



Sharada Education Trust ®

CAMBRIDGE INSTITUTE OF TECHNOLOGY NORTH CAMPUS

Off International Airport Road, Kundana, Bengaluru - 562110

(Approved by AICTE, Affiliated to VTU, Recognized by Govt. of Karnataka,

Certified by ISO 9001:2015)

Email: principal.nc@cambridge.edu.in

Web site: <https://northcampus.cambridge.edu.in/>

Mob: 9606977549

**Academic Policy
(CBCS - Curriculum)**

Date: 22nd July 2025



Published by

Internal Quality Assurance Cell (IQAC) - CITNC

INDEX

Sl. No.	Contents	Page No.
1	Policy Statement	
2	Objectives	
3	Roles and Responsibilities	
4	Academic Activities under CBCS (OBE)	
5	Academic Procedures and Policies	
6	Preparation and Delivery of Course Content	
7	Innovative Teaching-Learning Methods	
8	Value-Added and Certificate Courses	
9	Submission of Weekly Progress Report	
10	Slow and Advanced Learners	
11	Tutorial Classes	
12	Advance learners	
13	Remedial Classes	
14	Monitoring of Academic Progress and Attendance	
15	Academic Calendar	
16	Workload Distribution	
17	Time Table	
18	Course Plan	
19	Monitoring of Classes	
20	Skill Based Learning	
21	Value Added Courses	
22	Project Exhibition	
23	Continuous Internal Evaluation (CIE) Process	
24	Academic Audit	
25	Result Analysis	
26	Extension and Outreach Activities	
27	Mentor Mentee System	
28	Teaching -Learning Process (TLP)	
29	Stake Holders Feedback	

ACADEMIC POLICY

1. Policy Statement:

CITNC is committed to academic excellence by delivering quality education through effective teaching, active learning, and dedicated research. Through continuous evaluation and improvement of academic practices. The institution empowers students to become self-reliant global citizens who can contribute to human welfare and sustainable development. The Academic Policy at CITNC is formulated in alignment with the Visvesvaraya Technological University (VTU) BE Regulations and Examination Guidelines.

2. Objectives:

The Academic Policy outlines the core principles that guide quality teaching at CITNC and establishes clear procedures to ensure accountability at all levels of teaching and learning process. The primary objective of this policy is to promote transparency and consistency in all academic activities across the campus. Every department holds responsibility for maintaining and enhancing the quality of its educational environment. This includes:

- Delivering curriculum that meets academic standards and industry relevance.
- Encouraging innovative and student-centered teaching methodologies.
- Monitoring and evaluating teaching effectiveness regularly.
- Supporting professional development of faculty and staff.
- Ensuring timely feedback and academic support for students.
- Fostering a culture of continuous improvement in all academic practices.

3. Roles and Responsibilities

Roles	Academic Responsibilities
Management	Communicate views from the general community to the Institution in order to ensure that the Institution is well informed and in touch with a variety of opinions.
Principal/Dean	Developing and implementing quality assurance policies and procedures.
Internal Audit Cell	Carry out the academic auditing in each department of the college at the stipulated interval.
Dean (Academics)	<ol style="list-style-type: none"> 1. Preparation of Academic Calendar and Semester Plan 2. Coordinating Internal Examinations and publishing marks. 3. Coordinating with Departments to update the data in AMS. 4. Coordinating the internal quality maintenance and system development. 5. To monitor the conduct of all the courses, adherence to the course plan and the time schedule in the academic calendar, completion of syllabus, standards of the internal tests, evaluation process,

	difficulties faced by the students and recommend for necessary remedial actions, if any.
Controller of Examination	<ol style="list-style-type: none"> 1. Conducting all Examination 2. Sending the answer scripts to university 3. Preparing invigilators for internal examination 4. Preparing the time table for CIE 5. Conducting the CIE as per calendar of events
Head of the Department	<ol style="list-style-type: none"> 1. Ensure that the courses promote the development of the department and the graduates. 2. Ensure proper redress of the concerns raised by students in all matters. 3. Take up initiatives to achieve the mission and vision of the department. 4. Subject allocation for faculty for every semester keeping in view various extraneous duties. 5. Approval of Lecture plan and Lecture notes prepared by the faculty and monitoring the progress of course delivery. 6. Conduct of regular staff meetings for assessment of progress of teaching - learning process and other departmental activities. 7. Arranging student feedback of the faculty and initiating corrective measures. 8. Review of the progress of teaching- learning process and institutional remedial measures. 9. Verification of computation of Continuous evaluation marks. 10. Seek feedback from student for improvement in course delivery
Faculty member	<ol style="list-style-type: none"> 1. Finalization of the lecture plan of various courses within the module before the commencement of the semester. 2. Ensure that the course materials and the assessments carried out are at an appropriate standard. 3. Prepare the internal assessment Questions, scheme and solution. 4. Ensure that a good communication is maintained between the faculty handling the same course in the module to enable consistency in the objectives, content delivery, assessment and other quality control matters. 5. Validation and suggesting the gaps in the syllabus. 6. Identify the topics and person for invited talks related to the module. 7. Verification of CO-PO mapping and assessments. 8. Preparation of Course Files, Subject Plan. 9. Preparation of Module coordinators report for Internal Audit.

4.0 Academic Activities under CBCS (OBE)

Under the Choice Based Credit System (CBCS), academic activities are structured to provide

flexibility, learner autonomy, and outcome-oriented education. The CBCS framework enables students to choose courses based on their interests and career aspirations while ensuring the attainment of defined learning outcomes. Academic activities under CBCS emphasize a balanced blend of core, elective, and skill-based courses, continuous internal assessment, and transparent evaluation processes. This system promotes interdisciplinary learning, student-centric teaching-learning practices, and continuous academic improvement, thereby aligning the curriculum with industry requirements, higher education pathways, and societal needs.

5.0 Academic Procedures and Policies:

To excel in its commitment to quality, Cambridge Institute of Technology North Campus (CITNC) has established rigorous academic procedures. These guidelines ensure that the institute provides a conducive learning environment and adheres to the highest standards of education. The academic procedures cover various aspects such as course delivery, assessment and evaluation, student progression and faculty development. By implementing these procedures, CITNC aims to foster academic excellence, promote continuous improvement, and provide students with a comprehensive and well-rounded educational experience.

6.0 Preparation and Delivery of Course Content:

All teaching faculty must ensure that lecture notes for all modules or units are prepared and ready before the commencement of each semester. These notes, whether digitized or neatly handwritten, must be uploaded on the Institute or Department website for student access. Additionally, a well-structured lesson plan must be prepared meticulously, with a focus on improving the passing percentage and achieving the set Course Outcomes (COs) and Program Outcomes (POs). Faculty members are also required to develop a proper action plan aimed at enhancing student performance and academic results. The coverage of modules or units should strictly follow the sequence outlined in the lesson plan. For subjects identified as difficult, an additional class per week should be incorporated into the time table to provide extra support to students.

7.0 Innovative Teaching-Learning Methods:

In the context of Outcome-Based Education (OBE), innovative teaching-learning methods play a vital role in enhancing student engagement, understanding, and attainment of Course Outcomes (COs) and Program Outcomes (POs).

Faculty members are encouraged to integrate active learning strategies such as flipped classrooms, problem-based learning (PBL), case studies, role-plays, and group discussions to promote critical thinking and real-world application of knowledge. The use of digital tools and Learning Management Systems (LMS), along with multimedia content, simulations, and virtual labs, further supports diverse learning styles. Peer learning, collaborative projects, and interdisciplinary activities also foster teamwork and communication skills.

Continuous formative assessment through quizzes, reflections, and in-class activities helps monitor learning progress and provides timely feedback. These innovative practices not only make the

learning process more student-centric but also ensure measurable and meaningful attainment of the intended learning outcomes in alignment with OBE principles.

8.0 Value-Added and Certificate Courses:

It is mandatory for all departments to organize at least one value-added course and one certificate course during each academic year. These courses are preferably to be conducted during vacation periods or after regular college hours, ensuring minimal disruption to the academic schedule. Such initiatives aim to enhance the employability and skill set of students beyond the prescribed curriculum, in alignment with industry demands and evolving technological trends.

10.0 Slow and Advanced Learners:

The list of identified Slow and Advanced learners will be identified by the course coordinators and prepare the action plan to improve the performance through extra coaching, counselling, and innovative teaching methods for slow learners. The track record of slow learners shall be maintained and documented by the course coordinator. Tutorial classes will be conducted for slow learners.

Advanced learners will be offered enrichment activities to promote deeper learning beyond the regular curriculum. The HoD shall consolidate the list of advanced student's semester wise and promote or nominate them for attending club activities, competitive exams, MOOCs courses as a part of assignment, Mini Projects and other competitions organized by the institute and other colleges.

11.0 Tutorial Classes:

At CITNC tutorial classes are conducted for slow learners, the students who are unable to score minimum average marks in internal examination are defined as slow learners. These sessions are designed to enhance student learning, provides the individualized academic support, especially in subjects that require conceptual clarity or additional practice.

13.0 Remedial Classes:

In the context of Outcome-Based Education (OBE), remedial classes at CITNC are additional instructional sessions conducted specifically for students who are unable to pass certain courses in their initial attempt.

These classes aim to provide targeted academic support, reinforce fundamental concepts, and help students achieve the required course outcomes. By addressing individual learning gaps, remedial classes contribute to improve the academic performance.

14.0 Monitoring of Academic Progress and Attendance

The academic progress of students and their attendance must be monitored on a weekly basis by the department. Every fifteen days, the department is required to submit an academic progress report, along with a mentoring report for students with poor attendance, to the Academic Coordinator.

Additionally, a weekly attendance report for all students must be sent to their parents via SMS every Monday to ensure transparency and parental involvement in tracking student performance and regularity.

15.0 Academic Calendar:

At the beginning of each semester, in accordance with the VTU academic calendar, the CITNC shall prepare the institutional academic calendar, which includes the commencement date, last working day, schedules for CIE and SEE examinations, and other key academic activities. Based on this, the Head of the Department (HoD) shall prepare the department-level academic calendar by incorporating additional department-specific activities and events.

16.0 Workload Distribution: Schedule: Before end of previous semester

The HoDs shall distribute the workload as mentioned below as per AICTE norms. Relaxation of 2 hours per week in teaching contact hours shall be granted to faculty members handling additional responsibilities like HOD/Dean.

Designation	(Teaching / Laboratory Hours)/ week
Professor	12 Hours/week
Associative Professor	14 Hours/week
Assistant Professor	16 Hours/week
VP/Chief coordinator/HoDs	8 Hours/week

Before the end of each semester, the Head of the Department (HoD) shall distribute the workload for the upcoming semester in accordance with AICTE norms. The workload allocation should be planned carefully, considering faculty expertise, subject requirements, and equitable distribution of teaching and non-teaching responsibilities. This proactive approach ensures smooth academic planning and readiness for the next semester.

17.0 Time Table:

At the beginning of each semester, in accordance with the academic calendar of VTU, the Head of the Department (HoD) shall prepare the time-table for all first-year classes. Once this time-table is finalized, individual departments shall prepare their respective departmental time-tables, ensuring that the time slots for any common courses are aligned with the first-year schedule. The HoD shall then submit the consolidated master time-table to the IQAC. The master time-table must include regular classes, tutorial sessions, and remedial classes.

18.0 Course Plan:

Course coordinator shall prepare the course plan at the beginning of the semester in alignment with the Outcome Based Education (OBE) frame work. The prepared course plan shall be reviewed and verified by the Program Assessment Committee (PAC).

19.0 Monitoring of Classes:

By the end of the semester, the total prescribed number of classes for each course must be completed. The Department Academic Coordinator shall monitor the conduct of classes through surprise visits. Any shortcomings or deviations shall be reported to the Head of the Department (HoD) for necessary action.

20.0 Skill Based Learning:

The Departments are promoting skill-based learning by integrating practical training, workshops, and industry collaborations into the curriculum, enabling students to acquire hands-on skills relevant to their field of study. Each department shall plan as follows

- Phase 1: - Life skills, communication skills etc. (2nd Year)
- Phase 2: - Aptitude, Reading skills etc. (3rd Year)
- Phase 3: - Technical, GD, Personal Interview skills etc. (4th Year)
- Other skill-based learning should be planned through the Centre of Excellences of each department.

21.0 Value Added Courses:

The department should offer value-added courses as part of its curriculum to meet the industry requirement and to give real-time practical exposure to students. Minimum hours of course shall be 30 hours. Each department shall ensure that all the students are enrolled in at least one value added courses every year.

22.0 AICTE Activity Points: Schedule: IQAC monitor the AICTE Activity points and shall be planned from 1st to 8th semester:

Students shall gain AICTE activity points as per VTU regulations in coordination with institute. The activities for community service shall be coordinated by NSS coordinator. Mentors shall regularly monitor mentees for gaining AICTE Activity points. The reports of AICTE activity points shall be evaluated by the coordinators before uploading to the VTU website.

23.0 Project Exhibition:

The department shall organize project exhibitions, where students can showcase their major projects and mini projects. Department shall plan for the activities as follows:

- Mini Project Exhibition- 2nd and 3rd year students.
- Major Project Exhibitions - 4th year students.

24.0 Continuous Internal Evaluation (CIE) Process:

The Continuous Internal Evaluation (CIE) shall be conducted in accordance with VTU guidelines. The schedule for conducting CIE for both theory and practical courses shall be planned at the beginning of each semester.

Theory Courses: For theory courses two CIEs shall be conducted every semester, with a minimum gap of six weeks of instruction between the examinations. Student performance shall be communicated to parents within one week of the completion of each CIE. The question paper and evaluation scheme shall be prepared by the course coordinator. Students are permitted to view their evaluated blue books, in case of any discrepancies are identified will be corrected.

Final assessment marks shall be communicated to the students and parents for their approval before uploading of marks to the university portal.

Laboratory Courses Internal Evaluation: Internal evaluation of laboratory work shall be conducted after the completion of each experiment. Final internal assessment marks shall be based on the performance of all experiments and internal examination. The end semester practical examination shall be conducted in the presence of external examiner.

Academic Audit: Schedule: After second internals of every semester internal audit shall be conducted. The members of IQAC shall verify the academic activities as per the academic procedure and policies, and shall submit the report to the HOD. Documents will be verified as per the department academic calendar. The HODs shall submit the consolidated report to the principal for its action as per the prescribed format.

26.0 Result Analysis of Semester End Examination:

Every semester, immediately after the announcement of results by VTU, Belagavi, a detailed result analysis shall be prepared in the prescribed institutional format, both before and after revaluation. The analysis shall be reviewed in the HODs' meeting, and appropriate corrective and improvement measures shall be discussed and initiated to enhance academic performance.

27.0 Extension and Outreach Activities:

The department should ensure students are engaged in extension and outreach activities as part of its mission to serve the community. Each department in collaboration with NSS cell of the institute shall perform extension and outreach activities every year.

28.0 Teaching-Learning Process Workflow at CITNC

The Teaching-Learning Process (TLP) at CITNC is established to inspire, support, and enhance innovative approaches in pedagogy and learning. The TLP facilitates the development of

instructional content through various formats, including blackboard lectures, PowerPoint presentations, and structured course modules delivered via workshops.

It also promotes the exchange of best teaching practices and encourages innovation in instructional methodologies among faculty members. To ensure continuous professional growth, faculty and staff are regularly deputed to attend Faculty Development Programs (FDPs), enabling ongoing learning and improvement.

a. Process of Teaching Learning Work Flow

- Subject Allotment
- CITNC Academic Calendar
- Department Calendar
- Lecture Plan
- Course Material Preparation and Content Delivery
- Integration of ICT Tools in Teaching
- Review and Improvement of Course Outcomes (COs)

Experiential Learning

- Project work
- Mini Project
- Internship and Placement Training
- Technical Seminar
- Skill Development Initiatives
- Value added courses

Internal Assessment

- Internal Examinations and Evaluation
- Publication of Assessment Marks
- Assignments, (VTU recommended activities for higher order learning
- Tutorials, and Classwork

Student Counselling

- Mentoring System
- Academic Monitoring and Student Support
- CO-PO mapping and Evaluation Outcomes

29.0 Mentor Mentee System: Schedule: Throughout the semester

- Each class will be assigned a Staff Mentor. Additionally, a Student Class Coordinator will be nominated to represent the entire class. For every group of 20-25 students, there will be one Staff Mentor. A senior faculty member will be designated as the Chief Mentor.
- The Staff Mentor is responsible for maintaining all records related to both academic and non-academic matters of the students within their advisory group. They serve as the primary point of contact for students and parents regarding academic advice, clarifications, and permissions. Their core responsibility is to mentor and guide the students.
- The Staff Coordinator organizes meeting with students and parents as needed to discuss

student progress. They also conduct result analysis and arrange remedial measures if necessary. In addition, they are responsible for consolidating activity points, attendance records, and internal assessment marks for their group of mentees.

31.0 Activities recommended in the curriculum frame work for higher order levels:

Sl. No.	Technique	Description	Impact on Student Learning
1	Active Learning	Involves interactive activities like discussions, debates, and hands-on experiments.	Enhances engagement, critical thinking, and Collaboration skills.
2	Problem-Based Learning (PBL)	Students work on real-world problems in groups, fostering analytical and team work skills.	Promotes self-directed learning, problem-solving, and real-world application understanding.
3	Project-Based Learning (PrBL)	A teaching method where students engage in complex, real-world projects to explore and apply concepts. It encourages collaboration, critical thinking, and problem-solving.	Enhances problem-solving skills, teamwork, and application of knowledge in practical scenarios.
4	Flipped Classrooms	Students study lecture materials outside of class and engage in active discussions during class.	Personalizes learning, encourages interaction, and provides immediate clarification.
5	Peer Teaching	Students take on the role of teachers to explain concepts to their peers. This reinforces understanding, promotes active engagement, and provide diverse perspectives.	Strengthens comprehension, and communication skills, and fosters a deeper grasp of the subject matter.
6	Simulations and Virtual Labs	Using computer-based simulations or virtual environments to replicate real-life scenarios. It allows experimentation in a controlled setting, often Not feasible in traditional labs.	Provides hands -on experience, risk-free experimentation, and visualizes complex concepts, enhancing understanding.

7	Experiential Learning	Integrates theory and practice through hands-on projects, internships, and industry collaborations.	Enhances practical skills, industry readiness, and application of theoretical knowledge.
8	Case Studies	In-depth exploration of real or hypothetical situations, encouraging students to analyze problems, make decisions, and apply Theoretical knowledge to practical contexts.	Develops critical thinking, analytical abilities, and the application of theories to real-world situations.
9	On line and Blended Learning	Utilizes on line plat forms and resources for instruction, allowing flexibility and accessibility.	Provides diverse learning experiences, but require self effective engagement and management.
10	Team-Based Learning	Combines individual preparation with team problem-solving, promoting collaboration And accountability.	Encourages teamwork, shared responsibility, and immediate feedback.
11	Gamification and Simulations	Incorporates game elements or realistic scenarios to enhance motivation and practical skills.	Increases engagement, provides practical experience and reinforces theoretical concepts.
12	Just-in-Time Teaching	Combines pre-class assignments within-class activities.	Improves understanding, promotes active involvement
13	Industry Internship	Working on live projects.	Familiar with industry processes and ethical practices
14	Open ended experiments	Practicing the experiments beyond syllabus.	Practice of hands-on experience for better knowledge.

32.0 BE Honors as per VTU:

Schedule: At the beginning of the 5th semester, as per VTU notifications,

Students are required to register for the BE Honors Degree Program. Departments shall initiate the registration process by inviting applications, collecting the registration forms along with the necessary supporting documents, and forwarding them to VTU, Belagavi, within the stipulated deadline.

The final list of students eligible for the B.E. Honors program shall be prepared and submitted to

VTU at the end of the 8th semester. This list must include details of the additional 18 credits earned by students during the 5th to 8th semesters.

The Department Academic Coordinator shall serve as the Faculty Advisor for the BE Honors Degree Program and is responsible for facilitating the process, mentoring the students, and ensuring compliance with the regulations. Each department is encouraged to aim for the maximum number of students to qualify for the BE Honors degree by actively supporting and guiding them throughout the program.

33.0 Stake Holders Feedback

I. Student Feedback on TLP at Department Level:

The purpose of academic feedback is to systematically collect and analyze inputs from students to evaluate the effectiveness of the teaching-learning process. After four weeks of commencement of classes, feedback on the teaching-learning process shall be collected in the department. Any difficulties or suggestions for improvement in understanding the course content shall be communicated to the concerned faculty member. In such cases, a report detailing the feedback received and the corresponding action taken shall be submitted to the IQAC Coordinator.

II. Student feedback on faculty:

Student feedback on faculty performance shall be collected online after the first internal assessment. A consolidated feedback report shall be shared with each individual faculty member. The Feedback Coordinator shall prepare a list of faculty members who receive feedback scores below 70%, who will be called for counseling and provided with appropriate corrective action measures. The Head of the Department (HoD) shall submit a consolidated report on the actions taken to the IQAC Coordinator.

III. Students Exit Survey:

During the last week of their final semester, graduating students shall provide appraisal on teaching-learning and infrastructure. The feedback will be analyzed for possible improvements, and a report shall be submitted to the principal for necessary action. The survey shall be conducted through online.

IV. Faculty Feedback on curriculum:

Regular feedback sessions shall be conducted with teachers to collect inputs on teaching methodologies, curriculum effectiveness, and professional development opportunities, thereby facilitating continuous improvement in the teaching-learning process.

V. Alumni Feedback Curriculum:

Alumni feedback shall be collected through surveys and interactive sessions to assess the quality of education, identify areas of improvement, and strengthen the alumni network's engagement with the institution.

VI. Employers feedback:

Feedback from employers shall be taken every year to evaluate the industry relevance of the curriculum, assess the employability skills of graduates, and make necessary adjustments to bridge any skill gaps identified.

VII. Parents Feedback:

Feedback shall be collected during the Parent-Teacher Meetings conducted at the department level each semester regarding their wards, the curriculum, and infrastructure facilities.

Principal