SONA COLLEGE OF TECHNOLOGY, SALEM-5

|An Autonomous Institution|

POLICY DOCUMENT

on

TEACHING AND LEARNING

Policy:

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Prepared by:	Approved by:
J. dlland **Dr. J. Akilandeswari** **DEAN - ACADEMICS** **SONA COLLEGE OF TECHNOLOGY,** **SALEM-636 005.**	7/4/21 **Dr. S. R. R. Senthil Kumar** Prof. Dr. S.R.R. SENTHILKUMAR, M.E.(Struct), Ph.D., MISTE,FIE, C. ENG(I), MICI., PRINCIPAL, SONA COLLEGE OF TECHNOLOGY, JUNCTION MAIN ROAD, SALEM-636 005.
Name: Dr. J. Akilandeswari **Designation:** Dean - Academics	**Name:** Dr. S. R. R. Senthil Kumar **Designation:** Principal
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Policy for Teaching-Learning

I Preamble

In recognition of the fundamental role that education plays in the development and progress of our society, we, commit to the creation and implementation of this comprehensive policy document on teaching and learning. Our educational mission is to empower individuals, foster intellectual growth, and promote a culture of continuous improvement. To achieve these objectives, we recognize the critical importance of a well-defined and holistic framework that guides our approach to teaching and learning.

We are committed to fostering a learning environment that is engaging, flexible, and responsive to the evolving needs of our diverse community of learners. We aim to foster a culture of lifelong learning, where professional development and growth are encouraged and supported.

It outlines the principles, strategies, and standards that will enable us to create a nurturing, innovative, and student-centered learning environment.

This policy document on teaching and learning is a testament to our dedication to fostering intellectual curiosity, critical thinking, and the holistic development of our learners.

This policy document has the policies and procedures to be followed to ensure the quality in teaching and learning in the institution.

II Purpose

This policy aims to outline the institution's policy and to set policies and procedures to be followed by the staff members and the students. Teaching to include practices, procedures, curriculum and delivery, ICT integration, use of classrooms proceedings, Use of Online Resources, Online Courses, Teacher empowerment, FDPs, etc., OBE, Outcomes focus, mapping of outcomes, etc. Customized strategies for Advanced Learners and Slow Learners, E-Content Development, E-content usage by teachers and students, Policy on MOOCs, Swayam, etc.

III Principles of Teaching and Learning process

1. The teaching and learning shall be professional, engaging and rewarding both to the teachers and students involved.

2. The teachers should see to that every student is given equal opportunities to learn in order to achieve their goals.

3. Every student should be made to understand the learning objectives and thereby tune uo their learning to achieve learning outcomes.

4. Teachers should develop skills that are needed time to time and should have confidence and support to equip themselves.

5. Teachers should transform students to confident self-learners.

6. Teachers should constantly look for new ways to improve their teaching skills innovatively.

7. Teachers should be provided with equal opportunities, resources and support to transform themselves as better teachers

8. Teachers should reflect on their own performance and willing to improve. They should be willing to share their best practices with their fellow colleagues.

IV Roles and Responsibilities

Head of the Department

1. To take advise/sanction from the Principal for implementation of academic, co-curricular and extracurricular activities.

2. Assigns duties to teaching and non-teaching staff of the Department.

3. With the help of the academic coordinator ensures allocation of workload (teaching load and practical load) to all faculty members and technical non-teaching staff

4. To co-ordinate with the teaching and non-teaching staff of the department for smooth function of conduction of academic, co-curricular and extracurricular activities of the department.

5. To take the lesson plan from the teachers and ensures they follow the plan and syllabi is completed in the stipulated time.

6. To ensure smooth conduct of examinations including paper setting, assessment of theory and lab.

7. To submit Recommendations, if any, to the examination committee for processing of results.

8. To invite guest speakers for interaction and guidance to UG/PG students.

9. To guide the students for career opportunities.

10. Periodically reviews the performance of the students.

11. Periodically reviews the performance of the faculty members in teaching and learning process.

12. Scrutinizes the question papers for continuous internal tests and semester end examinations and ensure conformance of LOTs and HOTs level questions.

13. Convenes departmental meetings to deliberate the challenges faced by the faculty members in implementing the academic system.

14. Convenes department consultative committee to

    a. review course outcomes and programme outcomes attainment,

    b. approve courses offered by industry

    c. internship for students in industry

    d. identify gaps in the attainment of COs and POs

    e. initiate actions to mitigate the challenges

Academic Coordinator

It is the responsibility of Academic Coordinator to:

1. Oversee all the courses offered by the department.

2. Appoint Course Coordinators for each course offered and administered by the department.

3. Ensure that lab manuals are reviewed and distributed on the first day of the commencement of the semester.

4. Has a good knowledge of the accreditation process and its requirements.

5. Has a good understanding of the competencies and their implementation by self and by the faculty.

6. Has a good knowledge of the terminology used in the program.

7. Reviews the performance of students undertaking courses offered by the department.

8. Monitors the appropriateness of allocation of marks in accordance with the Academic Regulations and the effectiveness of evaluation assessment practices in courses administered by the department.

9. Ensures the College's Evaluation Assessment Policy and Procedures along with Academic Regulations are implemented.

10. Prepares and reviews course evaluation and program evaluation reports and presents the same to Program Assessment and Evaluation Committee by convening the same.

11. Participates actively in the department Assessment and Evaluation Committee and gives suggestions for improvement of courses and the program.

Faculty

1. A faculty shall engage classes regularly and punctually and impart lessons.

2. Conducts internal assessment/examination evaluation as the Head of the Department / Principal shall allot to him from time to time.

3. Develops methodology to educate students about the topic (problem solving, small group discussions, etc.) and then implementing the same in the classroom.

4. Development of course handout material.

5. Development of audiovisual/multimedia materials for the topic presented.

6. Prepares and executes Lesson Plan.

7. Completing syllabus within the stipulated time.

8. Reports to the class on time.

9. Utilizes classroom assessment techniques.

10. Develops test questions in consultation with the course coordinator.

11. Evaluates tests.

12. Counsels students based on their performances.

13. Keeps a secure record of each student's results, both electronically and in hard copy.

14. Attends meetings of the course instructors and course coordinator to discuss issues affecting learning and other classroom issues.

15. Attends meetings with the course coordinator and the class representatives for the course to obtain feedback.

16. Maintains attendance record of students.

17. Provides information about job opportunities in their respective field to placement cell.

18. Guides students on career opportunities.

19. Maintains teachers' handbook.

20. If associated with the lab

a. designs new experiments, if any,

b. prepares lab workbooks c. ensures the availability of him/herself in the lab during laboratory periods for explanation, if needed

c. ensures availability of equipment needed for the lab in proper functioning

d. evaluates lab workbooks and provides feedback to student on timely basis

e. recommends for procurement of equipment, if any for the smooth conduct of all experiments

21. Organizes need based workshop/ seminars / symposia / visits/ excursions etc. by coordinating with the concerned HoD.

22. Invites guest speakers for interaction and guidance with UG/PG students.

Course Coordinator

Course Coordinator is responsible for planning and coordinating the teaching and assessment arrangements for a course, and upholding its academic quality and integrity, in consultation with the academic coordinator. Specific responsibilities include the following:

1. Provides expected course learning outcomes (CLOs /COs)

2. Facilitates course instructors/faculty teaching the course in writing the COs.

3. Develops and implements course assessment, coordinates with other faculty and staff involved in course assessment, prepares solutions.

4. In accord with Department Consultative Committee (DCC) processes, coordinates and monitors inputs from other staff, if any, including assessment marking or supervision; and ensures all faculty and staff involved in teaching the course have all course materials and textbooks at least FOUR WEEKS before the commencement of the semester.

5. Organizes textbooks, library reference material, and other learning material so that students can access all such material in timely manner.

6. Informs students of the course objectives, outcomes and requirements and provides a detailed course file coordinating with other faculty teaching the same course.

7. Teaches the course content, coordinates with other faculty and staff involved in teaching the course, inducting, mentoring and meeting them regularly, and also liaises with them by solving problems for course related matters.

8. Providing guidance to students in the course, coordinating course-end survey, providing guidance to faculty teaching the course, ensuring uniform a. delivery of instruction in the course b. assessment of students c. content delivered vis-a-vis time.

9. Chairs the course instructors review meetings, if any.

10. Conducts orientation sessions of the course for new faculty instructors allocated the course.

Faculty Adviser / Mentor

1. Be familiar with the personal history of assigned student including Educational and Family background.

2. Attempts should be made to determine the reason for the student's problem, counsel, and provide guidance to the student to correct the problem and recommend a remedial program, if necessary.

3. Assists student in periodic evaluation of his/her academic progress.

4. Assists student in initial exploration of long range occupational and professional plans, referring him/her to sources for specialized assistance.

5. Explains to the student the program in general and basic education as it relates to the branch of the student and to preparation for life pursuits generally.

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6. Helps student understand and examine the graduation requirements for the curriculum leading to the Bachelor's degree.

7. Explains student importance of attendance and its implication to do well in examinations.

8. Explains importance of participation in the class activities.

9. Explains importance of Internal assessments and its consequence in the semester end examinations.

10. Explains importance of marks in the previous semester examination and its consequence in the later part of the degree and subsequently in career as well.

11. Explains importance of submission of assignments and its consequence on the performance of semester end examinations.

12. Explains importance of laboratory exercises and their correlation with theory.

13. Helps the student explore the career fields in the student's branch of engineering and provides information about Higher education and job opportunities.

14. Serves as a "Teacher Friend" to the student by demonstrating a personal interest in him / her and in his / her adjustment to college; by serving as a central contact person in obtaining information that can be used to help the student; and by allowing the student freedom to make his own choices after the limitations, alternatives, and consequences involved in making a decision.

15. Explains importance of getting a meritorious Engineering Degree and how the degree helps in building a career in other areas and programs such as M.S / M. Tech, MBA, Civil Services, Group Services, etc.

16. Records all information, observations, and reports of student's progress, needs, abilities, and plans.

17. Explains importance of Self-Motivation to do well in career and subsequently in life.

18. Counsels students whose progress is unsatisfactory and reports the same to Head of the department and parents.

Class Counsellor

Faculty members are assigned as class counselors to the class and assigned with the various responsibilities. The class advisor shall perform the following specific tasks:

1. To act as the channel of communication between the HOD and the students of the respective class.

2. To collect and maintain various statistical details of students.

3. To help the chairperson of the class committee in planning and conduct of the class committee meetings.

4. To monitor the academic performance of the students including attendance and to inform the class committee.

5. To attend to the students' welfare activities like awards, medals, scholarships and industrial visits.

6. Collects information regarding weaker students from the subject teachers and arranges remedial classes, counselling sessions in consultation with the HoD.

7. Identifies good students and motivate them to excel.

8. Informs HOD about necessity of making alternate arrangement for lectures and practical when a faculty is absent.

9. Circulates information given in the college time to time.

10. Calls the parents of the students whose attendance is < 75% and arranges to ensure parents meet the HoD particularly in the case where student's attendance is < 65%.

11. Assists the dept's HoD with computation of Internal Marks of the corresponding class and ensures circulation of the same among students for their signatures and the same is dispatched with attendance to Principal's office.

12. Sends attendance of the corresponding class to parents.

13. Assists the dept's HoD with computation of semester attendance of the corresponding class at the end of semester and ensures submission of the same to Principal's office.

14. Assists the dept's HoD with computation of semester internal marks of the corresponding class and ensures submission of the same to Principal's office and COE office.

15. Assists dept's HoD and Accounts section to ensure no fee defaulters for the class he / she is adviser.

16. Assists dept's HoD in issuing permission slips for students leaving college earlier than the scheduled time.

17. Any other responsibility that may be assigned by corresponding HoD from time to time.

V. Planning

1. Regulations, Curriculum and syllabi are in place for the teachers and students to refer to. The syllabus of each course has well defined content, text and reference books to refer, credit structure and course outcomes. The assessment patterns for different kinds of course are defined in Regulations.

2. Based on the suggestions and inputs from various stakeholders such as faculty members, students, industry members, recruiters, alumni and others are taken into account during review meeting conducted every 6 months. The curriculum and / or syllabi is updated based on those inputs.

3. The faculty member's shall update according to the requirements in the curriculum through various modes such as attending FDPs, taking up MOOC courses and Industrial training.

4. A detailed course delivery plan is prepared by the respective faculty member for each course. The details such as topic wise delivery, mode of delivery (black board, presentation, seminar, industrial lecture etc.), hours need to teach each topic, learning outcomes and resources need for each topic. The delivery plans is randomly verified by the concerned heads of the departments for compliance with the college policy.

5. The teachers shall evaluate the academic ability of the students through formative and summative assessment throughout the semesters.

6. The teachers shall understand learning ability of the students and accordingly tailor their teaching methods in order to actively engage the students during the class.

7. Students with special educations needs are identified and given special training and / or counseling through experts.

8. Remedial classes shall be arranged by every faculty to slow learners to make up the learning speed. The classes are scheduled and attendance and progress are monitored.

VI Monitoring and progress

1. The attendance is recorded for every student by the course handling faculty

2. The assessment marks are recorded in a systematic format on an ongoing basis.

3. The attendance and assessment data is enabled to be accessed by the faculty advisors for monitoring the progress during every academic session.

4. The faculty advisors identify areas of concern and motivate their wards to achieve their academic goals.

5. The academic progress for the students is reported periodically to their parents.

VII Delivery of courses

1. The teachers shall employ various methods to deliver the lessons and ensure the learning.

- Class

- Experiential learning

- Quizzes

- Practical activities

- Virtual learning environment

- Field trips

- Invited lectures

- Group case studies

- Assignments

2. The students are made aware of the course outcomes and this will help them to self-evaluate their attainment of knowledge and specific skills at the end of each course.

3. Success criteria are well defined to the students so that they know what to do to achieve the assessment outcome.

4. The lesson content and learning resources are provided to students outside the class also through LMS software (Blackboard). They can refer the material anytime they want. The lecture videos are posted in the Lecture capturing system portal for instant learning.

5. The teachers shall focus on strengthening English speaking skills, communication and self-learning.

VIII STUDENT-CENTRIC METHODS

Student centric methods such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process.

The college follows various student centric methods for an effective implementation of the teaching learning process. In the teaching and learning process, the lectures delivered by the faculty is supported by set of teaching aids and teaching methods that include

(1) Teaching Aids

Power point presentation, Video Film, Models, Charts, Animation

(2) Teaching Methods

Lecture, Group Discussion, Seminar, Quiz, Team Teaching, Demonstration, Drill and Practice, Industrial Visit, Games, Role Play, and Projects

(3) Online Learning

Students are given exposure and access to online learning resources for various courses using the MOOC platforms such as NPTEL, Coursera, edx and Udemy. The students shall study any number of courses in those platforms. Every department has Department Consultative Committee (DCC) which recommends the transfer of credits earned from such courses on successful completion. Those credits thus earned will be over and above the total number of credits of the respective programme except for three credits earned through NPTEL courses which are transferred to an elective course in the curriculum.

(4) Content beyond the Syllabus

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The faculty who is teaching a course identify important and latest topics that are not covered in the syllabus. Those topics are part of the course delivery plan.

(5) Utilization of Moodle and Black Board Software

Course plans, Assignments, Quizzes and course materials like PPTs, videos, documents are published either in Moodle or in Black board software for all the courses so that all the students can access the course content whenever they need and wherever they are.

(6) MOOC courses for the faculty

Each faculty must complete at least two MOOC courses a year in their areas of specialization or in the subjects they are going to teach in the current semester.

(7) Invited Lectures

For each courses, apart from the regular lecture, the faculty should interact with the industry experts to deliver the lecture to the students based on the industry standards.

(8) Projects based Learning / Experiential Learning

Students are given opportunities to learn required skills through projects. Through collaboration, industries give problem statements which are implemented and executed by the students with guidance from faculty members. Students also undergo summer internships and in-plant training during summer/winter vacation. They can earn credits for those activities. The final year Projects are mentored and evaluated by external examiners from academia and industry. These projects are evaluated by a well-defined rubrics framework to ensure quality of the projects. The following methodologies are followed to ensure the provision of experiential learning:

1. Projects

2. Mini projects which are evaluated by hackathon model and assessed by industry people

3. Involvement of students in the development of research based projects

4. Industry immersion program where students will develop products for industry and based on the number of hours put up by those students, they shall transfer credits to miniproject/ professional elective.

(9) Participative Learning

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Participative learning is a learning paradigm that initiates the active engagement of students in the learning process. Students involve in different activities to learn and gain skills both academically and in extracurricular. The activities are:

1. Conferences
2. Seminars
3. Group discussion
4. Quizzes
5. Assignments
6. Case studies
7. Club activities
8. Industrial visits
9. Inplant training
10. Sports activities
11. Presentation

(10) Problem Solving methodologies

Problem solving skills are necessary for students. It prepares them to handle the real life problems. It is the ability to critically analyze a problem, map out all its elements and then prepare a workable solution. Industry looks for the students who are good problem solvers. In almost all the courses, problem solving skill is embedded.

1. Assessments in HOTs level
2. Open book examination
3. Assignments
4. Case studies
5. Projects
6. Mini projects etc.

(11) Industry offered courses

Students can choose courses offered by the departments concerned which are to be recommended and approved by the respective DCC and Industry Oriented Courses Committee (IOCC) comprising the Principal, Dean-Academics, Controller of Examinations (COE) and three professors. These courses shall be taught by experts in industry and with experience related to the disciplines of study. Industry-oriented courses may be one, two or three credit courses depending upon the theory and practical content of these courses. The industry-oriented courses may be taught just like the regular courses through periodic, pre-scheduled lectures and hands-on training. These courses shall be conducted during evening hours/ weekend /vacation period without affecting the regular class hours. They may also be delivered as special workshops (approved by IOCC). The evaluations are done those industry experts.

(12) Integrated Courses

Lab integrated theory courses and theory integrated lab courses are included in the curriculum to enhance the students' application oriented knowledge. Through this methodology, students can solve or create solution to real time problems and their thinking skill can also be improved.

Different methods are being adopted time-to-time to improve the competencies of the students.

ICT- ENABLED TOOLS

ICT tools are in great use by both the students and teachers. Sona has been developing and using the digital platform for teaching since 2005. Our campus has been enabled with digital technologies for education. Training of the teachers in ICT is conducted in the college to update their ICT skills and enable them to use latest technology, thereby enhancing their competence and skill in handling of the ICT tools. We have been using Moodle and Black board as learning management systems (LMS). The platform is being used for content management and assessments. Vlab facility has been configured in Moodle. The following summarizes the tools for teaching and assessments purposes:

1. **Blackboard (BB)** – LMS –Learning and assessment – Teachers use this platform for uploading all the class materials and assessing assignments. The BB is integrated with LCS.

2. **Moodle** stands for Modular Object-Oriented Dynamic Learning Environment and statistics. Moodle is free software, a learning management system providing a platform for e-learning and

it helps the various teachers considerably in conceptualizing the various courses, course structures and curriculum thus facilitating interaction with online students. It is configurable, highly-flexible, and feature-rich. RSCOPR has a self-customized MOODLE developed by Digital Content development team. (https://lms.jspmrscopr.edu.in/). It is a very useful platform to share all learning resources, videos, sharing webpage. Moodle supports a range of media to present or link to learning materials, support the students and to assess their learning. It is able to provide automated assessment in the form of quiz, and give immediate detailed feedback to the students. The messaging system allows learners and teachers to communicate easily. Teachers can also communicate with groups of learners via course forums either to provide answers to learners' questions or to just get involved in discussions. The uploaded learning resources are available to the students whenever they want them. The MOODLE mobile app makes students access even easier via smartphone or mobile device.

3. **Lecture capturing system (LCS)** – videos are recorded live from classrooms and are available through portal. Students can watch the videos anytime anywhere. This solution is particularly useful for students during preparation for examination. If a student was absent for a day, he/she can watch the videos of those missed classes.

4. **HireMee** – online proctored platform – students were using the platform for placement based assessments.

5. **Hackerrank** – Students are given coding exercises through this platform.

6. **Educational Videos and animations** (Youtube and Internet): Various valuable educational videos of pharmacy subjects available on internet, youtube provide additional help in better understanding of subject knowledge.

7. **Smart Classroom**: Classroom integrated with Smartboards and internet connections provides enhanced and interactive learning and teaching opportunities for students and teachers. The internet-connected to systems in smart classes is stored with abundant information. It is accessible anytime for their teaching and learning process. Teachers can access information from various educational sources for teaching purposes. It helps in easy access to online resources. Smart Classrooms helps in developing critical thinking and problem-solving skills in students.

The following activities are adapted to actively engage students in the online platform:

1. The ICT tools such as edpuzzle.com, wordwall.net, mentee.com are used to increase the inclusivity in the learning process

2. Breakout rooms in Microsoft teams are used for discussions

3. Quizziz.com is used for giving quizzes every 15 minutes in every class

4. Other topics are discussed to make them interactive and interested

5. Chatbox is used for question answering

6. Instant online search is given as activity for removing the diversions and distractions

7. To emulating physical classroom situation – switch on the video of the teacher taking the class. Teach them with hand gestures and facial expressions. Include small videos and embed at least 2 gaming based quizzes

8. To improve the online teaching-learning process and quality of faculty, webinar series, workshop or training sessions were organized.

9. Workshop sessions on Teaching and Learning with ICT tools, Andragogy of Online Education, Swotting of Digital tools on Effective Online Teaching were conducted to introduce educational tools, research tools, assessment tools and tools to handle practical sessions like Edmodo, Google Classroom, Microsoft team, google meet, Blackboard, quizziz, hot potatoes, whiteboard, End Note, Mendeley, virtual lab etc.

10. To teach courses dealing with problems the following is adopted: interactive pads/boards are used; problems are worked out on white boards and streamed as video, problems are worked out on paper with webcam focusing on it

The above methods are beneficial to both teachers and students in the following aspects:

1. Inclusivity of students

2. Continuous engagement

3. Teachers' attention to students

4. Increase of attention span of students

Technology enabled campus

The students are already trained in different platforms and therefore while pandemic started during March 2020, we seamlessly transformed our teaching and learning process online. Since our students were using the aforementioned digital platforms even while they were attending the physical classrooms, they quickly embraced the transformation.

Apart from LCS, Blackboard and Moodle, we use the following platforms for teaching and learning process:

MIS: Sona has developed an extensive ERP system called Sona MIS for recording all the activities related to students and faculty members. It has different modules such as Fee collection, faculty details, publications, placement data, marks entry, attendance entry and so on.

SWAYAM and NPTEL: Students take up courses in Swayam and NPTEL platforms. We also facilitate credit transfer for one of the courses.

Teams: During pandemic lock down, classes were conducted through Teams platform. Proctored assessments were also conducted.

e-library: Students can use the digital library which comprises of full text databases, e-journals and e-books from publishers such as Science direct, Springer, IEEE, EBSCO, NATURE, Taylor and Francis etc.

Turnitin: We have subscription with Turnitin for checking the percentage of plagiarism in scientific articles. Students and faculty members extensively use this tool before submitting an article to a conference or journal.

Whatsapp group is created with students and parents to disseminate all information.

Practical Courses

1. Many experiments of practical courses of different disciplines are conducted with the help of virtual laboratory, a facility available in NIT Suratkal funded by MHRD.

2. For CSE and IT related courses, we have platforms such as Hackerrank, through which the exercises are posted. The progress is monitored and the completion is ensured.

3. For the remaining exercises of different practical courses, the teachers took the video of how to operate the equipment and how to take readings. Along with those videos, the concept and working of the experiments are taught.

4. The assessments are done through two modes:

a. objective test which tests the understanding of the concept of the experiments and a viva voce to test the understanding of the working principle of the experiments

b. virtual laboratory – to take readings virtually and the students arrived at the result or through virtual programming environment for programming related courses.

IX Feedback

1. Feedback addresses the progress regarding the subject knowledge acquisition and development of skills. Students receive regular and timely feedback on progress during classes, and on assessments

2. The academic reports are given to students along with the feedback on strengths and weaknesses and how they can further improve.

3. The teachers also receive feedback from students on their course delivery methods. The feedback is initiated and obtained two times a semester. The feedback helps the faculty members to improve their teaching skills and motivate them to cater to the different needs of the students.

X Advice and counseling

1. Each student is assigned to a faculty advisor (FA). He / she will meet the respective FA every two weeks.

2. The FAs shall mentor their wards in respect to academic progress, general counseling, motivating them to participate in various activities (curricular/co-curricular/ extracurricular) and advice on the progression plans.

XI Support system for teachers

1. The teachers will undergo pedagogy training once in 3 years conducted by the college. They are encouraged to attend the workshops organized by other institutions and to attend related MOOC courses. All newly joined faculty members shall attend the workshop conducted by the college within 6 months of their joining.

2. The newly joined faculty members are assigned buddies in the respective department in order to acclimatize them with the working culture of the department.

3. Every faculty member is given an opportunity to upgrade themselves with the updation in their fields through attending MOOC courses. They shall enroll in two such courses every year.

4. They shall attend FDPs, workshops, industrial training and conferences to advance their skills and knowledge in the relevant areas.

5. FDP cell of the college organizes intramural lecture for all faculty members every month. Those lectures are handled by the department faculty members in order to give insight on what happens in their field. This lecture helps them to gain an insight on technological trends in different fields.

6. Sponsorship is provided for faculty members to attend conferences and workshops (both National and International).

7. Self-appraisal is a process that is carried out every year for all faculty and staff. Various parameters are included to measure their performance in various activities of the department and the college. This helps them to find out where they stand and give them an avenue to identify their gaps and improve upon them.

8. Additional support is available individually to staff through regular meetings.

9. Staff also have access to the virtual learning environment (Blackboard, Teams platform), where teaching and learning documents and training materials are stored and shared.

XII Support system for learners

1. Every class for 40 to 60 students are a Class Counselor (CC)who will travel with them from their 2nd year onwards. The students can represent any kind of difficulty to the CCs. In turn the CCs will monitor the overall activities of the students in their respective class.

2. 15-20 students are assigned to a Faculty Advisor (FA) who will be responsible for the academic growth and general personal growth of their wards.

3. The class recordings are uploaded in the Lecture Capturing System (LCS) and the students can view the lectures anytime anywhere.

4. The class assignments, resources for learning, quizzes and other academic activities are posted in LMS (BB).

5. The students are given the opportunity to learn skill oriented courses through MOOCs and Industry.

6. The students are given the opportunity to carry projects given by Industry. This will help them to get hands-on practice with the concepts learnt and implement them in the real-time projects.

XIII Evaluation of Teaching and Learning

1. Staff appraisal – the entire teaching faculty shall participate in annual appraisal which consists of parameters which quantitatively measures the performance of the teachers in a year.

2. Students assessment – after the formative and summative assessments, analysis on results is carried out to see the effectiveness of the teaching and learning

3. ISO – the college is ISO certified. Processes are in place to ensure the compliance with the polices of the college. Every six months internal auditing is carried to check the adherence to the parameters defined in the processes and every year external audit is done from Bureau Veritas.

4. NBA – all the eligible programmes are NBA accredited which is a proof of effectiveness of the procedures followed for ensuring the quality.

5. CO and PO attainment – another method for measuring the learning effectives in terms of skills acquired. Every six months during the internal audit the attainment of CO is verified and every year attainment of PO is verified.

XIV Expectations of students and staff

Setting the expectations out of the important stakeholders: faculty members and students, is very important to uphold the values of the institution and to ensure the compliance to the college policies.

Expectations of students

Students are expected to:

i. Actively participate in and reflect upon their own learning and share responsibility for their progress and outcomes

ii. Strive to become independent learners

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iii. Behave in a way that allows them and others to learn - listen when requested; allow others to speak and support them in expressing their views and ideas

iv. Demonstrate diligence, enthusiasm and a genuine interest in their studies

v. Attend all classes and obtain authorization in advance for any planned absence

vi. Arrive on time for lessons and other events associated with their studies, and bring with them any requested materials and equipment

vii. Ensure that they have access to learning resources they are responsible for sourcing

viii. Complete assignments by themselves, on time and to the best of their ability

ix. Undertake class tests conscientiously

x. Prepare for examinations and assessments to the best of their ability

xi. Adhere to all internal and external regulations regarding conduct in examinations

xii. Be co-operative and willing to participate in different approaches to teaching and learning

xiii. Be prepared to study additional modules as required

xiv. Interact with fellow students and staff to promote collective learning

xv. Provide feedback on their learning experiences by completing student surveys

xvi. Treat learning resources, facilities and materials belonging to the college with respect

xvii. Respect the diversity of cultures and backgrounds of fellow students and staff

xviii. Show courtesy and consideration to fellow students and staff

xix. Dress appropriately when attending lessons.

XV Expectations of staff

Staff are informed that they are expected to:

1. Understand and uphold Study Group values and College key teaching and learning vision, principles and approach

2. Be familiar with all college policies and procedures and apply them consistently and fairly

3. Be helpful, approachable, and supportive in student activities. Play a pivotal role in investigate and understand the students' needs.

4. Model the behavior that they expect from their students

5. Treat all students in a manner that reflects the independent and responsible learners they are supporting them to become

6. Be informed about the students they teach, understand their goals and work with them to set challenging learning targets

7. Ensure that their subject and curriculum knowledge is up to date and that they keep abreast of key developments in the Global education sector

8. Plan their lessons to meet the varying needs and backgrounds of their students

9. Actively promote and be involved in SMSC and enrichment activities

10. Prepare and arrive on time for all of their lessons

11. Clearly communicate and define to the students the intended learning outcomes for each lesson

12. Support students' development of English language, communication, learning and enquiry skills

13. Build students' confidence and ability to engage actively in their learning through varied teaching and learning practices, listening to their ideas and positively affirming their contributions

14. Differentiate classroom and assignment activities to develop different skills, open cultural boundaries and maintain interest

15. Mark work and provide constructive feedback in accordance with relevant assessment policies and procedures

16. Promote independent learning, students' responsibilities within the learning process, and student self-reflection and progress monitoring

17. Participate in peer support activities and share best practice with colleagues

18. xviii. Be positive and supportive in their attitude to fellow members of staff.