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## SETH GYANIRAM BANSIDHAR PODAR COLLEGE

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#### SETH GYANIRAM BANSIDHAR PODAR COLLEGE

#### Podar Educational Campus, Nawalgarh-333042(Raj.)

#### Website: www.podarcollege.com

#### Human Values and Professional Ethics:

## 7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard:

(Details of the monitoring committee composition and minutes of the **committee meeting**, number of programmes organized, reports on the

**Various** programs etc., in support of the claims) Satyendra



Singh





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7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

Sr.	Particular	Availability
No.		
1.	The Code of Conduct is displayed on	
	the website	
2.	There is a committee to monitor	
	adherence to the Code of Conduct	
3.	Institution organizes professional	
	ethics programmes for students,	
	teachers, administrators and other	
	staff	
4.	Annual awareness programmes on	
	Code of Conduct are organized	

**Options:** A. 4 or All of the above

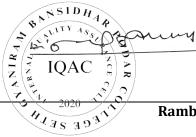
**B.** Any 3 of the above

C. Any 2 of the above

**D.** Any 1 of the above

E. None of the above

#### Answer: A. 4 or All of the above



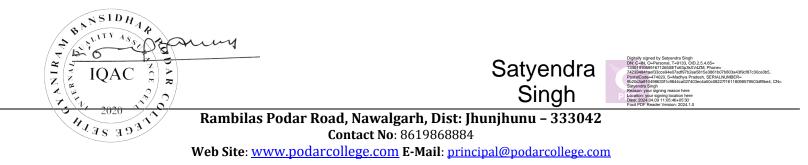




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#### **7.1.10 INDEX**

- 1. Monitoring Committee
- 2. Report of Faculty Dovelopemment Programme
- 3. Report of Student Orientation Programme





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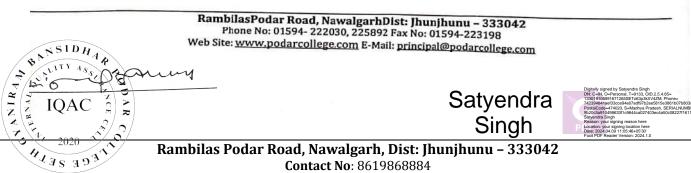
#### College Committee (2022-2023)

The various statutory, academic and non-academic committees constituted, monitored and complied for key academic policies, extension activities recommend, suggested and take actions related to their respective committees. Each committee is headed by a Convener who works with the assistance of the members taken from teaching and administration staff.

Following is the list of the committees that are operative during 2022-23 formed for monitoring and governing various activities:-

	Discipline, Clea Campus Sup Commi	ervision	Department	Functions of working Committee
I	Dr. Vinod Kumar Saini	Convener	Pol. Science	<ul> <li>The committee shall assure that discipline is adhered to in the college by the students.</li> </ul>
п	Dr. V. S. Jakhar	Member	Sociology	<ul> <li>The committee shall lay down the college rules and regulations to be</li> </ul>
ш	Mr. Chetan Dadheech	Member	Chemistry	followed by the college community and shall enforce the same.
IV	Dr. Vidyadhar Sharma	Member	Mathematics	<ul> <li>The committee shall decide on disciplinary matters pertaining to students and staff. Set mechanism for</li> </ul>
v	Mr. Sandeep Jangir	Member	Commerce	prevention of ragging of students of the college.
VI	Dr. Daulal Bohra	Member	Zoology	<ul> <li>To maintain the overall discipline in the college campus.</li> </ul>
VШ	Ms. Shyama Deedwania	Member	Botany	<ul> <li>To prepare daily timetable for camp supervision.</li> <li>To look over any miscondu</li> </ul>
vш	Ms. Suman Saini	Member	Botany	<ul> <li>To look over any misconduct happenings in the college campus and report them to the principal.</li> </ul>
IX	Mr. Kamlesh Kumar	Member	NCC, ANO	PP

Principal Seth G.B. Podar College Nawalgarh - 333042



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#### SETH GYANIRAM BANSIDHAR PODAR COLLEGE

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#### **Report on International Faculty Development Program**

Seth Gyaniram Banshidhar Podar College, Nawalgarh has always considered its lecturers and staff as the most important resources of the college and the same thoughts are imbibed by the college IQAC, which has been the top most priority of the IQAC incharge . College always believed in the development of this resources in order to further develop the institute and achieve its ultimate goal which is to give the best of knowledge, awareness skills and overall development of the students. In order to achieve the development of its faculties the college has taken all steps possible to achieve the goal of developing the faculties by arranging and organizing Faculty Development Program with elite and renowned resource person from across the country and has left no stone unturned to achieve this objective. Taking this initiative one step ahead the college has organised various FDP programs which are of national importance however this time the college took a big leap ahead and arranged international faculty development program for the development of its lecturers.

The ultimate objective of the college to organise this International faculty development programme was to give its lecturers the much needed International exposure which can be further passed on in their teaching methodologies, their professionalism, attitude and that thinking towards education and successfully passing all this knowledge, awareness achieved ultimately to students which is the ultimate goal of the college management.

The college management took various efforts to get affiliated and associated with the best International organisations providing experts for faculty development program throughout the world. In this Pursuit of getting associated with the best organisation in the field of academics and development of faculties the college got associated with the Senior Expert Services which is an organisation established and initiated by the government of Germany in the gear 1988. Th services is based in Berlin, the capital of Germany and has serve Singh

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countries around the globe and developed various institutes, schools colleges and have taken them forward with the efforts and the most important thing which is their experts which are selected by a very stringent process and it is considered as a moment of pride for any expert to be affiliated with SES.

The college management signed up an agreement with SES and arranged for a senior expert from SES, Germany Ms. Wolf for a visit to the college for a period of 21 days over which she would conduct faculty development program and provide her expert opinions on after various aspects related to the development of the college apart from this Miss Wolf also interacted with the students of the college to make them aware the global education system and the values, ethics and other crucial aspects that matters when a student wants to take higher education in other countries especially Europe.





Lecturers at the FDP Session



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Apart from this her assignment also included to check and analyse to give suggestions for the overall development of the college and how it can progress fourfold and give the best to the students professionally as well as academically. The management is really thankful to the Senior Expert Services, Germany to have been agreed to get associated with the college and permitting to send an expert of the level of Ms. Wolf for 21 days for the development of faculties, students and college and SES has also agreed for future cooperation in the field of educational development for the professionalism of faculties through more FDP programs and ultimately the students.

Faculty Development Programs were held from the 18<sup>th</sup> October to 5<sup>th</sup> September, 2022 for Lecturers of Seth Gyaniram Bansidhar Podar College. The sessions were organized and executed by the IQAC department of the college.



Lecturers having interaction with Ms. Wolf

The international FDP was conducted By Ms. Ulrike Wolf, Seise are the second states and the second s experience in this field and has delivered sessions in many coustries Ms V

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with (SES) Senior Expert Services (an initiative of the government of Germany which is a nonprofit organization established in the year 1998) constituted to provide expert services by experienced and top notch people. SES is an expert in academics having expert people in this field with unmatched knowledge, skills and relevant experience.

The FDP sessions were scheduled from 02:00 pm to 04:30 pm in the Conference Hall of the college and Smart Classroom. The sessions were held for all college faculties and they participated wholeheartedly showing great intent to learn new things and improve their portfolio as a whole and willingness to get international exposure at the same time.

**Objectives of the Faculty Development Programs are as under:** 

- The main objective of the program is to make participants abreast of the current awareness of the educational system advancements.
- To make all Lecturers of the college understand effective communication strategies
- To make Lecturers make understand how to effectively use communication strategies to the ultimate benefit of students
- To make Lecturers feel the need of changing teaching methodologies and the current methodologies used internationally
- To apprise lecturers of the different ways of processing information that can be used during delivering lectures
- To make lecturers aware of the different ICT tools used and how their effectiveness can be taken to a level above

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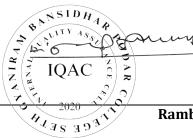
- Making lecturers understand the benefits and effectiveness of professionalism during lectures
- Inter activeness during lectures between lectures and students along with student to student
- The importance of making groups of students during lectures and its fruitfulness



Please find below some important points from the Faculty Development Sessions:

#### First Topic:

**Introductory Session** 





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Participants in the Introductory Session

The first session was an introductory session held on 19<sup>th</sup> October, 2022 to orient the faculties the future course of action and make them comfortable and at ease with this session.

The session was started by Miss wolf by giving her own introduction and explaining herself and her experience in detail and in a friendly manner in order to achieve the confidence and to remove the hesitation, apprehensions or any other such inhibitions from the faculties since it was the first FDP session.

The introduction given by her was in a very very simple language with very basic information and she was able to set the tone of the session and exactly achieve what she wanted to by giving her introduction and making lecturers aware of whom they are interacting with her objectives and what she would prefer from the participants in the future sessions.

After completing her introduction and other details she gave an opportunity to the participants to put forth any queries a question they had regarding her academy's experience especially her experience in academic field and fdp sessions which she has undertaken around the globe in a vast career in this field of Academics and as a senior expert of SES.

Timpressed by her approach and her communication stats of design way she presented herself a few participants did put Sinth the c

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patiently and whole heartedly answered all the queries resolving them to the satisfaction and the answer she provided for the first query itself set an example for the other participants to motivate and ask their queries whatever they had in their mind, this approach of Miss World was very very effectives and soon other participants also came forward and ask that questions which again was satisfactory resolved by Miss World and she appreciated the people who put for the queries and set an example for other participants that it is all right to put forward that gueries as it is very important for her to understand each and every participant so that they can benefit in the maximum way possible. Experience played a very vital role in the introductory session itself as she was successful in achieving a goal what she had decided for the introductory session as she got and overwhelming response from the participants and she was very happy with the results of the session the benefits the participants could get from the sessions and most importantly to take out the hesitation from the participants as she being an international person from Germany for the participants as they had your own apprehensions regarding her. A Presence of Mind and the ability to handle the situation is not were the and it help her to achieve her goal she intended from the introductory session.

After a brief introduction and the queries that she resolved she asked every participant to give a brief introduction of themselves she also listed down the points that she wanted the participation the participants to speak a porn and it was very very general so that each and every participant can speak confidently participate whole heartedly and gain a level of confidence which is very important for such sessions.

One by one the participants gave out their introduction and as it preceded from one participant to the other It Started becoming better and better and the positive Vibes and confidence among the participants was easily visible during the training sessions and keenly observed and listened to each and every participate and at the same time made her notes for future reference.

This also resulted in participants giving out more information then what was required and ask to them as they gained a level of confidence and willingly gave out information about themselves which they thought were important and CC should know about it.

This was extraordinary and noteworthy as the college is situated in a small town in Hunjhunu district of Rajasthan where communication skills is a challenge and people effect are reluctant to speak in front of foreigners especially people from developed countries having good knowledge people Settyercleap and does they have tendency of having hesitation to Speak put i Rambilas Podar Road Nawalgarh Dict: Ihunihuny 222042



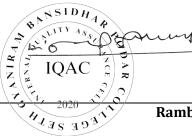
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people but the approach initiated by Miss Wolf certainly overcame this barrier and it was certainly evident in the session as the participants openly give out their introduction and Ms. Wolf was impressed by this and she also thank all the participants for the interaction that they were involved in and information that the provided.

This being an introductory session and the first session of the series of FDP sessions which were planned for the future it was a very light hearted friendly and she was successful in creating an environment where participants really looked forward for future sessions and having set in their mind to participate more in the forth coming sessions which is a big achievement in itself.

The main highlights of the first session are as under:

- Started with a very brief introduction of herself, made the lecturers comfortable enough to make them speak up. After gaining confidence and getting familiar, lecturers were given a change to give their introduction without any jitters or apprehension
- The main aim of the first FDP sessions to make each participant comfortable creating an environment and making them comfortable
- To make participants speak out without any prejudices, creating a positive ambiance for the lecturers
- The introductory session also aimed at knowing the teaching methodology currently used by the lecturer.
- To orient faculties of the upcoming FPD's and explaining in detail





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Participants at the introductory session providing their intros

- To make participants speak out without any prejudices, creating a positive ambiance for the lecturers
- The introductory session also aimed at knowing the teaching methodology currently used by the lecturer.



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Ms. Wolf asking participations to write points of self introduction

The object set by Ms. Wolf for the first session was aptly achieved thanks to her professionalism, friendliness and expertise at the same time. Faculties were at ease and aware of the upcoming activities. For ease of conducting the sessions and the main aim of Ms. Wolf by communicating with each faculty the faculties were divided into groups of two to enable to spend more time with each faculty member.

The faculties gained much needed confidence and opened up after this introduction session and felt confident that future sessions will be of upmost important for their own development, enriching their student benefit.

#### Second Topic:

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Team building in today's day and world is a very important aspect in all organisations including Institutions such as schools colleges and other visionary institutes. Team building today has become an essential part of the work culture a especially when we consider an institution like a college in a college there are various departments department heads and the lecturers working under them so it becomes of utmost importance that there is coordination between the departments so that the college and the students benefit in a smooth and cognitive manner.

Desc crushal aspect of coordination between the departments was one of the main objectives of the session held on team building.



Participants imbibing instruction during one of the Team Building Session

Team building is an exercise which is not only interesting but also bills motivation the ability to take initiative coming forward to help other departments and does achieving the common goals of the college along with the individual goals of each department ment





Satyendra

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Sessions of team building are often considered as normal sessions however if we dive deep into the subject we can realise how important team building and team building exercises are for coordination between departments the lecturers students the stakeholders of the Institution and the society at large.

Keeping in mind all the above aspects miss wools organised this session to instal a sense of cooperation mutual understanding a culture of learning and an ideal and environment where development can be at its maximum.

The main objective of these sessions of team building where to ultimately benefit the students we are the lecturers the enthusiasm the coordination and their helpfulness.

Miss Wolf started the session with very basic things like understanding what team building is the need for team building importance of team building and many points which reflex how to achieve the optimum level of team building and its effectiveness.





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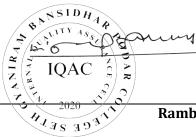
She explain the concept of team building with various examples and situations where organisations have benefited with good and effective team building attitude and also about organisations which has gone down due to the lack of team coordination and team building.

After this brief introduction on team building she provided and opportunity to all participants to express their views on what they perceive of team building and also how they can achieve good coordination among themselves and achieve the same.

Sessions of team building are often considered as normal sessions however if we dive deep into the subject we can realise how important team building and team building exercises are for coordination between departments the lecturers students the stakeholders of the Institution and the society at large.

Keeping in mind all the above aspects miss wools organised this session to instal a sense of cooperation mutual understanding a culture of learning and an ideal and environment where development can be at its maximum.

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Participants performing group tasks assigned

Participants had their own views on team buildings as per their knowledge awareness and their perceptions and they came out with a lot of points and ideas how to achieve the important aspect to overall benefit the college and ultimately the students and also keeping in mind the own portfolio and how it can help them in the career prospects and enrich the portfolio the personality they are communication skills and other aspects involved with the progress of their career.

After taking the views miss wolf provided the materials and ask every participant to write other ideas on team building exercises how to achieve the greatest level of coordination which will enhance team building and also give examples on how it can boost their performance and the over all development of the Academics and the other aspects of the students with the help of team building.

**Considerations on Teambuilding presented during the sessions:** NIR44

IOATeam Building is always building cognitive AND emotional COGI to think about: Which measures could be taken to increase taghtrust





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#### and confidence

- Define and communicate a clear goal, present it visually in suitable places
- There is always a goal behind the goal. Leaders who define the goals must decide if the goal behind the goal or even the SMART goal should be communicated to the teams or not.
- Goals communicated to the team (or teams) should always be smart specific, measurable, attractive and achievable, realistic and which can be completed with a date when it is supposed to be finished
- Being attractive might relate e.g. to enhancing reputation, being given a benefit or avoiding sanctions
- Better to only have one or two SMART goals and following them up intensely than to define many goals and not having the capacity to follow up
- It must be decided in advance what is supposed to happen if realistic goals are not achieved (negative consequences) and what the benefits for the people involved will be for reaching the goal
- Defining goals must be carefully thought about and discussed and also involving lecturers wherever possible
- Making Podar College more attractive goal behind the goal, far reaching And clearly explaining the benefits of achieving goals

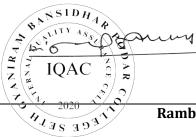
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until a specified goal by a date fixed date (smart goal, if this is an attractive and achievable one for lecturers.

- Improving team spirit, (goal behind the goal, far-range-goal)
- Making people cooperate who find it difficult to cooperate and giving them an attractive task where they have to rely on each other if they want to be succesful (medium-range-goal)
- Define adequate sizes and compositions of subteams suitable for the goal or for the team-building process itself
- Size of team: A too large group is more difficult to lead. Division in Sub teams is needed. The larger the total group, the more delegation is necessary.
- Do not gather too many team members for team-building!
- If it is about team building process for a large team, leaders of sub teams must be identified and team-building process will be for the sub team leaders (considered as a leading team themselves) and/or one sub team.





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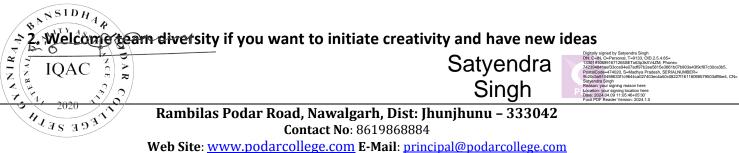
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College personnel with Ms. Wolf at one of the sessions on Team Building

Ms Wolf also focused on some general facts on Team Building such as:

1. leaders are responsible to define where and with whom a team-building process is necessary.





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3. Studies have shown that diverse teams tend to be more creative although sometimes they are more difficult to handle.

4. Diversity may mean: males and females, old and young, different educational backgrounds and different backgrounds in general

5. To make sure that there is not a vast majority of one age/one sex/one background and maybe just one person from another age/sex/background! Example: A team with older, experienced, male science lecturers would not profit so much from just one younger unexpected women with a Humanities background.



Ms. Wolf providing a helping hand to teams on their assignments

6. Clear leadership role on team-building measures

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bull ding measures (just one person!). There can be delegation of tasks on Singh







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team-building measures after the panorama has been designed and of course there can be discussion and advice from other persons while designing the panorama.

8. There must be constant communication with the leader responsible for teambuilding and among the team members within each subteam. A minimum of meeting should be asked for and fixed.

**Roles within a team** Formal roles (for example: Head of Department, lecturer for zoology etc.)

Informal structures (for example: groups of friends, informal networks, opinion leaders, influential persons)



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#### **Personality roles:**

Using or changing or depowering or encouraging or weakening or strengthening informal structures

combining personality roles in team or subteam in a suitable way.

Suitable means: in order to reach defined goals and/or to improve the team spirit.

Each role has its strengths (+), but also its weaknesses (-). Nine Action-orientated roles

1. Doer:

Dynamic, overcoming obstacles, pushing impatient and sometimes provocative

2. Implementer:

Disciplined, reliable, effective, inflexible (finding out ways to effectively use them

3. perfectionist/"finisher":

Mistake-finder, sees what could be improved, overprotective, reluctant to delegate, detail-obsessed

4. Coordinator:

Trusting and self-confident, promotes decision-making can be perceived as manipulative

5. Team-worker:

Minimizing friction, cooperative, diplomatic finds it hard to take decisions when situations are interpersonally critical

6, Resource investigator: Networker, many contacts, -may be overoptimistic	Satyendra Singh	Digitally signed by Satyendra Singh DN: C-IAN, Co-Presonal, T-49133, DU-2, 24, 742934845ex130-co-44c07aeth72aest615 Postal:Co-C-IAN, Co-C-44c07aeth72aest615 Research year adjoing location here Dication year adjoing location here Postal Pre-Baster Version; 2024, J.0
Rambilas Podar Road, Nawalgarh, Dist: Jhu Contact No: 8619868884	unjhunu – 333042	

**Contact No**: 8619868884 **Web Site**: www.podarcollege.com **E-Mail**: <u>principal@podarcollege.com</u> 03a43f9cf87c30ce



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7. Inventor:

New ideas, unorthodox thinking theoretical, difficulties to see practical results

8. Observer:

Strategic, critical, feasibility-oriented, lack of inspiration

9. Specialist:

Intelligent, dedicated, expertise. Might get lost in technical details



Participants interacting and getting queries resolved

#### Third Topic:

Teaching Methodology, Four sessions on this topic were conducted

As per Ms. Wolf studies show that it is easier to memorize when learning is active and multisensory and that subjects are better me **Berized** other proceeding information are used Singh

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- Giving students a more active role means they are given the chance to learn how to structure and comment on the subjects instead of only "inhaling" it.
- Although for exam preparation it might be enough to reproduce what the lecturer has said, it does not trigger creativity, trying tosolve problems and developmental spirit.
- Students should learn how to find and evaluate relevant information themselves very quickly as a preparation for their post-studying life.
- Students summarizing a topic in groups of two with bank neighbor.



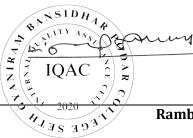


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Students discussing for two or three minutes what could be the relevant aspects

of the topic to come ahead. This can be achieved by observing below points

- Solving a task given by the lecturer individually or in groups of two, correct solution given by lecturer afterwards.
- Mutual control if tasks are correctly solved
- Brainstorming in small groups on problem solving or previous knowledge or relevant items
- Making students prepare "mini-lecture" on a given subject as homework for one of the next sessions with a very well-defined time limit for presentation
- Giving students two minutes time to find a solution or an information in the internet
- Using their mobiles as a device for finding information even during a session and similar procedures.
- Within a given lecture, as many students as possible should have been active in one way or the other.





Satyendra Singh



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#### SETH GYANIRAM BANSIDHAR PODAR COLLEGE

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Ms. Wolf discussing some important aspects on Teaching Methodologies

Other important points of these session are enlisted below:

1.Promote students acitivity by telling them to ...describe..., explain...., discuss...., illustrate..., define..., compare..., verify...., clarify...., outline..., review... as often as possible

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Satyendra

Singh



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Students retain information better when there is an element of finding out instead of being told.

3. Ask the question first to the whole group before addressing an individual student, and wait for some seconds before addressing an individual student. Reason: When right from the beginning an individual student is asked, the others might be leaning back not thinking so much about the answer.

4. Make sure a student's answer is understood by the whole group.

5. You may repeat the correct answer in a loud voice so that everybody understands.

6. Repeating the correct answer also ensures the other students what they are supposed to remember or know.

7. Don t make a student feel ashame when he or she did not know or was wrong.

Questions can be used for a variety of purposes: to collect knowledge already available in class, to make students think about structure or relevance, for repetition, for opinion-building, to arouse students curiosity and interest, and other purposes. Generally questions starting with a verb or an auxiliary verb produce less interactivity than questions starting with how, why, what, in what respect etc.

8. When starting with a new subject you can ask questions like "What do you already know about this subject?" or "What have you have already read or heard about that? You may also ask: "Is there anybody who already knows something about the subject, making it easier to answer.

Suggestion: Let students give only one aspect each in order to make as many students speak as possible.

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questions help students to learn how to analyze and structure knowledge and supports logical way of learning.

10.Make students see the relevance of the subject. Questions like "Why do you think you should know something about that? or What is it relevant for or how does this subject affect our lives?" Might be useful, either before starting with a new topic or after having informed on it or while informing.

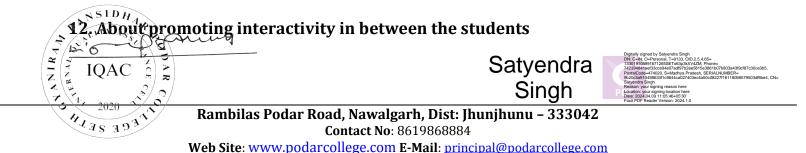
For repetition: What do you remember about xy?W hat was the most relevant point for you? What would you ask your students if you were the one to have our last session repeated?

General: Ask students to give examples on the topic you have been explaining, or give examples and ask them to fit them to the topic you had been presenting. Ask students about their opinions: Do you think that something related to your subject would be a good idea or not? Why? Or how would you solve the following problem?

Asking the whole group: A question to be answered by one word (like yes/no or right/wrong) very often can maintain students attention. Please pay attention if everybody is answering. Are there students who might not have understood what you explained before? Then maybe you should repeat it.

#### 11. Making students ask questions

It is important to create an atmosphere where students dare to ask questions. Encouraging students: Tell them there are no stupid questions. Tell them asking a question is a sign of showing interest and wanting to learn. Questions should be allowed at any time. If inappropriate in a given moment, you can tell them that you will answer later because it is not the right moment (Please don't forget to do so). In case you don't know the answer: Admit it – Nobody is perfect. Promise to answer next time, and do so.





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The easiest way for interactivity between the student is to make them work together in groups of two or three. Interactivities can take quite long, or they may also last only two minutes. When grouping your students with a task, give them a time limit. Better to give a shorter time limit and later to extend it a little bit then to give them very much time, because then they might not try to hurry up. It must be very clear what exactly they are supposed to do!

Some suggestions:

Let them have discussion on the relevance of a certain topic or on their opinion on it

Let them sum up the topic together

Make them agree on the most important points

Let them draw a timeline, a diagram, a chart or something similar on what you have said before.

Let them think of examples

Let them think of what else they would like to know on the subject

Let them examine each other on the subject (for repetition and learning)

Let them correct one another a task you have given them to solve.

During group works in the class: Wach and listen how the groups are doing.

Lecturer should intervene only when a group doesn t know how to do it. In this case the lecturer can give a hint or a little suggestion making them continue. A strong group has already finished while the others still need more time. In this case the strong group can be given a small additional more demand in stack for the remaining time.



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Within a group solutions are definitely wrong. In this case you can give a hint. In all other cases it is better to refrain from comments while the group is working.

After group work in class:

After small sequences of student interaction and depending on what the task was you can let groups demonstrate or talk about what they found out.

To save time: One group can be asked to explain their results (time limit recommendable!) The other groups can be asked to add on what has not already been said by the first group. Lecturer can add on what is missing in the end. Time-demanding group activities can also be given out as a task for homework and presented in class later on.

Forming interactive students groups:

The ideal size of interactive students groups is 2-3 students, because in a bigger group there is usually again somebody who is not so active. Variying group composition helps students to learn how to deal with different personalities.

Criteria's can be:

Randomly (for example, by alphabet, counting out, etc.) In the long run you can even let them have fun with that chosing strange criteria such as shoe size or wearing glasses)

By sitting arrangements (neighboring students). Advantage: can be quickly done, no changing seats necessary. Disadvantage: Working and talking with the same students all the time, not coming to know somebody new)

By knowledge/intellectual strength. Advantage: Strong students can show their capacities with demanding tasks, go more into detail or reflection. Weak students might not be dominated by strong students but can take their time. Disadvantage: Make sure weak students are not overcharged by the task. Make sure there is a demanding task for the strong ones. Make sure the strong ones. Make sure the strong ones. Make sure the strong ones students students of always being with other weak students. Note:

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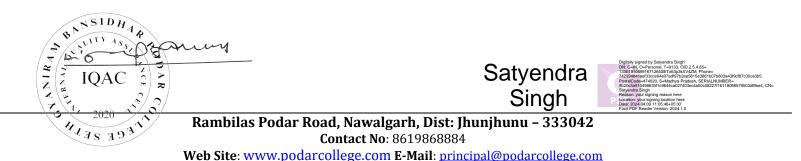
working with weak ones sometimes may profit as to their social skills like having patience, taking care etc.

There are numerous more ways to make students more active in class. Some examples:

- Role-playing
- Giving them a quiz to solve
- Let hem guess about facts: "How many per cent of the population do you think are...?
- Having them find out information themselves with their mobiles
- Letting them write on the whiteboard

- Let them brainstorm on a subject in a group by telling them to only give one item/idea/sentence/aspect on a time by each student (focus on quickness rather than quality)

- Having them debating on a controversial issue
- Let them discuss on how to solve a problem, etc.
- Let them prepare to give a lecture on a topic themselves and give them time of 15 minutes for presentation. After that you can do corrections or add information.





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**Orientation Programme:-**

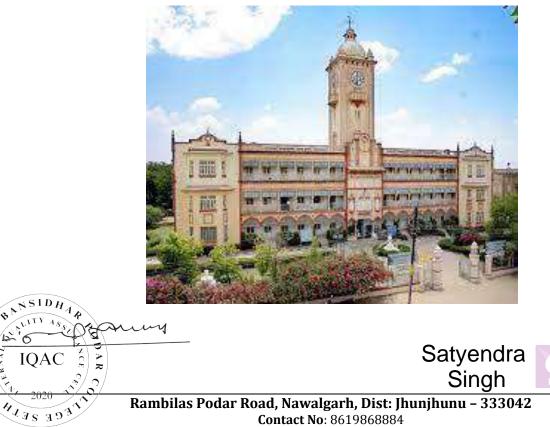


# SETH GYANIRAM BANSIDHAR PODAR **COLLEGE, NAWALGARH**

## STUDENT WELFARE COMMITTEE

## STUDENT ORIENTATION PROGRAMME

# REPORT





Rambilas Podar Road, Nawalgarh, Dist: Jhunjhunu - 333042 Contact No: 8619868884 Web Site: www.podarcollege.com E-Mail: principal@podarcollege.com



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#### SETH GYANIRAM BANSIDHAR PODAR COLLEGE Podar Educational Campus, Nawalgarh - 333042 (Raj.)

Date: 29-10-2022

#### Student Welfare Committee

Principal Seth G. B. Podar College Nawalgarh

Subject: Permission for organizing an Orientation Programme.

Sir

Student Welfare Committee is going to organize an Orientation Program for UG Part-I and PG Previous on Thursday, 3<sup>rd</sup> November 2022 at Dr. Ramnath A. Podar Auditorium.

We seek your kind permission for the same. With warm regards.

Yours sincerely

2022

Prof. Sandeep Kumar Jangir Coordinator (Student Welfare Committee)

1. Executive Director (APT)

Permitteof Aul 12022

<u>Satyendra</u> Singh

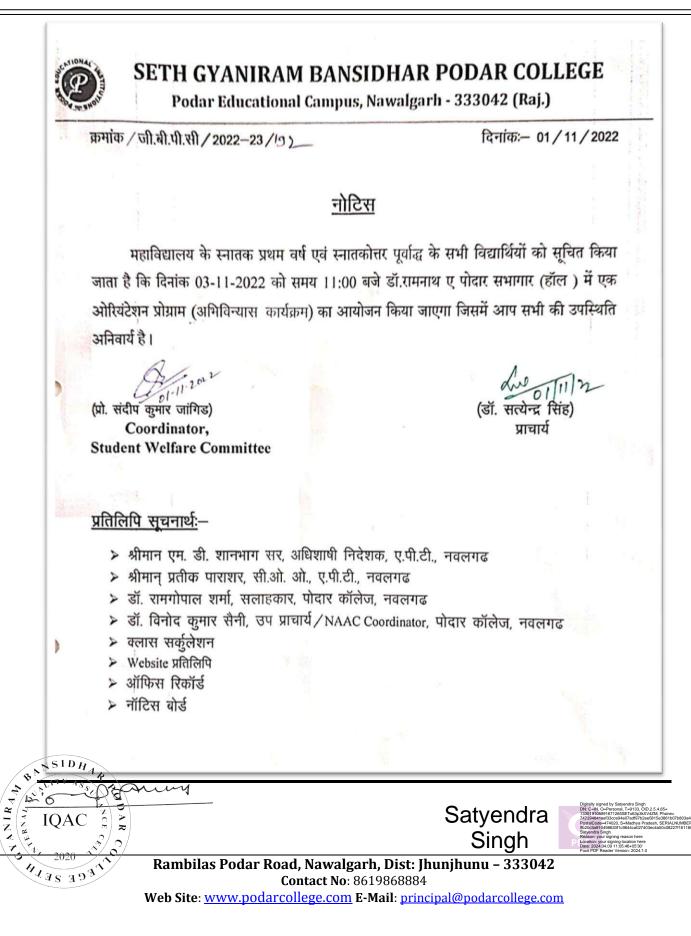
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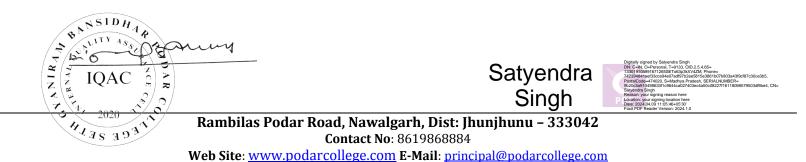




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# <u>Objectives</u>

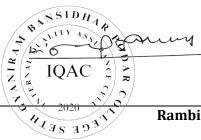
- To aware the students about college's rule and regulations.
- To aware the students about all the committee.
- > To aware the students about their welfare.
- To aware the students about the physical facilities of the college.
- To aware the students about all the governmental and nongovernmental scholarships.
- To aware the students about the expectations which college has from them.
- To make the students made aware about all the educative functions of the college.
- > To prepare the students for new competitive era.





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		REPORT
Date	:	03 <sup>rd</sup> November 2022
Time	:	11:00 onwards
Event	:	<b>Orientation Programme for New Students</b>
Speaker	:	Dr. J.P. Yadav (Vice-Chancelor, Rajrishi
		Bharatahari Matsya University, Alwar),
		Dr. Satyendra Singh(Principal), Prateek
		Parashar (C.O.O.), Dr. Vinod Kumar Saini (Vice-
		Principal), Prof. Sandeep Kumar Jangir, Prof.
		Shantilal Joshi, Dr. Anil Kumar Sharma, Prof.
		Rakesh Jangir, Prof. Suman Saini, Lft. Kamlesh
		Saini (ANO)
Attended by	:	Students of all streams of UG Part-I and PG
		Previous.
Distribution	:	IQAC Cell & Principal Office







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Seth Gyaniram Bansidhar Podar College, Nawalgarh organized an orientation programme for the newly admitted UG and PG students at the Dr. Ramnath A. Podar Auditorium on 03<sup>rd</sup> November 2022. The major objective of the programme was to make the students aware of the academic aspects of the course, the rules and regulations of the college.

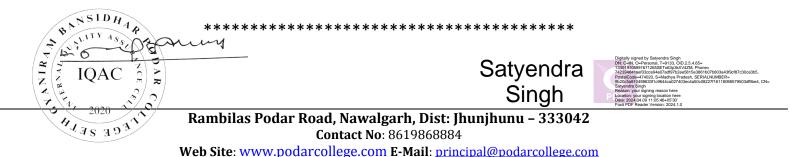
The programme was inaugurated with the lighting of the lamp by the Chief Guest, Dr.J.P. Yadav (Vice-Chancelor, Rajrishi Bharatahari Matsya University, Alwar), M. D. Shahanbag, Executive Director APT, Mr. Prateek Parashar, C.O.O. APT, Dr. Ramgopal Sharma, Advisor, Dr. Satyendra Singh (Principal), Dr. Vinod Kumar Saini (Vice-Principal) and other dignitaries.

Dr.J.P. Yadav (Vice-Chancelor, Rajrishi Bharatahari Matsya University, Alwar) told the students that Seth Gyaniram Bansidha Podar College, Nawalgarh has played a leading role in the field of education, sports and games and social service in Shekhawati Reigion. He further said that win and lose are the part of our life. So, one should go ahead with a positive attitude without any hesitation in the opposite conditions. He motivated the students to use social media in education and preparation of NSIDH42 competitives exams in place (C.O.O.),of entertainment. Prateek Parashar Satvendra IOAC representative of the management of the Anandilal Pod Sin Trakst sa estudents Rambilas Podar Road, Nawalgarh, Dist: Jhunjhunu - 333042 EGESETH Contact No: 8619868884 Web Site: www.podarcollege.com E-Mail: principal@podarcollege.com



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about the expectations of the college from the students. Dr. Satyendra Singh, the Principal made aware the students about the physical facilities of the college. Dr. Vinod Kumar Saini, Vice-Principal and Decipline Committee incharge gave an orientation regarding the rules and regulations of the college. Prof. Sandeep Kumar Jangir, Student Welfare Committee and Scholarship Coordinator informed the student about the entire student related committee and rules and regulations of all government and non-government scholarship schemes. Prof. Rakesh Jangir introduced everyone to NSS and its activities. Lft. Kamlesh Kumar presented the report of the Sports & NCC activities which were undertaken by the college in the previous year and encouraged students to join the Club. Prof. Suman Saini informed the students about Women Welfare and Sexual harassment. Prof. Shantilal Joshi hosted this program and awared the students about all the cultural activities of the college. Dr. Vikram Jakhar informed the students about the working of anti-ranging cell. Almost 200 students attended the program along with all the staff members. This was followed by the Vote of Thanks by Prof. Sandeep Kumar Jangir. The Orientation concluded with the National Anthem after which the students dispersed with full satisfaction.





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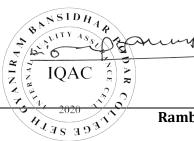
### SETH GYANIRAM BANSIDHAR PODAR COLLEGE

Podar Educational Campus, Nawalgarh - 333042 (Raj.)

Date- 03.11.2022

S.No.	Name of Students	Class	Sign		
1	Abhistor Strah malwadi	B.SC. I math	Plan		
2.	Addiza Sizgh Rao	Rawgon Kurnal Pap			
5.	Saty avecy Singh Kathere	Gulap Singh Kathese	and the second s		
4.	Among Saine	Bishandal Saini	Annot		
5.	Amit Singh	Raju Singh	p3		
6.	Nitesh	Vinad Kumar	Nitech		
7	Hi manshu saini	vemi chand saini	Lymanshy		
8	Kaz IKan sharmo	BLOM I	2mg		
ÿ	Tarun Singh	B.Com I	TR		
IO	Allish Kumawat	BSC. I It year	मप्रतिब		
11	Aakash saine	Ros. C. B. year.	Ains		
12	Rahul Kumahulkmunget	R.C. Return	Pena		
13	Nikhil Takhar	B.SCIM year	Nen		
14.	Nikhil Jazzid	B.SCT Degz	ARONATOS		
15	Sony Jongid	B. J. C. TSt years BSC. 1st years	Singlung		
16	Akesh Saini	BSC. 1st year	आकारो मिन		
19	Hasim	OSCIE OSIO	Highn		
18	Kapil Kumar	BS.C(I) Bio	onlyon		
19	Kahan Saini	B.SC(J Bio	9701		
20	Repuerdra Singh sheeparout	BCA (-I)	flet		
21	Sayant Singh	BCA 184	Jayant		
22.	Ankit Bhoreya.	BCH 23	Anhit.		
23.	Rext	Ben 160	Revite		
24.	Akshat Singh Veli	BCA-I	Nervas		

Rambilas Podar Road, Nawalgarh Dist: Jhunjhunu – 333042 Phone No: 01594- 222030, 225892 Fax No: 01594-223198 Web Site: www.podarcollege.com E-Mail: principal@podarcollege.com



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 Contact No: 8619868884

 Web Site: www.podarcollege.com

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Podar Educational Campus, Nawalgarh - 333042 (Raj.)

Date- 03.11.2022

S.No.	Name of Students	Class	Sign
(L)	HARSH SONS	B. com - I year	harro
(2)	Pratick Jangid	B.Com - 1 year	Right
(3)	Rollit Saini	B.A - 1 the conn	Rahit
45	Ditam Kumag	17.A-14 GRO	pritam
(1)	Jalit Keemer	R.A Int Greo	doelif
(6)	Vinay Kumas	B.A - Ist breo	Cuiney
7	RUNAL POONID	B.A - ISt GEO	Kunial
8	Prince Kumar	R-SC(I) math	e
9	Karan Jangir	B.SC (T) Bio	then
10	Avin Saini	B.Com. T	An .
11	Raghverden Nayak	B. COM.I	R
12	Karupesh Shadma	B.Com J	(R)
r3	Padyaksh Ghorela	B. Com-15 year	Presset
14	Vivek Sunda	B. Con. PartI	Divek
15	ARYAN	BCA-I	This
6.	Ankit cheretery	B.H-1, seo	AT
17.	Basant	B.A -191	from -
18	Jayant Kumen	B.A -1st year	Sugart
(19)	Kalil mele	Bif Ish cree	Ralinds
20	Vikash	BCA ISt Year	19Kash_
<u> </u>	Naveen Kumer	B.Sc Ist year	neveen
22.	Verash Kumore	B.SCJS yenri	The
23.	Chandon Saini	B.SC I" Jear	-रायन सेन
24.	Tasum singh	B.SC IO year	Tarmsing



Singh

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#### SETH GYANIRAM BANSIDHAR PODAR COLLEGE

Podar Educational Campus, Nawalgarh - 333042 (Raj.)

Date- 03.11.2022

#### **Orientation Programme**

S.No.	Name of Students	Class	Sign
ł	LAL BAHADUR	B.A I	Dars
2	Tarmur Khatri	B.A	Tarab
3	भारताल काजी	BAI	Augi
ų	Pomelh timas Saini	B.A.T	R
5	Keighen Keignal	B-A.I	R
6	Kavi Janger	B.AI	Knp_
7	Shudham kusmas	B.A I	She
8	Ankur Saini	BA I	Ankur
9	Proveen Sami	B.A.I	paren
10	ESonu Jaingir	B.A-I	Some
12	Mohemmad Jami	D.A-T	Domi
12	Suni Saini	B.A. PI	Samil
13	Proveen Doct	B.A. P-I	Prom
14	Vavendra Saini	B.A. II GCO)	Pro-
15	Non Kail Ranwar	B.COM I	and a
1.6	Sumit Jangio	B. Arst	Coronate -
17	Amay Simig	BAJS+	Aman
18	Whash indesuga	B.Con I	- CHS
19	Sameer Bhati	B. Com. J	Aca
20	Dinesh Patadice	B. Com. Rod T	Dock
21	surrendra runar	B. Com. TS+	yrendra
22	Rounak Verma	RA TSt	Ramali
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	Rambilas Podar Road, Nawalgan Phone No: 01594- 222030, 225	rh Dist: Jhunjhunu - 333042	

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Singh Rambilas Podar Road, Nawalgarh, Dist: Jhunjhunu - 333042 Contact No: 8619868884 Web Site: www.podarcollege.com E-Mail: principal@podarcollege.com

Satyendra



ANIRAN SALEAN

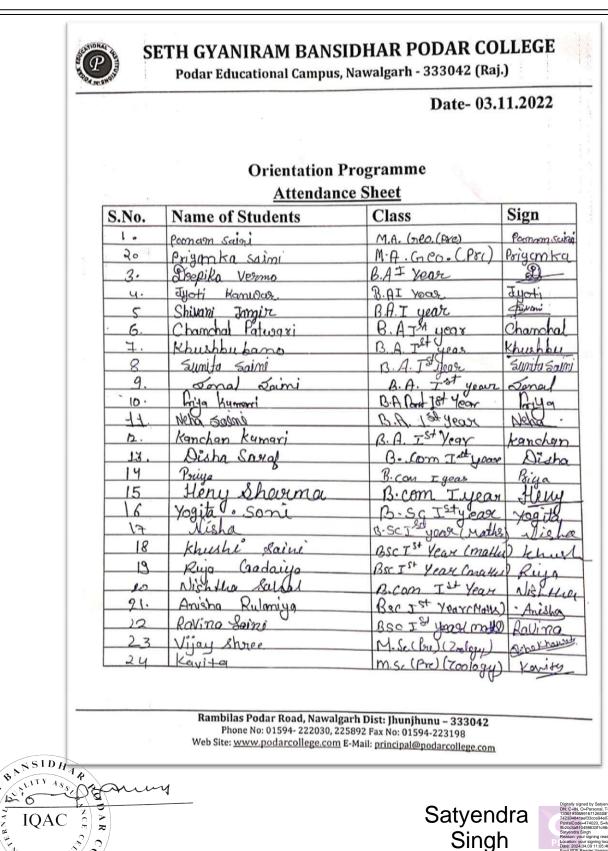
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### SETH GYANIRAM BANSIDHAR PODAR COLLEGE

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#### SETH GYANIRAM BANSIDHAR PODAR COLLEGE

Podar Educational Campus, Nawalgarh - 333042 (Raj.)

Date- 03.11.2022

#### **Orientation Programme**

S.No.	Name of Students	Class	Sign
1	Pulyanker Jaimi	M.Sc. Zeelagypei	Printorupi
2	Aredi Sering	1) "	Aarli
5-	Wishali Saimi	11 1/	Opini
4	Binkiesain	Msc (Botany	
5	Graseing sone	Misc (Robany)	agasing
6	Marishy	1	nonista
7-	Madhy Saeile	11	mading
8.	Minakshi	M.S.C. (Chemis	fy mineksh
9	Neelan Jakhan	M.S.C (Chemist	
10	Manishe Saini	M.Sc. C Chemistr	4 Marisho
11.	Bujyanka Sainj	mise (chemistre	
12.		M.SC. (Botany)	মণ্ডম
13	Any Saini	11 11	In-
14		Misc Chemit	
15.	Prinjanka chopday	Misc chemist	
16	Manisha kumasi	Misc chem cp	
	Sangeeta kumani	Misc chemicps	
18_	Posyanka Shekhawat	B.A. J. St year	(Eug) Popula
19	ycen shanno	B.A. TSt year	(Eng) reend
	Pragya Maharshi	B.A Istyea	1840 Dh.
21.	Pringa Saini	B. A. Tetingas	(Eng) Priva
22	Vinina Shanwa	B.A. TSt 1009 (F	nor bidde
2.3	Vaishali Saini	B. A Tst year (1	ng Quadan-
<del>२</del> ५	Manshi	B.A 1 Stylan LE	

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Rambilas Podar Road, Nawalgarh Dist: Jhunjhunu – 333042 Phone No: 01594-222030, 225032 Fax house and the principal@potercollege.com /eb Site: www.podarcollege.com E-Mail: principal@potercollege.com Satyendra Phone No: 01594- 222030, 225892 Fax No: 01594-223198

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Rambilas Podar Road, Nawalgarh, Dist: Jhunjhunu - 333042 Contact No: 8619868884

Web Site: www.podarcollege.com E-Mail: principal@podarcollege.com

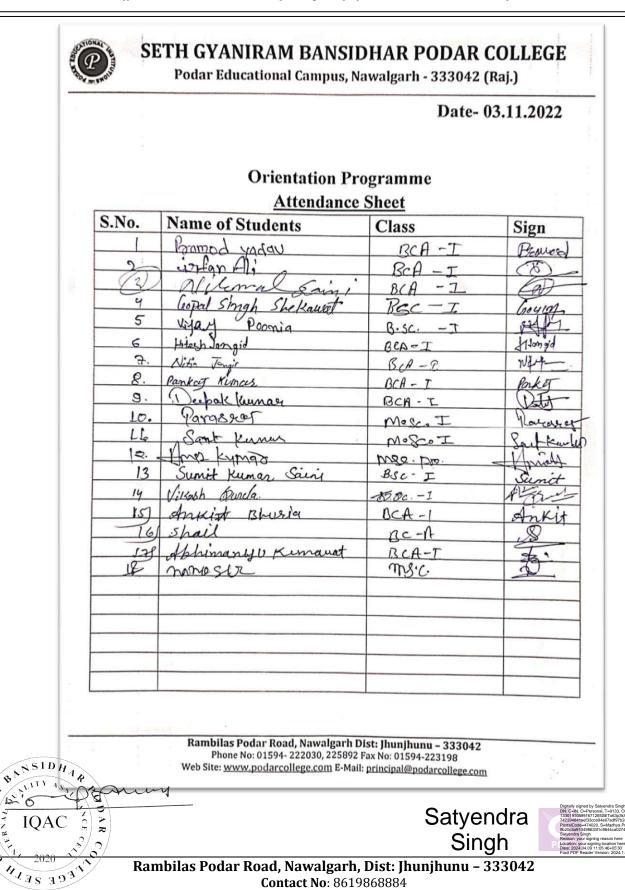


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### SETH GYANIRAM BANSIDHAR PODAR COLLEGE

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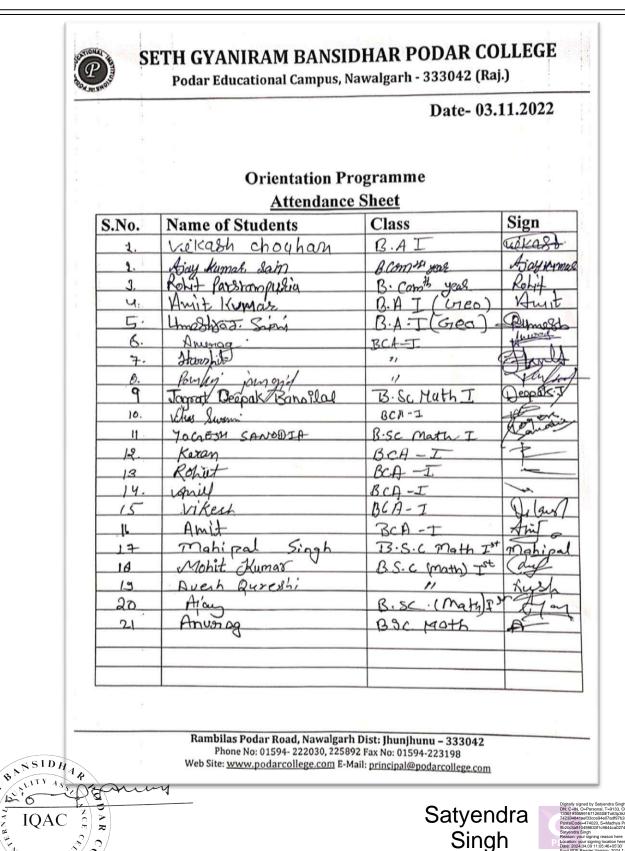
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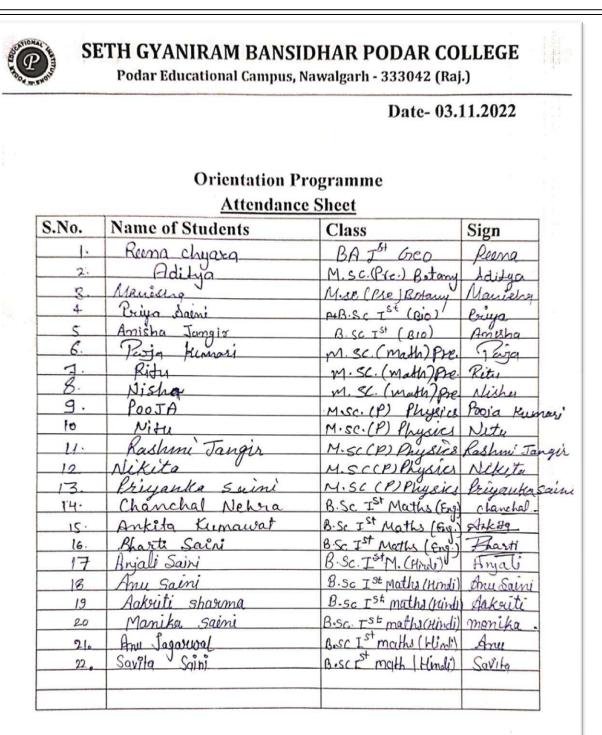
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#### SETH GYANIRAM BANSIDHAR PODAR COLLEGE

Podar Educational Campus, Nawalgarh - 333042 (Raj.)

Date- 03.11.2022

#### **Orientation Programme**

S.No.	Name of Students	Class	Sign
1.	Antim Saine	BSC IStycarl Malt	
9	Manisha Saini	BSC J st year (math)	
3	Reena Jangir	B.SISHyear (Rio)	Reeng Jon
Y	Any Janaid	R. CTS' up an ( nin)	SIGIN LINES
5.	Sakshi Saini	6. SCIStypan (Bio)	Jakshy
6	Naresha KUMICHI Saini	B.SCTSt year (Bio)	Norestab
7	Monika	B. Sc. Ist year (Bio)	manika
8	Any Verma.	R.SC. TSPY PAR (Bin)	Anily
9.	Rinky Saini	RoSCIST Year (Ria)	Rinkuse
10.	Radhika Kanwar	Bosc Ist year (Bio) Bosc To year (Bio)	Kodhiko
11.	Pring Remarie	B.Scr year (Big)	1921
12.	Kitikg Lakhmara	B. SCT year (m. He)	1 8:4:1×a
13.	Bhoomika sharma	B.A Ist Year (BPO)	Bruiks
14	Sorry Saini	B.S.C Ist lear Bid	
15	muskan Chouhan	B.S.C. T Hycan (Bin) Bosc T Hycan (Bin) R.S.C. T Hycan (Bio) R.S.C. T Hycan (Bio)	markan
16.	Anjali Saini	Besc T year (Ria)	anothan
17.	Divya	B.SCTStylan Riol	David
18.	Preeti Kumani	M.Sc. Pre. Chem.	Parete
19.	Prachi Ganeriwal	M-Sc-Pre-Chem-	Perally

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Web Site: <a href="http://www.podarcollege.com">www.podarcollege.com</a> E-Mail: <a href="http://principal@podarcollege.com">principal@podarcollege.com</a>



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Web Site: <u>www.podarcollege.com</u> E-Mail: <u>principal@podarcollege.com</u>



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SETH GYANIRAM BANSIDHAR PODAR COLLEGE

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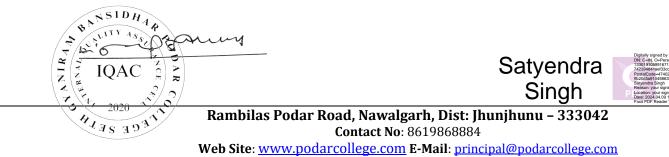
Rambilas Podar Road, Nawalgarh, Dist: Jhunjhunu - 333042 **Contact No**: 8619868884 Web Site: www.podarcollege.com E-Mail: principal@podarcollege.com be4. CN-



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Dr. Vinod Kumar Saini, Vice-Principal addressing the students

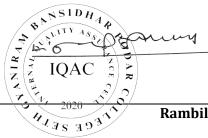




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Prof. Sandeep Kumar Jangir, Coordinator, Student Welfare Committee informing the Students









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### SETH GYANIRAM BANSIDHAR PODAR COLLEGE

### Podar Educational Campus, Nawalgarh-333042(Raj.)

Website: www.podarcollege.com

# Human Values and Professional Ethics:

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard:

(Code of ethics policy document) (Code



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7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

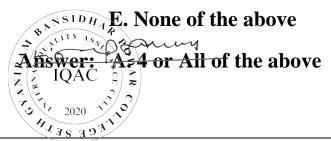
Sr.	Particular	Availability
No.		
1.	The Code of Conduct is displayed on	$\checkmark$
	the website	
2.	There is a committee to monitor	$\checkmark$
	adherence to the Code of Conduct	
3.	Institution organizes professional	
	ethics programmes for students,	
	teachers, administrators and other	
	staff	
4.	Annual awareness programmes on	
	Code of Conduct are organized	

**Options:** A. 4 or All of the above

B. Any 3 of the above

C. Any 2 of the above

**D.** Any 1 of the above







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#### 7.1.10 INDEX

- 1. Code of Conduct for Students
- 2. Code of Conduct for Faculty
- 3. Code of Conduct for Departmental Heads
- 4. Code of Conduct & Responsibilities for Principal/Vice-Principal
- 5. Code of Conduct for Members of Governing Board





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# Values, Ethics & Code of Conduct





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#### Core Values, Ethics & Code of Conduct

#### **Core Values of the Institute:**

- 1. **Respect for Nation**: Every member of SETH GYANIRAM BANSIDHAR PODAR COLLEGE family should abide by the constitution of India and respect its ideals and institutions, the National Flag, National Anthem, its heritage, and uphold and protect the sovereignty, unity and integrity of the country.
- 2. **Responsibility:** Everyone in the institute must discharge his/her duties with utmost responsibility.
- 3. Accountability: Every individual who has been entrusted certain roles and responsibilities shall be accountable for his/her actions.
- 4. **Transparency:** All the activities should be conducted in a transparent manner and records should be maintained properly.
- 5. **Faculty Development:** Institute believes in the individual academic development of its faculty and shall encourage them to undertake higher studies, provide facilities to carry out innovative research, and promote them to participate in the development of the Instituteand nation building.
- 6. **Quality:** Institute would pursue quality in all its endeavors like teaching learning process, examinations, research and development and all related functional areas.
- 7. **Environmental stewardship**: Committed in incorporating green technologies for environmental protection and sustainable development of the Nation.
- 8. **Respect for others:** The dignity and respect of every individual must be observed while interacting with others.
- 9. **Fairness:** Everyone in the Institute must treat others honestly and without any bias based on cast, cread, sex, religion, disability or any other matter of personal performance.





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### **Code of Ethics:**

#### 1. Adherence to the Highest Ethical Standards

It is expected that every employee, faculty members, officer, staff, members of Governing Board, management to adhere to the highest ethical standards and respect rules, regulations and laws which are applicable to his or her position and duties and to comply with them in letter and spirit.

#### 2. Maintenance of the Highest Standards of Academic Integrity

Every member of the Institute involved in teaching and research activities is expected to the highest standards of honesty and integrity. Activities such as plagiarism, misrepresentation and falsification of data are strictly prohibited.

#### 3. Maintenance of Accurate Records

Every member is expected to create and preserve correct records and documents regarding all the activities performed.

#### 4. Compliance with All Grant Terms & Conditions

Every member is expected to comply strictly with the terms and conditions of each grant on which he or she is working.

#### 5. Work Towards Achieving Vision and Mission of the Institute

Every member is expected to faithfully carry out his or her professional duties in furtherance of the Institute's vision and mission.

#### 6. Equal Policy for all stakeholders of the Institute

The Institute is committed to a policy of equal treatment, opportunity and respect in its relations with its faculty, staff, students and others who come into contact with the institute. Every member is prohibited from discriminating on the basis of caste, religion, colour, gender, age, disability or parental status.

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### Code of Ethics for Prevention of Malpractices and Plagiarism in Academics and Research

The Institute firmly believes in following ethics and honesty in every aspect of academic activities. Teaching and research are novel professions which necessitate stringent moral obligations. Therefore, certain measures are established for prevention of malpractices and plagiarism failing which would evoke disciplinary actions at various levels.

- 1. **Mandatory Similarity Check:** It is mandatory for each student to get a plagiarism check performed for submitting project report/dissertation/ research paper to the Institute or any other agency for ensuring the authenticity of the submitted document.
- 2. Mandatory Similarity Check of Conference Paper Submission: The similarity check is also performed on abstract and research papers submitted to the conference organized by the Institute to curb plagiarism.
- 3. Award of Incentive and Certification: Faculty members are encouraged to publish their research finding in reputed research journals.
- 4. Academic Integrity Panel: An Institutional integrity panel is formed to address anycomplaint or allegation of malpractice against student/faculty member.

## **Code of Conduct**

The Institute has got a code of conduct for all the students and the staff members. All the staff and students must know that it is important for them to follow these Code of Ethics and Conductand the rights/ responsibilities including the restrictions flowing from it.

It is expected that, the freedom should be with sense of responsibility. Being aware of the rights should go together with consciousness towards duties. All pleasures are to be enjoyed with <u>sense</u> of morality. All arguments should take place maintaining the dignity.

Gertain policies are to be formed and communicated to all the elements to strike the balance thetween the freedom and responsibilities, rights and duties, in pursuit of the balance IQAC respecting all the individuals. 1, 2020 1, 3, 4, 3, 4, 3, 4, 5, 4



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### **Code of Conduct for Students:**

The Institute is a temple of learning. All the students who have been admitted must act in a dignified manner so that the prestige of Institute, their parents or their own is not compromised. SETH GYANIRAM BANSIDHAR PODAR COLLEGE students assume an obligation to conduct themselves in a manner compatible with the Institute's norms. They should behave respectfully with others. The students must strictly follow the following code of conduct.

- 1. **Dress Code:** The students are required to follow the dress code while they are in the campus on Four days. This will keep all the students belonging to different economic strata at a common footing.
- 2. **Discipline:** The students should maintain proper discipline and decorum in the premises of the Institute & hostel. The following will be the acts of indiscipline and may invite disciplinary action.
  - a. Non-compliance of rules, orders and notices of the Institute and hostel.
  - b. Involvement in ragging is strictly prohibited as per the directives of the Govt. of India and the Supreme Court.
  - c. Absence from classes and hostels without permission.
  - d. Misuse or damage of institute and hostel property.
  - e. Use of drugs/alcohol/tobacco etc. in the institute/hostel/city.
  - f. Involvement in acts against the law of the land and mass bunk from classes.
  - g. Malpractices/using unfair means during test/examination or knowingly furnishingfalse information.
  - h. Possession or use of weapons, explosives, fireworks or items of destruction.
- 3. **Conservation of Natural Resources:** Wastage of water, electricity and other raw material is strictly prohibited.
- 4. **Cleanliness**: Every student is expected to maintain general cleanliness within classrooms, laboratories, corridors, canteen, hostel and the campus in general.
- 5. **Social Media**: Students are expected to use the social media carefully and responsibly. They cannot

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strictly prohibited.		9b20c3a910498633l1c9644ca027403ec4a50c08227l16118098579503d/9be CN=Satyendra Singh
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74, Participation in Extra-Curricular Activitie	es: Every student is expected to	participatein one or more
		participatem one of more



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co-curricular activity in the institute.

- 8. **Safety:** Student should understand that upkeep of all equipment, including computers, OHP, LCD etc. and electrical fittings in classrooms laboratories, hostels are for their benefit and they are jointly responsible for their safety, upkeep and maintenance. They are expected to follow all safety precautions required during work in laboratories and workshops.
- 9. **Respect for Others:** Students must take care that his/her behavior is impeccable toward opposite gender. Any unwelcome behavior towards other students and employees in written, spoken, gestural or physical directly or indirectly would be dealt with as per the Law.
- 10. **Hostel Discipline:** Rules and regulations are laid down for conduct in Hostels has to be strictly followed by each student.
- 11. **Social Responsibility:** The life of a student is not about scoring marks or grades and passing through examinations. They have to be social responsible and serve the society. They have to be involved in social services. All are expected to donate blood voluntarily f they can do so.
- 12. **Ethical Behavior:** Ethical behavior includes honesty, integrity, respect, Open- mindedness, Discipline, tolerance, Team spirit, Sense of responsibility, fairness and a variety of other positive traits. Students should strive to maintain ethical behavior in his/her personal, social and professional interactions.





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### **Code of Conduct for Faculty:**

Teachers are the backbone of any institute. They are the role models for their students and should always remember that they are being watched in and out of the classrooms by their students. The code of conduct for faculty involves matters related with teaching learning process, research activities, assessment of students, relationship with management, fellow colleagues, staff, students and their parents, other professional and educational bodies, moral and professional ethics, human values, duties related with developmental activities of the Institute and their own.

#### **Duties of the Teacher:**

- 1. It is expected that all the teachers will take keen interest in the overall development of personality of the students and their own.
- 2. Teachers should not forget even for a moment that they are the role models of thestudents and they are being watched in and out of the class rooms by their students.
- 3. Seek to make professional growth continuous through study and research.
- 4. Teachers should perform experiments with their own hands before asking the students to perform.
- 5. For expending knowledge a teacher should utilize all resources and avenues available to him.
- 6. Teachers should prepare the laboratory manuals and show them to their respective Heads.
- 7. Teachers must maintain complete record of the experiments performed, report submitted and grades earned by the students.
- 8. Apart from regular teaching it is expected that the teachers will take keen interest in other extracurricular activities like games, sports, drama, debates, group discussions, fine arts, cultural activities, seminars, conferences, symposium and workshops.

9. Teachers should maintain record the UGC/University а of courses attended, 8 NSIDH semihars/conferences/workshops attended, paper presented in any research journal or in a conference, award won etc. 10 NIRA 7 AC [] ] Co-operate and assist in carrying out functions relating to the education 40 -42/000, S=Mashwa Pracest StitlALAUMBER= 013051316964415023103624a50508852/1611809857950 , To <sup>20</sup>mstitute such as: assisting in appraising applications Signation, 2000 single such as: assisting in appraising applications HLAS EGF Rambilas Podar Road, Nawalgarh, Dist: Jhunjhunu – 333042



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students, accompany students on educational tour as well as assisting the conduct of university and Institute examinations, including supervision, invigilation and evaluation

- 11. Manage their private affairs in a manner consistent with the dignity of the profession.
- 12. Teachers should discharge their professional responsibilities according to the existing rules and adhere to procedures and methods consistent with their profession in initiating steps through their own institutional bodies and/or professional organizations for change of any such rule detrimental to the professional interest.

### **Code of Conduct for Faculty:**

- 1. Faculty must carry out all the following duties faithfully, honestly, and to the best of their ability.
  - a. Academic activities such as teaching, demonstration, lab development, examination, assessment etc.
  - b. Research activities
  - c. Extension activities
  - d. Administrative activities
  - e. Extracurricular activities
  - 2. The following lapses on the part of the faculty would constitute improper conduct.
    - a. Failure to perform his/her academic activities to the satisfaction of all stake holders.
    - b. Failure to carry out decisions taken by academic bodies, authorities, management etc.promptly and within the time frame provided.
    - c. Improper behavior with both male and female students and other employees
    - d. Refusal to carry out administrative responsibility such as departmental head, conduction of examination work, practical work, student counseling work, placement work etc.
    - e. Indulgence in anti-academic activities directly or indirectly such as undertaking private tuitions,

running coaching institute, holding any office of profit etc.							
SID <sub>H</sub> Treating students unfairly by victimizing them on personal ground. SID <sub>H</sub> Treating students unfairly by victimizing them on personal ground. Distance of the students, colleagues, administration etc. IQAC h. Consumption of drugs, alcohol and tobacco etc. in the institute/hostel/c $\frac{2020}{1.0}$ Involution of the Anti-academic activities directly or indirectly Dich as.	MBER=						
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- i. Writing of questions-answers guide, key, likely questions, cyclostyled or Xeroxnotes, etc.
- ii. Undertaking of any office of profit, agency.
- 3. Faculty would not take leave without informing the departments and making alternate arrangements for the classes.
- 4. Faculty must be fair during evaluation of students in internal assessments, laboratory and sessional work and examinations.
- 5. The behavior with students and other colleagues should be modest. Faculty should maintain proper discipline and decorum of the Institute.
- 6. Faculty must undertake additional or administrative duties assigned in the departmentsand the Institute.
- 7. Various forms of misconduct:
  - 1. Any act of discrimination (physical or verbal conduct) based on an individual's gender, caste, race, religion or religious beliefs, colour, region, language, disability, or sexual orientation, marital or family status, physical or mental disability, gender identity, etc.
  - 2. Intentionally damaging or destroying Institute property or property of other faculty /staff members
  - 3. Participating in activities including
    - a. Organizing meetings and processions without permission from the Institute.
    - b. Possessing, Consuming, distributing, selling of alcohol in the Institute
    - c. Parking a vehicle in a no parking zone
    - d. Rash driving in the campus that may cause any inconvenience to others
- 8. The teacher shall not avoid any work related to the University/Institute examinationswithout reasonable grounds.
- Every faculty is expected to maintain general cleanliness within staff room, classrooms, laboratories, corridors, canteen, hostel and the campus in general.
- 10. Faculty member and all other staff members are expected to follow all safety precautions required

Croad safety also.

NIRA 1. I Rif are expected to donate blood voluntarily if they ca Satyendra Singh 2020 HLISED!

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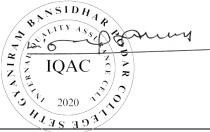
# **Code of Conduct for Departmental Heads**

- 1. The HODs will coordinate all the academic and administrative activities in their respective departments.
- 2. They will provide effective leadership and set precedence in their respective departmentsso that their younger colleagues feel proud and follow them.
- 3. They must arrive in the Institute at scheduled time and should remain available to their faculty and students during working hours.
- 4. The HODs of Technical Departments must teach at least one complete theory subject and one laboratory class in each semester. They should not send their substitutes for engaging these periods when they are present in the Institute. This will set bad precedence for other faculty members. The HODs other than technical departments must share full load of at least 18 hours.
- 5. The HODs must inspect the class-room teaching of each and every faculty member randomly and evaluate their performance. This will give each faculty member an opportunity to improve his/her performance.
- 6. The HODs at regular intervals inspect the course files, attendance registers of faculty members and ascertain whether the course is covered adequately and to the satisfaction of students. They should record their initials with date on the course file and discuss with the faculty regarding short comings, if any, for improvement.
- 7. The HODs for proper functioning of laboratories, will appoint laboratory in-charges who will look after the development activities in the labs. The HODs in consultation with lab in-charges will finalize the list of equipment required and help the Management in the process of procurement. They will also inspect the labs at regular intervals and see to it that the labs are properly maintained and the experiments are performed systematically and methodically.
- 8. The HODs will also inspect the sample lab records of the students and ascertain whether these are checked and evaluated regularly and the faculty members are holding pre- experiment and post-experiment Viva.
- 9. The HODs will analyze the results of the students of their respective departments within a week from the date of declaration.
- 10. The HODs will assist the Management in the recruitment of teaching faculty and supporting staff in their respective departments.
- 11. The HODs will review, from time to time, the performance of each and every faculty and staff and forward their performance appraisal reports along with their remarks in the month of May every year. On the basis of the report the faculty and staff will be granted increment.
- 12 The HODs will obtain feedback from the students about various aspects of class room teaching laboratory work and other things and take appropriate action for continuous
- 3. TRAHODS will hold regular meetings with their destructions the
- fortnight) and discuss the departmental problems relates the departmental problems relates  $\frac{1}{2}$  matters.
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- 14. The HODs will hold a special meeting of the faculty well in advance of the beginning of Session and decide about the allocation of teaching load in a fair and democratic manner. The classwise and faculty-wise teaching load should then be forwarded to the Principal and to the timetable in-charge for preparing the time- tables.
- 15. The HODs will encourage the faculty members to undertake industry sponsored projects, undertake consultancy work through the Institute, carryout research and publish papers in SETH GYANIRAM BANSIDHAR PODAR COLLEGE Research Journal or any other SCI Journal.
- 16. The HODs will forward the leave applications of the faculty and staff well in time (at least two days in advance for planned leave) but discourage recommending of frequent leave without pay. No short leave should be forwarded for faculty/staff if they have teaching load during that period.
- 17. If any faulty remains on leave due to sudden illness or due to any unforeseen reason, the respective HOD will make alternative arrangement so that his/her teaching load is engaged.
- 18. The HODs should regularly monitor the class attendance of students through the batch counselors. They should find out from the chief batch counselor about the actions taken against the students having poor attendance.
- 19. The HODs will take strict disciplinary action against the students of their respective departments if they indulge in the activities of in discipline such as mass cut of classes.
- 20. The HODs will take strict disciplinary action against the faculty/staff if they do not engage classes in time or leave classes early.
- 21. The HODs must check the unit/midterm test question papers set by the faculty members and also ensure that the answer books have been evaluated properly by inspecting randomly selected answer books.
- 22. The HODs must regularly obtain reports from the faculty after every unit/midterm test whether the course outcomes and programmed outcomes have been achieved.





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### Code of Conduct & Responsibilities for Principal/Vice-Principal

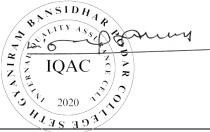
#### Principal/Vice-Principal is the executive/academic head of the Institute and shall be

#### responsible for -

- 1. All round academic growth of the Institute including accreditation of the Institute/Departments by National Accreditation bodies by NAAC/NBA.
- 2. Planning and implementation of all academic programmes such as refresher/orientationcourse, seminars, conferences, workshops, faculty development programmes, short term

# Training programmes, expert lectures etc. to be organized for the development of faculty and students.

- 3. Participation in teaching and research programmes of the Institute.
- 4. Planning for admissions of the students and maintenance of discipline in the institute.
- 5. Correspondence with outside institutions like UGC/ Affiliating University/Govt.and other institutes within and outside the country.
- 6. Supervision of internal and University examinations and all such matters pertaining to the examinations.
- 7. Evaluation and maintenance of performance appraisal scoring system (PASS) of thefaculty and the supporting staff.
- 8. Administration and supervision of curricular, co-curricular and extra activities conducted in the Institute.
- 9. Any other responsibility which may be assigned to him/her by the Management.
- 10. Grant approval of scholarship/free ship to any needy student.





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### **Code of Conduct for Members of Governing Board**

The Institute shall be managed by a regularly constituted Governing Board as per norms and guidelines specified by UGC/ University.

#### **Responsibilities:**

- 1. The Governing Board will hold its meeting at least two times in an academic year and framepolicy guide lines to be implemented in the institute.
- 2. It will decide and approve budget proposals of the Institute/Departments.
- 3. It will take decision about launching any new course in the Institute and also decide about increase/decrease in intake in the existing courses.
- 4. It will make available funds required for creating new infrastructure facilities in theinstitute.
- 5. It will grant creation of new academic and other positions.

#### **Code of Conduct**

- 1. The members of Governing Board shall maintain their character, mannerism, and goodimage and observe transparency in all their decisions.
- 2. The decisions and resolutions made by the Governing Board shall be mandatory and to be implemented by the Principal.
- 3. No member of the Governing Board shall use Institute's property for his personal use.
- 4. All the members of the Governing Board have the right to express their opinion freely and frankly but once the decision has been taken by the majority members it shall be bindingfor all.
- 5. The Governing Board will receive all communication in writing from the Principal and similarly it will convey all its decisions through the Principal.
- 6. Every member has a duty to avoid conflict between his or her personal interests and official responsibilities.

