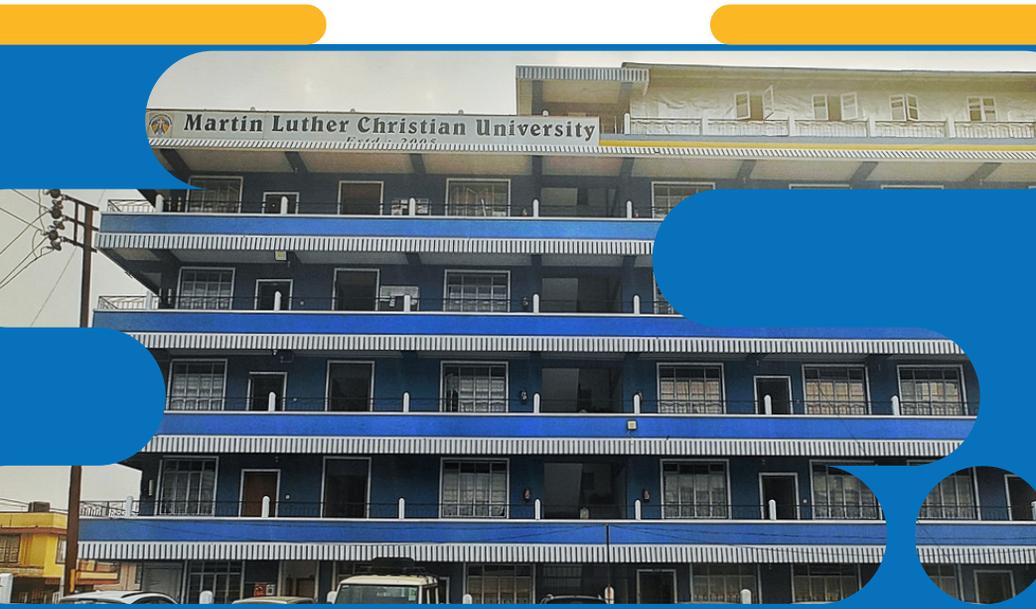




The Light of Truth



Student's Manual

Martin Luther Christian University

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The Mission Statement

"To create an educational culture that is eco-sensitive, humanitarian, respectful of all cultures and will contribute to the sustainable development of Meghalaya; of India's North East; of the country; and the world. This educational culture envisages a student and teaching community that is acutely aware of issues afflicting societies and communities and attempts to build bridges instead of community enclaves. At the heart of education is the need to build professionalism and skill sets that equip students to deal with immediate and future challenges while also inculcating in them the ethos of equity in gender and all human relationships, and inclusivity through focused activism.

The Motto

Noted poet, historian and archaeologist George Fabricius (1516- 1571) eulogised the Protestant Reformers, Martin Luther as "The Light of Truth." Martin Luther Christian University's motto has emerged from this praise of the Father of Protestantism. According to Fabricius, truth is a light that illuminates, educates and edifies.

The Emblem

The University Emblem comprises the Knup, the Cross and the Hearth. The Knup is a traditional woven bamboo cane cape used as a protection against rain when working in the fields or out in the open. The Knup symbolises protection and nurture in the journey through hardship to gain knowledge. In the centre of the Knup, is the Cross which is the symbol of Christianity and denotes sacrifice and endurance. At the base of the Knup is the Hearth with burning fire which occupies an important place in tribal houses. It is a place where parents and elders gather to instruct, narrate stories and sing songs while imparting the cultural and traditional knowledge of the forefathers to the younger generation.

Pledge

We the incoming/outgoing students of the Martin Luther Christian University vow to always uphold the principles of honesty, sustainability, respect, discipline, commitment, humility, teamwork, leadership, sincerity and equity as upheld to us in the University. This pledge we make freely, fully understanding that these values will make us good humans and role models.



You are Generation Z

Gen Z is generally defined as those born from the mid-1990s to the early 2010s. Many researchers use the cutoff years of 1997 and 2012 to demarcate this social demographic, with an age range of 11-26 years of age. The internet was born before them, so they are also called "digital natives". They live in two worlds, the real-life world and the online world, moving easily, moment to moment, from one sphere to the other. These two worlds crisscross and connect seamlessly during the course of the day.

There is a huge body of research data on Generation Z. They have been researched more than any other generation, before and after Covid. The Wikipedia entry on Gen Z has 236 references. Unlike the previous localized generations of Gen X and Gen Y, Gen Z is an international phenomenon because of social media. Across the globe, youth are instantly in touch: sharing music, fashion, ideas, mindsets and lifestyles.

Description

Compared to previous generations, Generation Z tend to be more well-behaved, abstemious, and risk-averse. They seem to live more slowly than their predecessors when they were their age; have lower rates of teenage pregnancies; have less risky sex, and consume less alcohol. They are better at delaying gratification than their counterparts from the 1960s. They have been socially awakened by Covid, more tuned into social justice. They have moved from living in the moment to worrying about the future, and have a heightened sense of need for self-sufficiency.





They are quieter, and there is greater awareness of mental health conditions. They have been psychologically scarred by Covid, depression has increased, almost doubled from pre-Covid levels. They are feeling neglected, their problems are not solved, there is distrust of authority. In the age group 18-29 years, 60% expect vast change in the world and in their lives. Three-fourths of Indian youth feel that climate change has doomed the world. Culture, music and arts help them in coping.

More than half of young people think "humanity is doomed" due to climate change

The share of 15-to-25-year-olds that answered "yes" to the question: "Does climate change make you think humanity is doomed?". 1,000 people were surveyed in each country.

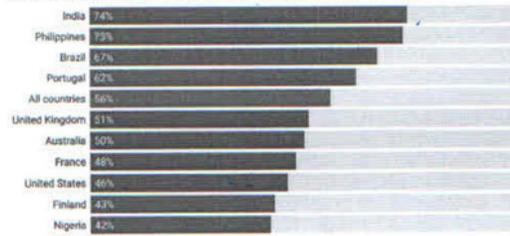


Chart: Hannah Ritchie • Source: Hickman et al. (2021). Climate anxiety in children and young people and their beliefs about government responses to climate change: a global survey • Created with Datawrapper

Covid has brought an outpouring of frustration over disrupted education, job losses, diminished financial security, the ineptitude and inefficiency of political administrations, and the susceptibility of the older generation to conspiracy theories and science denial. They are impatient for social change, there is despondency and anger. The problems of their generation seemed to have been pushed aside.

Around the world, members of Generation Z are spending more time on electronic devices, even for learning. They have lower attention spans, vocabulary, and academic performance. More online education is acceptable, they are willing to assume more responsibility and self-efficacy in learning. But there is more focus and selectiveness: education must be perceived as useful and relevant. They are frustrated with monotony. They are more concerned than older generations with academic performance and job prospects, and are willing to invest in education. Data shows that the negative effects of screen time are most pronounced in adolescents and young children (Gen Alpha), not among Gen Z.



Gen Z: a redefinition of their role as students

The word 'student' has some negative connotations. First of all, it creates hierarchy and separateness between students and teachers.

Secondly, it denotes a scholar, precluding other dimensions of identity and need. They are also customers, clients, even patients (because many may suffer from lack of psychological and social well-being, or have learning disabilities like dyslexia or autism spectrum disorder, conditions that may last into adulthood).

Thirdly, and most importantly they are human beings, entitled to rights, equality and democratic processes. In one sense, students who pay fees are the customers of education. Their satisfaction and delight should be the key elements of customer focus. Student surveys show that many are not satisfied with the present system of education. The feedback from MLCU students and recent graduates have given us fair warning. Strong messages are coming through. As educationists and academicians, we have to dispossess ourselves of uninformed suppositions and superficial stereotypes about our students.

A thorough understanding of Gen Z is needed for all teachers so that we can ascertain the optimal curriculum, pedagogy and goals of learning that will enable them to survive and thrive in the new world. Current awareness of Gen Z seems to be low among teachers. We have to be educated on Gen Z career aspirations, psychological traits, learning styles, and responsibility for self-learning. Perhaps we should regard them as learners or better still, as co-learners.

Uncertain, worried, but idealistic

Economists, sociologists, futurists, and other world-watchers warn us that constant change, instability and uncertainty are the only sure variables of the future. There will be no return to 'normal'. Pandemics, wars, famines, floods, environmental degradation and wayward politics is the fate of the planet. The older generation has bequeathed this legacy.

No wonder that the youth of today are bewildered at the state of the planet. As they try to meander meaningfully through their travails, they see little reason for hope. Unemployment, financial struggle, and dysfunctional relationships are all around them. They distract and entertain themselves with music, food and fashion. At times, they shut off the real-world, closeting themselves in social media, and are vilified for isolating themselves. It's a no-win situation.

Drowned in Delusions

I see you floating down the river, Your dress billowing along with your hair.

But instead of chasing you down, I just stop and stare.

"Why?" I ask myself. I know why; I've always known why.

And at that moment, I was afraid.

*Afraid for you, afraid for me. Afraid of the myriad words left unsaid
... When I see you being taken by the water. Swept out of my reach,*

Out of breath. Right into the doorsteps of Death.

*I reach out, and faintly I hear My lover's cries for help.
"He's drowning, my Theo is drowning!"*

*But your voice grows distant, When I'm transfixed by Death's loving gaze; I
utter my prayers for one last time,*

-Theo, Shillong Times, Jan 15, 2023





Ethics and morals

Yet, they seem to have a code of values and a creed of ideals, that provide a compass for navigating this confusing world. Disrespect for authority may not be considered as a serious moral violation, especially when seen in social and cultural contexts, and if no harm is caused. Moral foundations are based on factors like "physical and emotional harm, justice, fairness, reciprocity, respect for authority, personal autonomy, ingroup loyalty, purity, and sanctity, for example, reverence for divinity and the supernatural" (Brettlis, 2023).

Moral formation has evolutionary and developmental roots. Psychology students study Kohlberg's theory of moral development. According to Kohlberg, by their age, Gen Z youth would have a sense of conscience, humanitarian concerns and moral values. At the same time Gen Z is the least religious generation in the USA. In one study, one-third of American youth said they have no religion. In the UK, according to census data, almost two-thirds of those under-40 have declared "no religion".

Given these various dimensions of Gen Z, they need and deserve understanding and affirmation. The university is not only a place for learning, growth and development, but also a harbour from a tempestuous environment. If we can provide them with optimal ideal skills, attitudes and lifestyles, they will become the ideal leaders for the next generation.





The CIM Report makes a telling commentary and some recommendations: Students are the major internal customers of MLCU. Their satisfaction and delight are the key elements of customer focus. Student satisfaction surveys may be conducted periodically, at least once in 6 months and follow up actions may be initiated. What type of education does Gen Z want, in what format and what time frame are to be analyzed and fulfilled. This has to be done for all UG, PG and Ph.D. program students. A thorough understanding of Gen Z is needed for all faculty members. Current awareness seems to be low, and they may have to be educated on Gen Z psychological traits, learning styles, etc.

Recommendations

- Conduct CPD programs among the faculty and staff about Gen Z.
- Include Gen Z in planning and implementing the content and pedagogy of the curriculum.
- Include Gen Z course work in the curricula of the education, social work, psychology, gender and other social science departments.
- Provide course work in social justice, social activism, culture and identity, altruism, leadership, well-being, and attitude and behavior
- Transformation.
- Provide experiences in the fine arts, crafts, and music on campus.
- Provide psycho-social support for personal and professional well-being.
- Reduce hierarchy and power distance in the learning environment and respectfully assume, integrity, commitment, and motivation in our learners.

Position Statement and Recommendations

As per the approval of the Board of Governors meeting held on 17th April, 2023, the following Position statement and recommendation on Generation Z has been resolved to be adopted.





University is a wonderful but challenging time: Acceptance and commitment

Nic Hooper

Make no mistake about it, university is the opportunity of a lifetime. You could meet friends or romantic partners who will be with you forever. You'll probably have lots of irresponsible fun. You'll have true independence for the first time. You'll learn many new things, ranging from academic stuff...to the beauty of diversity in human beings. And you'll likely figure out who you want to become in the world.

However, university also comes with some huge challenges (which you'll doubtless have discovered if you're already there). Being away from loved ones can be hard. Living with new housemates can be hard. Throwing yourself into countless new, and sometimes intimidating, social situations can be hard. Cooking for yourself can be hard, so too managing your own finances effectively. On top of all that, academia has unique pressures: exams, coursework deadlines, presentations and topics with increasing complexity.

Over time, these challenges may well bring you inner discomfort – thoughts and feelings that are not particularly nice, such as low mood, self-doubt and worry. Indeed, mental health problems are common across all demographics, but university students are particularly vulnerable. For instance, one recent study conducted during the COVID-19 pandemic found, in a sample of 1,173 students, that more than 50 per cent were experiencing clinical levels of poor mental health (even before the pandemic, mental health problems had been rising in students for some time).

The problem with avoidance

If you're like many students, what adds to the risks is that you may find yourself unwittingly responding to any such inner discomfort in unhelpful ways. Let me give you a couple of examples of how this could happen, which may or may not have been taken from my own experiences at university!

Imagine that I worked really hard on an assignment. On the day the marks are released, it turns out I scored a disappointing 45 (out of 100). My immediate feeling is one of numbness but, as the day goes on, I start to have the recurring thought that I'm not smart enough to attend university, and I begin to feel quite low. I decide that there's only one way to respond to this inner discomfort: get drunk, and, because of my hangover, I go on to miss two lectures and make no progress on another assignment. The attempted avoidance of inner discomfort has functioned to put me in a deeper hole.

Avoidant behaviours can lead you to a life where you either do stuff that's bad for you (drinking alcohol in excess, taking drugs, gambling, risky sexual behaviour, isolating yourself, eating ludicrous amounts of ice cream or over-bingeing on Netflix), or you stop doing stuff that's good for you, all in a vain attempt to protect yourself from feeling certain feelings or thinking certain thoughts. Given the ways that attempted avoidance can negatively impact our lives, it won't surprise you to learn that this strategy is a major contributor to mental health problems. In other words, it's in your best interest to watch out for the role that avoidance plays in your university life. That's my first and most important bit of advice – avoid avoidance.



Learn the six ways to wellbeing

Extensive research, conducted over many years and from academics all across the world, has pinpointed the behaviours of psychologically healthy people. This culminated in the Five Ways to Wellbeing (2008) framework, first proposed by the New Economics Foundation, which in 2019 was extended to include a sixth way by Geetanjali Basarkod, a wellbeing researcher based at the Institute for Positive Psychology and Education in Sydney, Australia.

These six ways to wellbeing are:

- Exercise.
- Challenge yourself.
- Connect with others.
- Give to others.
- Self-care.
- Embrace the moment.

Therefore, if you want to have top-notch wellbeing at university, you basically need to find a way to build those six behaviours into your life on a continuing basis. In fact, right now, you may want to take a few minutes to create your very own wellbeing plan, where you consider how you might bring those six ways to wellbeing to your life.

That's it. Very simple. However, there's a catch, which makes this whole thing not quite so simple. Even once students know that doing those things is likely to be good for them, many still don't actually do them. Why? Well, their minds get in the way – often, and especially, because of those difficult thoughts and emotions I mentioned earlier. Consequently, we need to take some time to think about how to optimally interact with the human mind, so that yours doesn't stop you from living a full and meaningful life at university.

Understand the importance of psychological flexibility

In my work with students, I use an approach called acceptance and commitment therapy (commonly called ACT) that's an offshoot of the better-known cognitive behavioural therapy (CBT). A principal aim of ACT is to develop psychological flexibility – which will help you thrive at university (and in life in general).

There are two elements to that definition for you to think about:

- You need to figure out what's important to you.
- You need to figure out how to interact with your thoughts and feelings so that they don't stop you from moving towards what's important to you.

Identify your values

Right now, rather than expanding on those two points with words alone, I want you to get the gist of psychological flexibility experientially. So stay with me here as we go on a little journey. In ACT, we figure out what's important to us through values-clarification exercises. These exercises prompt us to think about the areas of our lives that are most important (and, in your case, how these might show up in the context of your university life) and the qualities we'd like to bring to our behaviour in those areas. Have a go at the question below to begin your journey into values:

Do values change? Yes. Values are built from our experiences and, as our experiences change across time, so do our values. For example, when I had my son Max, my most important value became about being a loving and caring father. With that in mind, it's worth revisiting values every now and then to make sure you're up to date.



Set yourself some specific goals

Your goals from the examples above seem like short-term goals, but I assume that long-term goals exist too? If your education is important to you, then a long-term goal will be to complete your degree and, on the way to your long-term goal, you'll complete many short-term goals.

Is there a best way or formula that can be used to set goals?

If you set 'SMART' goals, then you're more likely to complete them. SMART stands for specific, measurable, achievable, relevant, and time-bound. However, my favourite goal-setting formula is called 'WWWW', and involves answering each of these prompts for each goal you set:

- What will you do?
- When will you do it?
- Where will it take place?
- Why is it important?

Recognise the barriers in your way

The problem you now have is that, as you move towards your values and goals, your mind is likely to put barriers in the way. I often wonder why this happens. Why would your mind not want the best for you?

For example:

- Why, when your education is important to you, does your mind try to make you avoid giving a presentation by feeding you terrifying thoughts?
- Why, when friendship is important to you, does your mind tell you that 'You're not so good socially'?
- Why, when being physically healthy is important to you, does your mind suggest that a tub of ice-cream is a better idea than going to the gym?

The reason your mind does this is that it has evolved to be ultra-sensitive to threat and discomfort, and it sees its job as being to protect you from such things. For the most part, this has been great for human beings in terms of survival. However, these days, if you listen to your mind too much, then you might find yourself living a life not of your choosing.

Do you find that your mind is skilled at giving you good reasons not to do stuff? Take a moment now to predict the internal barriers likely to arise as you try to complete your goal. It's an important thing to do because becoming aware of the barriers is the first step to overcoming them.





Use mental techniques to overcome your barriers

Having identified the barriers to your goal, the next step requires you to figure out how to interact with these barriers in such a way that you can still move towards your values. ACT offers four skills to help you with this:

- Defusion involves taking a step back from your thoughts and following their advice only if that advice helps you to move towards your values. For example, imagine you're trying to quit smoking and your mind says 'Just one cigarette will help me to relax.' If you're able to look at the thought and evaluate it in terms of your long-term goals, then you're more likely to act optimally. One simple way to achieve distance from your thoughts is via the use of a prefix. For example, if your thought is 'Having a cigarette will help me to relax,' then adding the prefix 'I'm having the thought that having a cigarette will help me to relax' will create a little more space between you and the thought, giving you a better chance to control your behaviour.
- Self-as-context involves interacting with your self-stories flexibly so that they don't inhibit valued action. For example, say you have the goal of trying out a new sport, but you have a self-story of 'I'm not very good at sport.' How then does that self-story function in your life? Does it stop you from doing what matters to you? The first step here is to become aware of your self-stories, and a good way to do that involves two steps: (1) write 10 sentences that begin with the words 'I am' and follow those sentences with descriptions of yourself; (2) sort those sentences into two piles. In the first pile, put the sentences that are objectively true: eg, 'I am 175cm tall.' In the second pile, put the sentences that are, in fact, self-evaluation: eg, 'I am a selfish person.' The sentences in the second pile are your self-stories and being aware of them will help you to spot when they are controlling your behaviour in dysfunctional ways.
- Willingness involves embracing your unwanted thoughts and feelings while moving towards meaning. For example, if you're about to walk into the first social event of the year for a new society you've joined, chances are that you'll feel anxiety. The easy way to avoid the anxiety is simply not to attend the event. Or is there another option? Can you be willing to have your anxiety while doing this important activity? A really simple way to practise willingness is to do something that makes you feel uncomfortable, and then persist with the activity while the discomfort is there. For example, you could start writing that essay you've been avoiding and, when the feelings of boredom come along, you could carry on with the essay in the presence of the discomfort. (Jump to the final section of this Guide for a couple more exercises on this skill.)
- Mindfulness involves bringing your attention back to the present moment, in situations that matter, when your mind has wandered to the past or to the future. For example, when your mind is catastrophising in the middle of an exam, can you look curiously and nonjudgmentally at that experience, and then bring your attention back to the exam paper in front of you? There are many mindfulness audio files available on the internet (eg, the Frantic World website is very good) to help you practise this skill, however taking three deep breaths will usually help you reorient your attention to what's important in the moment.

Obviously, you're not going to master psychological flexibility simply by reading the information and little exercises above, but I wanted to give you a flavour of the kind of skills you can develop to help you. I hope you can at least start to see the essence of psychological flexibility. If not, then let me recap the rationale.



Difficult feelings are normal – it's how you respond to them that matters. Life for students often isn't easy and, when life isn't easy, the amount of inner discomfort (unwanted thoughts and feelings) you experience will increase. Honestly, take it from an expert in these things, you can't get away from the fact that sadness, anxiety, worry and a whole host of other negative emotions are going to exist for you during your time in the academy. Importantly, given the context, for the most part, these experiences will be absolutely normal.

However, your response to this inner discomfort can create problems for you. As we've seen, if you try to avoid these experiences in unhelpful ways, then the hole you're in is likely to get bigger. But if you're psychologically flexible, then unwanted thoughts and feelings are no longer a difficulty you need to get rid of. You don't have to fight with them, or change them, in order to do stuff. You can just have them; you can take them with you as you move your feet towards meaning.

Just think about that for a second. Imagine living in a world where you make decisions based on what you really want out of life, rather than being pushed around by your inner discomfort. Plenty of the best things in life bring inner discomfort. Inner discomfort by itself isn't a problem. Inner discomfort becomes a problem only when it stops you from doing things. If you can develop your psychological flexibility, then you'll have ultimate liberty – your inner discomfort will play like a radio in the background while you get on with chasing your dreams.

Key points – How to make the most of university

- University is a wonderful but challenging time. The opportunities are endless, but the experience can also be hard, and mental health problems are common among students.
- The problem with avoidance. When you experience difficult inner feelings, a normal reaction is to try to avoid them – but doing this can narrow your life and spoil your time at university.
- Learn the six ways to wellbeing. To protect your mental health at university, you need to: exercise; challenge yourself; connect with others; give to others; practise self-care; embrace the moment.
- Understand the importance of psychological flexibility. Knowing what's good for you is only half the story – you also need to build a mindset that allows you to do what you want in spite of the inevitable difficult thoughts and emotions that will come along.
- Identify your values. To build psychological flexibility, the first step is to work out what really matters to you in life.
- Set yourself some specific goals. Next, you need to identify some goals that will help you fulfil your values – especially in the context of your university life.
- Recognise the barriers in your way. It's almost inevitable that difficult thoughts and feelings will get in the way at some point – it's important to spend time identifying them.
- Use mental techniques to overcome your barriers. Once you've identified the barriers, there are a range of techniques (defusion, self-as-context, willingness, mindfulness) you can use to overcome them.
- Difficult feelings are normal – it's how you respond to them that matters. If you can develop your psychological flexibility, then you can take your inner discomfort with you as you move towards meaning and fulfilment.



Develop your ‘willingness’

I mentioned earlier that a core skill within the ACT model concerns developing your willingness, which in lay terms is your ability to embrace discomfort. It’s such an important skill to have as a student because, as I explained, if you get into the habit of running away from discomfort, then in all likelihood it will have a negative impact on your university life. The problem with willingness is that it can be hard to practise. That is, it can be hard to create situations where you learn experientially that it’s possible to keep going when you feel discomfort. Below are two exercises I often use with my students, to help you practise this skill:

- If you’re able, begin some sort of physical activity such as going for a run. When you reach the point of the activity where you feel a physical discomfort, which leaks into psychological discomfort (eg, you have a thought like ‘This feels horrible, my legs are exhausted, I should stop’) then look at your discomfort, imagine it as an object (when I do this, my discomfort is a heavy, red, spiky ball), put it in your pocket, so to speak, and keep going.
- Find a friend or family member and suggest a game where you have to stare into each other’s eyes for a three-minute period. The rule of the game is that under no circumstances must eye contact be broken. Very soon into that game, you’re going to feel psychological discomfort, and your mind will be trying its best to make you break eye contact. But can you hold eye contact despite the discomfort?

If you manage to control your behaviour in these exercises for at least a few minutes beyond the point of the inner discomfort, then you’ll begin to see that acceptance of discomfort is an option for you. Of course, in these exercises, I asked you to do the activity; the important thing now is to take this experience and understanding with you into your life – to learn that it also applies in situations where such acceptance will help you do the things that are important to you.

Nic Hooper is a psychology lecturer at Cardiff University in Wales, UK. He is the author of *The Unbreakable Student* (2021)

Reference

Nic Hooper (2023). How to make the most of university. *Psyche*. https://psyche.co/guides/how-to-thrive-at-university-by-learning-psychological-flexibility?utm_source=Psyche+Magazine&utm_campaign=155bbbbeeef



University Values

- **Honesty:** In accordance with the Motto of the University, we dedicate ourselves to be fair, honest and transparent in all our dealings.
- **Humility:** We dedicate ourselves to reflect humility in all our dealings and promote the value of humility in the society.
- **Perseverance:** We dedicate ourselves to persevere in everything that we do until we have achieved our goals.
- **Tolerance And Respect:** In keeping with the mission statement of the university, we dedicate ourselves, as global citizens, to respect and honour the customs, traditions and beliefs of all communities.
- **Accountability:** We dedicate ourselves to take full responsibility for our actions irrespective of possible outcomes.
- **Quality:** We dedicate ourselves to always to always put sincerity and commitment in our work to ensure quality output at all times.
- **Sustainability:** In keeping with the Mission Statement of the University, we dedicate ourselves to promote sustainability in our movement towards development.
- **Leadership:** We dedicate ourselves to lead and promote responsible leadership in the society.
- **Teamwork:** We dedicate ourselves to practise teamwork and promote the value of teamwork in the society.
- **Recognition:** We dedicate ourselves to giving recognition wherever and whenever it is due, without prejudice.
- **Christian Values:** The university espouses the Christian value of compassion for the marginalised and deprived.
- **Tribal Values:** The university upholds the tribal values of harmony with one another and with nature, and a collective responsibility for the wellbeing of all.

The university expect the faculty, staffs and students to uphold and demonstrate the values in all aspects of their work within the university and believes that the values will be part of their lives.



Academic Principles, Policies and Practices

Programs

The programs that MLCU offers are livelihood, career and entrepreneurial centered. They are oriented to the development needs of the state, region and country.

Curriculum and Pedagogy

The curriculum is experiential, not didactic, dynamic, not static, competency-based rather than theoretical. It deemphasizes lectures and examinations.

Complementary knowledge and skills are provided. It is oriented to the context of indigenous history, culture and issues. It will seek to create awareness and stimulate advocacy and community activity.

Undergraduate Progress

From the academic year 2023-24, the University will adopt the Curriculum and Credit Framework for Undergraduate Programmes issued by the University Grants Commission on December 12, 2022.

Students have the option of multiple entry-exit after one, two, three or four years of study.

- UG Certificate: Students who opt to exit after completion of the first year and have secured 40 credits will be awarded a UG certificate if, in addition, they complete one vocational course of 4 credits or 1 month internship during the summer of the first year.
- UG Diploma: Students who opt to exit after completion of the second year and have secured 80 credits will be awarded a UG diploma if, in addition, they complete one vocational course of 4 credits or 1 month internship during the summer of the second year. These students are allowed to re-enter within a period of three years and complete the degree programme within a maximum of seven years.
- 3-year UG Degree: Students who opt to exit after three years and completed 120 credits will be awarded an undergraduate degree.



Four-year honours degree

Three types of 4-year degrees are conducted:

- A 4-year honours degree in the Major discipline. The fourth year may include various learning and experiential activities related to the Major. These activities may be flexible and individualised: 40 credits in the 7th & 8th semesters.
- A 4-year honours with research degree. The fourth year will focus on a faculty- supervised research project of at least 12 credits in the Major discipline. The remaining credits may include various learning and experiential activities related to the Major. These activities may be flexible and individualised: 40 credits in the 7th & 8th semesters.
- A 4-year honours with specialization. The fourth year will focus on a specialization. The number of credits for the specialization will vary from 20-40 credits according to the department and specialization, and will include classroom, self- and experiential learning.

Student centered

The academic program emphasizes learning rather than teaching, and provides students with hands-on experiences. It acknowledges their individual differences, backgrounds and abilities. The University uses multiple and innovative methods of learning and provides a friendly and supportive environment. The academic assessment of student learning is achieved by continuous formative evaluation to shift the focus from assessment of learning to assessment for learning. Career guidance and career preparation is provided.





Research

Priority is given to community-based research which is relevant to the development of society. Emphasis is given to the revitalization of indigenous knowledge so as to benefit and strengthen traditional, transitional and contemporary communities.

Academic Structures

The University follows a two-semester academic calendar. There is also a summer term. The syllabus is delivered in the form of credits and the evaluation of students uses grades and grade point average.

Credits and hours

- One credit shall contain 15 hours of instruction or 30 hours of designated experiential learning.
- The total credits for a 3-year UG degree is 120.
- The total number of hours for a UG degree is 3600.
- The total credits for a 4-year UG degree is 160.
- The total credits for a 2-year PG degree is 80.
- The total number of hours for a PG degree is 2000.





Attendance and Punctuality

- Percentage of attendance required for all academic activities is 80%.
- Attendance for all practical classes is 100%. In case a student is unable to fulfil 100% attendance he/she will have to make up for the lost percentage during the semester break.
- Marks will be allotted for attendance of 100% for each subject.
- If a student is absent from classes for a week, a letter will be sent to the parents from the Head of Department.
- If a student is absent for three consecutive classes, he/she should submit a letter to the Head of the Department.

Mentorship Program

Mentoring is most often defined as a professional relationship in which an experienced person (the mentor) assists another (the mentee) in developing specific skills and knowledge that will enhance the student's professional and personal growth. Each student will be assigned a teacher mentor. Attendance at the meeting with mentors shall be compulsory. Each faculty will take the responsibility of meeting their mentees at least once a month and mentees are expected to approach their mentors regularly.



Policy on Procedure for Discontinuation of Students

- Students absent from classes for one month or more Heads of Departments will give details, including name of student, course of study, date from which non-attendance noted, Semester, etc. As soon as the information is received from the HoD, the Counsellors usually contact the students and Parents/Local Guardian for the reason. On confirmation of the discontinuation by the parents, the Dean of Students sends a mail to HoDs & Accounts for a fee update. On receiving the details from Accounts, a letter is sent to the parents confirming the discontinuation and payment for the outstanding fee, with a copy to HoD and Accounts.
- Intimation to Parents/ guardians Parents/ guardians of students who have been continuously absent for more than a month from the course will be given a further 15 days via a letter in writing from the Admission Officer. In absence of a response, a committee consisting of the Registrar, Admission Officer, Finance Officer and the Head of Department concerned will review each truant case and recommend whether the student be considered dropped or otherwise in consultation with the Dean of Students. In every case where a student is considered dropped, a letter from the office of the Dean of Students will be sent to the office of the Finance Officer, the Evaluation, Director of Systems and the Department concerned, stating that the student has dropped from the course.





Academic Promotion Policy

- All students are to adhere to the promotion policy of the University and it will be applicable only for students who have attained 75% of the attendance and have sat for all assessments
- A student who clears all subjects in a semester will be promoted to the next semester.
- A student will still be promoted to the second and third year provided he/she clears a minimum of 75% of the total credits of the 1st and 2nd semester, 3rd semester and 4th semester and 5th and 6th respectively.
- Students who could not clear 75% of the total credit of one year (i.e., 1st and 2nd semester /3rd and 4th semester /5th and 6th semester) will be demoted to the previous semester of the semester they belong to. For example if a student who is in the 2nd /4th /6th semester could not clear 75% , they will be demoted to the 1st /3rd /5th semester.
- UGC has recommended the addition of two years to a UG and a PG program, a student is required to complete the degree within the five and four years, respectively, failing which the degree will lapse.
- If a student's years of the degree has lapsed, an extension of one year will be given on special recommendation by the Dean Academics and approval by the Vice Chancellor.

Fees for the Repeated semesters:

Repetition from the 3rd /4th /5th and 6th semester to the 1st semester of the new batch. A student is required to register as a fresh candidate. A new registration number will be given and a new fee structure will be applicable accordingly. (Please note that the registration fee of Rs 7000 will be exempted). Repetition from the 3rd /4th /5th and 6th semester to the 2nd /3rd /4th and 5th semester respectively, an old registration number and the old fees structure will be applicable accordingly, with the confirmation of the HoDs on the attendance and the papers completed. In the cases mentioned, if a student has paid for the previous semesters and has not attended any classes, fees will be adjusted to the current semesters that they are joining. If the students have sat for classes, their performance was found unsatisfactory and are demoted, the fees will not be adjusted anymore. They are required to pay the full amount towards the previous semester.



Evaluation and Assessment of Student Academic Performance

This chapter contains the following sections:

- Philosophy and approach of the University
- Continuous Formative Evaluation and its advantages
- Teacher led evaluation
- Experiential learning
- University response to the NEP 2020 and UGC guidelines
- Guidelines for CFE when a student secures low marks
- Sample transcripts
- Standard Operation Procedure (SOP): Evaluation documents
- Continuous Formative Evaluation Redressal Form

Philosophy and approach of the University

An integral part of teaching-learning is to measure quantitatively or qualitatively, the accomplishment of learning by the student. While it is important for the measurement tools to have validity and reliability, such estimations go beyond mere statistical exercises. It is equally or more important to gauge learning in terms of its transformative power in making the individual a better person and in its social, catalytic and relational benefits to the community. Mutual learning must occur between facilitator and learner, thus enabling learners to believe in themselves. Ultimately, education must be a process of authentic humanization. It is in recognition of this that MLCU has sought to provide a university education that caters to the unique aspects of students in the region.

Learning is a continuous process and it is influenced by what is taught and how teaching and learning is delivered. The university focuses on enhancing learning rather than measuring learning and Continuous Formative Evaluation (CFE) shifts the focus from testing to learning. It also caters to the different multiple intelligence, learning styles, and personalities of students. Tasks such as field trips, project work, group work, assignments and others reveal the capacity of learners better and give them better opportunities of understanding and improving themselves. Teachers can then plan improvements accordingly based on the formative results. In its 17 years of existence, MLCU has evolved an academic model that has drawn from international and national conventions of the discipline of education and, to these, the University has added its own experience and research. In this manner, not a mosaic or a jigsaw, but a seamless integrative pluralism of learning is being accomplished.



The goal of MLCU's evaluation and examination method is to expose students to continuous formative evaluation rather than focusing just on the final exams. This technique guarantees that students have the capacity to study consistently and that they don't have to complete any additional work at the conclusion of the semester. This technique also requires pupils to perform consistently and not study randomly. In addition, the framework provides the use of tasks to inculcate in students the attitude of self-learning, while also increasing their capacity to solve practical issues. It also gives teachers feedback on their teaching, and learners feedback on their learning. Evaluation aids in the improvement of courses or curriculum, publications, and teaching materials. At the end of the semester, the faculty member provides a grade to each student based on their competence in that course in unit assessments, projects, quizzes, and presentations, among other things. The CGPA and GPA are derived using the grades issued to each student in each course. The process of learning should include reflective participation and action that is dialogical and cooperative.



Table 1: MLCU terms and meanings

Terms	Meaning
CFE	Continuous Formative Evaluation refers to any form of frequent assessment in which the goal is to give students early and continuous feedback about their performance
Pass Mark	Numerical marking which shows minimum requirement
Back Subject	Back subject implies that the student was not able to clear the minimum requirement for passing a subject
GPA	GPA is the average of the total grade divided by the number of credits points scored by a student
CGPA	CGPA is obtained by adding the total grade points of all semesters and dividing it by the total credits of all semesters
Grade Point	Grade points per credit is a point assigned for a particular grade
Credit	Credit means the number of lecture hours per week per semester



Continuous Formative Evaluation and its advantages

- Improved learning outcomes: By receiving frequent feedback on their progress, students are better able to identify areas where they need improvement and make adjustments to their study habits and learning strategies.
- Increased student engagement: CFE can help to increase student engagement by making assessment an integral part of the learning process, rather than a separate event that occurs only at the end of a course or academic term.
- Better alignment of assessment with course goals: CFE enables instructors to assess students; promote understanding of course material in real-time, which can help to ensure that assessment is aligned with course goals and learning objectives.
- More accurate evaluation of student performance: By using a variety of assessment methods, CFE can provide a more accurate and complete picture of a student's performance and understanding of course material.

Teacher led evaluation

The University subscribes to the concept of 'teacher-led' evaluation. Accordingly, the teacher(s) of each subject/module shall be responsible for the evaluation and grading of the students. The teacher is responsible for the following:

- Content and format
- Cut off percentage for passing
- Assessment plan
- External assessment
- Formative steps

However, for courses subject to the jurisdiction of a statutory council, the prescribed method of evaluation of that council shall be followed.



Experiential learning

These are learning activities that involve the learner in the process of active engagement, and with critical reflection about phenomena being studied. MLCU subscribes to the philosophies of Experientialism and Pragmatism. Pragmatists believe that learning is best achieved through applying our experiences and thoughts to problems as they arise. Further, thought must produce action, rather than linger in the mind and lead to indecisiveness. MLCU believes that active participation and learning by the students is necessary to help teachers and students focused on the reality of experience. Some of the types of experiential learning programs are:

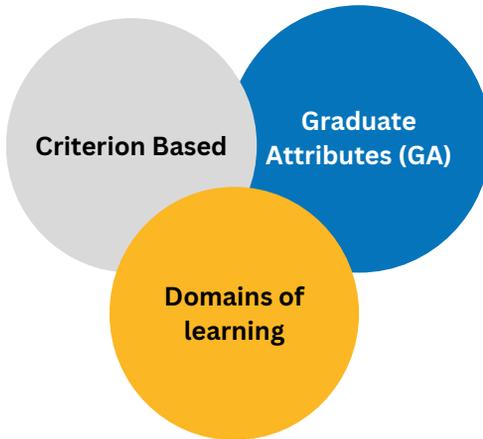
- **Internship:** practical experience with a structured learning experience to support academic and career goals.
- **Research:** a scholarly or artistic activity that leads to the production of new knowledge.
- **Project:** a problem-solving activity to provide students with a supervised experience within a particular course.
- **Cultural immersion:** a travel experience which involves both academic learning and value-added experiences designed to enhance student awareness of cultural differences.



University response to the NEP 2020 and UGC guidelines:

- Continuous Formative Evaluation
- 4-point Grading system
- GPA and CGPA
- Experiential Learning

Innovative Pedagogical Approaches & Evaluation Reforms in MLCU:



Criterion Based

According to the National Higher Education Qualifications Framework (NHEQF), programs of study are expected to have certain features, including learning objectives specific to the discipline(s) in the selected field(s). These are aligned to the evaluation of students based on the pre-specified criteria for competency-based outcomes. The qualities or features that will be assessed are specified by a criterion, these stem from the learning objectives. Assessments may be made more relevant by designing grading to quantify the level of accomplishment on each criterion.



The Graduate Attributes (GA)

“The diversity of learning needs of the learners occurs due to the nature of the discipline, course, level of study, necessary level of competency, and applicability of knowledge.

Therefore, identification of specific learning needs is required in the learning outcomes of a course, which in turn are expected to reflect in graduate attributes” (UGC, 2019). Graduate traits include the ability to enhance one present knowledge base and skill sets, acquire and apply new information and skills, carry out autonomous future studies, succeed in a chosen vocation, and contribute positively to society as a responsible citizen. Graduate attributes include generic learning outcomes that graduates of all programs of study should acquire and demonstrate, as well as learning outcomes specific to disciplinary areas relating to the chosen field(s) of learning within broad multidisciplinary, interdisciplinary, and transdisciplinary contexts.

The NEP 2020 promotes a learner-centric approach, and instructors are essential to its execution. The policy allows educators more freedom in selecting pedagogical components so they may design teaching-learning strategies that work best for the students in their classes.

The overall development of a student, as envisioned in NEP 2020, would be ensured via the linking of learning demands with graduate characteristics (GAs).





Domains of learning

Academic accomplishment: the evaluation of curriculum-related classroom instruction and learning, and non-academic performance; assessment of student's behavior, values attitude, emotional stability during co-curricular activities and other structured or unstructured situations inside or outside the classroom. There are four different domains of potential learning needs, viz., Cognitive, Social, Affective and Psychomotor, and these are detailed below. For both undergraduate (UG) and postgraduate (PG) students, the priority of continuous formative evaluation should be as follows:

- **Assessment of learning:** The main priority of formative evaluation is to assess the learning of students and identify areas where they may need additional support. This can help to identify gaps in their understanding and provide opportunities for improvement.
- **Feedback on performance:** Formative evaluation provides students with immediate feedback on their performance, which can help to increase motivation and improve confidence. This feedback can also help students to develop better study habits and better understand what is expected of them.
- **Identifying strengths and weaknesses:** Continuous formative evaluation can help to identify areas where students are excelling and areas where they may need additional support. This can help to create an individualized learning experience for each student.
- **Encouraging participation:** Formative evaluation can encourage students to be more engaged in their learning by providing them with opportunities to reflect on their own performance. This can help to build self-awareness and a sense of responsibility for their own learning.
- **Improving teaching methods:** Continuous formative evaluation can also help teachers to identify areas where they can improve their teaching methods. This can help to make lessons more engaging, relevant and effective for students.

Continuous formative evaluation should be a priority for both UG and PG students as it can help to improve the quality of their learning experience, enhance their performance and foster their personal development.



Guidelines for CFE

The following guidelines are to be followed for students securing low marks in any assessment:

- A student who secures marks lower than the pass mark or is absent in the assessment of a unit/module will have to sit for formative classes and assessments. Only if a student secures the pass mark after the formative assessment can the pass mark be added to the total marks.
- Formative classes and assessments will be taken as per the department's schedule.
- A counsel letter will be issued by the head of the department (HoD) to students who fail to appear for formative classes and assessments. Up to two such letters can be issued.
- In the case of back subjects, a student is given an opportunity for improvement. However, the objective is not merely to enable the student to pass the subject but to ensure that the competencies required by the specific back subject has been attained.
- If a student fails to secure pass marks in all the formative evaluations of a subject, the student will be declared as having failed that subject.
- If a student fails to appear for formative classes and assessment of a subject even after the counsel letter from the HoD, the student will be declared as having failed that subject.
- For students who fail to appear for back subject assessments or fail in a back subject, a fresh application and fresh payment for assessments of the back subject will have to be made by the students with the approval of the HoD.
- Students should clear all F (Failed) grades before they join their internships.
- Students in the final semester will have to clear all the F or U (Unsatisfactory) grade subjects to be eligible for the awarding of the degree.
- INC (Incomplete) is stated in the transcript of the student who was unable to complete the requirements for passing a subject due to medical or any other genuine reason. In such cases, a student will be allowed to complete any outstanding work within a grace period of one month from the prior due date. INC is not treated as failed, hence, no extra payment will be charged from the student. If, however, the student is unable to complete the requirements within the grace period, the student will be declared as having failed in that subject.



- **Incomplete:** The INC (Incomplete) is stated in the transcript of the student who has not completed all the requirements for passing a subject in time as a student may be allowed to complete the work within a grace period of one month from the earlier due date.





MARTIN LUTHER CHRISTIAN UNIVERSITY

Sample Transcript of UG

Cumulative Transcript of Courses and Grades

Name: Abe Regn No: 123
 Gender: Female Degree: Bachelor
 Date of Birth: 07.02.1999 Year of Enrolment: August 2018

Semester	Subject Code	Subject Title	Credits	Grade	Grade Points	GPA	CGPA
First Semester 2018-19	BSW100	Introduction to Social Work	3	A	12	3.64/4.0 0	
	BSW101	Skills of working with Individuals	4	A	16		
	BSW104	Human Behaviour and Social Environment	3	B	9		
	BSW105	Social Work Skills	2	B	6		
	ENGL100	English and Communication-I	2	A	8		
	FSCS100	Cultural Studies	2	S	-		
	FSKM101	Personality / knowing myself and my identity	1	S	-		
	FSGR103	Gender studies, reproductive health and life skills education	2	S	-		
	FESI104	Environment Studies	2	S	-		
	FSMF105	Music Festival	2	S	-		
	FSAF106	Art Festival	2	S	-		
	FSHV107	Human Values	2	S	-		
	FSCS108	Career Skills	2	S	-		
TOTAL			29		51		
Second Semester 2018-19	BSW150	Community Organisation	4	A	16	3.90/4.0 0	3.79/4.0 0
	BSW151	Social Welfare Administration	4	A	16		
	BSW152	Skills of Working with Groups	4	A	16		
	BSW153	Social Problems Services and Education	2	A	8		
	BSW154	Field Work	4	A	16		
ENGL150	English and Communication-II	2	B	6			
TOTAL			20		78		
Third Semester 2019-20	BSW200	Specialization: Introduction to Mental Health	4	A	16	3.53/4.0 0	3.70/4.0 0
	BSW201	Specialization: Mental Health Services and Policies	3	B	9		
	BSW202	Field Work	4	A	16		
	EDV200	Entrepreneurship Development	2	A	8		
	ENGL200	English and Communication-III	2	B	6		
CPMN 216	Organisational Psychology-I ^	4	B	12			
TOTAL			19		67		
Fourth Semester 2019-20	BSW250	Field Work (Community Based)	4	A	16	3.37/4.0 0	3.61/4.0 0
	BSW251	Community Camp	2	B	6		
	BSW252	Research Methodology-I	3	A	12		
	BSW254	Specialization: Social Work Interventions in Mental Health	3	B	9		
	ENGL250	English and Communication-IV	3	B	9		
CPMN 266	Organisational Psychology-II ^	4	B	12			
TOTAL			19		64		
Fifth Semester 2020-21	BSW300	Research Methodology-II	3	A	12	3.77/4.0 0	3.65/4.0 0
	BSW301	Media and Social Work And Mass Communication	3	B	9		
	BSW302	Human Rights	2	A	8		
	BSW253	Field Work-I	4	A	16		
	BSW304	Field Work-II	4	A	16		
	ENGL301	English and Communication-V	2	B	6		
CPMN 316	Organizational Psychology-III ^	4	A	16			
TOTAL			22		83		
Sixth Semester 2020-21	BSW350	Basic Skills in Counselling	3	B	9	3.67/4.0 0	3.65/4.0 0
	BSW351	Women and Development	2	A	8		
	BSW352	Social Action	3	A	12		
	BSW353	Research Dissertation	3	B	9		
	BSW354	Internship	5	A	20		
ENGL350	English and Communication-VI	2	A	8			
TOTAL			18		66		

CGPA secured in words: Three Point Six Five

Result: Declared to have Successfully Completed the Course in Bachelor of Social Work.

^ Minor Subjects

Date: 19.07.2021

Controller of Evaluation & Examination

Registrar

Grades	A	B	C	F	S	U	
Grade Points Per Credit	4	3	2	0	Satisfactory	Unsatisfactory	

** S and U grades carry no grade points and credits of these subjects are also not taken for calculation of GPA/CGPA.

GP (Grade Points) = Credit x Grade Points per credit

GPA (Grade point Average) = Total Grade points / Total Credits

CGPA (Cumulative Grade Point Average) = $\frac{\text{Sum of total grade points of semesters}}{\text{Sum of total credits of semesters}}$

Percentage = CGPA x 100

Sl.No.: 1/VI/1901020122

The MLCU was created by Act No. 11 of 2005 of the Legislative Assembly of the Government of Meghalaya. The University is listed by UGC as a State Private University, competent to award Degrees vide Section 2(i) read with Section 22 of the UGC Act, 1956.





Sample Transcript of UG with Hours

**Student Academic Transcript
First Semester 2022-23**

Name:
Gender:
Date of Birth:

Regn. No:
Degree: B.Sc. Medical Imaging Technology
Year of Enrolment: August 2022

Subject Code	Subject Title	Credits	Th. Hrs	Pr. Hrs	Grade	Grade Points	GPA
BMIT-001	Introduction to Healthcare Delivery System in India	2	30	-	A	8	3.47/4.0 0
BMIT-002	Basic Computers and Information Science	3	15	60	A	12	
BMIT-003	English and Communication-I	2	30	-	B	6	
BMIT-004	Medical Terminology and Record Keeping	2	30	-	A	8	
BMIT-006	Introduction to Quality and Patient Safety	2	30	-	A	8	
BMIT-007	Principles of Management	2	30	-	B	6	
BMIT-009	Anatomy and Physiology-I	6	60	60	B	18	
FCM101	Personality / knowing myself and my identity	1	15	-	S	-	
FCCS108	Career Skills	1	15	-	S	-	
FCES104	Environmental Studies	1	15	-	S	-	
TOTAL		22	270	120		66	

Progress: Eligible to join the Second Semester.

Date: 27.01.2023.

Controller of Evaluation & Examinations

Registrar

Grades	A	B	C	F	S	U
Grade Points Per Credit	4	3	2	0	Satisfactory	Unsatisfactory

** S and U grades carry no grade points and credits of these subjects are also not taken for calculation of GPA/CGPA.

GP (Grade Points) = Credit x Grade Points per credit

GPA (Grade point Average) = Total Grade points / Total Credits

CGPA (Cumulative Grade Point Average) = $\frac{\text{Sum of total grade points of semesters}}{\text{Sum of total credits of semesters}}$

Percentage = CGPA/4 x 100

SLNo: 12201020088

The MLCU was created by Act No. 11 of 2005 of the Legislative Assembly of the Government of Meghalaya. The University is listed by UGC as a State Private University, competent to award Degrees vide Section 2(f) read with Section 22 of the UGC Act, 1956.



Sample Transcript of PG

Cumulative Transcript of Courses and Grades

Name: ABC
Gender: Female
Date of Birth: 04.07.1996

Regn No: 123
Degree: Master in xyz
Year of Enrolment: August 2019

Semester	Subject Code	Subject Title	Credits	Grade	Grade Points	GPA	CGPA
First Semester 2019-20	MMIT501	Conventional X-Ray	2	A	8	3.30/4.00	
	MMIT502	Radiographic Procedures	2	A	8		
	MMIT503	Clinics	12	B	36		
	ENGL500	English and Communication-I	2	B	6		
	COMP500	Introduction to Information Technology	2	A	8		
	TOTAL		20		66		
Second Semester 2019-20	MMIT551	CT Protocols	1	B	3	3.47/4.00	3.38/4.00
	MMIT552	Computed Tomography Scan	2	B	6		
	MMIT553	Practicals-I	6	B	18		
	MMIT554	Teaching Practice-I	1	B	3		
	MMIT555	Research Methodology-I	2	A	8		
	MMIT 556	Radiation Safety and Protection	1	A	4		
	ENGL 550	English and Communication-II	2	A	8		
	COMP550	PC Software	2	A	8		
	HNVL 500	Human Values and Work Ethics	2	A	8		
TOTAL		19		66			
Third Semester 2020-21	MMIT600	Care of patients in Diagnostic Radiology	1	B	3	3.82/4.00	3.54/4.00
	MMIT601	Advanced Technique and Instrumentation of MRI-I	1	A	4		
	MMIT602	Ultrasonography	1	A	4		
	MMIT603	Practicals-II	12	A	48		
	MMIT604	Teaching Practice-II	1	B	3		
	MMIT605	Research Methodology-II	2	B	6		
	ENGL600	English and Communication-III	2	A	8		
	EDV600	Entrepreneurship Development	2	A	8		
TOTAL		22		84			
Fourth Semester 2020-21	MMIT611	Interventional Radiology Techniques	1	A	4	3.33/4.00	3.49/4.00
	MMIT612	Forensic Science	1	A	4		
	MMIT613	Advanced technique and Instrumentation of MRI-II	2	A	8		
	MMIT614	Nuclear Medicine Imaging	1	A	4		
	MMIT615	Practical (X-ray and Special procedure)	9	B	27		
	MMIT616	CT and MRI Practical	3	B	9		
	MMIT617	Teaching Practice-III	1	A	4		
TOTAL		18		60			
CGPA secured in words: Three Point Four Nine							
Internship 2021-22	Completed 6 months at Civil Hospital, Shillong.						
Project	Overview of MRI pathologic findings among the patients undergoing MRI examination of Lumbosacral Spine at Civil Hospital, Shillong; C						

Result: Declared to have Successfully Completed the Course in Master of Science in Medical Imaging Technology.

Date: 16.05.2022

Controller of Evaluation & Examination

Registrar

Grades: A 4, B 3, C 2, F 0, S Satisfactory, U Unsatisfactory
Grade Points Per Credit: 4, 3, 2, 0

** S and U grades carry no grade points and credits of these subjects are also not taken for calculation of GPA/CGPA.

GPA (Grade Point Average) = Credit Grade Points per credit

GPA (Cumulative Grade Point Average) = $\frac{\text{Total Grade points of semesters}}{\text{Sum of total credits of semesters}}$

Percentage = $\frac{\text{CGPA} \times 4 \times 100}{\text{Sum of total credits of semesters}}$

Sl.No. : 14V2001010001

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Standard Operation Procedure (SOP): Evaluation documents

Transcripts and diploma/degree certificates

All students are to follow the following guidelines with regard to evaluation documents.

- Transcripts will be issued only at the University main office at the end of every semester.
- Students are to check their name, registration number, degree, year of enrolment and date of birth in the transcript.
- Name, registration number, degree, year of enrolment and date of birth entered in the 1st semester transcript will be followed for the subsequent semesters.
- Students are to check their grades, GP, GPA and CGPA.
- Any clarification or printing mistake on the transcript and certificate should be reported within 7 days from the date of issue, failing which the students will have to submit an application and pay for the same.
- A failed subject fee of Rs. 3500/- per subject will be charged.
- A cumulative transcript will be issued only on completion of the degree course (including practical's, project and internship).
- Students will have to apply for reissuing of transcripts, graduation certificate, in case of being lost or requested by the student. (Rs 1000 for semester transcript, Rs 1500/- for cumulative transcript, Rs 2000/- for graduation certificate and postal fee as applicable).
- An Original Re-issue seal will be stamped on all documents reissued.

Other Documents

Other documents such as bona fide certificate, result awaited certificate, migration certificate, transfer certificate, character certificate, provisional certificate, verification certificate, certificate of medium of instruction, recommendation certificate, etc. will be on application only.

SOP: Complaints about Evaluation

Complaints regarding evaluation from the students shall be examined by the Head of the Department and the Controller of Evaluation and Examination. Complaints that are regarded as having merit shall be investigated by the Registrar, whose decision shall be final.



Continuous Formative Evaluation Redressal Form

Dear Students,

Martin Luther Christian University lays emphasis on the Continuous Formative Evaluation (CFE) where your performance is being evaluated by your teachers on a regular basis. In the CFE process, you are required to complete all activities assigned by individual subject teacher such as assignments, presentations, tests, etc. On completion and submission of the task assigned to you, immediate feedback on your performance from the concerned teacher will be given, followed by formative classes and assessment. However, in the CFE process, students may fail to satisfactorily complete the activities for reasons and difficulties which may be unknown to either the student or the faculty concerned. Please feel free to fill up this redressal form to help us address such difficulties with regards to CFE. We assure you of the confidentiality in the matter and the record will be kept only with the Department of Evaluation and Examination, MLCU.

Personal

- Name:
- Registration Number:
- Course:
- Semester:

About the course

- The name of the subject(s) in which you are currently having doubts/difficulties with the continuous formative (CFE)
a. _____ b. _____ c. _____
- Please briefly explain the nature of doubts/difficulties you are having.
a. _____
- Has this difficulty been raised and discussed with the teacher concerned?
a. Yes _____ b.No _____
- If the answer to question 3 is No, what reason(s) can you state for not being able to raise it with the teacher's concern?
a. _____
- If the answer to question 3 is Yes, what clarification do you further seek so as to help you clarify your doubts/ resolve your difficulties.
a. _____ b. _____ c. _____ d. _____

**Thank you for filling the form and seeking clarification. We shall get back to you at the earliest.*



Fee Payment Policy

- All students are to adhere to the fee payment calendar of the university as indicated in the University Prospectus/website.
- University refund policy will be applicable to students applying for withdrawal from the Course/Program.
- Payment of fees is subject to a late fee fine of Rs 100/- per day.

Fee Refund Policy

Refund Policy for tuition, Development fee and Study Tour fee

- Any time after admission up to the starting of the program 100% refund.
- Within 15 days from the date of admission 100% refund.
- Date of admission up to 45 days 50% refund.
- After 45 days of admission No refund If applicable, refund will be transferred within ten working days from the day of submission of the withdrawal form.





DigiLocker

DigiLocker is a flagship initiative of the Ministry of Electronics & IT (MeitY) Under digital India Programme.

DigiLocker aims at 'Digital Empowerment of citizen by providing access to authentic digital documents to citizen's digital document wallet. DigiLocker is a secure cloud based platform for storage, sharing and verification of documents and certificates.

Find Documents based on Categories



Central Government



State Government



Ministry of Defence



Transport Departments



National Service Scheme



Identity Docs



Education & Learning



Banking and Insurance



Health & Wellness



Other Organisations



Most Popular Documents

The certificates of both the Undergraduates and Postgraduate students of the 2016, 2017, 2018, 2019, 2020 and 2021 are published in the DigiLocker portal. Student and view and download the digital certificate only after they have been registered in the portal.

Students may access their degree/diploma certificates and marksheets via DigiLocker. In order to do so, they should register on DigiLocker.

Students may register on the ABC portal to verify the availability of credits in their ABC account. Upon registration, an ABC ID will be created, which must be submitted to academic institutions so that credits may be sent into their respective ABC accounts.

To register yourself for the digi locker kindly scan this code





Code of Conduct

Martin Luther Christian University is committed to endorsing, upholding, and adhering to certain values and conducts that are necessary for the University. In order to preserve these values in their daily actions and interactions, the code of conduct is needed to create a benchmark of the different ethos in the university. Students are subjected to the rules, guidelines, and a culture of values within the campus, violations of the rules and laws laid by the university may be considered violations of the code of conduct. Students are therefore expected to abide by the code of conduct.

During regular hours in the university, all the students are expected to follow and adapt to the following rules and expectations:

Rights and Responsibilities of the students

Students are subjected to University disciplinary action for conduct that occurs while the student is participating in and off-campus activities sponsored by or collaborated with the University including field trips, study tours, community engagement, internship, and any other programs when the incident has a substantial connection to the interests of the University when the incident poses a threat of serious harm to any member of the University community, or when the behaviour is prohibited by University policy regardless of where it occurs. At the discretion of the Dean of Students, University disciplinary policies such as Student Disciplinary, Grievance Redressal, Internal Complaints Committee, and any other policies, may carry proceedings as per the violations which are relevant to the specific policy.

- A student has the right to personal privacy except in cases otherwise provided by the University's rules, and this will be observed by students and University authorities alike.
- Each student has the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation in accordance with the laws of the state.
- A Student has the Right to Free Expression such as the right to engage in discussion, to exchange thought and opinion, to speak, write, or print freely on any subject, and to join associations in accordance with the guarantees of federal or state Constitutions.
- All students have the right to inquire into any guidelines of the academic, non-academic, and constitutions of policies and procedures of the University at any time.



- Each student is subjected to disciplinary action arising from violations of university policies and rules and shall be assured a fundamentally fair process.
- Each student has the responsibility to be acquainted with, abide and comply with the different rules and policies of the University.
- The students should be responsible for upholding and demonstrating the values in all aspects of their work within the university and believe that the values will be a part of their lives.
- A student has the responsibility to support the students' community in promoting diverse cultures, creeds, educational backgrounds and so on.

Academic Integrity

- Attend classes regularly and maintain 100% attendance to be promoted
- Make an effort to meet all the deadlines on all the assignments and projects.
- Always approach the teachers in case there's any difficulty in understanding a lesson or if instructions are missed out.
- Must ensure to send prior information in case of absence from classes 5. Must ensure that all papers are cleared in all semesters as this will prevent having a back subject/s.
- Students are expected to attend mandatory counselling (if applicable) conducted by the Centre for Counseling.

Behaviour and conduct

- **Harassment:** Any behaviour causing intimidation, discomfort and an uncondusive environment for any other student. These include verbal abuse, threats, intimidation, exclusion etc., and may be in the form of physical, verbal, written, or electronic harassment.
- **Physical abuse:** Any physical activity or attempt to cause injury or inflict pain to another person. This also includes causing any contact which can be perceived as offensive or provocative by the other.
- **Damages:** Any deliberate or uncontrolled behaviour which leads to the destruction and/or damage to University property, of a University member, or of another person, on or off campus. This includes littering and defacing of University campuses and infrastructure.
- **Breaching safety or security:** Any access which is allowed only for certain University authorities without permission including entry into or using of University premises, damaging door locks and unauthorised possession of University keys.
- **Alcohol/Drugs:** Activity such as using, possessing or distributing illegal drugs is prohibited.
- **Traffic obstruction:** Obstruction of the free flow of pedestrian or vehicular traffic in the campus is prohibited. Avoid driving in a manner that recklessly endangers the health and/or safety of oneself or others.



Misuse of Computing Resources

Misuse and/or breach of computer security, abuse of computer facilities and resources including:

- Use of another individual's identification and/or password.
- Use of computing facilities and resources to send obscene or threatening messages.
- Use of computing facilities and resources in violation of copyright laws.

Sexual Misconduct

Attempting or making sexual contact, including inappropriate touching without the person's consent or an environment that a reasonable person would consider intimidating, abusive, or offensive or sexual exploitation. All students are encouraged to present themselves well, in all manners in their daily actions and interactions with the other students/faculty/staff of the University, maintaining courteous behaviour.

Deter any discrimination on gender, caste, race, religious beliefs, region, language, disability, sexual orientation, physical or mental disability, and so on.

Register in the Student Council and Student Clubs for the development of skills and personality.

Dress code

- All students are to wear their identity card at all times on the campus and outside the campus for any events/activities/fieldwork/internships.
- Students shall attend the University in comfortable, presentable clothing suitable for the weather at all times.

Concluding remarks

The university encouraged all students to make the most of the academic, co-curricular, and extracurricular opportunities available, at the maximum levels. This will, by all means, help them to become physically healthy, academically efficient, mentally strong and socially responsive.





Maintenance of class room and toilets

- Each student is expected to maintain their class room and toilet neatly. Any act of littering and vandalism may result in fine or other punishment.
- A fine of Rs 500/- will be imposed on anyone found using mobile phones during class hours when not directed by the teacher.
- Chewing of gum/tobacco/betel nut is prohibited in the classroom. If found, he/she will be asked to leave the classroom.
- Smoking/drinking of alcohol/intake of drugs and any other are prohibited in the Campus.

Departmental guidelines

All students are to adhere to the departments' guidelines in relation to the following:

- Field Work
- Internship
- Postings
- Dissertations
- Other matters





Campus Health and Safety Policy

The establishment of the campus health and safety policy is to emphasize and ensure that the health and safety of students, staff and visitors is a priority for MLCU. This requires an approach and commitment that complies with general, civic and moral obligations. For an institution to encourage students to learn and thrive, a safe and healthy environment promoting well-being among students should be provided. It will involve a holistic approach that includes easy access to healthcare facilities, nutritious and healthy food options, physical activity, overall sanitation and hygiene, and compliance with standard health and safety guidelines.

Aim

To create an environment conducive to the health and safety responsibilities of the members and visitors of the University. To manage and allow students and staff to carry out their responsibilities in a manner that will not be detrimental to their health and well-being while committing to the rules and guidelines of the University.

Objectives

- To create necessary awareness, instructions, training, and supervision to ensure the health and safety of staff, students, and visitors.
- To provide consultations or representations on health and safety matters.
- To incorporate health and safety responsibilities into everyday practices.
- To provide effective healthcare facilities and services, including health surveillance and monitoring wherever appropriate.

Responsibility

The University shall appoint or designate an officer who shall hold overall responsibility for campus health and safety. JD needed Guidelines and Procedures





Physical Security

Physical security steps and measures play a vital role in ensuring the safety and protection of individuals and property within the premises of the university. Below are the guidelines and procedures for implementing effective physical security measures:

- **Campus entry management:**
 - Implement a monitor access system for entry into campus buildings, centres and facilities. This may include the use of ID cards, biometric systems, access codes and so on.
 - Set up physical barriers such as gates, fences, or turnstiles at appropriate entry and exit points to restrict unauthorized access.
 - Provide entry/parking stickers for authorised vehicles.
- **Security Personnel:-**
 - Trained security personnel are responsible for monitoring and patrolling the campus, hiring of trained personnel will ensure safety.
 - The personnel should be trained in such a way that they will be able to handle complicated situations that may arise.
 - To enhance security measures and response capabilities, collaboration with the law commission is necessary.
- **Surveillance systems**
 - Install surveillance cameras in strategic locations to monitor information gathering and manage and record activities on campus.
 - Ensure that surveillance cameras cover interior and exterior areas such as entrances, parking lots, corridors, and common spaces.
 - The camera should be installed out in the open to deter crime as well as they can be hidden and discrete to avoid tampering.
 - CCTVs and other security measures shall be installed in the following areas:
 - Registrar's office
 - Finance offices
 - Controller of Examinations and Evaluation storage and work areas
 - Human Resources office
- **Emergency Communication System:-**
 - Set up emergency services for persons in distress communicating directly with the people, office and personnel concerned.
 - Exhibit a clear brief sheet indicating the location of emergency exits, assembly points, and so on.



• **Safety Awareness and Training:-**

- Render an extensive safety training programme for staff and students, emphasizing the importance of reporting questionable activities and emergency circumstances.
- It is important to familiarize the campus community to conduct regular safety drills and exercises with evacuation protocols and emergency response.
- Training and implementation of fire safety measures, like alarms, fire extinguishers and so on.

Internet security

• **Information and Internet Security**

- Implement data encryption and secure storage methods.
- Regularly update software and systems to address security vulnerabilities.
- Educate employees about cybersecurity risks and best practices.
- Define access privileges and implement user access controls.

• **Emergency Response and Operations Continuity:-**

- Develop emergency response plans and conduct drills.
- Implement backup and recovery strategies.

• **Compliance and Regulatory Security:-**

- Stay up to date with relevant laws and regulations.
- Maintain documentation and records.

Mental and Physical Health and Safety:-

• **Mental Health:-**

- Foster a supportive environment that prioritizes the mental and physical well-being of students, staff, and visitors.
- Provide resources and support for mental health, stress management, and counseling services.

• **Physical Health:-**

- Ensure the availability of first aid kits and trained staff members to respond to medical emergencies.
- Promote healthy lifestyle practices, including physical activity, balanced nutrition, ergonomic awareness, and personal safety education.
- Provide gender-based reproductive and sexual health awareness and services.



• **Other**

- Obtain physical, mental and social profiles at the time of admission to determine vulnerabilities and care.
- Provide hospitalization and accident insurance for all staff and students.
- Put in place a disaster management scheme for the campus
- Provide a monitoring, action, and reporting scheme for the health and safety of staff and students while on experiential learning activities away from the campus.
- Provide a system for engaging with suggestions, complaints, and adverse incidents or situations

Staff, Student, and Visitor Obligations

- **Students:** It is the responsibility of students to adhere to the organisation's health and safety policies and guidelines, exercise care in handling sensitive information, and utilize information systems and resources in a responsible and ethical manner.
- **Visitors:** The responsibility of visitors is to comply with the organization's health and safety and security protocols, which include signing in and out, abiding by access restrictions, and maintaining the confidentiality of any information they may encounter during their visit.
- **Staff:** Staff members bear the responsibility of familiarizing themselves with the organization, health, safety, and information security policies, promptly reporting any incidents or vulnerabilities they encounter, and actively engaging in health, safety, and security awareness training and educational initiatives.

Conclusion

By addressing physical security, internet security, and mental and physical safety, the policy promotes a secure and supportive environment within the campus premises. It is essential for all members of the university community to understand their responsibilities and actively participate in maintaining a safe and healthy atmosphere. Through collective efforts and adherence to the policy, MLCU aims to create an environment conducive to learning, personal growth, and overall well-being.



Students' Services

Students' services are also provided through full time Student Counsellors, Anti Ragging Committee and Student Council, Students' Club and so on.

Student Council

Introduction

The Student Council (SC) is a body of elected students and representatives from various departments of the University, working under the office of Dean of Students. The SC plays a significant part in the life of the University, by overlooking the overall student well being, coordinating numerous student activities, and various University programmes. In carrying out its responsibilities and activities, the SC works closely with the administration, faculty and students. The SC provides a platform for the students to develop skills and character to become effective leaders and to uphold and embody the values of the University.

Aims of the Student Council

- To assist the University in its various student related activities that aim for the wellbeing of the student.
- To advance and enhance the overall wellbeing of the students with regards to their academic, personal and social life within the University.
- To promote and inculcate the Mission, Vision and values of the University among the students.

Objectives of the Student Council

- To assist the University's various student related programmes such as, Convocation, Orientation Programme and so on.
- To provide a conscious platform for students to develop their leadership abilities and social skills.
- To assist the University in its various Student related activities that aim for the well being of the student.
- To assist the office of The Dean of Students in addressing the problems and issues that students face.
- To organise activities that help students to imbibe the vision, mission and values of the University.
- To initiate activities and programs between the students, faculty, staff to strengthen the community of the University.
- To promote and facilitate the overall personal development of the students through various activities and programmes.



Composition and Structure of the Student Council

- **General SC members:**

The General SC members are the entire elected students and faculty representatives along with the Student Council Coordinator.

- **The Executive Committee:**

The Executive Committee is a working body of the SC and is composed of the Functionaries of the General SC Assembly.

The Committee comprises of;

- The SC President,
- The SC Vice-President,
- The General Secretary,
- SC Treasurer
- The Assistant General Secretary,
- Two executive members
- Student Council Advisors. (Members of the Student council from the previous batch will serve as Advisors)





Student Clubs

Welcome to the Martin Luther Christian University Student Clubs! We are happy to introduce you to a diverse range of clubs that offer exciting opportunities for personal growth, skill development, and community engagement. These clubs serve as dynamic platforms where you can pursue your interests, connect with like-minded individuals, and create meaningful experiences throughout your university journey.

Our selection of student clubs includes:

- **Dancing Club:** Explore various dance styles and showcase your creativity and talent.
- **Food Club:** Indulge in the world of culinary arts, discovering new flavors and sharing gastronomic experiences.
- **Drama Club/Visual Art:** Unleash your artistic abilities through acting, painting, sketching, digital art, and makeup.
- **Music Club:** Join fellow musicians, vocalists, and music enthusiasts to create melodious harmonies.
- **Fashion Club (Anime, Cosplay):** Immerse yourself in the realms of fashion, anime, and cosplay, embracing unique styles and creativity.
- **Sport and e-Sports Club:** Engage in physical activities, team sports, and e-sports competitions.
- **Adventure:** Experience thrilling outdoor activities and embark on exciting adventures.
- **Movie Club:** Dive into the world of cinema, appreciating diverse films and engaging in meaningful discussions.
- **Cultural Club:** Celebrate and explore the richness of diverse cultures through events and cultural exchanges.
- **Comfort Club:** Focus on your well-being through activities like yoga, meditation, and mindfulness.
- **Green Footprints Club:** Join the movement towards sustainability and environmental conservation.

To join any of these vibrant clubs, simply visit our website and fill out the registration form.

Take this opportunity to nurture your passions, enhance your skills, and build lifelong connections with fellow club members. We encourage you to embrace the diverse offerings of our student clubs and make the most of your university experience.



Centre for Counselling

The Centre for Counselling at Martin Luther Christian University provides support and assistance to individuals facing emotional challenges and difficulties. The counsellors at the Centre are there to lend a listening ear and understand people's problems, ensuring that all discussions remain confidential and private. They offer guidance and help with various issues, such as school-related stress, relationship concerns, feelings of sadness or anxiety, and making decisions for the future. At the Centre, everyone is welcome and treated with respect, creating a safe and inclusive environment. Apart from individual counseling sessions, the Centre also conducts workshops and events to educate people about mental health and self-care. As an integral part of the university, the Centre aims to help students and staff succeed and find happiness in all aspects of their lives.

Weekends on Campus

Introduction:

Fun weekend activities are organised on Campus for students and Alumni. The purpose of organising weekends on campus is to create an atmosphere that fosters community building within the campus, encourages interpersonal connections, promotes learning, skills building, and personal growth, and highlights individual and institutional achievements.

The activities will be productive and relaxing which includes; music performances, movie evenings, zumba/yoga classes, art classes, board games, foosball competitions, photography classes and competitions, and outdoor activities such as hiking and trekking, and so on.

Objectives:

- To upskill students with various extracurricular activities for personal growth.
- To promote student interpersonal connections.
- To foster community building within the campus.
- There will be certification of activities, awards of prizes, and availability of a food truck within the premises.



Aurora

The Aurora is the annual university week celebration of Martin Luther Christian University (MLCU) which is organised by the Office of the Dean of Students along with the Student Council members .The event is named after the aurora borealis, a natural phenomenon known for its colourful and vibrant display of lights in the sky.

Objectives:

- To foster a sense of community, collaboration, and camaraderie among the MLCU family.
- To promote the university's values of academic excellence, spiritual growth, and social responsibility.
- To provide a platform for students to showcase their talent and skills.

During the Aurora, MLCU students, faculty, and staff participate in various activities and events such as sports tournaments, academic competitions, cultural performances and it usually kicks started with a community outreach programme which commemorates the hard work of certain society bodies.

The week-long celebration usually takes place in between the months of October-November and culminates in a grand closing ceremony that features a concert or a cultural extravaganza showcasing the talents of MLCU students. The Aurora is a much-awaited and highly anticipated event for the MLCU community, and it provides a platform for students to showcase their skills, talents, and creativity while promoting the spirit of unity and fellowship.





Complaints, Grievances, and Disciplinary Committee

There are several statutory regulations, policies and procedures which cover student and staff complaints, grievances and disciplinary issues. The earlier policy was notified by the University prior to the issuance of later regulations by the statutory bodies, and needs to be replaced. There is considerable overlap among these documents and hence it has been decided to constitute one body which complies with the provisions of all the statutory regulations. This will enable a harmonious implementation of these functions in the University.

- **Reference documents**

- This policy note is based on the following documents
- MHRD/UGC Sexual Harassment Regulations (Women students and staff) 2016
- UGC Grievances of Students Regulations 2023
- UGC Regulations on Ragging 2009

- **General provisions**

- There shall be one committee to cover the areas of responsibility and implementation of all matters pertaining to staff and student complaints, grievances, and discipline.

This committee shall be constituted as follows:

- **Chair:** a woman professor nominated by the Vice Chancellor
- **Vice chairs:** Dean, Academics and Dean, Students or their nominees
- **Four faculty members:** nominated by the Dean, Academics
- **Two non-teaching staff nominated by the Registrar**
- **Three students, including one PG, one senior UG and a fresher nominated by the Dean, Students**
- **One parent:** nominated by the Dean, Students
- **One member of a gender NGO:** nominated by the Head, Centre for GENDER
- **One SC/ST staff member:** nominated by the Registrar
- **At least half the committee members shall be women**
- **Non-member Secretary:** Deputy or Asst Registrar



- **Scope and powers:** The scope and powers of the Committee shall encompass all the provisions of the three regulations as listed in Section A above.
- **General administration and functioning**
 - The Chair shall be responsible for the calling of meetings, and the formation of the agenda in consultation with the vice-chairs.
 - The Minutes shall be prepared by the Secretary under the supervision of the Chair
 - The decisions of the Committee shall be considered as final
- **Ombudsman:** an ombudsman of high experience, expertise and integrity shall be appointed by the Board of Governors and shall hold this office for a term of three years, which may be extended.
- **Levels of applications and appeals**
 - A written application with a complaint, grievance addressal or disciplinary initiation may be made by a student or staff member, or on their behalf, by a fellow student or staff member, may be made within thirty days to the office of the Registrar.
 - The Registrar will immediately forward the application to the Chair, who may make a decision as the seriousness and/or urgency of the application, and to determine whether the matter should be taken up for further steps.
 - Delayed applications may be considered by the Committee depending on the circumstances.
 - The Committee shall ordinarily complete the work of investigation, deliberation and decision within thirty days, or in a shorter period of time for urgent cases, as decided by the Chair. The Committee shall ensure that proper notices and copies of relevant documents are sent to the person against who the complaint is made (the respondent) and a response received in a timely manner.
 - First level of appeal: if a complainant or a disciplined person is not satisfied with the decision of the Committee, she/he/they may appeal to the Vice Chancellor, within a period of fifteen days, who will adjudicate on the matter, within fifteen days.
 - Second level of appeal: if a complainant or a disciplined person is not satisfied with the decision of the Vice Chancellor, or if the decision is delayed, an appeal may be made to the Ombudsman within thirty days. The ombudsman shall make a decision within thirty days.



- **Miscellaneous**

- All pertinent information of the Committee, scope, power and procedures for functioning, applications, and appeals shall be posted on the University website and in other relevant documents and brochures of the University.
- An online portal shall be set up to enable prompt and seamless processes for complaints, applications for grievance addressal and other steps, and at the same time to ensure confidentiality.
- The numbers of any individuals/helpline to be contacted, especially in urgent situations, should be provided on the website.
- Promotional and educational materials on grievance and disciplinary issues should be displayed on the campus and in the social media outlets of the University.

- **In case of any grievances, Kindly contact the following:**

- Ms. Alice Swett
Deputy Registrar
- Mr. Zaman E Tongper
Assistant Dean of Student
- Mr. Nathaniel Kharmujai
University Counsellor
- Ms. Adelina B Shylla
University Counsellor



Anti-Ragging

The Supreme Court Of India has defined ragging as –

"Ragging is any disorderly conduct, whether by words spoken or written, or by an act which has the effect of teasing, treating or handling with rudeness Any student, indulging in rowdy or undisciplined activities which cause or are likely to cause annoyance, hardship or psychological harm or to raise fear or apprehension there of in a fresher or a junior student and which has the effect of causing or generating a sense of shame or embarrassment so as to adversely affect the psyche of a fresher or a junior student."

Types of Ragging

- Ragging has several aspects with, among others, psychological, social political. economic, cultural and academic dimensions.
- Any act that prevents, disrupts or disturbs the regular academic activity of a students should be considered with-in academics related aspect of ragging, similarly exploiting the srvisces of a junior student for completing the academic tasks assigned to an individual or a group of seniors.
- Any act of financial extortion or forceful expenditure burden put on a junior student by senior student is considered aspect of ragging
- Any act of physical abuse including all variants of it: sexual abuse, homosexual assaults, stripping, forcing obscene and lewd acts, gestures, causing bodily harm or any other danger to health or person can be put in the category of ragging with criminal dimensions.
- Any act or abuse by spoken works, emails, snail-mails, public insults should be considered with-in the psychological aspects of ragging. This aspect would also include deriving perverted pleasure, vicarious or sadistic thrill for actively or passively participating in the discomfiture to others; the absence of preparing 'freshers' in the run up to their admission to higher education and life in hostels also can be ascribed as a psychological aspect of ragging-coping skills in interaction with seniors or strangers can be imparted by parents as well.
- Any act that affects the mental health and self-confidence of students also can be described in terms of the psychological aspect of ragging.
- The political aspect of ragging is apparent from the fact that incidents of ragging are low in institutions which promote democratic participation of students in representation and provide an identity to students to participate in governance and decision making within the institute bodies.
- The human rights perspective of ragging involves the injury caused to the fundamental right to human dignity through humiliation heaped on junior students by seniors; often resulting in the extreme step of suicide by the victims.



General Instructions to curb Ragging:

In compliance to the 2nd Amendment in UGC Regulations. It is compulsory for each student and parent to submit an online undertaking at www.antiragging.in

Step 1: A student will submit his/her details on the same web sites (www.antiragging.in) as before; read and confirm that he/she and his/her parents/Guardians have read and understood the regulations on curbing the menace of ragging. He/She will confirm & agree that he/she will not engage in ragging in any form. (Step 1 is the same as before).

Step 2: The student will have a web link. The student in his/her university/college will received an email with his/her registration number and is required to forward the link to the email of the Nodal officer (Please note that the student will not receive pdf affidavits and he/she is not required to print & sign it as used to be the case earlier .

Step 3: The Nodal Officer in the university/college can click on the link of any forwarded emails that he/she will receive from any student of his/her college to get the list of those students who have submitted Anti Ragging Affidavits/Undertakings in his/her college. The list will be updated every 24 hours.

Important Contacts:

- Front Desk: +91 3642535437
- MLCU Office: +91 60096 02012
- Accounts/ Fees: +913642535420
- Counsellor: 9863594249 / 9362703349
- Career Counsellor: 9774968855
- Admissions : +916009602012 / +916033182102

Follow and catch up with us by following our



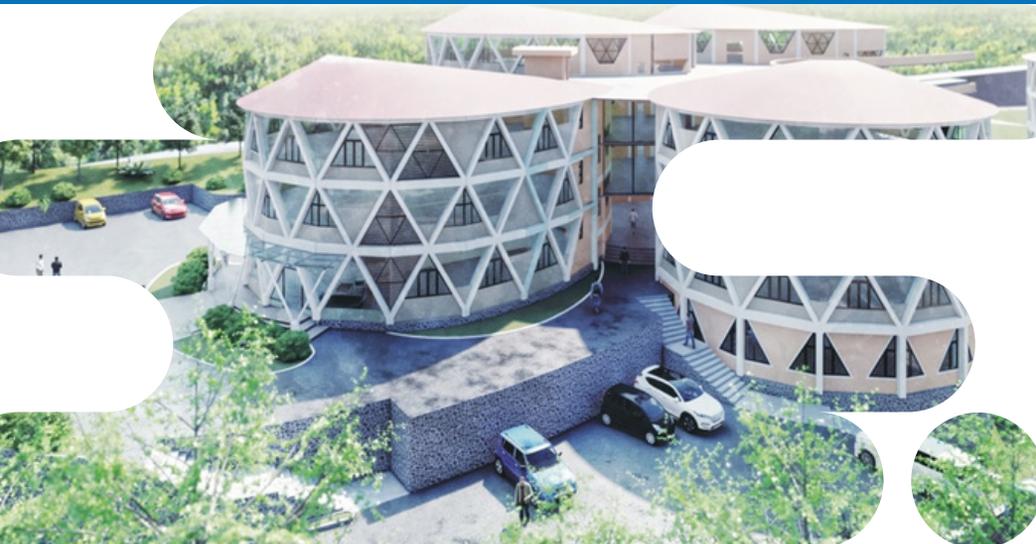
MLCU Instagram



MLCU Youtube



MLCU Website



New Campus at Umphyrnai