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Private University Estd in Karnataka State by Act No. 45 of 2013

Merged Files of 7.2

In this file, we have merged all the documents of sub-criterion of 7.2 which are shown below.

7.2 Best Practices

7.2.1 Describe two best practices successfully implemented by the Institution as per the NAAC format provided in the Manual.

1. Best Practice I: Professional Development Institute (PDI) for Continuous Improvement in Teaching
2. Best Practice II: Accelerated Credit Course Programmes (ACCP)

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Professional Development Institute

Professional Development initiatives at CMR University aim at building a holistic approach to the preparation of professionals with highest quality professional capacities, by ensuring broad-based competencies and 21st century skills, an understanding of the social-human context, and a strong ethical compass.

To support the University in realizing these goals and enabling a conducive environment for students to acquire skills to learn, to work and be future ready, the Professional Development Institute , plans and implements a series of opportunities for the faculty throughout the year. These encompass deliberations on Education and allied areas, Disciplinary Content Knowledge, Curriculum and Instructional Practices in higher education and Instructional Design. It also includes institutional planning and facilitating Research Processes leading to continuous development of self and the institution.

Learning experiences for Faculty incorporate a variety of approaches ranging from Annual Orientation to ongoing courses, workshops, seminars, conferences, research writing and dissemination. The PDI department collaborates closely with the faculty and them to pursue self-paced learning courses as per their interest areas. Readings, discussions, reflections, collaborative learning and assessment of own learning and progress through a self -assessment tracking system are at the core of these professional development initiatives at the University.

Vision

To facilitate powerful, ongoing learning experiences for all stakeholders who directly impact student experiences and foster individual 'agency' In setting standards for teaching, learning and accountability.

Goals & Initiatives

- **Create a culture of learning and individual and collective growth for the adults in the system**
- **Provide opportunities to teachers and school heads to continuously develop their 'self' as thoughtful and active members of our school community and to contribute significantly to the lives of children.**

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- **Promote holistic development of teachers and school heads, beyond their mastery over a mechanical set of techniques or procedures to nurturing one's character and competencies essential in the 21st-century world**
- **Prepare all stakeholders to competently perform their key responsibilities**

List of PDI Initiatives

1. **Induction and Orientation Training Program**
2. **CLP/FDP**
3. **Facilitator's Training Programs**
4. **Self Paced Learning via MOOCs**
5. **Building Sessions Repository**
6. **CMRU Newsletter**
7. **Teaching and Learning Best Practices**
8. **Self-Paced course in-house**
9. **Creation and updating of PDI Internal site**
10. **Building Educators' Toolkit**
11. **Bringing in the best practices from the global universities**

A. PDI Session Repository - CGI

The PDI team is working to build a repository of a total 100 sessions for CMRU for all types of stakeholders. This includes training sessions to be delivered in offline or online platforms and self-paced courses.

The creation of PD repository Includes,

1. **Shortlisting and mapping sessions to the in-house facilitators to design and deliver. Sessions are listed based on competency, skills and content expected for the respective stakeholders.**
2. **Curating/ Designing Modules on a Standard Template available in the template gallery by the facilitators**
3. **Reviewing resources such as template designs, session resources and getting them ready up to the standards defined**
4. **One on one mentoring of facilitators on designing and facilitating sessions (ToTs)**
5. **Uploading designs and resources over the PD repository drive.**

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Currently we stand at,

Repository	Current Session No.	Current Facilitators No.	Session Designs	Session ppts	Projected Session resource
CMRU	100	16	9	30	100

B. Organizing Training workshops

We play a pivotal role in organizing training programs for all the stakeholders in the university to ensure their competency and skill development to carry out responsibilities more effectively. Training sessions include induction, orientation programs and year long learning intervention based on needs. The sessions are organized not just for the teaching staff but for the non-teaching staff as well. The sessions are organized in collaboration with expert in house facilitators. We also look for experts from external agencies to bring in the best possible learning experience for our staff. The intent is to build familiarity with pillars, curriculum, standards of learning areas and innovation in teaching as well as professional practices.

Facilitators conducting workshops are trained on designing sessions using 'session design template', post session assessments, and various tech and instructional tools that support them to accomplish session outcomes. The PDI team supports in organizing, tracking and auditing all the training interventions. Master tracker is maintained for scheduling and tracking of training data.

Types of Training Workshops conducted for CMRU

Type of Programs	Stakeholders
Induction + Orientation Programs	Leadership+Faculty + Non-teaching staff
Year long FDP	Faculty + Non-teaching staff
Workshops for HO Team	CMRU HO staff

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I . Induction and Orientation Program

The Induction and the Orientation sessions had been organized by the PDI team for new and existing teaching faculty respectively. Both the programs were conducted separately. The training aimed to upscale all faculty members with this academic year's priorities.

Major themes of the sessions covered:

- **Innovative pedagogical approaches**
- **Advanced technological tools for online classes,**
- **Classroom management and CMRU culture setting**
- **Content specific cohorts**
- **Organizational Vision and Policies**
- **Effective teaching and learning practices**

Dates for the programs conducted :

Dates	Faculty Type	Mode	Session Nos.	Learning Hours	Total Faculty Attendance
July 23rd – July 27th	New faculty of CMRU (4 days)	In-person	13 sessions	16 hours	**18**
July 28th – August 3rd	All faculty of CMRU (6 days)	Online	28 sessions	36 hours of online learning	**122**

Click here to refer to the detailed schedule:

https://docs.google.com/spreadsheets/d/1FdTWA8D5BFM3pW3NRHY3FZ_0abSLQ8ZoQMX8xhtzcFA/edit#gid=1493324303

Details:

Induction 21-22 Photos

Orientation 21-22 Photos

Please click below to check the resources of the sessions

Resources

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II. Faculty Development Program

Total of 5 topics of FDP sessions are conducted across 5 campuses of CMRU - SOM, SOEC, SOLS, SOSS, SOSSH and SOET.

Some of the FDP sessions were done with the 2 or 3 campuses combined based on their needs.

Total FDP Sessions conducted for each campus (Total 5 campuses): 5

Total FDP sessions organized by the PDI departments: 18

Recordings of all the sessions conducted during Induction and Orientation 21-22

CMRU Self-Paced Induction 21-22

FDP Sessions	Topics	Times delivered
FDP Session-1	Effective Instructional Planning.	4
FDP Session-2	Use and Evaluate various CCE Components	3
FDP Session-3	Introduction to the Design Thinking	4
FDP Session-4	Evaluation in Outcome Based Education	3
FDP Session-5	Use of Bloom's Taxonomy	4

For audit details for each session conducted, click the link below:

https://docs.google.com/spreadsheets/d/1FdTWA8D5BFM3pW3NRHY3FZ_0abSLQ8ZoQMX8xhtzcFA/edit#gid=1788741110

Click below for details on each campus wise FDP; pictures and documents

https://drive.google.com/drive/folders/1jnRDLSrdxFDp1UrM7DGTerw07cpFiJKp?usp=sharing

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CMRU PDI Meeting Minutes

Participants: Dr. Sabitha, Dr. Tristha, Dr. Praveen, Dr. Suja, Ms. Juanita, Ms. Manisha
Location: CMR University, City Campus
Date: 22/12/22
Time: 9:45 to 11:20 am

Meeting Agenda

- Roadmap of tasks and projects for Jan - June
- Key timelines
- Key bottlenecks
- Infrastructure needs
- Requirements

1. The meeting began with the update of SOET observations done by the PDI team. A hard copy report of the observation has been shared with Dr. Sabitha as well. The observations have been filled and shared on ROT Schoolmint Grow with the respective faculty members.
2. For future workshops, a detailed report will be created by the PD team that will include the list of absentee faculty members and will be shared with Dr. Sabitha and Dr. Tristha.
3. From Dec2022 - January 2023, Pathway Program Module 1 will be rolled out for all the schools. These workshops will help faculty create Instructional plans and Learning outcomes and be able to use few active learning strategies to make their lectures interactive . By 15th January, the faculty should have created their respective IP's and shared them with their respective deans/directors.
4. By the end of January 2023, the pathway program module 1 should be completed by all the faculty members.
5. To move on to Module 2: faculty members should have completed module 1, completed post session assignments and implemented Module 1 strategies in their own classrooms, the evidence of which will be collected through SchoolMint Grow ROT classroom observation which will be done by their respective coaches.

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6. The updated Instructional Plan (IP) has been put up on the SchoolMint Grow platform, and the PDI team will explore how it can be downloaded and documented; accessibility of the document for leadership will be explored.
7. PDI team will create MOOCs and allocate them to the respective faculty members and also create on demand videos that will be uploaded on the Insight website for them to access.
8. PDI will conduct soft skills training workshops for non teaching staff as well.
9. For the leadership team, one workshop will be conducted which will cover: How to: Run effective meetings, Rot refresher, IP check, and discuss MOOC allocation. The date will be confirmed by Mr. Praveen.
10. The PDI team will put up QR code scans for Insight website in staff rooms across campuses.
11. The toolkit resource document will be cleaned and finalized by PD and will be presented and discussed with the individual departments beginning February, 2023.
12. SOSSH has been identified as the exemplary school. The PDI team will work closely with this school to work on their curriculum, assessment and Instructional strategies. PD will identify and document the current status of the school on these parameters and capture it as the baseline that will be later compared with after PD intervention results.
13. The table below has the schedule for the Pathway Programs Module 1 Leadership and non teaching staff Workshops listed that will be run from Dec2022- Jan 2023

School Names	Workshop	Audience	Cohort Size	Dates	Time	Venue
SOSSH + SOSS+ DCCC	Pathway Program - Module 1, Workshop 2 + IP Building	Faculty + Dean + Prog Head and HOD	55	27th December 2022	13:00 - 17:00	City Campus - Seminar Hall
				29th December 2022	13:30 - 17:00	
SOM + SOEC	Pathway Program - Module 1, Workshop 2 + IP Building	Faculty + Dean + Prog Head and HOD	57	3rd January 2023	13:30 - 17:00	City Campus - Seminar Hall
				5th January 2023	13:30 - 17:00	

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SOET	Pathway Program - Module 1, Workshop 1 + Workshop 2 + IP Building	Faculty + Dean + Prog Head and HOD	54	4th January 2023	9:00 - 16:00	Bagalur Campus. - Design Thinking Lab
				6th January 2023	13:30 - 17:00	
SOLS	Pathway Program - Module 1, Workshop 1 + Workshop 2 + IP Building	Faculty + Dean + Prog Head and HOD	54	30th December 2022	9:00 - 16:00	City Campus - Seminar Hall
				2nd January 2023	13:30 - 17:00	
SOA +SOD	Pathway Program - Module 1, Workshop 1 + Workshop 2 + IP Building	Faculty + Dean + Prog Head and HOD	20	9th January 2023	9:00 - 16:00	City Campus - Seminar Hall
				10th January 2023	13:30 - 17:00	
All Admin + Non Teaching (City + Bagalur +OMBR)	Etiquette + Soft Skills+ Tech	All Non Teaching staff	22	21st January 2023	9:00 - 12:00	City Campus - Seminar Hall
Leadership Training	ROT + Instructional Plan + Effective Meeting	Dean + Prog Head and HOD	30	11 January 2023	2.00 - 4.00	City Campus - Seminar Hall

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Faculty and Staff Induction - 12th, 13th, 15th July 2023

A Report

The Induction program for the New Faculty was conducted on 12th and 13th July at the City Campus premises and was planned for and coordinated by the PDI Team. The sessions conducted over this 2-day event familiarized the faculty with the history, vision, mission and culture at CMRU, in addition to acquainting them with its organizational structure, HR policies, Examination SOPs, academic software and academic program.

Day 1: 12th July, 2023

Attendees: New Teaching and Non-Teaching Faculty (51 attended out of a total of 75)

Agenda:

Session Timings	Session Details	Facilitator(s)
9:00 - 9:30 AM	Welcome and Introduction	Dr. H.B. Raghavendra (VC)
9:30 - 10:30 AM	Culture and Teaching and Learning at CMRU	Dr. Suja Bennet (DA)
10:30 - 11:30 AM	Roles and Responsibilities of Coordinators	Ms. Mary Sangeetha, HR Head
11:45 - 1:00 PM	CMRU Organizational Structure, GreyT HR, HR Policies, Slack	Ms. Mary Sangeetha, HR Head
2:00 - 4:00 PM	IT Policies and SOPs, JUNO	Mr. Ashutosh, IT Manager, Mr. Abdul Khader

Welcome and Introduction: Our esteemed Vice-Chancellor, Dr. H.B. Raghavendra gave a rousing and inspiring talk in which he highlighted:

a) the good practices being followed at CMRU b) the vision and foresight of the Management and educational leaders of CMRU in designing a mission statement that perfectly encapsulates the main objectives of the NEP recently proposed by the Central government and c) the main goals for the new academic year:

1. To achieve NAAC accreditation which will further raise the profile of the University in the national education scenario.

2. Curriculum development to ensure that 50% of the courses offered must relate to social/holistic development and 50% to the professional sphere in alignment with the NEP.

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3. Faculty to be more flexible and impart social and communication skills through their courses. The Vice Chancellor proposed that in each course, Internal Assessment should include some practical work that will enable students to connect with the community and provide a service/product/solution to resolve their problems.

4. Faculty to maintain student portfolios that will be a record of his/her academic progress, personal development, contributions etc from the time they join the university till the time they leave.

5. To increase participation of students in the LEAP programs. Dr. Raghavendra emphasized the importance of skill development in students — the need to develop not only technical skills but also communication, social and emotional skills — and the significant role the LEAP initiatives of the OSA played in developing these skills. He urged faculty to encourage the students to enroll in the LEAP activities and also stressed the need for better communication and dissemination of information between the OSA and the various Schools to ensure good participation in all the activities.

6. JUNO compliancy by all faculty was essential as this would reduce their paperwork to a large extent and hence all faculty must attend the scheduled trainings for this.

7. Focus of evaluation to shift from summative to formative assessments that include problem - solving and project- based assessment. Results must be declared on time.

8. Impetus for research: Dr. Raghavendra emphasized that faculty must actively involve themselves in academic research and publication of papers in conjunction with their colleagues and with their students. He also advised that faculty update themselves professionally and pursue their doctoral degree. He was particularly keen that projects and research geared towards the community be taken up as these would be well-recognized by the government and enhance the visibility of the University, and assured that the University would assist in finding funding for such projects. He encouraged research projects to be taken up by the Liberal Arts Schools in particular.

9. Dr. Raghavendra reiterated that the Faculty at CMRU was a splendid mixture of experienced and young staff and that both should remain open to support and learn from each other.

Culture and Teaching and Learning at CMRU:

This interactive session by Dr. Suja Bennet, the Dean of Academic Affairs had the new faculty reflecting on 'What is culture' and how as faculty, through their behaviour, attitudes and teaching practice, they reflect the culture and values of CMRU and hence had to 'live CMRU internally and externally'. She also emphasized the student-centric approach taken in all aspects of life at CMRU. Dr. Suja shared the expectations the University has of its faculty — to contribute actively to nourishing a vibrant academic environment that fosters curiosity, to be highly professional in the discharge of their academic and other duties and responsibilities, to

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strive to maintain a respectful and inclusive classroom and work environment and above all to maintain a high level of integrity and commitment in all that they do.

Dr Suja highlighted that Teaching and Learning at CMRU focuses on enabling its students to fulfill graduate and University objectives and outcomes, and that this is achieved through its curricular and co-curricular programs and through the pedagogical and assessment practices implemented here. She also noted with pride how the vision and mission statements of CMRU which were formulated years ago align with and reinforce the objectives of India's NEP 2020. The general responsibilities of every educator at CMRU were highlighted (Teaching-Learning Flow) — fulfilling the requirements of one's workload, creation of effective instructional plans, contributing to the question bank, a focus on outcome-based teaching using latest pedagogies and assessment practices, regular updation of all academic work in the ERP system (JUNO).

CMRU Organizational Structure and Role of Co-ordinators:

Ms. Mary Sangeetha's presentation began with an overview of the Organizational structure at CMRU. She then delineated the overall role and responsibilities of the University Statutory Officers and top leadership members (Deans, Directors, Registrars). The responsibilities of the different University Co-ordinator roles that may be assigned to faculty members were highlighted in more detail as these were crucial to the effective and efficient functioning of the institution.

GreyT HR, HR Policies and Slack:

This session presented by Ms Mary Sangeetha focused on 2 key areas: Work Policy, HR Committees.

Work Policy:

a)The University recruitment process and policies, Attendance policy (timings, requirements, regulations), Leave policy (Types of leave available[casual, vacation] and related regulations highlighted), Personal Files (maintenance and need for) were all discussed. The need for faculty to be punctual and regular, to update their leave applications and regularizations properly through the GreyT portal before the 25th of every month to avoid any issues with regard to crediting of salary was highlighted.

b) Staff Disciplinary Policy was shared – its purpose, behaviours that would attract disciplinary action and various levels of disciplinary action that these would warrant.

c) Performance Management: The Performance Evaluation process, Performance Improvement policies and the Career Advancement schemes were discussed.

d) Separation policy: The conditions under which Employee - initiated and University- initiated separation could be carried out as well as the procedures and regulations to be followed in these cases were mentioned.

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e) Grooming Policy was shared.

HR Committees: The scope, purpose and objective, redressal mechanism and composition of the Grievance Handling Committee and Internal Complaints Committee for Women (POSH)

Slack: This app is to be used as the primary communication device between faculty within a School and between the Schools as well.

The presentation concluded with a question and answer session during which Ms Sangeetha responded patiently and clearly to all queries.

IT Policies, SOPs and JUNO:

The session began with a presentation by Mr Ashutosh Awashti, IT Manager. He shared overall details regarding the following:

1) IT Team Members and their specific roles

2) ICT Portfolio (Software and Hardware)

3) Internet Usage access

4) How to raise a ticket for IT service and support

He emphasized the following points:

1. Each faculty is assigned a specific and unique university mail ID. They are individually responsible to maintain the confidentiality of all communications through this mail ID and must not share their password with anyone.

2. IT support and service may be availed only by raising a ticket through JUNO — no oral or other written communication will be followed up.

3. Faculty are advised to use Google Workspace applications only.

4. Any IT requirements must be raised through the respective School Heads only.

5. CMRU City Campus has a lab equipped with SPSS 26.0 to assist scholars with research and data analysis.

The second half of the session was presented by Mr Khader who walked the staff through all the steps associated with uploading of student and staff information in the JUNO portal. He emphasized the importance of entering all preliminary data relating to courses etc correctly (configuration) so that at a later point, all related student and faculty data entry and collation could be done correctly and easily. Mr Khader was able to clarify on a number of queries and emphasized that schoolwise training sessions would be arranged and faculty should make themselves available for the training.

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Faculty Feedback: The new faculty were very pleased with the Induction sessions:

—The presentation by Dr. Suja was well-received by many (29 responses). Faculty found the session engaging, inspiring and informative.

—The session on HR Policies was also much appreciated by the faculty who found it very informative (20 positive responses; 2 non-committal). There was a suggestion by one person that PF policy for staff could be initiated and also one request that a pdf of the presentation be shared with faculty for their reference. One faculty expressed dissatisfaction with some of the HR regulations and stated that these regulations should be shared with new appointees as soon as they join.

—For the session on IT Policies and Resources, 22 responses were received and 20 were very positive, 2 were non-committal — the session was very informative. Many requested further training in JUNO and suggested that this could be arranged at the earliest.

PDI Team Observations:

1. There was good attendance for both the morning and afternoon sessions of the Induction program. Though the number dropped slightly post lunch, this was due to the fact that some staff were deputed for department meetings and in fact, many joined later, after these meetings concluded.

2. The faculty were engaged and responsive during the sessions, noting down points, responding to questions, seeking clarifications.

Day 2: 13th July, 2023

Attendees: New Teaching Faculty (50/57 attended)

Agenda:

Session Timings	Session Details	Facilitator(s)
9:00 - 9:30 AM	Welcome and Introduction	Dr. Praveen R.(Registrar)
9:30 - 11:00 AM	Curriculum (AY ‘23 - ‘24) + STE + NEP	Dr. Suja Bennet (DA)
11:15 - 12:30 PM	Examination	Dr. Anil Kumar, Professor And Registrar, Evaluation, Dr. Praveen R. (Registrar)
1:15 - 3:15 PM	Pathway Program Introduction, CMRU Toolkit, IP	PDI Team

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Introduction and Welcome:

Dr. Praveen R., Registrar of CMRU opened the sessions for the day by posing a pertinent question, 'What is learning' and went on to emphasize that as new joinees, the onus was on the faculty to learn what CMRU is all about and to understand what her expectations are. A long standing faculty who has been with CMRU almost since its inception, Dr. Praveen traced the history of the CMR group of institutions starting from its humble origins as a school on a few acres of land with a handful of students, to its present stature as a premier university with 7 different schools spread over 4 campuses across the city. He shared the milestones in its period of growth and expansion over the past 30 odd years — the setting up of the first PU college, the establishment of the Ekya group of schools, receiving the NAAC accreditation and UGC recognition for the college of Education and the Institute of Management. He stressed that though its numbers have swelled to the thousands in the past few years, what was pervasive throughout its campuses was the sense of family and community. In this context, Dr. Praveen highlighted the significance of the Founder's Day program – a grand event attended by all the staff of all CMR institutions along with their spouses at which long-serving staff, newly married staff and those who have been conferred their doctorate degrees are felicitated. It is also the occasion on which students selected for scholarships based on Merit, Leadership potential and Sports proficiency are announced. Dr. Praveen noted with pride that about 20% of the staff at CMRU have been with the institutions almost since the time of its inception.

Dr. Praveen also noted that the CMR group is characterized by its readiness to embrace change and growth - its new, sprawling campus at Bagalur with its state-of-the art lab facilities and other amenities such as Hostel block, canteen and housing complex for staff stand testament to this.

Curriculum (AY '23 - '24), STE and NEP:

The Dean of Academics, Dr. Suja's presentation focused on these important aspects:

(1) the vision of the Shri Chikka Muniyappa Reddy in whose honour the CMR group of institutions were established, to make accessible a holistic, quality education to all, and how his vision and the mission objectives of CMRU predate and reinforce those of the NEP.

(2) how the vision of CMRU to 'nurture creative thinkers who will drive positive global change' is being fulfilled through the design of its Curriculum which encompasses 3 core principles, namely Preparing for Success (achieved through the Program curriculum), Knowing Self and Community (achieved through the Common Core curriculum) and Contributing to Society (aligned with the LEAP programs).

(3) Structure of the Curriculum and the Credit Allocations for the Common Core and Program Core curricular courses.

(4) Common Core Curriculum and the significance of the Graduate requirement courses in the holistic development of a student – to 'Discover, Build and Deliver'

(5) Leap program overview

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(6) Alignment of CCF with NEP; she laid particular emphasis on the fact that the University has taken the initiative that at least 4 courses of the Program Core curriculum would be industry-facing modules and at least 4 courses (level 3-up) would be taken by industry experts and this would give our students that competitive edge. She also emphasized the requirement that at least one course every semester should incorporate a mini- project or a stand-alone project which could be developed into a Capstone project.

(7) Curriculum Design and Development Process and the importance of faculty involving themselves in and contributing to this process as reflective, life-long learners (collaborate, co-learn and co-create).

(8) Overview of a typical STE.

(9) Emphasis on the positive impact that the faculty can have on the teaching - learning community through the values that they uphold and practice namely the values of integrity, commitment, compassion and resilience.

Examination:

Dr. Anil Kumar, Professor and Registrar, Evaluation gave a comprehensive presentation on all aspects of the examination process —- stages of the examination process, pattern of evaluation (IA + TEE + SEE+ Practicals + Project work/Dissertation) with an emphasis on CCE, attendance criteria, passing criteria, grading criteria, conversion of CGPA to percentage marks, evaluation process including role of the Checker and the Reviewer, criteria and process for re-evaluation. He also shared a brief overview of the main role and responsibilities of the Registrar of Evaluation, the Chief Superintendent, Invigilator and the Vigilance Squad.

He also highlighted:

1. Key practices that invigilators must be watchful to fulfill — check of student ID, noting of student ID on the question paper, punctuality, vigilance during the exam session etc.

2. The importance of entering student examination eligibility data accurately in the ERP system, especially details pertaining to clearance of fee payments, fulfillment of graduate course requirements, practical requirements etc. He stressed the role of Deans of Schools in checking that the data was correctly entered.

Dr. Anil Kumar ably fielded all questions and cleared doubts the new faculty had regarding examination procedures. Many requested additional sessions relating to this. Dr. Anil Kumar shared that trainings would be conducted school-wise and requested the PDI to plan the same.

Pathway Program Introduction, CMRU Toolkit and IP:

This session was led by Ms. Manisha Pandita and Ms. K Collison of the PDI. The session began with a reflection by faculty on 'What constitutes Effective Teaching?'. Ms. Manisha

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highlighted the role of the PDI in supporting the faculty in their professional growth and development. She shared the 5 pillars of the PDI and gave an overview of the modules of the Pathway Program. Faculty were also apprised of the resources available to them on the webpage of the PDI namely, 'Insight' with special emphasis laid on the resources in the CMRU Toolkit. Faculty were exposed to the CMRU Instructional Pan and were guided on how to prepare it, keeping in mind the principles of Backward Design and incorporating active learning strategies.

Feedback from the Faculty:

1. Session on Curriculum and STE: 25 faculty recorded their feedback which was largely positive (3 non-committal) — the session was useful and informative. There was a suggestion by one person that it would be helpful if discussion regarding STE could be done with reference to specific departments. In fact, Dr. Suja was unable to do this due to paucity of time; however, the same could be taken up on Campus Day during the Orientation program.

2. Session of Examination: A total of 24 feedback forms were received. The faculty were very appreciative of the sessions taken and found them 'informative and very useful'.

3. Session on Pathway Program, CMRU Toolkit and IP: This session was well-received by the new faculty. 8/20 scored the session as ⅘ , 8/20 scored it as 5/5 and 4/20 scored it a s ⅗. While they got a better understanding of how to prepare the IP and some teaching strategies to use, faculty did acknowledge that further training would be required in these aspects. The PDI team shared that further workshops relating to this would be held during the Orientation program.

PDI Team Observations:

1. Attendance and focus and participation of the faculty in sessions on Day 2 was good and matched the enthusiasm of the first day. The new faculty are showing a keen interest in learning about and fulfilling their responsibilities, improving their professional skills and in finding ways in which they can contribute to the institution.

2. A number of staff met the PDI team personally to convey their appreciation for all the sessions and presentations. They commented that the sessions helped them learn more about the CMR group of institutions - its history and culture which gave them a greater sense of belonging to the organization. They found the presentations of the Dean of Academics, Vice Chancellor and Registrar inspiring. They also looked forward to further professional development workshops.

15th July, 2023 - Soft Skills Workshop for Non Teaching Staff:

We understand the crucial role played by our non-teaching staff. We believe that nurturing the talents of every member of our university community is key to achieving our common purpose.

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PDI organized Soft Skills Training on the 15th of July, 2023 conducted by Ms. Manisha Pandita and Ms. Ms. K Collison. This interactive workshop was designed to equip our non-teaching staff with essential skills for effective communication, both verbal and non-verbal. They learned the art of crafting professional emails, mastered phone conversation etiquette, and gained insights into conflict resolution in the workplace.

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A Sample PDI Organized Orientation Report

FACULTY ORIENTATION - 24th - 26th July, 2023-24
PDI REPORT

Venue: OMBR Campus Auditorium (24th and 25th July)
City Campus AV Room (26th July)

Time: 9:00 - AM to 4:00 PM (24th and 25th July)
1:00 PM - 4:00 PM (26th July)

Day 1

Agenda:

1. Vision and Goals For The New Academic Year: Dr. H. B. Raghavendra(VC)
2. Academic Snapshots: Dr. Suja Bennet (DA)
3. HR Essentials: Ms. Sangeetha(Head, HR)
4. Effective Teaching, ROT, E-portfolio: PDI Team
5. Teams Intro (HR, IT, PDI, OSA, IQAC TAP): Respective Team Heads
6. Research and Research Publications: Prof. Muralishankar (SOET)

Faculty Present: 117/239 members from all Schools were present at the start of the day's proceedings.

1.Vision and Goals For The New Academic Year:

Our esteemed Vice-Chancellor, Dr. H.B. Raghavendra delivered the opening address of the Faculty Orientation program in which he outlined his vision and goals for the new academic year: 1. To achieve the NAAC accreditation 2. To give impetus to holistic education as envisioned by our Founders, with an equal emphasis on academics and co-curricular activities, especially social outreach initiatives and 3. With the support and guidance of the BOS and the Academic Council, to structure the academic program to enable multiple entry and exit options as envisioned in the NEP 2020. He also urged the faculty to implement the CIE program more effectively making it more reflective and experiential. It was their burden to encourage and motivate students to fully involve themselves in the co-curricular activities of the University. He also mentioned that measures had been put in place to recognize and award credits for good achievements in these areas.

2. Academic Snapshots:

Dr. Suja Bennet, Dean,Academic Affairs opened her presentation with a series of thought-provoking questions: 'Why are we here?', 'What is the purpose of education?', 'What is a "better society"?', 'What is the purpose of Higher

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Education?'. She then highlighted various aspects of Curriculum Design and Development at CMRU:

A. Key features/objectives of the Curricular program: a) to set global benchmarks with a focus on interdisciplinary education b) to develop learner values and sensibilities which is achieved through the Common Core Curriculum and LEAP initiatives and c) to develop graduate attributes through its program and common core curricula. She stressed the need to integrate theory and practice and inculcate skills that would enable and inspire students to investigate real-world issues, and develop innovative and sustainable solutions for them.
B. Importance of Curriculum Development particularly with regard to a) meeting Quality Assurance Standards b) Fulfilling accreditation criteria c) resources optimization d) promotion of faculty collaboration e)maintaining relevance with changing times
C. Curriculum Development process and the role of the Faculty, BOS and Faculty-Student Roundtable in this process.
D. Alignment of the CMRU Curriculum with the NEP 2020 which included an overview of the various categories of courses (both credit and non-credit courses) that are offered by the University.

Dr. Bennet also made mention of some academic initiatives that had been introduced in the past academic session and which would be further developed and carried forward this year: a) Academic SOPs b) Student and Faculty Handbooks c) OBE training d) Question bank e) NEP Compliance Framework and f) Instructional Plan.

The session concluded with a quiz for the faculty which was conducted online.

Feedback from the Faculty: 66 responses were received. Most of these were very positive (29 responses — found the session informative); 10 were non-committal). Some additional comments were: a) share the academic SOPs with faculty as soon as possible b) session was a bit long c) more clarity on alignment with NEP.

3. HR Essentials:

Ms Mary Sangeetha, Head, HR began her session with a brief introduction of her team members. This was followed by an informative session in which faculty were apprised of the key aspects of various HR Policies: a) Work policies which included recruitment, attendance and leave policies b) Disciplinary policy c) Employee Separation policy and d) Grooming Policy. Ms Sangeetha outlined the objectives and elaborated on the role and functioning of various HR Committees: a)

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Grievance Handling committee b) Internal Complaints Committee for Women (POSH) and c) Disciplinary Committee. The session concluded with an overview of the additional Co-ordinator roles that may be assigned to faculty and their responsibilities. She also stressed the importance of faculty using only the Slack application for all inter-School and inter-departmental communications.

Feedback from Faculty: 44 responses were received: 18 were very positive – it was an informative session; 6 responses were non-committal. Additional comments included: (a) share the HR policy along with the appointment letter (1 response) b) credit more than 1 CL at a time c) Include maternity leave (1 response)

Effective Teaching, ROT and E-Portfolio: Ms. Manisha Pandita, Manager, PDI led an interactive session on Effective Teaching at CMRU. She began by having faculty contemplate on 'what is crucial for learning?', 'how do students learn?' and 'what is effective teaching?'. She emphasized the 5 significant conditions that impact learning - motivation, prior knowledge, social interaction/collaboration, timely and specific feedback and metacognition. In an activity, Faculty were asked to jot down a statement on what effective teaching meant to them on post-its, and then paste their responses on a chart under appropriate columns relating to 4 different aspects of teaching — instructional goals, presentation skills, student engagement and faculty-student interaction. It was quite enlightening and heartening to note the importance many staff placed on student engagement and student-faculty interaction. The discussion on effective teaching naturally led to reflection on the role and importance of classroom observations and teaching evaluations in enhancing teaching practice. Ms. Manisha gave an overview of the levels and types of classroom observations being conducted at CMRU as part of the teaching evaluation process. She emphasized that the process was an objective one and that it was carried out in part, to develop among the faculty at CMRU a common vision of practices and approaches to apply for effective teaching. Ms. Kirupa walked the faculty through the various aspects of classroom observation as specified in the Review of Teaching observation form. She stressed that evaluations were evidence-based; faculty would receive a copy of the observations made and feedback given and would also be able to respond to the same. Faculty were encouraged to use the self-reflection table enclosed in the handout to evaluate their teaching practice. The session concluded with an overview of the components of an e-portfolio and how to create one on a Google site created for CMR University.

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Feedback from the Faculty: 79 responses were received. 11% of those who responded rated the session as 3/5, 44% as 4/5, and 44% as 5/5. Key takeaways for the faculty from this session were the factors that contributed to effective teaching-learning, a better understanding of the teacher evaluation process (ROT) at CMRU and how to compile an e-portfolio. Some also expressed that having a checklist for teachers regarding behaviors that will be observed would be helpful; one faculty also requested inputs on effective teaching strategies that could be employed for online teaching for large classes. There was also a suggestion that faculty e-portfolios be linked to the University website and made viewable by the public.

4. Teams Introduction : This session began with the introduction of the PDI team. This was followed by the introduction of the Tech Team by Mr. Ashutosh Ashwathi, Technology Manager. He shared the IT Team organizational structure and advised as to who could be approached for IT and ERP issues at the Centre and School level and the due process to be followed in each case. He requested and advised faculty to comply with the following: a) Raise a ticket for timely resolution of issues b) Faculty moving between campuses are eligible for Internet credentials for both campuses c) Restrain downloading too much so that internet speed is maintained d) Use of pirated software on the university systems is strictly prohibited e) Ensure that ERP configuration is correctly done at the start of the year to avoid delay in issue of results at the end of the semester. In response to some queries regarding PA system in the classroom by the faculty, Mr Ashutosh shared that as a pilot project, this facility had been fitted in some classrooms, but faculty had yet to use it effectively; he assured that once faculty utilized this an proved its efficacy, it would be extended to other classes as well.

Team introduction for IQAC, OSA and TAP teams was not done as teams were not available due to other commitments. HR team introduction was carried out during the HR presentation.

5. Research and Research Publications: This presentation led by Professor Muralishankar of SOET was an enlivening one, filled with inspiring quotations and videos.

Prof. Muralishanjar posited that the goal of research was to 'Unlock the path to knowledge' and 'Advancement and Societal Growth'. He observed that "to research well is to observe and understand well". In his presentation he highlighted these aspects of research – need for and characteristics of research, outcomes of research and types of research. He also stressed the significant role

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the teacher had in stimulating research by students and advised them to encourage questions, give impetus for rigorous investigation and provide scope for students to grapple with real-world problems in the classroom and outside. He motivated them to adopt an 'Observe, Think and Discuss anywhere, anytime' attitude; he shared a useful strategy — carry a notebook with you to jot down any observations, thoughts and ideas that come to your mind, as 'science breakthroughs often come from the fringe'. Professor Muralishankar ended with an overview of research publication — benefits of publishing and types of research publications. He cautioned that faculty must publish their research in reputed journals. He also shared the correct steps to be followed when preparing a research manuscript for publication: 1. Method 2. Results and Discussion 3. Introduction 4. Concluding remarks 5. Abstract 6. Title

Feedback from the Faculty: 35 responses were received; of these 25 were very appreciative; 4 were non-committal; 2 expressed dissatisfaction with the session.

PDI General Observations:

1. The faculty were well-engaged and responsive in all the sessions.
2. The attendance at the start of the day was 117/239, but this dropped to 107 and then 98 by mid-morning. For the afternoon sessions, attendance was around 100. It was noted that a number of faculty were required to attend important meetings which coincided with the sessions resulting in this fluctuation. Further, some faculty also had to leave sessions once or twice to attend to other urgent duties relating to the First Years' Student Orientation program; others joined sessions after completing scheduled classes.

   It was encouraging to note however, that faculty often rejoined sessions as and when they could and they were keen to attend the sessions.

Day 2

Agenda:

1. Design Thinking, Teaching and Learning Strategies for Student Engagement: PDI
2. OSA/LEAP Overview: Dr Babu Devasenapathi, Prof. and Director, OSA
3. Placement Focus: Dr. Lakshminarayanan, Prof. and Director, TAP
4. IQAC and NAAC Accreditation:Dr. Mohan Kumar, Prof. and Director,IQAC

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A Sample PDI Organized Orientation Report

Faculty Present: 117/239 members from all Schools were present at the start of the day's proceedings.

1. Design Thinking: Ms. Manisha Pandita, PDI Manager led a highly interactive session on the Design Thinking process. The session began with a pair activity in which one partner had to describe a tool to the other, without overtly mentioning its use i.e. describe the problem the tool is addressing and how the design of the tool addresses this problem. Based on this description, the other partner had to sketch an image of the tool. Faculty enjoyed this activity and it brought out clearly, the challenges one faces when communicating an idea, particularly an original and unique one.

Ms. Manisha then led the faculty through the stages of the design thinking process i.e. empathize (identify user challenges), define (identify the problem) ideate (brainstorm ideas), prototype (concept sketching/prototyping) and test. She asked the faculty to ponder how this design thinking process could be applied to real-world problems that they encounter in the classroom and in the academic world – be it issues relating to curriculum, use of spaces, or even the dynamics of the department to which they belong.

To enable the faculty to make a strong connect between the design thinking process and how it could be applied to their real-life problems, they were split into groups and and asked to use design thinking to address an academic problem of their choice:

a) Groups first discussed various problems they encountered on a day-to-day basis and then selected to focus on. Some of the questions that came up included: How to reduce late-coming by students, how to enhance student attendance, how to discourage plagiarism by students and how to motivate the 'backbenchers'. (Identify User Challenges)
b) Faculty then had to consider what could be the root cause of the issue (Define the problem). In order to do this in a more effective way, Faculty were exposed to the '5 Whys' technique in which the question 'why' is asked repeatedly to determine the root cause of a problem. Having honed in on one specific cause, they had to frame a user needs statement i.e. define the problem.
c) Faculty then had to brainstorm and come up with a number of ideas (Ideate) on how this issue could be resolved, and no idea however crazy or silly it sounded was to be excluded — aim to generate a huge quantity

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of ideas. Faculty were introduced to another technique to assist in this process – the HMW technique (How Might We..)

d) Faculty had to finally categorize their ideas/solutions ("craziest one/ most practical/ the one I love")

At each stage of this group activity, faculty were invited to share their observations and ideas which made for a highly engaging and invigorating experience. At the close of the session, Ms. Manisha highlighted how design thinking helps one develop the mindset and skills needed in the modern day.

Teaching and Learning Strategies for Student Engagement:

The session began with a poll based on a survey carried out on teaching strategies used by 3 different professors – whose approach would impact student learning more? The surprising result: The strategy used by a professor had no significant impact on student learning. This led to a consideration of:

a) The differences between a traditional teacher-directed classroom versus a learner-directed classroom with learner -oriented classrooms being characterized by collaborative work, faculty-student and student-student interactions, self-reflection on learning, student voice and choice.
b) What is active learning and how it could be implemented in the classroom.
c) What is an interactive lecture? What are some of the active learning strategies that can be incorporated into an interactive lecture?

The faculty participated in a group activity in which they had to select 2 -3 active learning strategies and model the same for other groups. Some of the strategies selected included role play, use of videos, debate and student summary.

Feedback from the Faculty: 58 responses were received from the faculty. 10% rated the session as ⅗, 52% as ⅘, and 38% as 5/5. Some suggestions made were: a) Share inputs on subject-wise strategies to be used b) Challenges faced by faculty in employing active learning strategies also to be addressed in these sessions c) Share inputs on how to employ these strategies while taking online classes.

2.OSA/LEAP Overview: This was another engaging session, led by Dr. Babu Devasenapathi and Ms. Rachel Jayvanth and the team of OSA faculty. As most of the faculty were familiar with the LEAP activities of the OSA, Dr. Babu Devasenapathi sought to make this session an immersive experience through group discussion:

a) Faculty were grouped according to their birth months and put to reflecting on some key questions:
   — What is education? What is holistic education?

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— How can we implement holistic education effectively in our University?

b) Faculty had then to step into the shoes of a student and respond to these questions:

—- What non-academic skills would you have liked to learn while at school/college?

— Is it OK for a student to be quiet in class? How can a quiet student be drawn out of their shell?

— If you were the Student President of a college, how would you engage with and motivate students from different campuses/schools?

— Considering that you are academically an average student, how could you make your college life more colourful and interesting?

— As a student, what initiatives can be taken to develop leadership skills?

Through group discussions on these questions, Dr. Babu Devasenapathi enabled faculty indirectly to explore the range of activities and services that the OSA conducts through its LEAP program. The faculty participated whole-heartedly in these discussions and thoroughly enjoyed thinking back on their student days and experiences.

Feedback from the Faculty: 34 responses were received from the faculty. 19 responses were extremely appreciative — the session was informative, engaging and interactive 5 responses were non-committal. There was one suggestion to include more clubs in engineering cab.

3.Placement Focus: Dr. Lakshminarayanan, Prof. and Director, TAP gave a thought-provoking presentation on the Placements at CMRU:

a) He began by sharing some statistics relating to the number of graduates from each of the Schools and the potential salaries they may expect if successfully placed with well-established companies. He contrasted these statistics with data relating to department -wise placements for the past year; this data revealed that placement success was not as high as it could be with some companies (30) rejecting all student applicants from CMRU.

b) He shared the expectations of the Corporates:

—- The companies were not looking for academic excellence — this was a given as they only first considered such students. What they were looking for were other skills in students — such as problem-solving, analytical and communication skills.

— They were also looking for students who displayed good attitudes and behaviors that would serve them well in the corporate sector and for young people with entrepreneurial skills.

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— He emphasized that the internships that students took up – the companies they worked with, the nature of the projects they took up, the role they played etc played a significant role in campus recruitment.

c) He advised that the Faculty play an important role in facilitating campus recruitment:

—- Ensure that students develop strong foundational skills in their respective subjects with an emphasis on problem-solving and critical thinking.

— Guide students in developing realistic career goals by the 2nd year of their course.

— Guide students to take up genuine internship projects. Faculty serving as internal guides for projects/internships must interact periodically with the external guides to receive feedback regarding a student's progress and actions.

Feedback from the Faculty: 36 responses were received from the faculty. 18 responses were very positive — the session was good, informative and served as an eye-opener regarding the placement status of CMRU students and the expectation of the corporate sector in this regard. 5 responses were non-committal. There were 2 suggestions: a) Conduct sessions for students so that they will be more aware of what the corporate sector requirements are for company placement and b) Bring core companies for ECE.

4.IQAC and NAAC Accreditation: Dr. Mohan Kumar, Prof. and Director of IQAC and DORI gave a comprehensive overview of work of the Internal Quality Assurance Council and also gave a brief update on the NAAC accreditation process. He opined that accreditations and affiliations were important in raising the profile of the University and the IQAC played an important role in ensuring that the University received these affiliations and accreditations by fulfilling the requirements of these awarding bodies. He highlighted the 18 initiatives of the IQAC that covered a range of measures and activities such as institution professional memberships, research and innovation extension targets, drafting of policies for students and faculty, conducting periodic NAAC reviews, preparation of the Institutional development plan, School-wise SWOT analysis and preparation of action plan etc. He also shared a number of slides regarding CMRU awards and recognitions received. He advised faculty to strive for Best Paper Awards for their publications in order to raise the profile of their Schools. Dr. Mohan Kumar highlighted the prestigious NIRF award that had been attained by some of the Schools and added that the university would be seeking this accreditation for SOLS and SOM for the year 2023.

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Feedback from the Faculty: 37 faculty responses were received. 32 were most appreciative — session was good, informative and brought clarity regarding the NAAC accreditation process; 5 responses were non-committal. There was a request that new faculty of SOET/SOSS, particularly those taking the new MCA and BCA courses be given further training on their duties and on the filing process.

PDI General Observations:

1. Faculty participated in all sessions and the oral feedback given was that they were relevant and informative.
2. As on the first day, due to scheduling of various other meetings, there was a drop in attendance in the sessions as the day proceeded, falling from 110 to about 80 in the afternoon session.

Day 3:

Agenda:

1.Creating Effective Learning Outcomes, Activities and Assessments: PDI

2. Teaching and Research in Higher Education: Prof. Dr. N.V. Subba Reddy (Pro-VC)

3. Library Resources: Mr. Maltesh Akki N. (Library and Information Officer)

Faculty Present: Attendance for the opening session was low (63/239) as faculty were completing their other student orientation duties and were thus delayed. However, for the 2nd and 3rd sessions the attendance increased (90/139).

1.Creating Effective Learning Outcomes, Activities and Assessments:

This session was conducted by Ms. Manisha Pandita, Manager, PDI. The focus of this session was on understanding what outcome-based education(OBE) was all about:

a) Through stimulating graphics and reflective questions followed by group discussion, Ms. Manisha brought out the importance of aligning program outcomes with the vision and mission of the University, aligning course outcomes with program outcomes and finally how session outcomes should be linked to and reflect the course outcomes. Faculty also had a look at Curriculum Map Matrix which shows how course outcomes are connected to program outcomes.
b) Emphasis was laid on the importance of framing very specific and students-centric session-wise learning outcomes which align with course outcomes as these session outcomes help define the assessment design (to evaluate whether these learning outcomes have been achieved) and also help to

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decide on appropriate learning activities for the session (in other words, how these learning activities will be achieved).

The session closed with the faculty writing and sharing learning outcomes they prepared for a "perfect student" who would undergo their course/program.

Feedback from the Faculty: 29 faculty responses were recorded. 3% of the faculty rated the session as ⅖, 7% as ⅗, 52% as ⅘, and 38% as 5/5. Staff appreciated the session for clearing bringing out the meaning of outcome-based learning and how learning activities and assessments must be based on learning outcomes. A few found the session a bit rushed and looked forward to further sessions on this for more clarity.

2.Teaching and Research in Higher Education: This session was facilitated by our esteemed Pro Vice-Chancellor, Dr Subba Reddy. He began the session by acknowledging the vision for education of Sri Chikka Munniyappa Reddy, in whose honour the CMR group of institutions have been established. The key aspects of Dr. Subba Reddy's presentation were:

a) Role of the faculty in promoting research in the University – their role as research supervisors for Ph.D. students and as members of the Doctoral Committee. As faculty of a university, rather than a college, it was expected that they should be involved in research in addition to their other duties.
b) Faculty should also actively pursue research with the help of their students – this will benefit them academically and professionally and will also benefit their students and will raise the profile of the University. He encouraged faculty to pursue inter-disciplinary projects as these attract funding (by government, corporates and private individuals) and are viewed positively by the government.
c) Faculty must strive to present and publish their research in reputed journals, at conferences and by contributing to books/book chapters. This enable them to attract citations of their work, which in turn, would help them achieve recognition within the academic community.
d) He encouraged faculty to increase the number of citations of their research by increasing visibility of their research: i) by publishing their research in reputed interdisciplinary journals and open-access journals ii) by engaging and sharing research on social networking sites such as Google Scholar, Academia.edu, ResearchGate etc. iii) by creating their own websites/lab websites, blogs etc to share their research iv) by creating their own ORCID ID. v) written review articles.

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e) Dr. Subba Reddy highlighted the importance of public awareness of research done: (a)protection of their discoveries (b) as a basis for promotions and incentives (c) as a basis for post-doctoral research (d) to refine their research on the basis of peer feedback.
f) Dr. Subba Reddy shared the steps for creating an ORCID ID.
g) He also stressed the need to be ethical while carrying out research and publishing research and highlighted the 3 levels of penalties handed out by the UGC and AICTE for plagiarism.

Feedback from Faculty: 41 responses were received and they were largely very appreciative of the session — informative, gained a better understanding of the professional value of conducting research; 8 responses were non-committal. Two faculty requested that the slides for the presentation be shared with faculty as they contained very useful information.

3.Library Resources: The following are the highlights of the session on Library resources presented by Mr Malatesh Akki:

a) How to access the online library catalog and general rules to be followed.
b) Remote access library services available on the CMRU webpage: e-resources (School-wise), e-journals (jstor etc.), plagiarism check services (Drillbit, Shodhganga, INFLIBNET, Urkund), online videos (subject-wise and discipline-wise) etc.
c) How to access the National Digital Library of India and jstor online.
d) He stressed on 2 aspects regarding faculty use of the library resources:
   1. E-gate system has been implemented in the library for ease of entry.
   2. When requisitioning books for the library, it is helpful and important to quote the ISBN number of the publication.

Feedback from the Faculty: 40 responses were received; most were quite appreciative (informative, good) and a few were non-committal. These suggestions/requests were made: (a) The University should subscribe to more reputed engineering journals (b) the list of journals and databases mentioned during the presentation be shared with the faculty (c) Turnitin and IEEE software be added to SOET.

PDI General Observations:

1. The attendance on the 3rd of the Orientation program was somewhat diminished due to scheduling of other programs. However, those who attended the sessions conveyed their appreciation for all the sessions.

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2. Some faculty met us personally and conveyed that the sessions conducted over the 3 days orientation program were interesting and informative and they looked forward to future sessions. They wished that such sessions be arranged without clashing with other programs so that faculty could attend without any conflicts.
3. There was a request that the slides for the PDI sessions be shared.

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Accelerated Credit Course Programme (ACCP)

The Accelerated Credit Course Programmes (ACCP) is one of the outreach programmes of the CMR University. It provides several free advanced courses to the students who can take it online and improve their skills in the emerging fields such as Artificial Intelligence (AI), Machine Learning (ML), Generative AI, Wireless Communications, Smart Materials, Life Skills, and FinTech. Now, it is available for the Higher Secondary students from different schools and institutes including CMR and Ekya Schools across multiple streams. However, students of all levels are allowed to take these courses free of cost. This innovative initiative presents students with the chance to proactively earn advanced certifications and credits while immersing themselves in modern, specialized fields, thus enriching their academic portfolio. ACCP is offered to students of higher secondary level irrespective of their streams, Board of Studies. The students can register for any of the courses that are being offered.

At the end of the ACCP programs, students get certificates for successfully completing the courses. The condition for this are: attending at least 85 percent of the classes and securing at least 50% in the end of program assessment in a particular ACCP course. All students who complete the course successfully are awarded certificates. All students who complete the course successfully and take admission into an undergraduate programme in CMRU not only receive a certificate but also earn a credit for each course. However, a student can acquire a maximum of 2 credits against the 2 courses that have been completed successfully prior to the commencement of the undergraduate programme.

Purpose

The purpose of this Standard Operating Procedure (SOP) is to provide the details of **Accelerated Credit Courses Program (ACCP)** and to outline the process for ensuring that all the necessary preparations are made for the offering of the **Accelerated Credit Courses (ACCP)** by various Schools of Studies to higher secondary students.

About ACCP at CMRU

ACCP is offered to students of higher secondary level irrespective of their Streams and Board of Studies. The students can register for any of the courses that are being offered. If a student has attended at least 85 percent of the classes and secured a minimum of 50% in the assessments in a particular ACCP course is said to have completed the course successfully. All students who complete the course successfully are awarded certificates. All students who complete the course successfully and take admission into an undergraduate programme in CMRU not only receive a certificate but also earn a credit. However, a student can acquire only a maximum of 2 credits against the 2 courses that have been completed successfully prior to the commencement of the Undergraduate programme at CMR University.

ACCP Requirements

The requirements for the courses are as follows:

- Eligibility: All students can choose any course (1 or more) from the basket of ACC
- Duration: 15 Hours
- Fee: Free

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- Days: Monday to Friday
- Time: 4.30 pm to 5.30 pm
- Mode of Conduct: Online
- Minimum attendance required for course completion: 85 %
- Minimum percentage of marks required for course completion: 50%
- Deliverables:
    1. Certificate (For all registered students who have completed the course successfully)
    2. Certificate and Credit (For all students who complete the course successfully and take admission in the University)
- Maximum no. of ACCP credits a student can earn: 2
- Minimum cohort size: 20
- Course details:

Year: **2023**

#	Course	Credit	Time Slot
1	Digital Skills	1	4.30 pm to 5.30 pm
2	Entrepreneurship	1	4.30 pm to 5.30 pm
3	Artificial Intelligence	1	4.30 pm to 5.30 pm
4	Architecture through Cinema	1	4.30 pm to 5.30 pm
5	Mobile Application Development	1	4.30 pm to 5.30 pm
6	Introduction to Legal Writing	1	4.30 pm to 5.30 pm
7	Design 101	1	4.30 pm to 5.30 pm
8	Cyber Security	1	4.30 pm to 5.30 pm
9	Sensors and IoT	1	6.30 pm to 7.30 pm

Year: **2024**

#	Course	Credit	Time Slot
1	Generative AI and Chat GPT	1	4.30 pm to 5.30 pm
2	Wireless Wanderlust: “The Art of Mobile Communication”	1	4.30 pm to 5.30 pm
3	Smart Materials	1	4.30 pm to 5.30 pm
4	Introduction to Architecture	1	4.30 pm to 5.30 pm
5	Introduction to Finance and Investment Management	1	4.30 pm to 5.30 pm
6	Introduction to Sales and Marketing Management	1	4.30 pm to 5.30 pm
7	Design 101	1	4.30 pm to 5.30 pm
8	FinTech	1	4.30 pm to 5.30 pm

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9	Entrepreneurship	1	6.30 pm to 7.30 pm
10	Artificial Intelligence	1	6.30 pm to 7.30 pm
11	Web Design	1	6.30 pm to 7.30 pm
12	Introduction to Legal Writing	1	6.30 pm to 7.30 pm
13	Spirit of the Indian Constitution	1	6.30 pm to 7.30 pm
14	Psychology in Everyday Life	1	6.30 pm to 7.30 pm
15	Life Skills	1	6.30 pm to 7.30 pm

Eligibility to:

i) Earn a Certificate
ii) Earn a Certificate and a Credit

Criteria	To earn a Certificate	To earn a Certificate and a Credit
Attendance %	85 %	85 %
Marks %	50 %	50 %

Addition of Credits earned at CMRU

School	Programme Level	No of credits to be treated and the Semester in which Credits earned to be treated	
		Course 1	Course 2
SOA	UG	1 Credit in II Semester	1 Credit in III Semester
SOD	UG	1 Credit in II Semester	1 Credit in III Semester
SOET	UG	1 Credit in II Semester	1 Credit in III Semester
SOLS	UG	1 Credit in II Semester	1 Credit in III Semester
SOM	UG	1 Credit in II Semester	1 Credit in III Semester
SOEC	UG	1 Credit in II Semester	1 Credit in III Semester
SOSS	UG	1 Credit in II Semester	1 Credit in III Semester
SLS	UG	1 Credit in II Semester	1 Credit in III Semester

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Timeline

The ACCP at CMRU is normally conducted between April and September each year. Depending on the demand, several batches are conducted. The first batch normally starts in the first week of April and the last batch normally is completed at the end of September each year.

Roles and Responsibilities of the Students

- Register for the course (one at a time) through the shared Google form.
- Attend Orientation session
- Attend classes regularly
- Diligently participate in sessional activities
- Complete assignments and assessments as per the curriculum

ACCP SPOC Details:

Dr Balaji B R
Mob: 9980667555
EMail ID: acc2023@cmr.edu.in

Note:

- Registration Form is shared with all students through Google Form.
- Registration is open for all ACCP courses. But only those ACCP courses which have at least 20 registrations will be offered.
- ACCP which has more than 100 registrations will have multiple parallel cohorts.

FAQs:

1. What is the duration of the course?

The duration of the course is 15 hours spread over 3 weeks, for instance the last batch of 2023 was conducted from 28 August to 15 September 2023. The sessions will be conducted everyday for 1 hour from Monday to Friday tentatively between 4.30 pm and 7.30 pm depending on the availability of the resource persons.

2. Is the course online or offline?

The ACCP sessions will be in the online mode.

3. How should I choose the course?

A student is allowed to give two preferences. The course will be offered based on the minimum number of registrations for a particular course.

4. How do I register?

You may register by filling up the form on the ACCP website.

5. How will I know if my name is registered?

You will get a confirmation mail / message from the CMR University office within 24 hours of your registration.

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6. When will I get the course link to join the Orientation and the Sessions?

At least three a couple of days before the orientation the links are send to the participating students through email.

7. Will the course include any assessments?

All the courses offered as part of the ACCP will have a minimum of two assessments which will be conducted during the 2nd and 3rd week of the course for 25 marks each (the date and time of the assessment will be announced by the respective resource person).

8. Will any study material/learning material be shared with the students?

Learning material will be shared by the resource person as soft copies.

9. Will feedback be taken regarding the course?

The feedback will be taken twice.

i) First feedback will be taken administered a week after the commencement of the course

ii) Second feedback will be administered just before the conclusion of the course.

10. Will any assignments be part of the course?

The course will include activities and assignments.

11. What is the eligibility criteria for getting an ACCP e-certificate?

A student who has attended 85% of the sessions and obtained a minimum of 50% marks in the assessments conducted, will be eligible for an ACCP Certificate

12. What is the eligibility criteria for getting ACCP credit?

If a student who has completed an ACCP course successfully gets admitted to an Undergraduate program of CMR University for any Undergraduate Programme of any School of Studies will be entitled for an advance credit (1 credit).

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CERTIFICATE

This is to certify that

Krina Vagadia

has successfully completed the Accelerated Credit Course (ACC): **'Entreprenuership '** conducted from 12 April 2024 to 29 April 2024 as a part of CMRU's initiative to build the future.

Grade: A+

Dr. Rajat Gera
Dean - School of Economics & Commerce

Dr. Sudhir Routray
Dean - Academics

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CERTIFICATE

This is to certify that

Vibhavari Das

has successfully completed the Accelerated Credit Course (ACC): **'Design 101'** conducted from 12 April 2024 to 29 April 2024 as a part of CMRU's initiative to build the future.

Grade: A+

Aleksandra Rotar
Director
School of Design

Dr. Sudhir Routray
Dean - Academics

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CERTIFICATE

This is to certify that

Fayaz Ahmed Lone

has successfully completed the Accelerated Credit Course (ACC): **'Artificial Intelligence'** conducted from 12 April 2024 to 29 April 2024 as a part of CMRU's initiative to build the future.

Grade: A+

Dr. T A Ashok Kumar
Director - School of Science & Computer Studies

Dr. Sudhir Routray
Dean - Academics

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CERTIFICATE

This is to certify that

Roshan Abraham George

has successfully completed the
Accelerated Credit Course (ACC):
'Design 101' conducted from
12 April 2024 to 29 April 2024 as a part of
CMRU's initiative to build the future.

Grade: A+

Aleksandra Rotar
Director
School of Design

Dr. Sudhir Routray
Dean - Academics

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Private University Estd in Karnataka State by Act No. 45 of 2013

RECOGNIZED BY UGC

SCAN TO REGISTER FOR **ACCP**

Outshine your competitors with CMRU's

ACCELERATED CREDIT COURSE PROGRAMME (ACCP)

The ideal launchpad you need to fast-track your future!

ACCP Batch 3 : 18 June - 2 Aug

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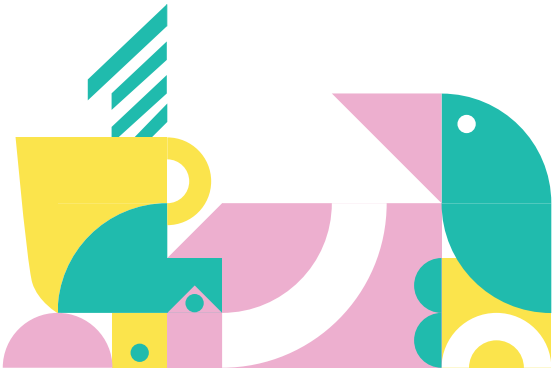

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ACCELERATED CREDIT COURSE PROGRAMME (ACCP)

CMR University introduces the Accelerated Credit Course Programme (ACCP) for 2024, which will be delivered in the online mode. Now, it is available for the Higher Secondary students from CMR/Ekya Schools across multiple streams. This innovative initiative presents students with the chance to proactively earn advanced certifications and credits while immersing themselves in modern, specialized fields, thus enriching their academic portfolio. In order to take advantage of this opportunity, you are invited to enroll in an ACCP course by indicating your top two preferences on the form provided below. Registration is open until 28th June 2024. Seize this chance to elevate your educational journey with CMR University's ACCP online courses.

COURSE TIMELINE

1	2	3	4	5	6
18th JUNE TUESDAY	28th JUNE FRIDAY	1st JULY MONDAY	2nd JULY TUESDAY	26th JULY FRIDAY	2nd AUG FRIDAY
REGISTRATION STARTS	LAST DATE TO REGISTER	ORIENTATION SESSION	COURSE COMMENCEMENT	COURSE COMPLETION	CERTIFICATE DISTRIBU

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ABOUT ACCP AT CMR UNIVERSITY

ACCP is offered to students of higher secondary level irrespective of their streams, Board of Studies. The students can register for any of the courses that are being offered. If a student has attended at least 85 percent of the classes and secured a minimum of 50% in the assessment in a particular ACCP course is said to have completed the course successfully. All students who complete the course successfully are awarded certificates. All students who complete the course successfully and take admission into an undergraduate programme in CMRU not only receive a certificate but also earn a credit. However, a student can acquire only a maximum of 2 credits against the 2 courses that have been completed successfully prior to the commencement of the Undergraduate programme.

ACCP REQUIREMENTS

The requirements for the courses are as follows:

Eligibility: All students can choose any course (1 or more) from the basket of ACCP

Duration: 15 Hours

Course Fee: No Fees required

Days: Monday to Friday

Time: 4.30 PM to 5.30 PM

Mode of Conduct: Online

Minimum attendance required for course completion : 85 %

Minimum percentage of marks required for course completion : 50%

Deliverables: Certificate (For all registered students who have completed the course successfully)

Certificate and Credit (For all students who complete the course successfully and take admission at CMR University)

Maximum no. of ACCP credits a student can earn in AY [25-25]: 2

Minimum cohort size : 20

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COURSE DETAILS

Sl. No.	Course Name	Course Credits	Timings
1	Generative AI and Chat GPT	1	4.30 pm to 5.30 pm
2	Wireless Wanderlust: “The Art of Mobile Communication”	1	4.30 pm to 5.30 pm
3	Smart Materials	1	4.30 pm to 5.30 pm
4	Design 101	1	4.30 pm to 5.30 pm
5	Introduction to Architecture	1	4.30 pm to 5.30 pm
7	Introduction to Finance and Investment Management	1	4.30 pm to 5.30 pm
8	Introduction to Sales and Marketing Management	1	4.30 pm to 5.30 pm
9	FinTech	1	4.30 pm to 5.30 pm
10	Entrepreneurship	1	4.30 pm to 5.30 pm
11	Artificial Intelligence	1	4.30 pm to 5.30 pm
12	Web Design	1	4.30 pm to 5.30 pm
13	Introduction to Legal Writing	1	4.30 pm to 5.30 pm
14	Spirit of the Indian Constitution	1	4.30 pm to 5.30 pm
15	Psychology in Everyday Life	1	4.30 pm to 5.30 pm
16	Life Skills	1	4.30 pm to 5.30

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OFFERED COURSES IN ACCP 2024

Here is the list of proposed Accelerated Credit Courses for 2024 from all the participating schools of CMR University.

School of Engineering and Technology

- Generative AI and Chat GPT - CSE/IT
- Wireless Wanderlust: “The Art of Mobile Communication” - ECE
- Smart Materials

School of Design

- Design 101

School of Architecture

- Introduction to Architecture

School of Management

- Introduction to Finance and Investment Management
- Introduction to Sales and Marketing Management

School of Economics and Commerce

- FinTech
- Entrepreneurship

School of Science Studies

- Artificial Intelligence
- Web Design

School of Legal Studies

- Introduction to Legal Writing
- Spirit of the Indian Constitution

School of Liberal Studies

- Psychology in Everyday Life
- Life Skills

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ELIGIBILITY

i) To Earn a Certificate ii) To Earn a Certificate and a Credit

Criteria	To earn a Certificate	To earn a Certificate and a Credit
Attendance %	85 %	85 %
Pass %	50 %	50 %
Admitted to CMRU	No	Yes

TREATMENT OF CREDITS

School	Programme Level	Number of credits to be treated and the Semester in which Credits earned to be treated	
		Course 1	Course 1
SOA	UG	1 Credit in II Semester	1 Credit in III Semester
SOD	UG	1 Credit in II Semester	1 Credit in III Semester
SOET	UG	1 Credit in II Semester	1 Credit in III Semester
SOLS	UG	1 Credit in II Semester	1 Credit in III Semester
SOM	UG	1 Credit in II Semester	1 Credit in III Semester
SOEC	UG	1 Credit in II Semester	1 Credit in III Semester
SOSS	UG	1 Credit in II Semester	1 Credit in III Semester
SOSSH	UG	1 Credit in II Semester	1 Credit in III Semester

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ROLES AND RESPONSIBILITIES

- Register for the course (one at a time) using the form below.
- Attend the Orientation Session (30th April 2024).
- Attend classes regularly.
- Diligently participate in sessional activities.
- Complete assignments and assessments as per the curriculum

FAQs

What is the duration of the course?
The duration of the course is 15 hours spread over 4 weeks, i.e. 2 July – 26 July 2024. The sessions will be conducted every day for 1 hour from Monday to Friday tentatively between 4.30 PM and 5.30 PM depending on the availability of the resource persons.

Is the course online or offline?
The Accelerated Credit Course Programme (ACCP) sessions will be in online mode.

How should I choose my course(s)?
A student is allowed to choose two preferences (Eg. Preference-1 – Digital Skills and Preference-2 – Cybersecurity). The course will be offered based on the minimum number of registrations (20 applicants) for a particular course.

How much is the course fee?
No Fees required.

How will I know if my name is registered?
You will get a confirmation mail / message from acc2023@cmr.edu.in within 48 hours of your registration.

When will I get the course link to join the Orientation and the Sessions?
The confirmation of the course that will be offered to you will be communicated to you by 29 June 2024. The link for the orientation session and the other sessions will be shared with you via email by the resource person who will be handling the course.

Will the course include any assessments?
Yes! All the courses offered as part of the ACCP will have a minimum of 2 assessments which will be conducted during the 3rd and 4th week of the course for 25 marks each (the date and time of the assessment will be announced by the respective resource person).

Will any study material/learning material be shared with the students?
Yes. The learning material will be shared by the resource person in the form of soft copies.

Will feedback be taken regarding the course?
Yes. The feedback will be taken twice.
- The first round of feedback will be taken after a week of the commencement of the course
- The next round of feedback will be taken just before the conclusion of the course.

Will any assignments be part of the course?
Yes. The course will include activities and assignments.

What is the eligibility criteria for getting an ACCP e-certificate?
A student who has attended 85% of the sessions and obtained a minimum of 50% marks in the assessments conducted will be eligible for an ACCP Certificate.

What is the eligibility criteria for getting ACCP credit?
If a student who has completed an ACC programme successfully gets admitted to any Undergraduate programme at CMR Univ will be entitled to an Advance Credit (1 credit) for having successfully completed at least 1 ACC programme.

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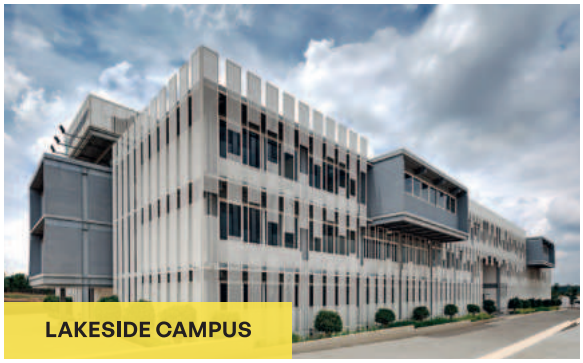

LAKESIDE CAMPUS

OMBR CAMPUS

CITY CAMPUS

The CMR advantage

Nurturing excellence through an integrated Design Thinking Pedagogy rooted in creativity-based learning.

FACULTY

Our distinguished faculty brings together a perfect blend of academic, industry, and research acumen, ensuring a well-rounded and dynamic learning environment.

EXPERIENTIAL LEARNING

Fostered through thriving partnerships with leading industry collaborators.

PROJECT BASED LEARNING

Activity Based Learning.

SILICON VALLEY OF INDIA

Having the benefit of being hosted in the city of Bengaluru, which is brimming with brilliant ideas and a tapestry of talents.

PROCESS

Academic processes propelled by ERP.

SOCIAL ENGAGEMENT

Holistic Development and Service internship.

CMR UNIVERSITY

Private University Estd in Karnataka State by Act No. 45 of 2013

ADMISSIONS HELPLINE

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admissions@cmr.edu.in

www.cmr.edu

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City Campus: #2, 3rd Cross, 6th A Main, HRBR Layout, Bengaluru - 560 043
OMBR Campus: No.5, Bhuvanagiri, OMBR Layout, Bengaluru - 560 043

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