M.KUMARASAMY COLLEGE OF ENGINEERING
(An Autonomous Institution)

Thalavapalayam-639113, Karur

M.KUMARASAMY
COLLEGE OF ENGINEERING
NAAC Accredited Autonomous Institution
Approved by AICTE & Affiliated to Anna University
ISO 9001:2015 & ISO 14001:2015 Certified Institution
Thalavapalayam, Karur – 639 113.

ACADEMIC POLICY

(Version -1.0)

Policy No: MKCE/ACP/2024/01

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Vision

To emerge as a leader among the top institutions in the field of Technical Education.

Mission

Produce smart technocrats with empirical knowledge who can surmount the global challenges.

Create a diverse, fully-engaged, learner-centric campus environment to provide quality education to the students.

Maintain mutually beneficial partnerships with our alumni, industry and professional associations

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Prepared by	Verified by
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Introduction

Welcome to the Academic Policy Document for M.Kumarasamy College of Engineering, a comprehensive guide designed to ensure academic excellence and a structured approach to learning and teaching. This document serves as a blueprint for faculty, students, and administrative staff, outlining the key policies and procedures that govern the academic operations of our institution. By adhering to these policies, we aim to foster an environment of innovation, continuous improvement, and student-centric education.

Preamble

At M.Kumarasamy College of Engineering, we are committed to providing a holistic and cutting-edge engineering education that meets the evolving demands of the industry and society. Our academic policies are designed to create a dynamic and engaging learning environment that encourages creativity, critical thinking, and problem-solving skills. Through a well-structured curriculum, innovative teaching methodologies, and robust assessment mechanisms, we strive to equip our students with the knowledge and skills required to excel in their careers and contribute meaningfully to the global community.

About the Policy

This Academic Policy Document outlines the essential guidelines and procedures for various academic activities within M.Kumarasamy College of Engineering. It serves as a reference for curriculum design and development, department-specific academic calendar preparation, faculty workload allocation, timetable preparation, and the monitoring of classroom teaching-learning processes. Additionally, it provides detailed guidelines on implementing innovative and experiential learning methodologies, conducting project reviews, and ensuring effective assessment and feedback mechanisms. The policy also includes specific guidelines for conducting one-credit and value-added courses, ensuring a well-rounded educational experience for our students.

Objectives

The primary objectives of this Academic Policy Document are:

1. **Curriculum Design and Development**: To establish a framework for creating and updating a relevant, industry-aligned, and comprehensive curriculum that meets the educational needs of students and the requirements of accrediting bodies.
2. **Department-Specific Academic Calendar Preparation**: To ensure each department prepares a detailed academic calendar that aligns with the institution's overall schedule and accommodates specific departmental activities and events.
3. **Faculty Workload Allocation**: To provide guidelines for equitable and efficient allocation of faculty workload, ensuring a balance between teaching, research, and administrative responsibilities.
4. **Timetable Preparation**: To outline the procedures for developing a well-structured timetable that optimizes resource utilization and minimizes scheduling conflicts for students and faculty.
5. **Classroom Teaching-Learning Process Monitoring and Student Attendance**: To establish mechanisms for monitoring classroom activities, ensuring effective teaching-learning processes, and maintaining accurate records of student attendance.
6. **Innovative Teaching Methodologies**: To promote the adoption of innovative teaching methodologies that enhance student engagement, understanding, and retention of course material.
7. **Experiential Learning**: To encourage the incorporation of experiential learning opportunities, such as labs, workshops, internships, and industry projects, into the curriculum.
8. **Implementation of Problem-Based Learning (PBL)**: To provide guidelines for integrating problem-based learning into courses, fostering critical thinking and real-world problem-solving skills among students.

9. **Project Review Scheduling and Conduction**: To outline the procedures for scheduling and conducting project reviews, ensuring that students receive constructive feedback and guidance on their projects.
10. **Assessment and Feedback**: To establish fair and transparent assessment methods and provide timely, constructive feedback to students to support their academic growth and development.
11. **Guidelines for Conducting One-Credit Courses**: To provide a framework for offering one-credit courses that allow students to gain additional knowledge and skills in specialized areas.
12. **Guidelines for Conducting Value-Added Courses**: To offer guidelines for conducting value-added courses that enhance students' employability and prepare them for industry challenges.

By adhering to these policies and objectives, M.Kumarasamy College of Engineering aims to maintain high academic standards, promote continuous improvement, and ensure that our students receive a quality education that prepares them for successful careers in engineering and beyond.

Curriculum Design and Development

Purpose

To establish a structured process for developing and updating the curriculum to ensure it is industry-relevant, interdisciplinary, and includes capstone projects that prepare students for real-world challenges.

Scope

This SOP applies to all academic departments involved in curriculum design and development at the engineering college.

Responsibilities

- **Academic Coordinator:** Overall responsibility for curriculum oversight and strategic direction.
- **Curriculum Committee:** Tasked with reviewing, designing, and updating the curriculum.
- **Head of Department (HoD):** Facilitates departmental contributions and ensures alignment with college goals.
- **Faculty Members:** Contribute to curriculum development and provide subject matter expertise.
- **Industry Advisory Board:** Provides industry insights and feedback to ensure curriculum relevance.

Procedure

1. Industry-Relevant Curriculum

Step 1: Establish Industry Advisory Board

- Form an Industry Advisory Board comprising industry experts, alumni, and faculty members.

- Schedule quarterly meetings to discuss industry trends, skills requirements, and technological advancements.

Step 2: Conduct Needs Assessment

- Conduct surveys and focus group discussions with industry partners, alumni, and recruiters to identify skills gaps and emerging trends.
- Analyze labor market data and industry reports to identify high-demand skills and knowledge areas.

Step 3: Curriculum Review and Update

- Convene the Curriculum Committee to review feedback from the Industry Advisory Board and needs assessment.
- Identify areas of the curriculum that require updates or new courses.
- Draft proposed changes and share them with faculty for input and feedback.

Step 4: Curriculum Approval

- Present the updated curriculum to the BoS for review and approval.
- Incorporate feedback from the BoS and finalize the curriculum.

Step 5: Implementation

- Update course materials, syllabi, and resources to reflect the new curriculum.
- Communicate changes to students, faculty, and staff through official channels.

Step 6: Continuous Improvement

- Establish a feedback loop with industry partners to regularly assess the curriculum's relevance.
- Make iterative updates based on ongoing feedback and industry developments.

2. Interdisciplinary Approach

Step 1: Identify Interdisciplinary Opportunities

- Identify areas where interdisciplinary collaboration can enhance learning outcomes (e.g., robotics, data science, sustainable engineering).
- Form interdisciplinary working groups with faculty from different departments.

Step 2: Develop Interdisciplinary Courses and Projects

- Design interdisciplinary courses that integrate knowledge and methods from multiple disciplines.
- Develop project-based learning modules that require students to collaborate across disciplines.

Step 3: Approval and Integration

- Submit interdisciplinary course proposals to the Curriculum Committee for review and approval.
- Integrate approved courses into the curriculum and ensure they meet accreditation standards.

Step 4: Faculty Development

- Provide training and resources for faculty to develop and teach interdisciplinary courses.
- Encourage faculty to participate in interdisciplinary research and professional development.

Step 5: Monitor and Evaluate

- Collect feedback from students and faculty on interdisciplinary courses and projects.
- Assess the impact of interdisciplinary learning on student outcomes and adjust as necessary.

3. Capstone Projects

Step 1: Define Capstone Project Objectives

- Establish clear objectives for capstone projects, focusing on real-world problem solving, industry collaboration, and practical application of knowledge.

Step 2: Develop Capstone Project Guidelines

- Create comprehensive guidelines outlining the expectations, evaluation criteria, and deliverables for capstone projects.
- Include requirements for industry collaboration, such as mentorship, project sponsorship, or real-world problem statements.

Step 3: Identify Industry Partners

- Establish partnerships with industry organizations willing to sponsor capstone projects.
- Create a database of potential projects and industry mentors.

Step 4: Project Selection and Assignment

- Allow students to choose or be assigned to capstone projects based on their interests and career goals.
- Pair students with industry mentors and faculty advisors to guide them through the project.

Step 5: Project Execution

- Provide regular check-ins and progress reviews to ensure students are on track.
- Encourage iterative development and regular feedback from industry mentors.

Step 6: Presentation and Evaluation

- Organize a Capstone Project Fair or similar event for students to present their projects to faculty, industry partners, and peers.
- Evaluate projects based on predefined criteria, including innovation, practical application, and quality of work.

Step 7: Feedback and Improvement

- Collect feedback from students, faculty, and industry partners on the capstone process.
- Use feedback to refine the capstone project guidelines and improve future iterations.

Documentation and Record Keeping

- Maintain records of Industry Advisory Board meetings, curriculum changes, interdisciplinary course approvals, and capstone project evaluations.
- Store documentation in the academic administration office and digital archives for reference and audit purposes.

Review and Updates

- Review this SOP annually to ensure it remains relevant and effective.
- Update the SOP based on feedback from stakeholders and changes in industry and educational standards.

Communication

- Communicate updates to the curriculum and SOP to all stakeholders, including faculty, students, and industry partners, through meetings, emails, and the college website.

Department-Specific Academic Calendar Preparation

1. Purpose

This policy outlines the procedures and guidelines for creating department-specific academic calendars at M.Kumarasamy College of Engineering. The objective is to ensure that the academic schedules incorporate activities that enhance student outcomes, particularly in terms of higher salary placements.

2. Scope

This policy applies to all departments within M.Kumarasamy College of Engineering, including the preparation, approval, and implementation of department-specific academic calendars.

3. Objectives

- Integrate industry-oriented workshops and certifications.
- Enhance skill development programs.
- Conduct soft skills and interview preparation sessions.
- Organize industry visits and internships.
- Host guest lectures and webinars.
- Promote participation in hackathons and competitions.
- Facilitate collaborative projects with industry.
- Encourage student-led initiatives and clubs.
- Organize alumni networking events.

4. Preparation of Department-Specific Academic Calendars

4.1 Integration of Industry-Oriented Workshops and Certifications

- **Proposed Dates:** Spread over weekends throughout the semester.
- **Details:** Partner with leading companies to offer workshops on emerging technologies and industry trends. Certification programs in collaboration with industry leaders add significant value to students' resumes.

4.2 Skill Development Programs

- **Proposed Dates:** Weekly sessions.
- **Details:** Introduce coding bootcamps, data science workshops, and AI/ML courses. Utilize platforms like Coursera, edX, or Udacity for structured online learning, including hands-on lab sessions to enhance practical skills.

4.3 Soft Skills and Interview Preparation

- **Proposed Dates:** Placement periods and additional sessions on alternate weeks.
- **Details:** Conduct soft skills training, resume writing workshops, and mock interviews. Collaborate with HR professionals from reputed firms to provide insights into the hiring process.

4.4 Industry Visits and Internships

- **Proposed Dates:** At least one visit scheduled during semester breaks or weekends.
- **Details:** Organize visits to leading companies and provide short-term internships. Real-world exposure helps students understand industry demands and work culture.

4.5 Guest Lectures and Webinars

- **Proposed Dates:** Bi-monthly.
- **Details:** Invite industry experts and alumni for guest lectures and webinars on contemporary topics and career guidance. This motivates students and provides networking opportunities.

4.6 Hackathons and Competitions

- **Proposed Dates:** Major events in September or November.
- **Details:** Host hackathons, coding competitions, and project showcases. Encourage participation in national and international competitions to build problem-solving skills and creativity.

4.7 Collaborative Projects with Industry

- **Proposed Dates:** Project timelines throughout the semester.
- **Details:** Facilitate collaborative projects with industry partners as part of the curriculum. Students work on real-world problems, enhancing their practical experience and project management skills.

4.8 Student-Led Initiatives and Clubs

- **Proposed Dates:** Activities planned and executed throughout the semester.
- **Details:** Promote student-led clubs and initiatives focused on technology, entrepreneurship, and innovation. Provide resources and support for club activities, including organizing events and inviting speakers.

4.9 Alumni Networking Events

- **Proposed Dates:** Scheduled once each semester.
- **Details:** Organize alumni networking events where successful alumni share their experiences and provide guidance. This helps build a strong network and mentoring system.

5. Implementation and Monitoring

- **Balanced Schedule:** Ensure activities are evenly spread out and do not coincide with major academic deadlines or exams.
- **Integration with Curriculum:** Integrate practical projects and certifications into the regular curriculum where possible.
- **Student Feedback:** Implement a feedback system for students to provide insights and suggestions for future activities.
- **Collaboration with Industry:** Strengthen ties with industry partners for more relevant projects, internships, and guest lectures.
- **Focus on Soft Skills:** Emphasize the importance of soft skills training alongside technical skills.
- **Wellness Activities:** Include wellness activities to ensure students maintain a healthy balance and avoid burnout.

6. Review and Amendments

This policy will be reviewed semester wise. Any amendments to the policy will be communicated to all stakeholders through official channels.

Faculty Workload Allocation

Objective:

To ensure a fair and efficient distribution of workload among faculty members based on their domain expertise, experience, and other relevant parameters, thereby promoting an optimal teaching-learning environment and fostering professional growth.

1. Introduction

This policy outlines the criteria and procedures for allocating workload to faculty members. The goal is to align faculty assignments with their areas of expertise and experience while ensuring a balanced distribution of teaching, research, and administrative responsibilities.

2. Criteria for Workload Allocation

2.1 Domain Expertise:

- Faculty members should be assigned courses and responsibilities that align with their primary areas of specialization and research interests.
- Regular review of faculty qualifications and research outputs to ensure accurate alignment.

2.2 Experience:

- Consideration of teaching experience, including years of service and previous performance evaluations.
- Allocation of advanced courses and leadership roles to more experienced faculty members.

2.3 Teaching Load:

- A standard teaching load will be defined for all faculty members, with adjustments based on additional responsibilities.

- Ensure that teaching loads are equitable and manageable to promote effective teaching and student engagement.

2.4 Research and Publication:

- Faculty members actively engaged in research and publication may receive reduced teaching loads to accommodate their research activities.
- Encourage and support faculty in achieving research goals through appropriate workload adjustments.

2.5 Administrative Duties:

- Allocation of administrative roles (e.g., committee memberships, departmental coordination) based on faculty members' skills and interests.
- Ensure that administrative duties are distributed fairly to avoid overburdening any single faculty member.

2.6 Mentorship and Student Supervision:

- Consideration of faculty involvement in student mentorship, project supervision, and advising.
- Adjust teaching loads to reflect the time commitment required for effective student mentorship.

3. Workload Allocation Process

3.1 Review and Planning:

- Conduct a review of faculty workloads during the planning period before the academic year.
- Engage faculty members in discussions about their preferences, strengths, and areas for professional development.

3.2 Departmental Meetings:

- Hold departmental meetings to discuss and finalize workload allocations.
- Ensure transparency and open communication during the allocation process.

3.3 Approval and Documentation:

- Workload allocations must be approved by the Head of Department (HoD) and the Academic Coordinator.
- Maintain detailed records of workload allocations and any adjustments made.

4. Monitoring and Adjustments

4.1 Ongoing Monitoring:

- Regular monitoring of faculty workloads throughout the academic year.
- Collect feedback from faculty members to assess workload satisfaction and identify any issues.

4.2 Mid-Semester Adjustments:

- Make necessary adjustments to workloads mid-semester to address any unforeseen circumstances or imbalances.
- Ensure flexibility and responsiveness to faculty needs.

4.3 Performance Evaluation:

- Include workload assessment as part of faculty performance evaluations.
- Use evaluation outcomes to inform future workload planning and adjustments.

5. Compliance and Documentation

5.1 Documentation:

- Maintain thorough documentation of all workload allocations, reviews, and adjustments.
- Ensure documentation is accessible for audit and review purposes.

5.2 Compliance:

- Ensure compliance with institutional policies and accreditation requirements.

- Conduct periodic reviews to align workload allocation practices with educational standards and best practices.

6. Key Performance Indicators (KPIs)

6.1 Teaching Effectiveness:

- Student feedback scores and course evaluations.
- Peer reviews and classroom observations.

6.2 Research Productivity:

- Number of publications, grants, and research projects.
- Impact and relevance of research work.

6.3 Administrative Contributions:

- Participation in committees and departmental activities.
- Effectiveness in administrative roles.

6.4 Mentorship and Supervision:

- Student success and feedback on mentorship.
- Completion rates of supervised projects and theses.

7. Continuous Improvement

7.1 Feedback Mechanism:

- Establish a feedback mechanism for faculty to voice concerns and suggestions regarding workload.
- Regularly review feedback and implement improvements.

7.2 Professional Development:

- Offer professional development opportunities to help faculty manage workload effectively.
- Encourage faculty to participate in workshops and training sessions.

7.3 Periodic Review:

- Conduct periodic reviews of workload allocation policies and practices.
- Update policies based on feedback, evaluation outcomes, and changing institutional needs.

WORKLOAD ALLOCATION - GUIDELINES

The workload guidelines for the faculty members are given below:

1. The direct teaching learning workload for professor, Associate professor is 14 hours per week & for Assistant professor it is 16 hours.
2. The relaxation of two hours of workload may be given to faculty (any cadre) with sponsored research project as PI.
3. The relaxation of three hours of workload may be given to the faculty with proven research record and have not obtained any sponsored research project till date, based on recommendation of competent authority. If the faculty are not successful in acquiring the research grant they need to compensate the workload in the next academic year.
4. The HoDs direct teaching learning workload may be limited to Eight hours, irrespective of cadre wherever it is possible.
5. The Deans and portfolio incharges teaching learning workload may be limited to ten hours wherever it is possible.
6. The number of direct teaching learning hours should be as per LTPC in the curriculum.
7. For practical component (Lab) the session shall be divided into group 1 & group 2 and two independent teachers has assigned and same shall be reflected in ERP
8. Assistant professor be given priority in allotting the course preference
9. Professor, Associate professor should handle the programme core course and junior classes as a priority.

All the HoDs are hereby informed to follow the above guidelines well preparing the timetable for the faculty members.

Principal

Timetable Preparation

Purpose

This SOP outlines the procedures and guidelines for preparing and managing timetables at M.Kumarasamy College of Engineering. The aim is to ensure an efficient, balanced, and conflict-free schedule for academic activities, optimizing resource utilization and enhancing the teaching-learning process.

Scope

This SOP applies to all departments, faculty members, administrative staff, and students at M.Kumarasamy College of Engineering.

Objectives

- Ensure a well-structured and balanced timetable that supports effective learning.
- Optimize the use of available resources, including classrooms, laboratories, and faculty.
- Avoid scheduling conflicts and ensure equitable distribution of workload among faculty.
- Facilitate timely communication of the timetable to all stakeholders.

Timetable Preparation Process

1. Preliminary Planning

- **Step 1:** Collect course requirements from each department, including the number of lectures, practicals, and tutorials for each subject.
- **Step 2:** Gather availability details of faculty members and classrooms.
- **Step 3:** Identify any special requirements, such as equipment or lab access, for specific courses.

2. Drafting the Timetable

- **Step 1:** Assign courses to faculty members based on their expertise, availability, workload balance, and considering the previous batch pass percentage in the same course.
- **Step 2:** Schedule classes, ensuring that:
  - There is no overlap for faculty or students.
  - Core subjects are distributed evenly throughout the week.
  - Sufficient breaks are provided between classes to prevent fatigue.
  - Laboratory sessions are scheduled considering equipment availability and student group sizes.

Daily Schedule

- **Morning session:** 4 hours (1 hour each).
- **Afternoon session:** 3 hours (50 minutes each).

3. Allocation of Subjects

- **Course Load Distribution:** The number of hours per week for each course should be allocated based on the credits and importance of the course, as well as the previous batch pass percentage.

Weekly Schedule

- **Total Hours per Day:** 7 hours/day.
- **Total Hours per Week:** 35 hours/week (7 hours/day x 5 days).

Credit (N)	% in CAY m1 + CAY m2	No. of Hours / Week	No. of 1 Hour period	No. of 50 minutes period
4	<70%	N+1	3	2
4	70% to 80%	N+1	2	3
4	>80%	N	3	1
3	<70%	N+1	3	1
3	70% to 80%	N+1	2	2
3	>80%	N	2	1

4. Review and Approval

- **Step 1:** Circulate the draft timetable among department heads for review and feedback.
- **Step 2:** Address any conflicts or issues raised during the review process.
- **Step 3:** Finalize the timetable and submit it to the Academic Coordinator for approval.
- **Step 4:** Obtain final approval from the Academic Coordinator and the Principal.

5. Communication and Implementation

- **Step 1:** Publish the approved timetable on the notice boards.
- **Step 2:** Distribute the timetable to faculty members via email.
- **Step 3:** Ensure all stakeholders are aware of the timetable and any specific instructions related to its implementation.

6. Monitoring and Adjustments

- **Step 1:** Monitor the implementation of the timetable during the semester to identify any issues or conflicts.
- **Step 2:** Address any issues promptly and make necessary adjustments, ensuring minimal disruption to the academic schedule.
- **Step 3:** Conduct periodic reviews of the timetable's effectiveness and gather feedback from faculty and students.

Roles and Responsibilities

- **Timetable Committee:** Composed of representatives from each department, the committee is responsible for the overall coordination and preparation of the timetable.
- **Department Heads:** Provide course requirements, faculty availability, and feedback on the draft timetable.
- **Faculty Members:** Provide availability information and adhere to the finalized timetable.

- **Academic Coordinator:** Review and approve the final timetable.

Special Considerations

- **Resource Constraints:** Ensure optimal use of limited resources, such as specialized laboratories and equipment.
- **Faculty Workload:** Ensure a fair distribution of teaching hours among faculty members to avoid overburdening any individual.
- **Student Needs:** Consider student convenience and the need for balanced academic and co-curricular schedules.

Review and Amendments

This policy will be reviewed semester wise. Any amendments to the policy will be communicated to all stakeholders through official channels.

Classroom Teaching-Learning Process Monitoring and Student Attendance

1. Purpose

This SOP outlines the step-by-step procedures for monitoring the classroom teaching-learning process and managing student attendance at M.Kumarasamy College of Engineering.

2. Scope

This SOP applies to all faculty members, administrative staff, and students at M.Kumarasamy College of Engineering.

3. Procedure for Classroom Teaching-Learning Process Monitoring

3.1 Course Planning

- **Step 1:** Faculty members prepare a detailed course plan before the start of the semester.
    - **Content:** Lecture schedules, assignment deadlines, assessment methods.
    - **Submission:** Course plan to be submitted to the Head of the Department (HoD) for approval.

3.2 Classroom Observations

- **Step 1:** HoD or designated senior faculty member schedules classroom observations.
    - **Frequency:** At least twice per semester for each faculty member.
- **Step 2:** Conduct observations and document findings using the Classroom Observation Form.
- **Step 3:** Provide feedback to the faculty member within one week of the observation.

3.3 Student Feedback

- **Step 1:** Collect and review the student feedback twice a semester.
- **Step 2:** Share summarized feedback with faculty members for continuous improvement.

3.4 Professional Development

- **Step 1:** Identify relevant workshops and seminars on innovative teaching methods.
- **Step 2:** Faculty members attend these events and share learnings in departmental meetings.

4. Procedure for Student Attendance Management

4.1 Recording Attendance

- **Step 1:** Faculty members take attendance at the beginning of each class.
- **Step 2:** Record attendance in the online attendance management system immediately after class.

4.2 Monitoring Attendance

- **Step 1:** Generate weekly attendance reports from the online system.
- **Step 2:** HoD reviews attendance reports to identify students with low attendance.

4.3 Notification to Students and Parents

- **Step 1:** Identify students with attendance below 75%.
- **Step 2:** Send warning notifications to students via email and SMS.
- **Step 3:** Inform parents/guardians of the students' attendance status.

4.4 Counseling for Low Attendance

- **Step 1:** Schedule counseling sessions for students with consistent low attendance.
- **Step 2:** Faculty advisor or HoD conducts counseling to understand reasons and provide support.

4.5 Attendance Regularization

- **Medical Leave:**
  - **Step 1:** Students submit a medical certificate to the HoD.
  - **Step 2:** HoD approves and regularizes the attendance.
- **Authorized Leave:**
  - **Step 1:** Students submit a pre-approval request for college-approved activities.
  - **Step 2:** HoD approves the leave and updates attendance records accordingly.

4.6 Penalties and Consequences

- **Step 1:** Identify students who fail to meet the minimum attendance requirement.
- **Step 2:** Issue a detention notice to affected students.
- **Step 3:** Detained students must re-register for the course in the next available semester.

5. Responsibilities

- **Faculty:** Maintain accurate attendance records, prepare and submit course plans, and ensure effective syllabus delivery.
- **Head of Department:** Oversee the teaching-learning process, conduct classroom observations, and address attendance issues.
- **Students:** Attend classes regularly, participate actively, and adhere to the attendance policy.

6. Review and Amendments

This SOP will be reviewed each semester. Any changes to the SOP will be communicated to all stakeholders through official channels.

Innovative Teaching Methodologies

Purpose

To establish a structured process for incorporating innovative teaching methodologies to enhance student engagement, understanding, and application of knowledge.

Scope

This SOP applies to all faculty members involved in teaching at the engineering college.

Responsibilities

- **Academic Coordinator:** Provides strategic direction and oversight for implementing innovative teaching methodologies.
- **Curriculum Committee:** Supports the integration of innovative methods into the curriculum.
- **Faculty Members:** Implement and continuously improve teaching methodologies.
- **Technology Support Team:** Assists in the technical aspects of implementing innovative teaching strategies.

1. Active Learning

Step 1: Training and Development

- **Training Programs:** Organize workshops and training sessions on active learning techniques such as problem-based learning, case studies, group discussions, and hands-on projects.
- **Resource Materials:** Provide faculty with access to resources, articles, and case studies on active learning methodologies.

Step 2: Course Planning

- **Curriculum Design:** Integrate active learning components into the curriculum, ensuring that each course includes elements of problem-based learning, case studies, group discussions, and hands-on projects.
- **Syllabus Update:** Update syllabi to reflect the active learning activities and assessment methods.

Step 3: Implementation

- **Classroom Activities:** Implement active learning techniques in the classroom. Examples include:
  - **Problem-Based Learning:** Pose real-world problems for students to solve collaboratively.
  - **Case Studies:** Use case studies relevant to the course material to foster critical thinking and discussion.
  - **Group Discussions:** Facilitate group discussions and debates to encourage diverse viewpoints and deeper understanding.
  - **Hands-On Projects:** Assign practical projects that require students to apply theoretical knowledge to real-world scenarios.

Step 4: Assessment and Feedback

- **Formative Assessment:** Use formative assessments such as quizzes, peer reviews, and reflection journals to gauge student understanding and provide ongoing feedback.
- **Feedback Mechanisms:** Collect feedback from students on the effectiveness of active learning activities and make necessary adjustments.

Step 5: Continuous Improvement

- **Review Sessions:** Hold regular review sessions with faculty to discuss challenges and best practices in implementing active learning.

- **Update Practices:** Continuously update teaching practices based on feedback and new developments in active learning research.

2. Flipped Classroom

Step 1: Preparation and Planning

- **Content Creation:** Develop and curate lecture materials, such as video lectures, reading materials, and interactive content, to be reviewed by students before class.
- **Platform Selection:** Choose an appropriate online platform (e.g., LMS) to host pre-class materials.

Step 2: Student Orientation

- **Introduction to Model:** Introduce students to the flipped classroom model, explaining its benefits and how it will be implemented.
- **Access Instructions:** Provide clear instructions on how to access and review pre-class materials.

Step 3: In-Class Activities

- **Interactive Sessions:** Design in-class activities that focus on applying knowledge through problem-solving, discussions, and collaborative work.
- **Active Facilitation:** Actively facilitate in-class sessions, guiding students through complex concepts and ensuring engagement.

Step 4: Assessment and Feedback

- **Pre-Class Assessments:** Use quizzes and online discussions to ensure students have reviewed the pre-class materials.
- **In-Class Participation:** Assess student participation and engagement during in-class activities.
- **Feedback Collection:** Collect feedback from students on the effectiveness of the flipped classroom model and adjust accordingly.

Step 5: Continuous Improvement

- **Faculty Collaboration:** Encourage faculty to share experiences and resources for improving flipped classroom implementation.
- **Update Content:** Regularly update pre-class materials based on student feedback and new advancements in the field.

3. Blended Learning

Step 1: Course Design

- **Blend Definition:** Define the appropriate blend of online and face-to-face learning for each course.
- **Content Integration:** Integrate online resources such as video lectures, readings, and interactive modules with traditional face-to-face instruction.

Step 2: Platform Selection

- **LMS Utilization:** Use a Learning Management System (LMS) to organize and deliver online content, track student progress, and facilitate communication.
- **Tool Selection:** Select appropriate tools and platforms for online discussions, assignments, and assessments (e.g., discussion forums, online quizzes).

Step 3: Implementation

- **Orientation:** Orient students to the blended learning model and provide guidance on navigating the online components.
- **Schedule Planning:** Create a detailed schedule that outlines online and face-to-face sessions, ensuring a cohesive learning experience.

Step 4: Engagement and Interaction

- **Interactive Content:** Develop engaging online content that encourages active learning and participation.

- **Facilitated Discussions:** Facilitate online and face-to-face discussions to deepen understanding and build a learning community.

Step 5: Assessment and Feedback

- **Integrated Assessments:** Use a mix of online and face-to-face assessments to evaluate student performance comprehensively.
- **Feedback Mechanisms:** Provide timely feedback on both online and in-person activities to support continuous learning.

Step 6: Continuous Improvement

- **Data Analysis:** Analyze data from the LMS on student engagement and performance to identify areas for improvement.
- **Regular Updates:** Continuously update and improve online and face-to-face components based on student feedback and educational research.

Documentation and Record Keeping

- Maintain records of training sessions, curriculum changes, and assessment results.
- Store documentation in the academic administration office and digital archives for reference and audit purposes.

Review and Updates

- Review this SOP annually to ensure it remains relevant and effective.
- Update the SOP based on feedback from faculty and students and changes in educational standards and technology.

Communication

- Communicate updates to the teaching methodologies and SOP to all stakeholders, including faculty, students, and staff, through meetings, emails, and the college website.

Experiential Learning

Purpose

To establish a structured process for implementing experiential learning opportunities that enhance students' real-world experience, creativity, practical skills, and community engagement.

Scope

This SOP applies to all faculty, students, and administrative staff involved in facilitating internships, industry projects, hackathons, competitions, and service learning at the engineering college.

Responsibilities

- **Academic Coordinator:** Provides strategic oversight and ensures alignment with academic goals.
- **Department Heads:** Manages the overall implementation and coordination of experiential learning activities.
- **Faculty Advisors:** Support and mentor students in experiential learning activities.
- **Industry Partners and Community Organizations:** Provide opportunities and resources for internships, projects, and service learning.
- **Students:** Actively participate in experiential learning opportunities and fulfill their responsibilities.

1. Internships and Industry Projects

Step 1: Establish Partnerships

- **Identify Partners:** Collaborate with industry partners, alumni, and professional organizations to identify potential internship and project opportunities.
- **Partnership Agreements:** Develop formal agreements with partners outlining roles, expectations, and evaluation criteria.

Step 2: Student Placement Process

- **Application Process:** Develop a standardized application process for students to apply for internships and industry projects. Include resume submissions, interviews, and matching based on interests and skills.
- **Pre-Internship Orientation:** Conduct orientation sessions to prepare students for their internships, covering topics such as professional behavior, expectations, and goal setting.

Step 3: Internship/Project Execution

- **Mentorship and Supervision:** Assign faculty advisors and industry mentors to guide and supervise students throughout their internships and projects.
- **Progress Monitoring:** Implement a system for regular progress reports and check-ins with students and mentors to ensure that objectives are being met.

Step 4: Evaluation and Feedback

- **Assessment Criteria:** Establish clear assessment criteria for evaluating student performance based on project deliverables, professional skills, and feedback from industry mentors.
- **Final Report and Presentation:** Require students to submit a final report and presentation detailing their internship/project experience, learning outcomes, and reflections.

Step 5: Continuous Improvement

- **Feedback Collection:** Collect feedback from students and industry partners to identify areas for improvement.
- **Program Adjustments:** Make necessary adjustments to the internship and industry project programs based on feedback and evolving industry needs.

2. Hackathons and Competitions

Step 1: Planning and Organization

- **Event Calendar:** Develop an annual calendar of hackathons, coding competitions, and innovation challenges in collaboration with faculty and industry partners.
- **Event Logistics:** Plan event logistics, including venue selection, participant registration, judging criteria, and prize distribution.

Step 2: Promotion and Recruitment

- **Marketing Campaign:** Launch a marketing campaign to promote events through social media, college website, email newsletters, and campus posters.
- **Participant Recruitment:** Encourage student participation through information sessions, workshops, and faculty recommendations.

Step 3: Event Execution

- **Facilitation:** Provide necessary resources such as internet access, software tools, and technical support during the event.
- **Mentorship:** Engage industry professionals and faculty as mentors to guide participants and provide real-time feedback.

Step 4: Judging and Awards

- **Evaluation Criteria:** Establish clear judging criteria focusing on innovation, technical proficiency, problem-solving skills, and presentation.
- **Awards Ceremony:** Organize an awards ceremony to recognize and reward outstanding projects and participants.

Step 5: Post-Event Activities

- **Project Showcase:** Create opportunities for participants to showcase their projects to the college community and industry partners.

- **Feedback and Reflection:** Collect feedback from participants and mentors to evaluate the event's success and identify areas for improvement.

3. Service Learning

Step 1: Identify Community Needs

- **Community Partnerships:** Establish partnerships with local community organizations, NGOs, and government agencies to identify societal needs that can be addressed through engineering solutions.
- **Project Selection:** Select service learning projects that align with both community needs and educational objectives.

Step 2: Student Engagement

- **Call for Participation:** Invite students to participate in service learning projects through announcements, information sessions, and faculty endorsements.
- **Team Formation:** Form student teams based on interests and skills, and assign faculty advisors to each team.

Step 3: Project Planning and Execution

- **Project Proposal:** Require student teams to develop project proposals outlining objectives, methodologies, timelines, and expected outcomes.
- **Implementation:** Provide necessary resources and support for project implementation, including materials, equipment, and access to community sites.

Step 4: Monitoring and Support

- **Regular Check-Ins:** Schedule regular check-ins with faculty advisors and community partners to monitor progress and address any challenges.
- **Mid-Project Review:** Conduct a mid-project review to assess progress and make any necessary adjustments.

Step 5: Evaluation and Reflection

- **Final Presentation:** Organize a final presentation where student teams present their projects, outcomes, and reflections to the college community and community partners.
- **Assessment:** Evaluate projects based on impact, innovation, and student learning outcomes.

Step 6: Continuous Improvement

- **Feedback Collection:** Collect feedback from students, faculty advisors, and community partners to evaluate the effectiveness of the service learning projects.
- **Program Refinement:** Refine the service learning program based on feedback and changing community needs.

Documentation and Record Keeping

- Maintain records of partnerships, project proposals, progress reports, and evaluations.
- Store documentation in the academic administration office and digital archives for reference and audit purposes.

Review and Updates

- Review this SOP annually to ensure it remains relevant and effective.
- Update the SOP based on feedback from stakeholders and changes in educational and industry standards.

Communication

- Communicate updates to the experiential learning programs and SOP to all stakeholders, including faculty, students, industry partners, and community organizations, through meetings, emails, and the college website.

Implementation of Problem-Based Learning (PBL)

Purpose

The purpose of this SOP is to establish a structured approach for implementing Problem-Based Learning (PBL) in the engineering curriculum to enhance skill-based learning, critical thinking, and real-world application of knowledge.

Scope

This SOP applies to all departments and faculty members involved in teaching and curriculum development at M.Kumarasamy College of Engineering.

Responsibilities

- **Faculty Members:** Facilitate PBL sessions, guide students, and assess their performance.
- **Department Heads:** Ensure the integration of PBL into the curriculum and provide necessary resources.
- **PBL Coordinators:** Oversee the implementation and continuous improvement of PBL activities.

Procedures

1. Curriculum Design

1.1. **Integration of PBL:** Embed PBL into the curriculum across all semesters and courses. Balance theoretical knowledge with practical application.

1.2. **Learning Outcomes:** Define clear learning outcomes for each PBL activity, focusing on critical thinking, teamwork, communication, and technical expertise.

2. Problem Selection

2.1. **Real-World Relevance:** Select problems relevant to real-world and industry needs. Ensure problems are complex but achievable within the given timeframe. 2.2.

Interdisciplinary Approach: Incorporate problems requiring knowledge from multiple disciplines to promote a holistic learning experience.

3. Facilitator Training

3.1. **Faculty Development:** Conduct training sessions for faculty to become facilitators. Emphasize guiding students through problem-solving rather than providing direct answers.

3.2. **Continuous Improvement:** Encourage faculty to enhance their PBL facilitation skills through workshops, seminars, and peer reviews.

4. Student Preparation

4.1. **Orientation Programs:** Conduct orientation sessions to familiarize students with PBL methodology, expectations, and assessment criteria.

4.2. **Skill Development:** Provide preliminary training in research methods, critical thinking, teamwork, and effective communication.

5. Implementation Process

5.1. **Group Formation:** Organize students into small, diverse groups to enhance collaboration and peer learning. Ensure balanced participation from all members.

5.2. **Problem Introduction:** Introduce the problem and provide necessary background information. Outline objectives, constraints, and deliverables.

5.3. **Guided Inquiry:** Allow students to conduct research, brainstorm solutions, and develop a plan of action. Facilitators monitor progress and provide guidance as needed.

5.4. **Solution Development:** Students develop, test, and refine their solutions. Encourage iterative improvement and resilience in facing challenges.

6. Assessment and Feedback

6.1. **Formative Assessment:** Use continuous assessment methods such as quizzes, presentations, and peer reviews to monitor progress and provide feedback.

6.2. **Summative Assessment:** Evaluate final solutions based on predefined criteria, focusing on problem-solving skills, creativity, technical accuracy, and teamwork.

6.3. **Reflective Practices:** Encourage students to reflect on their learning experiences, challenges faced, and how they overcame them.

7. Resources and Infrastructure

7.1. **Learning Resources:** Provide access to necessary resources such as libraries, online databases, laboratories, and software tools.

7.2. **Physical Infrastructure:** Ensure adequate facilities such as project rooms, maker spaces, and collaborative workspaces.

8. Industry Collaboration

8.1. **Real-World Problems:** Partner with industries to bring real-world problems into the classroom, ensuring relevance and exposure to industry standards and practices.
8.2. **Guest Lectures and Mentorship:** Invite industry professionals to share their expertise and mentor student groups.

9. Continuous Improvement

9.1. **Feedback Mechanism:** Collect feedback from students, faculty, and industry partners to identify areas for improvement.

9.2. **Review and Update:** Regularly review and update the PBL process, problem statements, and assessment criteria to keep pace with technological advancements and industry needs.

10. Support Systems

10.1. **Academic Support:** Provide additional support for students who may struggle with the PBL approach through tutoring, counseling, and workshops.

10.2. **Technical Support:** Ensure students have access to technical support for using tools, software, and laboratory equipment.

Approval and Review

This SOP shall be reviewed semester wise and updated as necessary to reflect changes in the curriculum, industry standards, and educational best practices.

Project Review Scheduling and Conduction

1. Purpose

This SOP outlines the procedures and guidelines for scheduling and conducting project reviews for undergraduate and postgraduate students at M.Kumarasamy College of Engineering. The aim is to ensure systematic monitoring and evaluation of student projects, fostering high standards of academic and practical performance.

2. Scope

This policy applies to all undergraduate and postgraduate students, faculty members, and administrative staff involved in the project review process at M.Kumarasamy College of Engineering.

3. Objectives

- Ensure a structured and consistent approach to project reviews.
- Facilitate regular monitoring and feedback to enhance the quality of student projects.
- Promote timely completion of project milestones.
- Encourage collaboration between students and faculty members.

4. Project Review Schedule and Conduction

4.1 Initial Planning

- **Step 1:** Department Heads, in consultation with the faculty, develop a project review schedule at the beginning of each semester.
- **Step 2:** The schedule includes key milestones such as project proposal submission, progress reviews, final review, and submission deadlines.
- **Step 3:** The schedule is included in the department academic calendar, approved by the Academic Coordinator, and published on the notice boards.

4.2 Review Frequency

- **Progress Reviews:** At least three progress reviews are conducted during the project duration. The first review is held within the first month of the project commencement, the second review midway through the semester, and the third review one month before the final submission.
- **Final Review:** The final review is conducted at the end of the semester, prior to the submission of the final project report.

4.3 Project Proposal Review

- **Step 1:** Students submit their project proposals to their respective faculty advisors.
- **Step 2:** Faculty advisors evaluate the proposals based on relevance, feasibility, and innovation.
- **Step 3:** Feedback is provided, and necessary revisions are made by students.
- **Step 4:** Approved proposals are forwarded to the Department Head for final approval.

4.4 Progress Reviews

- **Step 1:** Students prepare progress reports and presentations for each scheduled review.
- **Step 2:** Reviews are conducted by a panel comprising the faculty advisor, subject matter experts, and an external examiner (if applicable).
- **Step 3:** The panel evaluates the progress, provides feedback, and suggests improvements.
- **Step 4:** Students incorporate feedback and update their project work accordingly.
- **Step 5:** Detailed minutes of each review are documented and shared with students for reference.

4.5 Final Review

- **Step 1:** Students submit the final project report and prepare for the final presentation.
- **Step 2:** The final review panel, including faculty advisors and external examiners, assesses the project based on defined evaluation criteria such as originality, methodology, execution, and presentation.
- **Step 3:** Final feedback and grades are provided.
- **Step 4:** Students submit the revised final report, incorporating any last feedback.

5. Guidelines for Project Review Committee and Expo

5.1 Formation of Review Committee

5.1.1 Composition

- The committee should consist of a blend of industry/alumni experts and academic experts who have expertise relevant to the project domains.
- Aim for a committee size that allows for thorough evaluation while ensuring efficiency. A diverse set of perspectives should be represented.

5.1.2 Role of Industry Experts/Alumni

- Industry experts/alumni can provide insights into real-world applications and industry standards.
- Invite professionals/alumni with experience in technology trends and market demands, who have excelled in research, patenting, or product development.

5.1.3 Role of Academic Experts

- Academic experts should be well-versed in the theoretical aspects of the projects.
- Consider professors with specialization in the specific engineering fields.

5.1.4 Project Alignment

- Ensure that the expertise of the committee aligns with the diverse nature of the projects to be reviewed.

5.2 Roles of HoD, Project Coordinator, and Project Guide

5.2.1 Head of Department (HoD)

- Appoint an HoD as the coordinator for the review process.
- Oversee the committee formation and ensure a balanced representation.
- Provide necessary resources and support for the successful execution of the project expo.

5.2.2 Project Coordinator

- Coordinate with the HoD to establish the review committee.
- Facilitate communication between the committee and students.
- Ensure logistical arrangements for the final project expo.

5.2.3 Project Guide

- Guide students in project development, emphasizing the potential for research publication, patenting, or product development.
- Assist students in preparing comprehensive project reports.
- Collaborate with the project coordinator to organize training sessions for students on presentation skills.

5.3 Final Review Cum Project Expo

5.3.1 Expo Date Range

- Plan the final review cum project expo during the 2nd week of March to the 2nd week of April.
- Allocate specific days or sessions for each department to present their projects.

5.3.2 Quality Assurance

- Emphasize the importance of quality in projects, with a focus on research publication, patenting, or product development.
- Set specific criteria for evaluating the projects, covering innovation, technical depth, and presentation quality.

5.3.3 Best Project Awards

- Encourage healthy competition by awarding the best projects.
- Consider categories such as Best Research Project, Best Innovation, and Best Implementation.

5.3.4 Post-Expo Feedback

- Collect feedback from the review committee, alumni, and industry experts.
- Use feedback to enhance the quality of future project expos.

6. Evaluation Criteria

- **Relevance and Innovation:** Alignment with current industry trends and research advancements.
- **Feasibility and Methodology:** Practicality of the project plan and appropriateness of the chosen methods.
- **Execution and Results:** Effectiveness of project implementation and validity of the results.
- **Presentation and Documentation:** Clarity and professionalism in presenting and documenting the project work.

7. Special Considerations

- **Interdisciplinary Projects:** Projects involving multiple departments may require joint review panels and coordinated schedules.
- **Industry Collaboration:** Projects in collaboration with industry partners should align review schedules with industry timelines and expectations.

- **Confidentiality:** Ensure confidentiality of sensitive information in industry-collaborated projects.

8. Review and Amendments

This policy will be reviewed semester wise. Any amendments to the policy will be communicated to all stakeholders through official channels.

Assessment and Feedback

Purpose

To establish a structured and transparent process for continuous assessment and feedback to enhance student learning outcomes and teaching effectiveness.

Scope

This SOP applies to all faculty members, students, and administrative staff involved in the assessment and feedback process at the engineering college.

Responsibilities

- **Academic Coordinator:** Provides strategic oversight and ensures alignment with academic goals.
- **Department Heads:** Manages the overall implementation and coordination of assessment and feedback activities.
- **Faculty Members:** Design and implement assessment methods, develop rubrics, and provide feedback.
- **Students:** Actively participate in assessments and provide feedback on courses and teaching effectiveness.

1. Continuous Assessment

Step 1: Planning and Integration

- **Assessment Calendar:** Develop an assessment calendar for each course that includes dates for quizzes, assignments, presentations, and peer reviews.
- **Syllabus Inclusion:** Ensure the syllabus includes details about the continuous assessment methods, their weightage, and deadlines.

Step 2: Designing Assessments

- **Quizzes:** Design short, frequent quizzes to assess understanding of key concepts. Use multiple-choice, short answer, or problem-solving questions.
- **Assignments:** Create assignments that require application of concepts, critical thinking, and problem-solving skills. Provide clear guidelines and expectations.
- **Presentations:** Incorporate individual or group presentations to assess communication skills, teamwork, and depth of understanding.
- **Peer Reviews:** Implement peer review systems where students evaluate each other's work based on predefined criteria.

Step 3: Implementation

- **Scheduling:** Schedule assessments evenly throughout the semester to avoid student overload.
- **Instructions:** Provide detailed instructions and rubrics for each assessment to ensure students understand expectations.

Step 4: Monitoring and Evaluation

- **Progress Tracking:** Use the Learning Management System (LMS) to track student progress and submission of assessments.
- **Formative Feedback:** Provide timely and constructive feedback on assessments to help students improve continuously.

Step 5: Record Keeping

- **Documentation:** Maintain records of all assessments, grades, and feedback provided to students in the LMS.

2. Rubrics and Transparent Criteria

Step 1: Developing Rubrics

- **Criteria Identification:** Identify key criteria for each assessment method (e.g., content accuracy, clarity, creativity, application of concepts).
- **Rubric Creation:** Develop detailed rubrics with clear descriptors for each performance level (e.g., excellent, good, satisfactory, needs improvement).

Step 2: Approval and Standardization

- **Review Process:** Submit rubrics to the HoDs for review and standardization across similar courses.
- **Faculty Training:** Conduct training sessions for faculty on developing and using rubrics effectively.

Step 3: Communication

- **Transparency:** Share rubrics with students at the beginning of the course and before each assessment to ensure they understand the evaluation criteria.
- **Examples:** Provide examples of high-quality work and corresponding rubric scores to illustrate expectations.

Step 4: Application and Feedback

- **Consistent Application:** Use the rubrics consistently to evaluate student work and provide feedback based on rubric criteria.
- **Feedback:** Offer detailed feedback on each rubric criterion to guide student improvement.

3. 360-Degree Feedback

Step 1: System Design

- **Feedback Instruments:** Develop feedback instruments for students to evaluate courses and teaching effectiveness, and for faculty to provide constructive feedback to students.
- **Anonymous Feedback:** Ensure student feedback is collected anonymously to encourage honesty and openness.

Step 2: Implementation

- **Mid-Semester Feedback:** Collect mid-semester feedback from students to identify and address issues early.
- **End-of-Semester Feedback:** Conduct comprehensive end-of-semester feedback for overall evaluation.

Step 3: Data Collection and Analysis

- **Survey Administration:** Use the LMS or online survey tools to administer feedback surveys.
- **Data Analysis:** Analyze feedback data to identify trends, strengths, and areas for improvement.

Step 4: Feedback to Faculty

- **Individual Reports:** Provide faculty with individual feedback reports summarizing student evaluations and highlighting areas for improvement.
- **Development Plans:** Encourage faculty to develop action plans based on feedback to enhance their teaching effectiveness.

Step 5: Feedback to Students

- **Constructive Feedback:** Faculty provide constructive feedback to students on their performance, highlighting strengths and areas for improvement.

- **Reflection:** Encourage students to reflect on the feedback and set goals for their academic development.

Step 6: Continuous Improvement

- **Regular Review:** Regularly review and update the feedback instruments and processes based on faculty and student input.
- **Workshops and Training:** Organize workshops and training sessions for faculty on interpreting feedback and implementing changes effectively.

Documentation and Record Keeping

- Maintain records of assessment plans, rubrics, feedback instruments, and feedback data in the academic administration office and digital archives for reference and audit purposes.

Review and Updates

- Review this SOP annually to ensure it remains relevant and effective.
- Update the SOP based on feedback from stakeholders and changes in educational standards.

Communication

- Communicate updates to the assessment and feedback processes and SOP to all stakeholders, including faculty, students, and administrative staff, through meetings, emails, and the college website.

Guidelines for Credit Equivalence Committee (CEC)

Introduction:

The Credit Equivalence Committee plays a crucial role in assessing the validity of international certifications or online certifications completed by the students and determining the corresponding credit allocation. These guidelines are designed to provide a structured approach for committee members when evaluating certification for credit equivalence.

1. Document Verification:

- Ensure the authenticity of the Certificate of Completion by scrutinizing official seals, signatures, and pertinent details.
- Confirm the validity of the rubrics used for awarding credits or marks in cases where such details are not explicitly mentioned in the certificate.
- Verify the Course Syllabus for the Online Course or International Certification
- Confirm the endorsement by the Board of Studies or Principal, ensuring that the necessary approvals are in place.

2. Certification Relevance:

- Assess the relevance of the certification to the corresponding course for which credit equivalence is sought.
- Consider the alignment of the certification content with the learning outcomes of the original course.

3. Course Syllabus Comparison:

- Obtain and review the syllabus of the course covered by the certification.
- Compare the topics, depth, and breadth covered in the certification with the original course requirements.

4. Practical Application:

- Assess the practical application and hands-on experience provided by the certification.

- Determine if the skills gained from the certification are comparable to those acquired in the original course.

5. Credit Allocation:

- Establish a transparent and consistent methodology for assessment based on the certification's complexity, duration, and depth.
- Provide the credit as per the academic regulations R2018.

6. Committee Consensus:

- Encourage open discussion among committee members during the evaluation process.
- Seek consensus on credit equivalence decisions, considering diverse perspectives.

7. Communication with Students:

- Provide clear communication to students regarding the committee's decision.
- Offer an appeals process for students dissatisfied with the committee's decision, ensuring transparency.

8. Documentation:

- Maintain thorough documentation of the committee's evaluation process, **including agenda, minutes of meetings, attendance, and decisions (action taken)**.
- Keep a record of the criteria used for credit allocation and any supporting documentation.

These guidelines aim to establish a systematic and fair process for the Credit Equivalence Committee in evaluating certifications and determining credit equivalence. Committee members are encouraged to exercise professional judgment and adhere to these guidelines in a consistent manner.

Principal

ONE CREDIT COURSE - GUIDELINES

The purpose of conducting one credit course by inviting professional practitioners from the leading industry in the area to enhance students' knowledge and understanding of the latest development trend in the real world.

HoD's are informed to follow the bellow guidelines to offer one credit course from the academic year 2024-2025:

a) **Experts (INDUSTRY / R&D)** should be from Central / State Organization / R&D labs or from industry. (Preference will be given to Industrial Experts).

b) Existence organization should be minimum 3 years and experts should have minimum of 2 years of experience in the relevant field (one credit course).

c) The one credit courses may be planned during the semester at least with a **MINIMUM** of **3 lectures of 6 hours duration** and subject to the **MAXIMUM** of **15 lectures of 1 hour duration**.

d) One credit course should be discussed and approved in BoS meeting.

e) HoD / Coordinator have to get prior approval for conducting the one credit course from the Principal.

f) A coordinator is to be nominated from the respective departments and evaluation will be done immediately after the lecture.

g) **Evaluation mode:** After each lecture, the department coordinator needs to conduct the assessment and maintain mark statement (maximum of 100 Marks). Same need to be submitted to CoE office for credit transfer.

h) **Scheme of assessment:**

Assignment / Report / Case Study	Final Examination / Presentation	Viva-Voce	Total
30	50	20	100

Principal

Conduction of Value Added Courses

1. **Introduction** Value-added courses at M.Kumarasamy College of Engineering are designed to enhance students' employability skills and prepare them for industry expectations. These courses are not part of the regular curriculum and are conducted by industry experts, academic experts, or in-house faculty to provide students with additional skills and knowledge.
2. **Objectives**
    - Provide students with insights into industry expectations.
    - Improve students' employability skills.
    - Bridge skill gaps and prepare students for the industry.
    - Develop interdisciplinary skills among students.
3. **Designing the Courses**
    - Analyze feedback from employers, alumni, and industry experts to identify skill gaps.
    - Consult with stakeholders to align courses with current and emerging industry trends.
    - Submit new course proposals to the Board of Studies for approval by the Academic Council.
    - Assign a unique course code to each value-added course.
4. **Guidelines for Conducting Value Added Courses**
    - Conduct classes during reserved time slots or outside regular class hours, including weekends or vacation periods.
    - Limit students to one value-added course per semester.
    - Ensure a minimum of 5 students for course viability.
    - Allow cross-department enrollment with HoD approval.

5. **Duration**
    - Each value-added course must have a minimum duration of 30 hours.

6. **Evaluation**
    - Internal assessment only, totaling 100 marks.
    - Conduct two assessments: one midway and one at the end of the course, each lasting one hour.
    - Evaluation overseen by a committee comprising HoD, course instructors, and a senior faculty member appointed by the Head of the Institution.
    - Submit student marks and grades to the Controller of Examinations.
7. **Passing Requirement and Grading**
    - Students must achieve a minimum of 50% to pass.
    - Grades O, A+, A, B+, B will be reflected in the mark sheet under 'Value Added Courses'; grades RA, SA will not appear.
    - Credits earned do not contribute to GPA or degree classification.
    - Summer/winter session courses will reflect in the subsequent semester's grade sheet.
8. **Financial Commitment**
    - Funded by nominal fees set by the Institute Authority to cover course expenses.
9. **Responsibility**
    - **Faculty:** Develop course syllabi, conduct classes, and assess students.
    - **HoD:** Approve courses, oversee implementation, and facilitate cross-departmental enrollments.
    - **Principal:** Ensure adherence to guidelines and support effective implementation of value-added courses.

10. **Review and Amendments**

- Review semester wise for effectiveness and relevance.
- Communicate amendments through official channels to stakeholders.