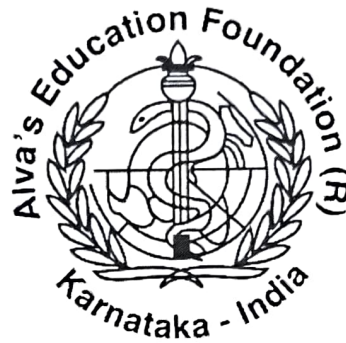


**Alva's Institute of Engineering & Technology,  
Moodbidri**



**POLICY ON TEACHING LEARNING PROCESS**

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# POLICY & SOP ON TEACHING LEARNING PROCESS

## 1. PURPOSE:

The Alva's Institute of Engineering & Technology (AIET) is always been focused on holistic development of student and faculty with the intention to maintain the quality and high standards in providing Engineering education. Students are provided with an opportunity to develop towards their full potential; academically, emotionally and socially through Institute vision and mission.

## 2. DEFINITIONS:

**“OBE”** means Outcome Based Education

**“NBA”** means National Board of Accreditation

**“IQAC”** means Internal Quality Assurance Cell of the Institute.

**“VTU”** means Visvesvaraya Technological University, affiliating university of the Institute.

**“CIE”** means Continues Internal Evaluation

**“IA”** means Internal Assessment

**“SEE”** means Semester End Examination

**“AICTE”** means All India Council for Technical Education is a statutory body which governs all aspects of Technical Education in India.

**“PAC”** means Program Assessment Committee

**“UG Course (BE)”** means Undergraduate Course (Bachelor of Engineering) in various disciplines of Engineering.

**“PG Course (M. Tech. and MBA)”** means Postgraduate Courses (Master of Technology and Master of Business administration).

**“Ph.D.”** means Doctor of Philosophy in various disciplines

## 3. SCOPE:

This policy is applied to the students of UG, PG and the faculty community of this institution.

To ensure all stake holder i.e., staff, student, parents, alumni, employer and GC are aware of the aims for Learning and Teaching at AIET and that these are consistently applied in order to:

- Promote high quality teaching and learning across the AIET;
- Raise standards by ensuring consistency and continuity of teaching and learning;
- Ensure all students are included, motivated and engaged in learning;
- Promote high quality of experiential learning that focus on the development of skills, knowledge and understanding;
- Promote the idea of lifelong learning for all stakeholders.

#### **4. TEACHING AND LEARNING**

The Teaching and Learning activities are carried out as given below:

- 4.1 An Academic Calendar is prepared before the start of the semester taking into consideration the Academic Calendar of the affiliating University.
- 4.2 While preparing teaching, learning and evaluation plan, institution has to adhere to the affiliating University norms.
- 4.3 The Academic Calendar consists of the prominent curricular, co-curricular and extra-curricular activities to be carried out during the semester.
- 4.4 The HOD of the respective department shall obtain the preferences of subjects for the upcoming semester.
- 4.5 The HOD shall call for departmental meeting with the faculty to consolidate the subject allotment.
- 4.6 The department time table coordinator should prepare the class time table for the upcoming semester.
- 4.7 After the subject allotment the faculty should prepare the following:
  1. Course Outcomes
  2. Correlation of CO with PO and PSO.
  3. Lesson plan based on academic calendar and class time table.
  4. Notes / PPT / Assignments / any other resources.

The above documents should be approved by the Head of department.

- 4.8 The faculty will engage class and update the attendance and lesson plan.
- 4.9 At the end of semester the faculty should submit the course file which should include the following documents:

1. Academic calendar.
  2. Class & Personal time table.
  3. Syllabus.
  4. Correlation of CO with PO and PSO.
  5. Attendance Register and lesson plan execution.
  6. IA question paper & evaluation scheme for all the three internals.
  7. Consolidated of IA and assignment marks.
  8. Previous year question papers / question bank.
  9. Notes / PPT / Assignments / any other resources.
  10. CO – PO attainment.
  11. Assignment and rubrics of assignment with marks.
- 4.10 The laboratory courses are expected to be handled by faculty, teaching corresponding theory course.
- 4.11 The laboratory batches should be comprising of 20 – 25 students.
- 4.12 The L-T-P plan shall be 1-0-2 hrs.
- 4.13 The IQAC should organize Academic auditing of department through the process of inter-department auditing.

## 5. ELECTIVE SUBJECTS

The elective subjects (as per the affiliating university syllabus) offered by the institution is to pioneer individual student in interested domain. The students of UG & PG has an option to choose the subjects of their interest from the 03 year of academic for UG and 2<sup>nd</sup> year of academic for PG as per the university guidelines. The procedure to float the electives and the students opting a particular elective is given below:

- 5.1 The HOD of the department should address the students about the elective subjects available to opt in the upcoming semester.
- 5.2 The HOD should orient the students about the opportunities and scope of each elective subjects.
- 5.3 Based on the majority of students opting a subject (as per the affiliating university guidelines) and with availability of the domain expert in the department, the HOD shall allot the elective subject.



- 5.4 In case of non-availability of the domain expert in the courses opted by students, the HoD shall make the alternate arrangement for adjunct/emeritus faculty, online materials etc.

## **6. Contribution of IQAC in Teaching Learning-Process**

IQAC in co-ordination with the department/committees/clubs analyze the strength and weakness and make suggestion for necessary improvements wherever required. IQAC emphasis on:

- 6.1 Arranging the interactive question-answer sessions/quizzes by teachers and students. Students are encouraged to ask more and more questions in the class.
- 6.2 Practicing outcome based education through experiential learning, project based learning and the like.
- 6.3 Industrial training/visits for the students and staff.
- 6.4 Promoting independent learning, lifelong learning through e-learning supported with wi-fi enabled campus and digital library.

## **7. CERTIFICATE PROGRAM/WORKSHOPS/ADD – ON COURSES**

The department should identify the curriculum gap through CO-PO attainment and has to plan for certification/workshop/add-on courses for UG & PG students in a semester as per policy no. AIET/VACRT – XX.

## **8. SLOW LEARNERS & ADVANCED LEARNERS**

Alva's Institute of Engineering and Technology considers that the learning abilities of the students are measured before the course commencement, to customize the teaching-learning strategies, to suit the need of the students. Often, the learning of a student is affected by different backgrounds viz., socio-economic, learning methods adopted in preceding school and peer group influences. Furthermore, influence of mother tongue and the rural-urban divide also play spoil sport. In this regard, Institute makes efforts to evaluate the mixed abilities of the students and to establish a symbiotic bond between the teacher and the student to improve learning.

For the first year students, performance of the student in qualifying examination, i.e. Second year Pre university examination are considered for categorizing them as Advanced Learners and Slow Learners. Teachers incorporate student-need strategies suggested by IQAC in terms of tools, methods, participation, hands-on etc.

In case of students in III-VIII semesters, their performance in the Semester End Examination (SEE) becomes a benchmark to categorize them as advanced and slow learners. The advanced learners are provided with challenging tasks and slow learners are provided with incubation strategies as discussed below;

### **8.1 FOR SLOW LEARNERS:**

- Bridge course to refresh fundamentals.
- Coaching/ Tutorial classes - problem -analysis/solving sessions.
- One to One interaction between the teacher and the student.
- '*Learners' Triangle*' initiative provides strong, focused and positive partnership between parent-student-teacher for better student learning ecosystem.
- Meetings may be organised with parents of the slow learners to discuss their performance. In special cases, discussion takes place in presence of Principal.
- Counselling shall be provided by Professional counsellor if required.

### **8.2 FOR ADVANCED LEARNERS:**

- Nominated as Class representatives.
- Nurtured as student coordinators of forums.
- '*Learners' Triangle*' initiative provides strong, focused and positive partnership between parent-student-teacher for better student learning ecosystem.
- Encouraged to take part as student coordinators during Alva's Education Foundation flagship activities viz., Alva's NUDISIRI / VIRAASAT –Literary, cultural events and Alva's PRAGATHI/ UDYOGAMELA–job fair.
- Encouraged to exhibit their projects/ ideas at department/ institute level exhibitions as team leaders.
- Trained and encouraged to take up qualifying examination for higher studies.

- Encouraged to participate in MOU activities viz., internship, project work, case-studies, workshops, STPs, national/ international conferences etc.

Both slow and advance learners are provided with common trainings viz., Crash course (revision and clarification of contents to improve understanding of course), Aptitude, soft skill training to improve their employability. Further they are also encouraged to participate in Sports, Cultural, NCC and NSS activities for overall development.

## **9. IDENTIFICATION OF CURRICULUM GAP AND CONTINUES IMPROVEMENT**

The Alva's Institute of Engineering & Technology is been prioritize on the improving the teaching learning process by identifying the curriculum gap at the end of every semester through CO-PO attainment analysis, IQAC committee suggestions, input from the students, faculty, Alumni, industry and other stake holders. The procedure to identify curriculum gap is given below:

- 9.1 The program should analyze the CO-PO attainment for every course of the semester.
- 9.2 The HOD along with the faculty should identify the curriculum gap and prepare the action plan in discussion with other stakeholders (where ever it is applicable).
- 9.3 The action plan is approved by DAB and IQAC, the same shall be incorporated.

## **10.THEORY INTERNAL ASSESSMENT & EVALUATION:**

In accordance with the VTU guidelines, the institute conducts continuous internal evaluation (CIE). The total marks varies for difference scheme of students and has to be referred to the university guidelines provided in the respective scheme syllabus copy. The procedure followed in conduction of CIE is given below.

- 10.1 The CIE dates are decided in consultation with examination committee during (semester) academic calendar preparation.
- 10.2 The department IA coordinator should send a circular through HOD to all the faculty to submit the following before 03 days of commencement of IA:



- a. Syllabus coverage
  - b. Question Paper
  - c. Scheme of Evaluation
  - d. Blue Books
- 10.3 The department IA coordinator shall display test portion, time table and seating matrix to the students.
- 10.4 The department coordinator shall allocate invigilation duty to the faculty.
- 10.5 The invigilator shall take the attendance during IA and hand it over to department IA coordinator.
- 10.6 The subject teacher evaluate the blue books and consolidate the marks within 03 days of IA completion.
- 10.7 The department IA coordinator shall display the consolidated IA marks of all the subjects to the students.

## **11.INTERNAL & EXTERNAL LAB EXAMINATION**

Laboratory experiments allows to apply the theoretical concepts to achieve the desired results by enhancing the learning and thinking ability of student. The institute provides at most importance to the laboratory facility and utilization by the students.

- 11.1 The faculty assigned to particular laboratory has to evaluate the laboratory record on weekly basis and assign the marks based on departmental rubrics.
- 11.2 After completion of laboratory experiments, faculty should conduct the laboratory IA and allot the marks as per the VTU scheme.
- 11.3 The VTU University request to provide the details of the eligible faculty handling / faculty handled the laboratory. Every department has to provide the list of eligible faculty to VTU.
- 11.4 Based on the dates provided by the VTU, every department will prepare the external laboratory time table and student batches / projects batches etc.

## 12.ACADEMIC AUDIT

Academic audit ensure the completeness of departmental activities related to teaching learning process. This includes effective coverage of syllabus, pedagogical initiatives, quality of assignments, conduction of IA, quality of question paper, evaluation as per scheme and solution etc. Audit shall be conducted in two levels.

### 12.1 Internal Audit by interdepartmental faculty

The IQAC identifies, the faculty as internal auditors and schedule the audit. The internal auditors has to verify the documents as per the check list and submit the report to IQAC.

### 12.2 External Audit by PAC

The PAC consists of external domain experts, who will study the report given by internal auditors and verify for its correctness and suggests actions for improvement. The PAC also ensures effective incorporation of suggestions provided in the previous audit.



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