

Polytechnic Diploma Academic Regulation- 2023

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Preamble

Tamil Nadu outputs the largest technical talent into the industry, and for several decades now the higher quality of technical manpower has given it a sustained edge over other states, attracting domestic and global players in manufacturing and other advanced sectors. Polytechnic colleges contribute significantly to the state's talent pipeline, and it is known that polytechnic was initially started with the primary objective of producing skilled technicians to support mass industrialization.

Today there is a changing manpower need, as TN's economy is beginning to focus on advanced technology and knowledge-based industries, rather than low-cost labour-intensive manufacturing. To produce future-ready talent and bridge the industry-academia gap, it is only pertinent to rethink the existing curriculum and revamp the syllabi.

The Directorate of Technical Education envisions reimagining and redefining the diploma program to make it relevant for the ever-changing economic, industrial, and regulatory landscapes of the new era. The current dynamic ecosystem poses challenges that span across fields and demands multidisciplinary knowledge to address them; this has propelled the need for higher technical education to cover diverse areas such as STEM, arts, humanities, design, innovation, business, and entrepreneurship; hence the program is modelled to incorporate all these areas.

Technical education was primarily practical during its inception in the mid-20th century and later evolved to become a knowledge-based approach—emphasizing more on theory and less on practice. The challenges of the 21st century demand young diploma engineers to have a command of the ever-changing body of technical knowledge along with an array of personal, interpersonal, and system-building knowledge that will prepare them with skills & competencies to address the modern-day challenges by building a new generation of machines, methods and materials.

The rapid adoption of Advanced Technologies is changing the nature of work today. Technologies such as **advanced robotics, knowledge work automation, the internet of things, cloud computing, autonomous & near-autonomous vehicles, next-generation genomics, energy storage, 3D printing, advanced materials, additive manufacturing and renewable energy** are changing industries in an unprecedented manner. These technologies are making companies become leaner and more productive, and also pave the way for future technologies to be invented. This makes companies constantly look for talent that can fit into the dynamic technological environment. Higher technical institutions being the primary source for companies to source talent, are under pressure to design a dynamic system of technical education to meet the demands.

The objective of the new applied-to-learn track is to train a pool of graduates who are technically competent, professionally proficient and socially responsible in quality management, regulatory compliance and manufacturing processes in the respective sectors. This is followed by an iterative process of developing the learning outcomes, aligning the learning outcomes, designing the learning activities and applying the assessment methods of the modules offered on this track in an integrated manner to meet the industry's needs.

The program is offered through the core, electives, certifications, capstone projects and other ways to enable a student's transformation. Each domain is carefully crafted to cater to diversified needs, dynamic contexts, and differentiated expectations in a learner-centric environment. The crux of this program lies in the way experiential learning, divergent thinking, problem-solving creativity and so on are integrated into one.

Objective

To retain and further strengthen the quality of the human capital produced by our higher technical education at the diploma level as the force behind the state's social, cultural, and economic pre-eminence.

To seed & nurture agents of change & transformation for the digital future with enduring skills and capabilities by cultivating technological capabilities through a skill-centred approach.

Admission

Candidates seeking admission to the first semester of the Diploma program:

Should have passed the SSLC Examinations prescribed by the Government of Tamil Nadu or any examination of any other board or authority recognized by the Board of Secondary Education as equivalent thereto with eligibility for Higher Secondary Education in Tamil Nadu.

Lateral Entry Admission:

The candidates who possess a pass in the HSC [Academic] or equivalent prescribed in the Higher Secondary Schools in Tamil Nadu affiliated to the Tamil Nadu Higher Secondary Board, with a pass in at least three of the following subjects: Physics / Chemistry / Mathematics / Computer Science / Electronics / Information Technology / Biology / Informatics Practices / Biotechnology / Technical Vocational Subjects / Agriculture / Engineering Graphics / Business Studies / Entrepreneurship are eligible to apply for Lateral entry admission to the third semester of Diploma programs, as per the rules fixed by the Government of Tamil Nadu. (or) The candidates who possess a pass in 2-year ITI with appropriate grade or equivalent examination.

There is no age limit prescribed for admissions to Diploma programs.

The medium of instruction is English for all courses, examinations, seminar presentations and project work reports, except for the programs offered in Tamil Medium.

Structure of the Program

The Redesigning and revamp of the Diploma program in the State of Tamil Nadu will focus on improving the employability and entrepreneurship outcomes of the campuses through skill-centric and industry allied curriculum and syllabi. The following structure is being proposed for the new curriculum.

Pathways for Progressive Learning Experience

The program offers 4 different pathways for progressive learning. Entrepreneurs, Higher Education, Technocrats and Technologists have different pathways from which the students will pick one of these pathways that they find fascinating and work to ameliorate their knowledge base over the desired pathway.

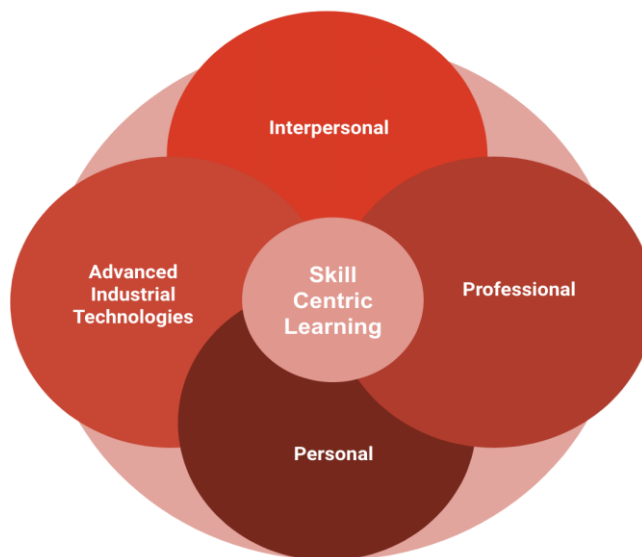
There are courses offered for the specific pathways in their final semesters that will aid them to choose their career in their specific pathways. Pathway direction for the students can be assisted by faculty mentors from time to time.

- **Entrepreneur:**
Students who aspire to transform opportunity into reality, and create social and economic value for themselves and for others.
- **Higher Education:**
Students with aspirations of pursuing higher education to acquire higher-order skills and competencies in the domain of interest.
- **Technocrats:**
Students who aspire to acquire mastery of technical tools and methods to manage people who manage the processes
- **Technologists:**
Students who aspire to gain leadership in a particular discipline / technology to evolve into Problem Solvers & Innovators

Various Dimensions for Transformation

Today's world is rapidly changing and increasingly interconnected, and the future talent pipeline to be sourced from the campuses needs to adapt to changes that will keep accelerating in the future. The new diploma program focuses on equipping learners with skills that will enable them to cope with the foreseeable social and economic changes and manage often unpredictable realities. The various dimensions of transformation are designed to nurture skills towards holistic human development. Such skills are acquired not only on formal courses but in a variety of contexts throughout the academic curriculum.

Four broad dimensions of skills to ensure holistic human development: (1) Personal, (2) Professional, (3) Interpersonal and (4) Advanced Industrial Technologies skills and competencies.



Integrated Curriculum

An integrated curriculum is based on learning experiences that lead to the acquisition of disciplinary knowledge and its application in a professional environment interwoven with the teaching of personal, interpersonal, and professional skills, and ways in which the integration of emerging technological skills and multidisciplinary connections are made.

Course Levels

A course is a component (a paper/subject) of a program. All the courses need not carry the same weightage. The course should have defined Course Objectives and Course Outcomes. A course may be designed to involve lectures/tutorials/laboratory work/project work/Internships/seminars or a combination of these, to effectively meet the teaching and learning needs and the credits may be assigned suitably.

The programs consist of various levels of courses, structured as (F) Foundation, (C) Concentration and the (S) Specialization courses for a greater understanding of the core concepts of the fundamentals in the initial year of learning and thereby moving towards the specialization areas by choice.

- **Foundation (F) | Year I:** Foundation courses build strong fundamental requirements across mathematics, statistics, science, engineering domain, advanced technologies, social sciences and humanities.

- **Concentration (Cn) | Year II:** Concentration courses shall deliver domain-specific knowledge and technological skills. They are offered as core and electives to provide the requisite mandatory working knowledge of the chosen domain.
- **Specialisation (S) | Year III:** Specialization courses are focused on a particular area of study leading to a specific pathway. Some of the courses can also be beyond the program, leading to skills and competencies in emerging technology domains.

Course Types

Every diploma program shall have a curriculum with syllabi comprising Theory, Practicum and Practical courses with well-defined Program Outcomes (PO) as per the Outcome Based Education (OBE) model. The content of each course is designed based on the intended Course Outcomes (CO). Every program shall have a distinct curriculum with syllabi consisting of courses broadly categorized under:

- **Core (C)/Elective (E)** - Core / Elective courses are offered to students of a particular program to gain basic and specialized knowledge/skills in a selected field. Core courses are mandatory to complete the program and shall not be exempted or provided with credit equivalence. Elective Courses may be grouped into different domains/streams/specialisations to enable the students to have at least 3 to 5 options. At least 20 students need to express their willingness, for the case of an elective course, to be offered.
- **Practicum (P)** - Integrated course taught in a hands-on learning environment. This may be offered wherever theoretical concepts are to be learned simultaneously with relevant practical sessions. Such courses shall be offered only if sufficient laboratory facilities are available to conduct such courses, and both laboratory and theory components shall be considered for continuous assessment. Final evaluation based on the proportion of the credit awarded for the respective component.
- **Lab (L)** - Practical Courses taught in a designated lab. This may be offered when conceptual learning has to be augmented by practical experiments and also to bring focus on acquiring skills through doing. Such courses shall be offered only if sufficient laboratory facilities are available to conduct such courses.
- **Field Study (FS)** - Offered as a special / curriculum-enriching component to understand certain practical issues/work practices / hands-on training/immersion project/market survey. Field Study, if it forms a part of the course, then credit(s) shall be assigned accordingly, otherwise, such course(s) may be specified in the Grade Sheet without grades.
- **Certification (Cer)** - Industry-driven course shall be offered, jointly with an industry that would result in learning the emerging trends / employment potential topics / solving real-time problems. The

contents of the course shall be jointly designed by an industry expert and a suitable faculty member, with relevant assessment and evaluation. Hybrid/Online learning options shall be available. Students are permitted to complete these courses through MOOCs / Professional Certification and credit equivalence (Program Elective or Open Elective), to a maximum of 6 credits.

- **In-House Projects (J)** - Capstone Project shall be offered once a student completes >95% of the core courses related to the Diploma program. The Capstone Project is expected to involve concepts from fundamentals to recent developments and may be restricted to one domain or multi-domains / multi-disciplines. Capstone Project shall be offered only after completing all the fundamental courses and offered during the final semester. It shall also focus on Environment, Society, Sustainability, Entrepreneurship and Project Management. In the case of a multidisciplinary project, a suitable co-supervisor shall be opted for the students from the relevant Department for successful completion. Capstone Project may be offered in phases, i.e. Phase I and Phase II (single topic or two different topics). Students are encouraged to submit the softcopy of the complete report for evaluation and abstract in the printed form during the final presentation.
- **Fellowship (Fs)** - Up to 6 Months for professional and/or academic development offered by an external organisation identified and nominated by DoTE in India or abroad. Students shall be shortlisted for the same under sponsorship/scholarship by competent authorities and approved by the Head of the Institution.
- **Boot Camp (B)** - 2-to-5-day training camps for imparting knowledge and skills in emerging areas. It may be offered jointly by a team of faculty members / external experts with course content that includes interdisciplinary topics from different domains, thereby enhancing the Professional Knowledge & Skills of the students. However, such courses shall not have any significant repetition of other courses offered in that particular diploma program. If a student fails to complete such a course on the first attempt or lacks attendance requirements, they may opt for a different course in the subsequent semester and meet the minimum credit requirements of the program or may re-do the same course whenever offered.
- **Hackathon (H)** - 3 to 6 days of problem-solving and building a solution for real-world problems in an intensive/accelerated manner. It may be considered as one of the course types in situations where multiple solutions are expected to a problem or multiple problems are expected to be solved, in a particular industry/research laboratory. Such a course shall be essentially a Practicum and may be offered in a workshop mode. Credit allocation, Assessment and Evaluation shall be based on the respective syllabi designed for the same.
- **Internship (I)** - Internship is offered as a credit course with the Industry/Research Laboratories/ other Universities in India or abroad. Credit allocation, Assessment and Evaluation shall be based on the procedures given. Every student is encouraged to gain Credits through an Internship.

- **Audit Courses** are optionally registered by a student to understand certain basic/advanced concepts in his / her own discipline or other disciplines offered by the college. In this case, if a candidate fails in an Audit Course, it is not mandatory to repeat that course and these courses shall not be considered for eligibility for awarding the Diploma. Grades shall be awarded as “Completed”.

Definition of Credit

Credit is a kind of weightage given to the contact periods* to teach the prescribed syllabus, which is in a modular form. The credit distribution for theory, laboratory and project courses are mentioned in the table below.

| | |
|-----------------------------|----------|
| Theory (L) - 15 periods | 1 credit |
| Tutorial (T) - 15 periods | 1 credit |
| Practical (P) – 30 periods | 1 credit |
| Internship (I) - 45 periods | 1 credit |
| Project (J) - 30 periods | 1 credit |

* 1 period = 50 minutes of class

Curriculum Structure

Every program shall have a distinct curriculum with syllabi consisting of courses broadly categorized under Basic Sciences, Basic Engineering, Professional Core, Program Electives, Open Electives, and Certification Courses. Credit distribution for various categories of the courses will follow the guidelines given below, subject to minor variations, as may be suggested by the respective Boards of Studies.

| Category | Credit Range |
|--------------------------------|--------------|
| Humanities and Social Sciences | 11 |
| Basic Science Courses | 17-20 |
| Engineering Sciences | 6-13 |
| Program Core | 40-51 |
| Program Elective | 9-12 |

| | |
|---|--------------------|
| Open Elective | 10 |
| Industrial Training / Project Work | 14 |
| Audit Course | 0 |
| Integrated Learning Experiences | |
| Induction Program | Non-Credits Course |
| I&E / Club Activity / Community Initiatives | Non-Credits Course |
| Shop Floor Immersion | Non-Credits Course |
| Health & Wellness | Non-Credits Course |
| Student-Led Initiative | Non-Credits Course |
| Special Interest Groups (Placement Training) | Non-Credits Course |
| Emerging Technology Seminars | Non-Credits Course |

Each program will consist of Basic Science (BS), Engineering Sciences (ES), Professional Core (PC), Program Electives (PE), Open Electives (OE), Audit Courses and In-House Project/Internships/Fellowships.

1. Basic Sciences: This course is common to all programs to develop fundamental knowledge of science and mathematics; it also enhances the reasoning and analytical skills amongst students.

2. Engineering Sciences: Engineering Science shall create awareness of different specializations of engineering studies. The goal of these courses is to create engineers of tomorrow, who possess the knowledge of all disciplines and can apply their interdisciplinary knowledge in every aspect. It could be any branch of engineering - Civil, Computer Science and Engineering, Electrical, Mechanical, etc.

3. Professional Core: This includes core courses designed in the program, which are major courses of the discipline, are required to attain desired outcomes and to ignite critical thinking skills amongst students.

4. Program Elective: This includes elective courses that can be chosen from a pool of courses which may be very specific or specialized or advanced or supportive to the program of study or nurtures the candidate's proficiency/skill. This is called a program elective course.

5. Open Elective: An elective course chosen generally from another discipline/ subject, to seek interdisciplinary exposure is called an open elective. While choosing the electives, students shall ensure that they do not opt for courses with syllabus contents which are similar to that of their departmental core/elective courses.

6. Audit Courses: An audit course is one in which the student attends classes, does the necessary assignments and takes exams. The Institute encourages students towards extra learning by auditing for the additional number of courses. The results of audit courses shall not be considered for the prescribed "carry over courses" limit.

7. Humanities and Social Science: Basic courses offered across language, communication and social science subjects, including any management skills and shall be categorized as Humanities and Social science.

8. In-House Project/Internships/Fellowships: Every student must do one major project in the Final year of their program. Students can do their major project in Industry or R&D Lab or in-house or a combination of any two or a fellowship in a reputed organization.

Outcome-Based Education

Outcome-based education aims to create a clear expectation of results that students must achieve. Here, the outcome includes skills, knowledge and attitude. Outcomes inform both the way students are evaluated on a course and the way a course will be organised. Effective learning outcomes are student-centred, measurable, concise, meaningful, achievable and outcome-based (rather than task-based). To identify achievable learning goals and develop plans to meet them, revised Bloom's Taxonomy framework is introduced to allow educators to assess learning on an ongoing basis, encouraging students to reflect on their progress.

All the programs offered should adopt Outcome Based Education (OBE) in order to enhance the opportunities for the students with respect to their career track (through a student-centric approach). The Program Outcomes (POs) of the respective program of study are achieved through the Course Outcomes (COs). Necessary remedial actions are taken at regular intervals to ensure the proper attainment of outcomes by the students. The evaluation procedures outlined are to be followed by the departments before arriving at the data for the Outcome attainment analysis.

1. OBE is an approach to education in which the decisions about the curriculum instruction and assessment are driven by the learning outcomes that the students should display at the end of a program or course.

2. The vision and mission statements are the guiding forces behind an institute / department. The vision statement provides insight into what the department focuses to achieve or become in the future. The mission statement communicates the process involved in achieving the vision. An effective vision statement should be concise, unambiguous, futuristic, and realistic. aspirational, and inspirational. Furthermore, it shouldn't be generic but rather focus on outcomes specific to the department. A good mission statement should focus on the ways to achieve the vision of the department. It should be brief, clear, informative, simple, and direct.
3. Graduate Attributes (GAs) represent the standard abilities to be looked for in a graduate of any diploma program. They form the Program Outcomes (POs) that reflect the skills, knowledge, and abilities of diploma graduates regardless of the field of study. At the same time, POs are necessarily independent of disciplinary knowledge; rather, these qualities may be developed in various disciplinary contexts. POs are composite statements made-up of multiple aspects relevant to a broader outcome like domain knowledge, design, analysis, etc. They also ensure the holistic development of the students by covering aspects like communication, ethics, project management, etc.,
4. Assessments are designed to measure the POs, and POs give useful guidance at the program level for the curriculum design, delivery, and assessment of student learning. However, they represent fairly high-level generic goals that are not directly measurable. Real observability and measurability of the POs at the course level are very difficult. To connect high-level learning outcomes (POs) with course content, course outcomes and assessments are designed, they are necessary to bring further clarity and specificity to the program outcomes.
5. For each PO, the skills and competencies implied generally require a different assessment methodology. This helps us to create a shared understanding of the competencies that students want to achieve.
6. Course Outcomes (COs) are specific, measurable statements that help the learners to understand the capabilities to be attained by them at the end of the course. COs should highlight what the learner can attain by studying the course and undergoing the evaluation of outcomes prepared for the same. It includes the knowledge to be gained, skills to be acquired and the application of the same towards solving problems specific to the context. The topics for the course should be decided based on the course outcomes in such a way that the specific topics alone do not map to the specific course outcomes.
7. Revised Bloom's Taxonomy for Assessment Design: It attempts to divide learning into three types of domains (cognitive, affective, and behavioural) and then defines the level of performance for each domain. Conscious efforts to map the curriculum and assessment to these levels can help the programs to aim for higher-level abilities which go beyond remembering or understanding, and require application, and analysis, evaluation or creation.

8. CO-PO course articulation matrix should indicate the correlation between the CO and PO based on the extent to which the CO contributes to the PO. This is mapped at three levels 1, 2 or 3 representing low, medium and high respectively. This also ensures that every PO is covered across the courses offered as a part of the program. The matrix will be adopted for all the courses run by the department.
9. The attainment of COs of any course can be assessed from the performance of the students through continuous and final assessments. The goal of continuous assessment is to understand/realise the critical information about student comprehension throughout the learning process and provides an opportunity for the facilitator to improve their pedagogical approach and for students to improve learning outcomes. The goal of the final assessment is to evaluate student learning outcomes at the end of the course instruction. According to the new regulation, 40% weightage is for the continuous assessment, and 60% weightage is for the final assessment.
10. The PO assessment should be carried out by both direct and indirect assessment. The assessment can be estimated by giving 80% weightage to direct assessment and 20% weightage to indirect assessment. Direct assessment is purely based on CO attainment through the course Assessment Method, and indirect assessment is through the feedback taken from the relevant stakeholders of the system. Indirect assessment can be done in the form of a graduate exit survey where the student is required to answer a questionnaire that reflects their satisfaction with respect to the attainment of POs. The questionnaire should be carefully designed so as to not have the POs themselves as direct questions.
11. Each PO attainment corresponding to a specific course can be determined from the attainment values obtained for each course outcome related to that PO and the CO-PO mapping values. The threshold value of 60%, shall be set for the POs and the same can be modified with due approval of the Authorities.
12. The gap identified in the attainment of the COs and POs can be addressed by organising talks from the industry, bridge courses, organising workshops, arranging field visits (industrial visits) with respect to the course, improving the student performance under the innovative teaching-learning process of the institution, etc.,

Academic and Curriculum Flexibility

Academic and curriculum flexibility enhance a student's learning experience by providing various options such as adjusting the timeframe of courses, horizontal mobility, interdisciplinary opportunities, and other benefits through curricular transactions. The types of Academic and curriculum flexibilities are listed below.

1. Break of Study
2. Course Add / Drop
3. Course Withdrawal
4. Credit Equivalence
5. Credit Transfer
6. Examination Withdrawal
7. Fast-Track Option
8. Flexi-Credit System
9. Bridge Course

Break of Study

If a student intends to take a break / temporarily discontinue the program in the middle of a semester/year, during the period of study, for valid reasons (such as Internships, accident or hospitalization due to prolonged ill health) and wishes to re-join the program in the next academic year, student shall intimate stating the reasons.

Break of study is permitted only once during the entire period of the degree program for a maximum period of one year. The student is permitted to rejoin the program after the break and shall be governed by the rules and regulations in force, at the time of rejoining. The break shall be notified in the grade sheet. If a student is detained for want (shortage) of attendance or disciplinary issues, the period spent in that semester shall not be considered a permitted Break of Study.

Course Add / Drop

Subject to resource availability, a student has the option to add additional courses within a week after the regular semester begins. Furthermore, a student can drop registered courses before completing the first Continuous Assessment (CA) test in a semester, limited to a maximum of 6 credits. These dropped courses will not be considered as arrears, but the student will need to retake them when they are offered by the institution. In order to carry out these actions, students must obtain permission from the head of the institution, who will then communicate with the Department of Technical Education (DoTE).

Credit Equivalence

It is an option that can be exercised by a student under the following circumstances –

- (i) credits earned through Extra and Co-curricular Activities (only against program elective / open elective – Global)
- (ii) credits earned through online courses (only against Open Electives - Technical and Global and program electives)
- (iii) credits accumulated through Capsule courses, One-Credit courses

Such courses and credits earned shall be presented in the Board comprising the head of the department, the Principal & DoTE along with the Equivalent Credit(s).

Credit Transfer

Credits earned by a student through Credit Equivalence (as said above) and credits earned by attending and completing the courses successfully, offered by other approved Universities / Institutions / Professional Bodies (only against Technical and Global Open Electives and program electives) shall be considered as “Transferred Credits (specified in the Grade Sheet)” and considered for the calculation of CGPA.

Examination Withdrawal

A student may be permitted to withdraw from appearing for the end semester examination in any course or courses for valid reasons (medically unfit / unexpected family situations / sports approved by the Physical Director / HOD/Principal/DoTE).

This privilege can be availed **ONLY ONCE** during the entire program. Valid documents, for medically unfit / unexpected family situations, shall be submitted by the student within seven days before the commencement of the examination in that course or courses and also recommended by the Head of the Department, approved by the Head of the Institution with intimation to DoTE.

Special cases under extraordinary conditions will be considered on the merit of the case if any student applies for withdrawal, notwithstanding the requirement of mandatory seven days’ notice.

Those students who withdraw from any course or courses during the program are eligible for the award of first class and first class with distinction as per the requirement in this regard.

Withdrawal is permitted for the end semester examinations in the final semester, only if the period of study, the student concerned, does not exceed 1 semester after the regular period of 3 years so that his eligibility for distinction is considered.

The final approval for withdrawal will depend on the merit of the case and will be decided by the Head of the Institution.

Fast-Track

This option enables a student to complete the minimum credit requirements of a program, to enable

- (i) his / her own entrepreneurial venture (start-up),
- (ii) an internship in industry/research laboratories / fellowship.

This option is currently available for students to complete the two elective papers offered in Semester 6 in advance [Recommended to be completed in Semester 4 or 5] to avail the last semester for internship/fellowship/do his own start-up/enterprise/project outside the campus. However, such an option shall not be exercised to pursue higher education elsewhere. The duration of the study shall remain the same as per the prescribed syllabi for the fast-track option also.

Flexi-Credit System

It offers a student to earn additional credits than that specified (minimum credits) to a program for which student has enrolled. Such additional credits earned shall be mentioned in the Grade Sheet, as 'Additional Credits Earned'. Credits earned through Flexi-Credit System shall not be considered for the calculation of SGPA or CGPA.

Bridge Course

This is specifically designed for Lateral Entry (LE) students who join the Diploma Program in 2nd year (3rd Semester). This course will be a 40 period in which the faculty gives the gist of important topics that the LE students may have missed in the first year of the program specific to the department concerned.

Integrated Learning Experience

Integrated learning experiences encompass activities that foster the acquisition of disciplinary knowledge, personal and interpersonal skills, and technological proficiency. These experiences promote active engagement in meaningful real-life situations and establish connections between different curricula, co-curricular activities, and extracurricular pursuits across diverse disciplines. Integrated learning experiences are concatenated in the academic curriculum for each semester enabling the students to learn, adapt and transform through experiential learning pedagogy.

This approach enriches the curriculum by incorporating dynamic and up-to-date co-curricular courses and activities that may not be directly aligned with the students' program of study. It prioritizes the holistic development of students, fostering their growth and well-roundedness.

1. Innovation & Entrepreneurship
2. Peer 2 Peer Learning

3. Growth Lab
4. Shop Floor Immersion
5. Health & Wellness
6. Induction Program
7. Special Interest Groups
8. Club Activity
9. Community Initiatives
10. Emerging Tech Seminars
11. Student Led Initiative
12. Industry-Specific Training

Innovation Track

They are offered to the student, to bring awareness on start-up / entrepreneurial ventures through a series of courses/activities. Based on the inputs gained, students can select their electives, specialisation, capstone project and deferred placement option.

Peer 2 Peer Learning

P2P learning involves interactions between students from senior classes, leading to valuable additions and deepening the understanding of certain concepts. This may happen as a part of a scheduled time-table or after instructional hours in a day, by Peers (from senior classes), leading to value addition, enriching the understanding of certain concepts and implementing practically (developing models, prototypes, proofs-of-concept) for learning satisfaction, participating in competitions / competitive examinations. These efforts are expected to improve teamwork, communication, understanding of societal needs, project management and life-long learning activities.

Growth Lab

Growth labs play an integral role to stimulate and develop a student's personality & skills in various fields of life. It also teaches about a growth mindset to tackle real-world problems and life challenges. It brings self-confidence and empowerment to transform the inter-personality of the student. The process brings the progression to achieve higher goals in life.

Shop Floor Immersion

This introduces new ideas, inspires participants to further explore them on their own or may illustrate and promote actual process practice through seminars, workshops, Industrial Visits etc that results in learning hands-on skills as it gives the students an opportunity to try out new methods and fail in a safe environment.

Health & Wellness

This aims to teach students about various aspects of health and fitness, including exercise, nutrition, yoga,

mental health, and substance awareness.

Induction Program

It shall be organised to all the students, admitted into first year, to offer the course on Universal Human Value, awareness sessions on campus facilities, academic regulation and curriculum, highlight the culture, values and responsibilities of an Engineer in the Society and the Nation as a whole, besides Institutional infrastructure and facilities and student support systems. Awareness of domain-specific requirements to be organised in the second year of induction.

Special Interest Groups

The training is especially based on the placements on campus. Concepts required for aptitude tests, group discussions, resume building, personal interviews, industry-specific orientation and Business Case Competition are taught to the students.

Club Activity

A small community that attracts people who share the same interests such as music, arts, or sports working on a common goal to develop a sense of unity and teamwork, learning how to work with others in reaching the same goals

Community Initiatives

Community Initiatives involve activities that aim to define values, cultivate empathy, foster social skills, and enhance students' understanding of their community. Through these initiatives, students have the opportunity to build meaningful relationships, gain insights into different perspectives, and engage with diverse cultures. This engagement enables the development of crucial interpersonal skills.

Emerging Tech Seminars

A technical presentation made by the Students & the cross-functional Members of the Faculty to showcase the technology adopted in the Industry. This collaborative teaching-learning session between the student & the faculty results in a better understanding of the use of technology in various applications.

Student-Led Initiative

A student-led session will help students to acquire and share knowledge on emerging industrial technologies that will comprehend & introduce the emerging technology to the students. This includes student-led Tech talk series & other initiatives.

Industry Specific Training

Gaining information about the industry's way of working and understanding the process. This enables one to understand the various non-technical skills & competencies required for the transformation from a

student to a professional.

Duration of the Program

- A student is ordinarily expected to complete the Diploma program in 6 semesters (for SSLC students) and four semesters (for Lateral Entry students) but in any case, not more than 12 Semesters for SSLC (or equivalent) students and not more than 10 semesters for Lateral Entry students.
- Each semester shall normally consist of 15 weeks with periods of 50 minutes each. The Head of the Institution shall ensure that every faculty imparts instruction as per the number of periods specified in the syllabus and that the faculty teaches the full content of the specified syllabus for the course being taught.
- The Head of the Institution may conduct additional classes for improvement, special coaching, conduct model tests etc., over and above the specified periods.
- The End Semester Examination will normally follow immediately after the last working day of the semester as per the academic schedule prescribed from time to time.
- The total period for completion of the program from the commencement of the first semester to which the student was admitted shall not exceed the maximum period specified irrespective of the period of break of study in order that student may be eligible for the award of the degree. The minimum and maximum period of study shall be;

| Diploma program | Min. Period | Max. Period |
|---------------------------|-------------|-------------|
| Full Time | 3 Years | 6 Years |
| Full Time [Lateral Entry] | 2 Years | 5 Years |
| Sandwich | 3.5 Years | 6.5 Years |
| Part Time | 4 Years | 7 Years |

Attendance Requirements

- A student who has fulfilled the following conditions shall be deemed to have satisfied the requirements for completion of a semester.
- Ideally every student is expected to attend all classes of all the courses and secure 100% attendance.
- However, in order to make provision for certain unavoidable reasons such as medical / participation in sports, the student is expected to attend at least 75% of the classes.
- Therefore, the student shall secure not less than 75% (after rounding off to the nearest integer) of overall attendance for each semester.
- However, a student who secures overall attendance between 65% and 74% in the current semester due to medical reasons (prolonged hospitalization / accident / specific illness) / participation in sports events may be permitted to appear for the current semester examinations, subject to the condition that the student shall submit the medical certificate / sports participation certificate attested by the Head of the Institution.
- Students who secure less than 65% overall attendance shall not be permitted to write the end semester examination and not permitted to move to the next semester. They are required to repeat the incomplete semester in the next academic year, as per the norms prescribed.
- Candidates who have earned more than 50% attendance but fall short of the basic requirement of 65% attendance (in all subjects of the current semester put together) shall be permitted to proceed to the next semester, only one time during the course of study by considering all the papers in that current semester as absent and to complete the program of study. For such candidates by default, the classification of class shall be Second class on successful passing of course.

Class Committee

Every class shall have a class committee consisting of faculty of the class concerned, student representatives and a chairperson, who is not teaching the class. It is like the 'Quality Circle' (more commonly used in industries) with the overall goal of improving the teaching learning process. The functions of the class committee include:

- Solving problems experienced by students in the classroom and in the laboratories. Clarifying the regulations of the diploma program and the details of rules therein.

- Informing the student representatives, the academic schedule including the dates of assessments and the syllabus coverage for each assessment.
- Informing the student representatives, the details of regulations regarding weightage used for each assessment. In the case of practical courses (laboratory / drawing / project work / seminar etc.) the breakup of marks for each experiment / exercise / module of work, should be clearly discussed in the class committee meeting and informed to the students.
- Analysing the performance of the students of the class after each test and finding the ways and means of solving problems, if any.
- Identifying the slow-learners, if any, and requesting the faculty concerned to provide some additional help or guidance or coaching to such students.
- The class committee for a class under a particular branch is normally constituted by the Head of the Department. However, if the students of different branches are mixed in a class (like the first semester which is generally common to all branches), the class committee is to be constituted by the Head of the Institution.
- The class committee shall be constituted within the first week of each semester. At least 4 student representatives (usually 2 boys and 2 girls) shall be included in the class committee, covering all the elective courses.
- The chairperson of the class committee may invite the class adviser(s) and the Head of the Department to the class committee meeting.
- The Head of the Institution may participate in any class committee meeting of the institution.
- The chairperson is required to prepare the minutes of every meeting, submit the same to the Head of the Institution within two days of the meeting and arrange to circulate it among the students and faculty concerned. If there are some points in the minutes requiring action by the management, the same shall be brought to the notice of the Head of the Institution.
- The first meeting of the class committee shall be held within one week from the date of commencement of the semester, in order to inform the students about the nature and weightage of assessments within the framework of the regulations.
- Two or three subsequent meetings may be held in a semester at suitable intervals.
- During these meetings the student members representing the entire class, shall meaningfully interact and express the opinions and suggestions of the other students of the class in order to improve the effectiveness of the teaching-learning process.

Course Committee for Common Courses

Each common theory course offered to more than one discipline or group, shall have a “Course Committee” comprising all the faculty teaching the common course with one of them nominated as the course coordinator. The nomination of the course coordinator shall be made by the Head of the Department / Head of the Institution depending upon whether all the faculty teaching the common course belong to a single department or to several departments. The ‘Course Committee’ shall meet in order to arrive at a common scheme of evaluation for the test and shall ensure a uniform evaluation of the tests. Wherever feasible, the Course Committee may also prepare a common question paper for the internal assessment test(s).

Assessment and Examination

Performance in each course of study shall be evaluated for a maximum of 100 marks based on one of the following:

(i) Continuous Assessment [40%]:

- Continuous assessment shall be carried out for 100 marks [summation of multiple CAs] for all types of courses and converted to 40 marks.
- Every subject shall have its own framework for continuous assessment designed by the course committee and approved by the academic board as part of the curriculum. The continuous assessment shall be awarded as per the assessment proposed in respective syllabi.
- For One credit courses and Advanced Skill Certification programs, no end semester examination shall be conducted, and final grade will be awarded based on continuous assessment only for 100 marks.

(ii) End Semester Examination [60%]:

- The End Semester Examination will be conducted for 100 marks and shall be converted to 60 marks in the final results.
- The End Semester Examinations (Theory, Practical, Project) of three hours duration will be conducted.
- For Practicum courses, the end semester examination will be conducted as a theory or a practical or a project examination based on the credits for each component, the decision on the mode of exam could be based on the recommendation by the internal committee duly forwarded and approved by Head of the Institute.

- For the project works, the Department will constitute a three-member faculty committee to monitor the progress of the project and conduct reviews regularly.
- If the projects are done in-house, the students must obtain the bonafide certificate for project work from the project guide and Head of the Department, at the end of the semester. Students who have not obtained the bonafide certificate are not permitted to appear for the project Viva Voce examination.
- For the projects carried out in Industry, the students must submit a separate certificate from Industry apart from the regular bonafide certificate mentioned above. For Industry related projects there must be one Mentor / Supervisor from Industry (External), this is in addition to the regular faculty supervision.
- The final examination for project work will be evaluated based on the final report submitted by the project group (of not exceeding four students), and the viva voce by an external examiner.
- The split up of marks for Internal and End Semester Viva Voce can follow the below mentioned rubrics,

| Internal Mark Split (40 Marks) | | | End Semester (60) | | |
|---|---|---|---|--|--|
| Review 1 (10 Marks) | Review 2 (15 Marks) | Review 3 (15 marks) | Record (20 Marks) | Presentation (20 Marks) | Viva Voce (20 Marks) |
| Committee: 5 Marks Supervisor: 5 Marks | Committee: 7.5 Marks Supervisor: 7.5 Marks | Committee: 7.5 Marks Supervisor: 7.5 Marks | External: 10 Internal: 5 Supervisor: 5 | External: 10 Internal: 5 Supervisor: 5 | External: 10 Internal: 5 Supervisor: 5 |

- Students who are unable to complete the project work at the end of the semester can apply for an extension to the Head of the Department, with the recommendation from the project guide for a period of a maximum of two months. For those students who extend the project work for two months, Viva Voce will be carried out and results will be declared separately. If the project report is not submitted even beyond the extended time, then students are not eligible to appear for Project Viva Voce Examination.
- The performance of each student in the project group would be evaluated in a viva voce examination conducted by a committee consisting of an external examiner and the Department project coordinator as an internal examiner.

- If a student indulges in malpractice in any of the End Semester Examination / Internal Examinations, student will be liable for punitive action as prescribed by the college from time to time.

Passing Requirement for Award of Diploma

A student who secures not less than 40% of total marks prescribed for the course [Internal Assessment + End semester Examinations] with a minimum of 35% of the marks prescribed for the end semester examination, shall be declared to have passed the course and acquired the relevant number of credits. This is applicable for both theory and laboratory courses (including project work).

(i) No Minimum marks for continuous assessment (Internal). (ii) Minimum Marks to be secured in end semester exam is 35 out of 100, (iii) Those who secure minimum mark (35) in end semester examination need to secure minimum of 19 out of 40 in continuous assessment to achieve overall pass percentage of 40% in that particular subject.

If a student fails to secure a pass in a theory course / laboratory course / elective course (same elective course), the student shall register and appear only for the end semester examination in the subsequent semester. In such cases, the internal assessment marks obtained by the student in the first appearance shall be retained and considered valid for all subsequent attempts till the student secures a pass. However, from the third attempt onwards if a student fails to obtain pass marks (Internal Assessment + End Semester Examination), then the student shall be declared to have passed the examination if the student secures a minimum of 35% marks prescribed for the end semester examinations alone.

If any other Elective course is opted by the student, the previous registration is cancelled and henceforth it is to be considered as a new Elective course. The student has to register and attend the classes, earn the continuous assessment marks, fulfil the attendance requirements and appear for the end semester examination.

If a student is absent during the viva - voce examination, it would be considered a failure. If a student fails to secure a pass in Project Work, the student shall register for the course again in the subsequent semester and can do Project Work.

The passing requirement for the courses which are assessed only through purely internal assessments, the passing requirement is 50% of the internal assessment (continuous assessment) marks only.

A student can apply for revaluation of the student's semester examination answer paper in a theory course, as per the guidelines of the Board of Examinations (BOE) on payment of a prescribed fee along with prescribed application to the BOE through the Head of the Institution.

The BOE will arrange for the revaluation and the results will be intimated to the student concerned through DoTE website. Revaluation is not permitted for laboratory courses and projects.

Award of Grades

The award of letter grades will be decided using relative grading principle. The performance of a student will be reported using letter grades, each carrying certain points as detailed below:

| Letter Grade | Grade Points* | Marks |
|-----------------------------|---------------|--------|
| O (Outstanding) | 10 | 91-100 |
| A+ (Excellent) | 9 | 81-90 |
| A (Very Good) | 8 | 71-80 |
| B+(Good) | 7 | 61-70 |
| B (Average) | 6 | 51-60 |
| C (Satisfactory) | 5 | 40-50 |
| RA (Re-Appearance) | 0 | <40 |
| SA (Shortage of Attendance) | 0 | 0 |
| W (Withdrawal) | 0 | 0 |

A student is deemed to have passed and acquired the corresponding credits in a particular course if the student obtains any one of the following grades: "O", "A+", "A", "B+", "B", "C".

'SA' denotes shortage of attendance and hence prevents students from writing the end semester examinations. 'SA' will appear only in the result sheet.

"RA" denotes that the student has failed to pass in that course. "W" denotes withdrawal from the exam for the particular course. The grades RA and W will figure both in the Grade Sheet as well as in the Result Sheet. In both cases, the student has to appear for the end semester examinations as per the regulations.

If the grade RA is given to Theory Courses/ Laboratory Courses it is not required to satisfy the attendance requirements, but has to appear for the end semester examination and fulfill the norms to earn a pass in the respective courses.

If the grade RA is given to courses which are evaluated only through internal assessment, the student shall register for the course again in the subsequent semester, fulfilling the norms as to earn a pass in the course. However, attendance requirements need not be satisfied.

For the Audit Course and Integrated Learning Experience, on its successful completion a 'completed' certificate will be issued by the head of the institute. Every student needs a minimum of 75% attendance in the Audit / integrated Learning experience compulsorily. However, for valid reasons, the Head of the Institution may permit a student to exempt/complete this requirement in the subsequent years. Successful completion of these courses is compulsory for the award of degree. These courses will be monitored by the central committee constituted by DoTE. The grades O, A+, A, B+, B, C obtained for the one/two credit course (not the part of curriculum) shall figure in the Grade Sheet under the title 'Value Added Courses/Internship/Industrial training'.

The courses for which the grades obtained are SA will not figure in the Grade Sheet.

Grade Sheet

After results are declared, Grade Sheets will be issued to each student which will contain the following details: The college in which the student has studied, the list of courses registered during the semester and the grade scored. The Grade Point Average (GPA) for the semester and the Cumulative Grade Point Average (CGPA) of all courses enrolled from the first semester onwards. GPA for a semester is the ratio of the sum of the products of the number of credits acquired for courses and the corresponding points to the sum of the number of credits acquired for the courses in the semester. CGPA will be calculated in a similar manner, considering all the courses registered from the first semester. RA grades will be excluded for calculating GPA and CGPA.

$$CGPA = \frac{\sum_{i=1}^n C_i GP_i}{\sum_{i=1}^n C_i}$$

where C_i is the number of Credits assigned to the course

GP_i is the point corresponding to the grade obtained for each course

n is number of all courses successfully cleared during the particular semester in the case of GPA and during all the semesters in the case of CGPA.

Award of Diploma

A student shall be declared to be eligible for the award of the Diploma provided the student has,

- Successfully gained the required number of total credits as specified in the curriculum corresponding to the student's program within the stipulated time.
- Successfully completed the course requirements, appeared for the end semester

examinations and passed all the subjects within the period as prescribed

- Successfully passed any additional courses prescribed by the Directorate of Technical education whenever the student is readmitted under Regulations 2023 from the earlier regulations.
- Successfully completed the Integrated Learning Experience requirements.
- No disciplinary action pending against the student.
- The award of Diploma must have been approved by the Board of Examinations.

Classification of Diploma Awarded

FIRST CLASS WITH DISTINCTION

A student who satisfies the following conditions shall be declared to have passed the examination in First class with Distinction:

- Should have passed the examination in all the courses of all the six semesters (**4 semesters in the case of Lateral Entry**) in the student's First Appearance. The duration of the program shall be extended up to one additional semester in case of any withdrawals from end semester examination. Withdrawal from examination will not be considered as an appearance.
- Should have secured a **CGPA of not less than 8.50**.
- One-year authorized break of study (if availed of) shall be permitted within the four years period (three years in the case of lateral entry) for award of First class with Distinction.
- The candidates should NOT have been prevented from writing the end semester examination due to lack of attendance in any semester.

FIRST CLASS: A student who satisfies the following conditions shall be declared to have passed the examination in First class:

- Should have passed the examination in all the courses in all six semesters (**4 semesters in the case of Lateral Entry**). The duration of the program shall be extended up to one additional semester in case of any withdrawals from end semester examination. Withdrawal from examination will not be considered as an appearance.
- One-year authorized break of study (if availed of) or prevention from writing the end semester examination due to lack of attendance (if applicable) shall be provided with the duration of four years (three years in the case of lateral entry) for award of First class.
- Should have secured a **CGPA of not less than 6.50**.

SECOND CLASS: All other students who qualify for the award of the degree shall be declared to

have passed the examination in Second Class.

Discipline

Every student is expected to maintain disciplined and respectable behaviour both within and outside the college premises, refraining from engaging in any activities that may tarnish the reputation of the college.

The Head of the Institution shall constitute a disciplinary committee consisting of the Head of the Institution, Two Heads of Department of which one should be from the faculty of the student, to enquire into acts of indiscipline and notify the authorities about the disciplinary action recommended for approval.

In case of any serious disciplinary action which leads to suspension or dismissal, then a committee shall be constituted.

If a student indulges in malpractice in any of the end semester examinations, student shall be liable for punitive action as prescribed by the Board of Examination from time to time. For any malpractices in any continuous assessment, the same shall be reported to the Head of the Institution for disciplinary actions.

Revision of Regulation, Curriculum and Syllabi

The Directorate of Technical Education may from time-to-time revise, amend or change the regulations, curriculum, syllabus and scheme of examinations through the Leadership Committee with the approval of the Board.