Aesthetic well-being (faculty to see and appreciate the beauty in all beings).
   - (iv) Intellectual well-being (rational, logical well-being).
   - (v) Relational well-being (obligation to self, parents, family society, nation, humanity and other beings in the universe; living with others with their acceptance).
   - (vi) Moral well-being (difference between good and evil and practising goodness; righteousness).
   - (vii) Spiritual well-being (thinking beyond the self and journey towards to spiritual level, beyond the senses).
3. Establish and recognize various states of well-being, embedded in different creatures, but consciously understood by humans.

4. Identify the most pronounced emotions in the individual through given activities anecdotes, videos, activity to help identify different states of well-being.
5. Discussion of related values to well-being: Aesthetics, ethics, gratitude, forgiveness, and spiritual health, that is, thinking beyond the senses and the self and for the welfare of others.
6. Importance and practice of well-being through case study and or activity.
7. Ways to attain different states of well-being.
8. Activities.

MODULE 2. - Yoga and Pranayama 4 Hours

1. Importance of Yoga and Pranayama:
   a. Yoga and pranayama for the integral well-being and balance in life.
   b. Yoga and pranayama: Introduction.
   c. Mind – Body – Intellect.
   d. Difference between yoga and pranayama and their interrelatedness.
2. Basic Yogasanas and Pranayama for Learners:
   a. Every morning.
   b. Before bedtime.
   c. Before a presentation.
   d. Before examination.
   e. To fight stress
3. Healthy Diet.
4. Healthy Mind.
5. Recommended Routine for Yoga and Pranayama.

MODULE 3. - Gratitude 4 Hours

1. Gratitude — A great embellishment to a person's mental quality.
2. Duty versus Rights.
3. Wonderment and Simplicity.
4. Gratitude to:
   a. The family.
   b. The teachers.
   c. The society.
   d. The nation.
   e. The universe.
5. Activity: Count your blessings; Live in an attitude of gratitude

MODULE 4: - Relationship and Family 4 Hours

1. Family: Meaning and constitution.
2. Importance of family relationships

3. Characteristics of a strong family.
    - Have good communication.
    - Share a feeling of togetherness.
    - Spend time with each other.
    - Show care and affection to every member.
    - Lead by example. The elders follow what they teach the younger members of the family.
    - The value system is set up by example.
    - Support all family members.
    - See a crisis as an opportunity to grow.
    - Focus on every member's well-being
    - Show resilience.

4. Build strong family relationships
    - Maintain positive communication-verbal and nonverbal
    - Spend quality time
    - Teamwork and family relationships
    - Appreciation for each other and family relationships

MODULE 5: - Role in Society 4 Hours

1. Meaning of Society.
2. Social roles — Meaning and various types.
3. Individual as a Social Being.
4. Responsibilities as Social Being
    - Participate in society's activities
    - Maintain a harmonious relationship with neighbours.
    - Follow the rules of society.
    - Maintain clean surroundings.
    - Contribute to social welfare.
5. Role conflict versus role strain
    - Role conflict — When role demands from different statuses are in conflict with each other and cause stress.
    - Role strain — When the role demands from a single status cause conflict or become stressful

MODULE 6: - Love and Sensitivity for Nature and Environment 4 Hours

The faculty members are requested to visit the following websites of UGC to learn about the content and modalities to develop love and sensitivity for nature and the environment.

The link for UGC's SATAT guidelines

https://www.ugc.ac.in/e-_book/STAT%20ENGLISH.pdf

The link for UGC's environmental studies for undergraduates course -

https://www.ugc.ac.in/oldpdf/modelcurriculum/env.pdf

SELF-RATING AT THE ENTRY AND EXIT LEVEL

(To be filled by the Learner)

Please rate yourself on a scale of 1-10 (1 being the lowest and 10 the highest) on:

S. No	Parameters	At the beginning of the course	At the end of the course
1	Self-awareness		
2	Self -esteem		
3	Emotional Intelligence		
4	Positive Attitude and Goodwill		
5	Interpersonal Communication		
6	Interpersonal Relationships		
7	Understanding the Non-verbal Cues of others		

SELF OBSERVATION AND SELF-RATING

(To be filled by the Learner)

Please rate yourself on a scale of 1-10 (1 being the lowest and 10 the highest) on:

S. No	Parameters	At the beginning of the Course	At the end of the Course
1	**Core Universal Values**		
	Truth		
	Love		
	Non-violence		
	Righteousness		
	Peace		
2	**Related Values**		
	Goodness		
	Generosity		
	Equality		
	Sincerity		
	Gratitude		
	Perseverance		
	Humility		
3	Conscious Practice of Values		
4	Group Work and Team Building		
5	Leadership Qualities		
6	Goal Setting		
7	Handling Criticism		
8	Itless & Integrity		
9	Managing Personal Finance		

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(Prof. Manish R. Joshi)
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University Grants Commission

New Delhi
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सत्यमेव जयते

ज्ञान-विज्ञान विमुक्तये



Guidelines For Incorporating Indian Knowledge In Higher Education Curricula

विश्वविद्यालय अनुदान आयोग
UNIVERSITY GRANTS COMMISSION

GUIDELINES FOR INCORPORATING INDIAN KNOWLEDGE IN HIGHER EDUCATION CURRICULA

ज्ञान-विज्ञान विमुक्तये

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GUIDELINES FOR INCORPORATING INDIAN KNOWLEDGE IN HIGHER EDUCATION CURRICULA

1. Preamble:

The *National Educational Policy 2020* (NEP 2020) recommends the incorporation of Indian Knowledge System (IKS) into the curriculum at all levels of education:

"The heritage of ancient and eternal IKS and thought has been a guiding light for this Policy. The pursuit of Knowledge (*Jñāna*), wisdom (*Prajñā*), and truth (*Satya*) was always considered in Indian thought and philosophy as the highest human goal. … The Indian education system produced great scholars such as Charaka, Susruta, Aryabhata, Varahamihira, Bhaskaracharya, Brahmagupta, Chanakya, Chakrapani Datta, Madhava, Panini, Patanjali, Nagarjuna, Gautama, Pingala, Sankardev, Maitreyi, Gargi and Thiruvalluvar, among numerous others, who made seminal contributions to world knowledge in diverse fields such as mathematics, astronomy, metallurgy, medical science and surgery, civil engineering, architecture, shipbuilding and navigation, yoga, fine arts, chess, and more. Indian culture and philosophy have had a strong influence on the world. These rich legacies to world heritage must be nurtured and preserved for posterity and researched, enhanced, and put to new uses through our education system." (NEP 2020, p.4. Emphasis added.)

To implement this vision, UGC constituted an expert committee to formulate guidelines for incorporating Indian Knowledge System into the higher education curricula of our country. The purpose of these guidelines for incorporating Indian Knowledge System into higher curricula is to provide a roadmap for systematic study and research of various disciplines of IKS and provide guidelines for incorporating IKS into undergraduate and postgraduate curricula.

2. Background:

Indian Knowledge System encompasses all of the systematized disciplines of Knowledge which were developed to a high degree of sophistication in India from ancient times and all of the traditions and practises that the various communities of India—including the tribal communities—have evolved, refined and preserved over generations.

The UGC-recognized academic institutions provide undergraduate and postgraduate education to the most number of students in India and form the bedrock of the higher education system in India. Therefore, it is imperative that the curriculums in these institutions incorporate IKS-related subjects in their curricula to implement the NEP 2020 in letter and spirit.

It is imperative that we expeditiously implement the following policy prescriptions, which are an important part of the NEP 2020:

a. Research on Indian Knowledge System should be among the mandated tasks to be undertaken by all our institutions of higher learning.

b. Indian Knowledge System should form an essential part of the curricula taught in our schools, colleges and other institutions of higher learning.

3. Scope:

The undergraduate curriculums are diverse and have varied subjects to be covered to meet the needs of the programs. It is not possible to have a single prescription for all the various UG and PG programs in the country. The primary purpose of the guidelines is to help the institutions come up with courses that will introduce the students to all aspects of IKS which are related to their fields of study and to promote interest in knowing and exploring more. A 10-year horizon is envisioned for the application of these guidelines, along with a revision and modification after five years to meet the evolving needs.

2.1 General Guidelines:

1. In view of the importance accorded in the NEP 2020 to rooting our curricula and pedagogy in the Indian context and in the corpus of Indian Knowledge System, every student enrolled in a UG or PG programme should be encouraged to take credit courses in IKS amounting in all to at least five per cent of the total mandated credits**.** It is envisioned that the interested students studying in UG and PG courses may be allowed to take a larger fraction of the total mandated credits in the fields of IKS.
2. At least 50% of the credits apportioned to the IKS should be related to the major discipline and should be accounted for the credits assigned to the major discipline.
3. Special care should be taken to ensure that the course materials for these IKS courses are based on authentic sources—such as source texts, historical accounts, inscriptions and other records, material and other evidence, and also rigorous sociological records of current practices of different communities.
4. The continuity of the Indian Knowledge Traditions from ancient times up to the relatively recent period of the eighteenth or nineteenth century must be emphasized in the design of the course content.
5. Efforts must be made to highlight the characteristic features such as the objectives, methodology and core concepts of the Indian Knowledge Traditions, which distinguish them from other Knowledge Traditions of the world.
6. Wherever possible, contemporary applications of the Indian Knowledge Traditions may be indicated.
7. The medium of instruction for the IKS courses could be any of the Indian languages which have been approved as a medium of instruction in higher education, apart from English and Sanskrit.
8. All the technical terms and citations from the Sanskrit sources should be given in the Devanagari script as well as in English transliteration for any course materials prepared in English.

2.2 Guidelines for IKS Courses in UG Programmes:

1. All the students who are enrolled in the four-year UG programmes should be encouraged to take an adequate number of courses in IKS so that the total credits

of the courses taken in IKS amount to at least five per cent of the total mandated credits. The students may be encouraged to take these courses, preferably during the first four semesters of the UG programme. At least half of these mandated credits should be in courses in disciplines which are part of IKS and are related to the major field of specialization that the student is pursuing in the UG programme. They will be included as a part of the total mandated credits that the student is expected to take in the major field of specialization. The rest of the mandated credits in IKS can be included as a part of the mandated Multidisciplinary courses that are to be taken by every student.

2. All the students should take a Foundational Course in Indian Knowledge System, which is designed to present an overall introduction to all the streams of IKS relevant to the UG programme. The foundational IKS course should be broad-based and cover introductory material on all aspects. It would enable students to explore the most fundamental ideas that have shaped Indian Knowledge Traditions over the centuries. Brief outlines of a few Model Curricula that may be followed in the Foundational Courses in IKS are presented in Appendix.

3. All UG-teaching Institutions should offer a large number of Elective Courses in IKS, from which the students may choose appropriately so as to complete a requisite number of courses and credits in IKS. These credits may be apportioned to the core disciplinary courses and the multidisciplinary courses. These courses could be in any of the disciplines/topics that are part of IKS, which are related to the field of specialization that the student is pursuing in the UG programme.

4. The students may be allowed to opt for internship/apprenticeship in any of the disciplines/topics that are part of IKS.

5. Wherever possible, the students may be encouraged to choose a suitable topic related to IKS for their project work in the 7/8th semesters of the UG programme.

6. Students who are enrolled in UG programmes in medicine may take a Credit Course in the first year on Indian Systems of Medicine, which will provide them with a "basic understanding of Ayurveda, Yoga and Naturopathy, Unani, Siddha, and Homeopathy" (NEP 20.2), which are continuing traditions of medicine that still attend to the health needs of large sections of the Indian population**.** During the second year, the students may take a two-semester credit course on the Theory and Practice of any one of the Indian Systems of Medicine, such as Ayurveda, Siddha, Yoga, etc.

7 These provisions may be incorporated into the curricular framework for the respective programmes with the approval of the competent authority/body of the Higher Educational Institutions/the concerned professional councils wherever applicable.

2.3 Guidelines for IKS Courses at the PG Level

1. All the students studying for PG programmes in Arts, Commerce and Sciences should take an adequate number of advanced credit courses in any of the disciplines/topics that are part of IKS and related to their subject of specialization

so that the total credits of the courses taken by the student in IKS amount to at least five percent of the total mandated credits.

2. The students may be allowed to opt for taking additional courses in disciplines/ topics that are part of IKS if such an option is available and is consistent with the requirements of the PG programme.

2.4 Guidelines for IKS Courses in Sanskrit and Indian Language Universities

1. There are a number of Universities in the country which are designated as Sanskrit or Indian Language Universities. These Universities should strive to broaden their scope and develop into Universities of Indian Knowledge System without giving up their focus on Sanskrit or the Indian Language of their region.

2. All students who are enrolled in UG programmes in the Sanskrit or Indian Language Universities should take the following credit courses in IKS:

   - A two-semester Foundational Course in IKS is designed to present an overall introduction to all the streams of IKS.
   - A two-semester Multidisciplinary Course on "IKS and Contemporary Knowledge in a Selected Discipline". The Universities should make due efforts to offer such courses in several disciplines that are part of IKS so that the students can choose their courses appropriately. For instance, the students studying Nyāya-Śāstra could opt to take a two-semester course on "Nyāya and the Greco-European Tradition of Logic."
   - A Course on "Manuscriptology and Critical Editing of Texts".

2.5 Guidelines for PG Programmes in Disciplines that are Part of IKS

1. Currently, there are some PG courses in disciplines that are part of IKS, such as Master of Arts in Indian Music, Master of Arts in Indian Philosophy, PG courses in different streams of Indian Systems of Medicine, etc. Many of the Sanskrit Universities also have an Acharya or Masters Degree programme in various Śāstras.

2. It is the view of this Committee that these courses need to be redesigned so as to ensure that they are anchored in the tradition of IKS. As of now, the PG courses in Indian Music, Indian Philosophy, or even Ayurveda or the studies of Śāstras in Sanskrit Universities are not particularly related to the perspective of IKS and tend to teach Western epistemologies and methodologies for studying and conducting research in these streams. While some of the latter may be required, the perspective and the main emphasis of these courses have to be rooted in the perspective of IKS.

3. After such PG programmes in disciplines that are part of IKS are approved and begin to be taught, the same curricula may be adopted for conducting NET examinations in these disciplines that are part of IKS. For instance, students who study a master's programme in Nyaya or Ganita will write a NET examination in Nyaya or Ganita, respectively.

2.6 Suggestions for effective implementation

1. All Universities should make due effort to promote and nurture UG/PG courses in all the disciplines that are part of IKS.
2. All students should be exposed to the common underlying philosophical foundation of the various disciplines that are part of IKS.
3. At least one to two lectures on the fundamental vocabulary of IKS should be conducted to familiarize faculty with the common terms used in IKS.
4. A strong emphasis should be placed on providing exposure to the primary texts of IKS, which is required for acquiring a deeper understanding.
5. Ready access to a wide range of primary and secondary resources should be provided to enable teachers to understand the continuous and vibrant tradition of IKS. These materials may be developed by a team of subject experts and made available to teachers. Extreme care must be taken to ensure the authenticity and scholarly nature of the content that may be developed for the orientation/induction and refresher courses.
6. A list of IKS content available in regional languages should be compiled and made available for the benefit of teachers.
7. Sharing the life and work of contemporary scholars and innovators who have made seminal contributions in their fields using IKS would motivate teachers to explore various dimensions of IKS.
8. To connect with the oral tradition of IKS, one practical session on the ancient technique of memorization, with a few examples from primary texts, would be helpful.
9. A few immersive sessions on Yoga, Meditation, Ayurveda, Classical Music, Indian Craft traditions, etc., should be arranged to give students some grounding in the experiential aspects of IKS.
10. The course curriculum development should be closely integrated with the teacher training in IKS.

APPENDIX

MODEL CURRICULA OF COURSES IN INDIAN KNOWLEDGE SYSTEM

Below are a few model curricula of courses in Indian Knowledge System (IKS) that may be useful for designing appropriate courses, including Foundation Courses in IKS and some possible Elective Courses on disciplines that are part of IKS, such as Indian Mathematics and Indian Astronomy. Apart from Elective Courses in these and other disciplines which are part of IKS such as Indian Logic, Indian Linguistics, Indian Metallurgy, Indian Architecture, etc., there can also be Elective Courses on Special Topics that are part of IKS, such as Indian Algebra, Indian Astronomical Instruments, Indian Iconography, Indian Musical Instruments, Water Management in Pre-British India, etc.

A. FOUNDATIONAL COURSES IN IKS

I. INTRODUCTION TO IKS

1. Bharatavarsha—A Land of Rare Natural Endowments:

Largest cultivable area in the world. Protected and nurtured by Himalayas. The Sindhu-Ganga plain and the great coastal plains. The great rivers of India.

Abundant rains, sunshine and warmth, vegetation, animals and mineral wealth. Most populous country in the world. India's prosperity held the world in thrall.

Splendid geographical isolation of India and the uniqueness of Indian culture.

2. Foundational Literature of Indian Civilisation:

The Vedic Corpus. The Itihasas— Ramayana and Mahabharata, and their important regional versions. The Puranas.

The role of Itihasas and Puranas in understanding the Vedas.

Foundational Texts of Indian Philosophies, including the Jaina and Bauddha. Foundational Texts of Indian Religious Sampradayas, from the Vedic period to the Bhakti traditions of different regions.

i. The Vedangas and Other Streams of Indian Knowledge System:

The six Vedangas — Siksha, Vyakarana, Chandas, Nirukta, Jyotisha and Kalpa. Other streams of Indian Knowledge System such as Ayurveda, Sthapatya, Natyasastra, Dharmasastra, Arthasastra, etc.

Continuity of the Corpus.The Indian way of continuing the evolution of knowledge through commentaries, interpretations and revisions of the foundational texts.

The large corpus of literature on IKS in Sanskrit and other Indian languages. Others sources for the study of Indian Knowledge System.

ii. Indian Language Sciences:

Language Sciences and the preservation of the Vedic corpus.

Varnamala of Indian languages based on classification of sounds on the basis of their origin and effort involved. The special feature of the scripts of most Indian languages, that each symbol is associated with a unique sound.

Word formation in Sanskrit and Indian languages. Basic purpose of the Science of Vyakarana as established by Panini.

Important texts of Indian Language Sciences —Siksha or phonetics, Nirukta or etymology, Vyakarana or Grammar, Chandas or Prosody.

How the Indian Language Sciences continued to flourish in the 18//19 the centuries. Navya-nyaya and Navya-vyakarana in Navadvipa, Varanasi and West and South India.

iii. Indian Mathematics:

Numbers, fractions and geometry in the Vedas. Decimal nomenclature of numbers in the Vedas. Zero and Infinity. Simple constructions from Sulba-sutras.

The development of the decimal place value system which resulted in a simplification of all arithmetical operations. Linguistic representation of numbers.

Important texts of Indian mathematics. Brief introduction to the development of algebra, trigonometry and calculus.

How Indian mathematics continued to flourish in the 18/19/20th centuries. Kerala School. Ramanujan.

6. Indian Astronomy:

Ancient records of the observation of the motion of celestial bodies in the Vedic corpus. Sun, Moon, Nakshatra & Graha.

Astronomy as the science of determination of time, place and direction by observing the motion of the celestial bodies. The motion of the Sun and Moon. Motion of equinoxes and solstices. Elements of Indian calendar systems as followed in different regions of India.

Important texts of Indian Astronomy. Basic ideas of the planetary model of Aryabhata and its revision by Nilakantha.

Large corpus of inscriptions recording observation of eclipses. Astronomical instruments.

How Indian astronomy continued to flourish in the 18/19th centuries. Astronomical endeavours of Jaisingh, Sankaravarman, Chandrasekhara Samanta.

7. Indian Health Sciences:

Vedic foundations of Ayurveda. Ayurveda is concerned both with maintenance of good health and treatment of diseases.

Basic concepts of Ayurveda. The three Gunas and Three Doshas, Pancha-mahabhuta and Sapta-dhatu. The importance of Agni (digestion). Six Rasas and their relation to Doshas. Ayurvedic view of the cause of diseases.

Dinacharya or daily regimen for the maintenance of good health. Ritucharya or seasonal regimen.

Important Texts of Ayurveda. Selected extracts from *Astāngahrdaya* (selections from *Sūtrasthāna*) and *Suśruta-Samhitā* (sections on plastic surgery, cataract surgery and anal fistula). The large pharmacopeia of Ayurveda.

Charaka and Sushruta on the qualities of a Vaidya. The whole world is a teacher of the good Vaidya. Charaka's description of a hospital. Hospitals in ancient and medieval India.

How Ayurveda continued to flourish till 18/19th centuries. Surgical practices, inoculation. Current revival of Ayurveda and Yoga.

8. Classical Literature in Sanskrit and Other Indian Languages:

The nature and purpose of Kavya. Drisya and Sravya Kavyas.

The ideas of Indian aestheticians on what constitutes the soul of Kavya.

Important examples of classical literature in Sanskrit and other Indian languages.

9. Indian Education:

Preservation of culture, tradition and Dharma through education. Svadhyaya, Pravachana. Also continuity of the family and the vamsha, who are the carriers of knowledge, tradition and Dharma.

The extent, inclusiveness and the sophistication of indigenous education in early19th century India.

10. The Purpose of Knowledge in India:

Para Vidya and Apara Vidya. The corpus connected with Para Vidya. Learning and formalization of concepts associated with Para Vidya also form part of Apara.

Apara Vidya. Nature and purpose of sciences, technologies, and all human knowledge concerning the world and the society.

The concept of Rita, Dharma. The cycle of mutual dependence of humans and all aspect of creation. Yajna and the inviolable discipline of sharing and caring.

11. Methodology of Indian Knowledge System:

Systematization of knowledge fields as Sastra. Each Sastra has a clearly defined purpose in Vyavahara.

The means of valid knowledge (Pramanas). Perception (Pratyaksha), Inference (Anumana) and Textual Tradition (Agama), as discussed in the canonical texts of all the disciplines.

The importance of Pratyaksha and Agama in relation to Anumana.

12. Indian Architecture and Town Planning:

The importance of Sthapatya-veda**.** The ancient cities of the Indus Saraswati region. Town planning and drainage systems.

Examples of the significance of architecture and materials in Ramayana and Mahabharata.

Public opulence and private austerity in Indian architecture. Why there are many more of Temples than Palaces.

Important texts of Architecture and Sculpture. The prevalence of high Indian architecture in almost all parts of India except the Ganga plains. Examples of high Indian architecture from ancient and medieval periods from different parts of India.

The building of Jaipur in the 18th century. How temple art and architecture continues to flourish in modern India.

13. Indian Fine Arts:

The importance of Gandharva-veda. Natyasastra on the nature and purpose of fine arts.

Basic concepts of Indian music and dance. Important texts of Indian music, dance and painting. Indian musical instruments.

Different schools of music, dance and painting in different regions of India. Important examples of Indian painting in various part of India.

Musicology as a science. Harmonising Lakshya and Lakshana (practise and theory).

Major developments in the science and practice of music the 17/18/19th centuries. The current revival of music and dance in India.

14. Indian Agriculture:

The significance of agriculture and irrigation as emphasised in the Ramayana, Mahabharata and other texts.

Mention of Indian agriculture by the Greek historians and later travellers. Significance of agriculture and irrigation for the kings of Indian tradition.

Major water-bodies of the ancient times. The Ery system of south India.

Excellence of Indian agricultural technologies as observed by more recent European observers.

Productivity of Indian agriculture in medieval Thanjavur and eighteenth century Allahabad, Chengalpattu, etc.

Indian attitude towards agriculture, based on Walker and later reports.

15. Indian Textiles:

India as the ancient home of cotton and silk fabrics. Weaving formed the most significant part of Indian economy after agriculture.

Varieties of textiles and dyes developed in different regions of India.

India as a leading exporter of textiles in the world in the 17/18/19th centuries.

16. Indian Metallurgy:

Vedic references to metals and metal working. Mining and manufacture in India of Zinc, Iron, Copper, Gold, etc., from ancient times.

Indian texts which refer to metallurgy. Important specimens of metal workmanship preserved/found in different parts of India.

The significance and wide prevalence of ironsmith and other metal workers in the pre-modern era.

European observers on the high quality and quantity of Indian iron and steel in the 18/19th centuries.

17. Indian Polity and Economy:

Indian conception of well-organised Polity and flourishing Economy as expounded in the foundational texts. The notion of Bharartavarsha as a Chakravarti-Kshetra and important attributes of Chakravartin.

King as the protector of Dharma. King as the strength and support of the weak. King as the protector of Varta. King as the protector of the times.

Meaning of Varta: Krishi, Gopalana and Vanijya forming the basis of Varta and the core of economic activity in society. The importance of sharing.

Grama as the centre of the polity.

18. The Outreach of Indian Knowledge System:

The outreach of Indian Knowledge System beyond Indian boundaries form the ancient times. Outreach to East, Southeast, Central and Southeast Asia of Indian phonetic script, decimal value place system based arithmetic, algebra, astronomy and calendar, medical pharmacopeia, architecture, methods of making iron and steel, cotton textiles, etc.

The transmission of Indian linguistics, knowledge of plants, iron and steel metallurgy, textiles and dyeing, shipbuilding etc., to Europe in 17/18/19th centuries.

Current global outreach of Ayurveda, Yoga and Indian Fine Arts.

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B. ELECTIVE COURSES ON SELECTED DISCIPLINES/ TOPICS THAT ARE PART OF IK

I. MATHEMATICS IN INDIA: FROM VEDIC PERIOD TO MODERN TIMES

1. Introductory Overview

Mahāvīrācārya on the all-pervasiveness of Ganita. The algorithmic approach of Indian Mathematics. Overview of development of Mathematics in India during the ancient and early classical Period (till 500 CE), later classical period (500-1250) medieval period (1250-1750) and the modern periods (1750- present). Proofs in Indian Mathematics. The genius of Srinivasa Ramanujan (1887-1920). Lessons from History.

2. Mathematics in the Vedas and Śulva Sūtras

Mathematical references in Vedas. The extant Śulbasūtra texts & their commentaries. The meaning of the word Śulbasūtra. Qualities of a Śulbakāra. Finding the cardinal directions. Methods for obtaining perpendicular bisector. Bodhāyana's method of constructing a square. The Bodhāyana Theorem (so called Pythagoras Theorem)

Applications of Bodhāyana Theorem. Constructing a square that is the difference of two squares. Transforming a rectangle into a square. To construct a square that is n times a given square. Transforming a square into a circle (approximately measure preserving). Rational approximation for $\sqrt{2}$. Construction of Citis. Details of fabrication of bricks, etc.

3. Pāṇini's *Aṣṭādhyāyī*

Development of Vyākaraṇa or Śabadaśāstra. Pāṇini and Euclid. Method of Pāṇini's *Aṣṭādhyāyī*. Śiva-sūtras and Pratyāhāras. Context-sensitive rules and other techniques of *Aṣṭādhyāyī*. Pāṇini and zero. Patañjali on the method of *Aṣṭādhyāyī*. *Vākyapadīya* on *Aṣṭādhyāyī* as an upāya.

4. Piṅgala's *Chandaḥśāstra*

Development of Prosody or Chandaḥśāstra. Long (guru) and short (laghu) syllables. Scanning of Varṇavṛtta and the eight Gaṇas. Pratyayas in Piṅgala's *Chandaḥśāstra*. Prastāra or enumeration in the form of an array. Saṅkhyā or the total number of metrical forms of n syllables. Naṣṭa and Uddiṣṭa (the association between a metrical form and the row-number in the prastāra through binary expansion). Lagakriyā or the number of metrical forms in the prastāra with a given number of Laghus. Varṇameru and the so called "Pascal Triangle".

5. Mathematics in the Jaina Texts

Place of Mathematics in Jaina literature. Important Jaina mathematical works. Jaina geometry. Circumference of a circle. Area of a circle. Relation between chord, śara (arrow) and diameter, etc. Approximation for the value of π. Notion of different types of infinity. The law of indices. Permutations and Combinations.

6. Development of Place Value System

Earliest evidence of the use of place value system. Numerals found in the inscriptions (Brāhmi & Kharosṭhi). Use of Zero as a symbol in Piṅgala's *Chandaḥśāstra*. References to use of decimal place value system in the commentary *Vyāsabhāṣya* on *Yogasūtra* and in Southeast Asian Inscriptions. Different systems of numeration employing place value system. Bhūtasaṅkhyā system. Āryabhaṭan system. Kaṭapayādi system. Algorithms for arithmetical operations based on decimal place value system.

7. Āryabhaṭīya of Āryabhaṭa

Āryabhaṭa, his period and his work *Āryabhaṭīya*. Names of the notational places. Square and Squaring. Algorithm for finding the square root. Cube and cubing. Algorithm for finding the cube root. Formula for the area of a triangle. Bhāskara I on altitude and area of a triangle. Numerical examples

Area of a circle, trapezium and other planar figures. Approximate value of π. Computation of tabular Rsines (geometric and difference equation methods). Approximate formula for Rsine (as given by Bhāskara I). Problems related to gnomonic shadow. Bhujā-koṭi-karṇa-nyāya, jyā-śara-nyāya and their applications. Arithmetic progressions. Finding sum of natural numbers, sum of sums, and so on.

Some algebraic identities. Rule of three. Problems on interest calculation. Ekavarṇa-samikaraṇa and anekavarṇa-samikaraṇa. The Kuṭṭaka problem (sāgra and niragra-kuṭṭaka). Illustrative examples.

8. Brāhmasphuṭasiddhānta of Brahmagupta

Introduction. Twenty logistics. Cube root. Rule of Three, Five Seven, etc. Mixtures. Interest calculations, etc. Progressions: Arithmetic and Geometric. Plane figures. Triangles, right triangles and quadrilaterals.

Diagonals of a cyclic quadrilateral. Rational triangles and quadrilaterals. Chords of a circle. Volumes with uniform and tapering cross-sections. Pyramids and frustum. Shadow problems.

Mathematical operations with plus, minus and zero. Rules in handling surds (karaṇī) Operations with unknowns (avyakta-ṣaḍvidha). Equations with single unknowns (ekavarṇa-samīkaraṇa). Equations with multiple unknowns (anekavarṇa-samīkaraṇa). Equations with products of unknowns (bhāvita). Brahmagupta on kuṭṭaka. The Second order indeterminate equation (Vargaprakṛti). Bhāvanā principle and its applications.

9. Bakṣālī Manuscript

The discovery of Bakṣālī Manuscript. Its antiquity and uniqueness. Use of symbols. Symbol for negative sign (kṣaya). Symbol for denoting unknown quantities (yāvatāvat). Solution of indeterminate equations. Formula for approximate value of surds. Some interesting problems involving simultaneous equations.

10. *Gaṇitasārasaṅgraha* of Mahāvīra

Introduction. Arithmetical operations, operations with zero. Squares, cubes, square roots, cube roots. Arithmetical and Geometric progressions, Citi (summation). Manipulations with fractions and solutions of equations. Mixed problems including interest calculations.

Vallīkāra-kuṭṭākara – linear indeterminate equations. Two and more simultaneous indeterminate equations. Other indeterminate equations. Vicitra-kuṭṭākara – Truthful and untruthful statements. Sums of progressions of various types. Variable velocity problem

Plane figures**:** Circle**,** Dīrghavṛtta, Annulus. Ratio of circumference and diameter. Segment of a circle. Janya operations: rational triangles, quadrilaterals. Excavations: Uniform and tapering cross-sections, volume of a sphere. Time to fill a cistern. Shadow problems.

11. Development of Combinatorics

Combinatorics in Āyurveda. Gandhayukti of Varāhamihira Mātrā-vṛttas or moric metres. Prastāra or enumeration of metres of *n*-mātrās in the form of an array. Saṅkhyā or the total number of metrical forms of given number of mātrās. The Virahāṅka sequence (so called Fibonacci sequence. Naṣṭa and Uddiṣṭa processes for finding the metrical form given the row-number and vice versa in a prastāra. Mātrā-meru to determine the number of metrical forms with a given number of gurus. Representation of any number as a sum of Virahāṅka numbers.

Saṅgīta-ratnākara of Śārṅgadeva (c.1225). Tāna-Prastāra or enumeration of permutations or tānas of svaras. Prastāra, the rule of enumeration of permutations in the form of an array. Khaṇḍameru and the processes of naṣṭa and uddiṣṭa. Factorial representation of Śārṅgadeva. Tāla-Prastāra: Enumeration of tāla forms. The tālāṅgas: Druta, Laghu, Guru and Pluta and their values. Prastāra: Rule of enumeration of all tāla-forms of a given value. Saṅkhyā and the Śārṅgadeva-sequence of numbers. The processes of naṣṭa and uddiṣṭa. Representation of natural numbers as sums of Śārṅgadeva-numbers. Laghu-Meru. The general relation between prastāra and representation of numbers.

12. *Līlāvatī* of Bhāskarācārya

Introduction. Importance of *Līlāvatī*. Arithmetical operations: Inversion method, rule of supposition. Solution of quadratic equations. Mixtures. Combinations, progressions.

Plane figures**:** Right triangles, applications. Sūcī problems. Construction of a quadrilateral: Discussion on earlier confusions. To find the second diagonal, given the four sides and a diagonal of a quadrilateral. Cyclic quadrilaterals. Value of π, area of a circle, surface area of a sphere, volume of a sphere.

Regular polygons inscribed in a circle. Expression for a chord in a circle. Excavations and contents of solids. Shadow problems (advanced problems). Importance of rule of proportions. Combinations (advanced problems).

13. *Bījagaṇita* of Bhāskarācārya

Development of Bījagaṇita or Avyaktagaṇita (Algebra) and Bhāskara's treatise on it. Understanding of negative quantities. Development of algebraic notation. The Vargaprakṛti equation $X^2 - D Y^2 = K$, and Brahmagupta's bhāvanā process. The Cakravāla method of solution of Jayadeva and Bhāskara.

Bhāskara's examples $X^2 – 61Y^2 = 1$, $X^2 – 67Y^2 = 1$. The equation $X^2 - D Y^2 = -1$. Solution of general quadratic indeterminate equations. Bhāskara's solution of a bi-quadratic equation.

Review of the Cakravāla method. Analysis of the Cakravāla method by Krishnaswami Ayyangar. History of the solution of the "Pell's Equation" $X^2 - D Y^2 = 1$. Solution of "Pell's equation" by expansion of √D into a simple continued fraction. Bhāskara semi-regular continued fraction expansion of √D. Optimality of the Cakravāla method.

14. *Gaṇitakaumudī* of Nārāyaṇa Paṇḍita

Importance of *Gaṇitakaumudī*. Solutions of quadratic equations. Double equations of second and higher degree – rational solutions. Determinations pertaining to the mixture of things. Interest calculations – payment in installments

Meeting of travelers. Progressions. Vārasaṅkalita: Sum of sums. The kth sum. The kth sum of a series in A.P. The Cow problem. Diagonals of a cyclic quadrilateral – Third diagonal, area of a cyclic quadrilateral. Construction of rational triangles with rational sides, perpendiculars, and segments whose sides differ by unity. Generalisation of binomial coefficients and generalized Fibonacci numbers.

Vargaprakṛti. Nārāyaṇa's variant of Cakravāla algorithm. Solutions of Vargaprakṛti and approximation of square roots. Bhāgadāna: Nārāyaṇa's method of factorisation of numbers. Aṅkapāśa (Combinatorics). Enumeration (prastāra) of generalised mātrā-vṛttas (moric metres with more syllabic units in addition to Laghu and Guru). Some sequences (paṅkti) and tabular figures (meru) used in combinatorics. Enumeration (prastāra) of permutations with repetitions. Enumeration (prastāra) of combinations.

15. Magic Squares

The earliest textual references and references in inscriptions. The sarvatobhadra square of Varāhamihira. Nārāyaṇa's classification of magic squares into samagarbha (doubly-even numbers of the form 4m), viṣamagarbha (singly-even or numbersof the form 4m + 2) and viṣama (odd). Use of Kuṭṭaka to find the arithmetic sequences to be used in magic squares. 4x4 Pandiagonal magic squares of Nārāyaṇa.

Ancient method for the construction of odd magic squares and doubly even squares. The folding method (sampuṭīkaraṇa) of Nārāyaṇa for samagarbha squares. The folding method for Viṣama squares. Illustrative examples.

16. Kerala School of Astronomy and Development of Calculus

Background to the Development of Calculus (c.500-1350). The notions of zero and infinity. Irrationals and iterative approximations. Second order differences and interpolation in computation of Rsines. Summation of infinite geometric series. Instantaneous velocity (tātkālika-gati). Surface area and volume of a sphere. Summations and Repeated summations (saṅkalita and vārasaṅkalita). The Kerala School of Astronomy and the Development of Calculus. Mādhava (c. 1340-1420) and his successors to Acyuta Piśāraṭi (c. 1550-1621). Nīlakaṇṭha (c.1450-1550) on the irrationality of π. Nīlakaṇṭha and the notion of the sum of infinite geometric series. Binomial series expansion. Estimating the sum $1^k + 2^k + \ldots n^k$ for large n.

Mādhava Series for π. End-correction terms and Mādhava continued fraction. Transformed series for π which are rapidly convergent. History of Approximations to π. Nīlakaṇṭha's derivation of the Āryabhaṭa relation for second-order Rsine differences. Mādhava series for Rsine and Rcosine. Nīlakaṇṭha and Acyuta formulae for instantaneous velocity.

Āryabhaṭa's sine table (makhi, bhaki, phaki…). Āryabhaṭa's recursion relation and the approximation involved in it. Attempts to improve the sine values by Lalla, Govindasvāmi, Vaṭeśvara, etc. Bhāskara's formula for sin $(A + B)$ and its application. The refined recursion relation in *Taṅtrasangraha* and its commentary. Mādhava's sine series and the use of mnemonics vidvān, tunnabala etc. Mādhava's sine table. Comparison of sine-tables of Āryabhaṭa, Govindasvāmi, Vaṭeśvara and Mādhava.

17. Trigonometry and Spherical Trigonometry

Crucial role of trigonometry in astronomy problems. Indian sines, cosines: Bhujājyā, Koṭijyā, sine tables. Interpolation formulae. Determination of the exact values of 24 sines. Bhāskara's Jyotpatti sin (18º), sin (36º).

Sine of difference of two angles. Sines at the interval of 3º, 1.5º. Jīve-paraspara-nyāya. Sines at the interval of 1º. Trigonometry in later texts such as *Siddhāntatattvaviveka* of Kamalākara

Spherical trigonometry in astronomy: Tripraśna problems. Applications to specific diurnal problems: Duration of day (carajyā), Time from shadow. Systematic treatment of spherical trigonometry problems in Nīlakaṇṭha's *Tantrasaṅgraha*. Proofs of *Tantrasaṅgraha* results in *Yuktibhāṣā.*

18. Proofs in Indian Mathematics

Upapattis or proofs in Indian mathematical tradition. Early European scholars of Indian Mathematics were aware of upapattis. Some important commentaries which present upapattis. Bhāskarācārya II on the nature and purpose of upapatti. Upapatti of bhujā-koṭi-karṇa-nyāya (Baudhayana-Pythagoras theorem). Upapatti of kuṭṭaka process. Restricted use of tarka (proof by contradiction) in Indian Mathematics. The Contents of *Gaṇita-yukti-bhāṣā*. *Yukti-bhāṣā* demonstration of bhujā-koṭi-karṇa-nyāya. Estimating the circumference by successive doubling of circumscribing polygon.

Expression for abādhās, area and circum-radius of a triangle. Theorem on the sum of the product of chords (jyāvargāntara-nyāya). Theorem on the difference of the squares of the chords (jyāvargāntara-nyāya). From jyāsaṃvarga-nyāya to jyotipatti (generation of tabular sines). The cyclic quadrilateral. Expression for the diagonals in terms of the sides. Expression for the area in terms of the diagonals. Expression for the area and circum-radius in terms of the sides.

Yuktibhāṣā estimate of the samaghāta saṅkalita $1^k + 2^k + \ldots n^k$ for large n. *Yuktibhāṣā* estimate of Vārasaṅkalita. *Yuktibhāṣā* derivation of Mādhava Series for π. *Yuktibhāṣā* derivation of end-correction terms. *Yuktibhāṣā* derivation of Mādhava Rsine and Rcosine Series. Upapatti and "Proof". Lessons from history.

19. Mathematics in Modern India

Continuing tradition of Indian Astronomy and Mathematics (1770-1870). Surveys of indigenous education in India (1825-1835). The Orientalist-Anglicist debate shaping the British policy on

education (c.1835). Survival of indigenous education system till 1880. Modern Scholarship on Indian Mathematics and Astronomy (1700-1900). Rediscovering the Tradition (1850-1900). Development of Higher Education and Modern Mathematics in India (1850-1910). Srinivasa Ramanujan (1887-1920). Brief outline of the life and mathematical career of Ramanujan. Hardy's assessment of Ramanujan and his Mathematics (1922, 1940). Some highlights of the published work of Ramanujan and its impact. Selberg's assessment of Ramanujan's work (1988). The saga of Ramanujan's Notebooks. Ongoing work on Ramanujan's Notebooks. The enigma of Ramanujan's Mathematics. Ramanujan not a Newton but a Mādhava.

Rediscovering the tradition (1900-1950). Rediscovering the tradition (1950-2010). Modern scholarship on Indian Mathematics (1900-2010). Development of modern mathematics in India (1910-1950). Development of modern mathematics in India (1950-2010). Development of higher education and scientific research in India (1900-1950). Development of higher education and scientific research in India (1950-2010). Comparison with global developments.

Suggested References

1. B. Datta and A. N. Singh, *History of Hindu Mathematics*, 2 Parts, Lahore, 1935, 1938; Reprint, Asia Publishing House, Bombay 1962; Reprint, Bharatiya Kala Prakashan, Delhi 2004.
2. C. N. Srinivasiengar, *History of Indian Mathematics*, The World Press, Calcutta, 1967.
3. T. A. Saraswati Amma, *Geometry in Ancient and Medieval India*, Motilal Banarsidass, Varanasi, 1979.
4. S. Balachandra Rao, *Indian Mathematics and Astronomy: Some Landmarks*, 3rd Ed. Bhavan's Gandhi Centre, Bangalore, 2004.
5. G. G. Emch, M. D. Srinivas and R. Sridharan, Eds., *Contributions to the History of Mathematics in India*, Hindustan Book Agency, Delhi, 2005.
6. C. S. Seshadri, Ed., *Studies in History of Indian Mathematics*, Hindustan Book Agency, Delhi, 2010.
7. G. G. Joseph, *Indian Mathematics Engaging the World from Ancient to Modern Times*, World Scientific, London, 2016.
8. P. P. Divakaran, *The Mathematics of India Concepts Methods Connections*, Hindustan Book Agency 2018. Rep Springer New York, 2018.
9. *Gaṇitayuktibhāṣā* (c.1530) of Jyeṣṭhadeva (in Malayalam), Ed. with Tr. by K. V. Sarma with Explanatory Notes by K. Ramasubramanian, M. D. Srinivas and M. S. Sriram, 2 Volumes, Hindustan Book Agency, Delhi, 2008.

1. BASICS OF INDIAN ASTRONOMY

1. Introduction

The science of Astronomy. Astronomy as one of earliest sciences; observational astronomy in the Vedic corpus. Emergence of Jyotiḥśāstra encompassing the three skandhas of Gaṇita (Astronomy), Horā (Horoscopic Astrology and Saṃhitā (Omens and Natural Phenomena). The purpose of Astronomy—as stated in the texts. Contents of a typical Indian astronomical *Siddhānta* text. Broad classification of the texts in Indian astronomy. Names of some of the prominent astronomers and their important contributions. Highlight the continuity of the Indian astronomical tradition (1400 BCE – 19th cent CE).

2. The different units of time discussed in the texts

Brief introduction to the concept of time (approach of physics and philosophy). Quote from Bhāskara I's commentary at the beginning of Kālakriyā; also quote the verse in the famous text *Sūryasiddhānta*. Recount the currently used units of time—duration of year, month, week, etc. in the Gregorian calendrical system—subtly point out that they do not have any astronomical basis whatsoever. Introduce the different shorter units of time discussed in Indian astronomical texts year, month, fortnight, *tithi*, etc. Introduce larger units or time like *yuga, mahāyuga, manvantara* and *kalpa*.

3. Systems employed for representing numbers

Highlight the need for having different systems for representing numbers in those days. Explain the three systems adopted - *Bhūtasaṅkhyā, Kaṭapayādi and Āryabhaṭīyapaddhati*. With illustrative examples, bring out their beauty and ingenuity. Briefly discuss the advantages in each of these systems.

4. Spherical trigonometry

Introduce the notion of shortest path on a non-Euclidean surface. Definition of great circle, small circle, spherical triangle, etc. Their illustration using the Earth as an example, which the students will be familiar with. Compare and contrast the properties of a spherical triangle with a planar triangle. Derive the cosine and sine formula from 'first' principles. Introduce the four-part formula. Work out a few illustrative problems (such as distance travelled by a flight along the great circle arc, small circle arc, etc) that would help visualise the circles on a sphere, as well as assimilate the application of the formulae. Demonstrate how to derive the sine formula simply using the planar triangles, and their projections inside the sphere.

5. Celestial Sphere

The notion of celestial sphere and the need for its conception. The different coordinate systems (horizontal, equatorial and ecliptic) employed. The range of the coordinates in each of these systems. The advantages and disadvantages of one system over the other. Some illustrative examples for converting one set of coordinates into another. Indian names for the fundamental circles and the coordinates used in these systems.

6. What is *Pañcāṅga*?

Division of the celestial sphere/ecliptic into 12 and 27 equal parts — *rāśi* and *nakṣatra* division. Explain their significance by pointing out their basis; that is, they are connected with the duration of 12 lunar months and the period of moon's revolution around the earth, and not introduced arbitrarily. Explain the five elements that constitute *Pañcāṅga* – and also bring out their astronomical significance. Also point out that they are essentially different units of time. Illustrate with numerical examples the computation of these elements in a *Pañcāṅga*. Explain how to compute the average period of a lunar month; Bring out the need for the introduction of an *adhikamāsa* in the calendrical system. Outline the broad categories into which different calendars that are followed can be put into— namely solar, lunar and luni-solar.

7. Key concepts pertaining to planetary computations

The revolution numbers of various planets, nodes, apogees, etc.; The count of the number of civil days, *adhikamāsas*, etc. in a *mahāyuga*. Introduce the concept of Ahargaṇa, and its significance; The basis for choice of epoch. Calculation of *Ahargaṇa*; Illustration with a few numerical examples choosing contemporary dates – using *siddhāntic* text (to begin with). Explain the computation of mean motion of planets, and how its computation along with the *Ahargaṇa* can help in finding the mean position of planets.

8. Computation of the true longitudes of planets

Provide an overview of the steps involved in the computation of the true longitudes. Explain *manda-saṃskāra* in detail using epicyclic model and eccentric model. Outline the nature of the resultant orbit, etc, and explain how this correction takes into account the eccentric nature of the planetary orbit. Emphasise and make the students appreciate the simplification achieved in computation by the 'constraint' $r/R = r_0/R$. Explain *śīghra-saṃskāra* in detail; Point out how this correction boils down to the transformation of the heliocentric coordinates to geocentric. Also indicate how this simple model takes care of the retrograde motion of the planets. Bring out the distinction between the inner and outer planets.

9. Precession of equinoxes – *sāyana* and *nirayaṇa* longitude

Introduce the concept of precession of equinoxes. Explain solsticial and equinoctial points, and connect them to the concept of *uttarāyaṇa* and *dakṣiṇāyana* in the Indian calendrical system. Derive the formula for finding the declination of the sun on any day at any time, and also illustrate it with examples. Also highlight how crucial its accurate computation is for the computation of various other quantities precisely — including the problem of finding the direction and the latitude of the place — even if we choose to do them by experimental methods.

10. Finding the cardinal directions and the latitude of a place

Introduce *śaṅku* (the gnomon), and explain how it has to be prepared as described in the texts. Describe the experimental set up that has to be made meticulously for conducting experiments with *śaṅku* and doing shadow measurements. Explain how with a very simple experiment the directions at a given place can be easily and precisely determined. Also point out that this experimental method is very old—described even in the *Śulbasūtras*. Also outline the theoretical basis for the formula that has been given for correcting the points marked in connection with determination of the direction

using *śaṅku*. Bring out the versatility of this simple device *śaṅku* in determining a variety of physical quantities of interest including the latitude of the place. Explain the concept of parallax in general, and how it introduces an error – that is unavoidable in conducting this experiment for determining the latitude of the place. Outline the corrections that have been prescribed in the text that would take into account the above error, as well as the fact that sun is not a point source of light.

11. Determination of the variation of the duration of the day at a given location

Introduce the 6'o clock circle and its significance. Derive the formula for the hour angle at sunset, and explain how the latitude and the declination of the sun play a role in it. Explain the concept of *cara* as outlined in the Indian astronomical texts that captures the variation in the duration of the day at a given location. Present the formula for determining the local time using shadow measurements. Also outline how *cara* plays a role in determining this local time. Bring out the distinction between this local time and the standard time that we are generally familiar with and generally keep track of.

12. *Lagna* and its computation

Introduce the concept of *lagna*, and how non-trivial a problem it is to determine it precisely. Also point out how this is deeply connected with fixing times for various social and religious functions such as marriage, etc. Bring out the connection between its computation and the computation of declination, *cara* etc. that would have been discussed before. Explain how this can be determined 'reasonably' accurately using interpolation. Also outline more precise formulations that have been given by later astronomers by introducing the notion of *kālalagna*.

13. Eclipses and their computation

Briefly explain the phenomenon of lunar and solar eclipses, and the crucial role played by the position of the lunar nodes in their computation. Also bring out how difficult it is to precisely determine the position of the nodes—as they are not physical objects available for observation. Explain how the latitude of the moon is computed, and then outline the procedure for the determination of the semi-diameters of the eclipsing and the eclipsed bodies. Derive the simple formula for determining the duration of eclipses as well as the obscuration. Also mention that iterative procedures are followed to improve accuracy. Point out the role of parallax in the determination of solar eclipses.

Suggested References:

1. S. N. Sen and K. S. Shukla, *History of Astronomy in India*, 2nd Ed., INSA, Delhi, 2001.
2. S. Balachandra Rao, *Indian Astronomy An Introduction*, Universities Press, Hyderabad, 2000
3. *History of Astronomy: A Handbook*, Edited by K. Ramasubramanian, Aniket Sule and Mayank Vahia, SandHI, IIT Bombay, and T.I.F.R. Mumbai, 2016.
4. B.V. Subbarayappa and K.V. Sarma, *Indian Astronomy: A Source Book*, Nehru Centre, Bombay, 1985.
5. *Tantrasaṅgraha of Nīlakaṇṭha Somayājī*, Translation and Notes, K. Ramasubramanian and M. S. Sriram, Hindustan Book Agency, New Delhi, 2011.

I. INTRODUCTION TO INDIAN ASTRONOMY

1. Preliminaries

Sky viewed as the inside of a hemisphere. Cardinal directions, zenith, horizon, pole star at any location. Daily motion of celestial objects (Sun, Moon, planets, stars) and diurnal circles. Motion in the stellar background. Ecliptic. Basic time units: Day, Month and Year. Celestial coordinates and elementary spherical trigonometry. Cosine and Sine formulae. Horizontal (z,A), Equatorial (δ, α and H), and Ecliptic (λ, β) systems. $\cos z = \sin \varphi \sin \delta + \cos \varphi \cos\delta \cos H$, and other relations. Planetary positions.

2. Developments from the Vedic period up to the *Siddhāntic* period

Vedic Astronomy: Astronomical concepts in Vedic literature regarding Sun, Moon, Stars, Earth. Months, seasons, year. 27 *nakṣatras*. Ecliptic and *ayana*. Planets, Comets etc. Pole star in an earlier era. *Nakṣatra* division of the ecliptic and motion of the Sun along it in *Vedāṅga Jyotiṣa* (VJ) and other texts. VJ calendar. VJ computations. Duration of a day. Better value for an year in Vedic literature.

Siddhāntic astronomy: Earlier *Siddhāntas* and *Pañcasiddhāntikā*. Introduction of trigonometry, Indian *jyā*–astronomy. *Āryabhaṭīya* . *Mahāyuga*. (*Kalpa* etc., and also smaller units of time can be introduced at this stage). Revolution numbers of planets. *Ahargaṇa* and Mean longitudes, Examples. Obtaining the true longitudes by applying corrections to mean longitudes.

Epicycle models: *Manda* correction (Equation of centre) in detail. Its significance. Latitude of Moon.

Śīghra correction to planets and its significance: Essential features only with the aid of diagrams and final formulae. Latitudes of planets.

Precession of equinoxes— *Nirayana* and *Sāyana* longitudes.

Nature and organisation of texts. *Sūtra* (algorithmic) format. *Siddhānta*, *Tantra*, *Karaṇa* and *Vākya* texts. *Sāraṇis* or Tables.

3. Indian Calendar

Pañcāṅga. *Adhikamāsas*. Solar and Luni-Solar systems.

4. Solar and Lunar Eclipses

Angular diameters of the Sun, Moon and Earth's shadow. Possibility of eclipses. Finding the middle of an eclipse by iteration. Amount of obscuration at any time.

5. Tripraśna Topics (Diurnal problems)

Description of the celestial spheres and various circles. Similarity to modern description. Determination of the East-West directions. Derivation of the expression for the declination in terms of the longitude. Shadow of a gnomon. Equinoctial day when the locus of the tip of the shadow is a straight line. Finding the latitude. Mid-day shadow. Finding the declination. Relation between the time and the shadow at an arbitrary instant (no derivation).

6. Planetary longitudes and latitudes and Nīlakaṇṭha Somayājī's revised planetary model

True longitudes of planets: *Manda* and *Śīghra* corrections in detail. Geometrical description. Comparison with Kepler's model. Latitudes of planets.

Nīlakaṇṭha Somayājī's revision of the planetary model: Nīlakaṇṭha's analysis of the motion of the interior planets (Mercury and Venus). His geometrical model which is geometrically similar to the Tycho Brahe model (planets moving around the Sun which itself orbits the Earth), but computationally approximates the Kepler model.

7. Rates of motion of planets

Idea of derivative in finding the *Mandagatiphala* (*manda*-correction to the mean rate of motion). The correct formula due to Nīlakaṇṭha. True rates of motion of planets: Correct expression due to Bhāskara. Application to calculate retrograde motion of planets.

8. *Tripraśna* topics

Latitudinal triangles (of Bhāskara) and applications. *Agrajyā* or the distance between rising-setting line and the east-west line. Correction to the east-west line due to change in Sun's declination. Zenith distance in terms of the declination, hour angle and latitude ($\cos z = \sin \varphi \sin \delta + \cos \varphi \cos \delta \cos H$). Derivation of this formula as in S*iddhāntaśiromaṇi*. Relation among *Śaṅkutala* (*Śaṅkvagra*), *Bhujā*, *Agrajyā* and its applications.

9. Rising times of *Rāśis* and finding *Lagna*

Relation between the right ascension and longitude and rising times of *rāśis* at the equator. Rising times at an arbitrary latitude. Finding the *Lagna* at any instant after Sunrise (approximate).

10. Eclipse calculations

Details of calculations of the middle of a lunar eclipse and half-durations iteratively, using the correct expression for the rate of motion of the Moon. Parallax and the calculation of the middle of a solar eclipse.

11. The *Vākya* system

Longitude of the Sun from the 'subtractive minutes' at any time ('*Bhūpajña* etc. *vākyas*). *Vākyas* for zodiacal transit times ('*Śrīrguṇamitra*' etc.). Longitude of the Moon using the *Candravākyas* ('*gīrnaśreyaḥ*' etc). More accurate values due to Mādhava.

12. Astronomical Instruments

Gnomon. *Cakra* and *Dhanur* yantras for measuring the zenith distance of the Sun. Approximate and exact times from a '*yaṣṭi*'. *Phalakayantra* to measure the hour angle. Equatorial sundial to measure time. Clepsydra for measuring time. Celestial globe and Armillary sphere for explaining celestial coordinates and various circles.

13. Indian Astronomy in the 18th and 19th centiries

Astronomical endeavours of Savai Jayasiṃha. *Samrat-yantra* and other instruments in the observatories of Jayasiṃha. European observers on the simplicity and accuracy of Indian eclipse computations. The work of Śa□karavarman and Candraśekhara Sāmanta. Efforts to update the Indian calendar.

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1. M. S. Sriram, *Man and the Universe- An elementary account of Indian Astronomy*, (Unpublished 1993).
2. M. S. Sriram, *Elements of Indian astronomy- 5 Lectures*, Instructional Course on Indian Sciences, Prof. K.V. Sarma Research Foundation, 2019.
3. (Videos available at https://www.youtube.com/watch?v=Qzam3vEnD-8&list=PLF72fmBZVDxlkv0Ih_aSHnax5S5-wug8v)
4. S. N. Sen and K. S. Shukla, Eds., *History of Astronomy in India*, 2nd Ed., INSA, New Delhi, 2001.
5. S. Balachandra Rao, *Indian Astronomy-Concepts and Procedures*, M.P. Birla Institute of Management, Bengaluru, 2014.
6. K. Ramasubramanian, A. Sule and M. Vahia, Eds. *History of Astronomy: A Handbook*, SandHI, I.I.T Bombay and T.I.F.R., Mumbai, 2016.
7. *Āryabhaṭīya of Āryabhaṭa*, Edited with translation and notes, K. S. Shukla and K. V. Sarma, Indian National Science Academy, New Delhi, New Delhi, 1976.
8. B.V. Subbarayappa and K.V. Sarma, *Indian Astronomy: A Source Book*, Nehru Centre, Bombay, 1985.
9. *Tantrasaṅgraha of Nīlakaṇṭha Somayājī*, Translation and Notes, K. Ramasubramanian and M.S. Sriram, Hindustan Book Agency, New Delhi 2011 (Rep. Springer, New York 2011).
10. *Karaṇapaddhati of Putumana Somayājī*, Translation and Notes, R. Venkateswara Pai, K. Ramasubramanian, M.S. Sriram and M. D. Srinivas, Hindustan Book Agency, New Delhi, 2018 (Rep. Springer, New York 2018).



विश्वविद्यालय अनुदान आयोग

UNIVERSITY GRANTS COMMISSION

GURUGRAM UNIVERSITY

Proforma

for submitting Proposal for Introducing a New Programme

1. Department : Department of Studies in Arts and Culture
2. Faculty : Faculty of Law and Humanities
3. Name of the Proposed Programme : MA (Music)
4. Detailed Proposal for the Course, mentioning

(i) **Objectives of introducing the new Programme:** The Master of Arts in Music (MA Music) program aims to provide advanced academic study in music theory, history, composition, and performance, to skill students for better career aspirations. It emphasizes developing skills for preparing students for diverse roles in the music industry, academia, or arts administration. By integrating theory with practical application through performances and creative projects, it cultivates creativity, collaboration, and lifelong learning.

(ii) **Present Scenario of proposed programme:** As of the present scenario, MA Music program seeks to address contemporary demands and trends within the music industry and academia. It also has significant interest from both students and institutions. The programme is highly important for students who want to make their careers in the traditions of Indian music. In recent years many some institutions that are offering the programme have witnessed a growing enrollment, reflecting a renewed enthusiasm for Indian music education. Thus, the curriculum is designed to meet the evolving needs of the music industry while staying true to the essence of traditional Indian music.

(iii) **Nature of the Programme (Professional):** The programme is structured as a professional offering, fulfilling the needs of those students who wants to pursue their careers in music performance, teaching, and related fields.

(iv) **Duration of the Programme:** (Two Years) MA Music Bharat programme spans a duration of two year, divided into four semesters. Each semester typically covers a distinct set of courses and subjects, allowing students to learn various aspects of music.

(v) **Number of seats (Intake) Proposed:** The programme aims to offer an intake of 20 seats per academic year.

(vi) **Availability/requirement of Infrastructure:** The successful implementation of the programme necessitates specific infrastructure requirements to support student's learning and practical training. Essential infrastructure includes:

Classrooms and Studios, Musical Instruments, Library and Resource Centre, Practice Rooms, Performance Spaces, and Recording Facilities.

(vii) **Availability/Requirement of Faculty (Cadre wise) for 1st year of programme:** Inviting guest lecturers and visiting artists, including renowned musicians, scholars, and practitioners of Bharatiya music, to provide specialised workshops, masterclasses, and insights into specific genres, styles, or historical periods.

Name of Programme	Faculty available			Faculty Required		
	Professor	Ass. Prof.	Assist. Prof.	Professor	Ass. Prof.	Assist. Prof.
						2

(viii) Requirement of additional faculty positions with justification:

(ix) Proposed Fee structure for the programme: 20,000 yearly

(x) Minimum eligibility for admission: The minimum eligibility for admission to the Programme is BA in Music with 50% marks (47.5% in case of SC/ST) in in Development Studies typically requires candidates to have completed their 10+2 education or its equivalent from a recognised educational board or institution. Additionally, institutions may specify certain minimum academic performance criteria, such as a minimum percentage of marks obtained in the 10+2 examinations, to qualify for admission.

5. Whether the proposed course requires any approval from one or more than one of the following agencies: PCI/ AICTE/ BCI/ ICMR/ Any other: No

   If yes, please mention the name of the agency/ agencies:

6. Whether the course is Regular or Self-Financing: Regular

7. Financial requirements for the course:

   Please furnish the financial requirements for running the course, based on the following:

   (i) Honorarium to be paid for the guest faculty: 1000 Rs. Per-Lecture

   (ii) Honorarium to the lab staff, if the course is laboratory-based: NA

   (iii) Fee structure as worked out taking into account all expenses for running the course and the total number of students to be admitted to the course: Fee 20,000 yearly and total number of students 20.

Rakesh kumar 24.06.24

.....

Signature of the Head of the Department
(Office Seal)

Endorsement by the Dean of the Faculty

Rakesh kumar 24.06.24

.....

Signature of Dean of the Faculty
(Office Seal)

GURUGRAM UNIVERSITY, GURUGRAM

Department of Physics

Subject: Proposal to start M.Sc. Physics (Integrated) in Physics Dept.

This is to submit that the Department of Physics, Gurugram University, established in the year 2020 with one program of M.Sc. (Physics) initially, with an intake of 20 students. It is added here that at present, the intake of students has been increased to 40 and two laboratories have been established with a number of experiments as per the scheme & syllabi. In order to accelerate the growth of the department, Physics Department proposes to start a new program namely, M.Sc. Physics (Integrated). This will enrich the students with a focus on the Physics field right after passing 10+2. The scheme of the newly proposed programme along with detailed proposal are attached at flag 'X'. The syllabi will be designed in due course of time.

Submitted for consideration and approval, please.

Department of Physics Entry No. 408 Date 21/06/24 Gurugram University Gurugram

21.06.2024
Chairperson
Dept. of Physics

D.R. (Academics)

21/6/24

J.C.

From the above note of the Chairperson, Deptt. of Physics, it is not clear from which session this program is to be started. The department has not mentioned about the availability of infrastructure and the faculty required for starting a new program. The file has not been routed through the Dean of the concerned faculty which is the requirement of the attached proforma. The Information Brochure for the session 2024-25 has already been approved by the Worthy Vice Chancellor and admission process for UG and PG Programs is going on. For starting a new program in any of the department, the approval of the Academic Council and the Executive Council is required, which has not been obtained, as is evident from the file.

In view of above, if still there is any urgency for starting this program from the session 2024-25, the Chairperson, Deptt. of Physics may kindly be requested to kindly obtain approval of the Worthy Vice Chancellor under section 11 (7) of the University Act, Gurugram University -2017 by completing the above requirements

Submitted please.

24/06/24

Dy. Registrar (Acad.)

21/6/24

Chairperson, Deptt of Physics

Reference to the observations of Academic branch it is submitted that:

(i) The proposed programme M.Sc. Physics (Integrated) is to be

(continued) Pg-2

Started from session 2024-25.

(ii) The availability of infrastructure and faculty for new programme has been mentioned in the proposed proforma (attached at 'X'). Submitted for kind approval, please.

24.06.2024

Department of Physics Diary No. 408 Date 24/06/24 Gurukul University Gurukul

Worthy Vice-Chancellor

25/6/2024

Being 1st year, not much infrastructure will be required. However Chairperson should to set up all labs as per requirement in due course of time. Pl. prepare the work load requirement for the Dept of Physics of the whole University at least up to one.

25/6/2024

Department of Physics Diary No. 408 Date 25/06/24 Gurukul University Gurukul

Chairperson

25.06.2024

Registrar

GURUGRAM UNIVERSITY

Proforma

for submitting Proposal for Introducing a New Programme

1. Department : Physics
2. Faculty : Science and Technology
3. Name of the Proposed Programme : M.Sc. Physics (Integrated)
4. Detailed Proposal for the Course, mentioning
   - (i) Objectives of introducing the new Programme: P.S. Annexure-I
   - (ii) Present Scenario of proposed programme: P.S. Annexure-I
   - (iii) Nature of the Programme (~~Professional~~/ Vocational/... Academic
   - (iv) Duration of the Programme: 5 years
   - (v) Number of seats (Intake) Proposed: 30
   - (vi) Availability/requirement of Infrastructure: P.S. Annexure-I
   - (vii) Availability/Requirement of Faculty (Cadre wise) for 1st year of programme:

Name of Programme	Faculty available			Faculty Required		
	Professor	Ass. Prof.	Assist. Prof.	Professor	Ass. Prof.	Assist. Prof.
M.Sc Physics (Integrated)	—	03	04	01	—	—

   - (viii) Requirement of additional faculty positions with justification: If required in future, will be intimated.
   - (ix) Proposed Fee structure for the programme. 45270/- for 1st year
   - (x) Minimum eligibility for admission: 10+2 or Equivalent with Physics Mathematics as main subjects with 50% marks (47.5% for SC/ST)

   (Please enclose the Detailed Proposal as Annexure-I)

5. Whether the proposed course requires any approval from one or more than one of the following agencies: PCI/ AICTE/ BCI/ ICMR/ Any other ? NA

   If Yes, please mention the name of the agency/ agencies:

6. Whether the course is Regular or Self-Financing? Regular

7. Financial requirements for the course: P.S. Annexure-II

   Please furnish the financial requirements for running the course, based on the following:
   - (i) Honorarium to be paid for the guest faculty
   - (ii) Honorarium to the lab staff, if the course is laboratory-based.
   - (iii) Fee structure as worked out taking into account all expenses for running the course and the total number of students to be admitted to the course.

   Please furnish the details of financial requirements as Annexure-II.

21.06.2024

Signature of the Head of the Department
(Office Seal)
Gurugram University, Gurugram

Endorsement by the Dean of the Faculty

25.6.2024

Signature of Dean of the Faculty
(Office Seal)

Objective:

This is a prestigious course aiming to train future physicists for govt/private industries, scientific institutions of national importance (CSIR, BARC, DAE, ISRO, etc.) and academics. We intend to develop strong qualitative and quantitative knowledge and a problem-solving aptitude among the students, which may open up a wide range of career choices. This also includes continuous refinement of quality research, development of frequently updated research-based innovative curricula and techniques to impart greater visibility to the learner and global recognition of the department.

Present Scenario:

At present M.Sc. Physics (Integrated) program is not offered in any of the affiliated colleges of Gurugram University. Currently this program is being offered by several universities/institutions of national and international repute. Therefore, keeping in view the needs of students of this region, we at the Department of Physics intend to start this integrated P.G. program in physics.

21.06.2024

(Dr. Pratap Singh)
Chairperson
Deptt. of Physics
GUG

Annexure – II

Financial requirements for 1st year of the Program:-

i.	Laboratory equipments	:	Rs. 10 Lakhs
ii.	Books	:	Rs. 02 Lakhs
Total		:	Rs. 12 Lakhs

21.06.2024
(Dr. Pratap Singh)
Chairperson
Deptt. of Physics
GUG.

DEPARTMENT OF PHYSICS
GURUGRAM UNIVERSITY
(A State Govt. University Established under Haryana Act 17 of 2017)

Ref. No. : GUG/PHYS/2024/476 Dated: 21/06/24

MINUTES OF THE MEETING OF THE STAFF COUNCIL OF THE PHYSICS DEPARTMENT

A meeting of the staff council of the Physics Deptt. was held on 21-06-2024 at 11.00 am, chaired by Dr. Pratap Singh, Chairperson, Deptt. of Physics. The following members were present in the meeting

1. Dr. Ranjeet, Associate Prof. (Dept. of Physics)
2. Dr. Mohd. Rafique, Adjunct Prof. (Dept. of Physics)

The Chairperson of the Department welcomed all the members present in the meeting and initiated a discussion on the requirements and importance of starting a new programme, namely, M Sc. Physics (Integrated). After discussion, it was resolved that:

I. This course is not offered by any of the affiliated colleges (with Gurugram University) presently.
II. This course is required to cater for the needs of students of this region and such a course will also be useful for the growth of the department.

Hence, it was resolved that the proposal for starting this new program (M.Sc. Physics – Integrated) from session 2024-25 may be submitted to the competent authority

Ranjeet 21/06/24
Dr. Ranjeet

Dr. Mohd. Rafique 21/06/24

Dr. Pratap Singh 21.06.2024

Annexure-S

-1-

Annexure - I

GURUGRAM UNIVERSITY, GURUGRAM
(A State Govt. University Established under Haryana Act 17 of 2017)
Sector- 51, Gurugram (Haryana)- 122018

Ref. No./GUG/LAW/2023/ **Dated:** 07/07/2023

Proceeding of Department Research Committee, Meeting held on 7th July 2023 in Room no. 308 at 10:30 am

The faculty of Law held its Department Research Committee on 7th July 2023 on Room no. 308 at 2.30 pm the following members have attended the meeting:

1.	Prof. Rakesh kumar Yogi	Chairman
2.	Prof. V.K. Aggarwal	Outside Expert
3.	Prof. Komal	Outside Expert
4.	Dr. Renu Chaudhary	Member
5.	Dr. Farhana	Member

The research proposal of scholar namely Mr. Abdul Sakib Majid who have passed the Course work was presented before the committee. The scholars were given the chance to defend their synopsis. The Scholars namely Mr. Abdul Sakib Majid, and the other Candidates namely Ms.Renu Dhawan, Ms. Nikke, Ms. Meenakshi who presented their synopsis on dated 07/04/2023 will be supervised by Dr Renu Chaudhary After due deliberation and examination, suitable changes are made in the synopsis of research proposal and the same are approved and recommendation for consideration of PGBOS.

The meeting was ended with vote of thanks to the chair

7.7.2023

Prof. Rakesh Yogi	Prof.V.k.Aggarwal	Prof. Komal	Dr. Renu Chaudhary	Dr. Farhana
Chairman	Outside Expert	Outside Expert	Member	Member

GURUGRAM UNIVERSITY, GURUGRAM

(A state Govt. University Established under Haryana Act 17 of 2017)

No. / G UG/Law/2023/ Dated:- 07/07/2023

Department of Law

The Meeting of PGBOS dated on 07/07/2023 to Approve the Recommendation of Departm Research Committee.

The Meeting of PG Board students of Law Faculty was held on today i.e. on 07/07/2023 at 03 PM in the Faculty of Law, Room No. 308, Gurugram University, Gurugram.

Following Members have attended the meeting:-

1. Prof. Rakesh Kumar Yogi	Chairman
2. Prof. V.K. Aggarwal	Outside Expert
3. Prof. Somdutt Sharma	Outside Expert
4. Dr. Renu Chaudhary	Member
5. Dr. Farhana	Member

The members received the recommendation of Department research committee held 07/07/2023 at 10:30 AM and all such recommendations of DRC have been approved by PGBOS.

The meeting ended with vote of thanks to

Prof. Rakesh Kumar Yogi
Chairman

Prof. V.K. Aggarwal
Outside Expert

Prof. Somdutt Sharma
Outside Expert

Dr. Renu Chaudhary
Member

Dr. Farhana
Member

Annexure -II

GURUGRAM UNIVERSITY, GURUGRAM

Subject: Registration in P.hD Programme- Ms. Meenakshi, Department of Law.

May kindly perused the PUC vide ref. No GUG/LAW/2024/436 dated 10-07-2024 received from In-Charge, dept of Law on the subject cited above.

In this regard it is submitted that PGBOS in its meeting held on 07-07-2023 vide Resolution has approved the topic of Ms. Meenakshi for registration in P.hD programme. The details are as under:

Name of the Student	Ms. Meenakshi
Department	Department of Law
Research Topic	Protection of Children from sexual offences: Critical analysis of Relevant laws and Procedure.
Name of the Supervisor	Dr. Renu Chaudhary, Assistant Professor Department of Law
Name of the Co-Supervisor	---
Date of DRC Meeting	07-07-2023
Date of PGBOS Meeting	07-07-2023
Details of Fee Paid	Course Fee Rs:-10000/- Trans ID-211222111076839 Course Fee Rs:-10000/- Trans ID-211214110734956

Therefore, the file may be submitted to competent authority for kind consideration and approval for placing the matter before Academic Council through Academic Branch.

Submitted, Please.

25-7-24
Assistant

Assistant Registrar

May be approved.
25/07/2024

25/7

AR(R&S)

25/07/2024

DR(Acad)

25/7/24

J.C

26/07/24

C.I/Addl. Controller

P.V.C

R&S BRANCH Diary No. 549 Date 25-7-24 Gurugram University

GURUGRAM UNIVERSITY Academic Diary No. 1079 Date 26-7-24 GURUGRAM

REGISTRAR OFFICE Diary No. 2530 Date: 25/7/24 Gurugram University, Gurugram

GURUGRAM UNIVERSITY, GURUGRAM

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F.P.P

The agenda item duly approved by the competent authority may please be supplied to this office in Hard copy and Soft-copy transparency duly signed for placing the same before the Hon'ble Council. The file may be returned in due course.

May return the file to RAS Branch for necessary.

26/07/24

JC (Admin.)

26/7/24

Dy Registrar (Acad)

26/7/24

AR(RAS)

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Annexure-I

Annexure-T

GURUGRAM UNIVERSITY, GURUGRAM
(A State Govt. University Established under Haryana Act 17 of 2017)
Sector-51, Gurugram (Haryana)- 122018

Ref. No./GUG/LAW/2023/

Dated: 07/07/2023

Proceeding of Department Research Committee, Meeting held on 7th July 2023 in Room no. 308 at 10:30 am

The faculty of Law held its Department Research Committee on 7th July 2023 on Room no. 308 at 2.30 pm the following members have attended the meeting:

1.	Prof. Rakesh Kumar Yogi	Chairman
2.	Prof. V.K.Aggarwal	Outside Expert
3.	Prof. Komal	Outside Expert
4.	Dr. Renu Chaudhary	Member
5.	Dr. Farhana	Member

The research proposal of scholar namely Mr. Abdul Sakib Majid who have passed the Course work was presented before the committee. The scholars were given the chance to defend their synopsis. The Scholars namely Mr. Abdul Sakib Majid, and the other Candidates namely Ms.Renu Dhawan, Ms. Nikke, Ms. Meenakshi who presented their synopsis on dated 07/04/2023 will be supervised by Dr. Renu Chaudhary. After due deliberation and examination, suitable changes are made in the synopsis of research proposal and the same are approved and recommendation for consideration of PGBOS.

The meeting was ended with vote of thanks to the chair.

7.7.2023

Prof. Rakesh Yogi	Prof.V.K.Aggarwal	Prof. Komal	Dr. Renu Chaudhary	Dr. Farhana
Chairman	Outside Expert	Outside Expert	Member	Member

GURUGRAM UNIVERSITY, GURUGRAM

(A state Govt. University Established under Haryana Act 17 of 2017)

No. /GUG/Law/2023/

Dated: 07/07/2023

Department of Law

The Meeting of PGBOS dated on 07/07/2023 to Approve the Recommendation of Depart Research Committee.

The Meeting of PG Board students of Law Faculty was held on today i.e. on 07/07/2023 at PM in the Faculty of Law, Room No. 308, Gurugram University, Gurugram.

Following Members have attended the meeting:-

1. Prof. Rakesh Kumar Yogi	Chairman
2. Prof. V.K. Aggarwal	Outside Expert
3. Prof. Sondutt Sharma	Outside Expert
4. Dr. Renu Chaudhary	Member
5. Dr. Farhana	Member

The members received the recommendation of Department research committee he 07/07/2023 at 10:30 AM and all such recommendations of DRC have been approved l PGBOS.

The meeting ended with vote of thanks to

Prof. Rakesh Kumar Singh
Chairman

Prof. V.K. Aggarwal
Outside Expert

Prof. Samdutt Sharma
Outside Expert

Dr. Renu Chaudhary
Member

Dr. Farhana
Member

Annexure - II

GURUGRAM UNIVERSITY, GURUGRAM

Subject: Registration in P.hD Programme- Ms. Renu Dhawan, Department of Law.

May kindly perused the PUC vide ref. No GUG/LAW/2024/436 dated 10-07-2024 received from In-Charge, dept of Law on the subject cited above.

In this regard it is submitted that PGBOS in its meeting held on 07-07-2023 vide Resolution has approved the topic of Ms. Renu Dhawan for registration in P.hD programme. The details are as under:

Name of the Student	Ms. Renu Dhawan
Department	Department of Law
Research Topic	Efficacy of legal Framework In Curbing Crime Against women in India: A Critical Analysis.
Name of the Supervisor	Dr. Renu Chaudhary, Assistant Professor Department of Law
Name of the Co-Supervisor	---
Date of DRC Meeting	07-07-2023
Date of PGBOS Meeting	07-07-2023
Details of Fee Paid	Course Fee Rs:-20000/- Trans ID-211214110738219

Therefore, the file may be submitted to competent authority for kind consideration and approval for placing the matter before Academic Council through Academic Branch.

Submitted, Please.

Assistant

Assistant Registrar

May. be approved.

25/7/2024

w/Registrar

25/7

AR(REST)

25/07/2024

DR(Acad)

26/7

J.C(Admn)

2-6/7/24

C.S/A.Counselor

1.7.0

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F.P.P

The agenda item duly approved by the competent authority may please be supplied to this office in Hard copy and soft copy through email duly signed for placing the same before the Hon'ble Court. The file may be returned by the bearer.

May section the file to RJS bearer for n/a pl.

JC (Admin.)

26/07/24

Dy. Registrar (Acad)

26/7/24

AR (RJS)

26/7

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Annexure-I

Annexure-U

GURUGRAM UNIVERSITY, GURUGRAM
(A State Govt. University Established under Haryana Act 17 of 2017)
Sector- 51, Gurugram (Haryana)- 122018

Ref. No./GUG/LAW/2023/ **Dated:** 07/07/2023

Proceeding of Department Research Committee, Meeting held on 7th July 2023 in Room no. 308 at 10:30 am

The faculty of Law held its Department Research Committee on 7th July 2023 on Room no. 308 at 2.30 pm the following members have attended the meeting:

1. Prof. Rakesh kumar Yogi	Chairman
2. Prof. V.K. Aggarwal	Outside Expert
3. Prof. Komal	Outside Expert
4. Dr. Renu Chaudhary	Member
5. Dr. Farhana	Member

The research proposal of scholar namely Mr. Abdul Sakib Majid who have passed the Course work was presented before the committee. The scholars were given the chance to defend their synopsis. The Scholars namely Mr. Abdul Sakib Majid. and the other Candidates namely Ms.Renu Dhawan, Ms. Nikke, Ms. Meenakshi who presented their synopsis on dated 07/04/2023 will be supervised by Dr. Renu Chaudhary. After due deliberation and examination, suitable changes are made in the synopsis of research proposal and the same are approved and recommendation for consideration of PGBOS.

The meeting was ended with vote of thanks to the chair

7.7.2023

Prof. Rakesh Yogi	Prof.V.k.Aggarwal	Prof. Komal	Dr. Renu Chaudhary	Dr. Farhana
Chairman	Outside Expert	Outside Expert	Member	Member

GURUGRAM UNIVERSITY, GURUGRAM

(A state Govt. University Established under Haryana Act 17 of 2017)

No. / G UG/Law/2023/ Dated:- 07/07/2023

Department of Law

The Meeting of PGBOS dated on 07/07/2023 to Approve the Recommendation of Departm Research Committee.

The Meeting of PG Board students of Law Faculty was held on today i.e. on 07/07/2023 at 03 PM in the Faculty of Law, Room No. 308, Gurugram University, Gurugram.

Following Members have attended the meeting:-

1. Prof. Rakesh Kumar Yogi	Chairman
2. Prof. V.K. Aggarwal	Outside Expert
3. Prof. Somdutt Sharma	Outside Expert
4. Dr. Renu Chaudhary	Member
5. Dr. Farhana	Member

The members received the recommendation of Department research committee held 07/07/2023 at 10:30 AM and all such recommendations of DRC have been approved by PGBOS.

The meeting ended with vote of thanks to

Prof. Rakesh Kumar Yogi
Chairman

Prof. V.K. Aggarwal
Outside Expert

Prof. Somdutt Sharma
Outside Expert

Dr. Renu Chaudhary
Member

Dr. Farhana
Member

Annexure - II

GURUGRAM UNIVERSITY, GURUGRAM

Subject: Registration in P.hD Programme- Ms. Nikke, Department of Law.

May kindly perused the PUC vide ref. No GUG/LAW/2024/436 dated 10-07-2024 received from In-Charge, dept of Law on the subject cited above.

In this regard it is submitted that PGBOS in its meeting held on 07-07-2023 vide Resolution has approved the topic of Ms. Nikke for registration in P.hD programme. The details are as under:

Name of the Student	Ms. Nikke
Department	Department of Law
Research Topic	Legal Framework of surrogacy in India: A Critical Analysis Criminal Law.
Name of the Supervisor	Dr. Renu Chaudhary, Assistant Professor Department of Law
Name of the Co-Supervisor	---
Date of DRC Meeting	07-07-2023
Date of PGBOS Meeting	07-07-2023
Details of Fee Paid	Course Fee Rs:-30000/- Reference ID-211215110787427 Registration Fee Rs:- 20000/- Vide receipt No:- 240506184477458

R&S BRANCH Diary No. 552 Date 25-7-24 Gurugram University

Therefore, the file may be submitted to competent authority for kind consideration and approval for placing the matter before Academic Council through Academic Branch.

Submitted, Please.

Assistant 25/7/24

Assistant Registrar

May be approved.

25/07/2024

W/Regrets/Le

25/7

REGISTRAR OFFICE Diary No. 2531 Date 25/7/24 Gurugram University, Gurugram

AR(Regd)

25/07/2024

GURUGRAM UNIVERSITY Academic Diary No. 1077 Dt. 26/7/24 GURUGRAM

DR(Acad) 26/7/24

J.C.

C1/a. Carried

26/7/24

Contd.-2

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F.P.

The agenda item duly approved by the Competent authority may please be submitted to this office in Hard copy and soft copy through mail duly signed ~~bef~~ for placing the same before the Addl. comm. The file may be returned in the branch.

May return the file to R&S Branch for n/a here.

26/07/24

JC (Admin.)

26/7/24

Dy. Registrar (Acad)

26/7

AR (R&S)

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Annexure-I

Annexure-V

GURUGRAM UNIVERSITY, GURUGRAM
(A State Govt. University Established under Haryana Act 17 of 2017)
Sector- 51, Gurugram (Haryana)- 122018

Ref. No./GUG/LAW/2023/ **Dated:** 07/07/2023

Proceeding of Department Research Committee, Meeting held on 7th July 2023 in Room no. 308 at 10:30 am

The faculty of Law held its Department Research Committee on 7th July 2023 on Room no. 308 at 2.30 pm the following members have attended the meeting:

1. Prof. Rakesh kumar Yogi	Chairman
2. Prof. V.K. Aggarwal	Outside Expert
3. Prof. Komal	Outside Expert
4. Dr. Renu Chaudhary	Member
5. Dr. Farhana	Member

The research proposal of scholar namely Mr. Abdul Sakib Majid who have passed the Course work was presented before the committee. The scholars were given the chance to defend their synopsis. The Scholars namely Mr. Abdul Sakib Majid, and the other Candidates namely Ms.Renu Dhawan, Ms. Nikke, Ms. Meenakshi who presented their synopsis on dated 07/04/2023 will be supervised by Dr. Renu Chaudhary After due deliberation and examination, suitable changes are made in the synopsis of research proposal and the same are approved and recommendation for consideration of PGBOS.

The meeting was ended with vote of thanks to the chair

7.7.2023

Prof. Rakesh Yogi	Prof.V.k.Aggarwal	Prof. Komal	Dr. Renu Chaudhary	Dr. Farhana
Chairman	Outside Expert	Outside Expert	Member	Member

GURUGRAM UNIVERSITY, GURUGRAM

(A state Govt. University Established under Haryana Act 17 of 2017)

No. / G UG/Law/2023/ Dated:- 07/07/2023

Department of Law

The Meeting of PGBOS dated on 07/07/2023 to Approve the Recommendation of Departm Research Committee.

The Meeting of PG Board students of Law Faculty was held on today i.e. on 07/07/2023 at 03 PM in the Faculty of Law, Room No. 308, Gurugram University, Gurugram.

Following Members have attended the meeting:-

1. Prof. Rakesh Kumar Yogi	Chairman
2. Prof. V.K. Aggarwal	Outside Expert
3. Prof. Somdutt Sharma	Outside Expert
4. Dr. Renu Chaudhary	Member
5. Dr. Farhana	Member

The members received the recommendation of Department research committee held 07/07/2023 at 10:30 AM and all such recommendations of DRC have been approved by PGBOS.

The meeting ended with vote of thanks to

Prof. Rakesh Kumar Yogi
Chairman

Prof. V.K. Aggarwal
Outside Expert

Prof. Somdutt Sharma
Outside Expert

Dr. Renu Chaudhary
Member

Dr. Farhana
Member

Annexure - II

GURUGRAM UNIVERSITY, GURUGRAM

Subject: Registration in P.hD Programme- Mr. Abdul Sakib Majid, Department of Law.

May kindly perused the PUC vide ref. No GUG/LAW/2024/436 dated 10-07-2024 received from In-Charge, dept of Law on the subject cited above.

In this regard it is submitted that PGBOS in its meeting held on 07-07-2023 vide Resolution has approved the topic of Mr. Abdul Sakib Majid for registration in P.hD programme. The details are as under;

Name of the Student	Mr. Abdul Sakib Majid
Department	Department of Law
Research Topic	Regulation of Contractual Relations in IT Era.
Name of the Supervisor	Dr. Renu Chaudhary, Assistant Professor Department of Law
Name of the Co-Supervisor	---
Date of DRC Meeting	07-07-2023
Date of PGBOS Meeting	07-07-2023
Details of Fee Paid	Course Fee Rs:-10000/- Trans ID-211214110730300 Course Fee Rs:-10000/- Trans ID-211214110732668

Therefore, the file may be submitted to competent authority for kind consideration and approval for placing the matter before Academic Council through Academic Branch.

Submitted, Please.

25.7.2024
Assistant

Assistant Registrar

may be approved.
25/7/2024

W/Registrar
25/7

AR(Regd)
25/07/2024

DR(Acad)
25/7/24

J.C.(Acad)

C.R/An. Convener, Claram DEB

Contd... 2

R&S BRANCH * Gurugram * Diary No. 550 Date 25-7-24 * Gurugram University

REGISTRAR OFFICE Diary No. 253 Date: 25/7/24 Gurugram University Gurugram

GURUGRAM UNIVERSITY Academic Diary No. 1075 Dt. 26/7/24 GURUGRAM

GURUGRAM UNIVERSITY, GURUGRAM

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F.P.P

The agenda item duly approved by the Competent authority may please be ~~approved~~ to the office in Hard copy and Soft copy through email duly signed for placing the same before the Academic Council. The file may be detained in the branch for.

May return the file to R&S Branch for Nec.

26/07/24

JC (Admin)

Dy. Registrar (Acad.)

26/7/24

AR (R&S)

26/07/24

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Annexure-I

Annexure-W

GURUGRAM UNIVERSITY, GURUGRAM

(A State Govt. University established under Haryana Act 17 of 2017)

Sector-51, Gurugram (Haryana)-122003 Ph: 0124-2788001-05, Fax: 0124-2788010
web: www.gurugramuniversity.ac.in e-mail: gugsocialsciences@gmail.com

November 8, 2023

Minutes of the meeting of DRC in Ph.D. (Psychology)

Meeting of DRC in Ph.D. (Psychology) was held on November 08, 2023 (Wednesday) at 12:30 PM in the office of Chairperson, Department of Psychology.

The following members, as approved by Hon'ble Vice-Chancellor in the notification bearing No. GUG/Acad./2021/4269-4274, dated 07-12-2021, were present in the meeting:-

1. Prof. Gayatri Raina, Professor, Dept. of Psychology, GUG **Chairperson**
2. Prof. Shalini Singh, Professor, Dept. of Psychology, MDU, Rohtak **Outside Expert**

The following students made their synopses presentation after the DC:

1. Ms. Shweta Verma
2. Ms. Kritika Jhagta (Online)

- Both the students made a detailed presentation through PPT. The members of the DRC Committee gave their inputs to the scholars. Both the synopsis were approved by the DRC to be presented before the PGBOS after minor rectifications.
- The DRC evaluated the synopsis of Ph.D. scholars who have been enrolled for Ph.D. programme for the academic session 2022-23.
- The topic of Kritika Jhagta "Social Networking Sites, Internet Addiction, Physical Appearance, Fear of Missing Out and Mental Health Among Young Adults: A Correlational Study" was finalised under the Supervision of Prof. Gayatri Raina.

The meeting ended with a vote of thanks by the Chairperson, Department of Psychology.

1. Prof. Gayatri Raina, Professor, GUG ..... **Chairperson**

2. Prof. Shalini Singh, MDU, Rohtak **Outside Expert**

GurugramUniversity,Gurugram

(Established by the State Legislature Act 17/2017)
Sector 51, Gurugram -122003 (HARYANA)



23/11/2023

Minutes of the Meeting of the PG Board of Studies in the Department of Psychology of Gurugram University, Gurugram held on 23.11.2023 virtually 10:30AM in office of Chairperson the Department of Psychology of the University.

Minutes of the meeting of PG Board of Studies held on 23.11.2023 at 10.30am in the office of Chairperson Dept. of Psychology of the University

Members Present:

1.	Prof. Gayatri Raina Professor, Dept. of Psychology, MDU	Convener
2.	Prof. Shalini Singh, Professor, Dept. of Psychology, MDU, Rohtak	Outside Expert
3.	Dr. Shivalik Yadav, HOD, and Associate Professor, Dronacharya Govt. College, Gurugram	Member

At the outset, the Convener of the PGBOS extended a hearty welcome to all the members for attending the meeting virtually of the PG Board of Studies. Thereafter, the agenda's were taken up one by one and after detailed deliberations, the following decisions were taken:

Item No.PG BOS/01/01

Agenda: To approve the synopsis of two Ph.D. scholars who had presented & submitted their synopsis before the DRC in its meeting held on 08.11.2023.

Resolution/Decision: The synopsis of Ms. Kritika Jhagta who presented & submitted her Ph.D synopsis before the DRC meeting held on 08.011.2023, resubmitted her synopsis after incorporating the minor rectifications as had been suggested by the member of DRC in its meeting held on 08.11.2023. The board approved the synopsis.

Furthermore, Ms. Shweta Labh did not resubmit her synopsis on the basis of rectifications suggested by DRC in its meeting held on 08.11.2023.

Item No.PG BOS/2022/02

Agenda : Rectifications in Syllabi of M.Sc. Psychology as per NEP-2020.

Resolution/Decision : After detailed deliberation regarding the rectification in the syllabi of M.Sc. Psychology the agenda of the meeting was discussed & stands approved.

Item No.PG BOS/01/03:

Agenda : Panel of Paper Setter for M.Sc. Psychology.

Resolution/Decision : After discussion the panel of paper setters for M.Sc. Psychology was approved by the PGBOS.

Shalini Singh

Item No.PG BOS/01/04:

Agenda : Panel of Paper Setter for Ph.D. Course Work in Psychology.

Resolution/Decision : After discussion the panel of paper setters for Ph.D. Course Work was approved by the PGBOS.

Meeting ended with a vote of thanks to the Chair.

GURUGRAM UNIVERSITY Gurugram

1. Prof. Gayatri Raina, Professor, GUG, Chairperson 23/11/2023

2. Prof. Shalini Singh, MDU, Rohtak ..... Outside Expert

3. Dr. Shivalik Yadav, HOD, and Associate Professor ..... Member

Endst No. GUG/PS/2023/2214 Dated 23-11-2023

Copy of the above is forwarded to the following for information and necessary action:

i) All the members of PGBOS
ii) Deputy Registrar (Academic), GUG.
iii) Controller of Examination, GUG.

Approved
Shalini Singh

Annexure -II

GURUGRAM UNIVERSITY, GURUGRAM

Subject: Registration in P.hD Programme- Ms. Kritika Jhagta, Department of Psychology.

May kindly perused the PUC vide ref. No GUG/PHY/2024/932 dated 07-03-2024 received from Chairperson, dept of Psychology on the subject cited above.

In this regard it is submitted that PGBOS in its meeting held on 23-11-2023 vide Resolution no PGBOS/01/01 has approved the topic of Ms. Kritika Jhagta for registration in P.hD programme. The details are as under:

Name of the Student	Ms. Kritika Jhagta
Department	Department of Psychology
Research Topic	Social Networking Sited, Internet Addiction, Physical Appearance, Fear of Missing Out and Mental Health Among Young Adults: A Correlational Study
Name of the Supervisor	Prof. Gayatri Raina
Name of the Co-Supervisor	---
Date of DRC Meeting	08-11-2023
Date of PGBOS Meeting	23-11-2023
Details of Fee Paid	Course Fee Rs:-30000/- UPI Trans ID-206894024346

R&S BRANCH Diary No. 548 Date 25-7-24 Gurugram University, Gurugram

Therefore, the file may be submitted to competent authority for kind consideration and approval for placing the matter before Academic Council through Academic Branch.

Submitted, Please.

25.7.24.
Assistant

GURUGRAM UNIVERSITY, GURUGRAM

Assistant Registrar

GURUGRAM UNIVERSITY Academic Dept. No. 1878 Dt. 26/7/24 GURUGRAM

May be approved.
25/07/2024

W/Registrar

25/7

AR(R&S)

25/07/2024

REGISTRAR OFFICE Diary No. 259 Date: 25/7/24

DR(Acad)

28/7/24

J.C(Admn)

26/7/24

a.7/24. Annexure

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F.P.P

The agenda item duly approved by the competent authority may please be supplied to this office in hard copy and soft copy through email duly signed for placing the same before the Accd. council. The file may be obtained in the branch.

M/s return the file to R&S Branch for M/s No.

26/07/24

JC (Admin.)

Dy. Registrar (Accd)

26/7/24

26/7

AR(R&S)

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Annexure- X

Proceedings of the committee constituted by the competent authority to analyze the current UG/PG Ordinance, Statute-39 and for recommending suitable course of action for successful implementation of NEP-2020 in the affiliated colleges:

The meeting was held in the office of Dean Academic Affairs, Gurugram University, Gurugram on 29.07.24 at 12:00 PM. The Following were present:

1. Prof. (Dr.) Subhash Chandra Kundu, Dean Academic Affairs, Gurugram University, Gurugram.
2. Prof. (Dr.) Dharminder Kumar, Dean Faculty of Science & Technology, Gurugram University, Gurugram.
3. Prof. (Dr.) Rakesh Yogi, Dean Faculty of Humanities, Gurugram University, Gurugram.
4. Prof. (Dr.) S.S. Tyagi, Dean of Colleges, Gurugram University, Gurugram.

The committee examined the current UG/PG Ordinances, Satute-39 of the University and other guidelines of the DHE regarding implementation of NEP2020 in regards to UTD & affiliated colleges and after detailed deliberations, resolved to recommend the following:

1. That the ordinances for UG/PG Programmes under NEP 2020 for Multidisciplinary, Major and Inter-disciplinary Programmes have already been passed by the University and the number of subjects to be studied in each Programmes, are already mentioned in the corresponding Curriculum frame work and schemes of examinations.
2. As additional courses have come up in the revised curriculum framework of UG/PG Programmes under NEP-2020, therefore, there is no requirement for a College/Institute to seek separate permission for teaching of Minor, MDC, AEC, VAC, SEC, VOC, Courses as additional subject(s) from the Colleges Branch which are mentioned in the different schemes of examinations.
3. In the case, when a college/institute has been running/offering only three subjects (Courses) in particular discipline (Arts/Life Science/Interdisciplinary Programme), the college can introduce the 4th subject in that discipline to be offered as a Minor Course w.e.f. Academic Session 2024-2025 onwards as per the Ordinance of that Programme. The college will inform to the o/o Dean of Colleges and Controller of Examinations regarding such additional subject/course being offered as minor course. However, if a college/institute wants to offer any other subject as major subject (Core subject) in addition to the ones for which the sanction has already been given (Optional subjects in old scheme), the usual procedure/practice of the introduction a new subject will be followed by the colleges and necessary permission from the University along with applicable charges will be required.
4. The Programme B.A./B.Sc. Hons. in <subject> shall now be initially offered as B.A./B.Sc. with Single major in <subject> under NEP with duration of three years. However, student may be allowed to opt as B.A./B.Sc. Hons./Hons. with research in <subject> during 4th year. No separate approval of the University is required to be obtained by the college. However, the college has to ensure the requisite infrastructure and the same can be examined by the University in the routine Inspection or as and when required.
5. The Programme B.A. (Pass course) shall now be initially offered as B.A. (Multidisciplinary) under NEP with duration of three years. However, student may be allowed to opt as B.A. (Multidisciplinary) Hons/Hons. with research in <subject> during 4th year. No separate approval of the University is required to be obtained by the college. However, the college has to ensure the requisite infrastructure and the same can be examined by the University in the routine Inspection or as and when required.
6. The Programme B.Sc. Medical & B.Sc. Non-Medical shall now be initially offered as B.Sc. in Life Science & B.Sc. in Physical Science respectively under NEP with duration of three years. However, student may be allowed to opt as B.Sc. (Life Science) Hons/Hons. with research in

<subject> and B.Sc. (Physical Science) Hons/Hons. with research in <subject> respectively during the 4th year. No separate approval of the University is required to be obtained by the college. However, the college has to ensure the requisite infrastructure and the same can be examined by the University in the routine Inspection or as and when required.

7. In case of all the Interdisciplinary Programmes, the student may be allowed to opt for Hons/Hons. with research in the respective subject during the 4th year. No separate approval of the University is required to be obtained by the college. However, the college has to ensure the requisite infrastructure and the same can be examined by the University in the routine Inspection or as and when required. The existing intake of B.Com. (Hons.)/Vocational is merged into B.Com. as per DHE Guidelines. The existing intake of BTM or B.T.T.M. is merged into Bachelor of Travel and Tourism management.

The meeting ended with vote of thanks.

29.7.24 25/7/24

(Prof. S.C. Kundu) (Prof Dharminder Kumar) (Prof. Rakesh Yogi) (Prof. S.S. Tyagi)

List of the Colleges Affiliated/Associated with the Gurugram University, Gurugram

Sr. No.	Name of College	Program	Intake
1	**Govt. College, Sidhrawali Gurugram.**	BA	320
		B.Com	240
		M.Com	40
		B.Sc (Non-Medical) with Computer Science as subject	80
2	**Govt. College for Girls, Sector-14, Gurugram-122001**	BA	560
		BA Economics Hons.	60
		B.A. Geography Honrs	60
		BA Hindi Hons	60
		BA History Hons	40
		BA Poltical Science Hons	60
		B.A. English Hons.	60
		B.Com	480
		B.Com Hons	60
		B.Sc. Medical	240
		B.Sc. Non Medical	320
		B.Sc. Home Science Hons	40
		B.Sc. Biotech Hons.	60
		B.Sc. Botany Hons	60
		B.Sc. Zoology Hons	60
		B.Sc. Mathmatics Hons	60
		BCA	120
		MCA	60
		M.Com.	60
		MA. English	60
		MA Geography	40
		M.Sc. Computer Science	60
		M.A. Psychology	60
		M.A. Hindi	**60**
3	**Dronacharya Govt. College, Gurugram-122001**	B.A.	800
		B.A. (Honrs) Eco.	80
		B.A. (Honrs) English	80
		B.A. (Honrs) History	60
		B.A. (Honrs) Pol. Science	80

		B.A. (Honrs) Psychology	60
		B.A. (Honrs) Sanskrit	60
		B.Com. (Pass)	560
		B.Com. (Honrs)	160
		B.Sc. Non Medical	400
		B.Sc. Biotech	80
		B.Sc. Medical	160
		B.Sc. Computer Science	120
		BBA	**160+60**
		BCA	160
		M.A. History	40
		M.A. Psychology	38
		M.A. Hindi	60
		M.A. Pol. Science	60
		M.A. Physical Education	40
		M.A. Sociology	40
		P.G. Diploma in Guidanane & Counseling	40
		M.Com	60
4	**Govt. P.G. College, Sector-9,Gurugram-122001**	B.A	400
		B.A. English (Hons)	80
		B.A. Economics (Hons)	80
		B.Com (Pass)	**240+20**
		B.Com (Hons)	80
		B.B.A.	60
		B.C.A.	120
		B.Sc. Non Medical	80
		B.T.M.	50
		M.Sc. Mathmatics	40
		B.Sc. Medical	80
		M.Com.	50
		M.A. Economics	50
		B.A.(JMC)	60
		M.C.A.	60
		M.A. Sociology	40
5	**Govt. College,Jatauli, Haily Mandi. Gurugram-122504**	BA	320
		B Com.	80
		B. Sc. Non Medical	80

		B.Sc. Computer Science	80
		M.A. Geography	40
		M.A. History	40
		B.A. (Hons.) Geography	60
6	**Govt.College, Rithoj Sohna, Distt. Gurugram-122102**	B.A	160
		B.Com	80
7	**Govt.College for Girls, Manesar, Gurugram-122101**	B.A	160
		Bsc. NM	80
		B.Com	160
8	**State Institute of Advanced Studies in Teacher Education (SIASTE) SCERT Campus, Near Sohna Chowk, Opposite Panchyat Bhawan DIET, Gurugram**	B.A. B.Ed.	100
		B.Sc. B.Ed. Medical	
		B.Sc. B.Ed. Non Medical	
9	**Indian Institute of Corporate affairs (IICA) Plot no. 6,7,8, Sector 5,IMT Manesar Gurugram 122052**	Post Graduation Diploma in Insolvency	60
		P.hd Programme (Executive) in Corporate Affairs	As per UGC Regulations
10	**N.B.G.S.M. (Nirnkari Baba Gurubachan Singh Memorial) College, Sohna, Gurugram-122103**	B.A	240
		B.Com	80
		B.Sc. Non Medical	80
		B.Com SFS	0
		B.Com (Hons)	80
		B.C.A.	60
		B.B.A.	60
		M.Com.	60
		M.A. Economics	60
		B.Sc (Sports Science)	80
11	**Rao Lal Singh Colleges of Education, Sidhrawali (Gurugram)-122413**	B.Ed.	100
		M.Ed.	0
12	**J.K. Business School, Bhondsi, Gurugram-122102**	BBA	60
		BCA	**60**
13	**Suraj Degree College, Sector-75, Gurugram-122103**	BA	160
		B.C.A	60
		B.Com.	160
		B.Sc. Non Medical	200
		B.Sc. Medical	120
		B.Sc. Non Medical with Computer Science	80
		B.Sc. (Hons.) Chemistry	40

		B.Sc. (Hons) Botany	40
		B.Sc. (Hons) Math	40
		B.Sc. (Hons) Zoology	40
		B.Sc. (Hons) Physics	40
		M.Sc. Physics	50
		M.Sc. Chemistry	50
		BBA	**60**
14	**Indian School of Hopitality, Vatika INXT City Centre, Tower C, Near Hyatt Regency , Sector-83, Gurugram, Haryana.**	B.B.A (Hospitality Management)	120
		Bachelor in Culinary Arts	120
15	**KIIT College Of Engineering, Bhondsi, Gurugram.**	B.Tech Computer Science & Engg.	60
		Master in Business administration	60
16	**Kamrah Institute Information &Technology, Bhondsi, Gurugram**	BBA	60
		BCA	60
17	**Rishikul Sanskrit Mahavidyalya, Gurugram.**	Shastri	160
18	**Govt. College Nagina(Nuh) pin code - 122108**	B.A.	320+80
		B.Com	80
		B.Sc. Non Medical	80
		M.A. History	60
19	**H.L.G.(Hardiwari Lal Goyal)Govt. College, Tauru Gurugram pin code -122105**	B.A.	300
		B.Com	80
		B.Sc. Non Medical	80
		M.A. Geography	40
20	**SLKS (SHAHEED LIEUTENANT KIRAN SHEKHAWAT)Govt. College for Women Salaheri, Nuh pin code -122107**	B.A.	160+80
		B.Com.	80
		B.Sc. Non Medical	80
21	**Govt. College for Women Punhana Mewat pin code -122508**	BA	160
		B. Com	80
22	**Yasin Meo Degree College, Nuh.**	B. A. (Pass Course)	320+80
		B. Com	160
		B.Sc. Non Medical	160
		B.B.A.	60
		B.C.A.	60
		M.A. History (SFS)	40
		M.A. Urdu	40

23	**Shri Shanti Sagar Jain Kanya Mahavidyalaya Ferozpur, Nuh,Haryana pin code -122104**	B.A.	160
		B.Com.	80
		BCA	80
24	**Govt. College Bissar Akbarpur (Nuh).**	BA	160
		B. Com	80
25	**Govt. College For Girl, Sec-52, Gurugram Pin code -122003**	B.A.	160
		B.Com	**80+80**
26	**Govt. College Farrukh Nagar Pin code -122006**	B.A. Pass Course	160+80 = 240
		B.Com Pass Course	80
27	**World Institute of Technology, Sohna-Palwal Road, Sohana, Gurugram, Haryana.**	* The affilition of the College is transferred to MDU Rohtak w.e.f. session 2023-24 subject to approval of the Executive Council.	
28	**Govt. College Ferozepur Jhirka Nuh pin code -122107**	B.A. With History & Political Science Optional	60
29	**Mewat Engg. College Mewat, Mossa Palla, Hr. pin code -122107**	B.Tech. ME	60
		B.Tech. EEE	60
		B. Voc Renewable Energy	30
		B.Voc Automobile Servicing	30
		B.Tech. CSE	60
		B.Tech. ECE	30
		B.Tech. CE	60
30	**Dronacharya College of Engineering, Khentawas, Gurugram**	B.Tech. CSE	180
		B.Tech. CSE (INTERNET OF THINGS AND CYBER SECURITY INCLUDING BLOCK CHAIN TECHNOLOGY)	60
		B.Tech. CSE (ARTIFICIAL INTELLIGENCE AND MACHINE LEARNING)	180
		B.Tech COMPUTER SCIENCE AND INFORMATION TECHNOLOGY	60
		B.Tech. ELECTRICAL AND ELECTRONICS ENGINEERING	30
		B. Tech. ELECTRONICS & COMMUNICATION ENGG	60
		B. Tech. ELECTRONICS AND COMPUTER ENGINEERING	30

		B.Tech. MECHANICAL ENGINEERING	30
		B.Tech. ROBOTICS AND AUTOMATION	30
		M.Tech. ELECTRONICS & COMMUNICATIO N ENGG	12
		M. Tech. MECHANICAL ENGINEERING	12
		M. Tech. COMPUTER SCIENCE & ENGINEERING	24
		M. Tech. INFORMATION TECHNOLOGY	12
31	**Global Institute of Technology & Management, Farrukhnagar, Gurugram.**	B.Tech. CSE	150
		B.Tech. ECE	30
		B.Tech ME	90
		B.Tech. Artificial Intelligence & Data science	60
		B.Tech. Civil	30
		MBA	60
		BBA	120
		BCA	120
		MCA	180
		M.Tech. ELECTRONICS & COMMUNICATION ENGG	18
		M. Tech. COMPUTER SCIENCE & ENGINEERING	18
32	**FORE Academy of Management Education (FAME) Plot No. 46, Sector-32, Institutional Area, Gurugram.**	BBA	60
		BCA	60
		B.Com (Hons)	60
		B.Sc. (Hons.) in Artificial Intelligence & Data Analytics	60
		B.Sc. (Hons.) in Cyber Security & System Audit	60
33	**Govt. College, Pataudi, Gurugram.**	B.A.	160
		B.Com	80
34	**Jhankar College, Main Gurugram Pataudi Road Sector-96 Village Babra-Bakipur, Gurugram.**	MBA	300
		BCA	60
		BBA	60
35	**Rao Neki Ram Memorial College, Vill.**	MBA	300

	Turkapur, Teh. Pataudi, Gurugram	BCA	60
		BBA	60
36	**BM Group of Institutions, Farrukhnagar, Gurugram.**	B.Tech. CSE	60
		B.Tech. ECE	30
		B.Tech ME	60
		B.Tech. EEE	30
		B.Tech. AI & DS	60
		B.Tech. CE	30
		MBA	60
		BBA	60
		BCA	60
		M.Tech. CSE	18
		M. Tech. ME	18
37	**St. Andrew's College of Architecture & Planning, Farrukhnagar, Gurugram.**	B. Architecture	40
38	**Starex Institute of Education, VPO Binola, Bilaspur Chowk, Gurugram**	B.Ed.	100
39	**Sardar Patel College of Education, Farrukhnagar, Gurugram**	B.Ed.	100
40	**KIIT College of Education, VPO Bhondsi Distt. Tehsil Sohna, Gurugram**	B.Ed.	100
		M.Ed.	50
41	**Lord Krishna College of Education, VPO Jamalpur, Gurugram**	B.Ed.	200
42	**Laxmi College of Education, Kasan, Gurugram**	B.Ed.	100
43	**Dayawanti Memorial College of Education, Near Country Club Panchgaon, Vill. Pada, Sub-Tehsil, Tauru, Distt. Nuh.**	B.Ed.	200
		M.Ed.	50
44	**Pataudi College of Education, Opp. New Bus Stand, Pataudi (Gurugram)**	B.Ed.	200
		M.Ed.	50
45	**Rao Neki Ram Memorial College of Education, Pataudi, P.O Bas Padamka, Distt. Gurugram**	B.Ed.	100
46	**Maa Saraswati Teachers Training Institute Vill. Makdola Distt. Gurugram**	B.Ed.	100
47	**Shree Shiv Chaitanya College of Education, Bhora Kalan, Distt. Gurugram**	B.Ed.	100

48	**B.L. College of Education, Wazirpur, Distt. Gurugram**	B.Ed.	100
49	**Drona College of Education, Ravi Nagar Basai Road, Distt. Gurugram**	B.Ed.	100
50	**Lal Bahadur Shastri College of Education, VPO-Jamalpur, Tehsil-Farukhnagar, Distt. Gurugram**	B.Ed.	100
51	**Rao Udmi Ram Memorial College of Education, Vill. Jamalpur, Tehsil-Farukhnagar, Distt. Gurugram**	B.Ed.	100
52	**Laxmi College of Education, Village Rathiwas (Jat) PO- Sidharwali Distt. Gurugram**	B.Ed.	100
		M.Ed.	50
53	**Vidya Bhavan College of Education, Khurrampur, Tehsil-Farukhnagar, Distt. Gurugram**	B.Ed.	100
54	**Royal Institute of Science and Management, VPO Wazirpur, Distt. Gurgaon**	B.Ed.	100
55	**Rao Ram Singh College of Education, VPO-Bhora Kalan, Tehsil-Farukhnagar, Distt Gurugram.**	B.Ed.	100
56	**D.V.M. College of Education, Vill-Baluda, PO Sohna. Distt. Gurugram.**	B.Ed.	100
57	**Vishwas College of Education, Village-Pataudi, Distt. Gurugram.**	B.Ed.	100
58	**Major Bihari Lal Memorial College of Education, VPO Bilaspur Chowk, Tehsil Pataudi, Distt. Gurugram.**	B.Ed.	100
		M.Ed.	50
59	**S.D. College of Education, VPO-Janaula, Tehsil-Pataudi, Gurugram.**	B.Ed.	100
60	**R.K. College of Education, VPO Bhora Kalan, Tehsil- Pataudi, Distt. Gurugram.**	B.Ed.	100
61	**Basant Lal Memorial College of Education, VPO-Garhi Harsaru, Gurugram.**	B.Ed.	100
62	**Chandrawati College of Education, VPO-Tauru, Nuh.**	B.Ed.	100
63	**Rao Adal Singh College of Education, Vill.**	B.Ed.	100

	Khatiwas, Post & Tehsil-Tauru, Nuh.	M.Ed.	50
64	**B.M. College of Education, Vill. Hari Nagar, Tehsil Farukhnagar, Distt. Gurugram.**	B.Ed.	200
65	**Jhankar College of Education, Main Pataudi Road, Vill. Babra Bakipur, PO-Jamalpur, Tehsil-Farukhnagar, Distt. Gurugram.**	B.Ed.	100
66	**Shri Ram College of Education, VPO-Bhora Kalan, Tehsil-Pataudi, Distt. Gurugram.**	B.Ed.	100
67	**Rastriya Vidhya Education College, Krishan Nagar, Basai Road, Gurugram.**	B.Ed	100
68	**Shri Shanti Sagar Jain Girls College of Education, Ferojepur Jhirka, Nuh.**	B.Ed	100

GURUGRAM UNIVERSITY, GURUGRAM

(A State Govt. University established under Haryana Act 17 of 2017)

Sector-51, Gurugram (Haryana)-122003 Ph: 0124-2788001-05, Fax: 0124-2788010

web: www.gurugramuniversity.ac.in e-mail: gugsocialsciences@gmail.com

Proforma for submitting Proposal for Introducing a New Programme

1.	Department	:	EDUCATION
2.	Faculty	:	SOCIAL SCIENCES
3.	Name of the Proposed Programme	:	**Post Graduate Diploma in Higher Education (PGDHE)**

4. Detailed Proposal for the Course, mentioning

(i) Objectives of introducing the new Programme:

The Post Graduate Diploma in Guidance and Counseling (PGDGC) at Gurugram University aims to:

1. **Develop Expertise:** Equip students with specialized knowledge and skills required for teaching and administrative roles in higher education institutions.
2. **Promote Academic Excellence:** Train students to foster environments that prioritize academic excellence and innovation in higher education.
3. **Enhance Teaching Competence:** Provide comprehensive training, both theoretical and practical, to ensure effective teaching practices in higher education.
4. **Support Inclusive Education:** Develop strategies for inclusive education to address the diverse needs of students in higher education settings.
5. **Strengthen Engagement:** Teach effective methods for engaging with students, parents, and the community to enhance the overall educational experience.
6. **Foster Ethical Practice:** Instill high standards of ethics and professionalism among future higher education professionals.
7. **Encourage Research:** Promote a culture of research and innovation, encouraging students to contribute to advancements in higher education methodologies and practices.
8. **Meet Societal Needs:** Address the growing demand for qualified higher education professionals capable of adapting to evolving educational landscapes.
9. **Prepare for Careers:** Equip graduates with the skills and knowledge necessary for successful careers in universities, colleges, and other higher education institutions.
10. **Promote Lifelong Learning:** Encourage continuous professional development and staying abreast of the latest trends and developments in higher education.

Present Scenario of proposed programme:

The introduction of the Post Graduate Diploma in Higher Education (PGDHE) at Gurugram University is timely and essential due to the increasing recognition of quality higher education for national development, supported by policies like NEP 2020. The professionalization of the higher education sector demands skilled educators and administrators to meet the growing needs of students and stakeholders. There is a significant push towards academic excellence and innovation, necessitating professionals adept in modern teaching methods, educational technologies, and research practices. Expanding employment opportunities in both public and private institutions highlight the need for qualified higher education professionals. The emphasis on inclusive education requires professionals trained to support diverse student populations. Engaging with parents and communities, maintaining high ethical standards, and fostering a culture of research and innovation are increasingly important. The PGDHE program aims to address these needs by providing comprehensive training, ensuring graduates are well-equipped to contribute positively to the evolving higher education landscape.

(ii) Nature of the Programme (Professional/ Vocational) : **Professional**

(iii) Duration of the Programme **: 01 Year**

(iv) Number of seats (Intake) Proposed : **20**

(v) Availability/requirement of Infrastructure:

To successfully launch the Post Graduate Diploma in Higher Education (PGDHE) at Gurugram University, the following infrastructure requirements are essential: modern classrooms with multimedia capabilities, an expanded library with specialized resources, and practical training facilities such as dedicated laboratories. A well-equipped computer lab, adequate office space for faculty, and designated seminar rooms for workshops and guest lectures are also needed. Expanding partnerships for internship placements and upgrading the online learning platform to support e-learning modules and virtual teaching sessions will ensure a robust and comprehensive learning environment for the PGDHE program.

(vi) Availability/Requirement of Faculty (Cadre wise) for 1st year of programme:

Name of Programme	Faculty available			Faculty Required		
	Professor	Ass. Prof.	Assist. Prof.	Professor	Ass. Prof.	Assist. Prof.
PGDHE		01	01 (Contractual/Visiting)	01(Contractual/Visiting)	-	02 (Contractual/Visiting)

(vii) Requirement of additional faculty positions with justification:

Five faculty members in the Department of Education are required as the ratio of seats allotment is based on 1:5, 1-Faculty: 5 Students each. The proposed seat is 20; hence the Department requires 03 more faculty members with CRR number. One regular Associate professor is already engaged in the department.

(viii) Proposed Fee structure for the programme:

- **Tuition Fee:** INR 10,000 per semester
- **Registration Fee:** INR 1,000 (one-time)
- **Examination Fee:** INR 1,500 per semester
- **Library Fee:** INR 1,000 per semester
- **Other Fees (Lab, Activity, etc.):** INR 500 per semester
- **Total Fee per Semester:** INR 13,000
- **Total Course Fee:** INR 25,000

(ix) Minimum eligibility for admission:

The Post Graduate Diploma in Higher Education (PGDHE) program at Gurugram University is open to professionals and graduates who aspire to advance their careers in higher education. The detailed eligibility criteria are as follows:

1. **Educational Qualifications:**
   - A Bachelor's degree in any discipline from a recognized university.
   - A minimum aggregate score of 50% (with a relaxation of 5% for SC/ST/OBC candidates).
2. **Professional Experience:**
   - Preference will be given to candidates with relevant work experience in higher education, teaching, administration, research, or related fields.

3. **Language Proficiency:**
   - Working knowledge of English (reading, writing, and speaking) is required.
4. **Additional Considerations:**
   - Candidates with a background in education, psychology, social work, or similar fields may be given priority.
   - Demonstrated commitment to continuous professional development and learning.

This comprehensive set of criteria ensures that candidates admitted to the PGDHE program have the necessary academic foundation, relevant experience, and language skills to succeed and contribute effectively to the field of higher education.

Whether the proposed course requires any approval from one or more than one of the following agencies: PCI/ AICTE/ BCI/ ICMR/ Any other ?

Not required

5. Whether the course is Regular or Self-Financing? **Regular**

6. Financial requirements for the course:

Please furnish the financial requirements for running the course, based on the following:

Financial Considerations

i. Honorarium to be Paid for Guest Faculty

The honorarium for guest faculty will be depends on the lectures given in one month approx.. 50000/ per month, which is subject to the number of lectures delivered within a month.

ii. Honorarium to Lab Staff

For courses that are laboratory-based, the honorarium for lab staff will be paid as per the University norms.

iii. Fee Structure

The fee structure has been meticulously calculated to cover all expenses for running the course, considering the total number of students admitted. The fee structure is as follows:

- **Total Course Fee:** INR 25,000 per student for the entire program, with a 10% increment applied annually to account for inflation and rising costs.

Please furnish the details of financial requirements as Annexure-II.

.....
Signature of the Head of the Department
(Office Seal)

Endorsement by the Dean of the Faculty

.....
Signature of Dean of the Faculty

Dean
Faculty of Social Sciences
Gurugram University,
Gurugram-122018 Haryana

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Proforma for submitting Proposal for Introducing a New Programme

1. Department : EDUCATION
2. Faculty : SOCIAL SCIENCES
3. Name of the Proposed Programme : **Post Graduate Diploma in Guidance and Counseling (PGDGC)**
4. Detailed Proposal for the Course, mentioning

(i) Objectives of introducing the new Programme:

The Post Graduate Diploma in Guidance and Counseling (PGDGC) at Gurugram University aims to:

1. **Develop Professional Competence:** Equip students with essential counseling skills for educational and organizational settings.
2. **Enhance Counseling Knowledge:** Provide comprehensive knowledge of various counseling techniques and their applications.
3. **Promote Well-being:** Train students to support individuals' emotional and psychological well-being.
4. **Prepare for Diverse Settings:** Enable effective counseling in schools, colleges, workplaces, and communities.
5. **Foster Ethical Practice:** Instill high standards of ethics and professionalism in counseling.
6. **Support Career Development:** Offer specialized knowledge in educational and career guidance.
7. **Encourage Research:** Promote innovation and research in guidance and counseling.
8. **Address Societal Needs:** Meet the growing need for trained counselors to tackle mental health, career, and educational issues.
9. **Promote Lifelong Learning:** Encourage continuous professional development and staying current with industry trends.
10. **Enhance Employability:** Improve job prospects with practical experience and relevant skills.

Present Scenario of proposed programme:

The current scenario for the Post Graduate Diploma in Guidance and Counseling (PGDGC) at Gurugram University is highly favorable due to increasing awareness and demand for mental health and career guidance services. There is a significant need for trained counselors in educational institutions, workplaces, healthcare facilities, and community organizations. Government policies and educational reforms, such as the National Education Policy (NEP) 2020, emphasize the importance of mental health and holistic education, further supporting the program's relevance. Additionally, technological advancements have made counseling services more accessible, and organizations are increasingly investing in employee well-being. The PGDGC program will address these needs, equipping graduates to meet the growing demand for professional counselors in various sectors.

(ii) Nature of the Programme (Professional/ Vocational) : **Professional**

(iii) Duration of the Programme **: 01 Year**

(iv) Number of seats (Intake) Proposed : **20**

(v) Availability/requirement of Infrastructure:

To successfully launch the Post Graduate Diploma in Guidance and Counseling (PGDGC) at Gurugram University, several infrastructure requirements must be met. Modern classrooms with multimedia capabilities, an expanded library with specialized resources, and a dedicated counseling laboratory for practical training are essential. Additionally, a well-equipped computer lab with relevant software, adequate office space for faculty, and designated seminar rooms for workshops and guest lectures are needed. Existing partnerships for internship placements should be expanded, and the online learning platform should be upgraded to support e-

learning and virtual counseling sessions. These enhancements will ensure a robust learning environment for the PGDGC program.

(vi) Availability/Requirement of Faculty (Cadre wise) for 1st year of programme:

Name of Programme	Faculty available			Faculty Required		
	Professor	Ass. Prof.	Assist. Prof.	Professor	Ass. Prof.	Assist. Prof.
PGDGC		01	01 (Contractual/Visiting)	01(Contractual/Visiting)	-	02 (Contractual/Visiting)

(vii) Requirement of additional faculty positions with justification:

Five faculty members in the Department of Education are required as the ratio of seats allotment is based on 1:5, 1-Faculty: 5 Students each. The proposed seat is 20; hence the Department requires 03 more faculty members with CRR number. One regular Associate professor is already engaged in the department.

(viii) Proposed Fee structure for the programme:

- **Tuition Fee:** INR 10,000 per semester
- **Registration Fee:** INR 1,000 (one-time)
- **Examination Fee:** INR 1,500 per semester
- **Library Fee:** INR 1,000 per semester
- **Other Fees (Lab, Activity, etc.):** INR 500 per semester
- **Total Fee per Semester:** INR 13,000
- **Total Course Fee:** INR 25,000

(ix) Minimum eligibility for admission:

- Bachelor's degree in any discipline from a recognized university.
- Minimum aggregate score of 50% (relaxation of 5% for SC/ST/OBC candidates).
- Preference will be given to candidates with relevant work experience or background in education, psychology, social work, or related fields.

Whether the proposed course requires any approval from one or more than one of the following agencies: PCI/ AICTE/ BCI/ ICMR/ Any other ?

Not required

5. Whether the course is Regular or Self-Financing? **Regular**

6. Financial requirements for the course:

Please furnish the financial requirements for running the course, based on the following:

Financial Considerations

i. Honorarium to be Paid for Guest Faculty

The honorarium for guest faculty will be depends on the lectures given in one month approx.. 50000/ per month, which is subject to the number of lectures delivered within a month.

ii. Honorarium to Lab Staff

For courses that are laboratory-based, the honorarium for lab staff will be paid as per the University norms.

iii. Fee Structure

The fee structure has been meticulously calculated to cover all expenses for running the course, considering the total number of students admitted. The fee structure is as follows:

- **Total Course Fee:** INR 25,000 per student for the entire program, with a 10% increment applied annually to account for inflation and rising costs.

Please furnish the details of financial requirements as Annexure-II.

for

.....

Signature of the Head of the Department

(Office Seal)

Endorsement by the Dean of the Faculty

.....

Signature of Dean of the Faculty

Dean
Faculty of Social Sciences
Gurugram University,
Gurugram-122018 Haryana

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web: www.gurugramuniversity.ac.in e-mail: gugsocialsciences@gmail.com

Proforma for submitting Proposal for Introducing a New Programme

1. Department : EDUCATION
2. Faculty : SOCIAL SCIENCES
3. Name of the Proposed Programme : **Post Graduate Diploma in Early Childhood Care (PGDECC)**
4. Detailed Proposal for the Course, mentioning

(i) Objectives of introducing the new Programme:

The Post Graduate Diploma in Early Childhood Care (PGDECC) at Gurugram University aims to:

1. **Develop Expertise:** Equip students with specialized knowledge and skills for early childhood education.
2. **Promote Holistic Development:** Train students to foster cognitive, emotional, and social growth in young children.
3. **Enhance Teaching Competence:** Provide practical and theoretical training for effective early childhood education.
4. **Support Inclusive Education:** Develop strategies for inclusive education to meet diverse needs.
5. **Strengthen Engagement:** Teach effective engagement with parents and communities.
6. **Foster Ethical Practice:** Instill high standards of ethics and professionalism.
7. **Encourage Research:** Promote research and innovation in early childhood education.
8. **Meet Societal Needs:** Address the growing need for qualified early childhood care professionals.
9. **Prepare for Careers:** Prepare graduates for careers in preschools, daycare centers, and early learning environments.
10. **Promote Lifelong Learning:** Encourage continuous professional development and staying updated with industry trends.

Present Scenario of proposed programme:

The introduction of the Post Graduate Diploma in Early Childhood Care (PGDECC) at Gurugram University is timely and essential due to several factors. There is a growing awareness of the importance of early childhood education, supported by government policies like the National Education Policy (NEP) 2020. The sector is professionalizing, with an increasing number of preschools and daycare centers requiring skilled professionals. Parents are seeking high-quality early education programs, and there is a strong focus on holistic child development. Additionally, continuous research and innovation in the field and expanding employment opportunities in both public and private sectors underscore the need for trained early childhood educators. The PGDECC program aims to fulfill these needs by providing comprehensive training to future early childhood care professionals.

(ii) Nature of the Programme (Professional/ Vocational) : **Professional**

(iii) Duration of the Programme : **01 Year**

(iv) Number of seats (Intake) Proposed : **20**

(v) Availability/requirement of Infrastructure:

To successfully launch the Post Graduate Diploma in Early Childhood Care (PGDECC) at Gurugram University, several infrastructure requirements must be met. The program needs modern classrooms with multimedia capabilities to facilitate interactive teaching methods. An expanded library with specialized resources on early childhood care, including books, journals, and digital materials, is essential. Practical training facilities, such as a dedicated laboratory or play area, are required for hands-on learning. A well-equipped computer lab with relevant software for research and administrative tasks is also necessary. Adequate office space for faculty, furnished with necessary equipment and internet access, is needed. Additionally, designated seminar rooms for workshops, guest lectures, and interactive sessions with experts are crucial. Establishing and expanding partnerships with preschools, daycare centers, and other early learning institutions for student internships is important for practical exposure. Lastly, upgrading the online learning platform to support e-learning modules and virtual training sessions will ensure accessibility for all students. These enhancements will provide a robust and comprehensive learning environment for students enrolled in the PGDECC program.

(vi) Availability/Requirement of Faculty (Cadre wise) for 1st year of programme:

Name of Programme	Faculty available			Faculty Required		
	Professor	Ass. Prof.	Assist. Prof.	Professor	Ass. Prof.	Assist. Prof.
PGDECC		01	01 (Contractual/Visiting)	01(Contractual/Visiting)	-	02 (Contractual/Visiting)

(vii) Requirement of additional faculty positions with justification:

Five faculty members in the Department of Education are required as the ratio of seats allotment is based on 1:5, 1-Faculty: 5 Students each. The proposed seat is 20; hence the Department requires 03 more faculty members with CRR number. One regular Associate professor is already engaged in the department.

(viii) Proposed Fee structure for the programme:

- **Tuition Fee:** INR 10,000 per semester
- **Registration Fee:** INR 1,000 (one-time)
- **Examination Fee:** INR 1,500 per semester
- **Library Fee:** INR 1,000 per semester
- **Other Fees (Lab, Activity, etc.):** INR 500 per semester
- **Total Fee per Semester:** INR 13,000
- **Total Course Fee:** INR 25,000

(ix) Minimum eligibility for admission:

The program is open to teachers from public and private school systems working with children in the age group of 3–8 years, as well as ECE professionals with a minimum of 2 years of relevant work experience. The detailed eligibility criteria are as follows:

1. **Educational Qualifications:**

- Bachelor's degree in any discipline from a recognized university.
- Minimum aggregate score of 50% (relaxation of 5% for SC/ST/OBC candidates).

2. **Professional Experience:**
   - Preference will be given to candidates with relevant work experience or background in education, psychology, social work, or related fields.
3. **Language Proficiency:**
   - Working knowledge of English (reading, writing, and speaking) is required.

Whether the proposed course requires any approval from one or more than one of the following agencies: PCI/ AICTE/ BCI/ ICMR/ Any other ?

Not required

5. Whether the course is Regular or Self-Financing? **Regular**

6. Financial requirements for the course:

Please furnish the financial requirements for running the course, based on the following:

Financial Considerations

i. Honorarium to be Paid for Guest Faculty

The honorarium for guest faculty will be depends on the lectures given in one month approx.. 50000/ per month, which is subject to the number of lectures delivered within a month.

ii. Honorarium to Lab Staff

For courses that are laboratory-based, the honorarium for lab staff will be paid as per the University norms.

iii. Fee Structure

The fee structure has been meticulously calculated to cover all expenses for running the course, considering the total number of students admitted. The fee structure is as follows:

- **Total Course Fee:** INR 25,000 per student for the entire program, with a 10% increment applied annually to account for inflation and rising costs.

Please furnish the details of financial requirements as Annexure-II.

.....

Signature of the Head of the Department
(Office Seal)

Endorsement by the Dean of the Faculty

.....

Signature of Dean of the Faculty

Dean
Faculty of Social Sciences
Gurugram University,
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Ref. No. GUG/Acad./2024/1577 **Date: 25.07.2024**

ADMISSION NOTICE 2024-25

Post Graduate Diploma in Early Childhood Care,
Post Graduate Diploma in Guidance and Counselling
&
Post Graduate Diploma in Higher Education

Online applications are invited for admissions in the following **Post Graduate Diploma's** under the Department of Education, Gurugram University, Gurugram for the Academic Session 2024-25:-

Opening of portal for Online Registration and submission of Applications : 25-07-2024

Last date for submission of Applications : 15-08-2024

Sr. No.	Name of the Programmes
01.	**Post Graduate Diploma in Early Childhood Care (PGDECC)**
02.	**Post Graduate Diploma in Guidance and Counselling (PGDGC)**
03.	**Post Graduate Diploma in Higher Education (PGDHE)**

*** Schedule of admissions is tentative. The applicants are advised to visit university website regularly for any change.**

Note:

- For eligibility conditions, number of seats, fee and other admission related information, please read Addendum Admission Guidelines for the session 2024-25 available on University website. www.gurugramuniversity.ac.in.
- The applicants of Haryana State has to provide the PPP ID for the online verification as per provisions of Haryana Parivar Pechchan Act, 2021. The applicants of Haryana State are advised to keep updating their PPP ID for the verification purpose and linked their mobile number with it.
- Applicants are advised to stay in touch with the University website for any update relating to admission.
- Admission Helpdesk Email: helpdesk@gurugramuniversity.ac.in.

Sd/-
Registrar

Gurugram University, Gurugram

(Established by the State Legislature Act 17 of 2017)

Admission in

Post Graduate Diploma in Early Childhood Care (PGDECC),

Post Graduate Diploma in Guidance and Counselling (PGDGC)

&

Post Graduate Diploma in Higher Education (PGDHE)

For the session 2024-25

Please read the following information carefully before filling the application form:

- Online applications are invited for admissions in various Post Graduate Diploma's:-

    1. **Post Graduate Diploma in Early Childhood Care (PGDECC).**
    2. **Post Graduate Diploma in Guidance and Counselling (PGDGC).**
    3. **Post Graduate Diploma in Higher Education (PGDHE).**

  No offline applications will be entertained. Further, incomplete applications or applications with incorrect information will not be considered. The link to online application is available on the University website. (www.gurugramuniversity.ac.in)

- The application fee for various Programmes are as under:
    - For General Candidates **Rs. 1,000/-** per programme.
    - For SC, BC-A/BC-B, EWS and Differently Abled Persons Candidates **Rs. 250/-** of Haryana per programme.

ADMISSION SCHEDULE LIST OF DOCUMENTS REQUIRED

Schedule of dates for admission to various Short Term Certificate Programmes for the session 2024-25 as under: -

S. No.	Particulars	SCHEDULE
(a)	Commencement of online submission of application form	25-07-2024
(b)	Last date of receipt of online application forms	15-08-2024
(c)	Merit list display on	20-08-2024
(d)	Physical Counseling* (Fee to be deposited online on the date of Physical Counseling)	21-08-2024 & 22-08-2024
(g)	Open Counseling against vacant seats, if required	At Department Level
(h)	Commencement of classes	27-08-2024

Apply link for Online Admission Applications:

https://gurugramuniversityadm.samarth.edu.in/

PROGRAMME WISE INTAKE AND SEAT MATRIX

Sr. No.	Name of Program	Number of Seats	Breakup of seats as per State Govt. Reservation Policy								
			AIC	**AIC (EWS)	HGC	SC	SC (D)	BC (A)	BC (B)	EWS	PH/ ESM
1	**Post Graduate Diploma in Early Childhood Care (PGDECC)**	20	**2**	**1**	**9**	**2**	**1**	**3**	**2**	**0**	**0**
2	**Post Graduate Diploma in Guidance and Counselling (PGDGC)**	20	**2**	**1**	**9**	**2**	**1**	**3**	**2**	**0**	**0**
3	**Post Graduate Diploma in Higher Education (PGDHE)**	20	**2**	**1**	**9**	**2**	**1**	**3**	**2**	**0**	**0**

ACADEMIC PROGRAMMES OFFERED, INTAKE, DURATION AND ELIGIBILITY

S. No.	Programme	Duration	Intake	Eligibility and Admission Criteria
1.	**Post Graduate Diploma in Early Childhood Care (PGDECC)**	01 Year	20	Bachelor's Degree in any discipline from a recognized University with 50% marks (47.5% in case of SC/ST) **Note: The program is open to teachers from Public and Private school systems working with Children in the age group of 3-8 years, as well as ECE professionals with a minimum of 2 years of relevant work experience.**
2.	**Post Graduate Diploma in Guidance and Counselling (PGDGC)**	01 Year	20	Bachelor's Degree in any discipline from a recognized University with 50% marks (47.5% in case of SC/ST) **Note: Preference will be given to candidates with relevant work experience or background in education psychology, social work, or related fields.**
3.	**Post Graduate Diploma in Higher Education (PGDHE)**	01 Year	20	Bachelor's Degree in any discipline from a recognized University with 50% marks (47.5% in case of SC/ST) **Note: Preference will be given to candidates with relevant work experience in higher education, teaching, administration, research or related fields.**

Annual fee structure

Sr. No.	Name of Head	Common Charges (in ₹)	Tuition Fee (in ₹)	University Develop. Fee (in ₹)	Field Work/ Lab and Other Charges (in ₹)	Fees to be paid semester wise Odd Semester	Fees to be paid semester wise Even Semester	Total (Rs.)	Fee for Foreign Students (in $)
1	**PGDGCC**	6120	9000	8790	1060	**15545**	**9425**	**24970**	**800**
2	**PGDGC**	6120	9000	8790	1060	**15545**	**9425**	**24970**	**800**
3	**PGDHE**	6120	9000	8790	1060	**15545**	**9425**	**24970**	**800**

For other conditions related to admission, please refer to the Information Brochure for the session 2024-25.

https://gurugramuniversity.ac.in/admissions/INFORMATION%20BROCHURE%202024-25%20(1)_compressed.pdf

Annexure- Z1

Minutes of the meeting of the committee constituted by the Vice Chancellor and notified vide notification No. GUG/Acad./2024/1601 dated 02.08.2024 held on 14.08.2024 at 11.30 a.m. in the office of the Dean Academic Affairs.

The following were present:-

1.	Dean Academic Affairs	Convener
2.	Dean Faculty of Science & Technology	Member
3.	Dean Faculty of Commerce & Management	Member
4.	Dean Faculty of Social Science & Education	Member
5.	Controller of Examinations	Member

The committee deliberated on the letters received from the Principal Secretary to Government of Haryana, Higher Education Department, Chandigarh vide No. 18/122-2024 UNP (4) dated 08.08.2024 alongwith a copy of letter No. F4-1(UGC-NET Review Committee)/2024 (NET)/146048 dated 28.03.2024 of the Secretary, UGC. The committee further discussed the letters received from the Advisor, Haryana State Higher Education Council vide No. 12/5-2020 P-X Adv/HSHEC dated 28.06.2024 in the meeting.

After going through the above referred letters, the committee proposed/ recommends the following amendments in Clause No. 3.4, 3.5., 3.5.1 and 3.6:-

21/08/2024

3.4 Admissions to the Ph.D. Programme shall be made through an Entrance Test conducted by Controller of Examination of the University for each Discipline. The syllabus for the Entrance Test shall be laid down by the concerned Teaching Departments. The entrance test will be of three hours duration and will be for 100 marks. The question paper will have two parts. Part-1 of the question paper shall be common for all the disciplines and Part-II of the question paper shall be discipline specific. Part-I will have 50 objective-type questions/short answer questions carrying 50 marks related to research methodology and Part-II carrying 50 marks will require the students to answer Objective-type/short answer questions in the subject concerned. There shall be no negative marking. A candidate must secure 50% marks to qualify the entrance test (47.50% for SC/ST/Differently abled candidates). 3.5 The following categories of candidates are exempted from Ph.D. entrance test: 3.5.1 UGC/CSIR-JRF/NET (with validity period)/Teacher Fellowship holder/awardee of fellowship by DST, ICMR, ICSSR or any other equivalent National level fellowship (with validity period)/GATE (with validity period)/GPAT(with validity period) is eligible	3.5 Admissions to the Ph.D. Programme shall be made **on the basis of NET Score (Category 1, 2 and 3)/ GATE Score (qualified with validity period)/GPAT Score (qualified with validity period)/CSIR/DST/ICMR/ ICSSR/ICAR or any other equivalent National level Test Score** (with validity period) and weightage as mentioned below in clause 3.6.

3.6 The admission in Ph.D. Programme shall be made in order of merit on the basis of the following criteria:

Sr. No.	Particulars	Weightage
1.	Percentage of marks in 12th Class examination	05%
2.	Percentage of marks in UG examination	15%
3.	Percentage of marks in PG examination	25%
4.	Percentage of Total marks secured in Entrance Examination Or Weightage of Marks to candidates who have passed JRF or GPAT or GATE or NET (with validity) Or Weightage of Marks to candidates who have passed NET.	50% Or 40 Marks Or 30 Marks

3.6 The admission in Ph.D. Programme shall be made in order of merit on the basis of the following criteria :

Sr. No.	Particulars	Weightage
1.	UG examination	05% of %age marks obtained.
2.	PG examination	10% of %age marks obtained.
3.	Weightage of Marks to candidates who have qualified NET (Category 1,2 and 3) or GPAT (with validity) or GATE (with validity) or CSIR/DST/ICMR/ ICSSR/ICAR or any other equivalent National level Test Score (with validity period)	70% of total percentage/per centile of NET/GPAT/ GATE/CSIR/ DST/ICMR/ ICSSR/ICAR or any other equivalent National level Test (with validity period).
4.	Interview	15 marks

5. Qualifying Examination from Gurugram University	05 marks	
6. Interview	10 Marks	

Controller of Examinations

Dean Faculty of Commerce & Management

14/08/24

Dean Faculty of Social Science & Education

Dean Faculty of Science & Technology

Dean Academic Affairs

Joint Doctoral Degree Program

Between

Gurugram University, Gurugram (Haryana)

and

Indian Institute of Technology, Mandi Mandi-175075, Himachal Pradesh

AGREEMENT FOR JOINT DEGREE PROGRAM:

DOCTOR OF PHILOSOPHY

Between

GURUGRAM UNIVERSITY, GURUGRAM (HARYANA)

and

INDIAN INSTITUTE OF TECHNOLOGY MANDI

AGREEMENT FOR JOINT DEGREE PROGRAM: Doctor of Philosophy

THIS AGREEMENT is made on 29/06/2023 (Effective Date)

BETWEEN:

1. GURUGRAM UNIVERSITY, GURUGRAM (HARYANA), hereafter an educational institution, a Govt. state university located in Gurgaon, Haryana. Established by Haryana Act 17 of 2017.

And

2. INDIAN INSTITUTE OF TECHNOLOGY MANDI, an educational institution created by an Act of Parliament and having its principal address at The Indian Institute of Technology Mandi, Kamand, Himachal Pradesh, 781075, India ("IIT Mandi").

The expression Institution shall mean either IIT Mandi or Gurugram University, Gurugram, Haryana, **Party** means a party to this Agreement and **Parties** means both parties to this Agreement.

WHEREAS

1. On 17/05/2024 the Parties entered into this Agreement to develop academic and student exchange through a Joint Degree Program (JDP) of Doctor of Philosophy (PhD) whereby students who successfully complete the JDP will be awarded a joint degree for the one thesis with the test amurs /certificates clearly indicating the joint nature of the degrees as outlined in Clause 14.

2. By entering into this Agreement, the Parties agree to offer Joint Degree Programs at PhD level in all areas of research in accordance with the terms and conditions set out in this Agreement.

ABBREVIATIONS

ERP: External Registration Program

IIT Mandi: Indian Institute of Technology Mandi

GUG: Gurugram University, Gurugram, Haryana.

JDP. Joint Degree Program

PhD: Doctor of Philosophy

DC: Doctoral Advisory Committee

HoD: Head of the Department

JASC: Joint Admissions Sub-committee

NOW IT IS HEREBY *AGREED AS FOLLOWS:*

1. JOINT DEGREE PROGRAM STRUCTURE:

1.1. The program offers PhD students enrolled in both institutions the chance to collaborate on a multidisciplinary research project with faculty members and research teams from IIT Mandi and Gurugram University, Gurugram, Haryana, as well as to take advantage of the facilities and professional development opportunities offered by both institutions.

1.2. Candidates have a "Home Institution" where they begin their studies and spend the majority of time. The expectation is that candidates will spend a minimum of 12 months at the other, "Host" Institution; the timing and duration of this will depend on the program of research but in general will be in the second or third year of the degree. Travel to and study at the Host Institution will be subject to the usual requirements of the institute.

1.3. As a condition of enrolment on the PhD JDP, candidates are required to:

- Spend a minimum of one year* (two semesters) enrolled at each institution

  *Candidates registered as part-time PhD or under the External Registration program need to spend the minimum residential requirement criteria of both the institutes as mentioned in their ordinances and regulations.
- Undertake a program of progress monitoring and examination that meets the

requirements of both institutions

- Comply with the rules, regulations, policies, codes, and procedures of both institutions
- Write and submit a thesis for defense by oral examination at the home institution

1.4. Candidates for the PhD JDP will be enrolled in a PhD program in parallel at both institutions. The supervisory team will comprise academics from both institutions who will provide guidance and support throughout the doctoral program. Candidates will benefit from the research community, networking, and collaborations of the IIT Mandi– Gurugram University, Gurugram, Haryana.. Through enrolment at both institutions, candidates will have access to services and support provided at IIT Mandi and Gurugram University, Gurugram, Haryana, including a variety of professional and personal development opportunities for researchers.

1.5. Candidates may have already commenced a PhD at their Home Institution prior to converting in the joint PhD program through enrolment at the Host Institution. In such cases, the candidate will be counted from the start date of the original enrolment at the home institution.

1.6. The primary supervisor shall be from the Home Institution. There must be a Joint supervisor from the Host Institution.

1.7. The PhD JDP includes a tailored program of progress monitoring to fulfil the requirements of both institutions. On successful completion of the program requirements, candidates will be awarded a PhD degree jointly by both the Institutions.

2. PROGRAM GOVERNANCE

2.1. The Program is governed by the Deanery of Academics of both institutes. The Dean (Academics) will ensure the Program requirements of each institution are upheld and advise on candidature related matters.

2.2. The Program will be operationalized and managed on a day-to-day basis by the office of the Office of Dean, Academics at IIT Mandi and the Office of Dean, Academic Affairs or deemed fit body at Gurugram University, Gurugram, Haryana.

- IIT Mandi – Associate Dean (Research) (Email: adr@iitmandi.ac.in)
- Gurugram University, Gurugram (Haryana). – Dean Academic Affairs
  (Email: helpdeskgurugramuniversity@gmail.com)

3. APPLICATION AND ADMISSIONS

The admissions process will be managed by the IIT Mandi – Gurugram University, Gurugram (Haryana) Joint Admissions Sub-committee (JASC) constituted at the School/Department/Centre level and according to each Institution's admissions procedure. Candidates must meet the admissions requirements of both institutions. The eligibility criteria for enrolling in a joint PhD program will be the same as that of a regular PhD program/ERP of the individual institute. The details of the same can be found in the PhD ordinance of the individual institute.

- IIT Mandi: https://iitmandi.ac.in/academics/files/Ordinances_phd_mtech.pdf
- Gurugram University, Gurugram: https://gurugramuniversity.ac.in/admissions

3.2. JASC will release a call for PhD research projects from prospective supervisors (typically in March and September each year, for the August and January intakes, respectively).

3.3. The projects will be selected on a competitive review basis by the Dean (Academics), based on criteria such as project funding, expected outcomes, supervision capacity and expertise and industry support/involvement.

3.4. Each project on the PhD JDP will have a formal project agreement in place

between the two institutions. The format for this agreement is attached as Annexure A.

3.5. The project agreement needs to be signed by the joint supervisors, endorsed by the respective School/Centre/Department Chairs/HoDs and approved by both the institute/organizations

3.6. Successful projects will be advertised on both the institute's website to attract potential PhD candidates.

3.7. All applicants will be expected to apply through an online admissions portal. Applicants will be directed to this portal from both the Institute's academic affairs/Admissions website.

3.8. As part of the applications process, applicants may choose up to *N* projects (where *N* is normally 2 or 3). Supervisors from both IIT Mandi and Gurugram University, Gurugram (Haryana) will be provided access to this portal to view applications. Each project will specify the base location (IIT Mandi or Gurugram University, Gurugram (Haryana) where funding is available for the project and applicants would also be able to provide their preference for the project.

3.9. Detailed applications from the selected applicants (and aligned with specific projects that have been chosen) will then be reviewed by project supervisors. Based on their own assessments, some (or all) of these applicants for each project will be interviewed by the IIT Mandi and Gurugram University, Gurugram (Haryana) supervisors of the project. This interview can be telephonic, *via* videoconferencing, or through a face-to-face meeting, as decided by the supervisors. Supervisors will rank candidates and provide a recommendation of a maximum of *M* preferences (where *M* is usually 2 or 3) for their projects to the JASC.

3.9. Shortlisted applicants will undergo either a written test or a joint interview or both with the JASC. Note that JASC will look at applicant project preferences and also comments from the supervisors subsequent to their conversations with the applicants.

3.10. This admissions process will be reviewed periodically on recommendations that JASC makes to Dean (Academics) for its consideration and approval.

3.11. After each selection round, JASC will submit its recommendations to the Dean (Academics) who will consider these recommendations and forward the recommendations to the Chairman (Senate) of both the institute for approval. Successful applicants will be issued an offer letter by the Home institute, which will be based on the standard offer letters from IIT Mandi or Gurugram University, Gurugram (Haryana). The offer letter should include information on the JDP and the project title/area for which the candidate is recruited, as well as comply with all requirements set forth by the two institutes.

3.12. Offers will always be "conditional offers of candidature". These conditional offers will only be confirmed subject to receipt of original certified transcripts and further documentary evidence as requested by JASC. Students will be required to accept their offer in line with the deadlines noted in their offer letter. It is not possible for students to defer the commencement of their program; if they are unable to commence on the date stated in their offer letter, they must decline the offer and apply in a future round.

3.13. **Lateral Entry:** For students already at IIT Mandi or Gurugram University, Gurugram (Haryana), they should be enrolled for at least 6 months prior to registration and should include in their submission an approved NOC from IIT Mandi or Gurugram University, Gurugram (Haryana) respectively. These candidates do not need to face the JASC for interview. Their applications will be directly put to the Dean (Academics) for consideration and approval.

4.PROJECT AGREEMENTS

4.1. Both the institutes shall enter into a 'Research Project Title agreement' for each individual project/student. This must be completed and signed before an unconditional offer of enrolment into the joint PhD program is made to each applicant under joint supervision. These agreements should detail the financial and resource requirements and intellectual property arrangements for each research project title This should usually be initiated by the Home Institution using the template in the joint PhD agreement (Annexure A) at the time of releasing the advertisement.

4.2. A risk assessment must be undertaken for each project by the supervisory team at each institution, according to their own requirements. In case, any of the supervisor leaves the parent institution due to any reason whatsoever, it will be the responsibility of that institution to arrange the replacement of supervisor from their own faculty. The outgoing faculty member (earlier supervisor) may act co-guide to the maximum possible extent.

5.FEEs, SCHOLARSHIPS AND FUNDING

5.1. The JDP Scholar shall pay tuition fees only to their Home Institution throughout the duration of the JDP, including the duration of study at the Partner Institution as per its fee structure.

5.2. Unless otherwise indicated, candidates who wish to be admitted onto the PhD JDP are entitled to receive fellowship meeting the eligibility criteria. The cost of the fellowship will be borne by the Home Institute even during the candidate's stay in the Host Institute. No tuition fee will be charged by the host institution. However, the student needs to bear the boarding and lodging charges. Scholarships are awarded based on merit, and the value and conditions of any scholarship awarded will be in accordance with the terms and conditions of the awarding institution.

5.3. Applicants for the PhD JDP may hold any scholarship normally awarded by either institution, subject to the terms and conditions of that scholarship. The number of scholarships available each year and their eligibility may vary. Students getting external fellowships like UGC, CSIR etc. may also be considered.

5.4. In accordance with the Memorandum of Understanding (MoU), both institutions can propose a certain number of scholars under PhD JDP each year. Each academic year's figures could be different. These scholarships are in addition to each institution's regular scholarship cycles and will not count toward a PhD students' specific faculty cap.

5.5. Regardless of the scholarship awarded, students on the joint PhD program will be personally responsible for the following expenses unless otherwise advised:

- Incidental fees and charges at either institution
- Accommodation and living expenses at either institution
- All personal expenses and non-compulsory additional fees at the host institution
- All debts incurred by candidates during their stay at either institution
- Any other debts incurred by candidates during the Joint PhD Program
- Further the grants in respect of attending conferences will be provided only by the home institute.

6.PROGRAM MANAGEMENT

6.1. A Doctoral Advisory Committee (DC) shall be set up for each JDP Scholar to support and monitor progress of the JDP Scholar throughout the candidature until the thesis has been submitted. The DC shall consist of the following members

1. Chair/Head of the School/Department of the Home Institute or his/her nominee	Chairperson
1.Supervisor from the Home institute	Member
2.Supervisor from the Host institute	Member
3. Co-supervisor (s), if any with justification	Member (s)
4. Subject Expert from the Home Institution	Member
5. Additional members may be appointed to meet the requirements	Members

6.2. In case any DC member goes on leave exceeding one-year duration, or resigns or retires from the respective Institution, the respective School/Department/Centre Chair/HoD shall nominate another member following their respective procedures.

6.3. The DC shall meet once a year through video conferencing/ electronic communication. Beyond four years from the time of registration in the program, the DC shall meet every six months until the JDP Scholar's thesis has been submitted in accordance with the rules and regulations of both the Institutions.

7. COURSEWORK REQUIREMENTS

The JDP Scholar shall satisfy the minimum academic coursework requirements of the Home Institution. Additional courses may be taken when recommended by the DC. If a JDP scholar credits a course in one institution, the credits will be automatically transferred to the other institution and will be counted towards the degree requirement.

8. COMPREHENSIVE EXAMINATION AND CONFIRMATION OF PHD CANDIDATURE

The JDP Scholar shall be required to meet the confirmation requirements at the end of the first year of the probationary PhD period (where applicable), and in addition, qualify the comprehensive examination satisfactorily to continue with the JDP. Otherwise, they shall no longer be eligible to participate in the JDP. The comprehensive examination will be as per the prevailing guidelines of the Home Institution.

9. PROGRESS MEETING / SYNOPSIS / THESIS

9.1. JDP Scholars shall normally follow the regulations stipulated by the Home Institution for monitoring their progress. However, submission of synopsis and submission and evaluation of the thesis shall be in line with the requirements of the home Institutions.

9.2. JDP Scholar shall present at least two open seminars in the Home as well as Host Institution. A joint seminar (*via* video conferencing) will also be acceptable.

10. TIME DURATION

10.1. The JDP regular scholar shall spend a minimum of one year at the Host Institution working under the supervision of the joint-supervisor(s). They may take additional courses at the Host Institution as recommended by the DC. The JDP part-time/ERP scholar must fulfil home institution guidelines for ERP student at individual institute. Candidates registered as part-time PhD or under External Registration program need to spend the minimum residential requirement criteria of both the institute as mentioned in their respective ordinances and regulations.

10.2. As far as possible, the minimum and maximum (if applicable) duration of the program will be governed by the rules of both Institutions. In the event of an inconsistency in the durations, the longer duration will apply.

10.3. The JDP Scholar shall be entitled to the leave benefits (if any) that relate to the Institution at which the JDP Scholar is physically located when the leave is requested.

10.4. The JDP scholar is expected to complete their thesis within a maximum duration as prescribed in the ordinance and regulations of the home institute from the date of registration.

11. Ethics approval

All candidates must gain all necessary human, animal and biosafety ethics approvals from both institutions. If either institution does not have the necessary approvals processes, the other institution's approvals process will be used. Candidates will also need to be appropriately inducted in terms of Occupational Health and Safety and any other requirements necessary.

12. WITHDRAWAL AND TERMINATION OF CANDIDATURE

The prevailing regulation for withdrawal including cancellation and termination (for any approved reason, including unsatisfactory progress) of candidature at the JDP

Scholars Home Institution shall normally apply in consultation with the Partner Institution. The Home Institution shall notify the Host Institution if the Home Institution intends to terminate the candidature under its policies or if the JDP Scholar has advised the Home Institution of their intention to withdraw from the JDP. In any event, the DC shall advise the JDP Scholar on an appropriate course of action to take, which would be in the best interest of the JDP Scholar.

13. THESIS REVIEW REPORTS & VIVA VOCE EXAMINATION

13.1. Evaluation of thesis by external examiners and conducting of the final *viva-voice* examination shall, in general, follow the processes and procedures of the Home Institution.

13.2. The language of the thesis and the *viva voce* examination shall be English.

14. AWARD OF DEGREE

A joint degree shall be awarded by the respective Institutions in line with their respective protocols/styles. The wording in both degree certificates must indicate unambiguously that the degree is being awarded jointly with the Partner Institution (by name) for the same thesis.

15. INTELLECTUAL PROPERTY, INVENTIONS AND INNOVATIONS

15.1. All intellectual property held by a Party prior to, or outside of, entering into this Agreement that is disclosed or introduced in connection with this Agreement and all materials in which such intellectual property is held, disclosed or introduced ("background intellectual property") shall remain the property of the Party introducing or disclosing it. However, that Party grants the JDP Scholar and/or the other Party a licence to use such intellectual property for any purpose associated with the JDP.

15.2. All rights, titles and interests in any studies, reports or materials, graphic or otherwise, prepared by the Home Institution or by the Partner Institution respectively, that is not background intellectual property or intellectual property

created under clause 15.3, will belong to that Institution and may not be made use of except with that Institution's prior written consent.

15.3. Where the Institutions jointly develop intellectual property, inventions and innovations as a result of the research work of the JDP Scholar working under the supervision of the joint supervisors the terms with respect to title and exploitation of such intellectual property, inventions and innovations (including but not limited to trademarks and service marks, copyright, patents, know-how designs and confidential information on the subject of such intellectual property, inventions and innovations) will be negotiated on a case-by-case basis having due regard for each Institutions policies and governance requirements and the terms and conditions imposed by any individual funding agencies or grant-making organizations. The Parties preference for such case-by- case agreements will be that the intellectual property rights created in the course of the JDP will vest in each Institution in equal shares and that each Party may use such jointly-owned intellectual property for internal, non-commercial research and educational purposes. Save as aforesaid, nothing in this agreement shall be construed as a license or transfer or an obligation to enter into any further agreement with respect to intellectual property currently licensed to or belonging to either Institute.

15.4. Nothing in this Agreement will inhibit the right of a JDP Scholar to have their thesis examined and a copy of their thesis lodged in the library of each Institution (including a digital copy).

15.5. Notwithstanding anything to the contrary in clause 15.3, each JDP Scholar shall own the copyright in his/her thesis.

15.6. The provisions of this clause 15 will survive beyond the termination of this Agreement

16. CONFIDENTIALITY

16.1. When receiving confidential information, the receiving Party must ensure that all employees, students or agents to whom the confidential information is disclosed are bound to keep the confidential information confidential and not to use the confidential information except for the JDP.

16.2. The obligations of confidentiality in this clause 16 do not apply to information which may be required to be disclosed by law, is in the public domain other than by breach of this Agreement or has been independently developed or obtained by the receiving Party.

16.3. Each Party agrees that personal information about JDP Scholars will be collected, managed, held, used, disclosed and transferred in accordance with the relevant privacy laws and policies applicable to that Party.

17. AMENDMENTS

This Agreement may be amended and supplemented in writing at any time by the mutual consent of the Parties in writing.

18. TERM OF AGREEMENT

18.1. This Agreement shall commence on the Effective Date and shall remain in force for a period of five (5) years. Thereafter, it shall renew itself automatically for successive periods of five (5) years unless either Party gives the other Party not less than six (6) months' notice in writing of its desire to terminate this Agreement, at any time during the initial or the relevant extended period.

18.2. Both Parties agree that in the event this Agreement is terminated for any reason, the Parties shall use their best endeavors to allow all JDP Scholars already enrolled in the JDP who are eligible to complete their candidature, to continue and complete the requirements for the JDP in which they are enrolled, and to be awarded the joint degree upon successful completion of the JDP. If it is not possible for a JDP Scholar to satisfy the requirements of and complete the JDP, the Parties shall endeavor to allow that JDP Scholar, at their election, to complete the

requirements for a single PhD degree at the Home Institution subject to the requirements of the relevant Institution. The Parties agree that such a JDP Scholar shall be given credit for all relevant units previously undertaken by the JDP Scholar at the other Institution as part of the JDP in accordance with the policies and protocols of the Institution where the JDP Scholar will complete the requirements of their PhD.

18.3. If the Agreement is terminated and if the JDP Scholar continues their candidature either on a Joint degree basis or as a single PhD degree at one or other of the institutions, the Parties agree that the JDP Scholar shall continue to have access to the background intellectual property as described in clause 14.1 and confidential information to the extent *necessary for* the student to complete the JDP or a PhD at either Institution.

19.DISPUTE RESOLUTION

Any dispute arising under or in connection with this Agreement which cannot be resolved by amicable discussions between the Parties shall be referred to the Director of the respective Parties or their nominees for resolution.

IN WITNESS WHEREOF the parties hereto have caused this Agreement to be duly executed on the day and year first above mentioned.

Annexure A: A1-Project Agreement-IIT Mandi

A2- Project Agreement- Gurugram University, Gurugram (Haryana).

This MoU is written in two identical originals, both of equal validity.

Authorized Signatory

17/5/24

Prof. Laxmidhar Behera
(Director)
Indian Institute of Technology (IIT) Mandi
Mandi-175075, (Himachal Pradesh), India.

Director
IIT Mandi (H.P.)
Pin-175005

Witnesses:

17/5/2024

1. .....

Authorized Signatory

17/5/2024

Prof. Dinesh Kumar
(Vice -Chancellor)
Gurugram University, Gurugram
Mayfield Garden, Gurugram-122008
(Haryana), India

Witnesses:

17/5/24

1. .....

Dr. Sumit Choudhary
Assistant Professor
Gurugram University
Gurugram.

About Gurugram University

Gurugram University, state government university established under Haryana Act 17 of 2017, is rapidly emerging as one of the Haryana's most prestigious educational institution. With a vision to lead in global education, the university is committed to fostering transcultural learning, intellectual growth, and cutting-edge research. It aspires to be a microcosm of the nation, attracting students from every corner of the country and nurturing them into socially and morally responsible individuals through a learner-centric approach. Gurugram University is dedicated to guiding students on a transformative journey from studentship to the pinnacle of discipleship by focusing on the development of academic, professional, technical, industry, and life skills.

In the 2024-25 academic session intake, Gurugram University is set to offer over 80 programs at UG, PG and Ph.D. level across 17 departments in faculty of Sciences, Engineering & Technology, Life Sciences, Social Sciences, Law & Humanities, and Commerce & Management, reinforcing its position as a global institution. The university aims to be a socially conscious center of knowledge and advancement, equipped to meet the challenges of global change while empowering its faculty to enhance student development. With Gurugram city evolved into a hub for medical tourism, IT, and multinational companies, the university seeks to transform the city into a center of educational tourism in the Delhi NCR region. Aligned with its mission to become a socially conscious center of knowledge and advancement, Gurugram University is equipped to tackle the challenges of global change. By pursuing international alliances and collaborative initiatives, Gurugram University is dedicated to achieving global excellence.

Institute Webpage: https://gurugramuniversity.ac.in/

About IIT Mandi

The Indian Institute of Technology Mandi (IIT Mandi), one of the premier technical institutes in India. IIT Mandi was established in 2009 with the aim of providing world-class education and cutting-edge research in engineering, science, and technology. Since its inception, the institute has strived to achieve excellence in education, research, and innovation.

Located in the scenic town of Mandi in the Himalayan foothills, the institute offers a unique learning experience to its students. With state-of-the-art facilities and world-class faculty members, IIT Mandi provides a conducive environment for research and learning. The institute offers undergraduate, postgraduate, and doctoral programs in various disciplines of engineering, sciences, and humanities.

At IIT Mandi, we believe in fostering an environment of innovation and creativity. Our faculty members are renowned experts in their fields and are committed to providing their students

with the best possible education. With our multidisciplinary approach to education, we aim to produce graduates who are well-rounded and equipped to solve real-world problems.

We take pride in our research culture and encourage our students to engage in cutting-edge research in various fields. Our research facilities are equipped with state-of-the-art equipment and resources, providing our students with ample opportunities to explore their interests and pursue their passions.

Institute Webpage: www.iitmandi.ac.in

About PhD JDP

The Joint Degree Program (JDP) offers PhD students enrolled in both institutions the chance to collaborate on a multidisciplinary research project with faculty members and research teams from IIT Mandi and Gurugram University, Gurugram, as well as to take advantage of the facilities and professional development opportunities offered by both institutions.

Important Guidelines for PhD Application

1. Please read the instructions given in the brochure carefully before filling up the applications.
2. Online Application form & Information brochure (Including the admission schedule along with the important dates) is available on the institute website at the following link: https://alliance.iitmandi.ac.in/Gurugramuniversity/
3. You are required to submit the application form ONLINE. No Downloadable Forms will be available after filling the form, you are advised to take a print of your application for your records.
4. The application fee is as follows:

Category	Amount in ₹
General	1,000/-
SC/BC/EWS/Differently Abled Persons of Haryana	250/-

5. Mode of Payment: Online through the University Webportal
6. One application fee is valid for the single application. The application fee is NON-REFUNDABLE.
7. The reservation policy of Govt of Haryana shall be applicable.
8. You should check Institute website for results / important announcements.
9. You should check emails sent to your email address provided in your application for all important communications and announcements if any.

10. Merely fulfilling eligibility criteria does not entitle a candidate to be called for the written test/interview. Decision of Institute authorities will be final.
11. Admission is based on the basis of NET/ GATE/CSIR/DST or any other equivalent National level Test (with validity period) Score, weightage and Interview as mentioned in University Ordiance.
12. Interview performance in addition to general eligibility criterion, the applicants must also satisfy the eligibility criteria specified for the respective Departments / Centres / Schools / Interdisciplinary Groups.
13. Candidates, if called for document verification, should show/ bring with them all the original certificates and documents as mentioned in application form.

Important Dates for Admission

Starting date for filling Online Application	1st September, 2024
Last date for filling Online Application	20th September, 2024 (5:00PM)
Declaration of shortlisted candidates list	Will be Published on IIT Mandi and Gurugram University website
Shortlisted candidates will be informed by email	

Admissions Process

The admissions process will be managed by the IIT Mandi – Gurugram University Joint Admissions Sub-committee (JASC) constituted at the School/Department/Centre level and according to each Institution's admissions procedure. Candidates must meet the admissions requirements of both institutions. The eligibility criteria for enrolling in a joint PhD program will be same as that of a regular PhD program/ERP of the individual institute. The details of the same can be found in the PhD ordinance of the individual institute.

- IIT Mandi https://www.iitmandi.ac.in/pdf/ordinances/Ordinances_phd_mtech.pdf
- **Gurugram University** -https://gurugramuniversity.ac.in/academics/ordinances

All applicants will be expected to apply through an online admissions portal.

General Qualifications

In the present call, the students for the PhD JDP will be admitted only in the Regular category.

Eligibilty

Master's Degree with 55% marks in the main subject (or an examination recognized as equivalent thereto)/allied subject (or an examination recognized as equivalent thereto) OR its equivalent grade 'B' in the UGC 7-point scale (or an equivalent grade in a point scale wherever grading system is followed, calculations of marks as per CBCS pattern).

A relaxation of 5% marks i.e. from 55% to 50% marks in the aforesaid Degrees is allowed for those candidates belonging to SC/ST/BC (Block A & B) non-creamy layer)/ Differently Abled of Haryana, Economically weaker section and other categories as per decision of commission from time to time.

In case of candidate possessing Degree equivalent to Master's Degree from a Foreign University, degree equivalence certificated issued by AIU is mandatory.

In addition to general eligibility criterion, the applicants must also satisfy the eligibility criteria specified for the respective Projects/Departments / Centres / Schools / Interdisciplinary Groups. Over and above the general eligibility criteria for admission, candidates need to satisfy additional criteria for financial support / fellowship, as specified under specific admission categories.

Admission Criteria

The admission in Ph.D. Joint Degree Program (JDP) Programme shall be made in order of merit on the basis of the following criteria :

Sr. No.	Particulars	Weightage
1.	UG examination	05% of %age marks obtained.
2.	PG examination	10% of %age marks obtained.
3.	Weightage of Marks to candidates who have qualified NET (Category 1,2 and 3) or GPAT (with validity) or GATE (with validity) or CSIR/DST/ICMR/ICSSR or any other equivalent National level Test Score (with validity period)	70% of total percentage/percentile of NET/ GATE/CSIR/DST or any other equivalent National level Test (with validity period).
4.	Interview	15 marks

Contact Details

In case of any query related to the Ph.D. Programme admission process you may contact respective school / Centre, the contact details are:

Gurugram University

Name of School/Centre /Department	Email ID	Contact No.
Dept. of Pharmaceutical Sciences	pharmacy@gurugramuniversity.ac.in	9416055522
Dept. of Management	dept.mgmt@gurugramuniversity.ac.in	9810867688
Dept. of Media Studies Dept. of English & Other Foreign Languages	dept.media@gurugramuniversity.ac.in	9871621567
Dept. of Economics	deptofeconomics@gurugramuniversity.ac.in	9416035388
Dept. of Physics	dept.physics@gurugramuniversity.ac.in	9810148929
Dept. of Psychology Dept. of Social Works	dept.psychology@gurugramuniversity.ac.in	8219363880
Dept. of Engineering & Technology	dept.enggandtech@gurugramuniversity.ac.in	9810484802
Dept. of Commerce	dept.comm@gurugramuniversity.ac.in	9728157599
Dept. of Political Science & Public Policy	dept.polsci@gurugramuniversity.ac.in	9999610854
Dept. of Chemistry	dept.chemistry@gurugramuniversity.ac.in	9560020015
Dept. of Physiotherapy	dept.physiotherapy@gurugramuniversity.ac.in	9448343356
Dept. of Mathematics	dept.mathematics@gurugramuniversity.ac.in	9811098211
Dept. of Law	dept.law@gurugramuniversity.ac.in	8901181080
Dept. of Indian Knowledge and Languages	dept.english@gurugramuniversity.ac.in	8802485693
Dept. of Education	dept.pubad@gurugramuniversity.ac.in	9467030980
Dept. Bio-Sciences	abyzkuk@gmail.com	7015362805
Dept. of Environmental Sciences	abyzkuk@gmail.com	7015362805
Dept. of Architecture	drmukesh@gurugramuniversity.ac.in	9812496959

IIT Mandi

Name of School/Centre	Email ID	Contact No.
School of Biosciences & Bioengineering	sbboffice@iitmandi.ac.in	01905-267061
School of Chemical Sciences	scsoffice@iitmandi.ac.in	01905-267277
School of Civil & Environmental Engineering	scene_admissions@iitmandi.ac.in	01905-267180
School of Computing and Electrical Engineering	sceeoffice@iitmandi.ac.in	01905-267071
School of Humanities & Social Sciences	shssoffice@iitmandi.ac.in	01905-267719
School of Management	somoffice@iitmandi.ac.in	01905-267119
School of Mathematical & Statistical Sciences	smssoffice@iitmandi.ac.in	01905-267929
School of Mechanical and Materials Engineering	smmeadmissions@iitmandi.ac.in	01905-267138
School of Physical Sciences	spsoffice@iitmandi.ac.in	01905-267812
Indian Knowledge System and Mental Health Application (IKSMHA)	iksmha@iitmandi.ac.in	01905-267786
Centre Artificial Intelligence and Robotics (CAIR)	cairoffice@iitmandi.ac.in,	----
Centre for Quantum Science and Technologies (CQST)	arvindthapliyal@iitmandi.ac.in	01905-267899
Centre for Human Computer Interaction (CHCI)	chcioffice@iitmandi.ac.in	01905-267187

Academic Structure

Program management

A Doctoral Advisory Committee (DC) shall be set up for each JDP Scholar to support and monitor progress of the JDP Scholar throughout the candidature until the thesis has been submitted. The DC shall consist of the following members.

Chair/Head of the School/Department of the Home Institute or his/her nominee	Chairperson
Supervisor from the Home institute	Member
Supervisor from the Host institute	Member
Co-supervisor (s), if any with justification	Member (s)
Subject Expert from the Home Institution	Member
Additional members may be appointed to meet the requirements	Members

Coursework Requirements

The JDP Scholar shall satisfy the minimum academic coursework requirements of the Home Institution. Additional courses may be taken when recommended by the DC. If a JDP scholar credits a course in one institution, the credits will be automatically transferred to the other institution and will be counted towards the degree requirement.

Joint Degree Program Structure

- Candidates have a **"Home Institution"** where they begin their studies and spend the majority of time. The expectation is that candidates will spend a minimum of 12 months at the other, **"Host Institution"** the timing and duration of this will depend on the program of research but in general will be in the second or third year of the degree. Travel to and study at the Host Institution will be subject to the usual requirements of the institute.
- As a condition of enrolment on the PhD JDP, candidates are required to:
- Spend a minimum of one year* (two semesters) enrolled at each institution.

  *Candidates registered as part-time PhD or under External Registration program need to spend the minimum residential requirement criteria of both the institute as mentioned in their ordinances and regulations.

- Undertake a program of progress monitoring and examination that meets the requirements of both institutions.
- Comply with the rules, regulations, policies, codes and procedures of both institutions.
- Write and submit a thesis for defense by oral examination at the home Institution.
- Candidates for the PhD JDP will be enrolled in a PhD program in parallel at both institutions. The supervisory team will comprise academics from both institutions who will provide guidance and support throughout the doctoral program. Candidates will benefit from the research community, networking, and collaborations of the IIT

Mandi – GU, Gurugram. Through enrolment at both institutions, candidates will have access to services and support provided at IIT Mandi and GU, Gurugram, including a variety of professional and personal development opportunities for researchers.

- The primary supervisor shall be from the Home Institution. There must be a Joint supervisor from the Host Institution.
- The PhD JDP includes a tailored program of progress monitoring to fulfil the requirements of both institutions. On successful completion of the program requirements, candidates will be awarded a PhD degree jointly by both the Institutions.

Admissions are currently open under the following research projects

1	**Project Title.** **Development of Artificial e-Skin for Prosthetic Limb Applications**	
	Home Institute: IIT Mandi **Supervisor: Prof. Satinder K. Sharma** **School/Dept.: School of Computing and Electrical Engineering**	**Host Institute: GU, Gurugram** Supervisor: **Dr. Sumit Choudhary** **School/Dept.: Department of Engineering and Technology**
2	**Project Title.** **Development of Alternate Material Devices on Cost-effective Silicon Substrates**	
	Home Institute: GU, Gurugram **Supervisor: Dr. Sumit Choudhary** **School/Dept.: Department of Engineering and Technology**	**Host Institute: IIT Mandi** **Supervisor: Dr. Robin Khosla** **School/Dept.: Department of Civil Engineering**
3	**Project Title.** **Development and Optimization of 2D Materials for Neuromorphic Computing**	
	Home Institute: GU, Gurugram **Supervisor: Dr. Sumit Choudhary School/Dept.: Department of Engineering and Technology**	**Host Institute: IIT Mandi** **Supervisor: Dr. Ranbir Singh** **School/Dept.: School of Mechanical and Materials Engineering**

Fees, Scholarships and Funding

- The JDP Scholar shall pay tuition fees only to their Home Institution throughout the duration of the JDP including the duration of study at the Partner Institution as per its fee structure.
- No tuition fee will be charged by the host institution. However, the student needs to bear the boarding and lodging charges. Scholarships will be awarded based on merit, and the value and conditions of any scholarship awarded will be in accordance with the terms and conditions of the awarding institution.
- Regardless of the scholarship awarded, students on the joint PhD program will be personally responsible for the following expenses unless otherwise advised:
    - Incidental fees and charges at either institution
    - Accommodation and living expenses at either institution
    - All personal expenses and non-compulsory additional fees at the host institution
    - All debts incurred by candidates during their stay at either institution
    - Any other debts incurred by candidates during the Joint PhD Program
    - Further the grants in respect of attending conferences will be provided only by the home institute.

Fees details:

The selected candidate needs to pay the fee only to the Home institution and the details about the fee structure can be found below:

The research scholars enrolled for Ph.D. course shall deposit their fee as per fee structure notified or laid down from time to time by the University during the Ph.D. Course.

No fees/dues deposited by the research scholar shall not be refunded by the University in case the research scholar leaves the Ph.D. Programme at his/her own level or found ineligible.

Ph.D. course work fee (to be paid by those who are required to complete course work):

Course work fee Rs. 30000/-

For Ph.D. Programme every research scholar shall pay fee as under:

Registration Fee In case of foreign/NRI students except for students from less developed countries, this fee shall be US $1500	Rs. 20000/
Annual Fee	Rs. 30000/
Evaluation fee to be charged at the time of submission of Ph.D. thesis	Rs.10000/-
Late fee for delayed payment of annual fee: - upto six months - beyond six months	 Rs.1000/- p.m. Rs.2000/- p.m.

Annexure- Z4

Gurugram University, Gurugram

(Established by the State Legislature Act 17/2017)

Sector 51, Gurugram -122003 (HARYANA)

Minutes of the Meeting of **the PG Board of Studies** in the Department of **Commerce,** held on 28.06.2024 at 11:00 AM in the Gurugram University, Gurugram

Minutes of the meeting of PG Board of Studies held on 28.06.2024 at 11.00AM in the department of Commerce Gurugram University, Gurugram

Members Present:

1.	Dr. Seema Mahlawat, Associate Professor, department of Commerce, Gurugram University, Gurugram	Convener
2.	Professor Narender Singh, Professor(Retd.), department of Commerce, Kurukshetra University, Kurukshetra	Outside Expert
3.	Professor, S.C. Kundu, Dean Academic Affair, Gurugram University, Gurugram	Outside Expert
4.	Professor R. K. Garg, Professor, department of Commerce, Gurugram University, Gurugram	Member
5.	Professor Vijay Mehta, Adjunct Professor, department of Commerce, Gurugram University, Gurugram	Member
6.	Dr. Falak Khanna, Assistant Professor, department of Commerce, Gurugram University, Gurugram	Member
7.	Dr. Anshita Yadav, Assistant Professor, department of Commerce, Gurugram University, Gurugram	Member
8.	Dr. Sonika Chaudhary, Assistant Professor, department of Commerce, Gurugram University, Gurugram	Special Invitee

At the outset the Convener of PG BOS extended a hearty welcome to all the members for attending the meeting of the Board of Studies. Thereafter, the agenda items were taken up and after detailed deliberations, the following decisions were taken:

Item No. PG BOS/04*/01:**

Agenda:

To consider and approve the newly designed scheme and syllabi as per NEP-2020, Learning Outcome based Curriculum Frame-work (LOCF) for **'Master of Commerce'** (M.Com) 2 year programme to be implemented for the session 2024-25 onwards

Resolution/Decision:

The board discussed the scheme and syllabi of "Master of Commerce' (M.Com) 2 Year programme, with regard to implementation of NEP-2020 based scheme, syllabi & examination for the said programme and it is resolved that it be approved and the same is further recommended for the kind consideration of Board of Faculty/Academic Council (BOF/AC). The board further resolved that the said curriculum can be implemented from the session 2024-25 onwards.

Item No. PG BOS/04/02:

Agenda:

To consider and approve the newly designed scheme and syllabi as per NEP-2020, Learning Outcome based Curriculum Frame-work (LOCF) for **'Master of Commerce (Integrated) i.e.** M.Com. Integrated (5 Year programme) to be implemented for the session 2024-25 onwards.

Falak Khanna 28/06/2024

Resolution/Decision:

The board discussed the scheme and syllabi of 'Master of Commerce' (Integrated) i.e. M.Com. Integrated (5 Year programme), with regard to implementation of NEP-2020 based scheme, syllabi & examination for the said programme and it is resolved that it be approved and the same is further recommended for the kind consideration of Board of Faculty/Academic Council (BOF/AC).The board further resolved that the said curriculum can be implemented from the session 2024-25 onwards.

Item No. PG BOS/04/03:

Agenda:

To Consider and approve the research proposals/Synopsis of Ph.D scholars, Ms Anjali, Ms Pooja, Ms Seema Singh and Ms Divya as recommended by 'Departmental Research Committee' meeting held on 4th June, 2024

Resolution/Decision:

It is resolved that the research proposals/synopsis of PhD scholars-Ms. Anjali, Ms. Pooja, Ms. Seema Singh and Ms. Divya are approved as recommended by PG-OBS (meeting held on 28th June,2024) and further recommended to Academic Council.

Sr. No.	Research Scholar	Father's Name	Name of the Supervisor	Title	Session	Remarks
1	Seema Singh	Rajinder Singh	Dr. Falak Khanna	Financial Health and Dividend Distributions Patterns of Indian Pharmaceutical Industry: An Investigation of BSE Listed Companies	2022-23	Approved
2	Divya	Dr. Darshan Singh	Dr. Falak Khanna	Work-life Balance, Occupational Stress and Burnout Among Health Care Professionals in Haryana	2022-23	Approved
3	Anjali	Charan Singh	Dr. Anshita Yadav	Determinants of Entrepreneurial Intentions Among Students:	2022-23	Approved

Falak Khanna 28/06/2024

				Exploring the Impact of University, Social and Stakeholders' Support System		
4	Pooja	Satbir	Dr. Anshita Yadav	Impact of Social Proof on Online Purchase Decisions: A Study of NCR Consumers	2022-23	Approved

Item No. PG BOS/04/04:

Agenda:

To discuss and recommend that the minor courses will be selected by the students of PG programme out of pool offered by Department of Commerce/Department Management in the colleges/institution/UTD, etc only

Resolution/Decision:

The Board discussed and recommended that the Minor courses will be selected by the students of PG programme out of pool offered by the department of Commerce/department of Management/colleges/institution/UTD, etc only

Item No. PG BOS/04/05:

Agenda:

To consider and apprise that the Course 'Dissertation' for 3rd Semester of M.Com. 2 Year Programme (as implemented from session 2022-23) will be read as Dissertation/Internship for the said Course

Resolution/Decision:

It is resolved that the Course 'Dissertation' for 3rd Semester of M.Com. 2 Year Programme (as implemented from session 2022-23) will be read as Dissertation/Internship for the said Course.

Meeting ended with the vote of thanks to the Chair.

28/06/24
(Convener)

(Member)
(NARENDER SINGH)

28/06/2024
(Member)
(Satish Kumar)

28/6/24
(Member)

(Convener) (Member) (Member) (Member)
(Special Invited)
(DM, Sonika Chaudhary)

28/11/24

* Meeting Number
** Agenda Number

GURUGRAM UNIVERSITY
विश्वविद्यालय



Department of Commerce

GURUGRAM UNIVERSITY, GURUGRAM (HARYANA)

(A State Govt. University Established under Haryana Act 17 of 2017)

Ref. No./GUG/Comm./2024/ Dated: 04-06-2024

Proceedings of Departmental Research Committee Meeting

A meeting of Departmental Research Committee was held at 2.00 P.M. in the Department of Commerce on 4th June, 2024. All the four existing Research Scholars presented their synopsis in front of DRC members. Their work seemed satisfactory with minimal revisions, and further is recommended for PG Board of Studies.

Sr. No.	Name	Supervisor	Topic
1.	Anjali	Dr. Anshita Yadav	Influence of University, Social and Stakeholders' Support System on Students' Entrepreneurial Intentions
2.	Pooja	Dr. Anshita Yadav	Impact of Social Proof on Consumers' Online Purchasing Decision
3.	Seema Singh	Dr. Falak Khanna	Investigating the Financial Health and Dividend Distribution Patterns of Indian Pharmaceutical Industry: A Study of BSE Listed Companies
4.	Divya	Dr. Falak Khanna	Work-life balance, occupational stress and burnout among health care professionals in Haryana

(Convener) 04/06/24

Dean Faculty of Commerce & Management (On leave)

(Subject Expert) 4.6.2024

(Subject Expert) 4.6.2024

Falak Khanna
(Member) 04/06/2024

(Member) 4/6/24

(Member)

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Proceedings of Departmental Committee meeting

The Department of Commerce held its DC meeting on 18th April, 2024 in the Chairperson's office at 11:00 AM. The members discussed the various agenda items at length and resolved as under:

1) It is resolved that the supervisors will be allotted to the scholars subject to submission of consent form duly signed by the scholar and the interested supervisors.
2) The research proposals/synopsis of 4 Ph.D. scholars (Pooja, Anjali, Divya, and Seema) were presented and constructive feedback for the same were given by all the DC members. It is further resolved that all the 4 Scholars case are recommended for DRC.
3) All the faculty members are instructed to submit the internal records – attendance, marks of sessional and assignment details of students of all batches.
4) All the class incharges are directed to prepare list of debarred students (due to low attendance) for upcoming exams and share the same with the office.

The meeting was ended on the note of thanks from the convener.

Head
Department of Commerce
Gurugram University, Gurugram

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GURUGRAM UNIVERSITY, GURUGRAM

SUBJECT: AGENDA ITEM FOR 'ACADEMIC COUNCIL'

The PG-BOS meeting was held on 28th June, 2024 at 11:00 AM in the department of Commerce, Gurugram University, Gurugram(copy of the minutes of the PG-BOS meeting are attached herewith as Annexure A). The approved recommendation of PG-BOS is submitted for further consideration and approval of 'Academic Council' meeting as scheduled on 27th August, 2024.

Agenda Item:

To Consider and approve the research proposals/Synopsis of Ph.D scholars- Ms. Anjali, Ms. Pooja, Ms. Seema Singh and Ms. Divya for registration in Ph.D programme in Commerce (as recommended by PG-BOS held on 28th June,2024.)

Sr. No.	Research Scholar	Father's Name	Name of the Supervisor	Title	Session	Remarks
1	Seema Singh	Rajinder Singh	Dr. Falak Khanna	Financial Health and Dividend Distributions Patterns of Indian Pharmaceutical Industry: An Investigation of BSE Listed Companies	2022-23	Approved
2	Divya	Dr. Darshan Singh	Dr. Falak Khanna	Work-life Balance, Occupational Stress and Burnout Among Health Care Professionals in Haryana	2022-23	Approved
3	Anjali	Charan Singh	Dr. Anshita Yadav	Determinants of Entrepreneurial Intentions Among Students: Exploring the Impact of University, Social and Stakeholders' Support System	2022-23	Approved
4	Pooja	Satbir	Dr. Anshita Yadav	Impact of Social Proof on Online Purchase Decisions: A Study of NCR Consumers	2022-23	Approved

DEPARTMENT OF COMMERCE
Diary No. 88
Date 21.8.24
Gurugram University Gurugram

GURUGRAM UNIVERSITY, GURUGRAM

Chairperson
Department of Commerce
Gurugram University, Gurugram

A.R. (R&S).

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Annexure- Z5

Memorandum of Understanding

Between

International Skill Development Corporation
[ISDC]

And

Gurugram University (GU), Gurugram

ISDC
International Skill Development Corporation
Skills for Tomorrow

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is executed at Gurugram on this 15th day of May in the Year 2024.

BETWEEN:

ISDC Projects India Pvt. Ltd, a company incorporated under the Companies Act, 2013, trading as "ISDC - International Skill Development Corporation" and having its Regional Office at Lakshmi Narayan Complex, Palace Road, Vasanth Nagar, Bengaluru, Karnataka – 560052, represented by its Head of Partnerships- Mr. Shone Babu, hereinafter referred to as "ISDC" or First Party which expression shall, where the context so admits, be deemed to include its successors, executors, assigns and administrators.

AND

The Gurugram University, a state university established by Gurugram University Act, 2017 (Haryana Act 17 of 2017) which aims to continue imparting quality education, professional ethics, practical knowledge and technical proficiency. Gurugram University is committed to create conducive atmosphere for imparting knowledge and enable learning. Catering to the changing trends and market demands, Gurugram University has well-formulated range of courses covering various upcoming fields and subject and having its premise at Gurugram University Sector-87 and Sector-51, Gurugram, Haryana 122003, represented by its Registrar, Dr. Rajiv Kumar Singh, hereinafter referred to as "GU" or Second party which expression shall, where the context so admits, be deemed to include its successors, executors, assigns and administrators.

(First Party and Second Party are hereinafter jointly referred to as 'Parties' and individually as 'Party') Both Parties as above have expressed a desire of entering a Memorandum of Understanding to meet their respective objectives, which are set out herein below.

WHEREAS

a. The First Party - ISDC, an Education & Skill Development Company having expertise in Professional & Vocational Education and is interested in associating with the Second Party to develop and deliver new academic programmes or update / upgrade the existing academic programmes and further promote & deliver those programmes as mentioned in Annexure 1of this MoU.

b. The Second Party –Gurugram University; on its part is interested in associating with First Party for using their expertise to develop and deliver new academic programmes or update / upgrade the existing academic programmes and further promote& deliver those as the UG/PG Programs of the Gurugram University with their Academic Autonomy and Degree Awarding Power.

The purpose of this Memorandum of Understanding is to set forth the terms and conditions under which the Parties to this understanding shall conduct themselves during the subsistence of the Memorandum.

This Memorandum of Understanding (**"MOU"**) is not, and is not intended to be, legally binding except as specifically set out below.

NOW THEREFORE, in contemplation of the mutually beneficial relationships to be established, and in consideration of the mutual promises and covenants contained herein, the sufficiency of which is hereby agreed to and accepted, the Parties agree as follows:

1. The First Party shall support the Second Party to develop and deliver the UG/PG Programmes/Offerings mentioned in Annexure 1 of this MoU. The students enrolled for these academic programmes /offerings may opt foradditionalQualifications/Memberships/Designations/Accreditations from the respective External Professional Organisations specified in Annexure1 as an optional qualification.
2. Both Parties shall be responsible to obtain all internal approvals, consents, permissions, and licenses of whatsoever nature required for offering the

programmes on the terms specified herein. The final approved syllabus by the Board of Studies and Academic Council of Gurugram University for the courses/offerings is specified in Annexure 1.

3. The First Party shall be entitled to use the name of "Gurugram University" for promoting this partnership in advertisements and other modes of communications. The promotion of the academic programmes /Offerings must be performed jointly by the Parties.

4. The admission criteria and the number of seats for these programmes shall be fixed by the Second Party in consultation with the First Party.

5. The Second Party shall decide the teaching / training methodology to be adopted for imparting, developing and delivering the academic programmes/offerings subject matter of this MoU. The curriculum for the said programmes/offerings may be modified by the Second Party in consultation with the First Party at any time prior to the commencement of the term/semester thereof. Further, the First Party undertakes to provide the latest/updated digital version of the relevant Learning Materials to the students enrolled. ISDC will support the University in vetting the question paper and evaluation of the performance in the examination.

6. The First Party undertakes to provide additional training support/ master classes to the students enrolled for programs at the campus and the number of hours per subject / per module is mentioned in Annexure 2. If the number of students enrolled for the program is less than 15, the training shall be done through Hybrid Mode by using the LMS of the First Party for that semester/term and GU campus facilities. However, if the students enrolled for the program is more than 15, then the Second Party shall permit the Trainers, Instructors and Professionals of the First Party to visit its campus for providing the additional training support/master classes, in such a number and on such days as maybe deemed convenient by the Second Party.

7. The Second Party shall be entitled to give inputs on mutually agreed terms, to the First Party in teaching / training methodology adopted for conducting the aforesaid additional training support/master classes and suitably customize the curriculum so as to fulfil and achieve the objectives of this MoU.

8. All responsibilities regarding registration of the students with the Professional Bodies shall be dealt with by the First Party. The students must follow the rules and regulations of the respective Professional Body to appear for the examination and pursue the qualification/membership and designation, opted for in accordance with the said rules and regulations.

9. The Second party will pay Rs. 36000 per student as per Annexure -3, out of total program fees to the first party. However, the process of finalizing the terms and conditions of the contribution to be shared will be decided by the second party.

10. The relevant fee (If a student opts for) to the Professional Body shall be paid by the concerned student directly as per the rules and regulations set by the professional body from time to time as per Annexure 4.

11. The complete list of students of the course shall be provided to the First Party by the Second Party. The list, inter alia, shall specify the full name of the registered students along with their contact numbers, residential address and email ID. Changes in the list of students, if any, shall be communicated by the Second Party to the First Party immediately.

12. The Second Party shall be under an obligation to provide to the First Party the required documents for Professional body Accreditation, academic program guide with details of the integrated syllabi and sample question papers within 45 days from the date of MOU signing.

13. It is intended that the terms of this MoU will remain in force for an initial period of Three Years from the date of execution of this MoU or the completion of First Batch, whichever is later, unless terminated earlier in accordance with the

provisions of Clause (13). The MoU can be extended for further periods after the expiry of the initial term specified herein, upon the Parties mutually agreeing to such extension in writing. The terms of this Memorandum may be modified/ altered at any time by both Parties by mutually discussing and agreeing upon the same in writing. No modification or alteration hereof or additions hereto shall be effective or binding on either of the Parties unless set forth in writing and executed by the respective duly authorized representatives of each Party.

14. Either Party shall be entitled to terminate the MOU on 60 days' notice. The MoU will automatically terminate:

- If any clause incorporated herein is rendered unenforceable, void or illegal due to any statutory or regulatory requirements; or
- In the event of the termination of this MoU as aforesaid, the First Party agrees and undertakes to complete the existing batches on agreed terms.

15. All Intellectual Property created by a Party in connection with the collaboration shall remain the property of that Party. The Parties agree that any material jointly created by the Parties for the collaboration shall be jointly owned (based on the Contributions) by the Parties, unless otherwise agreed in writing.

16. Where the collaboration reasonably requires the use by one Party of Intellectual Property that is owned by the other Party (the **"IPR Owner"**), the IPR Owner will license such rights to the other Party on a non-exclusive basis, without the right to sub-license, solely for the purpose and to the extent necessary in connection with the collaboration contemplated by this MoU. Any such license will automatically terminate when this MoU is terminated.

17. For the purposes of this MoU, **"Confidential Information"** shall be all information of a confidential nature (whether written or oral) concerning the business and affairs of either Party which is obtained or received as a result of the discussions leading up to, the entering into or the performance of this MoU, including Financial Information, Training &Learning Material, Trade Secrets, University / College Lists, Trade and Commercial Details and Computer

Software and Databases, the Contents of all Reports and Documentation prepared by either Party or on its behalf and any other information of a confidential nature designated by a Party as confidential; Each of the Parties shall at all times while this MoU remains in force and after it has terminated, keep confidential the Confidential Information except where:

- The Confidential Information was already lawfully known,or became lawfully known to either of the Parties independently or information available in public domain.
- Disclosure or use is necessary by either of the Parties (including their employees, agents and sub-contractors) for the proper and effective performance of this MoU;
- Disclosure is required by law to any Government, Governmental Department, Agency, Regulatory or Fiscal Body or Authority (whether national or foreign) and their Authorised Agents (including professional advisers);
- The Confidential Information is disclosed, in the case of ISDC, to another member of the ISDC Group of Companies.

Both Parties agree to hold in confidence all information/ data as being confidential and shall not disclose the same to any third party without written consent of the other Party.

18. It is expressly agreed that First Party and Second Party are acting under this MoU as independent parties, and the relationship established under this MoU shall not be construed as a partnership. Neither Party is authorized to use the other Party's name (except as specified hereinabove) in any way, to make any representations or create any obligation or liability, expressed or implied, on behalf of the other Party, without the prior written consent of the other Party. Neither Party shall have, nor represent itself as having, any authority under the terms of this MoU to make agreements of any kind in the name of or binding upon the other Party, to pledge the other Party's credit, or to extend credit on behalf of the other Party. If at any time, during the validity of this MoU, the performance in whole or in part, by other party, of any obligation under this MoU is prevented or delayed, by reasons of war, hostility, acts of public

enemy, civic commotion, sabotage, pandemic, act of state or direction from statutory authority, explosion, epidemic, quarantine restrictions, strikes and lockouts, fire, floods, natural calamities or any act of God (hereinafter referred to as event), provided notice of happenings of any such events is given by the affected party to the other, within 15 calendar days from the date of occurrence thereof, neither party shall, by reasons of such events, be entitled to terminate this MoU, nor shall other party have any such claims for damages against the other, in respect of such non-performance or delay in performance.

Provided service under the MoU shall be resumed as soon as practicable, after such event comes to an end or ceases to exist. The decision of GU as to whether service may be so resumed or not, shall be final and conclusive. However, the force majeure events noted above will not in any way cause extension in the period of the MoU.

19. All disputes and differences of any kind whatever arising out of or in connection with this MoU shall be referred to the arbitration as per the **Arbitration and Conciliation Act, 1996**.The seat of arbitration shall be at Gurugram and if any dispute still remains unsettled, the same shall be exclusively adjudicated before the Courts of Law at Gurugram. Both the parties will have to bear the expense of the arbitration proceedings equally. The award of the arbitrator shall be binding on both the parties.

Each Party hereby confirms its agreement to the terms contained in this MOU on this 15th day of May 2024. This MoU is executed in two counterparts each of which shall be deemed original but shall together constitute one document only.

On behalf of

Gurugram University

.....

Dr. Rajiv Kumar Singh,
Registrar, Gurugram University

ISDC

.....

Mr. Vikas Khosla
Zonal Head –Institutional Partnerships

IN WITNESS WHEREOF, the parties hereto have caused this Memorandum of Understanding to be executed as of the date set forth above.

On this 15th day of May, 2024.

Witness:

Gurugram University

.....

Prof. (Dr.) Amarjeet Kaur
Dean, Faculty of Commerce & Management
Relationship

ISDC

.....

Mr. Siddhant Chandel
Regional Head – Business

Annexure 1

Programme/Offerings	Optional Accreditation/Qualification/Membership/Designation
MBA (Business Analytics)	Endorsed by the Institute of Analytics (IoA), UK and which leads to Associate Membership from IoA to the students.

Annexure 2

Master Training sessions by ISDC Trainers through offline/Hybrid mode:

Courses/Offerings	Master Classes by ISDC (No of Hours in Total)
MBA (Business Analytics)	**240 Hours**

Note: Scheme of Examination approved by the BOS is put up at Annexure 5

Annexure 3

Courses/Offerings	Fee
MBA (Business Analytics)	INR 36,000 Per Student for the Whole Course; to be paid in 2 installments: - (a) INR 18,000/- within 45 days of commencement of First semester (b) INR 18,000/- within days 45of commencement of Third semester

Notes:

a) The Specified commercial does not include GST or any other tax components.

b) The mentioned fee to be collected by the University. ISDC will invoice Gurugram University based on the actual number of students enrolled for the course.

Annexure 4

Courses/Offerings	Professional Body Fees (Applicable if a student opts for)
Business Analytics	Students in India will get complete fee waivers for Exemptions Fee while they progress to Associate Membership. All students will have to directly pay for these memberships and subscription. This is not inclusive with the ISDC Fees in the Annexure 3. The IoA Fess can be found on the URL given below and it is subject to the discretion of IoA. tp://IOAglobal.org/members.php#join-member

Particulars	Fee	Remarks
Initial Registration	90 GBP (One-time)	To be paid to IoA directly at the beginning of the 1st semester.
Subscription (Student Member)	90 GBP Annually	To be paid on or before 31st January every year
Exemption Fees	60 GBP / Module	Waived off