MARRI LAXMAN REDDY
GROUP OF INSTITUTIONS

MLR Institute of Technology

(UGC – Autonomous | Estd. 2005)

Teaching & Learning Policy

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NEVER GIVE UP

MARRI LAXMAN REDDY
GROUP OF INSTITUTIONS

MLR Institute of Technology

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STUDENTS' WELFARE POLICY

Document Number: MLRIT/DSA/Policy/01
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Prepared by	Reviewed by	Approved by
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Date: 18/11/2016	**Date:** 18/11/2016	**Date:** 18/11/2016 **Governing Body Approval:** 18/11/2016

QUALITY AND EXCELLENCE POLICY ON TEACHING-LEARNING

CONTENTS:

1. PURPOSE:

MLR Institute of Technology offers an opportunity to introduce an innovative teaching-learning process in Engineering Education. This also has increased the responsibility of performing upto the expectations of all stakeholders. The autonomy has provided the flexibility in teaching pedagogy and in designing the curriculum. The purpose of this Teaching-Learning Policy is to provide procedures for bringing quality in teaching-learning process. Each faculty is an important contributor to the mission of the institute. They shall follow the policy in accomplishing the mission.

2. SCOPE:

The scope of this policy confines providing a quality teaching and learning environment by proper planning and conducting special programs effectively in all departments.

3. POLICY STATEMENT

This policy statement describes the principles and practices of effective learning and teaching at MLRIT. These principles incorporate both learning processes and learning outcomes.

4. ROLES AND RESPONSIBILITIES

Schemes of learning and lessons must be carefully planned in advance to promote learning in accordance with the principles of planning for learning. Planning should be shared within departments and teams and applied consistently. Tactical frameworks for all key stages and teaching groups should be accessible by al the faculties to ensure consistency of presentation. Schemes should be adaptable and flexible while ensuring that the central learning aims and outcomes are delivered to all students. It is most important that teachers amend and evaluate them as the year progresses.

1.Principal	Developing and implementing quality assurance policies and procedures
2. IQAC	To provide strategic directions

3.Dean (Academics)	Preparation of Academic Calendar and Semester Plan
4.Head of the Department	a) Ensure that the courses promote the development of the department and the graduates.
	b)Ensure proper redress of the concerns raised by students in all matters
	c) Take up initiatives to achieve the mission and vision of the department.
	d)Subject allocation for faculty for every semester keeping in view various extraneous duties
	f)Approval of Lecture plan and Lecture notes prepared by the faculty and monitoring the progress of course delivery
	g) Conduct of regular staff meetings for assessment of progress of teaching - learning process and other departmental activities.
	i)Arranging student feedback of the faculty and initiating corrective measures
	j)Review of the progress of teaching- learning process and institution of remedial measure
5.Course Instructor	a) Ensuring academic integrity of the course assigned.
	b) Facilitating information sharing on best practice in teaching and learning.
	c) Facilitating a learner centric environment.
	d)Preparation of assignment / tutorial/internal test Question Papers and answer keys and conduct of the same.
	e) Impartial and proper assessment of the assigned course and computation of the sessional marks.

5. RELATED DOCUMENTS

Followingheadsshallbecoveredunderthis PolicyofTeaching,Learning andEvaluation:

A. PlanningforTeachingLearningProcess
B. BestClassroomPractices
C. ReviewMechanism
D. Reporting Mechanism
E. PerformanceReviewand Feedback
F. Exigency,if any

A. PlanningforTeachingLearningProcess

a) Theinstitutionatthebeginningofeachsessionwillprepareacademiccalendarandannualplanning of each department and monitor its execution. Academic calendar should beprovidedtostudentsforeachprogramofthe institute.

b) To bring homogeneity among the diversified categories of students, each Faculty willorganizeorientationprograms/induction programsfor freshers.
c) Each department will devise a mechanism for distinctive approaches for teaching andlearningtobeadopted toaddresstheneedsofslowlearnersand advanced learners.
d) Differently-abledstudentswillbetaken carewithspecialcareandconcern.
e) Eachdepartmentwilldevelopasystemofpeerlearning,studentmentoring,teambuildin gand organization of events and studentsinvolvement in organizational academic programs toensureaninclusiveacademicambiencein thedepartment.
f) Thedepartmentacademiccalendaralongwithplansforco-curricular/extra-curricular/entrepreneurship related activities will be prepared in advance and executedmeticulously.
g) Thedepartmentswillusebothconventionalaswellasmodernteachingmethodstofocus moreonexperientiallearning, participativelearning and case-based learning.
h) Studentseminars,assignments,projects,fieldworkandinternshipsmustbeapartofthec urriculumin majorityoftheprograms.
i) The advanced learners and students having research inclination will take partnership inresearchprojectswith thefacultymembers.
j) Themeritoriousstudentswillberecognizedandawardedspecialprizes.
k) Thestudentfeedbackonperformanceofteacherswillbecollectedandanalyzedregularl yandbasedonthose, measures takentoimprovequalityofteaching-learningprocess.
l) Teaching load will be prepared by HOD in consultation with course coordinators and duly vetted by Deanof the institution.
m) Lessonplansandtutorialplansshouldbemadereadyforeverycoursesoastoengageinac ademicdelivery moreefficaciously.
n) Course coordinator file should be made ready for every course of the department and shouldbe checked regularly by HoDs and Deans of the respective Faculty. It must include list ofall the faculty members teaching a particular course along with their contact details andtime table information, complete lesson plan (mapped with Course outcomes) along withtext/referencebooks/videos/learningportalsandteachingmaterialtobereferred,a ssignmentsheetswiththeirsolutions,institute sample questionpapersforlast3–4yearswithsolutionforconceptual,numericalanddesignproblems,powerpointhando utsandcoursenotes,listofstudentsidentifiedasadvancedandslowlearnersandsubsequ entinitiativestaken. This should be followed by the inclusion of attainment and assessment of courseoutcomerecordsusingdirect andindirect toolsattheendofthesemester.

o) Continuous assessment should be done through viva, quizzes, assignment, presentationsasanintegral partofevaluation.

p) Students will be encouraged to enroll themselves in MOOCs for audit pass courses andcredit transfer.

q) Syllabusshouldbecovereduniformlyinalltheclassesstrictlyaccordingtothelessonplanand tutorialplan.

r) A mechanism will be in place for open/remedial classes for all slow learners to improvetheirresult.

B. BestClassroomPractices

Each department will develop its own best practices to bring the best of teaching efficiency andeffectiveness.Throughthesepractices,studentswillbeenabledtointegratetheorywithpracticeso that they are able to solve real-life problems though critical and innovative thinking. Eachfaculty member will endeavor to make the classes interactive and interesting with clear focus onthe curriculum. For developing best practices, each department will continuously monitor bestpractices of reputed institutions both in India and abroad and absorb the same. The Deans andHoD'swillidentifythetrainingneedsoftheentirefacultyincontemporarypedagogicalstandards andmakearrangementofthesameatthedepartmentallevel.Ifresourcesdonotexist,recoursemay be madetotheIQAC

C. ReviewMechanism

EachDepartmentwillensurethefollowing points:

a) Monitortheacademicactivityinsidetheclassroomsregularly.TheHoDsalongwithdepartment academiccommitteemust reviewthesyllabuscoverage fortnightly.

b) Motivatethestudentstoworkaccordingtotheireducationresponsibilityregularly

c) Improve the quality of teaching and obtain student feedback on course delivery twice everysemester.Thefeedbackformsshallbescrutinizedandspecificsuggestionsshallbediscussedand incorporated by the Department Academic Committee. If required, shall be taken up bytheDeanoftheFacultyandifnotresolved,shallbereferredtotheofficeofDeanAcademics.

d) Achanceshouldbegiventothecoursewisedetainedstudentstoimprovetheirresult of previoussemester courses.

e) Thedepartmentheadshallbesendingtheperspectiveplanfornextyearbeforethe commencement ofacademicyearalongwithActionTakenReportandoutcomesofthepreviousyears'perspectiveplantoIQACforitsreviewandfurther recommendations.

D. ReportingMechanism

Facultymembersanddesignatedcoordinatorsforvariousdepartmentlevelteaching-learningprocessesshall submitthe respectivereportstoHoD:

- StudentInternshipReport:InternshipCoordinator
- StudentProjectReport:ProjectCoordinator
- ResultAnalysisReport:DepartmentalResultanalysiscoordinator
- AttainmentandAssessmentReportofCOsandPOs/PSOs:DepartmentAcademic Committee.
- MOOCCreditTransferReport:DepartmentalMOOCcoordinator
- ReportonInitiativestakenforAdvancedandSlowLearnersbyrespectiveDepartmentcoordinator
- ReportonOverallconductofAcademicActivitiesduringasemester-byDepartment AcademicCommittee

D. PerformanceReviewand Feedback

TheDeanswillmonitorthequalityandprogressofteachingofeachfacultyandstudentfeedback on the same will be obtained at appropriate times. The result of the performance review will beutilizedforcorrectiveactionplanandqualityimprovementinthenext academiccycle.

E. Exigency,if any

NotwithstandinganythingstatedinthisPolicyandProcedures,foranyunforeseen issuesarising,and not covered by this Policy and Procedures, or in the event of differences of interpretation,the principal may take a decision, after obtaining if necessary, the opinion/advice of aCommitteeconstitutedforthispurpose.Thedecisionofthe principal is final.

6. RELATED DOCUMENTS

Appendix I–Standard Operating Procedure for quality and excellence policy on teaching-learning

Appendix I –Standard Operating Procedure for quality and excellence policy on teaching-learning

MARRI LAXMAN REDDY GROUP OF INSTITUTIONS
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File No: MLRIT/ AY2016-17/SoP1

STANDARD OPERATING PROCEDURE FOR QUALITY AND EXCELLENCE POLICY ON TEACHING-LEARNING

Draft Prepared by: **Dean** **Heads of the Departments**	**Approved by: IQAC** **Issued by: Principal** **Date: 11-09-2016**

Standard Operating Procedure for Quality on teaching learning process is issued in 2016. It shall come into force with immediate effect/current academic year. This SOP's binding on all the stakeholders in conducting Certificate Courses, Competency Building, Capability enhancement, conducting other relevant courses, preparation and content delivery, implementing active learning, performance assessment, identifying advanced and slow learners and providing activities, Mentoring support system, students centric approaches and ICT tools usage etc.,

1. Background :

Students are from the different background and also represent the middle or lower middle class of social and economic environment. Hence we need to implement excellent teaching and learning methodologies to cater their needs. Categorize the students based on their performance and provide different activities to enrich their skills. MLR Institute of Technology (MLRIT) always caters to the needs of the students based on their requirements like communication skill, technical advancements and students centric methods like participative learning, experimental learning, problem solving methodologies, activity based learning, usage of ICT tools. MLRIT is committed to provide cutting edge technology experience for the students to significantly improve the learning experience of the students. Learning Management Systems ensure that students have access to curriculum materials not only in the classroom but also outside the classroom.

2. Scope:

This Standard Operating Procedure aims to provide quality on teaching and learning environment by proper planning and conduct special programs effectively in all departments and cells. The college has a transparent mechanism to identify the learning levels of the students which is based on their academic performance. Based on the performance, students are divided into advance learner and slow learners. Various students' centric learning methods support the students to acquire skills. Mentoring system is to help the students to cope up academically, give personal counseling, extend

career guidance; support co-curricular activities coordinate welfare activities. ICT tools helps the students to learn the courses in effective approaches like video, models etc.,Main objective of Learning Management Systems is to enhance the learning process.A Learning Management System not only delivers content, but also handles registering courses, course administration, skill gap analysis, tracking, and reporting.LMS is a web-basedtechnique which improve classroom teaching, learning methodology. One can access materials anytime, from everywhere, teachers can modify the content, and students can see the updated material. ICT resources help the faculty to deliver his lecture more effectively and also help the students to gain knowledge interactively.

3. Teaching learning process

It is a Combined processes where an educator assesses learning needs, establishes specific learning objectives, develops teaching and learning strategies, implements plan of action and asses the outcomes of the instruction. For the effective implementation of the above, the following procedure has been followed:

(i) **Publishing of the MLRIT Academic Calendar**- An academic calendar is published which includes all the academic, co-curricular and extra- curricular activities. ***(Refer Annexure-I).***

(ii) **Subject Allotment**- Before the commencement of the semester the subjects are allocated to the faculty members after collecting their preferences. ***(Refer Annexure-II).***

(iii)**Preparation and content delivery –** To prepare the content and presenting is an important process for effective teaching and learning strategies ***(Refer Annexure-III).***. For the effective implementation the following procedure has been followed:

a. Based on the academic calendar, HOD's of the department allocate the subjects to faculty based on the interest and expertise
b. HOD's instruct to all faculties to prepare the course planner/ session planner and course file
c. This to be approved by HOD in prior to the commencement of classes.
d. Session planner includes module number, lecture no., topics, text book, reference books, CIE plans, e-sources, MOOC courses related to subject, active learning Strategies etc.,
e. Course file and progress of the courses is to be monitored by HOD's
f. Each month feedback should be collected and analyzed by HOD's ***(Refer Annexure-IV).***
g. Feedback reports are to be submit to principal
h. For less feedback obtained faculties, HOD,s arrange FDP's or any others required activities

3.1 Implementing active learning strategies

Active learning strategies engages students in active learning, using activities such as reading, writing, discussion, or problem solving which promote them to analysis, synthesis, and evaluation of class content***(Refer Annexure-V).*** For the effective implementation of the active learning the following procedure has been followed:

a. For every course module, at least one Active Learning Strategies (ALS) should be followed
b. Schedule the active learning strategies in session planner for each course and conduct it as per the plan
c. Notification and requirements should be given to students in advance
d. Assess the events by subject expert or concern faculty

e. Report submits to HOD and this report to be maintained in the course file.

3.2 Attainment of Course Outcomes

Review of the attainment of CO's of the previous batches and devising techniques to improve the attainment. Both direct and indirect assessment tools (direct -CIE &SEE and indirect-surveys) must be used to evaluate student learning and attainment of course outcomes. Direct tools must consider cumulative continuous internal examinations (Assignments, Sessional tests, Seminars, Practical's, and Presentations etc) and end semester examinations. Evaluation of each course must be done by the respective course teacher throughout the semester. Each theory and practical course must include internal as well as external assessment ***(Refer Annexure-VI).***

3.3 Performance Assessment

The aim of a performance assessment is to improve the student learning experience and evaluate the effectiveness of the curriculum. These assessments measure how well a student can apply the knowledge they've learned or they can recall the knowledge. For the effective implementation of the performance assignment the following procedure has followed:

a. Notification from examination branch based on academic calendar for CIE, End semester examinations.
b. For each course, the course coordinator/ subject expert should prepare four sets of mid semester question papers for both Mid 1 and Mid 2.
c. While setting the question paper the course coordinator involves the entire course instructions and prepares four sets of question papers considering Course Outcomes and Bloom's levels
d. For end semester examinations question paper will be set by external examiners
e. End semester question papers will be reviewed by subject expert before issuing to students

3.3.1 Performance Assessment for theory subjects

a. Internal Evaluation can be done by Continuous Internal Evaluation **(**CIE-I, CIE-II). CIE-I and CIE-II consist of Descriptive type examination of 20 Marks**,** Assignment evaluation of 05 Marks, with atotal of 25 marks ***(Refer Annexure-X)***.
b. Internal examinations are evaluated by internal examiners.
c. Finally, Internal mark is to be calculated by taking Average of CIE-I and CIE-II**.**
d. External Examination is evaluated through end semester examination. This is a descriptive type examination with 75 Marks.
e. External Examination is evaluated by both internal and external faculties (double peer valuation). CBT option is given to students to improve their internal marks.
f. Final course marks to be calculated from average of CIE (25%) and from end semester examination (75%).
g. Any grievances students can apply for revaluation after notification within the stipulated time

3.3.2 Performance Assessment for laboratory subjects

a. Internal Evaluation can be done by Continuous Internal Evaluation **(**CIE-I, CIE-II). CIE-I and CIE-II consist of Descriptive type examination of 10 Marks, day to day evaluation of 15 Marks summing to a total of 25 marks.
b. Internal examinations are evaluated by internal examiners.
c. Finally, Internal mark is to be calculated by taking Average of CIE-I and CIE-II**.**
d. External Examination is evaluated through End Semester Examination. This is a descriptive type examination with 75 Marks.
e. External Examination is evaluated by both internal and external faculties (double peer valuation).

f. Final course marks to be calculated from average of CIE (25%) and from end semester examination (75%).

3.3.3 Performance Assessment for Project based courses, seminars, internship

a. Internal assessment for Project based courses such as seminars, internship, micro; mini and major projects are evaluated by internal faculties as per the rubrics.
b. External assessment for Project based courses, seminars, internship, micro; mini and major projects are evaluated by internal and external as per the rubrics.

4 Identification of Advanced and slow learners and providing activates

Within the classroom there are different learning levels of students; some are very intelligent who learn very fast and some are quite weak who learn very slowly. Therefore, it is required to determine the abilities of the students in the class. Based on the ability determined, some students need only guidance and some students need a hard work and regular attention ***(Refer Annexure - VII)***.

a. Based on the IQAC recommendation, advanced and slow learners are identified based on their previous academic performances.
b. The result analysis coordinator of each department will prepare the advance and slow learners list based on mid exams, assignments and end semester examinations.
c. In the beginning of the program i.e., in first year their intermediate mark is to be considered for identifying advance and slow learners
d. If their intermediate performance is 50% &above, they may consider as an advance learner and if their performance is below 50% is considered as a slow - learners.
e. For the consecutive years, End semester marks to be consider for identifying advance and slow learners
f. If their intermediate performance is 50% & above, they may consider as an advance learner and if their performance is below 50%,they are considered as slow- learners.
g. Advance and slow learners list is to be circulated to the concern class subject teacher and their mentors.
h. Mentors will counsel them and identify their needs.
i. The mentors communicate the needs of advanced and slow learners to the concern class in-charges and Head of the departments.
j. The HOD's and senior faculties of the concerned department will discuss and finalize the activities required for their needs.
k. The list of activities will be finalized from the department and circulated to the students along with schedule and plan of action.

4.1 Conducting Programs to encourage Advanced Learners

a. Advanced learners are guided by MOOC's Committee to go for additional courses with self-learning like NPTEL, MOOC's etc.
b. Exposed to new technologies like Robotics, IoT, AI & ML, 3D printing etc,.
c. Campus Recruitment and Training (CRT) for their better placement
d. Encouraged to participate in competitions, Smart India Hackathon,
e. Our students are motivated to be members of professional bodies like IEEE, CSI, ISTE, IEI, IETE, ACM, SAE and ACCE etc.
f. Guided to take up various certification courses
g. Assisted in participation and presentation in national and international conferences/seminars/workshops etc.
h. Encouraged to learn advanced technologies.
i.

4.2 Programs to encourage Slow Learners

a. Remedial classes/extra classes are conducted for slow learners by subject experts
b. Special attention/counseling by the mentors.
c. Mentors communicate with their parents for improving the academic progress
d. Guided to take up various certification courses
e. Special assignments etc.

5 Mentoring support system:

Mentoring is a process that covers many types of environments and relationships, ranging between formal and informal approaches. A formal approach may involve developing effectiveness within a structured programme; this tends to be more widely used within a business environment. Informal mentoring may consist of a more casual relationship. In this regard, MLRT allocate a faculty for each student in the ratio of 20:1. Except principal, deans, HOD's all remaining faculties are included for the mentoring ***(Refer Annexure -VIII)***. For mentorship; the following procedure shall be followed at MLRIT:

a. Mentor will be renderedby an average of 20 students.
b. The mentors will own a group of an average of 20 students and encourage the students to interact freely with them. They will perform the role of a guardian
c. Mentor will have a constant liaison with the class in-charge to get feedback for his/her group of 20 students about the activities listed in student counseling book.
d. Mentors are informed to conduct mentoring on every last Saturday of the month. In case of any holiday, it shall be conducted immediate next working day.
e. Mentors are directed to maintain mentor manuals diligently and file compliance to the HOD annually.
f. Mentor will continuously monitor their performance and guide them for overall growth and development. He/she will maintain the excellent report with parents who are informed of the progress of their wards on a regular basis
g. Finally the mentor being the guardian of the mentees will aim to ensure the following for his/her group of students: No detention, No backlog, certifications courses, academic achievements training and placement, Discipline, Ethics and moral, Higher studies etc.,

6 Implementing students centric methods

Student-centered learning strategies motivate and involve students in the overall planning process, implementation, and assessments. As educators continue to refine and hone their instructional practices, here are several strategies for implementing a student-centered classroom ***(Refer Annexure -IX)***.For effective implementation of student's centric methods, the following procedure shall be followed at MLRIT:

a. Identify the student's level and their interest
b. Propose various students centric methods to students
c. Students should select the particular method (choice based)
d. Prepare the schedule and plan of action
e. Conduct the programs and assess their performance
f. Collect the feedback

6.1 Experiential learning

Experiential learning incorporates a good deal of student autonomy, choice and responsibility than in the case of traditional instruction. Experiential learning is mainly Project based learning such as Micro projects, Mini Project; and Major Projects that are incorporated in our curriculum. Project based learning is focused on implementing the real time applications and it integrate the previously

acquired subject knowledge. For effective implementation of project-based learning, the following procedures are followed at MLRIT:

a. Micro projects incorporated from I-I semester to III-I semester, mini project in III-II semester and major project in two phases in IV-I and IV-II semester.
b. Students should choose a project based on their domain interest
c. Students are encouraged to do in house projects.
d. Students should work in a small group i.e.,3-4 members.
e. Each project groups are mentored by a Supervisor.
f. Faculty members can supervise three to five project groups.
g. Pre-evaluation of projects can be assessed by internal expert team
h. Final Project are evaluated by Internal and external examiners from the reputed institutes and industries based on the rubrics
i. Students are encouraged to publish the Micro, Mini and Major projects in reputed journals or conferences and also participate in various competitions and project expo etc.,
j. Best projects can be identified and to file the patent

6.2 Problem solving methodologies

Problem solving methodologies includes many events shorter projects that examine a current problem, and through definition, research, and causes of the problem, students collaboratively evaluate solutions to the chosen problem, solve the problem, or report potential solutions and/or findings.

6.2.1` Concept Oriented Tutorials (COT's)

Concept Oriented Tutorials provides better understanding in the concept and students can apply it in real-time problem solving. For effective implementation of Problem-solving methodologies, the following procedure are followed at MLRIT:

a. Identify the students thinking level.
b. Schedule for the Concept Oriented tutorials in the time table
c. Explain the Deep concept about the specific topic or the real time short problems
d. Define the Problem
e. Implement Strategy
f. Asses their performance
g. Collect the feedback and incorporate to improve the program

6.3 Participative learning

There is an intentional sequence of activities or learning events that will help the learner achieve the specified objective or desired outcome. Participative learning approaches includes Expert Talks, Workshops and **seminars**, Group Discussions and Role plays, MOOC's Courses etc,. (**Refer Annexure-XI)**. For effective implementation of Problem solving methodologies, the following procedure shall be followed at MLRIT:

6.3.1 MOOC's Courses

Students should register the course through Swayam portal
Subject Matter Experts (SME - faculty from IIT's or partner institutes with input from industry) create recorded video content for courses.
The course is uploaded on the portal and opened for enrollments.
Through an online portal 4,8- or 12-week online courses which is relevant for the students in all years of higher education.
The Department allocates one coordinator to monitor student progress in completion of the assignments.

Every week, about 3 hrs of video content is released along with an assignment, which is evaluated and provides the student with a score.
After completion of the course the NTA will conduct the exam and awards the grades based on the performance.
Final score=25% assignment score + 75% exam score. The pass criteria for exams had been changed from July 2019. A learner will pass and be certified only if Average assignment score (out of 100) >= 40 and Final exam score (out of 100) >= 40.

6.3.2 Internships

a. HoD shall appoint the industrial visit coordinator, summer intern ship coordinator, Student's event coordinator, feedback coordinator, department placement coordinator, exam branch coordinators etc.,before commencement of the classes.
b. Departments shall organize at least one industrial visit for students of each semester; industrial visit coordinator will submit the proposal for subsequent approval.
c. Internship coordinator must guide students for summer internships at industry and institution.
d. Industrial visit/ Field visit coordinator prepare the plan of action of various events in the concern departments and that affix with the department academic plan
e. Department summer internship coordinator guide the students to pursue the internship opportunities in various sources including intershala and others private and public organizations

7 LMS & ICT tools usage

Encourage the learners to develop the appropriate social skills that are essential for co-operative and collaborative learning based on ICT mechanisms. For the effective implementation of LMS& ICT tool usage, the following procedure are followed at MLRIT:

a. Ensure that the faculty should prepare e- content for the allotted subject
b. Identifying the new ICT tools and conducting workshops for the faculty.
c. Create awareness and attitude towards ICT's
d. Ensure that the efficient e-learning implementation is to be done through Open Source
e. Motivate the faculty to use LMS software provided by the Institution
f. Conduct meetings twice in a year to enhance the services.
g. Committee will 'take care about developing course contents, tracking student progress,
h. Measuring and reporting student performance
i. Taking the feedback from students to improve the quality of1CT/LMS.
j. Conduct Meetings periodically to ensure the SOP is being meticulously followed

Annexure:

Annexure-I: Academic **Calendar**
Annexure-II: **Subject Allotment**
Annexure-III: **Course file content**
Annexure-IV: **Feedback sample**
Annexure-V: **Active Learning Strategies**
Annexure-VI: **Attainment of Course Outcomes**
Annexure-VII: ***Identification of Advanced and slow learners and providing activates***
Annexure-VIII : **Mentoring support system**
Annexure-IX: **Students centric learning approaches (internship)**
Annexure-X: **Mid question paper template**
Annexure-XI**: Seminar**

Annexure-I ACADEMIC CALENDER

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MLR INSTITUTE OF TECHNOLOGY
(UGC AUTONOMOUS)
Laxman Reddy Avenue, Dundigal, Hyderabad - 500 043, Telangana , India

ACADEMIC CALENDER

For the Academic Year 2016-17 (Odd Semester)

S. No.	Description	Dates	Department/Club
1.			
2.			
3.			
4.			

Annexure-II- Subject Allotment

(a) Faculty compliance form

MARRI LAXMAN REDDY GROUP OF INSTITUTIONS **MLR** INSTITUTE OF TECHNOLOGY
(UGC AUTONOMOUS)
Affiliated to JNTUH,Approved by AICTE
Laxman Reddy Avenue, Dundigal, Hyderabad-500 043, Telangana, India
NBA NATIONAL BOARD OF ACCREDITATION
A NAAC

DEPARTMENT OF ECE							
SUBJECT ALLOCATION							
S.No	**Faculty Name**	**Subject -1**	**Subject-2**	**Subject-3**	**Lab-1**	**Lab-2**	**Signature**
1							
2							
3							
4							
5							
6							

HOD

(b) **Subject allotment sheet yearwise**

MARRI LAXMAN REDDY GROUP OF INSTITUTIONS **MLR** INSTITUTE OF TECHNOLOGY
(UGC AUTONOMOUS)
Laxman Reddy Avenue, Dundigal, Hyderabad - 500 043, Telangana , India

DEPARTMENT OF ECE
II SEM SUBJECT ALLOTMENT A.Y 2016-17
II- YEAR – II SEMESTER

S. No	Subject Name	II-ECE-A	II-ECE-B	II-ECE-C	II-ECE-D
1					
2					
3					
4					
5					

HOD

Annexure-III Index of Course files

MARRI LAXMAN REDDY GROUP OF INSTITUTIONS

MLR INSTITUTE OF TECHNOLOGY

(UGC AUTONOMOUS)

Laxman Reddy Avenue, Dundigal, Hyderabad - 500 043, Telangana , India

MLR Institute of Technology

Department of ECE

Index of Course files Content for theory course

S.No	Task Description	Any Remarks
1	Academic calendar	
2	Student roll list	
3	List of POs and PSOs	
4	Syllabus copy	
5	CO-PO mapping	
6	Class time table and individual time table	
7	Session Planner	
8	Lecture notes (includes the following) • Application of blooms taxonomy	
	• 20 objective bits with answers	
	• Core subjective bits with answers (gate Level).	
	• Student seminar topics (if applicable)	
	• Two micro projects (if applicable)	
	• List of weak students and remedial actions.	
	• Target result	
9	MID-1, MID-2 and External Exam Schedules.	
10	MID-1, MID-2 and External question paper with CO mapping	
11	Tutorials questions and solved answers with co mapping (if applicable)	
12	Assignments questions for all units with CO mapping.	
13	Assignment/ Class test sample copies.	
14	MID-1, MID-2, external marks award list.	
15	CO attainments (MID-1, MID-2 and External in excel sheet) and consolidated.	
16	CO attainment corrective measures (if any CO not attained)	
17	Inputs for curriculum improvement.	

Signature of the course files coordinator HOD-ECE

Index of Course files Content for Lab Course

S.No	Task Description	Any Remarks
1	Academic calendar	
2	Student roll list of all section	
3	List of POs and PSOs	
4	Syllabus copy with co's	
5	CO-PO mapping	
6	Class time table time table for all section	
7	Session Planner for all section	
8	Day-to-Day Evaluation sample copy	
	Lab internal-1 &2 evaluation (question paper with COs, rubrics)	
	MID-1, MID-2, external marks award list for all sections.	
9	CO attainments (internal-1, internal-2 and External in excel sheet) and consolidated.	
10	CO attainment corrective measures (if any CO not attained)	
11	Inputs for curriculum improvement.	
12	Lab manual (common for all section)	
13	Sample Lab records	

Signature of the course files coordinator HOD-ECE

Annexure-IV Online students Feedback form

MARRI LAXMAN REDDY GROUP OF INSTITUTIONS

MLR INSTITUTE OF TECHNOLOGY

(UGC AUTONOMOUS)

Laxman Reddy Avenue, Dundigal, Hyderabad - 500 043, Telangana , India

Class Wise Feedback Report

Program: Branch: Section:

A.Year: Sem: Month &year:

Students on Roll:	Feedback date:	Total Perc:

S.No	Subject	Faculty Name	Feedback given by	Score	Percentage

Annexure-V: Active Learning Strategies

MARRI LAXMAN REDDY GROUP OF INSTITUTIONS

MLR INSTITUTE OF TECHNOLOGY

(UGC AUTONOMOUS)

Laxman Reddy Avenue, Dundigal, Hyderabad - 500 043, Telangana , India

Name of the faculty : D.V. Surya Chandra babu	Designation : Assistant Professor	Subject : EDC
Year / Semester : II-I	Section : ECE-C	Topic :
Name of the activity :	Date :	No. of Students attended :

Objective of the Activity:

Execution Plan:

Expected Outcomes:

Enclosures: Video of the activity / Photos / activity related material

Student Feedback on activity:

Kindly tick mark in the feedback options mentioned below.

Sno	HT.NO	Very Good	Good	Fair	Student Signature
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Course In-charge

Annexure-VI: Attainment of Course Outcomes (CO & PO, PSO Mapping)

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Course Code	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2
Average Direct PO/PSO Attainment (A)	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10	D11	D12	D-PSO1	D-PSO2

The average level of CO attainment for each course will be recorded as follows:

Course Code	Course Title	Average level of CO attainment

HOD

Annexure-VII

Proforma for identification of Advanced and Slow learners(Entry Level)

Programme name: **AY:**

Class/year/section:

S.no	Student Name	RollNo.	Marks/CGPA in an intermediate marks

List of Advanced Learners		List of Slow Learners	
Student Name	**Roll No.**	**Student Name**	**Roll No.**

HOD

Proforma for identification of advanced and slow learners (Later Stages):

Programme: **A.Y:**

Class/year/section

s.no	Student Name	Roll No.	SEM-1 CGPA	SEM-2 CGPA	Average

HOD

Annexure-VIII: Mentoring support system

MARRI LAXMAN REDDY GROUP OF INSTITUTIONS

MLR INSTITUTE OF TECHNOLOGY

(UGC AUTONOMOUS)

Laxman Reddy Avenue, Dundigal, Hyderabad - 500 043, Telangana , India

Mentor-mentee allotment order

S.No	Student Roll number	Name of the Student

HOD

List of mentors & No.of times mentored during the semester

Name of the Mentor	Designation	Number of mentees assigned	Number of times mentored during a semester

HOD

List of students identified with major concerns:

Name of student	Roll No. of student	Name of the mentor	Any major concern	Action Taken with status

HOD

Impact analyses on mentoring

Name of the Mentee	Name of the Mentor	Year	Performance before mentoring	Performance after mentoring	Any specific achievements after mentoring?

HOD

Feedback on Mentoring

Name of the Mentee	Name of the Mentor	Year / Sem	Is the mentoring helps to you to improve in academic performance?	Is the mentoring motivating you to involve in extra and co curriculum activities?	Are the mentoring helps you to reach your goal?	How do you rate the overall mentoring?

HOD

Annexure-IX: Students centric learning approaches (Internship)

MARRI LAXMAN REDDY GROUP OF INSTITUTIONS

MLR INSTITUTE OF TECHNOLOGY

(UGC AUTONOMOUS)

Laxman Reddy Avenue, Dundigal, Hyderabad - 500 043, Telangana , India

To,

Sir/Madam,

Sub: Permission to pursue Internship- reg

MLR Institute of Technology is a unique and upcoming Engineering & Management Institute affiliated to JNTU and approved by AICTE. The Institute is a Star JKC and nodal centre for Student and Faculty Programmes. Apart from academic Curriculum the Value additions at MLR Institute of Technology has been **IBM Center of Excellence, Tata Advanced Systems Training Center and ETS Authorized TOEFL IBT Center. The Institute is Established CATIA and on the Verge of Establishing VLSI Labs** for Certifications and Academic projects at the Institute in collaboration with MNC's.

The Institute offers B.Tech Programmes in……

- Electronics and Communication Engineering.
- Aeronautical Engineering.
- Computer Science Engineering.
- Information Technology.
- Mechanical Engineering.

Post Graduate programmes in……

- Master of Computer Applications.
- Master of Business Administration.
- Master of Technology

The Content rich Lectures, Techno Management Events, Games and Outdoor Sessions, Industry Interaction and Projects, R&D Forum pave a way to shape up their career path for students right from the Inception.

----------, bearing Roll. No.---------- is a bonafide student of MLR Institute of Technology pursuing -----Year ---- Semester in------ and as a part of his/her course curriculum, he/she has to undergo a project work/Internship for a period of ------Month.

The student will submit a report to your organization at the end of project work/internship. The conduct of the student is found to be good and hence it is requested to kindly permit him/her to pursue project work/internship in your esteemed organization under the able guidance of one of your officers.

Thanks and Regards

PRINCIPAL

MARRI LAXMAN REDDY GROUP OF INSTITUTIONS

MLR INSTITUTE OF TECHNOLOGY

(UGC AUTONOMOUS)

Laxman Reddy Avenue, Dundigal, Hyderabad - 500 043, Telangana , India

Date:

To,

Sir/Madam,

Mr. ---------- **, bearing Roll. No.**----------. He is studying ----------Year ------- Semester in our Institute. So permit him to Pursue Internship at your esteemed origination ----------.

Thanking you sir

Yours Sincerely

HOD-----
MLRIT

Annexure-X: Mid question paper template

Course Code: **SET1** **MLR17**

MLR INSTITUTE OF TECHNOLOGY

(Autonomous)

III-B.Tech-II Sem, CIE-II Examinations, xxx-20xx

(Branch/ECE)

Time: 2 Hours. **Max. Marks: 20**

Note : 1. This Question paper contains two parts viz, A and B.
2. Part A is Compulsory which carries 5 marks. Answer all questions in Part A.
3. Part B consists of 2.5 Units. Answer any one full question from each unit.

PART-A (5 Marks)

1. **Short Answer Questions.**

a) [1 Mark]

b) [1 Mark]

c) [1 Mark]

d) [1 Mark]

e) [1 Mark]

PART-B (15 Marks)

2 a) [3 Marks]

b) [3 Marks]

OR

3 a) [3 Marks]

b) [3 Marks]

4 a) [3 Marks]

b) [3 Marks]

OR

5 a) [3 Marks]

b) [3 Marks]

6 a) [3 Marks]

OR

b [3 Marks]

---oo0oo---

Annexure-XI: Seminar

(a) Seminar Evaluation template

MARRI LAXMAN REDDY GROUP OF INSTITUTIONS

MLR INSTITUTE OF TECHNOLOGY

(UGC AUTONOMOUS)

Laxman Reddy Avenue, Dundigal, Hyderabad - 500 043, Telangana , India

SEMINAR EVALUATION SHEET

BRANCH: **Year : I/II/III** **DATE:**

NAME OF THE FACULTY : **Semester : I / II**

A.Y :

S.No.	Roll. No	Topic	A (5)	B (5)	C (5)	D (5)	E (5)	Total (25)	Suggestions for improvement
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									

4

5 A)Oral presentation is clear and organized; B)Sufficient information is presented; C)Maintained Eye contact; D)Body Language & Gestures; E)Appropriate number of slides and length of presentation/Time Management

Signature of the facultyHOD

(b) Seminar consolidate report template

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MLR INSTITUTE OF TECHNOLOGY

(UGC AUTONOMOUS)

Laxman Reddy Avenue, Dundigal, Hyderabad - 500 043, Telangana , India

Department:

Month:

Date	Class	Batch	Faculty	Total No. of Students (A)	No. of Students Present (B)	No. of Students Absent (C)	No. of students delivered seminar in the class (D)	Attendance (%) (B/A)*100

HOD