## ANNEXURE – I

### INSTITUTIONAL STRUCTURES:

There is an urgent need for creating effective systems of Institutional Structures that facilitate the Choice Based Credit System (CBCS) and Credit Framework for Skill Development (CFSD). The Deen Dayal KAUSHAL Centers envisaged by the UGC is a better option to function as an autonomous entity for planning, executing and monitoring of both CBCS and CFSD within a University / Institutional System to leverage the existing potential opportunities in order to meet the challenges of time. Further it is realized that to take up the higher education to new levels keeping in mind of the community needs. The courses would be planned/ designed to have provision of multiple entry and exit at various levels culminating up-to a research degree.

The main objectives of the institutional structure includes:

1. Planning
    a. Formulate the Courses (Curriculum Design, Content Development, Pedagogy Tools, Examination, Evaluation and Assessment ;)
    b. Fill the gaps in the domain skills measured against QPs/NOSs
2. Implementing
    a. Identification Trained Faculty
    b. Develop Entrepreneurship Skills
3. Monitoring
    a. Recognize Prior Learning (Formal and Non-formal Mode)
    b. Maintain Labor Market Information
4. Coordinating
    a. Interaction between institution and industry
    b. Network with other institutes / centers
5. Administer as Finishing School
    a. Establish Career Counseling and Guidance
    b. Provision of Placement & Training

Establish an Advisory Committee to be constituted to perform the various functions envisaged under KAUSHAL Center at University/ Institutional level. The composition of the Advisory Committee is given below. However, a minimum of 05 members will form the quorum:

| | | |
|---|---|---|
| 1. | Vice-Chancellor / Principal Chairperson | Chairman |
| 2. | Two Experts Members (Nominated by the Chairman, UGC) | Member |
| 3. | Two academicians in the relevant fields Members (Nominated by the VC/Principal) | Member |
| 4. | One nominee of State Higher Education Council Member | Member |
| 5. | Representative(s) of industries relevant to the Member(s) Specializations* | Member |
| 6. | One UGC Nominee Member | Member |
| 7. | Director of the KAUSHAL Member-Secretary | Convener |

* Industry representatives will be nominated by the zonal / state/ regional heads of CII / FICCI.

**Staff**: One Professor, two Associate Professors, four Assistant Professors, One Technical Assistant and One Multi Tasking Staff (MTS) will be considered for any institution under the scheme.

The Professor will also act as **Director** of the Centre. The Director shall be assisted by two Associate Professors and four Assistant Professors to be appointed on contractual basis by the university/college as per UGC norms. MTS shall be engaged on contractual basis as per the university/college norms.

Need based visiting faculty / guest faculty may be invited from industry / other institutions.

The appointment of the faculty shall be made as per UGC norms. The staff shall be appointed in the relevant specialization(s) in view of the courses / trades being offered by the Centre. However, in view of the varied nature of specializations to be offered, the persons may be appointed from the related fields also.

The qualifications and procedure for appointment of non-teaching staff, and the mode of their appointment will be the same as prescribed for such posts in the University.

The salary to the staff will be reimbursed on actual basis.

Non- Teaching Staff:

Technical

1. Network Administrator (ICT applications, maintenance and training): 1
2. Computer Programmers – 2
3. Librarian or Technician: 1

Administrative

1. Superintendent / Section Officer: 1
2. Senior Assistant (Accounting Skills): 1
3. Junior Assistant (Computer Skills): 2
4. Attenders/Office Sub-ordinates: 2

## ANNEXURE – II

## NORMS AND GUIDELINES FOR RECOGNITION OF

## OCCUPATIONAL / OPTIONAL SKILL DEVELOPMENT CENTERS

A service oriented organization/institute/agencies that have credibility and reputation in distinguished service to the society and particularly to the people of the locality with a minimum period of five years of proven service and not individuals alone should be issued NOC to start Occupational Skill Development Center. These Centers should be established and run only by the Registered Societies/ Trusts rooted in Community Based Activities that have public interest and service mindedness at heart. This center / agency shall submit the Trust Deed copy and other related documents along with the application.

The organization/institute/society/trust/agency starting the Occupational Skill Development Center must submit to the University at the time of application itself evidence of tie-up with Industries and other organizations with the employment potential where internship and hands on experience will be provided.

The curriculum of the OSDC – IDS-HP&FS:

In order to rope in the disadvantaged persons, the OSDC - IDS-HP&FS System envisages access, flexibility in curriculum and teaching methodology, cost effectiveness and equal opportunity in collaboration with industrial, commercial and service sector of the local area and responding to the social needs and issues of the local community, internship and job placement within the local area, promotion of self-employment and small business development, declaration of competence and eligibility for employment. The Curriculum of the OSDC – IDS-HP&FS is approved by the Academic Council of Interdisciplinary School of Honor's Programs and Finishing Studies of Osmania University has five distinct parts.

1. Advanced Skills
2. Life Skills,
3. Work Skills,
4. Internship and
5. Preparation for Employment.

In view of this unique character, the OSDC – IDS-HP&FS system should develop an autonomous and independent structure. Autonomy would help the process of modernization, improve standards of education, design curricula, evolve new methods of teaching, learning and evaluation, frame specific rules for admission and prescribe own courses of study. The 'Honor's Program' is proposed for gifted students who possess both, the skills and ideas for incubation at the Class 12 level and its linkages with research innovation and entrepreneurship, so as enable the individual to acquire higher order of education. Hence, the OSDC - IDS-HP&FS system is contemplated to be self-financing keeping in mind the target groups.

There are about 11 Sectoral Skills that can prepare an individual for employment.

Applied Arts, Agriculture, Automobiles, Construction, Communication, Entertainment, Information Technology, Economics & Finance, Para-medicals & Healthcare, Travel & Tourism, Printing & Publishing etc.,

**Proposed Programs to be conducted at Optional Skill Development Center – Interdisciplinary School of Honor's Programs & Finishing Studies System**

The Osmania University initially plans to approve the following skill oriented Programs as per the recommendations of NSQF and NSDC at levels 5-10. Design the Modular Employable Skills (MES) associating with industry for recognition of prior learning through a standardized framework to form part of the NSQF at the appropriate levels

**Regulation for the Programs:**

(a) Certificate (b) Diploma (c) Advanced Diploma

**Certificate Program is for 3 months duration (6-12 Credits); Diploma Program is for 6 -12 months duration (16 - 32 Credits) and Advanced Diploma is for 12 months duration (36 – 48 Credits)**.

Duration of Examinations for all papers is Three hours

**Conditions for Approval of the OSDC**

The Osmania University prescribes the following specific conditions to get the Approval for starting the Optional Skill Development Center.

(a) The institution/organization applies for the approval to start the community College to conduct courses\programs should be recognized or registered under the Act of Government of Andhra Pradesh such as, Societies Act, Registration under the Companies Act, Trade Act, etc.

(b) The institution/organization should have a governing council or managing committee to monitor the programs of the Optional Skill Development Center, where in a University nominee should be nominated in the later stage after the approval of the University.

(c) The Optional Skill Development Center will be required to have linkage with some related Enterprise/ Industry/ Farm/ Organization, etc., for specialized quality assurance and other relevant aspects.

(d) Any organization interested shall offer any collaborative and innovative programs directed towards the needs of the community and also they can devise and develop a program of their interest, which will be approved by the University.

(e) The organization should create a basic endowment fund in the form of fixed deposit of Rs. 50,000/- in the joint names of Chairman/Secretary of the organization and the Registrar of the Osmania University in any nationalized bank.

(f) The Optional Skill Development Center should have qualified faculty members to teach the courses offered by them and their qualification to be approved by the University. The Optional Skill Development Center should have a separate office and a library with relevant books and journals for each of the Programs.

(g) The Optional Skill Development Center should have a permanent/leased building with adequate classroom for conducting the programs.

(h) The Optional Skill Development Center shall withdraw the course and introduce another course at any time without affecting the student's interest. However, they should pay the prescribed fees and show the infrastructural facilities and qualified faculty members for the new course.

(i) The Optional Skill Development Center should provide prescribed and appropriate instruments and computational facilities to the students for the conduct of the course.

(j) The Optional Skill Development Center should provide prescribed and appropriate instruments and computational facilities to the students for the conduct of the course.

(k) The Optional Skill Development Center e should follow the course curriculum approved by the University and the regulation prescribed thereof.

(l) The Optional Skill Development Center should sign a MOU with the university with mutually agreeable conditions.

(m) The university has right to withdraw the approval of Optional Skill Development Center whenever the university finds any irregularity or violation of condition in the functioning of the Optional Skill Development Center.

**Approval and Consideration Fee**

The University prescribes the following fee for the approval of the Optional Skill Development Center and recognition of the courses.

| No. | Fee | : | Amount in Rs. |
|---|---|---|---|
| (i) | Application Fee for approval of the OSDC | : | 5,000/- |
| (ii) | Inspection Fee (for a 3 Credit course) | : | 5,000/- |
| (iii) | Endowment Fee | : | 50,000/- |
| (iv) | Recognition Fee (one time) | : | 50,000/- |

**Submission of the Application Form**

The last date for submission of application for approval of the Occupational Skill Development Center and courses may be fixed by the University of the Preceding Year in which the Occupational Skill Development Center to be started. The prescribed application form can be downloaded from the university website or obtained from the Registrar. The prescribed filled-in application from should be submitted along with the prescribed fee by a DD in favor of 'The Registrar, Osmania University'

**APPENDIX – II A**

**OSMANIA UNIVERSITY**

**Application format for starting of approved** Occupational **Skill Development Center**

(Two copies of filled in format should be sent to Registrar, Osmania University with the prescribed fees)

| | | | |
|---|---|---|---|
| 1. | Name and full address with telephone no. of the Trust/ Institution / Organization (Whether it is registered under any Act of Govt. of Andhra Pradesh, furnish the Registration no. enclose the Xerox copy) | : | |
| 2. | Name of the Secretary/ Chairman of the Trust/ Institution/ Organization | : | |
| 3. | Name of the Director/ Principal of the proposed institution. | : | |
| 4. | Whether the Trust/ Industry/Organization is in a position to create a basic endowment in a form of fixed deposit after the approval | : | |
| 5. | Experience of the Organization/Society/ Trust for which approval is sought | : | |
| 6. | Details of the land area owned/ leased by the proposed institution (Xerox copy of the title deed should be enclosed) | : | |
| 7. | Total Built-up Area | : | |
| i. | Building area of the Trust / Institution / Organization | : | |
| ii. | Building area set aside for the proposed Optional Skill Development Center | : | |
| iii. | Classroom area | : | |
| iv. | Lab area | : | |
| v. | Office area and Others | : | |
| 8. | Whether the institution\ organization has the following facilities | : | |
| i. | Lab Instruments (enclose the list) | : | |
| ii. | Computer facility (enclose details) | : | |
| iii. | Other infrastructural facilities | : | |
| 9. | Whether the institution has adequate and qualified faculty members to teach the course? (Enclose the CV of the faculty) | : | Yes/ No |
| | If no, whether the institution will appoint adequate qualified faculty members. | : | |
| 10. | Whether permanent building is available | : | Yes/ No |

| | | | |
|---|---|---|---|
| | If no, Give details of the temporary location | : | |
| 11. | Targeted Strength/Yr (Max. Intake 500) | : | |
| 12. | Nature and title of the course(s) for which recognition is sought (Not more than Five Sectoral Skill Areas) | : | |
| i. | Do you have the curriculum for the same to be approved by the University (enclose copy) | : | |
| ii. | Otherwise will you frame the curriculum and submit for approval | : | |
| 13. | Business Model | : | |
| i. | Fee Based | : | |
| ii. | Funding / Sponsored Based | : | |
| iii. | Scholarship / Loan Based | : | |
| 14. | Operation Model | : | |
| i. | Training Module | : | |
| ii. | Content Development | : | |
| iii. | Collaborations/Partnerships | : | |

**DECLARATION**

I certify that the particulars given above are true to the best of my knowledge.
I agree to abide by the rules, regulations, conditions, norms and guidelines stipulated by the University for Approved Optional Skill Development Center.

**Signature of the Secretary/ Chairman/ Director**
**of the Trust/Industry/Organization seal with date**

Details of Enclosures:

**APPENDIX – II B**

**Memorandum of Understanding - Format**

Osmania University was established in the year 1918 in the princely state of Hyderabad and later administered by the A.P Universities Act 1991 of Government of Andhra Pradesh and its headquarters at Hyderabad, A.P INDIA

This Memorandum of Understanding entered into on ---------- (date) at Hyderabad between the Osmania University – Inter-disciplinary School of Honors Programs & Finishing Studies, Osmania University, an Institution, imparting and offering educational courses hereinafter referred to as "Osmania University - Inter-disciplinary School of Honors Programs & Finishing Studies, Osmania University," located at Hyderabad – 500 007, represented by the Registrar of the University which expression shall unless repugnant to the context means and include its successors and assigns of the ONE PART. Whenever the word University comes in this MOU it implies Osmania University – Inter-disciplinary School of Honors Programs & Finishing Studies, Osmania University, Hyderabad

---------- (Name of the approved OSDC) is an organization of ---------- with all modern facilities functioning at ---------- (place) since ---------- (year). This is an acknowledged Institution in this part of the country. It is currently focusing on ---------- (nature of activity) through the approved OSDC. The ---------- (name of the organization) is represented herein by ----------Managing Director hereinafter referred to as ---------- (approved institution) which expression shall unless repugnant to the context mean and intrude its successors and assigns of the OTHER PART.

**WHEREAS**

The University has decided to recognize ---------- as an approved institution as decided by the EC of the University and to recognize to conduct various Skilled/ Job oriented para-professional courses under the approved institution program centre in collaboration with OU – ISHP&FS.

The parties have had preliminary discussions in this matter and have ascertained areas of broad consensus. The parties now, have therefore, agreed to enter in Writing these areas of consensus, under a Memorandum of Understanding.

Now this Memorandum of Understanding witnesses that:

The ---------- (approved OSDC) shall offer the following courses approved by the OU – ISHP&FS

Name of the Course

1.

2.

3.

4.

5.

6.

The above said courses shall be conducted at ---------- (approved institution) on regular basis.

**1.0 ADMISSION PROCEDURES**

Application and Prospectus bearing the seal and logo of the Osmania University shall be prepared with the approval of the Osmania University, printed at their cost and sold by ----------(approved OSDC) at their centre.

**1.1 ACADEMIC PROGRAMS – COURSE OF STUDY**

The classes for the above said courses shall by conducted by the ---------- (Approved OSDC). The course materials shall be provided by the ----------(approved institution) only with proper approval of the University. The entire expenses of the course materials, practicals, tours, demonstrations, etc. shall be borne by ---------- (Approved OSDC).

**1.2 EXAMINATIONS**

The University shall closely monitor the programs offered at the ----------(approved OSDC) and take appropriate measures to ensure the quality of the agreed programs. The University shall announce dates and schedule of examinations for the courses at appropriate time during the semester. The centers of examination and valuation of answer scripts and centre for Practicals shall be assigned by the University.

Examination fees will be fixed by the University as per norms approved by the competent body of the University. The fees shall be paid in the form of Demand Draft drawn in favor of "Osmania University, Hyderabad – 500 007".

**2.0 RESPONSIBILITIES OF APPROVED OPTIONAL SKILL DEVELOPMENT CENTERS**

2.1 The organization that ventures for Optional Skill Development Center shall provide infrastructure facilities including classrooms, laboratories, equipment's, analytical tools and aids, library and qualified staff. They should also arrange for linkages with the industries, institutions and workshops that will provide necessary practical and work skill training to the students.



2.2 The ---------- (approved OSDC) shall provide facilities for boarding and lodging of students, counseling and guidance on courses are to be added as per norms of the University.

2.3 The ---------- (approved OSDC) shall not at any time for any reasons cause to the University any situation leading to legal implications.

2.4 The application and prospectus for admission shall be prepared by the ----------(approved OSDC). They shall be sold by the ----------(approved OSDC).

2.5 The ---------- (approved OSDC) shall appoint qualified and experienced persons as faculty members. The CV of such persons will be furnished to the University. The University shall have the right to approved or disapproved the qualification and experience of the persons appointed by the ---------- (approved OSDC) for handing theory and practical classes.

2.6 The ---------- (approved OSDC) shall prepare study materials as per guidelines of the University and obtain the consent of the University before they are distributed to the students. The cost of production and distribution of study materials will be borne by ---------- (approved OSDC).

2.7 The internal evaluation as part of the examination work like classroom tests, assignments, seminars, etc., will be done by the ---------- (approved OSDC) and the reports submitted to the University periodically.

2.8 The expenses in connection with regular lectures, practicals, remuneration to teaching faculty and supporting staff, internal evaluation will be borne by the ---------- (approved OSDC).

2.9 The ---------- (approved OSDC) shall not collect any amount under any head(s) other than the prescribed fee(s) from the students joining the courses.

**3.0. RESONSIBILITIES OF THE UNIVERSITY**

3.1 The University shall be responsible for all administrative work, mainly, collection of examination fees, conduct of examinations and award of certificates/diplomas/degrees.

3.2. The syllabi shall be framed by the University. In this regard, the suggestions offered by the ---------- (approved OSDC) will be taken into consideration, wherever necessary.

3.3 The University shall monitor the quality of the programs through persons appointed by it for the purpose.

3.4 The MOU shall be valid for a period of 3 years from this date and can be renewed for a further period of 3 years on mutual consent. The University shall review the progress of the courses during the period of study.

3.5 In respect of any change in the venue, course, syllabi, eligibility, admission, collection of fee and schemes of examinations, etc., the decision of the University is final.



3.6 The University shall inspect the venue of programs periodically in respect of the infrastructure facilities including qualified staff for teaching and training so as to ensure that the same is confirmed to the standards of the University and any directions issued from time to time by the University shall be carried out by ---------- (approved OSDC).

3.7 The University shall have the full powers to review the running of each course or courses and if the University comes to the conclusions that the running of the course is not satisfactory, the University is entitled to disassociate itself from the course or courses and the ---------- (approved OSDC) shall not be entitled to any payment towards damages or otherwise for their having invested any money in providing the buildings infrastructures, etc., which they have agreed to provide.

**4.0 JOINT RESPONSIBILITIES**

4.1. Any expansion or modification relating to the academic programs shall be decided Jointly by the University and ---------- (Approved OSDC).

4.2 Any legal implications will be confined to Hyderabad Jurisdiction only.

**5.0 MISCELLENEOUS**

5.1 The collaborative ventures also include the scope for extending learning facility at the chosen centers of ---------- (Approved OSDC) located in and outside Hyderabad without causing any hardship to the students of the Osmania University.

5.2. The collaboration is envisaged to provide admission for the academic year -------- onwards. ---------- (Approved OSDC) shall arrange for Press release and advertisements to invite applications for admission for the academic year ---------- within 15 days after signing of MOU.

5.3. ---------- (Approved OSDC) shall take care of the fulfillment and compliance of the procedural statutory regulations and formalities in connection with the Foreign Exchange Regulation Act and the University will assist the ---------- (approved OSDC) wherever necessary.

5.4. All terms and conditions of this MOU are subject to the approval of the various bodies of the University and the provisions of the Rules and Regulations of the University.

5.5 In witness of the parties have signed this Memorandum of Understanding of the day, month and year first herein above written.

| | |
|---|---|
| For Osmania University | For ---------- (Approved OSDC) |
| **REGISTRAR** | **DIRECTOR** |

**Witnesses:**

| | |
|---|---|
| **1.** | **2.** |

# MEMORANDUM OF AGREEMENT

**BETWEEN**

**INTERDISCIPLINARY SCHOOL OF HONOR'S PROGRAM AND FINISHING STUDIES**

**AND**

**OCCUPATIONAL SKILL DEVELOPMENT CENTER (OSDC)**

**(To be executed on a Rs. 100 stamp paper and Notarized)**

**UNDER THE**

**Honor's Programs and Finishing Studies of the Osmania University**

**by and between**

**Interdisciplinary School of Honor's Programs and Finishing Studies,**

**Osmania University, Hyderabad, - 500 007**

**and**

_____ _____

_____ _____

_____

**Date: _____**

**APPENDIX – II C**

## AGREEMENT

This Agreement is entered into and executed on this _____ day of _____, 20___

**BY AND BETWEEN**

**Interdisciplinary School of Honor's Program and Finishing Studies** through it's Director/Dean having it's registered/approved office at Osmania University Campus, (which expression, unless it be repugnant to the context or meaning thereof, shall be deemed to mean and include their executors, administrators and assigns), (hereinafter referred to as 'The Institute'), party of the FIRST PART.

AND

**Optional Skill Development Center** through it's Director/Principal having it's registered/approved office at _____ (which expression, unless it be repugnant to the context or meaning thereof, shall be deemed to mean and include their executors, administrators and assigns), (hereinafter referred to as the 'Optional Skill Development Center' or OSDC in short), party of the SECOND PART.

**WHEREAS** The First Party is the constituent institute of Osmania University and granted autonomy thereof to participate as an 'Institute' to offer and take part in the approval of courses of study under the Honor's Program and Finishing Studies.

**WHEREAS** The Second Party has registered itself as society/trust/company/institute with the state or central government and obtained approval thereof to participate as a training institute to be recognized as an 'Optional Skill Development Center' (OSDC in short) under the Honor's Programs and Finishing Studies.

**WHEREAS** the Both parties have held discussion and agreed for collaboration for jointly offering and conducting courses of study under Honor's Programs and Finishing Studies, whereby the IDS-HP&FS will impart and award credits for the 'Academic' content of the curriculum and the OSDC will impart and award credits fort the 'Skill Development Oriented Practical Training' content of the curriculum to the registered students.

**AND WHEREAS** both parties have agreed to record the terms and conditions of their 'IDS-HP&FS and OSDC' relationship under the Honor's Programs & Finishing Studies through this agreement, which is as follows:

**1. Scope :**

a) This agreement sets forth the terms and conditions of collaboration/partnership between the IDS-HP&FS and the OSDC for imparting and awarding credits for the 'Academic' content and 'Vocational' or 'Skill Development Oriented Training' content of the prescribed curriculum of the ISDC-HP&FS.

b) The scope of the agreement covers Honor's Programs and Finishing Studies of all Levels under the IDS-HP&FS in the following Sectors and specializations

| No. | Sector | Specialization |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

**2. Responsibilities of the Interdisciplinary School of Honor's Programs & Finishing Studies (IDS – HP & FS):**

**2.1** The Interdisciplinary School shall plan the Honor's Programs and Finishing Studies to be offered in the Academic Year concerned and inform the OSDC about the same at least two months prior to the date of commencement of the program[s].

**2.2** The Interdisciplinary School shall announce and inform through it's prospectus and information on it's website, the Honor's Programs and Finishing Studies it plans to offer in the academic year concerned for the information of the prospective students and invite applications for admission from interested candidates at least two months prior to the date of commencement of the program[s].

**2.3** The Interdisciplinary School shall follow the admission norms approved by the academic senate of Osmania University and the Academic Council concerned. The admission shall be made strictly on merit. The IDS will then upload the names and details of the selected students on the University web portal.

**2.4** The Interdisciplinary School will have the right to charge the fees towards:

a) Registration, b) Course / Skill conduct and c) Evaluation of the Academic / Skill component of the each level of the program

**2.5** A portion of the fees collected from the students, as prescribed by the University for each sector and specializations will be shared as agreed upon by the IDS – HP & FS and the OSDC



**2.6** The Interdisciplinary School will send to the OSDC the Level-wise, Sector-wise and specialization wise

lists of students registered for Honor's Program[s] and Finishing Studies in the Sectors mentioned under 1. b) above, at least 15 days before the commencement of the programme.

**2.7** The Interdisciplinary School will conduct appropriate classes for the Academic content of the curriculum of the Honor's Program[s] and Finishing Studies so as to complete the Academic portion within one year or stipulated period.

**2.8** The Interdisciplinary School will conduct final examinations and evaluate the students for the Academic component of the programs as per the rules and regulations of the University as the case may be.

**2.9** After receiving a 'Statement of Credits for the Vocational / Skill component of the students from the OSDC, the IDS – HP & FS will send the combined Academic and Vocational / Skill portion credits of the students to the University.

**2.10** Wherever such provisions are made by the University, as the case may be, the IDS–HP & FS will award a 'Level Certificate' to the student who has successfully completed both the Academic and the Skill components of the particular Level.

**2.11** The Interdisciplinary School shall maintain a record of the registered students and certificates issued and upload the same on the University web portal.

**2.12** The Interdisciplinary School shall submit details of students registered, evaluation conducted and results to the University, for the award of Diploma or Degree as the case may be, and also upload the same on the University web portal.

**3.0 Responsibilities and Duties of the OSDC's:**

**3.1** The OSDC shall plan the Skill Modules as per the suggested / approved curriculum of the University IDS-HP & FS / Sector Skill Councils (SSC) of National Skill Development Corporation (NSDC) for the Skill Development Education Program[s] being offered in the academic year and inform the ISD-HP & FS about the same within 15 days of receiving the plan of Programs being offered by the OSDC. The approved OSDC of a University is equivalent to SKP of AICTE.

**3.2** The OSDC shall announce and inform through it's prospectus and information on it's website, the schedule of the Skill Modules it plans to offer in the academic year concerned for the information of the prospective students and It shall accept the students as admitted by the Institute for Skill training.

**3.3** The OSDC shall register students for the Skill Modules and upload their names and details on the University web portal.

**3.4** The OSDC will be entitled to the fees in terms of clause 2.4 only.

**3.5** The OSDC will conduct appropriate training sessions for the Vocational/Skill portion of the Skill Development Programs so as to complete the Vocational/Skill portion within one year.

**3.6** The OSDC will conduct final examinations and evaluate the students for the Vocational / Skill portion of the programs as per the rules and regulations of the University as the case may be, and award appropriate 'Certificate' to the students and send the details to the IDS-HP &FS, whereby Institute will upload the information on the University portal.



**3.7** The OSDC shall maintain a record of the registered students and certificates issued and upload the

same on the University web portal.

**3.8** The OSDC shall submit the details of students registered, evaluation conducted and final results in respect of the students registered through the IDS-HP & FS in the form of a 'Statement of Credits' to the concerned OSDC's..

**4.0 General:**

**4.1 Fees to be charged to students:**

a. The Level-wise fees to be charged by the OSDC's will be informed to the student by the IDS-HP & FS before his/her registration for the program;
b. The IDS-HP & FS will collect from the student and retain with itself the 'Academic Fees' and the OSDC will be given the 'Skill Fees' by the IDS-HP & FS;
c. The IDS-HP & FS will collect the total fees for the program from the students and will transfer the 'Skill Portion Fees' against the number of students to be sent for training at least one month before the onset of training. Any delay in transferring the fees will entail interest @ 10% calculated on the basis of delay of number of days. After receiving the fees OSDC / IDS-HP & FS will issue Registration cards to the students at least 7 days before the onset of training.

**4.2 No Confidentiality:**

There shall not be any confidentiality of any information disclosed to by both parties to each other, either in operationalizing this agreement or for the purposes of implementing this agreement. The information sought under Right to Information Act or otherwise by any student, shall be promptly made available.

**4.3Effective Date:**

This agreement is effective from the date signed by both the parties.

**4.4 Validity:**

This agreement is valid for an initial period of 5 years and may be renewed for further periods of 5 years each with mutual consent of both the parties. However, in case the registration of either party with the University is suspended or terminated, the instant agreement shall stand determined and terminated.

**4.5 Termination:**

Either party may terminate this agreement without assigning reasons thereof by giving the other a written notice of its intention to terminate the agreement minimum two months in advance of the intended date of termination. However, the responsibilities and duties of both parties in respect of the common students already registered for any of the Skill Development Education Programs shall not end with the termination of the agreement, and these will remain valid in totality until completion of evaluation of the already registered students and reporting of their results by both parties.

**Dispute Resolution:**

In the event of any dispute arising between the parties, the same shall be resolved through the mediation of an arbitrator to be appointed by mutual consent.

IN WITNESS WHEREOF, the parties hereto, each acting under due and proper authority, have executed this mutually binding Memorandum of Understanding as of the date first written above.

| **For the Institute:** | **For the OSDC:** |
|---|---|
| **Signed:** | **Signed:** |
| **Name:** | **Name:** |
| **Title:** | **Title:** |
| **Date:** | **Date:** |

**Witnessed by:**

1) Signature wit Date: _____ Name:

2) Signature with Date: _____ Name:

## ANNEXURE – III

## CURRICULUM DESIGN AND DEVELOPMENT – TEACHING - LEARNING PROCESS:

**Definition:** The word **curriculum** derives from the Latin *currere* meaning 'to run'. Curriculum is a comprehensive plan for an educational training program/course to offer for new/improved manpower to fulfil the rising needs of a dynamic society. One of the functions of a curriculum is to provide a template or design which enables learning to take place.

Curricula usually define the learning that is expected to take place during a **course** or **program of study** in terms of knowledge, skills and attitudes, they should specify the main teaching, learning and assessment methods and provide an indication of the learning resources required to support the effective delivery of the course. Courses are designed to meet the ever changing needs of the industry/job market/society.

A curriculum is more than a syllabus. A **syllabus** describes the content of a program and can be seen as one part of a curriculum. Most curricula are not developed from scratch and all operate within organizational and societal constraints.

Curriculum can be as follows:

1. Individual needs 2. Community needs 3. Diversity needs

These needs may be addressed in two ways; one is Knowledge and the other is Skill based.

- Determine and agree the educational or professional context in which the program is to be developed and delivered
- Define the needs of the learners in line with the requirements of professional bodies;
- Determine the aims and broad learning outcomes of the program;
- Identify ideas and constraints;
- Agree the broad structure and framework of the program, the main areas of teaching and learning, the sequence of the main topics and the key assessments;
- Allocate the detailed development of each topic or course area in terms of defining objectives and learning outcomes to individuals or teams;
- Course teams to develop coherent programs which have defined learning outcomes, timetables, content, appropriate teaching, learning and assessment methods and which utilise relevant and available learning resources;
- Implement and refine the program
- Develop an appropriate and deliverable evaluation strategy;
- Review and revise the course in line with feedback – has it met the identified needs of the learners and other stakeholders?

**The educational and professional context** must be discussed and clearly defined. This can reflect a number of factors: current or prevailing educational or social ideology, culture, politics, economy, students, teachers and parents, commerce and industry, professional bodies, exam boards, funding bodies and history or influence of the past. In any discipline, there may be current trends in general education which need to be addressed and specific trends or issues in medical or healthcare education which relate to the healthcare system or context. Theories of **adult oriented learning**; **student centered learning**; **active participative learning;** and **self-directed learning;** may all influence the overall program philosophy as other opportunities or student needs such as the need for flexible learning programs (eg. **distance** or **open learning**). Programs may be **modular** in structure or **credit based**, depending on the organization within which the curriculum is being designed.

Any curriculum needs to be developed in the light of the organization or context in which it is going to be delivered. If a teacher is developing a small part of a course or program, then this must fit (in terms of approach, level and content) with the overall course. If a new course is being designed and developed then there are a number of approaches that can be taken and issues that need to be addressed to meet the needs of all stakeholders involved.

**Model Framework for Curriculum Design:**

**Course Title:**

**Course Duration: 30 – 60 Credit Hrs (Nearly 2-4 Credits)**

**Purpose of the Course:**

The primary purpose of this course is to provide students to develop desired knowledge, skills and competencies that will prepare them for careers/job roles and employment.

**Objectives & Outcome of the Course:**

**Course Description:**

Each module is considered to be equivalent to an Academic Credit and the key learning outcomes focus on the specific knowledge inputs, skills required and competencies needed to be acquired for different careers.

| No. | Topic / Module | Duration in Hrs | | Key Learning Outcomes |
|---|---|---|---|---|
| | | T | P/R/ST | |
| 1. | | 15 | 30 | |
| 2. | | 15 | 30 | |
| 3. | | 15 | 30 | |
| 4. | | 15 | 30 | |
| T= Theory; P = Practicals; R = Remedial/Self Learning; ST = Skill Training | | | | |
| Resources/References: | | | | |

**Course Requirements:**

***Attendance Policy:*** Regular class attendance and participation are expected. Participation is worth of maintaining a minimum of 75% attendance. Obviously, if student do not regularly attend class he/she cannot regularly participate in other co-curricular activities. Students should be punctual for class as arriving late often disturbs and disrupts the class. Students that frequently come to class late will lose participation score points meant for attendance.

***In-class Conduct:*** Students are expected to assist in maintaining a classroom environment, which is conducive to learning. In order to assure that all students have an opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from using cellular phones or beepers, eating or drinking in class, making offensive remarks, reading newspapers, sleeping or engaging in any other form of distraction. Inappropriate behaviour in the classroom shall result in, minimally, a request to leave class.

***Communication:*** Information is disseminated through different modes of communication viz., Notice Board; Web-Posting: e-Mail etc., the process of communication needs a sender, message, medium and recipient. However the receiver does not have to be present or aware of the sender's intent to communicate at the time of communication and the communication process is complete once the receiver understands the sender's message. The strengths of effective communication lie on its simplicity, generality, and quantifiability of the information.

1. An information source, which produces a message.
2. A transmitter, which encodes the message into signals
3. A channel, to which signals are adapted for transmission
4. A receiver, which 'decodes' (reconstructs) the message from the signal.
5. A destination, where the message delivered/arrives.

**General Core Competencies a Student need to acquire in the process of learning:**

***Communication***

- Communicate effectively in oral and written form
- Use modern technologies as tools to effectively learn and communicate

***Teamwork/Diversity/Leadership***

- Understand group dynamics and become a contributing team member
- Understand and appreciate the impact of demographic and cultural diversity
- Study and apply the principles of leadership

***Adaptability***

- Understand the impact of the international dimension on business decisions
- Understand the political, legal, and social environment in which business operates

***Problem Solving***

- Recognize problems and opportunities, and be able to think critically
- Analyse data and possess proficiency in the use of data
- Be able to integrate functional areas of business when analysing problems

***Accountability and Ethics***

- Appreciate how ethical considerations enter into business decisions
- Develop expertise in an area related to career choice

**Teaching – Learning Process:**

**Approach:**

***A) Class Room Teaching*** will be spent on interactive lectures, discussions, video / PPT presentations, and in and out of class exercises.

To assure student understanding of the material and interesting discussions in class, the students are expected to read the assigned chapter in the text prior to the date assigned in the Student Learning Program. Students will be responsible for the content of the text regardless of whether it is covered in the lecture.

***B) Self-learning*** will be other mode of teaching- learning process to motivate the students to prepare themselves with the available resources in library, net and material available on the web postings of the Department and Institution. Attendance is mandatory and keeping current / updated with the readings is essential to student success in this course.

***C) Active Learning Methodology*** is the transformation in the field of higher education requires revamping of class room processes through participatory learning. Class room needs to be made a place of an interesting learning experience, where the emphasis is on learning through meaningful interaction focusing on student centric approach. With this ideology Active learning methodology (ALM) is to be introduced in the Higher Education.

***D) Digital Learning Methodology*** is the effective use of ICT has made the teaching learning processes more interactive. Besides it empowers the teachers as well as students to explore the possibility of accessing knowledge worldwide.

i. Digital Education and Learning Laboratory (DEL) to be set up in all University, Government and Government Aided colleges and proposal to set up such laboratories in all affiliated accredited colleges. These laboratories shall also work as e-learning centers for all the subjects.

ii. The State Government in association with Open University and Open and Distance Learning Centers and EMMRC's of University need to develop e-Content and should facilitate virtual learning. Further through MANA TV facilitates students to have an access to an interactive presentation by eminent academicians across the nation. In addition it also covers aspects such as personality development, proficiency in English, research methodology and preparation for various competitive examinations. It is also going to function as a valuable repository of knowledge in the form of CDs and DVDs.

iii. There is a proposal to set up an Audio-visual room / e-Class room in the colleges across the State. This would facilitate learning through programs that would be telecast live.

iv. There is plan to prepare E content of various courses to be introduced as a part of CBCS. The motivation and support to develop E content under NME-ICT has been provided to the teachers across the state and the response as well as result has been quite good. E content will facilitate learning at anytime and for as many times as the student wishes.

v. The higher education department plans to set up 180 computer laboratories each having 100 computers and internet connectivity. Apart from being used as centers for On Demand On Line examination (ODOLE), these laboratories will serve as learning centers.

vi. The teaching learning process shall also involve project work/field work, Quiz as well as presentations by the students. This would be largely facilitated by Teacher Fellow (TF) as well as Course Assistant (CA).This will also form a part of Internal (Comprehensive) evaluation of the students. This will help imparting the necessary skill to the students as well as it will lead to development of analytical as well as research aptitude among the students.

**Philosophy of Teaching - Learning:**

- Create a collaborative learning environment where learners and teachers are equally engaged and responsible.
  - Clarify and address individual expectations for learning, based on background, time-constraints and career goals
  - Enhance group interaction and social motivation for learning
- Focus on striving for excellence and integrity
  - Clarify social norms of excellence and reward the performance and devise a framework against cheating and discourage temptation for asocial behaviour
  - Participate in positive problem-solving procedures to resolve all conflicts and grievances that arise during the semester
- Accommodate diverse styles of acquiring (visual, verbal, tactile) and retaining information
  - Encourage students to participate in the entire cycle of experiential learning
  - When necessary, strengthen styles that may not be "personally preferred"
- Respect and promote diversity of values, world-views, experience, and ethnicities
  - Encourage learners to recognize and appreciate diverse perspectives on issues
  - Fair in evaluations, considering performance within each class provide the course
  - View grades as an indicator of expected success in an academic career, not a measure of a person's worth
- Seize the "teachable moment" when a question is raised by a learner in a context most likely to provide insight
  - Encourage integration of experience from outside the classroom in the learning process
  - Discuss the relevance of learning materials for diverse work environments and careers
- Enjoy learning, the thrill of discovery, and the satisfaction of sharing knowledge
  - Make an attempt to add humor whenever appropriate
  - Employ an enthusiastic form of delivery

**APPENDIX – III A**

# COURSES TO BE OFFERED
## (ADD ON / HONOR's / FINISHING STUDIES AND CONNECT INDIA PROGRAMS)

## APPLICATION FORM

**(Application Form must be completed at the Individual/Departmental/Institutional Level and must receive to the Dean/Director of the School/Faculty by March 31st for First semester and September 30th for Second Semester commencement in the respective academic year – for any new courses to be offered effectively under Add-on, Honor's, Finishing Studies and Connect India Programs)**

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 1. | Course Number | | : | | | | | | | |
| 2. | Proposed Transcript Title | | : | | | | | | | |
| 3. | Full Course Title to Appear on Student Handbook / Catalogue | | : | | | | | | | |
| 4. | Course Objectives and Outcome | | : | | | | | | | |
| 5. | Type of Course/Elective | | : | Allied | | Generic | | Open | | |
| 6. | Credit Hours | | : | Lecture | | Tutorial | | Lab | | |
| 7. | Level | | : | UG | | | PG | | | |
| 8. | Year / Semester Requested | | : | | | | | | | |
| 9. | Anticipated No. of Sections | | : | | | | | | | |
| 10. | Enrolment | | : | Minimum | 15 | Desirable | 20 | Maximum | 30 | |
| 11. | Course Offerings | | : | Every Yr | | | Alternate Yr | | | |
| 12. | Course Plan | | : | Summer | | Interim | | Weekend | | |
| 13. | Schedule / Mode | | : | Lecture | | Self-study | | Virtual | | |
| | | | | Lab | | Extension | | Internship | | |
| | | | | Online | | Field Study | | Other | | |
| 14. | Course Registration Restrictions | Pre-requisites | : | | | | | | | |
| | | Co-requisites | : | | | | | | | |
| 15. | Mode of Admission | | : | Direct | | Entrance | | Counselling | | |
| 16. | Can Course repeated for Credit applicable towards the Degree | | : | | | | | | | |
| 17. | Grading Option | | : | A - F | | | Pass / Fail | | | |
| 18. | Will this course be a part of regular degree | | : | | | | | | | |
| 19. | Is this Course is proposed for Knowledge Acquisition | | : | Elective | | | Foundation | | | |
| | | | | Generic | Discipline | Open | Mandatory | Optional | | |
| | | | | | | | | | | |
| 20. | | | : | Essential | | Employable | Career Advancement | | | |

| | | | | | |
|---|---|---|---|---|---|
| | **Is this course is being proposed for inclusion in the Skill Development Programs** | | | | |
| **21.** | **Is this course is Industry Sponsored / Attached Program** | **:** | | | |
| **22.** | **Is this course has any Learner Placement and Training Plan** | **:** | | | |
| **23.** | **Is this course being proposed meet the requirements of NOC of SSC and NVEQF / NSQF** | **:** | **NOS of SSC** | **NVEQF / NSQF Level** | |
| | | | **YES / NO** | | |
| **24.** | **Is this proposed course is for Add-on/Honor's/Finishing/CIP** | **:** | | | |
| **25.** | **Can this course be a substitute of specific subject of a regular degree program?** | **:** | | | |
| **26.** | **Approved Faculty Member** | **:** | | | |
| **27.** | **Does the Faculty requires any Additional Training** | **:** | | | |
| **28.** | **Facilities Required** | **:** | **Class Room** | | **Laboratory** |
| **29.** | **Additional Library Acquisitions** | **:** | | | |
| **30.** | **Text Book and Material needs** | **:** | | | |
| **31.** | **Additional Support Services** | **:** | | | |
| **32.** | **Special Fee If any?** | **:** | | | |
| **33.** | **Any other Information** | **:** | | | |
| **Attach an Illustrative Syllabus Outlining the Required Course** | | | | | |

**OFFICIAL USE**

| | | | |
|---|---|---|---|
| **(i)** | **Approval of Add-on / Honors Programs / Finishing Studies / Connect India Program** | **:** | |

| (ii) | Course Title | Program Level | Duration | | No. of Credits | Entry Qualifications | Partner Industry | Certifying Authority | Proposed Intake |
|---|---|---|---|---|---|---|---|---|---|
| | | | Hrs | Months | | | | | |
| | | | | | | | | | |

| | | | |
|---|---|---|---|
| **(iii)** | **Board of Studies Approval** | **:** | |
| **(iv)** | **Faculty Approval** | **:** | |
| **(v)** | **Approval of Standing Committee** | | |
| **(vi)** | **Approval by Bureau of Academic Affairs** | | |

**APPENDIX – III B**

## NORMS FOR ASSIGNING OF SUBJECT CODE

Normally the subject code is assigned for convenience to distinguish and identify the subject by a professional. A systematic approach is followed while assigning the subject code. Especially the subjects of postgraduate programs with various specializations must be distinguishable to the professional and similarly an appropriate differentiation should be there for undergraduate program from postgraduate program. It is also felt to differentiate the Theory subjects from Practical Subjects, while assigning the subject code.

Assigning Subject Code for UNDERGRADUATE program:

The subject code for undergraduate program consists of three alphabets and four numericals, which can be depicted or interpreted as follows:

1. The first two alphabetical letters indicate the program of study i.e **Bachelor**, which can be denoted as **B,** the subsequent, the subsequent two or three letters should indicate the course of study or specialization in under graduate program of Pharmacy indicates **PY** and the last alphabetical letter indicates for Teaching Method such as **Theory** or **Practical** or **Seminar** and denoted with either **T** for **Theory** or **P** for **Practical** or **S** for **Seminar.**
2. The first numerical digits denotes for the **year** (**1/2/3/4**) and subsequent numerical digits denotes for the **semester** (**1/2**) and the following last two numerical digits indicates the **subject** or **course** of study for that year and semester.

Example 1: B.Pharmacy., III Year, II-Semester, Pharmacoinformatics Theory Subject/Course

B PY T.3.205

*Example 2: B.Pharmacy., II Year, I-Semester, Pharmaceutical Microbiology Lab Subject/Course*

B PY P.2.108

*Example 3: B.Pharmacy., IV Year, II-Semester, Seminar Subject/Course*

B PY S.4.208

**Assigning Subject Code for POSTGRADUATE program:**

The subject code for postgraduate program consists of five alphabets and four numericals, which can be depicted or interpreted as follows:

1. The first alphabetical letter indicate the program of study i.e **M.Pharmacy**, which can be denoted as **M** and the subsequent three alphabetical letters denotes for the **specialization** or **Common Course** for all disciplines of P.G Program (**PCH** – Pharmaceutical Chemistry; **PCT** – Pharmaceutics; **PCG** – Pharmacognosy; **PCY** – Pharmacology; **PBT** – Pharmaceutical Biotechnology; **PIN** – Pharmacoinformatics and **PCC** – Pharmacy Common Course) the last alphabetical letter indicates for either for **Theory** or **Practical** or **Seminar** and denoted with either **T** for **Theory/Tutorial** or **P** for **Practical** or **S** for **Seminar.**
2. The first numerical digits denotes for the **year** (**1/2/**) and subsequent numerical digits denotes for the **semester** (**1/2**) and the following last two numerical digits indicates the **subject** or **course** of study for that year and semester.

Example 1: M.Pharmacy., (Any Specialization) I Year, II-Semester, Intellectual Property Rights and Regulatory Affairs Theory Subject/Course

M PCC T.1.201

Example 2: M.Pharmacy.,(Pharmaceutical Chemistry) I Year, I-Semester, Advanced Medicinal Chemistry - I Theory Subject/Course

M PCH.T.1.103

Example 3: M.Pharmacy.,(Pharmacognosy) I Year, II-Semester, Advanced Pharmacognosy Lab

M PCG P.1.205

**APPENDIX – III C**

**TENATIVE LIST OF COURSES**

**Table – 1: Courses across the Faculties – Elective and Foundation Stream:**

| No | Faculty | Compulsory | Optional |
|---|---|---|---|
| 1. | Arts, Humanities & Social Sciences | Sociology / Anthropology / Psychology / Human Values and Practical Ethics / Communicative English | English Language, Literature, Art, Music, Theatre, Religion, Philosophy, History, Economics, Political Science, Library Science, Travel and Tourism, Population Education, Area Studies, Spiritual Ideology etc., |
| 2. | Commerce & Management | Financial Management/ Stock Market Analysis / Accounting Practices | Agricultural Marketing, Insurance & Finance, Import & Export Management, Market Survey, Co-operative Marketing, Hospitality Management, Real Estate Management etc |
| 3. | Law and Education | Consumer / Constitutional Law / Patent Law/ Teaching Methodology | Logic, Labor, Copy Rights, Human Rights, Cyber, Trade, Criminal, Insurance Laws, etc., Adult & Continuing Education, Educational Technology, Open and Distance Learning etc., |
| 4. | Engineering & Technology | Computer Language and Workshop Training & Small Business Enterprise | Computer Science, Tool Design, Concrete Mixing, Automobile Engineering, Domestic & Industrial Electrical Installations, and Automation |
| 5. | Science | Science and Technology / Environmental Science / Biotechnology, Atmospheric science, Public Health and Nutrition Statistical Analysis | Biology: Human Physiology, Anatomy, Horticulture, Bonsai, Landscaping, Bio-Analytical Science, Bio-Medical Science etc., Chemistry: Bio, Environmental, Clinical, Analytical, Forensic, Geo, Archaeological etc., Physics: Radiation Physics, TV & Radio electronics, Instrumentation Physics, Mathematics: Algorithms, Algebra, Arithmetic and Computational Analysis Statistics: Geography: Astronomy: Geology: |
| 6. | Foreign Languages | At least One as compulsory for University level Honor's Program | Arabic, Chinese, Dutch, French, German, Italian, Japanese, Persian, Russian, Spanish etc., |
| 7. | Regional Languages | At least One as compulsory for College level Honor's Program | Assamese, Bengali, Gujarati, Kannada, Malayalam, Marathi, Punjabi, Tamil, Telugu and Other recognized languages |

**Table - 2: Value Added Disciplines under CBCS/CFSD – Elective and Open Stream**

| No | Faculty / Discipline | Professional / Job Oriented Courses - Optional |
|---|---|---|
| 1. | Commerce | Accounting Practices and Tax Remittances; Trade Practices and Licensing Procedures; |
| 2. | Management | Human Resources Management; Office Management; Event management; Real Estate Management; |
| 3. | Education | Teaching Methodology; Educational Technology; Open and Distance Learning |
| 4. | Law | Consumer Law; Cyber Law; Intellectual Property Rights; |
| 5. | Engineering | Water Resources (Conservation and Harvesting); Energy Resources (Conservation and Generation); |
| 6. | Technology | Environmental Regulations; Safety and Hazard Analysis; |
| 7. | English | Communicative English; Personality Development; |
| 8. | Library Science | Information Search; Knowledge Resources; Documentation Assistant; Book Keeper; |
| 9. | Computer Science | Computer Applications; e-Content Development; Desk top Publishing; |
| 10. | Statistics | Quantitative Analysis; Statistical Methods; |
| 11. | Bio-medical Science | Bio-Analytical Science; Hospital Instrumentation and Management; |
| 12. | Healthcare Sciences | Paramedical and Health Administration; First Aid and Emergency Care; |
| 13. | Workshop | Carpentry, Smithy, Turner, Fitter, Masonry, Electrician, Plumber, Welder etc., |
| 14. | Interdisciplinary | Photography, Videography, Office Assistant, Physician Assistant, Sanitation Assistant, Medical Records Keeper, Community Health Keeper etc., |

**Certificate Courses:**

| No. | Duration and Eligibility | Programme Highlights |
|---|---|---|
| 1. | Modern Office Management & Secretarial Practice<br>• Duration : 2 Semesters<br>• Eligibility : XII Pass<br>• Males & Females | Word Processing, Spread Sheet, Power Point, Database, e-mail & internet; English Stenography; Typewriting - Hindi/English; Fundamentals of Accounting & Management; Communication Skills (Hindi & English); Modern Office Practice emphasizing the use of state-of the-art equipment like computer, OHP, Fax Machine, Telephone & Photo Copier. |
| 2. | Office Assistant cum Computer Operator<br>• Duration : 2 Semesters<br>• Eligibility : XII Pass<br>• Males & Females | Word Processing, Spread Sheet, Power Point, Database, Basics of Accounting Package; MS Office Tools, e-mail & internet, Linux; Management & Secretarial Practices; Communication Skills & Office Etiquettes; Modern Office Practice emphasizing the use of state-of the-art equipment like Laptop, LCD Projector/ Plasma Screen, Fax Machine, Telephone & Photo Copier. |
| 3. | Textile Technology<br>• Duration : 2 Semesters<br>• Eligibility : X Pass (Science)<br>• Males & Females | Textile Fibres; Different Textile processes viz. Spinning, Winding/ Preparatory Processes, Weaving, Knitting, Dying, Printing etc; Latest machinery in the field of Textile Industry; Different types of Weaving designs & Designing of Cloth; Textile Testing- Fibre, Yarn, Cloth; Operation of Winding & Warping Machines; Operation of Weaving & Knitting Machines |
| 4. | Motor Vehicle Mechanic (Two-wheeler)<br>• Duration: 2 Semesters<br>• Eligibility: X Pass (Science)<br>• Males only | Use of tools and other workshop equipment, Servicing of a Motor Vehicle, Fault diagnosis and repair to various systems of vehicle, Test – Drive of vehicle, Tuning engine for optimum performance, Dismantle, overhaul and re-assembling of engine. |
| 5. | Motor Vehicle Mechanic (Four-wheeler)<br>• Duration : 2 Semesters + Summer Term<br>• Eligibility: X Pass (Science)<br>• Males only | Use of tools and other workshop equipment, Servicing of a Motor Vehicle, Fault diagnosis and repair to various systems of vehicle, Test – Drive of vehicle, Tuning engine for optimum performance, Dismantle, overhaul and re-assembling of engine. |
| 6. | Electrician*<br>• Duration : 4 Semesters<br>• Eligibility : X Pass (Science)<br>• Males only | Tools & Measuring Instruments used in Electrical Trade; Different types of wiring & jointing; Repair & Servicing of all types of domestic Electrical equipment; Different types of Wiring, domestic & Commercial Lamps & their connection; Different types of AC/DC Motors & Generators & their connection; Fault diagnosis/Repair of Motors & Generators; Domestic & Industrial wiring. |
| 7. | Fitter*<br>• Duration : 4 Semesters<br>• Eligibility : X Pass (Science)<br>• Males only | The concepts of Engineering Drawing, Study of a blue print, Part/Assembly drawing, Fitting Workshop Practices, Advance Fitting Workshop Practices using mechanical tools and equipment, Use of machines like drilling machine, surface finishing machine, welding machine. |
| 8. | Turner*<br>• Duration : 4 Semesters | Identifying the parts of a Lathe machine and accessories; Machine tools; Performing plain turning, Facing, Step turning, Taper turning, Threading, Drilling and boring operations on machine; Elements of Computer Integrated Manufacturing; Identifying the parts of a |

| | | |
|---|---|---|
| | • Eligibility : X Pass (Science)<br>• Males only | Computer Numerical Control (CNC) Machine; Writing Computer Programme for different machining operations using a CNC machine. |
| 9. | Welder<br>• Duration : 2 Semesters<br>• Eligibility : VIII Pass<br>• Males only | Identifying the types of welding, welding tools, equipment and accessories; performing simple gas welding, electric arc welding, spot welding, and TIG/MIG welding operations |
| 10. | Wireman<br>• Duration : 2 Semesters<br>• Eligibility : VIII Pass<br>• Males only | Basic principles of Physics with emphasis on Electricity, Light, Magnetism etc.; Basic principles of Chemistry and Applied Sciences; Fundamentals of Mathematics; Communication Skills covering Hindi and English; Tools and Measuring Instruments used in Electrical Trade; Different types of wiring & jointing; Repair & Servicing of all types of Domestic Equipment; Different Types of Wiring, Domestic & Commercial Lamps & their Connection; Different Types of AC/DC Motors & Generators & their Connection; Fault Diagnosis/Repair; Domestic & Industrial Wiring. |
| 11 | Dress Designing & Tailoring<br>• Duration : 2 Semesters<br>• Eligibility : X Pass<br>• Females only | Cutting and stitching of all kinds of children's garments, Stitching special type of collars, sleeves, skirts, cuffs etc, Preparing drafts and stitching designer-wear garments for children, Drafting basic adult blocks, Designing and preparing the Embroidery work, Designing Women's garments viz. suits, slips and blouses, Designing and stitching Men's clothing viz. Trousers, Coats, Jackets, Shirts, T-shirts; Use of computers in Dress Designing. |
| 12 | Food Processing, Preservation & Nutrition<br>• Duration : 2 Semesters<br>• Eligibility : X Pass<br>• Females only | Fundamentals, Principles, Importance and various methods of Food Processing and Preservation, Food items and their Nutritional values, Selection and purchase of fruits and vegetables for Processing and Preservation, Chemicals &Equipment required for Food Processing and Preservation, Preparation of Jams, Jellies, Squashes, Sharbets, Toffees, Murabbas, Vegetable Pickles, Tomato puree, Mango juice, Dehydration of vegetables & Preparation of Papads, Nuggets, Chips, Hygiene and sanitation in Food processing Industry, Packing & Canning methods & Equipment, Cold Storage of food items, Costing Techniques, Accounting & Survey & Marketing of the products, Preparation of fruit candies, vinegar, chutneys, Visit to Food Processing & Food Preservation Industries, Cold Storage. |
| 13 | Interior, Exterior Designing & Decoration<br>• Duration : 2 Semesters + Summer Term<br>• Eligibility : X Pass<br>• Females only | Principles of interior designing, Sketching and colouring techniques, Concepts of House planning viz. Water supply, Electric supply & drainage system, Acoustics, Illumination, Interior accessories, Landscape designing, Home furniture and Interiors, Furniture Styling and Furniture material, Colour theory & practical, Office furniture & Interiors, Design & Decoration of house, office & commercial complex and its surroundings, Project work of residential building, corporate office & Restaurants |

| | | |
|---|---|---|
| 14 | Textile Designing & Printing<br>• Duration : 4 Semesters<br>• Eligibility : X Pass<br>• Females only | Object drawing- still life, Nature study- sketching, Various colour schemes & theory, Various textures and their effects, Various types of impressions, combination & multiple textures, Basic shapes, Handling of art materials, Folk & symbolic designs, Use of Computers for textile design, CAD, Preparation of Screens, Screen and block printing, Various types of dyes, their selection and Dying procedures, Communication and business skills |
| 15 | Cutting & Sewing<br>• Duration : 4 Semesters<br>• Eligibility : VII Pass<br>• Females only | Understanding various tools, selecting suitable techniques for different styles and types of Dress designs according to the latest trends, Illustrating and understanding various types of garment sketches and techniques in making them, Stitching garments for men, women and children, setting up an entrepreneurial unit. |

**Pathways for Progression of Education:**

A student can thus enter into his chosen stream and earn a Certificate in 3 months, Advanced Certificate in 1 semester, Diploma in 2 semesters and Advanced Diploma in 4 semesters. If he earns an Advanced Diploma, he has the option of entry into the B.Tech program.

Students are also offered Levels 1 to 4 of NSQF, through which their education becomes equivalent to Intermediate, from Class 8 or Class 10 (Level 3 & 4); they can then follow the above-mentioned route.

The rules and regulations to be prepared by the SBTE for specific course offerings.

## Modular Courses

| S.N. | Course | Weeks | Eligibility |
|---|---|---|---|
| 1 | Block Printing | 9-week | X Pass |
| 2 | Tie & Dye | 9-week | VII Pass |
| 3 | Screen Printing | 9-week | VII Pass |
| 4 | Sewing Operations | 9-week | VII Pass |
| 5 | Children's Clothing | 9-week | VII Pass |
| 6 | Hand Embroidery | 9-week | VII Pass |
| 7 | Basics of Sewing | 9-week | VIII Pass |
| 8 | Children's Clothing (Elementary) | 9-week | VIII Pass |
| 9 | Fabric to Garment | 9-week | VIII Pass |
| 10 | Adults' Clothing (Elementary) | 9-week | VIII Pass |
| 11 | Clothing for Children & Teenagers | 9-week | X Pass |
| 12 | Adults' Clothing | 9-week | X Pass |
| 13 | **A:** Shorthand I (English) **B:** Shorthand II (English) | [9 + 9]-week | XII Pass |
| 14 | **A:** Accounting Management I; **B:** Accounting Management II | [9 + 9]-week | XII Pass |
| 15 | Industrial Painting | 9-week | VIII Pass |
| 16 | Welding | 9-week | VIII Pass |
| 17 | Basic Electronics & Repair of Inverter, UPS and Stabilizer | [9 + 9]-week | X Pass |
| 18 | Operation & Maintenance of Solar Power Plants | 9-week | X Pass |
| 19 | Bamboo Application Technology | 9-week | VII Pass |
| 20 | Painting (vehicle) | 9-week | X Pass |

*Inter-linkages between the community college and university systems*

**Avenues for Knowledge Acquisition and Up-gradation of Skills after Class X and XII:**

Integration of School, Vocational, Technical and General Education facilitate for the development of envisaged Skilled Human Resources;

After passing Class 10, a student can pursue a Diploma by:

- Completing four modular courses of 12 credits each, and 24 credits of general education. Modular courses provide students flexibility of duration and multiple exit/entry points
- Securing direct admission to a 3-year Diploma course
- Securing admission in a Vocational Certificate course and subsequently entering a 3-year Diploma / 3 / 4 year Degree program through the Lateral Entry Scheme

## ANNEXURE – IV

## EXAMINATION, EVALUATION AND CERTIFICATION SYSTEM:

The soundest procedures of evaluation system will allow the qualified teachers of various courses to judge the performance of their students in accordance with the set objectives and professional ethics. This create rationalized method of evaluation to test the performance of students, the following methods are adopted viz., Internal Assessments, Assignments; Seminar; Examination; Projects;

Internal Assessment (20%): The paper to be set and evaluated by the teacher, who is teaching the subject/paper. The paper consists of either short questions or problem based / critically analyzed essay questions based on type course (Knowledge/Skill/competency).

Assignments (10%): Details of the semester paper assignment will be posted shortly after the start of the term; major milestones for the semester paper are included in the class schedule. Grades for late submissions will be reduced by 10% per week.

Seminars (10%): Seminars are assigned in the beginning of semester. A list of seminar topics will be provided for students to choose from; an alternative topic of the student's choice may be used with teacher permission.

Examination (60%): Examination is conducted and formally administered by the Institute / University at the end of the semester. It will test the memory, understanding ability and critical thinking and analysis.

***Project:*** A student is assigned with project work in the final year/last semester of the degree/course work. Project is evaluated as equivalent to another core paper of the course. It provides an opportunity to develop skills needed for empowerment and increases the ability to understand the subject knowledge.

### Theory Examination:

Out of total marks for each course/paper 20% marks shall be earmarked for internal assessment, 10% for assignments, 10% for seminars and 60% for semester end examinations as per NKC recommendations, however Universities free to change the weightage of % of marks for each component.

The pass marks of each paper shall be 40%. There is no separate pass mark for internal assessment. A candidate has to secure a minimum 40% of marks in the semester end examination plus internal assessment put together to pass a paper.

### *Semester End Examination:*

There shall be one semester end examination of three hours duration. Each answer script of semester end examination (theory) shall be valued by two internal examiners in odd semesters and one internal and one external examiner in the even semesters. The marks awarded to answer scripts shall be the average of these two evaluations. If the difference in marks between the two is 20% or more, the marks of such scripts shall be assessed by a third examiner (internal). Average of the highest of the two valuations will taken.

### *Internal Assessment:*

It is a part of continuous evaluation with one hour duration, at least two such assessments needed to be conducted in a semester for each course, one is at the mid and other is before end of the semester. In the event of absence, the test will not be conducted again and has to forego the marks allocated for the purpose.

### Practical Examination:

In the case of Science Faculty there shall be Practical Examination at the end of the semester. For odd semesters, practical examinations shall be conducted with internal examiners, whereas for even semesters examinations shall be conducted with one internal and one external examiners.

## GUIDE LINES FOR ASSIGNMENT, SEMINAR AND PROJECT

The assignment, seminar and project work should be given due importance in curricula so as to contribute significantly in developing the careers of students. These enable the student to acquire knowledge, skills and competency required to holistic understanding of the field of discipline from which they have to be graduated.

### ASSIGNMENT:

Normally assignment provides an opportunity for students to get acquainted with the innovative topics and emerging areas of interest in the field of their discipline of study.

The assignment should mainly focus on the following:

Clarity of Fundamental Concepts (Knowledge of Principles and Ideas)

Collection of Information (Relevant Significance for Now and Future)

Organization (Sequencing of Information)

Conciseness (Effectiveness in Easy to Follow)

Presenting facts (Illustration of Content in Context to Facilitate Learning)

Understanding of Principles

Interpretations (Draw Conclusions through Critical Thinking);

The theory-oriented assignments must be a minimum of 2000 words and a maximum of 5000 words depending upon the chosen topic and also not exceeding 20 pages.

Main Elements of Evaluation of Theory Assignment:

| | |
|---|---|
| 1. Title: | 2% |
| 2. Author's Name and Address | 2% |
| 3. Table of Contents | 2% |
| 4. Nomenclature | 2% |
| 5. Abstract or Summary | 10% |
| 6. Introduction and Aim | 2% |
| 7. Present Method | 5% |
| 8. Comment of Present Method | 2% |
| 9. Proposed Method | 5% |
| 10. Review of Earlier Work | 5% |
| 11. Description of experimental or theoretical work | 5% |
| 12. Discussion of experimental or theoretical work | 5% |
| 13. Conclusions | 10% |
| 14. Recommendations | 5% |
| 15. Suggested Future program | 5% |
| 16. Appendices | 3% |
| 17. Bibliography | 5% |
| 18. Tables and Illustrations (Graphs, Images etc.,) | 5% |
| 19. Other* | 20% |
| | 100% |

* This includes interaction with faculty, meeting deadlines (regularity and punctuality), neatness and finished features of the submitting material in appropriate electronic form or written form.

The number assignments may vary with university to university, however at least two assignments have to be provided in which one of them to be translated into seminar in a semester.

The topic for assignment shall be allotted in the third/fourth week of the instruction in a semester. All the assignments must be of Student's own hand writing and must be submitted before each internal assessment.

The students would enrich their knowledge by widening the scope for library use, internet use, and computer use, collection of relevant data, analysis of available data, preparing a document and writing a report. This exercise would also facilitate developing thinking power, reasoning skills and effective writing ability. The Topics may be chosen from Abstracts, Proposals, Reports, Professional papers and journal articles or their course of study.

**SEMINAR**

The purpose of seminar is to develop self-confidence and communication skills among students so as to enable to achieve the following objectives

1. To encourage self-study by direct study of source material.
2. To develop critical analysis through proper reasoning
3. To train the students in oral presentation of technical reports
4. To promote co-operation and team spirit by intimate interaction between student and student and between student and faculty member.

The following suggestions may be adopted for successful implementation of seminar in accomplishing the said objectives.

1. The class of 24 / 60 may be divided into six groups with about 4 / 10 students in each group and a faculty member (teacher) is assigned to each group.
2. The topic for the seminar lecture to be delivered by student must be fixed in consultation with the student in the first week of the semester or any other convenient time, during which student should able to pay at least 8 weeks of time to go through the survey of literature available in library and internet facilities and present a typed copy of the report in a prescribed format. If the report is not satisfactory, he should be asked to resubmit the report within another 2 or 4 weeks.
3. The teacher is allowed to go through the report for evaluation within a week and make necessary comments indicating the points of weakness of the report and necessary corrections may be incorporated or deleted before it is approved finally for presentation.
4. The satisfactory reports may be scheduled for presentation, giving at least one weeks notice to the students and faculty members of the department. An abstract of the seminar report may be circulated or exhibited in the notice board in advance so that the students are motivated and can intelligently to participate in the seminar.
5. The student should prepare himself to make power point presentation of seminar topic using the facilities of multimedia aided language lab. The seminar room should have projection and appropriate audio-visual equipments.
6. Time for presentation of seminar report should be intimated in advance so that the student can prepare accordingly, and should be 15-30 minutes. The student should allot an adequate time of 15 minutes for discussion after the seminar lecture.

A two/four member committee (An External Member can also be included) of the faculty may assess the student performance at the seminar on the following:

(i) Written Report (50%)
(ii) Contents in Visual Presentation (use of Animation and Others) (20%)
(iii) Oral Presentation (Language Command and Sequential Order) (10%)
(iv) Communication (Eye to Eye Contact and Body Language) (10%)
(v) Participation in Seminar Discussion (10%)

**PROJECT:**

The Project Work usually assigned in most of the technical institutions is a design oriented project in order that students compile, synthesize and integrate the knowledge they acquired from different subjects of their undergraduate program. As the interests and career opportunities of the students vary considerably, particularly towards the end of the under graduate program a student may be permitted to take theoretical and / or experimental and / or design project with appropriate data for development of a product or process or optimization of new technique or tool or idea. He may also be given the choice to take the project work problem from any of the allied subjects of particular discipline of his branch of study, provided that the problem of the project is relevant for the application to appropriate industry of his specialization.

The Project Report should normally include the following chapters with details indicated (wherever possible) for the Problem to be investigated.

1. Introduction: Hypothesis, Significance, Objectives,
2. Review of Literature:
3. Methodology: Materials, Design, and Tools to be Used
4. Results and Discussion:
5. Conclusions:
6. References:

Impact Analysis: Economics, Energy, Environment and Safety

| GRADE | % |
|---|---|
| *A* | *>80* |
| *B* | *60 – 79* |
| C | 50 – 59 |
| D | 40 – 49 |
| F | FAIL |

Only Grading will be accorded for the Project Evaluation (A/B/C/D/F) to Represents achievement as follows:

| | |
|---|---|
| "A"-- Outstanding relative to the level necessary to meet course requirements. | **Excellent** |
| "B"-- Significantly above the level necessary to meet course requirements. | **Very Good** |
| "C"-- Meets the course requirements in every respect. | **Good** |
| "D"-- Worthy of credit even though it fails to meet fully the course requirements. | **Fair** |

"F"-- Failure and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or 2) was not completed and there was no agreement between the instructor / evaluator and the student that the student would be awarded a Grade. **Fail**

Academic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of F for the entire course.

However the range of Grades may be fixed by the respective degree awarding institutions / universities.

**Evaluation Process:**

The marks secured by the student in the Internal Assessment, Assignments, Seminars, Practicals, Project, and Semester End examinations are converted into GPA, SGPA and CGPA

Letter Grades and Grade Points: The UGC recommends a 10-point grading system with the following Letter grades as given below:

| Table 1: | | | Table - 2 |
|---|---|---|---|
| Grades and Grade Points | | | Proposed Range for Grade |
| **Letter Grade** | **Achievement Scale** | **Grade Point** | **Relative Academic Performance (%)** |
| **O** | Outstanding | **10** | **85.00 – 100.00** |
| **A+** | Excellent | **9** | **75.00 – 84.99** |
| **A** | Very Good | **8** | **65.00 – 74.99** |
| **B+** | Good | **7** | **55.00 – 64.99** |
| **B** | Above Average | **6** | **50.00 – 54.99** |
| **C** | Average | **5** | **45.00 – 49.99** |
| **P** | Pass | **4** | **40.00 – 44.99** |
| **F** | Fail | **0** | **Less than 40** |
| **Ab** | Absent | **0** | |

*A student obtaining Grade F shall be considered failed and will be required to reappear in the examination.*

The CGPA pattern of declaration of results basically to rationalize the performance of group of candidates over a range.

A Course will have Credits, Marks, Grade Letter, Grade Points and Credit Points for Computational purpose in assigning a relative grading.

The consolidated Grade Report does not reflect the percentage of marks secured by the candidates.

The candidates can infer only the approximate percentage of marks secured in the examinations.

The UGC proposed system has a limitation of identifying the toppers for the award of Gold Medals.

**Salient Features:**

1. Grade Letter and Grade Points for each paper are allocated after evaluating to 100 (For All Papers of Theory, Practicals, Project etc.,)
2. The SGPA score is calculated only if the candidate is passed in all papers in a semester.
3. The CGPA score is evaluated only if SGPA scores for all the semesters are available.
4. The Grade Points Used are defined in the table.
5. The Credit Points for the paper are computed as the product of No. of Credits assigned for the Paper and Grade Points secured for that Paper.

Computation of SGPA and CGPA: Following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA) may be adopted:

- 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 course components taken by a student and the sum of the number of credits of all the courses undergone by a student,

*i.e* **SGPA** (Si) = $\Sigma(Ci \times Gi) / \Sigma Ci$

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

- 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.* **CGPA =** $\Sigma(Ci \times Si) / \Sigma Ci$

Where 'Si' is the SGPA of the $i^{th}$ semester and Ci is the total number of credits in that semester.

- The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.
- The skill component would be taken as one of the course component in calculation of SGPA and CGPA with given credit weightage at respective level.
- UGC guidelines on Choice Based Credit System (CBCS) may be refereed for further illustration on computation of SGPA, CGPA *etc.*

**Improvement of Grades and Completion of the Course:**

Candidates who have appeared for theory papers of end semester examinations are allowed to appear again for theory paper / papers only once in order to improve his/her grade, by paying the fee prescribed by the University. Such candidates are allowed to appear for improvement examination only once in the next immediate semester examination only.

If candidate improves his/her grade then his/her improved grade will be taken into consideration for the award of GPA only. The improved grade shall not be higher than A+ and such improved grade will not be considered / counted for the award of prizes/medals/ranks and distinctions.

If the candidate does not show improvement in the grade, his/her previous grade will be taken into consideration. Candidates will not be allowed to improve marks/grades in the continuous evaluation system components such as internal assessment, assignments, seminars and project work.

**Promotion and Re-admission Rules:**

Rules for Promotion as under:

| No. | Semester | Conditions to be fulfilled for Promotion |
|---|---|---|
| 1. | Odd Semester to Even Semester | 1. Undergone a Regular Course of Study in Odd Semester<br>2. Maintained minimum 75% of attendance<br>3. Registered for Semester end Examination |
| 2. | Even Semester to Odd Semester (Completed to New Academic Year) | 1. Undergone a Regular Course of Study in both Odd & Even Semesters<br>2. Maintained minimum 75% of attendance in both the Semesters<br>3. Registered for both Semester end Examinations<br>4. Promoted to Even Semester<br>5. The number backlogs if any of both the semesters / years they completed should not exceed the 50% of the total number of papers/subjects/credits prescribed for the completed semesters of preceding year. |

The Procedure to be followed for granting re-admission to the students in the following cases:

| No. | Criteria | Requirement | Eligible | Not Eligible |
|---|---|---|---|---|
| 1. | Attendance | A Student who has undergone formal mode of instruction in a prescribed paper/subject/course | Put up minimum required percentage (40%) | Did not put up minimum required percentage (40%) |
| 2. | Examination | A Student who has admitted for end semester examination prescribed number of papers/ subjects/credits for the completed semester / year | Cleared / Passed in 50% of Prescribed Papers/Subjects/ Credits | Did not Cleared / Passed in 50% Prescribed Papers / Subjects/ Credits |
| 3. | Attendance / Examination | A Student Who has Put up minimum Attendance (40%) but did not registered for the examination for the prescribed semester. | Must fulfill the Criteria - 1 | Did not fulfill the Criteria – 1 / those who detained |
| 4. | Dropped/ Discontinued/ Rusticated | A Student Who after completing a year / semester course issued T.C to join back in the course | Dropped/Discontinued to take up job or join another course | Rusticated under Disciplinary Action / Violation of Rules |

**The readmission is permitted within four weeks of commencement of semester / classes.**

**Certification Process:**

The nomenclature for General Education Degree offered will be B.A., / B.Com / B.Sc., for any allowable combination of subjects in that particular stream,

Awarding of Specific Degree B.A., / B.Com / B.Sc., must have completed / passed with at least two core subjects of that particular stream.

The nomenclature of the Vocational Education Degree offered will be B Voc. – Sector Name – Specialization Name e.g., B Voc. (Agriculture) – (Food Processing)

The nomenclature of the Diploma (Voc) offered will be Diploma Voc – Sector Name– Specialization Name, e.g., Dip (Agriculture) – (Food Processing)

The nomenclature of the Community Skill Diploma (Voc) offered will be CSD Voc – Sector name – Specialization name e.g., CSD (Agriculture) – (Food Processing)

The nomenclature of the school level vocational education courses would be as per the vocational education sectors courses defined by School Boards.

The Skill component of the course will be assessed and certified by the respective Sector Skill Councils. In case, there is no Sector Skill Council for a specific trade, the assessment may be done by an allied Sector Council or the Industry partner. The certifying bodies may comply with and obtain accreditation from the National Accreditation Board for Certification Bodies (NABCB) set up under Quality Council of India (QCI). Wherever the university/college may deem fit, it may issue a joint certificate for the courses with the respective Sector Skill Councils.

Certificate Course: The course will be of 20 credits. Each credit will have 15 hrs. of workload out of which 8 credits should necessarily be assigned to field work /project work / training.

Diploma Course: The course will be of 40 credits (inclusive of 20 credits earned during Certificate Course). Each credit will have 15 hrs. of workload out of which 8 credits should necessarily be assigned to field work / project work / training.

Advanced Diploma Course: The course will be of 60 credits (inclusive of 40 credits earned together during Certificate and Diploma courses respectively). Each credit will have 15 hrs. of workload out of which 8 credits should necessarily be assigned to field work / project work.

## ANNEXURE – V

### IMPLEMENTATION MODEL:

Planning Commission Government of India in its Approach Paper to the XII Five Year Plan has recognized Education as the single most important instrument for social and economic transformation. As of now, we have 723 universities and 35,539 colleges, with total student enrolment of nearly 29 million. Besides the GER getting doubled during the last 10 years to reach the level of 20.4%, the Govt. of India has projected GER of 30% by 2020. However, certain recent studies have highlighted a serious concern about low percentage of employability of our students. Therefore, while continuing focus on expansion, equity and excellence in the XII plan also there is special focus on the issue of employability of students passing out from campuses of institutions of higher education. A study revealed that 73% of the colleges and 68% of universities in our country are transacting teaching-learning processes which are of medium or low quality.

Enhancing the Employability of Graduate students has three important concerns:

1. Quality
2. Equivalence of Comparability
3. Skills acquired to suit the job market needs

To address the first aspect of quality institution needs to three important components.

1. Infrastructure
2. Faculty Resources
3. Curricular Aspects

To address the second aspect adoption of four prong strategy envisaged by UGC under CBCS scheme

1. Semesterization of Curricula
2. Restructuring of Syllabi in the form of Credits/Modules
3. Standardization of Examinations through Comprehensive Continuous Assessment
4. Certification Criteria of Evaluation by switching over from numerical marks to letter grades

To address the third aspect adopt the CFSD of NSQF under 'National Mission on Skill Education', which needs a three prong strategy.

1. Develop a flexible mix of Skill and General Education Components in 60: 40 ratio.
2. Mandate the Industrial Linkage for the Program
3. Create enabling environment and
4. Training of faculty in capacity building and relevant trade

To accomplish the above concerns the State Government must initiate certain intervention measures including the financial and other logistic support required for the Universities and Institutions.

The utmost important factor is sensitization of stakeholders on the need and benefits of 'Supply side Initiative' Policies such as 'CBCS and 'CFSD' towards achieving 'Demand Side Intervention' Measures such as 'Access with Expansion', 'Equity with Inclusiveness' and 'Quality with Excellence' for provision of enabling Environment, Education, Engagement, Empowerment and Employment.

The Implementation tools involves operational and funding models with appropriate institutional structures.

The Implementation requires a Phased Manner

**Phase – 1:** Universities and Constituent Colleges

**Phase – 2:** Autonomous Colleges

**Phase – 3:** Government and Government Aided Colleges

**Phase – 4:** 2 (f) and 12 (B) Accredited Colleges

**Phase – 5:** Other Affiliated Institutions meeting the Quality Assurance Norms

Create the Infrastructure for e- Class Rooms and Digital Wi-Fi / Network connectivity under NKN – NME-ICT program of MHRD and provide access to knowledge resources through UGC-INFLIBNET and Digital Library and Networking Facilities.

**Effective Implementation of CBCS and CFSD:**

The Degree awarding University / Institution shall issue such orders, instructions, procedures and prescribe such formats as it may deem fit to implement the provisions of these regulations.

The procedural details/logistics should be provided by the University / Institution from time to time.

Any unforeseen problems / difficulties will be resolved by the appropriate bodies of the university / institution, whose decision in the matter shall be final.

## ANNEXURE – VI

### INDUSTRY-INSTITUTE INTERACTION AND INNOVATION INCUBATOR:

The Academic Programs for Vocational Education must be conceived on the basis of Growth Sectors of Economy viz., Agriculture, Manufacture and Service. The National Skill Development Corporation identified 21 Skill Sectors that can contribute for employable skills for working age group population in the country.

| No | Service Sector | No | Production Sector |
|---|---|---|---|
| 1. | IT / ITES | 11. | Apparel/Textiles/ |
| 2. | Telecommunications | 12. | Agriculture/Horticulture |
| 3. | Media and Entertainment | 13. | Applied Arts - Gems and Jewelry |
| 4. | Hospitality and Tourism | 14. | Automotive |
| 5. | Retail and Insurance | 15. | Cement / Glass / Ceramics |
| 6. | Banking and Finance | 16. | Construction / Infrastructure |
| 7. | Real Estate | 17. | Chemicals / Petro-chemicals / Polymers |
| 8. | Printing and Publishing | 18. | Manufacturing / Pharma |
| 9. | Art and Culture Studies | 19. | Metallurgy / Precision Engineering Tools |
| 10. | Paramedical | 20. | Environment, Health & Safety and Others |

The Telangana State Government has conducted detailed studies on industry sector and consulted experts to identify the competitive advantages the state can have, given its geographical location, available resources and skill-base, raw material availability, existing manufacturing practices and expertise, and opening up of new opportunities.

The presence of important national and state highways, coupled with the availability of resources and opportunities, provides a great potential for development of industrial corridors in the state along these roadways. The corridors will be modelled after Special Investment Zones like the DMIC or the PCPIR. While the available government lands will be utilized to spark industrial activities in the corridor, the privately held lands will also be regulated through special zoning regulations so that the desired growth of industries and support facilities can materialize.

The Industrial Corridors that will be developed initially will be:

1) Hyderabad-Warangal Industrial Corridor (Kakatiya University)

2) Hyderabad-Nagpur Industrial Corridor (Telangana University)

3) Hyderabad-Bengaluru Industrial Corridor (Palamuru University)

4) Hyderabad-Mancherial Industrial Corridor (Satavahana University)

5) Hyderabad-Nalgonda Industrial Corridor (Mahatma Gandhi University)

6) Hyderabad-Zaheerabad Industrial Corridor (Osmania University)

The Telangana State Government will take up the development of industrial corridors on roadways linking Hyderabad to Warangal on a priority basis.

Subsequently, other corridors will also be identified on similar lines and detailed studies will be conducted to prepare the Master Plan for each corridor.

**Empowerment through Entrepreneurship**

Rural development, along with gender equality, is a key element of any strategy to reduce poverty, create income and employment opportunities. Conventionally, however, entrepreneurship involves development of new technologies impacting large and mostly **urban** populations, taking risks, and raising money in order to make huge profits. Lopsided development thus takes place, with rural areas left behind. The search for livelihood draws large chunks of the rural population to urban areas, adding to the burden on our already groaning cities, and triggering a whole host of other related issues.

The Incubation Model attempts to level the playing field by taking entrepreneurship to rural areas, creating opportunities for growth by utilizing the traditional knowledge and expertise, and locational, climatic and other advantages associated with rural areas.

In contrast to conventional forms of entrepreneurship, micro- and small-scale industries are ideally suited to rural surroundings because:

- They can be chosen to draw upon the skills/advantages already associated with local people/area
- The financial investment is not huge
- They involve smaller working capital cycle. Hence, liquidity is not a problem
- They require limited sophisticated managerial and technical skills
- They can initially be run from the home, doing away with the need for bureaucratic interaction and hurdles.

Thus, they can be managed easily by people with good vocational skills and who have the appetite to grow. They are the fastest way to empower underprivileged and backward classes.

In general, micro- and small-scale industries encourage the participation of women, who can run businesses in a cluster fashion. They can thus create employment and income opportunities for others as well, even in relatively poorly and backward areas. This in turn, can fuel real change in the social environment.

**A Successful Symbiosis: Skilling & Small-scale Start-ups**

As matters stand today, employability of youth who are only Class V pass outs and over the age of 18 (old enough to be legally employed) is limited to the informal sector, or to very low-paid jobs; as a group they tend to remain underemployed, whether in urban or rural settings. If they are sufficiently motivated and enjoy their work, they may learn on the job. Otherwise their entire lives pass without any value addition. A similar situation exists with women in villages and suburban areas. A large chunk of women remain unemployed, or underemployed because of lack of a skill set. Hence, it is important to create a mechanism whereby they can not only look after their families, but also earn enough through dignified engagement so that the level of the next generation is raised.

The demographic advantage that India possesses can be fully realized if jobs are created through the setting up of micro- and small- scale enterprises. A large workforce including middle-aged women, undereducated youth and adult males can be profitably occupied, some as job creators and others as workers, perhaps resulting in self-supporting family groups and neighborhoods. This approach, of fostering micro- and small-scale enterprises in remote villages and in rural settings, can change the face of country; it can create a revolution which will raise average per capita income of families without compromising the culture and traditions extant in villages.

In addition to providing purposeful engagement, the concept of corporate social responsibility embedded at all levels of enterprises will compel the owners to contribute towards education, good environmental practices and sustainable development. It will also contribute to raising the level of awareness about women's rights and capabilities. In rural settings, it will have virtuous fallout in terms of enhanced awareness of the importance of clean surroundings, health and hygiene. In the long run, the country will not only prosper moneywise, wealth wise and education wise but also become a place where higher order thinking is respected and practiced.

**Identified Thrust Areas of 14 Sectors:**

The Telangana State Government recognizes the following 14 sectors as thrust areas, investments in which will be accorded a higher priority over others.

| No. | Thrust Areas | Scope |
|---|---|---|
| **1.** | Life Sciences—including, bulk drugs, formulations, vaccines, nutraceuticals, biologicals, incubation centers, R&D facilities and medical equipment | Hyderabad is the bulk drug and vaccine capital of the country. However, in the past 8-10 years the sector has stagnated. While the leadership in formulations and bulk drugs has to be maintained, new opportunities like life-saving drugs, new vaccines and biologicals have emerged. There is an urgent need to encourage this sector, especially in the emerging life sciences areas. |
| 2 | IT Hardware including bio-medical devices, electronics, cellular communications, FAB | Telangana has a robust IT Software sector which will complement IT Hardware. The Government of India has approved and IT Investment Region for Hyderabad as well as two Electronic Manufacturing Clusters. The large health industry in Telangana will support bio-medical devices and medical electronics |
| 3 | Precision Engineering, including aviation, aerospace, defence | Hyderabad is home to a large number of defence aero-space and defence research laboratories like DRDO, DRDL, RCI, BDL, MDN, Ordnance Factory, DMRL etc. In addition to the large Tata investments in aerospace, there is also the GMR MRO. A group of innovative aero-space SMEs also exist in Hyderabad which has supplied components to the Chandrayan and Mangalyan initiatives. GOI has also announced 49% FDI in defence sector creating huge investment opportunities. |
| 4 | Food processing and nutrition products including dairy, poultry, meat and fisheries | Telangana is a large producer of agro products like cereals, pulses, oilseeds, fruits and spices. It is also the market leader in the poultry and seed business. There is potential expand into greenhouse and exotic vegetable cultivation. To add value to agro products and to maintain and expand the existing strengths as well as to partner with the national Food Processing Mission, there is a need to encourage this sector. |
| 5 | Automobiles, Transport Vehicles, Auto-components, Tractors and Farm | The automobile industry is an important sector for any State. The Equipment upstream and downstream supplier opportunities will boost the engineering SME sector also. The M&M tractor plant in Telangana and the auto-component SMEs will be the anchor around which the future growth and investments in the automobile sector will emerge |
| 6 | Textiles and Apparel, Leather and leather value added products like shoes, purses, bags, artificial material infused and coated textiles, paper and paper products | Telangana is a large producer of long staple cotton. It also is one of the largest producers of raw hide. However, value added production is not there within the State and raw material is exported from the State. The State has a strong base of paper industry. There is tremendous potential for paper and paper products industry in the state due to the growing demand for such products. |
| 7 | Plastics and Polymers, Chemicals and Petro- | The former combined state of Andhra Pradesh had a PCPIR sanctioned by the GOI. This has gone to the residual State. |

| | | |
|---|---|---|
| | chemical, glass and ceramics | Plastics, polymers and downstream petro-chemical industry are predominantly in the MSME sector with huge employment potential. The products of this sector are consumed on a daily basis all over the country. This sector is critical for a large number of MSMEs |
| 8 | FMCG and Domestic Appliances | The growth rates of the Fast Moving Consumer Goods and Domestic Appliances sector has been phenomenal, even when the country's economy was slow. Telangana is centrally located in India and for the FMCG and Domestic appliances sectors, transportation costs are very critical. It is important to take advantage of the locational advantage of the state especially for this sector. |
| 9 | Engineering and Capital Goods, including castings, foundry and Ferroalloys and other metallurgical industries | This sector is very important if the State has to capture the entire value chain of the automobile, aero-space, petro-chemicals, domestic appliances, and paper and textile sectors. The thrust areas in this section will provide the supply chain to the other thrust area sectors. |
| 10 | Gems and Jewelry | Hyderabadi pearls and lacquer bangles made by local artisans are known all over the world. Value addition to these traditional products and diversification into other gems and jewelry items will provide the much needed relief to local artisans and craftsmen. |
| 11 | Waste Management and Green Technologies | This is the sector that will become mandatory for all industry. Green initiatives can be shown to be profitable. The Telangana State has functional models of SPV/JV efforts of waste management. This sector has tremendous growth potential. |
| 12 | Renewable Energy and Solar Parks | This sector is a priority all over the world. The State of Telangana has large extents of land eminently suitable for non-conventional and renewable energy installations |
| 13 | Mineral-based and wood-based Industries | Much of the minor mineral wealth of the State like granite, quartz and silica-sand is exported in raw form with minimal processing within the State. Similarly, bamboo and other MDF-suitable plant material also need to be exploited so that sustainable incomes are generated and the regular the forests trees can be saved. |
| 14 | Transportation / Logistic Hub/Inland Port / Container Depot | The State of Telangana island locked; yet it hopes to become a major destination for international investors. In addition it is centrally located and has the potential to become a major transit and logistic hub. |
| | | |

## ANNEXURE – VII

**FACULTY RESOURCES:**

The University / Institution need to maintain minimum number of teaching faculty in the Departments in order to attract the grants from various funding agencies.

### Faculties and Departments for a New Affiliating University

| Faculty | Department | Professor | Assoc. Prof | Asst. Prof |
|---|---|---|---|---|
| Arts (4) | English | 1 | 2 | 4 |
| | Telugu | 1 | 2 | 4 |
| | Hindi | 1 | 2 | 4 |
| | Sanskrit | 1 | 2 | 4 |
| Social Sciences (3) | Political Science | 1 | 2 | 4 |
| | History | 1 | 2 | 4 |
| | Economics | 1 | 2 | 4 |
| Sciences (5) | Mathematics | 1 | 2 | 4 |
| | Physics | 1 | 2 | 4 |
| | Chemistry | 1 | 2 | 4 |
| | Botany | 1 | 2 | 4 |
| | Zoology | 1 | 2 | 4 |
| Commerce & Management (2) | Commerce | 1 | 2 | 4 |
| | Management | 1 | 2 | 4 |
| Education & Law (3) | Education | 1 | 2 | 4 |
| | Physical Education | 1 | 2 | 4 |
| | Law | 1 | 2 | 4 |
| Information Sciences & Communication Technology (3) | Comp. Applications | 1 | 2 | 4 |
| | Comm. & Journalism | 1 | 2 | 4 |
| | Library & Inf. Science | 1 | 2 | 4 |
| Pharmacy & Technology (3) | Pharmacy | 1 | 2 | 4 |
| | Biotechnology | 1 | 2 | 4 |
| | Food Technology | 1 | 2 | 4 |
| 7 | 23 | 23 | 46 | 92 |

| No. | Requirements | Total | | | |
|---|---|---|---|---|---|
| 1. | Institutions | 5 | | | |
| 2. | Faculties | 7 | | | |
| 3. | Departments | 23 | | | |
| 4. | Teaching Staff | Professors | Assoc. Prof. | Asst. Prof. | Total |
| | | 23 | 46 | 92 | 151 |
| 5. | Non-Teaching Staff | Admn | Technical | Supporting | Total |
| | | 23 | 46 | 92 | 302 |

**Adjunct / Affiliated / Visiting / Guest / Joint Faculty Engagement Modalities:**

**Qualifications:**

Candidate for adjunct / affiliated / visiting / guest / joint faculty should satisfy the following norms:-

**a)** ***For Conventional Higher Education Courses:***

- **i)** Should have the minimum qualifications as prescribed in the regulations framed by UGC / respective statutory councils from time to time. **OR**
- ii) A person of eminence with or without a postgraduate or Ph.D. qualifications.

**b)** ***For Skill based Courses:***

- **i)** Should be an accomplished professional / expert in his chosen field of discipline and may not necessarily possess qualifications prescribed under UGC regulations. **OR**
- ii) Should be a certified professional, for teaching and training on National Occupational Standards under NSQF, by the Sector Skills Council for teaching respective trade / job role.

They are also expected to have an understanding of industry requirements, National Occupational Standards (NOSs) and Assessment & Certification for skills.

In addition to the above, it is expected that the adjunct faculty in both the above streams would be an accomplished scholar in his area of specialization and his association would add value to the academic programs he is associated with.

**Roles and Responsibilities:**

The empanelled adjunct faculty is expected to undertake following assignments:

**5.1. Teaching:**

- i) **Conventional Higher Education Courses:** Adjunct faculty will be expected to teach courses directly related to his specific expertise and professional experience or the areas of his specialization. He may also contribute to the institution's activities like counseling of students, developing new course(s) and pedagogical improvements.
- ii) **Skill based Vocational Courses:** The core courses pertaining to specialized skills / trades may be imparted by the adjunct faculty from industry, Sector Skill Councils approved trainers or other persons with appropriate skill proficiency. Such faculty, imparting education and training to learners in skill based courses, should have relevant NSQF qualifications, preferably certified by the relevant Sector Skill Council.
- iii) **Research Courses:** Adjunct faculty may also be involved in the M.Phil / Ph.D. coursework based on his professional and research proficiency adjudged by the concerned institution.
- iv) **Training:** Adjunct faculty will be expected to facilitate the setting of workshops and labs, providing hands on training in the relevant domain areas, development of soft skills, and focus on ensuring competency based learning outcomes among students.
- v) **Research:** Adjunct faculty is expected to interact with and supervise the research students in the area of his specialization or professional proficiency. However, there should be preferably one core faculty member associated as Supervisor / Co-supervisor for smooth induction and coordination of academic

procedures. The adjunct faculty may lack a traditional academic background in such case, they are not expected to contribute to the institution's research and creative mission by participating in traditional scholarly activities (*i.e.* they are not expected to conduct independent research and/or publish in peer-reviewed journals). Instead, he may participate by advising faculty on their research projects, serving as a liaison between the institutions and industry or government entities to identify research and/or funding opportunities or by working with faculty to identify research projects that would benefit private industry and/or government entities.

vi) **Services:** Adjunct faculty is also expected to actively participate in service-related activities, such as sitting on departmental committees, serving as advisors to faculty and/or undergraduate and post graduate students, helping students network, and active collaboration with the industry / employer providing internship and job opportunities.

## ANNEXURE – VIII

**NATIONAL MISSION MODE CENTERS:**

State need to establish Nodal Centers within the State Higher Education Council and Constitute Separate Project Management Teams each for effective function and implementation with appropriate Official Structure to meet the commitments of National Mission Mode Mandate on Higher Education.

| No | Mission | Objective |
|---|---|---|
| 1. | RUSA | Rashtriya Uchchatar Shiksha Abhyan (RUSA) is a Mission Mode Scheme that focuses on Funding State Higher Education System for a Qualitative Expansion through Inclusive Planning. |
| 2. | AISHE | The All India Survey on Higher Education (AISHE) initiated by the MHRD is a sound database generated on annual basis to be used an important reference to assess the requirements of Higher Education for informed policy decisions. |
| 3. | NME-ICT | NME-ICT is a mission mode project to provide connectivity, valuable content and low cost computing devices to all the Institutions of higher learning in the country. To develop Massive Open Online Courseware (MOOC) and e-Content and learning materials or resources in a variety of subjects / disciplines for accessing through e-Pathshala of UGC, UGC – IUC – INFLIBNET and National Knowledge Network. The e-Content developed by IUC – CEC made available for wider transmission. |
| 4. | NHEQF | The NHEQF essentially seek to provide a standardised framework in terms of minimum entry qualification, programme durations, teaching - learning - evaluation processes and learning outcome aimed at national, and ultimately the universal, acceptability, recognition and equivalence of not only the degrees but also the qualifications. |
| 5. | NVEQF/ NSQF | The NVEQF/NSEQF organizes qualifications according to a series of levels of knowledge, skills and aptitude and these levels represents in terms of the learning outcomes for development of human resources, who can contribute for the economic growth of the country. This is to pursue a course of student choice of interest in a chosen career with a scope for lateral and vertical or horizontal mobility in acquiring the desired competencies with recognized qualifications. |
| 6. | NMTT | The National Mission on Teachers and Teaching is envisaged to address comprehensively all issues related to teachers, teaching, teacher preparation and professional development of teachers. |
| 7. | TEQIP | Strengthening of Technical Institutions to produce high quality engineers for better employability, while scaling-up postgraduate education and demand-driven Research and Innovation in cutting-edge areas. |

## ANNEXURE – IX

**e-CONTENT Development:**

The launch of a dedicated satellite Education Satellite (EDUSAT) about 10 years ago, Technology Enabled Learning has grown fast as an integrated component of higher education. It has especially served the cause of expansion in education to less developed areas. It is proposed to be made available to all the institutions across the country. Therefore, the faculty and students have to be empowered with capabilities to harness technology for improving the quality of education.

**T**he National Mission on Education through ICT (NME-ICT), e-content creation has been undertaken in a massive scale by many institutions and universities. NPTEL project sanctioned to IIT's, provides e-learning through online web and video based courses in engineering, science and humanities streams. The project is now in the second phase of development where more than 990 courses in 23 disciplines in engineering and science are getting generated. Other major initiatives of e-content generation has been taken up by CEC for 68 subjects for UG level courses and UGC for PG level courses in 77 subjects. IGNOU is in the process of developing 500 courses in 17 disciplines of Social Sciences and Humanities. The overall goal is to create high quality, curriculum-based interactive content for all subjects and host them on LMS platform for the benefit of universities, colleges and the world-wide academic community in open access.

e-Learning is fast catching up across academic institutions in India. The most important aspect of e-Learning is content development, which includes instructional design, and requires involvement of various stake holders like domain experts, technical writers, multimedia designers and developers. The instructional design helps in creating high-impact learning resources focusing specifically learner and their experiences. The content development process aligned with appropriate content related best practices or standards, further ensures quality of the content.

**e-Content Development requires the following strategies:**

- Basic concept of instructional design.
- Methodologies supporting instructional design.
- Designing effective learner-centric e-content.
- Strategies to develop and implement effective e-learning processes.
- Evaluating appropriateness of development tools.
- Benchmarking, standards and quality assurance of e-content.

The National Knowledge Network (NKN) is in the process of connecting 26,000 Colleges, most of the Universities and Research laboratories through e-connectivity for academic transactions. National Mission of Education through ICT (NMEICT) is in the process of developing 50 DTH Channels, R&D for low cost Devices, adoption of emerging technologies and e-content for undergraduate and postgraduate level courses. Massive Open Online Courses (MOOCs) would also be available in the near future.

The above emerging dimensions of development of education show that our country is in the process of taking big strides in education. In contemporary times our Universities cannot promote an academic life in seclusion but are required to champion reason and imagination in engagement with the wider society and its concerns. The teachers have to be aware of these developments, provisions for their motivational training and consistent exposure to innovative trends and advanced knowledge in various and across discipline, need to be revisited and reengineered in consonance with the contemporary scenario in our country.

## ANNEXURE – X

### INSTITUTIONAL FINANCE:

Education is one of the 12 service sectors of trade, but is considered as an investment for Human Capital Development and also a Social Obligation of the State, therefore need to search the possibilities of finances for its future growth. The three challenges of 'Demand side Interventions' of higher education includes access and expansion, equity and inclusion and quality and excellence, which cannot be addressed in isolation from one another, unless the gap in the pattern of funding between the State and the Central universities is being reduced. The State university system is suffering from greater financial resource crunch, as it was not getting adequate share of resources and attention, despite the fact that 84% of the students in higher education were enrolled in the State universities. Further these universities should have a vision to emerge as centers of innovations, excellence and development, with a sound financial management policy is in place to promote accountability for attracting funds. Adhering to proper financial mechanisms will not only pave the way for excellence and also contributes for growth and sustainability of higher education system.

The relationship between Mission of Higher Education and its financing is reciprocal, however it is influenced by various factors.

First, there is a universalization from massive expansion of higher education in developing countries.

Second, the state could not bear the full burden of financing, the private sector emerged all over the world.

Third, the emergence of the phenomenon of cost-sharing by Parents/Students evolved into tuition fee.

Fourth, the demand 'value for money' calls for the involvement of improved financial management with transparency and accountability.

Fifth, the World Trade Organization makes higher education a tradable commodity.

Sixth, to contain the diversification of funding sources a state funding mechanism to be evolved.

Finally Explore the other ways of income generation from non-state sources, especially with wealthy donors endowments for funding with the initiatives of their diaspora and some multinational enterprises.

Financing Higher Education is one of the key challenges of Indian Universities. The direct public funding as a block grant continues to be the most important income source for state universities in the country, which accounts for 50% of non-plan expenditure, however the state universities are forced to generate resources to meet the remaining non plan needs in addition to plan requirements. Further the public authorities are increasingly tended to use performance radars for competitive and targeted funding. The financial crisis in higher education is more acute in developing countries, which had to implement economic reforms as a part of the Structural Adjustment Programs (SAP) emphasizing liberalization, privatization and globalization.

The higher education system needs to observe the healthy practices, which includes maintenance and improvement in the educational standards, better organization structure and effective governance, and fiscal discipline and control measures with a view to fostering the harmonious and sustainable development of educational institutions. Among these the financial reporting framework acts as an important ingredient for development of Education Sector. This enables the acquisition of enhanced financial resources that may be required for infrastructural development, providing better research facilities, appointing quality faculty and attracting talent pool of students. Developing quality human resources are the most important determinants of overall growth of the country. Since the education is on the 'Concurrent list' of the Constitution of India, both Central and State Government were made responsible to make policies to provide for the planned development of human resources in the country.

Planned Development of Higher Education requires the following measures:

To frame the higher education policy and program of action that must work towards its availability and affordability for people of all backgrounds.

To develop an integrated vision for higher education funding that is required to shape the system, and patterns of participation.

To create corpus funds for specific purposes so as to earn sufficient income from interest of corpus to enable it to invest in future expansion and to run the entire gamut of higher education activities, while limiting the corpus value on the basis of stakeholders strength of the academic institution.

To standardize the preparation and presentation of statements and financial control measures using sound accounting principles for better transparency, recognition and disclosures in educational institutions.

To adhere the financial framework to various items of income and expenses, assets and liabilities in the account statements of educational institutions keeping in view the peculiarities of the activities of Institutions.

University / Institutional Finances must focus on Resource Generation (Efforts, Mobilization and Listing), Resource Allocation (Assessment, Needs and Priorities) and Resource Utilization (Expenditure – Formulated and Executed, and Control Administration – Procurement Policy, Payment System, Accounting and Reporting) are the essential components of a financial management system.

University or Institution need to generate financial resources at least to the extent of 20% of annual budget to meet the governance performance radar of UGC. However it needs to create various corpuses as per institutional finance norms for self-sustainability and other developmental activities.

Further the Universities/Institutions needs to ensure adequate fund flow, the following Measures will be practiced.

1. At least 20% of the funds established under the budget will be sourced from IRG.
2. Block Grant from Government to meet the Non Plan Expenditure
3. Income from other sources (Consultancy, Testing, Rentals, Add on Courses Fee etc.,)
4. Create an enabling environment to attract donations and investments in Human Capital, Infrastructure Capital and Knowledge Capital.

Universities and Colleges need to develop different corpus fund accounts to sustain the Quality of Higher Education. The bitterness with which even a small tuition fee raise was resisted in public funded institutions, as the government financial or revenue support is not supplementing the development needs of the institutions the “cost sharing” by the receivers of education will guarantee the sustenance of the institution.

Educational institutions frequently receive grants/donations/ contributions and other forms of revenue in addition to public funds. The flow of funds may be classified into two categories as per accounting standards.

i. Restricted Funds
ii. Unrestricted Funds

i. Restricted Funds

These funds are subject to certain conditions set out by the contributor and agreed to by the educational institutions, while accepting the contributions. The restriction may apply to use of the funds received or income / interest earned from the investment of such funds or both.

In case of Endowment Funds, the income / interest earned from investments of principal sum only utilized for specific purposes.

In some cases the principal sum received are generally utilized in specific purpose of Physical Capital Development.

Funds, which are created because of legal requirements, are also considered as restricted funds.

ii. Unrestricted Funds

These are the funds contributed to educational institutions with no specific restrictions. The obligation of educational institutions while accepting an unrestricted donation or grant is to ensure its usage for general or specific purposes depends on the priorities of the institution. All incomes (donations, legacies, investment income, fees, etc.) not subject to external restrictions are a part of unrestricted funds.

**Creation of Funds by the University**

Universities or institutions need to create certain corpus and designated funds in addition to general fund account for its healthy financial status and various developmental activities in a period of time from its receipts and revenues. Generally, the revenues are deposited, as received, into a general fund account or revenue collection fund for disbursement into the other accounts established as per norms envisaged for efficient use of the generated resources.

Further the institution needs to establish three kinds of funds, which may receive deposits from both, restricted and unrestricted flow of funds.

i. Corpus Fund
ii. Designated Funds
iii. General Fund

i. Corpus Fund

It refers to funds contributed by founders / promoters / stakeholders generally to start the educational institutions. It also includes donations / contributions received with specific directions. These are non-refundable / non-reducible funds, which can however be increased by additional contribution by the founders / promoters / stakeholders / contributors / donors with specific directions in furtherance of the objects of the educational institutions.

Only the interest of the Corpus can be used for Developmental Activities of the Institution. Before deciding on creation of Corpus Fund, the institution should take a very hard look at the objective and need for creating the Corpus. If the institution creating the corpus does not have mature and stable Governing Council, frame legal mechanism for corpus retention and interest accrued only can be used for institutional advancement.

ii. Designated Fund

These have been set aside by the trustees / management of the educational institutions for specific purposes or to meet future requirements. These funds can be categorized as self-imposed or restricted funds. However, the educational institutions can modify the designation whenever it wishes and reallocate the funds to some other purpose with the approval of Governing Council/General Body. These funds are generally created by an appropriation of the surplus for the year.

iii. General Fund

Grants related to a non-depreciable asset and the surplus / deficit for the year after appropriations is transferred and presented as surplus/deficit separately as a part of 'General Fund' in the Balance Sheet.

The University intends to create corpus for various specified needs and activities from its receipts to a mature value over the years, so as to sustain the reforms and quality of instruction and infrastructure. Further the nurturing and building up a corpus is very important for higher education institutions, in order to run their entire gamut of activities. However the corpus value limit to be decided on the basis of stakeholders strength of the institution. The institution should earn sufficient income from interest of corpus to enable it to invest in its future academic activities.

Designate Fund Accounts:

Educational institution receives grants/donations and other forms of revenue periodically, the use of funds may be either unrestricted or subject to the restrictions imposed by the contributors / sponsors, i.e., such funds can only be used for specific purposes and, therefore, are not available for any other general purposes. The funds and accounts commonly created are used for higher education, must be designated as per the main heads of expenditure and to be used for specific purposes as a part of healthy financial practice.

All such fund accounts mentioned here may not exist in every educational institution and also other fund accounts not described below may be created under a particular need.

Following are the Fund Accounts to be created to sustain the project activities on long-term basis.

| No. | Corpus Fund Account | | Base Equivalence |
|---|---|---|---|
| **1.** | Institutional Development Fund;; | IDF | Students |
| **2.** | Research Development Fund; | RDF | Total Scholars |
| **3.** | Faculty & Staff Development Fund; | FSDF | Faculty & Staff |
| **4.** | Endowment Fund; | EF | Campus Scholars and Students |
| **5.** | Scholarship Fund; | SF | Campus Students |
| **6.** | Pension Fund; | PF | Faculty & Staff |
| **7.** | Maintenance Fund; | MF | Faculty |
| **8.** | Depreciation Fund; | DF | Students and Hostel Inmates |

The IDF and RDF can be part of Corpus & Designated Funds, where as SDF and EF can only be Corpus Fund, however the SF, OMF and DSF can be operated as Designated Funds.

1. Institutional Development Fund:

The basis for Institutional Development Fund (IDF) Corpus creation depends on the total number of Students enrolled for different programs, at least Rs; 1 Lakh (assumed as basic unit cost) for each student has to be created, in order to raise the money from the interests of corpus. This amount is not meant for Salaries, Pensions and Contingencies. It is exclusively developed and used for the campus improvements through Infrastructure Creation and New Program introduction from which the Internal Revenue Generation (IRG) resources can be developed and also update the infrastructure in tune with emerging needs.

The IDF program is expected to focus its activities on specific priority areas.

i. Provides resources to keep up with rapidly changing technology
ii. Promotion of academic excellence in institutions
iii. Networking for quality enhancement and resource sharing
iv. Services to community and industry

2. Research and Development Fund

The Research & Development (RD) Fund was specifically setup in the University to administer externally funded contracts, donations, endowments and grants for and on behalf of the University. Since its establishment helps in attracting the funds from various trusts, alumni of the University and other governmental organizations. Further to provide specialized administrative and managerial support for the operation of Sponsored Research Projects, Consultancy Jobs, Testing Services and other related R&D activities with one of its cardinal guiding principles of output, impact and environment for continuous and meaningful interaction with the world of humanities, science and technology.

The main functions of R&D Fund include Administrative Support for:

- Promotion of Institute-Industry Interaction.
- Encourage Sponsored Research Projects.
- Undertake Consultancy Jobs.
- Perform Testing Services.
- Establish collaborative research with Institutions in India and Abroad.
- Adhering Research Ethics
- Execute Projects supported by various funding agencies & industry.
- File Patents, Gain IP know-how and Transfer of Technology.
- Grant Research Assistance to New Faculty Members of the Institute.
- Award Selective Scholarships to University Research scholars.

The University or Institution must provide emphasis for investigational research of problem of direct relevance to the needs of the region, state and country through time bound sponsored and consultancy project aimed

at solving live industrial problems and policy matters of the government, but has also given special attention to emerging areas of science and technology. The University should give high priority to research and development projects sponsored by outside national and international agencies and user organizations.

Industrial consultancy is another significant area of activity of the university and lays a strong emphasis on the sponsored research and industrial interaction. The nature and extent of the industrial consultancy projects undertaken by the University or Institution is an index of its credibility with the industry and is symbolic of the relevance of a centre of excellence in the context of nation's socio-economic development.

To achieve enhanced industrial participation in Science, Technology, Engineering and Management (STEM) education, the University need to undertake industry and institute sponsored Degree programs at all levels of courses of study with need based and relevance to the community and society.

Over the years the University has setup many modern laboratories and supporting infrastructure through these projects. The University has given due emphasis to jobs of varied nature like trouble shooting, product and process development, design checks, and investigation of problems of direct relevance to the needs of the region, state and country through time bound Sponsored Research and Consultancy projects. In addition to this Social Science Departments are actively involved in Policy Research and Strategic Studies.

3. Staff Development Fund

The basis for Staff Development Fund corpus creation depends on the total number of budgeted and approved staff for different programs, in order to create a provision for career advancement and acquire the necessary knowledge and skills to emerge as a competent expert on the basis of basic unit costs of training assumed to be at least Rs: 2 Lakh for each staff member has to be created, in order to raise money from the interests of corpus. This amount is exclusively used for faculty and staff training in advanced and emerging areas of the subject, as well as for management capacity building as per the priorities of the training need analysis to increase professional participation by faculty and staff. The interest of the corpus can be utilized by the faculty to attend or participate in conferences, seminars, symposia, workshops, short courses, trainings, pay membership subscription to professional societies, and purchase journals, stationery, software, data base, computer and computer peripherals, etc.

The fund supports as well as opportunities for staff members to prepare training programs and workshops for other employees on campus. In some cases the College will consider supporting self-improvement projects designed to benefit the individual or to facilitate career advancement only if there is significant promise of benefit to the College as well.

Human Resources maintain a file of information about staff development programs and opportunities. Staff members applying for staff development funds must have a current performance evaluation on file in the Human Resources Office. The application must have the prior approval of the applicant's immediate supervisor and, if different, the prior approval of the budget director for the area in which the employee works. A detailed budget should be included in the application. To simplify the administration of the fund and maximize the chances of program approval, an employee should include as much information as possible about the program and explain how it relates to his/her work. The application should be submitted in a timely manner prior to the requested event.

In reviewing/approving applications for staff development funds, priority is given to:

1. Programs/workshops providing skills training that is required or directly related for the job has been identified as a need in the employee's performance evaluation or development plan.
2. Programs that prepare the employee for future work-related opportunities.
3. Publication of Paper / Book
4. To present papers/posters to learned societies and colloquia,
5. To participate as a symposium discussant, or
6. To participate as a conference chair/organizer.

4. Endowment Fund

An Endowment Fund is created under specific direction from the Donor. Income / Interest from the Endowment Fund can be used only for the purposes specified by the Donor. Legally, an Endowment Fund is similar to a Corpus. The differences are only with respect to use of income from the Endowment Fund.

Designating a gift (Chair/Lecture/Fellowship/Scholarship) as an endowment, or a direction or authorization in the gift instrument to use only “income,” “interest,” “dividends,” or “rents, issues, or profits,” or “to preserve the principal intact,” or words of similar import [Chair/Lecture/Fellowship/Scholarship] create an endowment fund of permanent duration unless other wise in the gift instrument limits the duration or purpose of the fund.

5. Pension Fund

Pension Fund is to be created by the institution in the absence of Government is providing adequate retirement benefits / income to the retired employee. The pension fund is a common asset pool meant to generate stable growth over the long term, and provide pensions for employees when they reach the end of their working years and commence retirement. Pension funds control relatively large amounts of capital and represent the largest institutional investors.

6. Scholarship Fund:

The Fund is created to enhance the access and participation of students in academic, research and extension activities.

This fund is established for charitable purposes on account of mounting tuition fees in both public and private universities in the country and elsewhere and also rising costs of student living, especially in urban areas, even where tuition may not yet be a factor. It has been set up for the sole purpose of providing money to aspiring students/scholars under conditions of increasing competition for scarce public resources to support the recipient’s higher education.

The fund will solicit and accept donations or contributions from individuals / members of the public, philanthropists and alumni in addition to organizations such as trusts, foundations, societies, corporate companies and government agencies. Especially the financial support of alumni towards the institution of scholarships will be more effective and successful to swell the fund.

The funds related to the Scholarship Fund are maintained in a bank account, which is separate from other funds belonging to the university. The principal amount will be deposited as corpus and only the annual interest and any capital gains of investment to be provided as scholarship directly to the recipients.

3% of interest amount will be used to cover expenses related to the fund such as advertising, administration and investment.

Scholarships can be granted on the basis of excellence in studies, for research, artistic or other activities or to students from regions other than the seat of the higher education institution as an accommodation scholarship. However further the awards can be classified into Need or Merit based.

Need Based - Parental income determines eligibility to cover both tuition and living expenses. Eligibility and amount are determined by need of the student based on parental income, family situation, social dimension and disability

Merit Based – Student academic achievement in the past academic year to cover only tuition fee. The amount awarded is also determined through an evaluation of student need.

7. Operating and Maintenance Fund

Much of the old institutions existing building no longer meets current building codes, and most of the plumbing, heating, ventilation, and electrical systems need to be completely replaced. 10% of resources generated either in the form of fees or affiliation fee is to be allocated for raising the operation and maintenance fund. A fund into which, moneys are deposited to be used for the purpose of meeting the costs of operation and maintenance.

a) Expenses related for the purchase of parts and maintenance of equipment and buildings.
b) Expenses related to the carrying out of maintenance functions and duties including labor charges.

8. Depreciation or Debt Service Reserve Fund:

A fund into which the issuer makes periodic deposits to assure the timely availability of sufficient moneys for the payment of debt service requirements. Typically, the amounts of the revenues to be deposited into the debt service fund and the timing of such deposits are structured to ensure a proper matching between debt service fund deposits and debt service payments becoming due. For many issues, the debt service fund may contain a separate “principal account” and “interest account” in which moneys for such respective purposes is held. The debt service reserve fund is used in whole or part to pay debt service, the issuer usually is required to replenish the fund from the first available revenues, in the event of estimated expenditures exceeds the incurred expenditures.

The depreciation fund may be expended in new construction, extensions or additions to the property of the public utility or invested and, if invested, the net income from the investment shall be added to the depreciation fund, unless the commission for good cause shown shall otherwise order. Such fund may be used only for new construction, extensions or additions to physical property or for renewing, restoring, replacing or substituting depreciated property in order to keep its plant and system in a state of repair and efficiency, or for paying debts incurred for such purposes. 5% of resources generated either in the form of special fee or affiliation fee is to be allocated for raising the depreciation fund.

The quality of higher education has suffered as a result of many years of underfunding. Keeping the basic unit cost per student being constant without any additional resources is being generated erosion in quality may creep up. Further the quality of higher education is not only a matter of resources but also of the responsiveness of the system.

The Size of University in terms of student and staff strength should be the basis to create a Share of Corpus for Sustainability of its Stature.

Osmania University as a case study indicates the requirement Rs. 2500 Crores of Corpus as per present day prerequisites and can sustain its Development Needs on its own to meet the Performance Radars.

The below Table indicates the Targeted Corpus Funds.

| No. | Corpus Category | Base Equivalence | @Minimum Rs. | Strength | Rs in Crores |
|---|---|---|---|---|---|
| 1. | Institutional | Student | 100000/- | 100000 | 1000 |
| 2. | Faculty & Staff | Faculty & Staff | 200000/- | 5000 | 100 |
| 3. | Maintenance | Hostel Inmates | 100000/- | 10000 | 100 |
| 4. | Eqpt. Replacement | Campus Scholars | 500000/- | 2000 | 100 |
| 5. | Scholarship | Campus Students | 100000/- | 20000 | 200 |
| 6. | Research | Total Scholars | 1000000/- | 4000 | 400 |
| 7. | Endowment Chair | Faculty | 1000000/- | 1000 | 100 |
| 8. | Pension Fund | Faculty & Staff | 1000000/- | 5000 | 500 |
| **Corpus to be Created based on Student, Faculty & Staff Strength** | | | | | **2500** |

Fund Resources:

This mainly depends on the Academic Receipts, Grants, Donations, Internal Revenue Generation (Interests on Investments / Rentals, Consultancy, IP Gains etc.,) and others are considered as major funding resources

Academic Receipts:

This may include Affiliation Fee, Inspection Fee, Admission Fee, Tuition Fee, Examination Fee, and Special Fee. The Affiliation Fee and Inspection Fee is to be paid by the Institution for an Affiliating University, whereas the Admission Fee, Tuition Fee, Examination Fee and Special Fee has to be paid by the student. Tuition fees bring in additional resources to improve quality. Since the future of institution is very much rests with the quality of educational system, including the infrastructure and facilities at institutions of higher learning. The Variable fees give universities an independent source of income. Variable fees also strengthen competition, shifting the balance of power from the central planner and producers to the consumers – the students and employers. The resulting competition benefits students, the university system, and the economy.

Fee Structure Receipts:

To create the funds the following fee structure receipts may be devised for proper distribution among different heads for effective functioning of educational institution.

General Fee Structure for Graduate Students:

| No | Existing Fee Structure | | Proposed | |
|---|---|---|---|---|
| 1. | Admission | | | |
| 2. | Counseling | | | |
| 3. | Tuition | | | |
| 4. | Exam Processing Fee | | | |
| 5. | Special Fee | | | |
| a. | - Games Fee | | - Games Fee | |
| b. | - Magazine Fee | | - Magazine Fee | |
| c. | - Poor Fund | | - Scholarship Fund | |
| d. | - Book Fund | | - Alumni Fee | |
| e. | - Student Welfare Fund | | - Student Activities | |
| f. | - Hand Book | | - Hand Book | |
| g. | - ID Card | | - ID Card | |
| h. | - Library Fee | | - Library Fee | |
| i. | - Lab Fee / Field Work Fee | | - Lab Fee | |
| j. | - Teaching Aid | | - Teaching AID | |
| k. | - College Development Fee | | - College Development Fee | |
| l. | - Admission Fee | | - University Fee | |

Special Fee to be paid by the Professional Course Students:

Special Fee is required to render better services and fulfill the student entitlements in more efficient and effective way as per UGC norms.

To charge and utilize this fee the Universities / Institutions are required to devise proper norms and provide the access to facilities created with the aid of this particular fee.

| No | Fee Structure for Services | Amount | College | University |
|---|---|---|---|---|
| 1. | College Functions | 100.00 | 100.00 | - |
| 2. | Group Insurance | 100.00 | 100.00 | - |
| 3. | Library Services and Reading Room | 100.00 | 100.00 | - |
| 4. | ID Card | 50.00 | 50.00 | - |
| 5. | Hobby Centre | 50.00 | 50.00 | - |
| 6. | Scholarship Fund Fee | 500.00 | 250.00 | 250.00 |
| 7. | Placement Cell | 250.00 | 150.00 | 100.00 |
| 8. | Computer Center | 500.00 | 300.00 | 200.00 |
| 9. | Publications | 100.00 | 50.00 | 50.00 |
| 10. | Examination Fee | 750.00 | 250.00 | 500.00 |
| 11. | Curriculum Development/Seminar Fee | 500.00 | 200.00 | 300.00 |
| 12. | Social Service Fee | 250.00 | 150.00 | 100.00 |
| 13. | Games and Sports | 250.00 | 150.00 | 100.00 |
| 14. | Alumni Fee | 500.00 | 200.00 | 300.00 |
| 15. | Research Fund Fee | 500.00 | 200.00 | 300.00 |
| 16. | Academic Audit and Department Development | 300.00 | 100.00 | 200.00 |
| 17. | Staff Development Fee | 500.00 | 250.00 | 250.00 |
| 18. | Website Maintenance & Automation Services | 200.00 | 100.00 | 100.00 |
| 19. | Total | 5500.00 | 2750.00 | 2750.00 |

Other Resources:

The State Universities be statutorily required to adopt revision of fee structure payable by the students by at least 10% for every three year period. In addition to the tuition fee, affiliation fee, special fee, services fee etc., the University garners on Alumni Support and Other mode of Philanthropic contributions.

- Donations/Grants from private companies/trusts/NRIs
- Establishing chairs/Schools/Departments
- Public Private Partnerships
- Knowledge Parks/Innovation Centers/Centers of Excellence
- 2% Corporate Social Responsibility funds
- Viability Gap Funding
- Rural Infrastructure Development Fund
- Innovative Debt Instruments
- Specific research grants with IPR sharing

The above mode of IRG may be distributed in different corpus fund accounts created for the specific purpose.

**% of IRG Distribution to various Fund Accounts:**

| Source | IDF | RDF | FSDF | SF | MF | DF | EF | PF |
|---|---|---|---|---|---|---|---|---|
| **Development Fee** | **40** | **20** | **10** | **20** | | | | **10** |
| **Affiliation Fee** | | | | | | | | **20** |
| **Examination Fee** | | | | | | | | **20** |
| **Tuition Fee Savings** | **80** | | | | | | | **20** |
| **Continuing Education Savings** | | | **80** | | | | | **20** |
| **Consultancy** | | | **50** | | **25** | **25** | | |
| **Testing Services** | | | **25** | | **25** | **50** | | |
| **Rentals** | **50** | | | | **50** | | | |
| **Other Income** | **100** | | | | | | | |
| **Savings of Block Grant/Approved Budget** | **100** | | | | | | | |
| **Savings of Research Grants** | | **100** | | | | | | |
| **Alumni Donations** | **50** | | | **25** | | | **25** | |
| **Sponsorships** | | | | **50** | | | **50** | |
| **Matching Grant from Government** | **100** | | | | | | | |

The above % distribution into various fund accounts need to reach a standard mature value created on the source of student, staff and faculty strength as base equivalence.

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