



INSTITUTE OF ADVANCED RESEARCH
The University for Innovation

Established under the Gujarat Private Universities Amendment Act 2011 and recognized under section 22 and 2(f) of UGC

Academic Policies and Procedures
(For Academic Session 2023-24)

S. Parth



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Purpose of the Academic Policies and Procedures

The Academic Policies and Procedures Manual serves as a guiding framework and resource for the academic community, including faculty, staff, students and administrators. The policies and procedures contained within this manual have been developed through a collaborative and consultative process, drawing upon the expertise and input of faculty, staff and relevant stakeholders.

It outlines the principles, regulations, and processes that govern the academic environment, ensuring the pursuit of excellence, fairness and integrity in all aspects of teaching, learning and scholarly activities. It also includes the rights and responsibilities of each stakeholder while following the academic policies and procedures.

As an institution, we remain committed to periodically reviewing and updating these policies and procedures to ensure their continued relevance and effectiveness.



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Vision and Mission of the University

University's Vision

The leader in intellectual and professional influence for the benefit of the society and the economy.

To achieve this vision at IAR, we have quality teachers and researchers with world-class lab facilities to train students to be thorough professionals and leaders. Our vision is to impart professional and technical skills and make them understand our culture & values with the societal and economic issues to grow into compassionate individuals who can make informed professional decisions benefitting the society at large.

To achieve this objective, we have various committees, several policies, cells and clubs.

Throughout the year, several activities are planned by the university, committees, and departments that help our students to understand societal issues, economic limitations and exchange information with the student's and leaders from all walks of life.

University's Mission

To provide outstanding professionally-focused educational opportunities with a broadly based curriculum and co-curricular programs that ensure our students will be most sought after by employers and universities in India and abroad.

We will achieve this through world-class research and innovation-led academic programs in partnership with employers through student-centric learning strategies and cutting edge learning environments. IAR is committed to achieve its mission to offer updated & world-class professional and technical skills. We make it possible with world-class faculties with PhDs from renowned institutions from all over the world, with specializations that cover all the courses we offer in our curriculum.

To make sure our staff and faculty are updated with the subject knowledge and are using the most appropriate pedagogy to impart certain knowledge and skills to our students, in house FDPs are arranged.

Our faculty members are well supported with the outstanding labs, library & computing facilities. We keep doing symposiums, conferences, webinars, workshops and guest lectures on regular basis. HODs and faculty members assist students in participating in various competitions not just for the winning but also to interact with other participants and learn more. IAR organized few annual events managed by our students. Such events help our students with various skill sets to achieve our objective.



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Our university tag line itself says- "University for Innovation". We have state of the art labs, incubation centres, Research and Innovation facilities to guide students to do quality research and to innovate something different for the welfare of the society.

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Constitution and Responsibilities of Board of Studies, Academic Committee and Academic Council

Constitution and Responsibilities of Board of Studies

1. Board of Studies is the academic body at the Department levels constituted to advice and report to the Academic Council on creation and review of course curriculum of academic programs and other related matters. The Board of Studies plays a crucial role in this endeavor, and its regular meetings and reconstitution help ensure the continuous development and refinement of the academic programs.
2. The Board of Studies panel shall be approved by Dean Academics on the recommendation of the respective Head of Department. On approval, it shall be notified by the Registrar office.
3. The composition of the Board of Studies shall be as under:
 - i. Chairperson-Dean Academics
 - ii. Head of Department as Member
 - iii. Academic Coordinator as Member
 - iv. Program Coordinator/Leader as Convener
 - v. Two Faculty of the discipline as Internal Members
 - vi. Two Faculty of the discipline from other Academic Institutions of repute as External Members
 - vii. One Industry expert of the discipline
 - viii. Alumnus of the University
 - ix. Two current students of the discipline in attendance
4. In case of absence of Chairperson, the meeting could be presided over by the Provost or President of the University provided the quorum is met. The quorum shall constitute presence of 50% of the members either in person or in online mode. If the quorum is not present within half-an-hour from the scheduled time, the meeting shall stand adjourned to such other date/time/place as the Chairperson may determine.
5. The minutes of the meeting of the Board of Studies shall be put up before the Academic Council for approval.
6. The Board of Studies shall meet to design the course curriculum for the new academic programs and once in three years to review the program. Each time it should be reconstituted as per the procedure laid before.



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7. Whenever it is considered necessary, Chairperson can ask to convene a joint meeting of two or more Board of Studies.
8. Meeting for Course Curriculum Design: The Board of Studies convenes to design the course curriculum for new academic programs. This meeting brings together the collective expertise and perspectives of board members to develop a comprehensive and relevant curriculum that aligns with the objectives of the program. Through collaborative discussions and informed decision-making, the board aims to create a curriculum that meets the needs of students, industry requirements and emerging trends in the field.
9. The Board of Studies holds a comprehensive program review once every three years. This review allows for an assessment of the program's effectiveness, relevance, and alignment with educational standards and industry demands.
10. After each meeting or program review, the Board of Studies is reconstituted according to the established procedure. The reconstitution process involves the nomination or selection of new board members, as necessary, to ensure a diverse range of perspectives and expertise. This procedure helps maintain the board's dynamism and facilitates the inclusion of fresh insights and ideas.
11. By adhering to this schedule and reconstitution process, the Board of Studies fulfills its responsibility to continuously improve and update academic programs. These regular meetings and reviews contribute to the ongoing enhancement of the curriculum, ensuring its alignment with industry standards, emerging trends, and the institution's educational goals.

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Constitution and Responsibilities of Academic Committee

1. The Academic committee serves as the principal committee responsible for deliberating, deciding, and providing recommendations to the Academic Council on various academic matters, policies and procedures. The committee plays a crucial role in shaping the educational landscape of the institution.
2. The members of the committee sit together at regular intervals of time to develop the ways and means to ensure that quality teaching-learning process should remain the topmost priority. This Committee also formulates the guidelines, rules and regulations of all Academic affairs of the University.
3. The Academic Committee is formed with the following members under the chairmanship of Dean Academics:
 - i. Chairperson-Dean Academics
 - ii. Head of Departments
 - iii. Academic Coordinators
 - iv. Program Coordinators/Leaders
 - v. Senior faculty member as Member Secretary
4. The Academic Committee may establish sub-committees of either a standing or an *ad hoc* nature. Membership of both standing and *ad hoc* committees should not be restricted to persons who are members of the University.
5. The Academic Committee normally meets six times per academic year. Minutes of the Meetings are brought in the noting of the Academic Council.
6. The quorum shall constitute presence of 50% of the members either in person or in online mode. If the quorum is not present within half-an-hour from the scheduled time, the meeting shall stand adjourned to such other date/time/place as the Chairperson may determine.
7. The Academic Committee is responsible to the Council for assuring the quality of the University's academic standards through its oversight of teaching and learning and outcomes.
8. The Academic Committee shall discharge such responsibilities as shall be delegated to it by the Council members.
9. The Academic Committee may advise any committee within the University on the academic matters which comes within its purview.



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10. The Academic Committee shall monitor the implementation of academic policies and procedures and initiate reviews and improvements.
11. The Academic Committee holds a program review once in a year. This review allows for minor changes in the course structure/content of the course curriculum.
12. Roles and Responsibilities of Academic Coordinator are to develop and review the course curriculum books of all academic programs of the department in academic committee and Board of Studies. They are also responsible to promote best practice in the teaching and learning process in the department. Academic Coordinators are also responsible to coordinate the academic audit of course files and departmental files.
13. Roles and Responsibilities of Program Coordinator/Leader are to champion the framing of the course curriculum book and participate actively with academic coordinator in reviewing it. They also serve as a central point of contact between students, faculty, staff and other departments on day-to-day basis. They are also responsible to work in tandem with academic coordinator to achieve the program objectives.

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Constitution and Responsibilities of Academic Council (Refer Statutes of IAR University)

1. Academic Council is the principal academic body of the University and is responsible for maintaining standards of education, teaching and learning, research, evaluation and shall exercise other academic duties and functions conferred by the Board of Management and Governing Body.
2. The constitution and establishment of the Academic Council, as a key governing body within our university, follow a defined procedure that ensures effective representation and expertise. The Provost, in consultation with the President of the University, undertakes the responsibility of constituting the Academic Council. This collaborative process ensures that the Council comprises individuals who possess the necessary qualifications, expertise, and experience to effectively contribute to academic governance.
3. Once the composition of the Academic Council has been approved, it is officially notified by the Registrar's Office. This notification serves to inform all members of their appointment and responsibilities as part of the Academic Council.
4. The members of the Academic Council shall be (Reference-Para 5 of the IAR University statutes):
 - i. The Provost;
 - ii. The Registrar;
 - iii. The Chief Finance and Accounts Officer;
 - iv. The Controller of Examinations;
 - v. Each dean or director of the constituent schools, departments and centres of the University;
 - vi. One member of the academic staff of non-professorial rank from each of the constituent schools, departments and centres of the University, subject to a maximum of three, who shall be appointed by the Governing Body.
 - vii. One representative from industry appointed by the Provost;
 - viii. Three persons appointed by the Sponsoring Body.
 - ix. Three representatives of educational establishments appointed by the Board of Management.
 - x. Any other co-opted member, guest invitee, who can contribute to the academic quality of the University.

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- xi. With the exception of those who are members by virtue of their office, members of the Academic Council shall hold office for two years but shall be eligible for reappointment.
5. The Registrar, the Chief Finance and Accounts Officer and the Controller of Examinations shall have no vote at any meeting of the Academic Council.
6. The Academic Council shall have the following powers and functions in addition to those conferred by the Act:
 - i. To review the academic affairs of the University and to report thereon and make recommendations to the Board of Management and the Governing Body;
 - ii. To make Ordinances relating to courses of study, examinations and other academic matters and submit them to the Board of Management for approval by the Board of Management and the State Government;
 - iii. To make Regulations necessary to give effect to Ordinances and submit them to the Board of Management for approval;
 - iv. To exercise all powers and functions delegated to it by the Governing Body or the Board of Management from time to time;
 - v. To discuss and declare an opinion on any matter whatsoever relating to the University;
 - vi. To award degrees (other than honorary degrees) diplomas and certificates;
 - vii. To make recommendations to the Board of Management and the Governing Body for the award of honorary degrees.
 - viii. The quorum for meetings of the Academic Council shall be shall be six and frequencies of meetings are three per academic year.

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Choice Based Credit System (CBCS)

The University undertakes a Choice Based Credit System (CBCS) lay down by University Grant Commission (UGC), New Delhi, India.

1. **Credit Based Semester System (CBSS):** Under the CBSS, the requirement for awarding a degree is prescribed in terms of the number of credits to be completed by the students as per UGC norms.
2. **Credit:** A unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week. A unit credit means 12 hours of the learning process. This may include theory, practical classes and tutorials or visits to the industrial units.
3. **Academic Year:** Two consecutive semesters starting with the Odd semester (I, III, V, VII, etc.) followed by the Even semester (II, IV, VI, VIII, etc.) constitute one academic year. The odd semester typically commences in June/July and ends in mid-November/December. Even semesters begin in December and ends in April, followed by the summer break. Deviations in commencement and closure due to holidays, closures required by regulatory bodies/ Government, natural calamities, including pandemic situations and other reasons will be notified by the Registrar office to the student's IAR email. They will also be available on the website. The maximum number of credits that a student can register for in a particular semester is twenty six. The minimum required number of credits is sixteen, except during the final semester when students who meet graduation requirements with fewer than sixteen credits may be considered. Course syllabi will be made available to the students in the classroom. The lesson plan and assessment methods will be communicated on the first day of instruction. Classwork will be conducted as per the lesson plan and scheduled during the timeframe of the semester. The faculty member assigned to the course will conduct continuous and formative assessments during the course period. At the end of the semester, the University may conduct a summative examination for certain courses. The Controller of Examination office will communicate the grades obtained through the EduSec portal. These grades will also be available on the National Academic Depository (NAD).

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4. **Course:** Usually referred to, as 'papers' is a component of a program. All courses do not require carrying the same weight. The courses define learning objectives and learning outcomes. A course has been designed to comprise lectures/tutorials/laboratory work/ field work/ outreach activities/ project work/ vocational training/viva/ seminars/term papers/assignments/ presentations/ self-study etc. or a combination of some of these.
5. **Course Structure:** The Students are expected to earn a minimum of 120/140 credits from a minimum of six semesters for qualifying for Undergraduate/Undergraduate (Honors) Program and Postgraduate Program students should earn a minimum of 80 credits. Students of B.Tech program are expected to earn a minimum of 160-164 credits from minimum eight semesters for qualifying for the degree. The University will lay down the list of programs for the award of degree as per guidelines of UGC.
6. **Discipline-Specific Core Courses:** This is the course which is to be compulsorily studied by a student as a core requirement to complete the requirement of a program in a said discipline of study. Also, the course designed for papers under this category aims to cover the basics that a student is expected to imbibe in that particular discipline.
7. **Discipline-Specific Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or which enables exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill.
8. **Ability Enhancement Compulsory Courses (AECC):** AEC courses are the courses based upon the content that leads to Knowledge enhancement; i. Environmental Science and ii. English/Hindi/MIL Communication. These are mandatory for all disciplines.
9. **Skill Enhancement Courses (SEC):** SEC courses are value-based and/or skill-based and are aimed at providing hands-on training, competencies, skills, etc.
10. **Practical/tutorials:** Each core and discipline-specific electives have a practical (2 credits) and/or tutorial (1 credit). The list of practicals provided is suggestive and each department has the freedom to add/subtract/edit practicals from the list depending on their faculty and infrastructure available. The addition will however be similar.
11. **Project work/Dissertation/Internship:** It is considered a special course involving the application of knowledge in solving/analyzing/exploring a real-life situation / difficult problem. A Dissertation/Internship work would be of 26 credits. A project/Dissertation/Internship work may be given in lieu of a discipline-specific elective

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course. In the summer, certain departments may offer summer internship as a component of the academic program. The term will typically be for eight weeks carrying a maximum of six(6) credits.

12. **Additional Credits:** Additional credits are provided for seminars, assignments and industrial visits. These need to be preferably from the chosen core/elective courses. These courses help motivate students to carry out self-study and develop communication and presentation skills, provide hands-on experience and increase confidence and leadership skills.

Program Code and Course Code Scheme

The Academic Program Codes of the University are categorized based on the program level, where the first letter of the code represents the level of the program, such as B for Bachelors, M for Masters, and P for Ph.D., while the remaining letters indicate the specific program code. Below is a Table representing the academic program codes of the University.

| Programs Level | Program Name | | Program Code |
|----------------|--------------|--|--------------|
| UG | B.Sc.(H) | Biotechnology | BBT |
| | B.Sc.(H) | Chemistry (Dropped) | BCH |
| | B.Sc.(H) | Microbiology | BMC |
| | B.Sc.(H) | Physics | BPHYH |
| | B.Sc. | Life Sciences | BLS |
| | B.Sc. | Biomedical Sciences | BMS |
| | B.Sc. | Physics | BPHY |
| | B.Sc. | Mathematics | BMT |
| | B.Sc. | Physical Sciences | BPS |
| | B.Tech. | Biotechnology | BTBT |
| | B.Tech. | Chemical Engineering | BTCE |
| | B.Tech. | Computer Engineering | BTCE |
| | B.Tech. | Electrical and Electronics Engineering | BTEE |
| | B.Tech. | Information and Communication Technology | BTICT |

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| | | | |
|----|----------|-------------------------------------|-------|
| | B.Tech. | Information Technology | BTIT |
| | B.Tech. | Mechanical Engineering | BTME |
| | Bachelor | Computer Applications | BCA |
| | B.B.A. | Bachelor of Business Administration | BBA |
| | B.A. | Economics | BAE |
| | B.Com. | Commerce | BCM |
| PG | M.Sc. | Plant Molecular Biology | MPM |
| | M.Sc | Life Sciences | MLS |
| | M.Sc | Biotechnology | MBT |
| | M.Sc. | Biotechnology (DBT Supported) | MDBT |
| | M.Sc. | Chemistry | |
| | M.Sc. | Chemistry - Analytical | MCHA |
| | M.Sc. | Chemistry - Industrial | MCHI |
| | M.Sc. | Chemistry - Organic | MCHO |
| | M.Sc. | Computational Biology | MCB |
| | M.Sc. | Data Science | MDS |
| | M.Sc. | Industrial Biotechnology | MIBT |
| | M.Sc. | Material Science | MMS |
| | M.Sc. | Microbiology | MMC |
| | M.Sc. | Molecular Medicine | MMM |
| | M.Sc. | Nanoscience and Technology | MNT |
| | M.Sc | Biosensor Technology | MBST |
| | M.Sc. | Physics | MPH |
| | M.Sc. | Information Technology | MIT |
| | M.Tech. | Chemical Engineering | MTCHE |
| | M.Tech. | Information Technology | MTIT |
| | M.Tech. | Computer Science and Engineering | MTCE |
| | M.B.A. | Master of Business Administration | MBA |

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| | | | |
|----------|---------|----------------------------------|------|
| | Ex. MBA | Executive MBA | MBAE |
| Doctoral | Ph.D. | Ph.D. in Biotechnology | PBT |
| | Ph.D. | Ph.D. in Business And Management | PBM |
| | Ph.D. | Ph.D. in Chemistry | PCH |
| | Ph.D. | Ph.D. in Computer Engineering | PCE |
| | Ph.D. | Ph.D. in Chemical Engineering | PCHE |
| | Ph.D. | Ph.D. in Physics | PPH |

Here is the schema that outlines the course code for the academic programs offered by the University.

Every Course offered in the University shall have a unique course code. A course code shall be LPCSNNXY, where

L indicates level of the Academic Program (B for Bachelors, M for Masters and P for Ph.D.)

PC indicates Academic Program Code

S indicates Specialization (optional)

NNN indicates Course Number

X indicates a course being an elective else core course and range from A to Z

Y indicates a course being Theory (T) or Practical/Project (P)



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Course Curriculum of Academic Programs

Course Structure and Course Content

The course curriculum is a carefully designed plan that incorporates inputs from multiple sources to ensure its relevance, quality, and adherence to regulatory guidelines. These sources include the industry, alumni, and agencies responsible for forecasting trends in the relevant field.

To begin the curriculum development process, the faculty initiates discussions regarding the course and its content. They consider various factors such as industry demands, emerging trends, technological advancements and feedback from stakeholders. These discussions help in identifying the knowledge and skills that students should acquire upon completion of the program.

After the initial discussions, the course content undergoes a review process. This review involves evaluating the content's alignment with the program objectives, industry requirements and regulatory agency guidelines. The content is assessed for its comprehensiveness, depth and practical applicability.

Throughout the implementation of the curriculum, periodic evaluations and assessments are conducted to measure the achievement of Program Outcomes (PO) and Course Outcomes (CO). These outcomes serve as benchmarks to ensure that the intended objectives of the program are being met. If necessary, modifications, such as updates, additions, or deletions, are made to the curriculum to address emerging trends, feedback from stakeholders, or changes in regulatory requirements.

The Course Curriculum Book shall have three sections with detailed specifications of:

Academic Program: It contains program's educational objectives, learning outcomes and a detailed program structure, minimum credit requirement to complete the program within the maximum duration allowed.

Course Structure: Course codes and titles, course classification, type of course, a detailed course content, teaching and learning process, number of contact hours, credits earned on successfully completing the course and the evaluation process. Semester-wise list of Courses along with their types (Core/Elective) and contact hours L-T-P (Lecture-Tutorial-Practical) wise Credit structures. In case of Elective Courses, their categories (Program Elective/ Specialization Elective/Open Elective/General Elective/Discipline Specific Elective etc.) shall also be mentioned. The L-T-P wise Credit structure of a Course shall represent the number of weekly



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sessions of Lecture, Tutorial and Practical respectively, while the sum of such weekly sessions shall indicate the Credit of the Course. For example, the L-T-P wise Credit structure of 3-1-0 of a Course shall indicate that the Credit of the Course is $(3 + 1 + 0) = 4$ and it shall have 3 Lecture sessions, 1 Tutorial session and 0 Practical sessions in a week. Generally, each of one Lecture session and one Tutorial session shall be of one hour duration, while one Practical session shall be of two hours duration in undergraduate and three hours duration in post graduate.

Course Content: There shall be a well-defined syllabus for each course containing the following:

- i. A set of course outcomes mapped with Program outcomes and Bloom's taxonomy of the Course.
- ii. Broad topics of theory unit wise and/or a list of practicals to be covered in the Course.
- iii. Short lists of textbooks, reference books, online and other resources required.
- iv. Prerequisite of the Course, if any.

Following Table represents the template of a course curriculum book.

| S.No. | Contents |
|-----------|--|
| A. | PART I: Preamble |
| 1 | Introduction |
| 2 | Program(s) offered |
| 3 | Academic Calendar |
| 4 | Choice Based Credit System |
| 5 | Course Structure and Curriculum |
| 6 | Teaching and Learning Process |
| 7 | Eligibility Criteria |
| 8 | Examinations and Evaluation Process |
| 9 | Plagiarism |
| B. | PART II: Course Structure |
| 10 | Program Outcomes and Program Specific Outcomes |
| 11 | List of Courses |
| 12 | Summary of Credit Distribution-Semester wise |
| 13 | Course Structure |
| C. | PART III: Course Content |

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Approval of Course Curriculum

1. The reviewed course structure and content is presented to the Board of Studies, which typically consists of faculty members, industry experts, and representatives from relevant fields. The board provides suggestions, recommendations, and deliberations based on their expertise and experience. Their input helps in refining and enhancing the curriculum to meet the desired outcomes.
2. The Curriculum Structure of every Academic Program including the course structure and content shall be approved by the Academic Council of the University on recommendation of the Board of Studies of the concerned Department.
3. Any major modification in the Curriculum Structure and/or the Syllabus of a Course shall be approved by the Academic Council of the University following the due process outlined before. Any minor modifications shall be approved by the Academic Committee the Minutes of the Meeting shall be shared with the Academic Council for noting.

Maximum Duration of an Academic Program

The maximum duration for a student for complying with the Degree requirement is represented in the following Table.

| Academic Program | Normal Duration for completion of the Degree (Years) | Maximum duration for completion of the Degree (Years) Period of Semester withdrawal will not be counted |
|--------------------------------|--|--|
| B.Sc. (Honors), BBA and BCA | 3 | 5 |
| B.Tech. | 4 | 6 |
| M.Sc. | 2 | 3 |

At any earliest point of time during the entire program, if a student is not able to complete the program within maximum permissible time, a maximum of one more year could be given under extra-ordinary circumstances by the Provost for completing the program. Further, s/he will have to relinquish the program at that point of time if not completed.

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University Academic Calendar

The Academic Calendar plays a crucial role in providing information and acting as a planner for various stakeholders within an institution, including students, faculty members, support staff, administration and management. It serves as a foundational document for organizing and scheduling academic activities and aligns with the vision and mission of the University.

The process of developing the Academic Calendar involves extensive discussions among key individuals, including the Head of Departments, Academic Coordinators, Controller of Examinations, and members of the University Management Committee. These discussions ensure that all relevant factors are considered. The finalized calendar is then circulated to all students, faculty and support staff well in advance of the commencement of the academic session. This helps stakeholders plan their activities and schedules accordingly.

The Academic Calendar is made readily accessible to everyone by being displayed on the institution's website. Additionally, students are informed about the calendar through their IAR email accounts, ensuring they are aware of important dates and events.

The Office of the Academic Affairs typically takes responsibility for maintaining the effectiveness of the entire process. Key information included in the Academic Calendar typically consists of the dates for the beginning and end of each semester, mid-semester examinations, semester-end examinations, the duration of the summer vacation, and the total number of teaching days in an academic year. The inclusion of around 180 teaching days ensures an adequate amount of time for teaching and other related activities.



Policy on Transfer of Credits

Purpose:

The objective of the Credit Transfer Policy is to establish a structure that encourages and facilitates the transfer of credits obtained from external universities and online courses, in accordance with the guidelines set by the UGC. It aims to foster student mobility and inter-university transfers within India and internationally.

Scope:

This Policy applies to all enrolled students in any academic program across all departments of IAR and students of other UGC approved institutions seeking admission at IAR through credit transfer policy.

Policy Guidelines:

Credits transfer can be described as the mutual acceptance of credits between two entities. This entails recognizing the numerical value of competencies acquired by a learner or student upon completion of qualifications. The transfer of credits is only feasible when the concerned awarding bodies acknowledge the credits and there is an agreement between the body allocating credits and the body accepting them. Meeting the required number of credits allows a learner to meet the eligibility criteria for program entry.

The comprehensive credit transfer scheme entails three aspects:

1. Combining studies at IAR with SWAYAM/MOOC course enrollment.
 - i. In accordance with the 2021 regulations of the University Grants Commission's Credit Framework for Online Learning Courses via SWAYAM/MOOC, the University has the discretion to permit a maximum of forty percent of the total courses offered in a specific Program during a semester to be conducted through Online Learning courses via SWAYAM/MOOCs.
 - ii. The Academic Council of the University approves a list of courses eligible for credit transfer, which can be accessed on SWAYAM/MOOCs. A designated SWAYAM/MOOCs Coordinator will be assigned by the University to assist students throughout the course. The students will receive an email containing the list of courses approved for credit transfer in their specific Program.
 - iii. The University will include the marks/grades obtained through SWAYAM/MOOCs in the student's current/final gradesheet, which will contribute towards the degree award.



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- iv. Students may take up to 40% of the total courses in a semester in a program through SWAYAM/MOOCs as per the new notification of the University Grants Commission.
2. Students from IAR transferring their credits to other universities or educational institutions.
 - i. IAR shall facilitate transfer of credits earned by its students to other Universities/educational institutions as per the procedures laid down by ABC.
 - ii. Credit transfer will only be permitted for the courses which the student has successfully passed.
 - iii. The Examination office, upon receipt of an application with requisite fees shall issue complete transcript of the Courses taken by the student in the University. These could be forwarded to the University/educational institution concerned by Student Affairs cell of IAR.
3. Accepting credits earned by students from other universities.

Following procedures are required to be followed to facilitate transfer of credits:

- A. First/Second/Third Year of Graduation successfully completed at UGC approved institutions/Foreign University and seeking admission in Second/Third/Fourth Year of Graduation Program at IAR.
 - i. In the event that a student has successfully completed the first or second year of a graduation program that covers similar content to what is offered at IAR (Institute of Advanced Research), but had to take a break due to unavoidable circumstances, they have the opportunity to transfer the credits earned earlier. By doing so, they can gain admission into the second or third year of an equivalent graduation program offered by IAR and benefit from the credits they have previously earned. Credit transfer can be considered only for the courses at same level or above.
 - ii. Individuals in this situation are required to submit the specified application along with their gradesheet, a comprehensive syllabus of the program studied, migration certificate and in the case of degrees awarded by foreign universities an equivalence certificate from the Association of Indian Universities. These documents should be submitted to the Student Affairs cell of the University for approval, which will be granted by the Head of Department or the Dean of Academics.



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- B. Individuals who have successfully completed their first year of post-graduation at UGC-approved institutions and are interested in seeking admission to the second year of a post-graduation program at IAR.
- i. In the event that a student has successfully completed the first year of a post-graduation program with content similar to what is offered at IAR but had to interrupt their studies due to unavoidable circumstances, they have the opportunity to benefit from credit transfer. Such students will be considered eligible for admission to the second year of an equivalent post-graduation program offered by IAR.
 - ii. Individuals in this situation are required to submit the specified application along with their gradesheet, a comprehensive syllabus of the program studied, migration certificate and in the case of degrees awarded by foreign universities an equivalence certificate from the Association of Indian Universities. These documents should be submitted to the Student Affairs cell of the University for approval, which will be granted by the Head of Department or the Dean of Academics.

Academic Bank of Credits

The Academic Bank of Credits (ABC) is a digital educational platform designed to enhance the smooth movement of students between Higher Education Institutions that offer degrees. Its purpose is to establish a structured system for recognizing, accumulating, transferring, and redeeming credits, with the goal of encouraging flexible and distributed teaching and learning. Through the ABC platform, students will have the opportunity to acquire a unique ABC ID, access an interactive dashboard to track their credit accumulation and utilize a choice-based credit transfer mechanism. Moreover, the Higher Education Institutions can check the eligibility of the transfer request of student for credit transfer based on the UGC Guidelines and can approve/reject credit transfer request partially or fully based on the course structure.

The provisions of this policy are subject to change as per the guidelines of the UGC and other regulatory bodies in this regard from time to time.

Medium of Instruction and Examinations

English is the only medium of instruction and writing examinations. The student who has difficulty in the language will be provided with learning support to develop and improve.

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Pedagogy-Teaching and Learning Process Policy

Purpose:

The objective of this policy is to set forth the core principles that will guide the teaching and learning process. The University strives to revolutionize the educational journey of each person by fostering innovation, creativity, diversity, and a wide range of academic offerings. It seeks to provide exceptional teaching and learning opportunities and extend its influence globally.

Scope:

The scope of adherence to the Teaching and Learning Policy encompasses not only the faculty and staff but also includes guest faculty, visiting speakers, as well as undergraduate and graduate students of IAR University.

Curriculum and Pedagogy:

Institute of Advanced Research, being a research-oriented establishment, places great importance on the interconnectedness of research and teaching. The teaching is influenced by the work of researchers; the development and implementation of undergraduate and graduate curricula are most effectively carried out by passionate faculty who actively participate in both teaching and research endeavors. The commitment lies in creating optimal and suitable environments for meaningful interactions between faculty and students, as well as fostering engaging interactions among students themselves.

Cultivating the desired graduate attributes as outlined in the NHEQF (National Higher Education Qualification Framework), it is essential to employ targeted pedagogical methods that cater to the unique learning requirements of students. Therefore, an effective teaching-learning process should establish connections among graduate attributes, learning needs, and pedagogical approaches, thereby fulfilling the objectives of outcome-based education.

The curriculum of academic programs, imbued with a multi-disciplinary approach, enables students to engage with and explore diverse courses across various disciplines. There is no strict demarcation between these disciplines, as the curriculum encourages an integrated learning experience. Through this curriculum, students can develop a comprehensive and holistic understanding of the subject matter.



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Innovative Curriculum:

IAR's foundation lies in a cutting-edge curriculum that combines theory, tutorials and practicals to cultivate experiential learning. This dynamic curriculum is continuously updated to promote active learning and undergoes regular evaluation by external academicians. By integrating technology into classrooms and employing a skilled faculty, IAR aims to maximize opportunities for students. With a research oriented curriculum, students are equipped with the necessary scientific and technological skills. The interdisciplinary approach of IAR harmonizes diverse perspectives from scientific, engineering, technological and management realms. The faculty is motivated to include different approaches of innovative pedagogy like flipped classrooms, project based learning and critical pedagogical approach.

Teaching Pedagogy:

IAR's pedagogy is induced with an interactive session to create an intuitive ambiance and stands apart as it encourages communication and activity-based learning for better learning outcomes among students. The University follows choice based credit system to create a pro student educational system. Following an Outcome-Based Education approach focuses on defining desired learning outcomes and aligning pro student educational processes to achieve those outcomes. Thus the pedagogy at IAR emphasizes the development of specific knowledge, skills and attitudes in students, enabling them to demonstrate their competence in various areas.

The faculty at IAR are driven and motivated to continually create an atmosphere to assist and evaluate student learning. The University has integrated compulsory English Communications in the curriculum for all undergraduate courses. Entrepreneurial and General Management courses are part of curriculum of all academic programs. The extra co-curricular activities include sporting events that develop a teamwork spirit and leadership by cheering and participating together. Other campus recreational activities include fitness in gymnasium, exploring hobbies in student clubs, comprehensive counseling and medical services.



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Experimental Learning:

The University continuously strives to cultivate profound learning by bridging the gap between academia and the industry. It advocates for a practical "hands-on training" methodology that surpasses conventional classroom education, enabling students to acquire firsthand experiential knowledge. The university boasts exceptional laboratory infrastructure that offers students a comprehensive practical training akin to real-world industry settings, ensuring graduates with an entrepreneurial mindset are produced. This is further reinforced by regular visits to companies and compulsory internships lasting one semester. Additionally, IAR implements diverse initiatives to instill a sense of public service in its students. Engaging students as a team significantly influences their personal growth and development.

Research as Pedagogy:

Introducing research as a pedagogical tool in higher education presents a unique opportunity and creates an ideal learning setting where students can independently delve into courses, resulting in more enjoyable and enduring learning experiences. This approach seeks to foster knowledge acquisition, establish factual information, gain deeper insights into the workings of the real world, boost motivation and personal growth and stimulate the formation of innovative theories. Through active involvement in research, students can gain a better comprehension of the reasoning behind others' scholarly investigations.

Information & Communications Technology (ICT) in the Teaching and Learning Process:

The utilization of ICT plays a vital role in promoting learner-centered interactions and collaborative tools. Additionally, ICT tools are instrumental in fostering cognitive skills such as summarizing, visual presentation, and concept mapping, among others. Faculty has the capability to deliver knowledge in diverse digital formats, including videos, infographics and visual representations of information. Furthermore, they can enhance learner engagement and encourage collaboration through the utilization of discussion forums, quizzes, sharable documents, blogs and other similar tools.

Over the past decade, the integration of digital technologies in classrooms has consistently grown. Faculty strive to incorporate technologies like desktops, laptops, tablets, and smartphones, ensuring effective learning across various courses. While incorporating ICT-based resources and activities into academic



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programs can present challenges, the use of ICT resources is considered an essential skill that all learners should develop. It is crucial for today's generation of learners to utilize ICT resources for accessing, processing, evaluating, and communicating information and data. The adoption of ICT equally benefits learners and teachers, fostering innovation and engagement.

Modes of Teaching Learning and Pedagogical Approaches:

The Program Coordinators can choose to keep the following modes of instructions in the curriculum of their academic programs in consultation with academic coordinator, Head of Department and Dean Academic:

1. Online mode of instruction for courses that carry upto 40% of the total credits of the academic program. These online courses could be from Swayam, NPTEL or other established MOOC platforms as approved in the academic council.
2. Offline mode of instruction which included brainstorming, case based learning, project based learning, inquiry based learning debates, seminars, group assignments, group discussions and flipped classrooms.
3. Blended Mode of Teaching- Faculty has the flexibility to integrate traditional classroom-based learning activities with online learning components. For eg: To facilitate the complete course, distribute the video lectures among the students, utilize Internet-Based Learning (IBL) to encourage self-directed learning, where students engage in internet-based projects such as the search and learn method. Additionally, implement regular online assessments including quizzes, assignments, tests and examinations to assess learning outcomes.

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Teacher support and development

Utilizing suitable pedagogies is crucial for ensuring effective teaching. However, the teaching-learning process involves various other elements, such as cultivating the ability to assess learner needs, expanding the teacher's role as a mentor and facilitator and utilizing library sources. These aspects further enhance the role of pedagogy in promoting teaching effectiveness.

Methods adopted at IAR to bring teaching effectiveness through broadening the role of teaching pedagogy are:

- i. Organizing Faculty Induction Program in a structured manner.
- ii. Conduction of regular Faculty Development Program is mandated every year.
- iii. Access to general reading material in the library.
- iv. Active participation in seminars and conferences.



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Remedial Teaching Classes

Remedial classes are conducted for several reasons, including:

- i. Students with a slower learning pace.
- ii. Students who frequently miss classes.
- iii. Teachers being unable to fully engage in classes due to their university obligations.
- iv. Students' involvement in sports and other extracurricular activities.
- v. Occurrences such as festivals and unforeseen holidays.

In order to ensure comprehensive course coverage and promote a thorough understanding of concepts among students, it is necessary to arrange remedial classes. Consequently, additional assignments are given to students in the relevant course, and they are tasked with conducting remedial classes. The purpose of these classes is to adequately cover the syllabus, enhance comprehension of concepts, and address any doubts or difficulties faced by slower learners.

Whenever necessary, remedial classes are arranged for students who require additional support. In these classes, instructors offer explanations and clarifications on challenging courses, address study skills and strategies, and provide helpful tips for writing examination answers. The teaching-learning process is enhanced by keeping class sizes small.

IAR has an English Language Proficiency encourages students to enrich their level of English language proficiency. Students belonging to vernacular background are encouraged to participate in non-credit Foundation Course-I and II offered by the University.



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Student Attendance Policy

A Purpose of the Student Attendance Policy

1. The aim of the student attendance policy is
 - to promote and encourage high level of engagement by all students across all courses and at all levels.
 - to ensure uniformity in implementation across the University.
 - to help the students make the transition from school / college to higher education.
 - to promote lifelong learning skills and competencies required for the workplace on graduation.
2. Attendance enhances the quality of the learning experience for the student as an individual as well as for the learning group of which they are a member and contributes to the achievement of individual academic potential. Academic sessions / class activity involves discussions / simulation exercises / individual / group activity that depend upon the value of the participants attendance and learning of the group as well as others.
3. Students are required ideally to be present in the course with 100 percent attendance. Attendance will mean full presence in all scheduled contact hours between the tutors and the students and will consist of lectures / tutorials / seminars practical / workshops / mentoring sessions and any other contact between the tutor and the students. Attendance reflects on sincerity, diligence and drive in learning of students.
4. Student's attendance in every session during contact teaching / lab sessions will be recorded. B

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B. Minimum Attendance Requirement

5. Although students are expected to be 100 per cent present, due to certain unavoidable reasons / exceptional circumstances mentioned below, a student may not be able to maintain the figure of 100 per cent.
6. A minimum of 75% attendance is required to be maintained by every student in each & every module during each semester / level / term. The 25% relaxation in the attendance policy accommodates the following:-
 - minor impediments / illness / indisposition
 - personal exigencies
 - short hospitalization
 - compassionate grounds (tragedy / accident in the family)
7. In case of the above illness / medical reasons, the duly attested copies of the Doctor's prescription and medical fitness certificate clearly mentioning the duration of the treatment should be submitted to the Course Coordinator only by the student on the first day of joining the University after the absence.
8. In the event of a student being prevented from attending classes regularly owing to prolonged illness/hospitalization, temporary but serious disability, or any other genuine exigency of a protracted nature e.g. tragedy / accident in family, it should be communicated in writing with relevant proof to the course leader as soon as the event/exigency has occurred. The University will consider such circumstances sympathetically; however, no consideration will be given in the event that the communication has been made by the student/parent/guardian after the lapse of one working week / seven days since the onset of the exigency, or after issue of a notice of debarment. The University will not condone attendance defaults due to marriage in the family, self-marriage, family function, family trips, US Green Card mandatory requirements etc.

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C Shortage of Attendance.

9. A student with shortage of minimum attendance requirement, as mentioned above, will be issued continuous counselling / warning via email / SMS every week. Formal letters would be dispatched from the University at the mid semester, provided the attendance is found to be short of the mandated 75% (till date) to make up for the shortfall during the rest of the semester.
10. If deficient of 75 per cent attendance in any module at the at the stage of 16 weeks of a semester, you will be issued a written note of debarment / non-progression by the University, with a copy addressed to the parent/guardian, indicating that you have been deficient in minimum attendance requirement.

D Continuous absence for four weeks.

11. In case you have not attended the classes continuously for four weeks for any unexplained reason, it will be presumed that you have left the course on your own and in such situation; your registration will be deemed as cancelled.
12. However, you can appeal for re-registration, subject to approval by a Special Committee. Re-registration, once approved by the committee, will be done on the payment of re-registration fee within 2 weeks of approval by the committee.

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Policy to address Dropouts and Absentee Students

Scope:

The policy shall apply to dropouts and students who are not attending the classes regularly after the commencement of the Semester.

Mechanism:

1. If a student remains absent continuously for 7 days without any written communication, the mentor shall contact the student by email/SMS and phone call (with an email copy marked to the Head of Department) to enquire and counsel the student regarding the importance of attending classes regularly.
2. If the student remains absent continuously for 14 days without any written communication, the mentor shall contact the parent of the student by email/SMS and phone call (with an email copy marked to the Head of Department and student) to enquire and counsel the parent regarding the importance of attending classes regularly.
3. If the student remains absent continuously for 21 days without any written communication, the mentor shall contact the student and parent by email/SMS and phone call (with an email copy marked to the Head) to report in person at the office of the Head of Department within a week.
4. If the student remains absent continuously for 28 days and does not show up for the formal meeting within the stipulated time, the Head of Department shall formally inform Dean (Academics) office. A recommendation to Registrar by Dean (Academics) after due consultation with mentor and Head of Department shall be sent to Registrar to deregister the student from the official rolls.
5. The Registrar office on receipt of recommendation shall initiate the process of deregistration by issuing a warning letter by email and post to the student with a copy to the Head of Department and parent asking the student to report in person to the Registrar office within a week failing which his/her name shall be deregistered from the official rolls.
6. If the student fails to show up for the formal meeting within the stipulated time, Registrar Office shall be at liberty to deregister the student from official Rolls and circulate the same to the concerned Head of Department, Account Section and Student Affairs Office.

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7. In case a student applies to the Head of Department/Mentor/Student Affairs Office for withdrawal of admission or discontinuing the course of study as per rules, it should be communicated to the Registrar's office to initiate the proceedings of deregistration.

Policy on Peer Review of Teaching

Purpose

This policy outlines the review process of teaching performance of faculty by colleagues, usually in the same or a similar discipline, with the purpose to provide faculty with suggestive feedback that will assist them to take necessary measures towards improving their teaching abilities.

General features of the Peer Review of Teaching

1. Peer review will normally involve Lecture/Tutorial/Practical/virtual classroom observation.
2. The reviewer - a peer - uses a record sheet for recording their observations during the review. If areas for change/improvement are identified they are communicated to Dean Academics/Head of the Department.
3. Peer review may take place as part of the probationary period where the Dean Academics/Head of the Department may review inexperienced/new faculty for their teaching abilities. It can also be a part of the personal and professional development of other faculty members if student feedback warrants a requirement of a peer review of their teaching.
4. All newly joined faculty to be reviewed in their first year of employment at the beginning of the semester.
5. Reviews are flexible and do not adopt an audit approach. Positive and constructive feedback is encouraged and areas of development or action points may be highlighted.



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The Process of the Peer Review of Teaching

Before the recording of observations

A senior faculty of the University may be requested to peer-review a session. The Head of Department may delegate the nominated reviewers to Dean Academic office. The faculty member being reviewed should be informed in advance with a copy of unfilled record sheet.

During the recording of the observations

The reviewer should arrive before the session starts and plan on staying for an appropriate duration in the session. The reviewer should fill their observations during the session in the attached template and should never intervene in any way. Once the review is over the record sheet should be returned to the Head of Department/Dean Academics office.

Following the recording of the observations

The reviewer should submit the observation and reflect on any issues with Head of Department/Dean Academics who would further communicate any concerns with the faculty member. If required a subsequent review can be organized to observe the improvement. Any good practice identified in the process should be shared more widely with academic community by the Head of Department.

Checklist for recording observations during Peer Review of Teaching

| | |
|---|--|
| Department | |
| Name of Faculty being peer reviewed | |
| Academic program and Semester | |
| Type of Activity | Theory/Practical/Virtual Classroom/Other |
| Date of review | |
| Venue | |
| Number of students present in the classroom/laboratory | |
| Area of observation(s) | Observation(s) and Suggestion(s) |
| Organization of lecture/experiment instructions delivery: | |

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| Was the material well organised, so that the students could follow the structure or sequence adopted? | |
| <i>Audibility:</i> Could the faculty be clearly heard, even by students at the back bench/working bench of the room? | |
| <i>Pace and timing:</i> Was the course content presented at an appropriate speed? | |
| <i>Usage of Audio-visual aids:</i> Were audio-visual aids used wherever required? | |
| <i>Class Control:</i> Was the faculty able to keep students orderly and attentive during the session. | |
| <i>Stimulation of interest/critical thinking in the course content:</i> Did the faculty interact with students e.g. by giving opportunities for asking questions/comments/ drawing student interest/experiences? | |
| Any other observation(s) | |

Signature of Reviewer



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Academic Excellence Awards Policy

Preamble

This document outlines the policies and procedures for the establishment of Faculty and Student recognition awards in the university. The purpose of these awards is to acknowledge and honor students for their academic achievements and overall excellence. The policy sets forth the criteria, decision-making processes, and methodology for granting these awards.

Scope

The Institute recognizes the achievements of its students, faculty and staff in the form of several academic excellence awards. These excellence awards are presented on the Foundation Day ceremony based on the performance in the previous academic year.

Objectives

1. To motivate students to keep excelling in academics and recognize their efforts in co-curricular and extra-curricular activities.
2. To appreciate the faculty and staff and highlight their achievements, efforts and distinction to advance academic and administrative work.
3. To motivate faculty members to use modern educational practices to achieve excellence in teaching and learning process.
4. To spread the culture of excellence, creativity, commitment and quality.

Excellence Awards Committee

The Constitution of Excellence Awards Committee plays a vital role in promoting a culture of excellence and recognizing outstanding achievements. It representatives members from all departments and responsible for the formation and administration of excellence awards to establish the criteria and selection process for recognizing students, faculty and staff that have demonstrated excellence in their particular field. The committee ensures transparency and fairness in the selection process.



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List of Excellence Awards and their Criteria.

| S.No. | Name of Award | Criteria |
|--|---|---|
| Academic Excellence Awards | | |
| 1. | Late Shri Gopichand Goyal Award | The eligibility criteria for receiving the IAR Academic Excellence Awards are based on the CGPA attained by students. The student with the highest CGPA among their peers in the previous level of their program or cohort is selected as the recipient of the award. |
| 2. | Late Shrimati Manjula B Pandit and Late Shri Bahadurshah M Pandit Award | |
| 3. | Late Shrimati Jashoda Devi Ganpat Singh Rajput Award | |
| 4. | Late Shrimati Pramila Nadgauda Award | |
| 5. | Sportsperson of the Year | This is awarded to the student who has excelled in their chosen field of sport. He or she has represented on a regional/national level or has excelled within the university sports structure. |
| 6. | Kalabhoomi Puraskar | This is awarded to the student who has excelled in their chosen field of music, dance, skit or theatre. |
| 7. | Student Volunteer of the Year | Student volunteer who has made exceptional contributions to co/extra-curricular activities at the university. |
| 8. | Best Startup in ISEC | Startup awards serve to acknowledge and celebrate the accomplishments of emerging startups. The startup must have been incubated in ISEC. The startup must have a product and/or service in the market. It must have a team of two or more people. |
| Faculty and Staff Excellence Awards | | |
| 9. | Best Teacher Award | Faculty member who has contributed with dedication to education, positively impacting their students' lives. |

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|-----|-----------------------|---|
| 10. | Best Researcher Award | Faculty member who significantly contributed in the field of Research and Innovation and/or secured outstanding achievement. |
| 11. | Best Employee Award | Employee who demonstrates exemplary leadership, initiative, resourcefulness and actively pursues work-related goals, serving as an inspiration to others. |
| 12. | Most Valuable Player | Faculty or staff member who contributed the highest and/or consistent level of individual performance in the university administrative activities. |

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Policy on Award of Gold Medal

1. The Gold Medal will be awarded for each academic program or cohort of programs to let every graduand get the opportunity to participate in the competitive process.
2. The student who secured the highest CGPA among eligible candidates shall be awarded Gold Medal at the end of the academic program. The minimum requirement of CGPA for a candidate to be eligible for the award of Gold Medal shall be 8.00.
3. Student must have passed all the semester end examinations in first attempt, i.e. there have been no reappear/backlogs in any course(s) during the period of the study. However, if a candidate passes the course(s) after re-evaluation of the main exam then it shall be treated as single attempt. The candidate who got backlog on account of absence in any course in the examination shall not be eligible for award of Gold Medal.
4. Students must have completed all requirements for the degree program during the minimum prescribed duration.
5. In case two or more candidates have secured the same CGPA, the following criterion, in order of preference, shall be followed to decide the Gold Medal: (a) The candidate with the highest total marks obtained in the academic program shall stand higher in position. (b) The candidate with the highest total marks obtained in theory courses of semester end examinations in the academic program shall stand higher in position.
6. Gold Medal shall not be awarded for those academic programs where the class size is less than fifteen.
7. A certificate of merit to every Gold Medal awardee shall also be issued.
8. The award of the Gold Medal shall be subject to the student's good conduct and behavior during their stay at the University.

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Student Support and Progression

Purpose:

The purpose of the Student Support Policy is to set out the nature and scope of support services available to all students of IAR. It details the support processes, mechanisms and services designed to enable student progression, student achievement of learning outcomes and ultimately enable student success.

Scope:

This Policy applies to all enrolled students in any academic program across all departments of the University.

Policy Principles:

1. The University's dedication lies in delivering prompt and tailored assistance to every student, aiming to foster a constructive learning journey, enhance knowledge and various skills, including language proficiency, and prioritize personal well-being. The University supports students and also fosters independence by encouraging them to be responsible for their own learning.
2. The University's commitment extends to guaranteeing equal opportunities for all students, irrespective of their educational and socio-economic background. It strives to ensure their successful transition and advancement in their chosen program of study.
3. The University is dedicated to continuously allocating resources and enhancing a variety of support services that acknowledge and cater to the academic, personal, technical, and language needs of all enrolled students. This commitment reflects the University's ongoing efforts to provide comprehensive and evolving assistance for its student community.

Scope of Services:

The University has formulated its student support services approach to align with the various stages of students' academic journey, spanning from admission to graduation. It encompasses the following aspects:

a. Student Induction and Orientation

- i. Prior to the start of classes, the University arranges a Student Induction Program (SIP) for new students. The sessions of SIP enhance the information already shared with students through the induction kit, offering valuable insights into academic activities, library resources and access, IT

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services, campus safety information, language and personal support services, as well as locations and accessibility. Students are also provided with information that sets out student responsibilities and code of conduct including expectations of behaviour, academic integrity, academic progress and attendance. An Orientation Program for the returning students is also organized to apprise them of the recent developments of the University and updation in any University policies related to student learning.

- ii. The University facilitates interactions between students and key personnel such as officers, Heads of Departments, and staff members from various departments including Examination, Library, IT, and Student Affairs. This platform allows students to seek assistance, gain a deeper understanding of the University and its services, and ask any questions they may have regarding their academic journey.
- b. Learning Resources
- i. The library is a vital component of academic life at the University. Apart from the conventional books, periodicals, magazines, newspapers and journals, the library has a range of learning materials that cater to various learning needs of students. The University library resources include collection of printed journals and e-resources that includes e-databases and online journals.

Information Technology Support

- i. The University uses a student Learning Management System (LMS) that:
 - supports remote and mobile access,
 - manage and support online teaching
 - provides technology to enable online academic support
 - provides facility for online feedback surveys
 - enables uploading of attendance by faculty and monitoring by students
 - Display of awards of mid semester/ semester end examinations, downloading of Hall ticket and result declarations.
- ii. The Information Technology Centre provides a robust, reliable, and secure IT infrastructure and support services for the University student community.



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c. Student Counseling Support

Psychological Counseling

Career Counseling

The University helps students obtain information about specific careers and post-study professional opportunities by the Placement Cell team. It provides information and support for on-campus recruiting and local advice on contacts to assist students to make career connections. In addition, department placement coordinators provide assistance with career planning, resume writing and interview techniques.

d. Language Proficiency Support

The University has integrated compulsory English Communications in the curriculum for all undergraduate courses.

e. Student Access Faculty

i. Faculty allocates an average of 3 hours a week to provide additional student consultation for faculty hour meetings with students. Students can seek additional support relating to any aspect of their studies, seek clarifications or request specific feedback.

ii. Students need to seek prior appointments with the faculty for faculty hour meetings.

f. IAR Scholarship Scheme

i. Institute of Advanced Research provides Merit Scholarships to the students who are pursuing undergraduate, postgraduate and PhD programs. The purpose of Merit Scholarships Scheme is to attract young and talented students to the university to pursue higher education and to identify the potential candidates for innovative research.

ii. To support students who may face financial difficulty from time to time. It is also the intention of the University to enable students to achieve their academic goals and support them to excel in their career. It is applicable to the students of Financially Weaker Section of the Society within the available resources of the university.



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Information to Students

The procedures related to each of the services and the mechanisms for implementation are set out in specific detail in a range of information sources available to students and staff including related policies on University website.

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Policy on Student Induction Program

Purpose:

The shift from school to university/college life presents a significant hurdle for students, ranking among the most demanding experiences they face. As students step into a new educational institution, they bring with them a range of perspectives, backgrounds, and levels of readiness. Encountering an unfamiliar environment, many of them possess limited familiarity with university settings. Consequently, a crucial responsibility lies in extending a warm welcome to new students in Higher Education and equipping them for their upcoming responsibilities.

Scope:

Students Induction could cover a number of different aspects (SAGE):

Socializing: meeting other new students, senior students, students union, Lectures by Eminent People;

Associating: visits to University, visits to Department/Branch/ Program of study and important places on campus, local area, city and so on;

Governing: rules and regulations, student support etc;

Experiencing: Subject lectures, study skills, small-group activities, physical activity, creative and performing arts, literary activities, universal human values, etc.

Schedule of Induction Program:

The induction committee collaborates with the Dean Academic, Head of Departments, senior faculty members, and program coordinator to develop a comprehensive induction program. It is important for these stakeholders to provide their support throughout the entire induction process.

A schedule for the three-week program will be devised and shared with the new students, encompassing various sessions and activities on the campus. These activities cover a wide range of areas, including student support, physical activities, student clubs, academic and examination regulations, startup culture, sports, recreational activities, library resources, student mentoring, human values, department visits, Familiarization to Dept./Branch & Innovations, games, and bridge courses covering fundamental subjects like mathematics, biology, basic IT tools, and soft skills. The bridge courses shall help to establish the command over skills like English, computer familiarity etc. These modules when taught earlier assist so



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that when normal courses start after the induction program, the student has already bridged that gap.

Follow up:

Collecting feedback from the students is necessary to evaluate the quality of the induction program. In each semester, students are expected to meet with their faculty mentors according to the schedule provided to them.

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Rules for Conduct and Discipline for Students

At the time of enrollment, students are required to sign a document outlining the rules for conduct and discipline. The following are guidelines that students are expected to adhere to:

1. Students know that Ragging is strictly prohibited in the campus and if they are found to engage in ragging, they will be immediately suspended/rusticated from the University.
2. They abide to pay all the fees decided by the University from time to time.
3. They shall wear an Identity Card on campus and during the class-room teaching learning process.
4. Students agree to maintain at least 75% attendance. They shall not hold any job during University hours and cooperate the University in all respects.
5. Except unavoidable circumstances or due to health reason with which medical certificate or request letter from the guardian suit to the occasion, every student has to attend his teaching periods, laboratory since from the beginning of every academic session.
6. Students shall not disturb the class in any manner nor shall misbehave with teaching fraternity directly or indirectly.
7. No student shall act against the rule or misconduct in and around the campus.
8. Any person or group or party is prohibited from any activities which may disturb the functions of the University. Disciplinary action will be initiated against the student who indulges in to such activities.
9. Any damage or destruction to the property/belongings of the University, staff and students is strictly prohibited. If any student found to be indulged in such activities, the cost of the loss shall be recovered from the parents/guardian of the student.
10. It is anticipated good manners and proper conduct and gentleness from the individual as well as group of students. It is mandatory to obey the instructions given by the teachers pertaining to academic or other matters, time to time.
11. The student has to maintain sense of proportion in the extra-curricular activities and do not make hindrance in the academic activities.
12. Every student must carry the identity card issued by the University as also produce as and when asked by the authorized officer of the University.

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13. No student shall carry intoxicating or narcotic drugs/items with him and shall not consume it. Those who breach the orders shall be liable for cancellation of admission / rustication from the University.
14. Any student convicted to be the culprit in the breach of any of the above guidelines or other specific instructions and the guidelines issued time to time by the authorities of University, Head of University of the concerned University shall be the competent authority to impose suitable punishment and in any extreme case can put the student on suspension or debar from the University and the decision of the Head of University shall be binding to all concerned.

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Anti-Ragging Policy

Purpose:

The purpose of creating an anti- ragging policy is to prohibit, prevent and eliminate any conduct by any student or students which constitutes ragging. The University is firm on ensuring that the UGC framed regulations on prohibition, prevention, and elimination of ragging are strictly followed on campus.

Scope:

In pursuance of the Judgment of the Hon'ble Supreme Court of India dated 8/5/2009 in Civil Appeal No. 887/2009, the University Grants Commission framed "UGC Regulations on Curbing the Menace of Ragging in Higher Educational Institutions, 2009" and are to be mandatorily followed by all universities and colleges. The Regulations are available on the UGC website i.e. www.ugc.ac.in.

The Institute of Advanced Research has zero tolerance on ragging. It is strictly banned on campus and can attract serious repercussions from the University administration.

Ragging is completely prohibited at IAR and any student found guilty of ragging and/or abetting ragging, whether passively or actively is liable to be punished as per the Regulations of University Grants Commission (UGC) notified vide Gazette Notification No. F.1-16/2007 (CPP-II) dated 17.6.2009 (<https://www.ugc.ac.in/oldpdf/ragging/gazzetaug2010.pdf>) of the Govt. of India and other Regulating Councils as well as under the provisions of any penal law for the time being in force. Regulations for Elimination of Ragging apply to the University, Departments and all its premises, whether academic, residential, playgrounds, or canteen, whether located within the campus or outside and in all means of transportation of students, whether public or private, accessed by students for the pursuit of their studies at IAR.



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Instructions Regarding Anti-Ragging

Ragging is a criminal offence and is governed by the Anti-Ragging Code of the University Grants Commission (UGC). The instructions that are to be followed by each student, action to be taken by the Head of the institution, administrative actions in the event of ragging, composition of anti-ragging committee and the link to the portal is available at the University homepage www.iar.ac.in. Complaints can be lodged by students at grievances@iar.ac.in. A nationwide toll-free anti-ragging helpline 1800-180-5522 in 12 languages has been established by UGC which can be accessed by students in distress due to ragging.

What constitutes as Ragging?

Causing, inducing, compelling or forcing a student, whether by way of a practical joke or otherwise, to do any act which detracts from human dignity or violates their dignity;

Exposes the individual to ridicule;

Compels the individual to forbear from doing any lawful act by:

Intimidating, wrongful restraint, wrongful confinement, or injuring the individual by using criminal force;

Threat of intimidation, wrongful restraint, wrongful confinement, injury, or the use of criminal force.

Any action that can threaten the physical or mental health of an individual.



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Redressal of Grievances of Students

The objective of this policy is to acknowledge the importance of addressing student grievances promptly and effectively. It aims to establish an organizational framework for the resolution of student grievances. This policy, adopted in accordance with UGC guidelines, specifically focuses on grievances at the university level. The mechanism for grievance redressal will vary depending on the nature of the grievance. All grievances will be assessed based on their merits and thoroughly investigated by the 'Student Grievance Redressal Committee'. The committee will take appropriate measures to resolve the issues within a reasonable timeframe. In case the matter remains unresolved at the initial reference level, it may be escalated to an Ombudsperson appointed specifically for this purpose. The Ombudsperson will facilitate further resolution attempts.

The policy link is: https://www.ugc.gov.in/pdfnews/4675881_Regulation.pdf



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Student Mentoring Policy

Preamble

The student mentoring policy applies to all mentors and mentees who participate in the programme. This policy will also cater to the requirements of advanced and slow learners. It aims to ensure that learners have the opportunity to work with a mentor who will offer support and guidance on academic issues. Thus, a purposeful professional relationship is forged for better understanding of the student's aspiration, strengths and weaknesses. The University shall periodically review the effectiveness of the Mentoring Policy and include refinements as and when required.

Objectives of the Mentoring Policy

1. To focus and motivate students to achieve their learning goals and thereby improve academic performance.
2. To generate interest in academics and other institutional activities amongst students.
3. To provide students with information on preparatory courses like language and soft skills, MOOCs, NPTEL etc.
4. To help the first-year students understand the challenges and opportunities in the University and enable a smooth transition to campus life.
5. To motivate advanced learners to undertake enrichment and add-on courses for their academic and career growth.

Elements of Mentoring Policy

1. Identification of Learner Category:

For first semester students: Slow and Advanced learners can be identified based upon the performance of a test that all students are required to take.

For returning students: Mentees with a CGPA of less than 5 in the previous semester shall be categorized as slow learners. Mentees with a CGPA of 8 or above shall constitute the group of Advanced Learners.



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2. Mechanism to support slow learners:

i. Mentee-Centred Interventions

Mentors are required to track students' performance in mid/end semester examinations and class attendance regularly. The pairing of a slow learner with an advanced learner in consultation with the Mentor-Mentee Coordinator of the department could assist in creating a peer learning group who learn together (tutor-tutee framework).

ii. Mentor-centered Interventions

A provision of counseling to the mentor by senior faculty/ Mentor-Mentee Coordinator/ Department Head based on feedback from mentees could assist in ironing out any issues.

3. Realization of the desired outcome of mentoring program:

Comparing the Semester End/backlog Examination performance (Grade and SGPA) with previous examination results could help in quantifying the outcome of Mentoring Program.

Mechanism of Mentoring Policy

The mechanism for the above intervention program to be followed by all the departments is as given:

1. Mentoring program to be organized every semester of each academic year. The mentee once assigned to a mentor will continue with the same mentor till the completion of the duration of study in the program.
2. The faculty mentor shall identify Advanced and Slow Learners based upon their CGPA.
3. Mentor will take initiative in forming peer learning groups of slow and advanced learners and also keep a record of the notices and schedule of the meetings in the Mentor file.
4. To check the outcome of mentoring, the Semester End Examination results of the mentee should be compared with previous results to quantify the outcome of the mentoring program.
5. Mentors are required to identify gaps in the communication skills of their mentees. They should be motivated to use the Language Lab and must be encouraged to register in English tutorial/foundation classes to improve their communication skills.
6. Mentors should inform parents about students with mentoring needs, the mentoring procedure and the desired outcome of mentoring.
7. Information regarding attendance and mid-semester examination performance should be communicated to the parents.

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Responsibilities of Mentor

1. Conduct at least three meetings in a working semester for their mentees.
2. Assess mentee's background, knowledge, skill, motivation, experience, hobbies, etc.
3. Help to improve upon communication skills and shed hesitation.
4. Counsel, guide and advice mentee to accomplish their goal in academic and career development.
5. Help them solve their concerns with appropriate learning support.
6. Encourage participation in academic, extracurricular and student club activities.
7. If the situation demands, contact parents/guardians and provide information about the achievements of their wards.
8. Update mentees on various scholarships, fellowships, competitions, internships, research projects, job opportunities, etc.
9. Develop a long-term relationship and keep in contact to see the effects of mentoring on their progression.
11. After completion of each session, submit the meeting records and get them audited at the end of the semester.
12. Listen to the mentees and be flexible, empathetic, respectful and invest time and effort.
13. Identify the learning abilities of the mentees and suggest necessary action programs to the Dean-Academic.
14. Reaching out to other colleagues to request to conduct special/remedial classes for slow learners in the group.

Responsibilities of Mentee

1. Attend meetings regularly.
2. Be respectful towards the mentor and focus on the guidance/ advice provided by them.
3. Share details of academic and extra-curricular performance with mentors.
4. Share career plans and specific needs with the mentor.



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Mentor and University's responsibility toward slow learners

1. Slow learners cannot be defined as poor achievers or suffering from any kind of illness. The slow learning may be because of social background, lesser exposure to society, academic facilities, field, hesitation to ask questions in the classroom, medium of instruction, previous knowledge of the course due to different curricula in state boards, etc. Mentors can help mentees to overcome many of their problems. The following strategies may be adopted by the faculty to motivate and guide slow learners.
2. Making provisions for easy lecture notes/study materials.
3. Inform Dean (Academic) for special remedial classes.
4. Peer education strategies like buddy system or tutor-tutee framework can be used.
5. Provide academic and personal counseling.
6. Encouraging the students to join or participate in co-curricular and extra curricular activities.
7. Encouraging students to be more inquisitive and to join courses of communication/soft skills and similar.

Mentor and University responsibility towards advanced learners

1. Advanced learners are those students who have better Intelligence Quotient and a faster understanding of their courses. Such students are required to be groomed beyond the curriculum to explore their full potential.
2. Providing extra facilities and academic input for better career growth.
3. Encouragement to write and publish research/popular/review papers or book chapters under the guidance of faculty members.
4. Encourage them to participate in National/International conferences, seminars and workshops so that they can present their work as well as interact with renowned academicians.
5. Provide scholarships/awards to acknowledge their efforts and to enhance their performance.
6. Encourage to join online courses offered by Swayam or Coursera or other platforms for enhancing the knowledge horizon.

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Outcome of the Mentor-Mentee Program

1. Identification of the learning abilities of the mentees and requirements of their academic needs.
2. Initiating new courses for the career advancement of students based on student requirements.
3. Forwarding suggestions for changes in the curriculum to Head/Dean Academics for necessary action.
4. Modifications in the Teaching-Learning pedagogies.
5. To record success stories of mentees where substantial progression was observed.

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Student Counseling Policy

Purpose:

The purpose of this policy is to outline the scope of the Counsellor's services which provide access to independent and confidential counseling at the University. Counseling is intended to provide support and/or intervention (practical or therapeutic) in order to enhance student well-being and/or academic progress.

Scope:

Counseling and Psychological Services (CAPS) provides free, confidential, short-term psychological counseling to currently enrolled students and staff, as well as a range of workshops, mental health training, and helpful resources. This policy covers all current students of Institute of Advanced Research.

Policy Statement

Principles:

Students will have access to independent and confidential counseling from a dedicated, professional Counselor. Providers of counseling at the University will pay attention to the individual circumstances and needs of enrolled students. In order to encourage the achievement of full potential, counseling addresses personal, mental and physical health issues as well as specific learning issues with the intended result that, where a student seeks, or is referred for, counseling the student's success and enjoyment of the academic experience will also be improved.

Referrals:

Referrals to the Counselor may be recommended/initiated by:

- Self-referral.
- Academic Directors or members of academic staff.
- Any member of general staff.
- A parent or guardian, including hostel warden. (Note: Student permission is required in order for the Counselor to discuss academic progress or personal issues with the parent, guardian or hostel warden of any student).



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- A registered medical or health practitioner.
- Any member of staff may encourage students to access counseling without the need for discussion with, or approval of others about the students or their circumstances.

Referrals to other professionals

The Counselor will provide support and therapeutic intervention and may refer for other specialist advice and assistance where it is considered necessary. In such cases the Counselor may continue to work in collaboration with the student and the external agency.

Interventions

1. In working with a student the Counselor's approach will be flexible, using a variety of professionally recognized interventions with the aim of empowering the student to bring about change in self or circumstances and to enhance the likelihood of improved personal and/or academic outcomes.
2. The Counselor will liaise with relevant academic staff, where appropriate, in responding to requests for assistance and in the provision of support to students deemed to be at academic risk.
3. Joint intervention involving other relevant staff and/or students may also be undertaken in particular situations where the participants agree to meet.

Appointments with the Counselor

1. It is the responsibility of a student to ensure that appointments with the Counselor do not clash with class/lecture times, unless in a genuine emergency.
2. The frequency and length of appointments will depend on the nature and complexity of the issue(s) involved, and/or the point reached within an intervention.
3. The Counselor is available during working hours and often available after hours in an emergency. If the Counselor is not available in an emergency, students can access Lifeline or the mental health triage service.



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Confidentiality

1. The relationship between the Counselor and the student is considered to be fundamental to effective counseling. It is an essential professional requirement of counseling (Guideline from Govt. of India Mental Health Act) that the confidential nature of the information provided by the student is respected. Student permission to share information (as detailed above) may not be needed in circumstances as detailed below.
2. In accordance Govt. of India Mental Health Act 2017 and POSCO Act, in certain circumstances the Counselor has a legal obligation and duty-of-care to the student to report any instance of child abuse or neglect In India once a young person reaches 16 years of age they have the right to seek medical consultation and to consent to or refuse treatment.
3. Where the Counselor believes that a student is clearly at risk or in danger of attempting or completing suicide, is unable to function, care for his or herself, make his or her own decisions or is deemed to be at risk of harming another person, external assistance may need to be sought. Gaining assistance may require limited disclosure. Close examination of individual circumstances will determine who should be privy to information.
4. In rare circumstances the Counselor may be required to disclose information from counseling case notes to outside authorities. Any disclosure of confidential information will be restricted to relevant information, conveyed only to appropriate people and for appropriate reasons likely to alleviate the exceptional circumstances.
5. The requirement for confidentiality still applies to children and young people. Individual circumstances and duty of care will determine to whom disclosure is made if at all. For instance, parents will likely be contacted and often the Counselor may share limited/essential information with other key people. All students over the age of 18 have the right to reverse or negate previous permission noted on the student management system in regard to releasing information to parents/family.
6. The Counselor may, with the student's permission, share information with key people within the University where it could be beneficial to the understanding of extenuating personal circumstances that impact on well-being, and hence, academic progress and/or attendance. Any member of staff



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made privy to such information is required to observe confidentiality and not discuss details with others either within or external to the University.

7. The Counselor's obligations regarding confidentiality and duty of care requirements and practices will be specifically explained to students at counseling, including obligations relating to circumstances outlined before.
8. All students present at orientation will, where an opportunity is offered, be made generally aware of confidentiality and of the requirements for disclosure under certain circumstances of risk.

Counseling Records

1. Professional records In order to comply with professional counseling standards, records confidential to the Counselor will be maintained with each student's name, the date of counseling, a brief account of the issue(s) discussed and/or of interventions undertaken. Notes will be taken of relevant telephone conversations and/or email discussions relating to a student's situation and retained by the Counselor. Confidential case note books and/or files will be kept in a secure place by the Counselor.
2. Student records where issues are relevant to a student's academic circumstances and/or their attendance pattern, the Counselor may place a note on the Student System indicating that the student sees/has seen the Counselor. Relevant academic staff may then consult the Counselor in order to make informed decisions on the basis of any extenuating circumstances that are able to be revealed.
3. Monthly reports will be submitted to the Dean Academics and Registrar office. A general indication of trends may be included in order to inform and advise.
4. Counseling records will be kept for 10 years except in the case of students who are under the age of 18. In the case of students who are under the age of 18 years, records will retained for an additional year for each year a student is underage, i.e. 11 years where a student is 17 years.



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Student Admission Counseling

Admission Counseling is undertaken by a counselor who is a faculty member responsible for guiding and assisting prospective students throughout the admissions process. They provide information about the university's programs, admission requirements, and application procedures.

They also evaluate admission applications, conduct interviews when required and make recommendations regarding admission decisions. They serve as a point of contact for prospective students and their parents and help them navigate the complexities of the university's admission process.



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Policy on Student Council

Purpose

The Student Council Policy aims to establish a strong, student-led governance structure that contributes to a vibrant, inclusive and student-centered educational community. The Student Council Policy outlines the purpose, structure, and functions of the student council within the educational institution.

Roles and Responsibilities of the Student Council

The scope of the policy will cover the following aspects:

1. Encourage collaboration and effective communication between the student council, students, faculty, administration, and other relevant entities within the University to foster a cooperative and inclusive environment.
2. Highlight issues of conduct of lecture/ tutorial classes, conduct and availability of equipment in laboratories and quality of teaching.
3. Grievances related to availability of books and journals in the library.
4. Concerns regarding the outcome of Placement and Internship cell.
5. Highlight issues of utility services, sports facilities, transport services, canteen, hostel and other campus related matters.
6. To suggest initiatives to the University administration aimed at enhancing the quality of life on campus.
7. The Student Council actively participates in the academic review process by providing feedback on the curriculum to the respective Deans or Heads of Departments. Student suggestions are presented for discussion and review during the Department Board of Studies meeting and subsequently in the academic council.
8. Smooth conduction of formal University functions like Student Induction Program and Convocation day.

Composition of Student Council:

1. The student community should be invited to submit self-nominations for becoming a member of the student council, while nominations from the Heads of Departments are also encouraged.



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2. Students are requested to submit a letter of intent expressing their desire to become a member. In this letter, they are expected to introduce themselves and provide information about their past experiences in a similar capacity. They should include details about their involvement in co-curricular, extra-curricular, societal, mentoring and editorial activities. Furthermore, they are encouraged to highlight the valuable lessons they have learned from these activities while effectively managing their academic responsibilities. They also provide details about their personality traits, specifically their ability to work collaboratively in teams and aptitude for leading and motivating others. Finally, they highlight the positive and creative transformations and innovations they aspire to bring to both their department and the University.
3. Dean Academics in consultation with the Heads of Departments and President of the University nominate the maximum ten members for the Student Council after screening the Letter of Intent and other inputs such as academic background, emotional intelligence, class attendance, student-faculty interaction in the classroom and their interest in the co-curricular/extracurricular activities.
4. In the selection process due consideration is given to gender parity and equal representation to each level of academic program, term and the department.
5. Student community is notified of the outcome of the selection process.

Tenure:

The students selected for the Student Council will serve a one-year term, aligned with the academic year. The council will be reconstituted for the upcoming academic session.



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Course File Policy

Purpose:

The purpose of this Course File Policy is to establish guidelines for the creation, maintenance and management of course files at IAR. It aims to ensure consistency, accuracy and accessibility of course files for effective teaching and learning. They also serve as a comprehensive record of a course and instructional materials.

Implementation:

1. Faculty members are responsible for creating and updating course files in accordance with the University's guidelines and templates.
2. They should include all relevant information such as learning outcomes, assessment methods, and recommended resources.
3. Faculty members are encouraged to keep course files up to date and make necessary revisions based on student feedback and evolving educational practices.
4. Department or program coordinators are responsible for reviewing and approving course files submitted by faculty members. They should ensure that the course files align with the program objectives, meet institutional standards, and adhere to any specific departmental requirements.
5. IQAC should establish clear guidelines and templates for course files. They are responsible for overseeing the audit of the course file each semester and providing support to faculty members and program coordinators/Heads. IQAC should ensure that that course files comply with regulatory requirements and accreditation standards.
6. Course File Components Course files should include the following components but not limited to:
 - i. Course title, code, and description: Clear and concise information about the course.
 - ii. Learning outcomes: Measurable and specific statements describing what students should achieve by the end of the course.

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- iii. Course Content: Detailed outline of topics, schedule, instructional methods, and assessment strategies.
- iv. Instructional materials: List of textbooks, readings, multimedia resources, or any other materials required for the course.
- v. Assessment methods: Description of various assessments used to evaluate student performance, including exams, projects, presentations, or assignments.
- vi. Academic Policies of IAR should be part of the course file.
- vii. Resources and references: Additional resources, references, or recommended readings to supplement the course content.

7. Course File Review and Approval

- i. Faculty members should submit course files to their Department Head or Program Coordinators for review.
- ii. Coordinators should assess the course files for compliance with institutional guidelines, program requirements and pedagogical best practices.
- iii. Feedback and revisions should be provided to faculty members to enhance the quality of the course files.
- iv. Once audited, course files should be stored in a centralized repository of the department for easy access by faculty members.

8. Revision of Course Files

- i. Course files should be periodically reviewed by IQAC and updated to reflect changes in course content, learning objectives and instructional methods.



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- ii. Coordinators should support IQAC in the revision process and ensure that updated course files meet the University's standards.

9. Workshops by IQAC

- i. This Course File Policy should be communicated to all faculty members, department coordinators and Head of Departments.
- ii. Workshops by IQAC should be conducted to familiarize faculty members and auditors with the policy, guidelines and best practices for creating course files.
- iii. Regular updates and communication should be provided by IQAC to ensure that all stakeholders are aware of any changes or modifications to the policy.



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Academic Audit Policy

Preamble

Accreditation agencies such as NAAC and NBA play a crucial role in ensuring quality education in universities and colleges across the nation. These agencies have established certain standards and criteria that educational institutions must meet to maintain or improve their accreditation status. Higher educational institutions are indeed actively involved in enhancing the standards of education. They continuously update their curricula, develop new academic programs, and strive to offer better educational services to their students. By doing so, they aim to provide a comprehensive and high-quality learning experience.

To further support and monitor the quality improvement initiatives, universities establish IQAC. The primary role of IQAC is to develop and implement quality assurance mechanisms within the institution. IQACs facilitate the process of self-evaluation, promote a culture of quality consciousness, and coordinate various quality-related activities that are pre-planned in the form of an IQAC calendar.

One of the important activities conducted by IQACs and other quality assurance bodies is academic audits. These audits involve a thorough review and assessment of the academic departments, programs, and processes within the institution. Academic audits help identify areas for improvement, address gaps in teaching and learning, and ensure compliance with accreditation standards.

Introduction

The Academic Audit entails a peer review procedure that encompasses a self-assessment and an on-site visit conducted by experts both from within and outside the University. The primary objective of conducting an academic audit is to systematically assess and improve the quality of technical education by employing both internal and external reviews. This process aims to motivate departments to evaluate their quality processes and standards against established benchmarks, while also recommending necessary actions to enhance the overall system's quality.



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Objectives

1. To ensure the quality of education, defining specific quality standards for each functionality involved in the educational process.
2. Providing recommendations for continuous quality improvement, aligning with the criteria set by NAAC and other accreditation agencies.
3. Developing effective teaching and learning processes and promoting innovation in teaching.
4. Ensuring quality education through the implementation of co-curricular and extracurricular activities.

Periodicity of Audit:

The IQAC shall undertake the internal Academic Audit at the end of each semester and involvement of external peers once in a year.

Selection of Peer Auditors

In the Academic Audit process, peer review plays a fundamental role. To conduct the evaluation, senior faculty members from each department are selected as internal auditors. These auditors, being experienced and knowledgeable in their respective fields, assess various aspects of the academic programs, teaching methodologies, student performance and overall departmental functioning.

To strengthen the internal Audit Committee and ensure an objective evaluation, external faculty members from well-established institutions are included once a year. These external members typically hold positions of Professor or Associate Professor and possess expertise in accreditation work, such as NAAC, NBA or similar agencies. They are chosen based on their credentials, which include academic achievements and extensive experience in the field.

The inclusion of external faculty members brings an outside perspective and adds credibility to the Academic



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Audit process. Their involvement helps ensure impartiality, fairness, and adherence to accreditation standards. These external auditors provide valuable insights, identify areas for improvement, and contribute to enhancing the overall academic quality of the institution.

By involving both internal and external auditors in the Academic Audit, universities aim to maintain a rigorous evaluation process, foster continuous improvement, and align their academic practices with national and international quality benchmarks.

Audit Process

1. The university has developed an audit process and formats tailored to its specific needs and objectives. This audit process involves evaluating various files to ensure compliance and quality in different areas. The files typically include: Curriculum and Syllabi, Teaching-Learning Resources, Assessment and Examination, Student Support Services, Faculty Development, Governance and Administration and Industry-Academia Collaboration.
2. After the audit process the peer auditors submit their report to the IQAC with their observations and suggestions. IQAC communicates these observations after careful analysis to each department for submitting a compliance report. These reports serve as valuable tools for assessing the institution's performance and identifying areas that require attention or enhancement.
3. In IQAC meetings, observation reports and compliance reports are presented, discussed and deliberated by the members to facilitate the improvement of academic quality. The members can share their perspectives, insights, and recommendations after thorough analysis of the findings and identification of key issues to collectively work towards enhancing the academic quality by formulating strategies for improvement.



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Library Policy

Purpose:

The purpose of a library policy is to establish guidelines and procedures for the operation and management of a library. Library policies provide a framework for the library staff, patrons, and stakeholders to understand the rules, services, and expectations within the library environment.

Scope:

The library policy applies to all students, faculty and staff of IAR University.

Library Services

Library provides the following services to support the teaching and researchwork:

- Circulation of reading materials
- Reference & Information services
- Current Awareness/Alert Services
- Inter Library Loan
- Document Delivery Service
- Information Literacy Sessions
 - Orientation
 - Special sessions- presentation-cum- demo
 - E-resource access training sessions
- New Addition of Books
- Literature Survey & Search Services
- Research Supports
- Compilation of Bibliographies on Specific Topics
- Facilitating other Library reference (like IIT-GN)
- Record of UG and PG project reports

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Library Hours

The University timings shall be 9:00 AM to 5:00 PM on all working days of the University around the academic year. These hours have been designed to accommodate the majority of students' schedules and provide ample time for studying and utilizing the library's extensive collections.

Please note that the library hours are subject to change during holidays, semester breaks, and examination periods. The library staff should be contacted for any updates or changes to the schedule during these periods. No issue and return transactions on holidays and during lunch time. Library remains closed on Saturday (1st, 3rd and 5th), Sundays and University holidays.

Membership

- The faculty members, staff and students of the University are required to enroll as members of the Library (upon admission) by filling in the membership form available at the library circulation desk (along with a passport size photograph). This entitles the use of resources & services offered for the purpose of academic and research work.
- University Identity Card is a must for issue & return of reading materials.

| Borrowing Privileges | | |
|---|---------|-------------|
| Faculty | 4 Books | For 1 Month |
| Students | 2 Books | For 14 days |
| Administrative & Project Staff including Trainees | 2 Books | For 14 days |
| Reference books, students Project Reports, CD/DVD will not be issued. | | |

Reminders

Library will usually send reminders to members for the overdue items, but non-receipt of reminders is no



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reason for returning books late.

Late fee

Late Fee applies to all categories of users. Books/Journals/CD/DVD/research report etc. -Rs.5.00 per day. Overdue/Fine are charged to the members as per the details given in the Borrowing Privileges table above. The issue facility shall be suspended, if the net accumulated late fee exceeds Rs. 500/-. User account will be activated again, once the late fee is paid and the books are returned.

Renewals

Library materials can be renewed, if there are no reservations on them by other users. Same materials cannot be renewed more than two times. Borrower has to bring the material physically to the Library for renewal. Only books can be renewed and no other material.

Recall

Library staff may recall a book at any time before its due date. It is mandatory to return the book(s) when it is recalled. The overdue charges may be increased for failure to return a book, when it is due or recalled.

Loss of / Damage to Library Materials

Loss of book(s) must be reported immediately. Overdue fine, if any will be charged till the loss of book(s) is reported. If the original book is returned after reporting it lost, the fine will be calculated till the date of its return. Borrower will have to replace the book, if lost/damaged with latest edition within 15 days from reporting, along with overdue charges. If borrower failure to replace the missing books, he/her has to pay the MRP price of the latest edition of book price.

Course Reserve Collection (CRC)

Some books and material may be classified as Course Reserve Collection (CRC) for a semester at the request of a faculty and kept on the Circulation Desk. The CRC cannot be issued out of the library, but

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can be issued for not more than two hours for use in the library reading room area. For the issue of CRC identity card is needed.

Vacation Issue

Student members, except those completing their final semester, can borrow books during the vacation period as per the normal rules and they have to request for online renewal on each due date to librarian@iar.ac.in until the vacation is over.

Important Rules

- The Library being a place for individual study and research, members are requested to maintain an atmosphere of dignity, peace and silence within the Library premises.
- Members are requested to handle the Library reading materials with utmost care. Mutilation, writing, scribbling, marking, cutting pages will be severely dealt with.
- Use of personal stereos, music sets and Walkman in the Library is not permitted.
- The audible use of mobile phones is not permitted in the Library premises.
- Smoking, food and drinks are not allowed in the Library.
- Users are requested to bring their ID card issued by the University while coming to the Library. The ID card is a must for borrowing Library materials and is not transferable.
- All members are requested to keep their personal belongings at the Property Counter at their risks. Library is not responsible for loss of or damage.
- The borrowers are requested to check the books & other reading materials thoroughly for missing pages, chapters, any damages, marking etc. before borrowing.
- No books in damaged conditions will be accepted from the borrowers. Mutilated or spoiled books may have to be replaced by the borrower.
- The borrowing facility can be restricted or suspended in case of misbehavior or misuse of the Library facilities/materials.



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- The University smart ID card used for borrowing Library materials is not transferable and must be produced whenever requested by Library staff.
- Members are held responsible for all items issued on their name, until they are returned by the respective members to the Library.
- Faculty and staff going on long leave, with or without salary, deputation, study leave, or extraordinary leave will have to return all borrowed materials before leaving the University.
- No material from the Library should be taken out without proper issuing/ recording. Any type of violation may lead to a disciplinary action.
- The Library will communicate with members via IAR email address only. Members are therefore requested to check their emails regularly.
- Few computers are placed in the library for accessing the resources for academic and research work. Using computers for non-academic purposes is not allowed.
- The books issued to faculty members as well as students shall be physically checked by the librarian and the stock verification report shall be submitted to Director once in a year.
- Members are allowed to bring in their personal books, issued books and other reading materials inside the Library. Members will have to produce these items at the Circulation Desk/Property Counter every time while entering in and leaving the Library.

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Overnight Issue of Reference Books

Users can borrow Reference Books overnight by checking them out shortly before the library closes and returning them in next morning when the library reopens.

Failure to return the books in the morning within half an hour would make the user liable for payment of a fine deemed fit by the librarian and ineligible to borrow books for overnight.

Code of Academic Integrity

- i. Users are expected to uphold the principles of academic integrity when using library resources.
- ii. Plagiarism, unauthorized use of others' work and any form of academic dishonesty are strictly prohibited.
- iii. Failure to comply with the library policies may result in the suspension or revocation of library privileges.

Library Staff Assistance

If you have any questions with regard to library and its services, please feel free to contact us in person, over the telephone or email. Library staff will be very happy to assist you in making the best use of resources to support your academic and research work.

The library reserves the right to modify or update the policy as necessary to maintain an efficient and effective library environment.



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English Language Proficiency Policy

Purpose

The policy instills the importance and requirement of English Language Proficiency among the students of IAR and underlines the requisites without considering the constraints that impede their progression and completion.

Scope

The policy titled 'English Language Proficiency Policy' applies across the University to its all the students.

Policy Statement

The policy defines the guideline of English Language Proficiency for the students enrolling for the any program at Institute of Advanced Research (IAR). The university offers and assesses all the programs in the English as a medium of instruction and encourages students to enrich their level of English language proficiency. In doing so, the University recognizes the need and responsibility to ensure the proficiency in English as a requisite to participate in the academic preparation.

1. The policy ensures that the students enrolling for any program at IAR have English Proficiency which is required to participate in the intended program as the medium of instruction remains English.
2. The university offers Ability Enhancement Compulsory Course to all the Undergraduate programs in their very first year of entrance.
3. Students belonging to vernacular background are encouraged to participate in Foundation Course-I (30 hours non-credit certificate course) offered by the University to enrich their proficiency level. At the end of the Foundation Course- I, a summative examination will be conducted to award certification for the same.
4. Students possessing pre-intermediate level of English Language Proficiency may enroll for the Foundation Course-II (30 hours non-credit certificate course) offered by the University to enrich their proficiency level to the Advanced level. At the end of the Foundation Course- II, a summative examination will be conducted to award certification for the same.
5. To identify English Language Proficiency level of the learner, an entrance test would be conducted to recommend the level of learner.



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6. To ensure the employability skills requirement in terms of English Language Proficiency, the University offers 'Developing Soft Skills and Personality' course (30 hours non-credit certificate course) for the final year of Undergraduate and Postgraduate students. The course aims to develop Oratory & presentation, writing and interview skills of the students.
7. All the courses namely; Ability Enhancement Compulsory Course, Foundation Course- I, Foundation Course- II and 'Developing Soft Skills and Personality' stipulate the level of English Language Proficiency that equates University's requirement.

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Value Education Cell

Purpose:

The Value Education Cell is established with the aim of incorporating moral principles into technical education. Its primary goal is to cultivate students who can live harmoniously with others and promote mutual well-being with nature, in addition to fostering their technical skills. The integration of human values into the teaching and learning process is crucial for achieving the true purpose of education, as it enables the realization of human potential and the attainment of excellence.

Scope:

The objectives of Value Education Cell apply to all enrolled students in any academic program across all departments of the University, faculty and staff.

Achievement of the Objectives:

1. Incorporating Universal Human Value (UHV) courses in the curriculum.
2. Conducting Faculty Development Programs (FDPs) to facilitate faculty members in understanding the concepts of Universal Human Values.
3. Creating a supportive environment for value-based education at the university by establishing Nodal Centers and employing various means.
4. Training mentors to facilitate the Student Induction Program.
5. Promoting the practice of ethical living throughout the duration of students' education and ensuring its continuity.

Structure of the Value Education Cell

The typical composition of the Value Education Cell includes a Chairperson, Convenor, faculty members, and student representatives from all departments, as well as staff from various offices and cells within the University.



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Policy on Final Semester Project Guidelines

Objective: To engage students in internal/external project that is part of their academic curriculum of the final semester.

Guidelines:

1. A department research coordinator will seek the project topics from the faculty members and shall circulate them with the final semester students to choose.
2. Students need to bring to the notice of the Department Head/Program Leader regarding pursuing the project at IAR or to go externally by registering.
3. In case a student is interested to pursue a project at an external laboratory/University/industry then she/he needs to get an endorsement from Department Head/Program Leader.
4. Written consent from the external agency or the external supervisor is a must to pursue the project at a place other than IAR.
5. No financial sponsorship will be accorded to a student for pursuing an external project.
6. The internal supervisor has the liberty to visit the Organization where the student is undergoing a project to assess the quality of the work.
7. The department research coordinator in consultation with Department Head/Program Leader will assign topic(s) to students who wish to pursue a project at IAR.
8. A Departmental Research Committee will approve the application of the student project.
9. Students must submit all required paperwork, including project reports and presentations in the appropriate formats provided by the Department Head/Program Leader.
10. Students will be assigned an internal supervisor to overlook completion of the project.
11. The duration of the project will be commensurate with the start and end of classes as per the academic timetable.
12. A project completion certificate from the internal/external supervisor shall be mandatory to be eligible for end semester examination/evaluation.
13. Respective departments may have slightly different reporting schemes/patterns, that may depend upon their requirements. But, that variation may not go beyond the standard reporting practice of IAR.



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14. A standard reporting scheme/format will be shared by respective project supervisors for internal projects.
15. Department Heads are required to formulate rubrics/parameters of Project Viva/Evaluation in consultation with the Research Coordinator/Academic Coordinator/Program Leaders. These should be informed to students before they start their projects.
16. The Department(s) can formulate their own detailed specifications of the Project Report as per their requirements. However, the format must meet at least the following specifications:

| | |
|------------------|---|
| Language | English |
| Paper | Paper Plain White A4 Size |
| Typing | MSWord/Libre office Processors |
| Printing | High Quality Printers (Preferably Laser). Print Only On One Side. |
| Number of Copies | Evaluation and Department/Main Library: 1; Guide/ Supervisor (optional): 1; Self: 1 |
| Binding Type | Hard Bound or as specified by department. |
| Font Size | Times New Roman/Arial, Point Size 12 For Most of The Documents. Paragraph spacing: 1.5 (one and a half) in general, and single in References/Bibliography. |
| Cover Colour | As specified by Department |
| Certificates | a) Plagiarism Check certificate signed by student and supervisor. b) Certificate from Department Head and Supervisor stating that the contents of the project report are the work done by the student under their supervision. |
| Reference Style | As decided by the Department |

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Expectations from students pursuing external project

17. Students serve as unofficial spokespersons for the university and work to promote its image. External project(s) provide students with a one-of-a-kind opportunity to get pre-placement offers from reputable firms in their chosen industries. They are also opportunities for students to demonstrate the University's quality and caliber. As a result, students must take their external project(s) seriously, complete them diligently, and show maturity and responsibility.
18. Students should seek out organizations/ start-ups that give challenging learning opportunities, rather than choosing organizations purely based on proximity to home or a stipend.
19. The University expects all students to behave themselves in a manner that is both intellectually honest and professional. Students are urged not to do anything that could harm the University's reputation, either directly or indirectly. Disciplinary action would be taken against any student who disobeyed any of the rules.
20. During project duration, students must follow external organization's regulations/ procedures.

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INTERNSHIP POLICY

BACKGROUND

An internship is about gain training and experience in addition to academic courses. Internship is that phase of time where the student should to know what talents and skills are required at the workplace and how work is done in the industry.

The internship allows students to receive practical industrial or organizational experience, combine their coursework knowledge and abilities, connect with experts and other interns, and develop their presentation, writing, and communication skills. For many students, an internship serves as a gateway for final placement.

Therefore, IAR highly encourages students interested in stimulating their interests and gaining real-world experience to apply for a meaningful, purposeful internship program.

The internship's general framework requires students to work on a meaningful project with the respective organizations for a limited period. Multiple internships may be required throughout the summers and/or winters, and may be assigned academic credits/grades within the curricula, depending on the curriculum structure of various departments within the University.

All students who apply for internships through the IAR placement cell or who apply directly for internships will be subject to the IAR internship policy. Internship support provided by IAR placement cell to the participating students does not carry any guarantee on securing an internship opportunity.

For the students, the internship attempts to accomplish the following objectives:

- Workplace learnings when students employ their analytical, integrative, and teamwork skills
- Opportunities to network with people in the industry/organizations
- Adjustment of post-graduate career plans based on real-world job experience
- Where possible/appropriate, make pre-placement offers.



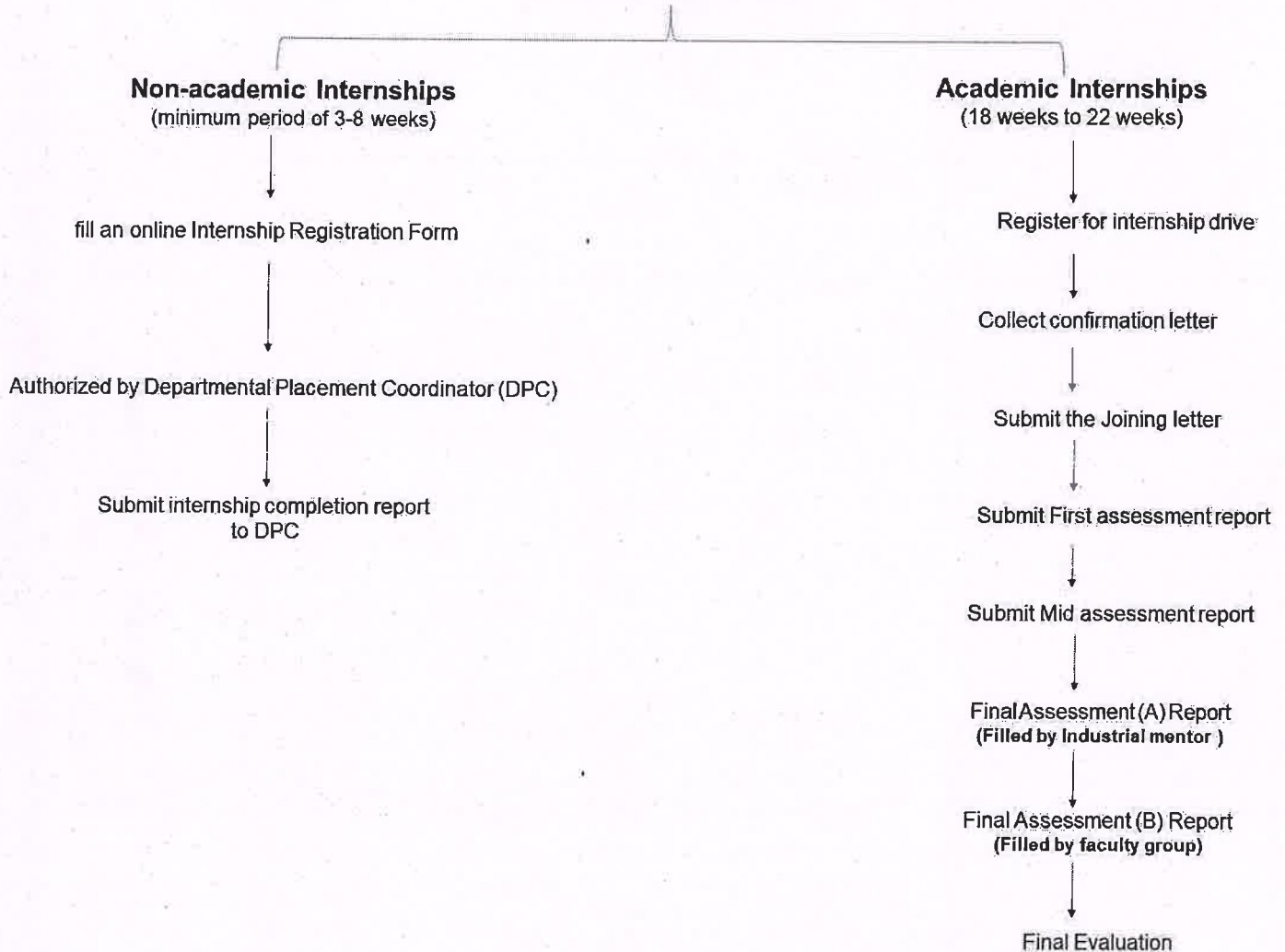
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Detailed Guidelines are described below:

GUIDLINES OF IAR INTERNSHIP POLICY

The Guidelines of Internships and execution is categorized as Non-academic and Academic internships. Non-academic internship is not part of curriculum but students can apply for a meaningful, purposeful internship program to stimulate their interests and gaining real world experience. Academic internships is part of the curriculum and form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development for the professional courses such as B.Tech and M.Tech

A. GUIDELINES FOR NON-ACADEMIC

INTERNSHIPSDURATION

The duration of the offline/online Internship(s) should normally a minimum period of 3-8 weeks. Every year, students can look for summer break internships for 6-8 weeks and winter break internships for maximum 15 days. If an internship's duration has to be prolonged, the student must receive prior written consent from the university. No students will be allowed for internships in between the academic session. If a student has a unique opportunity, he or she must submit a request to the university with adequate justification in prior.

ELIGIBILITY

- The student candidate must be currently enrolled in a University program.
- The IAR placement cell will assist students enrolled in a UG/PG program who have successfully passed their previous semester examinations and have maintained excellent conduct at the university throughout the program.
- Students must maintain track of any communications from companies that offer internship opportunities.



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RULES

- All students who are eligible for internships and must fill an online Internship Registration Form for approval. Internship registration form is available online at IAR website.
- Each Departmental Placement Coordinator (DPC) is in charge of putting the non-academic internship process into action.
- Non-academic internships are ones that are not part of a mandatory curriculum and in which student's complete internships to gain workplace experience and skills.
- IAR placement cell will work with you to find internship possibilities for students. Students are also advised to look for internships that are related to their specific career goals. Any internship opportunities that the student obtains directly must be approved in writing before the student begins the internship. Failure to comply with the approval policy will result in disciplinary action.
- If the internship is non-academic, the DPC must authorize it.
- All interns must have a faculty mentor from IAR who will oversee their nonacademic internship work.
- For non-academic internships, students may choose faculty mentor from IAR or may be assigned by the university during an orientation session.
- In keeping with the IAR mission to foster entrepreneurship and innovation, students working on their own initiatives in lieu of industry internships will be supported if they are explicitly approved by the Deans of university and executed under the supervision of faculty mentors and DPC.
- Any internship that involves freelancing, working from home, or other activities that have not been approved by the Dean or HOD, will not be accepted.
- In non-academic internships, students must submit the letter and report in the appropriate formats provided to DPC as attached Appendix I.



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B. GUIDELINES FOR ACADEMIC

INTERNSHIP DURATION

The duration of the offline/online Internship(s) should normally be 18 weeks to 22 weeks. Students will not be able to graduate unless they complete the mandatory internships and duration.

ELIGIBILITY

- The student candidate must be currently enrolled in a University program.
- The IAR placement cell will assist students enrolled in a UG/PG program who have successfully passed their previous semester examinations and have maintained excellent conduct at the university throughout the program.
- Students must maintain track of any communications from companies that offer internship opportunities.

ROLE OF DEPARTMENT

- Department will work with you to find internship possibilities for students. Students are also advised to look for internships that are related to their specific career goals.
- Any internship opportunities that the student obtains directly must be approved by DPC in writing before the student begins the internship. DPC will verify the authenticity of the chosen company by students and confirmation letter will be provided. Failure to comply with the approval policy will result in disciplinary action.
- The HOD will assign the faculty mentor along with industrial supervisor to oversee internship work.
- Head of respective departments will constitute Internship committee (3-5 faculty members). The internship committee will assure that a faculty mentor will be allotted to each student before they start their internship. Ideally, 3 to 7 students should be assigned to each faculty mentor, who will do industrial visit, guide and evaluate them during their internship tenure.
- In case, because of any reason any student is unable to grab internship opportunity, students must inform one month prior to DPC. Then, it is the responsibility of HoD/Internship committee

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to assign a faculty mentor who will allocate In-house Industrial training program/special assignments/ projects/ research problems during internship tenure to the student.

- For conducting student's final assessment, the HoD will constitute different faculty groups (3 faculty members recommended in each group), to evaluate the internship report/presentation of all the students.
- In case faculty mentor/HoD/internship committee members get any disciplinary issue Report/feedback from the industrial mentor, it may be shared with HoD Office.
- In keeping with the IAR mission to foster entrepreneurship and innovation, students having IAR startup and entrepreneurship cell authorized startups will be supported or allowed for in house internships if they are explicitly approved by the Dean of university and executed under the supervision of faculty mentors and DPC.
- Students must complete the academic internships for the minimum amount of time indicated in the curriculum.

ROLE OF STUDENTS

- Students should register themselves for participating in the internship drive through google form provided by DPC.
- Any internship opportunities that the student obtains directly must be approved by DPC in writing before the student begins the internship. the Failure to comply with the approval policy will result in disciplinary action
- Selected students may collect their confirmation letter from the HoD office (refer Annexure -II).
- Before starting their internship or Industrial training, every student should coordinate with their department for assigning a faculty mentor to monitor and guide them, during their internship/industrial training tenure.
- Students on joining internship/industrial training at the concerned Industry / Organization, should submit the Joining letters to their respective supervising faculty mentor and DPC with the contact details of their internship supervisor. (refer Annexure-III)
- Students may submit their Internship experience through the Student Feedback form (refer Annexure – VIII) to the department for future reference.

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EVALUATION

Student's performance evaluation should be majorly being segregated into three phase –

- First Assessment (should be done within 4 weeks by the faculty mentor) will be conducted to understand the student's vision and strategy for internship tenure. The faculty mentor will assist him/her in grooming, goal setting and defining milestones for internship tenure. This assessment will be more of KPI settings on which students and faculty mentors mutually agree (refer Annexure-IV for further details).
- Mid-Assessment (should be done on the basis of Industry visit) will be conducted by the faculty mentor by visiting organization and post interaction with the industrial mentor and students, credits will be given on the basis of outcomes of milestones set during the first assessment (refer Annexure-V for further details).
- Final assessment should be done in two sections that is Final Assessment (A) and Final Assessment (B). The Final assessment (A) will be done by the Industrial mentor (refer Annexure-E for further details), while the Final assessment (B) will be done by the faculty group constituted by the Head of the respective departments (refer Annexure-VII for further details).

EXPECTATIONS FROM STUDENT INTERNS

- Students serve as unofficial spokespersons for the university and work to promote its image. Internships provide students with a one-of-a-kind opportunity to get pre-placement offers from reputable firms in their chosen industries. They are also opportunities for students to demonstrate the University's quality and caliber. As a result, students must take their internships seriously, complete them diligently, and show maturity and responsibility.
- Students should seek out organizations, schools, or start-ups that give difficult learning opportunities, rather than choosing organizations purely on the basis of proximity to home or a stipend.
- The University expects all students to behave themselves in a manner that is both intellectually

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honest and professional in nature. Students are urged not to do anything that could harm the University's reputation, either directly or indirectly. Disciplinary action would be taken against any student who disobeyed any of the rules.

- Students should follow their Internship organization's dress code and other professional conventions. Punctuality is a trait that is valued by professionals in many industries.
- Any act of non-cooperation or manipulation of the sponsoring organization's selection process, as well as misbehavior or acts of dishonesty, will result in the Internship being withdrawn at the University's sole and absolute discretion.
- During the internship time, students must follow the sponsoring organization's regulations and procedures. The sponsoring organization reserves the right to exclude students from the internship at any time for unacceptable behavior, non-cooperation with the internship procedure, or repeated non-performance in the assignment.
- The University cannot be held liable for any delays in the start of an internship because they are subject to the sponsoring organization's internal regulations and procedures.

ROLE OF FACULTY MENTOR

“Faculty mentors play a crucial role in the multifaceted development of students throughout their academic careers”

- During the academic internship, the projects will be performed under the direct supervision of the reporting manager from the industry and will receive guidance from the faculty mentor.
- During the non-academic internship, the Dean of the IAR will appoint each student a faculty mentor, who will generally monitor the UG/PG student's whole journey of respective program.
- The faculty mentor is expected to communicate with students and set prospects for the internship's objectives, scope, methodology, and deliverables. These can be conducted in a variety of ways, including email, phone, video, or in person, depending on what is most convenient and appropriate.



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- Faculty mentor will be assigned for each student by the Dean of the respective school.
- At the conclusion of the internship, the student intern must prepare a report with consultation with faculty mentor and may be expected to deliver an organizational presentation. The student intern will receive a note of completion from the organization as confirmation of completion of the internship, which will include the performance rating in terms of expectations.
- Upon arrival on campus, the student intern must submit the letter and report to DPC.
- The Faculty mentor should pay at least one visit to the student's employment for a meeting with the organization to discuss the student's progress and to establish a long-term partnership between the University and the business.

IAR placement cell office reserves the right to change any or all of the above rules and is the sole authority in taking decisions pertaining to placements from the institute. Any complaints must be brought to the PC for resolution.



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Appendix I

Non-academic Internship completion report

Name of the student intern:

Name of the company:

Manager supervising the internship project:

Faculty mentor:

Project start and completion date:

Project objectives:

Project scope and activities:

Contribution to the project and lessons learned:

Sign

Student

Sign

Faculty Mentor



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CONFIRMATION LETTER*

To

.....

.....

Subject: Confirmation letter of students

Dear Sir,

Kindly refer your letter/e-mail dated ... on the above cited subject. As permitted by your good Self the following students will undergo 18 weeks to 22 weeks Internship in your esteemed organization under your sole guidance & directions.

| Sr.No | Name of student | Roll No. | Branch | Faculty Mentor | Faculty Mentor EmailID |
|-------|-----------------|----------|--------|----------------|------------------------|
| | | | | | |
| | | | | | |
| | | | | | |

This internship being an essential part of the curriculum, the following guidelines have been prescribed in the curriculum for the internship. You are therefore, requested to please issue following guidelines to the concerned manager/Industrial Mentor.

- Internship schedule may be prepared and a copy of the same may be sent to us.
- Issue instruction regarding working hours during training and maintenance of the attendance record.
- The faculty mentor may connect industrial mentor for Industrial visit to evaluate student's performance.
- Each student is required to prepare Internship report under the supervision of industrial mentor.
- On completion of internship, the assessment report may please be forwarded to

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the undersigned in sealed envelope or Scanned copy to faculty mentor mailID.

Your efforts in this regard will positively enhance knowledge and practical skills of the students, your cooperation will be highly appreciated and we shall feel obliged.

The students will abide by the rules and regulation of your organization and will maintain a proper discipline with keen interest during their Internship.

Yours sincerely,

Departmental Placement Co-ordinator

.....

*to be printed on letter head of HoD



JOINING REPORT

Annexure –

(To be sent by student within a week of joining by Registered Post/scanned copy to the faculty mentor)

1. Roll No. _____
2. Name _____
3. Name of the Project (s) _____
4. Name & Address of the Organization _____

5. Telephone No. _____
- E-mail (Concerned HR Officer): _____
- Residential Address of the Student _____

Contact /
MobileNo. E-
mail: _____

Stipend (If any) _____

Any Other Facility provided _____
(Like meals/ Accommodation/Conveyance etc.)

I hereby inform that I have joined the organization on _____ for the _____ Semester.

Date:

Signature of the Student



Annexure –

CERTIFICATE BY THE INDUSTRIAL MENTOR/CO-ORDINATOR

Certified that Mr. _____ has joined our organization for project semester.

Date:

Signature of the Coordinator
(With Seal)

1. Name of the Ind. : _____
Coordinator
2. Designation : _____
3. Phone No. : _____
4. E-mail



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Annexure-13

FIRST ASSESSMENT REPORT

(Submit the feedback for to your faculty mentor)

| UG INTERNSHIP - FIRST ASSESSMENT | |
|--|-------------------------|
| Student Name: | Roll No: |
| Branch: | Faculty Mentor: |
| Host Organization & Address: | |
| Industry Mentor with email and contact number: | |
| Mode of interaction with student - | |
| Note - During the Internship tenure, the Student will work in the direction to achieve belowmentioned milestones. It is mandatory to set at least 3 Milestones. <i>(Interns should discuss with their faculty mentor before setting milestones). These milestones progress will also be discussed and evaluated during the faculty mentor field visit.</i> | |
| Student Input | Faculty Mentor Comments |
| A1. | |
| A2. | |
| A3. | |

Students Signature

Faculty Mentor Signature



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MID ASSESSMENT REPORT

Department of

UG/PG Internship

Session Year -----

(Field Visit Report)

Date of Visit:

.....

Name of Student: Roll No.

.....

Name of Organization ...

.....

Address ...

.....

.....

..... Name of HR Person:

.....

Phone No. : Email

..... Name of Industry

Mentor.....

Phone No. Email

..... Stipend (if any)

.....

BRIEF PROGRESS REPORT

i) Topic/Title of the Project.

.....

.....

ii) Type of Project

.....



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Details of Project Assignment

.....
.....
.....
.....
.....

Assistance required from the
Institute.....

.....
.....

..... Response from the Industry/Remarks of Industry Coordinator

.....
.....
.....
.....

.....Remarks of the Faculty Mentor

.....
.....
.....

(Signature of Faculty Mentor)

(Signature of Industry Mentor)

Name:

Name

Designation:

Designation



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| UG INTERNSHIP - FIELD ASSESSMENT (by Faculty Mentor) | |
|--|---------------------------|
| Student Name: | Roll No: |
| Branch: | Faculty Mentor: |
| Host Organization & Address: | |
| Industry Mentor with email and contact number: | |
| Mode of interaction with student - | |
| Recommendation – The industrial mentor, faculty mentor and the student should sit together and evaluate the efforts put by the students to achieve the Milestones set during the first assessment. | |
| Outcome (refer the first assessment milestone) | Faculty Mentor Assessment |
| A1. | |
| A2. | |
| A3. | |

Industrial Mentor Remarks

Student Signature

Faculty Mentor Signature

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FINAL ASSESSMENT (A) REPORT

(to be filled by industrial mentor)

Date: _____

Student Name : _____ Roll No : _____

Industrial Mentor : _____ Title : _____

Organization Name: _____

Dates of Internship: From _____ To _____

Please evaluate your intern by indicating the frequency with which you observed the following behaviors: (please evaluate on the basis of top 6 relevant metrics)

| ASSESSMENT MATRIX | 5 | 4 | 3 | 2 | 1 |
|--|---|---|---|---|---|
| Technical Knowledge((refers to knowledge, clarity of fundamentals, and latest development)) | | | | | |
| Job Knowledge (refer to the ability to generate new and practical ideas for improvement of systems and operations related to the job). | | | | | |
| Work Quality (refer to the value of work delivered by the student, accuracy and competency level) | | | | | |
| Interpersonal Relationship (refers to ability to work harmoniously with superiors and subordinates) | | | | | |

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| | | | | | |
|--|--|--|--|--|--|
| Problem Solving Skills (refer to the involvement to find best alternative for any problem) | | | | | |
| Communication Skills (refer to the way of expression/communication/presentation of idea/thought) | | | | | |
| Professional Attitude (refer to the way of handling the problems) | | | | | |
| Regularity And Punctuality (toward assigned tasks) | | | | | |
| Time Management (complete task in given time frame) | | | | | |
| Adaptability To New Environment (refers to the ability to acclimatize with new work environment/culture) | | | | | |

Remarks/Suggestion for the Institute (Can be related to academic curriculum/Core subjects etc.)

Signature of Industry Mentor



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FINAL ASSESSMENT (B) REPORT

UG INTERNSHIP - FINAL ASSESSMENT

(by faculty
group)

| | |
|---------------|-----------------|
| Student Name: | Roll No: |
| Branch: | Faculty Group : |

| ASSESSMENT METRIX | Excellent 8 | Good 6 | Fair 4 | Average 2 | Poor 0 |
|--|-------------|--------|--------|-----------|--------|
| Application of Engineering Principles and software/mathematical tools/Latest technology | | | | | |
| Quality of the report writing (layout, structure, written and graphical material, referencing) | | | | | |
| Presentation Skills | | | | | |
| Innovation and understanding (level of difficulty, innovation and understanding of work completed) | | | | | |
| Outcomes (results, conclusions and learning outcomes achieved) | | | | | |

Specific Remarks, if any:

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Signature of Faculty Group



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STUDENT FEEDBACK FORM

(to be filled after completion of internship)

Student Name : _____ Branch: _____ Roll No _____

Faculty Mentor: _____ Title : _____

Supervisor Email: _____

Internship was: Paid _____ Unpaid Organization Name: _____

Dates of Internship: From _____ To _____

Give a brief description of your internship work (title and tasks for which you were responsible):

Was your internship experience related to your major area of study?

___ Yes, to a large extent ___ Yes, to a slight extent ___ No, not related at all

In the Institute internship program, faculty members are expected to be mentors for

students. Do you feel that your faculty mentor served such a function? Why or why not?

What has been the most significant accomplishment or satisfying moment of your internship?

What did you dislike about the internship?



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Give suggestions as to how your internship experience could have been improved.
(Could you have handled added responsibility? Would you have liked more discussions with your professor concerning your internship? Was closer supervision needed? Was more of an orientation required?)

Date _____

Student Signature _____



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Signature:-

Chairperson
IAR Placement Cell

Member Secretary
IAR Placement Cell

Member, Department of
Biotechnology and
Bioengineering

Member
Department of Business
and Management

Member, Department of
Biotechnology and
Bioengineering

Member, Department
of Computer Sciences
and Engineering

Head,
Department of Computer Sciences and Engineering

Head,
Department of Biotechnology and Bioengineering

Head,
Department of Business and Management