

# ANNUAL REPORTS

## 2018-2023

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**Annual Report  
A.Y.2022-23**

# **MLR Institute of Technology**

Hyderabad, Telangana

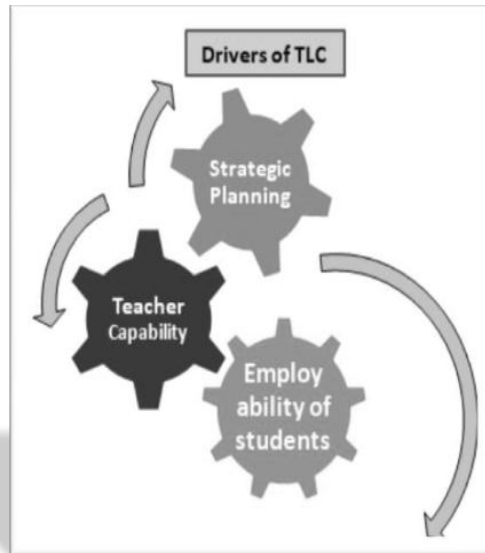


विद्या ददाति विनयं  
विनयाद्याति पात्रताम्  
पात्रत्वाद्धनमाप्नोति धनाद्धर्मं  
ततः सुखम्

*Education leads to sensibility, sensibility attains character/qualification, from that comes wealth and from wealth (one does) good deeds, from that (comes) joy.*

-Hitopdesha, Text 6

# About TLC @MLR Institute of Technology



A core requirement for effective classroom interaction is that the teachers develop the art of preparing a systematic lesson plan and a lively classroom delivery. This is an area of basic teaching competence. Further, appropriate pedagogical techniques, modes of practice by the students as well as effective modes of evaluation of the desired learning outcomes are required to be mastered by the teachers to be successful.

With an aim to get faculty members thinking about improving their classes TLC was established at MLRIT in the year 2015.

TLC organizes workshops for orienting new faculty as well as need based-workshops for tenured faculty.

## **Mission of TLC:**

To support the institute by providing leadership, support and resources for the continuous advancement of evidence-based teaching and learning practices.

## **Mandate of the center:**

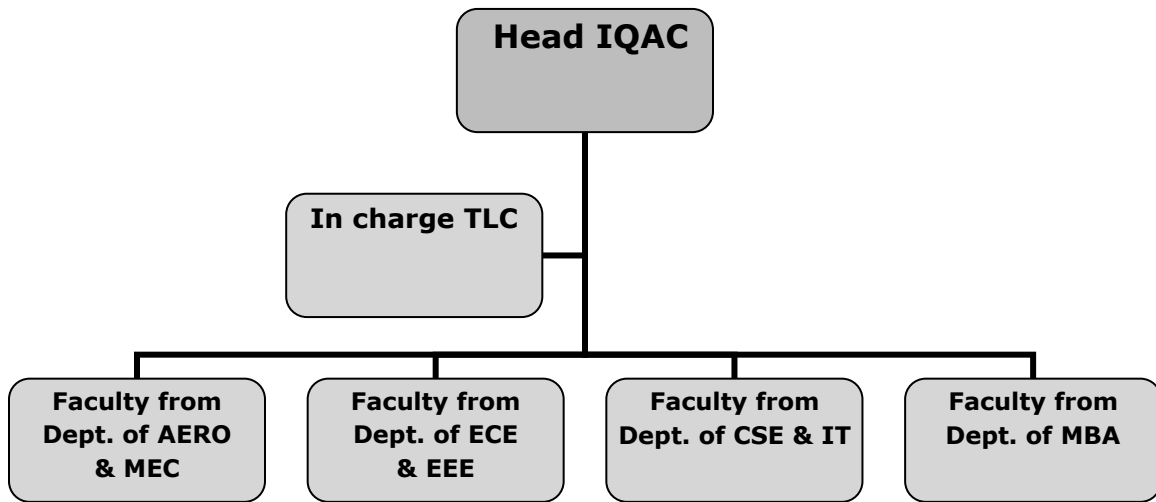
Every faculty must be certified from TLC within six months from the date of joining the institute.

Accordingly, the teacher training policy is designed to address the entry-level faculty and in-service faculty to keep abreast with latest technologies.

Trainings are conducted in two categories.

1. Faculty Induction Program (FIP) to be provided just after the recruitment of fresh teacher candidates.
2. In-service training program catering to the specific requirement at various levels of the teaching career.

## **Organizational Structure of TLC**



## **Programmes Conducted under TLC**

### **Faculty Induction Programme(FIP)**

Faculty induction is an effective and efficient means of outlining the institute policies and procedures to new faculty, for providing specific information new faculty need to know to do their job, and for setting expectations within the larger context of institute goals, objectives and the business operation as a whole.

The TLC of MLR Institute of Technology organizes the Faculty Induction Programme (FIP) for all the newly recruited teaching staff every academic year semester wise. It is a one week tailored induction program for new staff. After undergoing the faculty would feel more comfortable in their new surroundings and have a better understanding of the business and the expectations of their role..

#### **Module 1**

**An Introduction to the Institute's Vision, Mission, Goals, And Values. Service Rules and Regulations**

#### **Module 2**

**"Why" in Education, Bloom's Taxonomy**

**CO-PO Mapping and Attainments**

#### **Module 3**

**Engaging the Learners - Active Learning Strategies, Techniques, and Examples**

#### **Module 4**

**Modern Tool for Effective Teaching**

#### **Module 5**

**Collaborative Learning**

#### **Module 6**

**Assessment Methods and Measures**

## **Faculty development Programme**

The TLC of MLRIT periodically conducts faculty development programs for internal faculty on various pedagogical technologies, active learning strategies, education research and Accreditations and on the latest technologies related to the respective branches.

## **TED Talks – (Teaching Evaluation and Development)**

The TLC of MLRIT conducts TED Talks in various departments subject wise and specialization wise during semester breaks with an intention to deepen and enrich the teaching practice of faculty by focusing on an aspect of their teaching.

## **ENGINEERING EDUCATOR CERTIFICATION COURSE (EECC)**

Why this course?

Teacher competence and professionalism play an important role in the success of student learning. Today many faculty don't possess the necessary competence to become professional educators. In fact, many faculty are still inexpert in the basic skills, such as mastering teaching materials. In the interest of continuous development of teacher competence this course is designed in line with IUCEE IIEECP program.

The course is designed to equip teachers with deep and extensive knowledge of the material they teach, appropriate teaching skills, and positive attitudes towards diverse learning needs of the students. By participating training programme, faculty are encouraged to improve their capacities in mastering the skills of pedagogy. digital educational solutions.

Dear Participant,

Congratulations and a warm welcome to MLRIT. Each of you has different strengths, focuses and experiences. Faculty training is important for both experienced and those who are novice to the teaching profession.

Many Faculty struggle to teach without necessary teaching and class management techniques. Faculty have the power to transform lives, therefore it is of incredible importance that faculty are not just told what to teach but how to teach. A well-organized instructor and class have always facilitated better learning. Paying close attention to the alignment of student learning outcomes to class activities and assessments stands to increase student motivation as their efforts are better justified. The Course is organized in six modules covering various aspects.

Evaluation and Grading Policies:

- The certificate will be awarded to participants who successfully complete all 6modules.
- Successful Completion requires a minimum of 70% in each module.
- Participants scoring 90% and above in the program will be awarded distinction.
- Although the program is designed as Pass-Fail, there will be a clear evaluation format for each module.
- Each module will have set reading materials; two or three assignments; ongoing discussion



### **Assignment Submission**

- All assignments **MUST** be submitted within the specified deadline. Another version of the assignment may be submitted within the given deadline. The latest submission will be considered for grading. You will not be able to access the assignment folder after the deadline. Any un-submitted assignment will be considered as Missed Assignment and please note that you can miss only one assignment in the entire course.

### **Plagiarism Academic Integrity:**

- If two or more participants submit assignments which are identical (or with heavy overlap), all members will be awarded a zero.

## GUIDELINES FOR CAPSTONE PRESENTATION

While each faculty should use his or her discrete research and findings to prepare this presentation, the following guidelines will help to ensure uniformity, understandability, and timeliness in all presentations. Faculty can use a maximum of 12 slides for their capstone presentation. This should result in a presentation of approximately 8 minutes, followed by a question and answer exchange with attendees.



### **Targeted Skills**

- Competence to objectively analyze your personal performance and growth through learning in different modules of EEC.
- Ability to present personal success and failure in a clear & honest way.
- Ability to critically evaluate your own performance in planning and implementing different strategies help to identify areas of weakness and solutions for overcoming them.

### **PRESENTATION**

- In each session, 5 participants will be evaluated
- Each participant will make a 12- minute presentation; respond to two questions and also serve as peer-evaluator for other participants.
- Each presentation will be evaluated by three faculty & all peer evaluators.
- Each participant will peer-evaluate all presenters
- Each peer-evaluator will ask one question

# Evaluation of Capstone Presentations

**The Capstone Presentation = 60 points**

- **Content = 20 points (6x3=18+2 portfolio)**

(key learning's of six modules, evaluation of performance with evidence. Incase of not teaching in current semester, future plan of implementation. Your Teaching portfolio)

- **Delivery = 30 points**

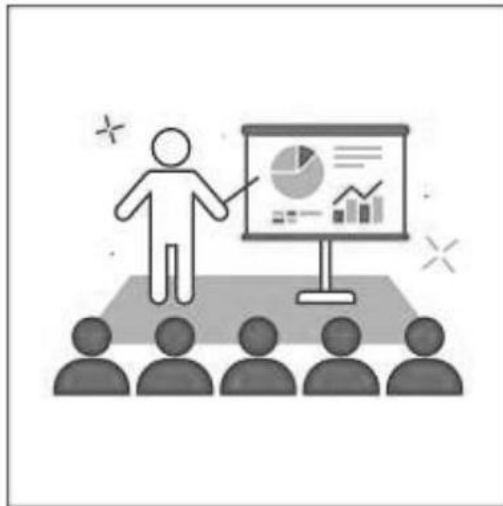
(voice, pace, clarity, confidence, time management ...)

- **Peer-evaluation = 04 points**

- **Quality of Questions 1 & 2 = 02 points**

- **Quality of Response = 04 points**

## Preparing Your Presentation



## Your Presentation



**Start with the most important information and then add conclusions / visual / statistical evidence.**

## **Managing Time**

- Do not spend too much time on introduction – your title slide should have the information.
- Practice your presentation several times to get it to under 0.5 -1 minute of the allocated time.
- Anticipate questions and prepare concise and sharp responses

## **Detailed Planning**

- Personal Introduction – 20 secs (sufficient to give your name and discipline)
- Opening Statement – 30 secs
- One/two slide on each module – Approx.1 min
- The EEC experience & transformation – 1.5 to 2 minutes

## **Guidelines for preparing Slides**

- Create separate slides for each module Use the same font/combination of fonts for the entire presentation
- Minimum recommended font size 28 -30 points
- No more than 7-9 lines; 7-9 words per line
- Use color meaningfully - to emphasize; separate items

## **Effective Conclusion**

- Plan time for this part of the presentation – closing statement & question time
- Close by talking about the transformation - about your personal and professional growth
- Your future plans

## GUIDELINES TO EFFECTIVE TEACHING

The role of the college and teachers has always been vital in the all round personality development of the students. In fact, a teacher is a role model influencing every facet of the student's growth and developing their innate potentials, in addition to being a motivator, guide and friend.

Besides, the teacher of today is also responsible to enable and empower the learner to emerge as a competent youth, ready to take on the challenges of the rapidly changing world. Hence, it is imperative that the teacher continuously upgrades his/her knowledge and methodology in order to enhance the quality of teaching. If the quality of teaching is good and the commitment of teachers is high, the standard of the Institution is bound to rise.

Therefore it is strongly felt that to make the Education Process meaningful, teachers should give attention to the following guidelines about teaching:

*Teaching is an art. And like any other art, there is no unique way of performing it. Thus no one can really dictate very precisely how a teacher should teach. Yet, it is possible for anyone who cares about teaching to become an effective teacher by consciously adhering to some simple guidelines.*

The principles enlisted here are naturally borne out of experience of teaching- successes as well as failures. Remember the following three basic things:

### **Attitude:**

This is an attribute, which is hard to define but which reflects in everything we do related to teaching a course, including designing the syllabus, choosing a text book, setting up and grading examinations, answering questions, being available to students outside the classroom, and so on. Teacher's attitude is one thing that our students are very quick to grasp, and this, in turn, shapes the attitude of students towards the teacher and the course. Usually, if one cares to think a bit, it is obvious what the right attitude should be. A simple trick to get it right every time is to do what you expected from your teachers when you were a student; in particular, this means you should prepare well, be fair, be receptive to the students, be organised, and so on.

### **Preparation:**

The core of effective teaching is preparation, and its importance can not be overemphasized. Just how much preparation is essential can vary from person to person and would also depend on the material that one is going to present. It may be remarked that just as no preparation can be fatal, over-preparation could also be harmful. An element of spontaneity, the ability to handle questions and to make subtle modifications in the pace by judging student's response are also important for a successful lecture. Quite arguably, these traits are acquired through experience and not by preparation alone. Nevertheless, it is important to master the material that one is going to present and think through about the sequencing of the topics to be presented, before proceeding to lecture. For a typical one-hour calculus lecture, about one hour of preparation should usually suffice. However, if one is teaching for the first time, more preparation may be necessary. In any case, the message is: prepare, you must.

### **Clarity:**

There are various aspects of clarity that are crucial for an effective lecture. First and foremost, is clarity in thinking, especially in a subject like Mathematics. This should actually be a corollary if one prepares well. Here the emphasis is not only of being very clear in one's mind about the material to be covered in the lecture but also of being reasonably clear about the objectives of the entire course and the parts of the subject that one wishes to emphasize in the course. Other aspects of clarity are: clarity in voice (the aim is to reach every student; so in particular, one shouldn't mumble), clarity in writing on the board (it is not necessary to have a very good handwriting; one should just try to write in a way which is clear and legible; it is also a good idea to have only complete and meaningful statements appear on the board), blackboard technique (a useful rule of thumb is to begin with a clean blackboard, start writing from left to right and top to bottom and not erase until you reach the rightmost bottom; also, position yourself so that students can see what you are writing and move aside from time to time; it is also a good idea to pause in between to let the note-takers catch up with you), and, finally, organisation of the lecture.

***Transforming an entire education institution is an exciting and critically important opportunity. But it's also fraught with stumbling blocks.***

***We look forward to seek guidance from the other leaders too...***

***Thank you...***



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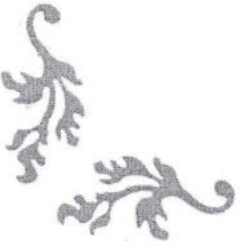
# FACULTY ORIENTATION PROGRAM

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September 2023



**MLR** Institute of Technology  
Dundigal, Hyderabad – 500 043





Ch No. MLRIT IQAC-TLC/2023 23

Date: 15/09/2023

## CIRCULAR

**Sub: Faculty Orientation Program** reg

As the new semester is scheduled to start from 19<sup>th</sup> September 2023, the following faculty are directed to attend faculty orientation program organized by TLC-MLRIT on 16/09/2023, as per the schedule given below

**Time: 10AM to 3.30PM**      **Venue: MG003**

### List of faculty members:

S. No	Name	Dept	S. No	Name	Dept	S. No	Name	Dept
1	Ms. B. Srilatha	CSE	17	Mr. Md Vazruddin	DS	33	Mr. V. Arun Kumar	ECE
2	Mr. Nagarjuna Tandra	CSE	18	Ms. B. Ravali Reddy	DS	34	Dr. Kiran Chand. Ravi	ECE
3	Ms. K. Sasivhaya	CSE	19	Mr. B. Balaji	DS	35	Dr. Sumana Das	EEE
4	Mr. V. Sar Krishna	CSE	20	Ms. Shubhangi	DS	36	Dr. B.V. Rajanna	EEE
5	Ms. K. Samatha	CSE	21	Ms. A. Swathi	DS	37	Dr. V. Haripriya	H&S
6	Ms. T. Nagini	AIML	22	Ms. N. Jayasri	DS	38	Mr. S. Eranna	H&S
7	Mr. M. Ashok Babu	AIML	23	Mr. N. Yuganand	H&S	39	Mr. Inzamal Sarkar	H&S
8	Ms. B. Rajeshwari	CS	24	Mr. G. Praveen Kumar	CSE	40	Mr. Ekramul Haque	H&S
9	Mr. Irtan Bagawan	CS	25	Ms. P. Surya Bharati	CSIT	41	Ms. L. Ratna Priya	H&S
10	Mr. G. Nagarjuna Rao	CS	26	Ms. Madhavi Banala	CSIT	42	Dr. Y. Anantha Lakshmi	H&S
11	Mr. K. Pratap Joshi	CS	27	Mrs. D. Rajeshwari	CSIT	43	Mr. V. Gopikrishna	IT
12	Ms. Y. Anjali Satyavati	CS	28	Mr. V. Vijaya Kumar	ECE	44	Ms. P. Chandini	IT
13	Ms. M. Pallavi	DS	29	Mr. S. Naveen Kumar	ECE	45	Mr. Ch. Upendar Rao	IT
14	Ms. Navyatha Ravi	DS	30	Mr. Ganesh Miriyala	ECE	46	Ms. P. Sirisha	IT
15	Ms. Damalla Iyothi	DS	31	Ms. P. Navya	ECE	47	Dr. J. Mahalakshmi	IT
16	Mr. J. Nagaraju	DS	32	Ms. P. Swetha	ECE	48	Ms. P. Zohanna	IT

### SCHEDULE

Topic	Resource person
<b>Module-1 (10:00AM – 11:30AM)</b> "Why" in Education. Framing Higher Level Bloom Questions, Rubrics	Dr. Radhika Devi, Dean, IQAC
<b>11:30AM – 11:45AM Break</b>	
<b>Module-2 (11:45AM – 1:00PM)</b> CO-PO Mapping	Dr. Pramod Kumar, Member, IQAC
<b>Break 1:00PM – 1:40PM      LUNCH BREAK</b>	
<b>Module-3 (1:40PM – 2:40PM)</b> Modern Tool Usage and Real Time Applications	Dr. Rajan Singh, Member, IQAC
<b>Module-4 (2:40PM – 3:30PM)</b> Active Learning Strategies	Dr. K. Aravind, Member, IQAC
<b>Module-5 (3:30PM – 4:00PM)</b> Assessment Varieties, Guidelines for setting the question papers	Mr. G. Prabhakara Reddy, COE

Dean IQAC

Copy submitted to: To Secretary

Copy to: All HODs for Necessary Action

*[Signature]*  
**PRINCIPAL**

ECE	EEE	CSE	AIML	IT	MECH	CSIT	AERO	MBA	S&H	Exam Cell	I&P cell	Transport	Phy Edu	Library	R&D
1. A/O Office File		2. Dean		3. Notice Boards		4. Accounts									

## Report on Faculty Orientation Program organised by TLC-MLRIT on 16/09/2023

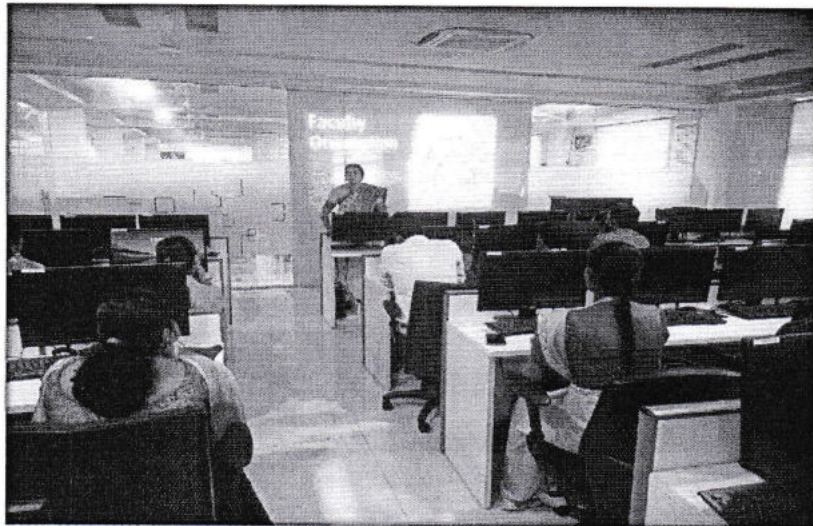
As a new semester has been scheduled to be started from 19/09/2023, a one-day faculty orientation program was organised for all the newly recruited faculty members on 16/09/2023 at MG003. A total of thirty members joined in the morning session and twenty-four members in afternoon session. The program included four modules on various aspects of teaching-learning process, with one resource person for each module. The modules provided, respective resource person and the schedule are presented below.

Topic	Resource person
Module I (10:00AM – 11:30AM) "Why" in Education; Framing Higher Level Bloom Questions, Rubrics	Dr. Radhika Devi, Dean, IQAC
11:30AM – 11:45AM Break	
Module II (11:45AM – 1:00PM) CO-PO Mapping	Dr. Pramod Kumar, Member, IQAC
Break 1:00PM – 1:40PM LUNCH BREAK	
Module III (1:40PM – 2:40PM) Modern Tool Usage and Real Time Applications	Dr. Rajan Singh, Member, IQAC
Module IV (2:40PM – 3:30PM) Active Learning Strategies	Dr. K. Aravind, Member, IQAC

### Module I: "Why in Education"

The first session handled by Dr. V. Radhika Devi, Dean IQAC, on "Why in Education." writing effective COs, and Bloom's Taxonomy was a valuable and enlightening experience for all participants. It served as a reminder of the fundamental purpose of education and provided practical tools and strategies for enhancing teaching and learning processes.

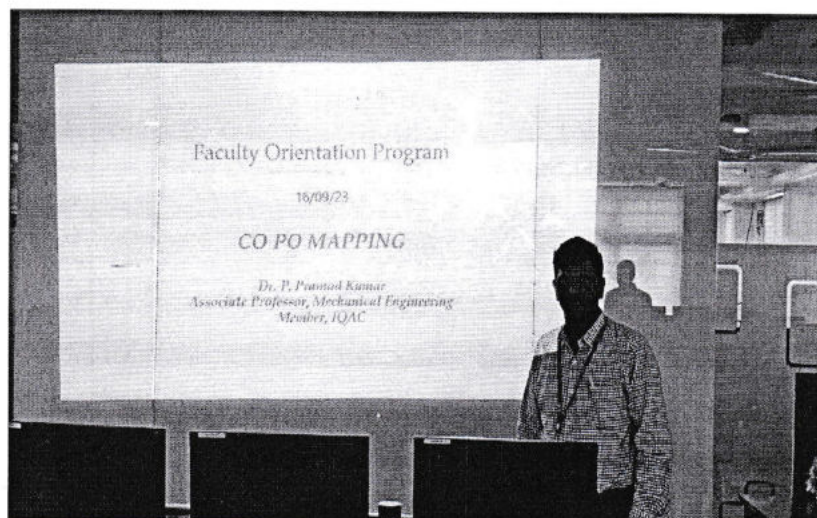
The insights gained from this session will undoubtedly benefit faculty members in their roles as educators, curriculum developers, and assessors. By understanding the "why" of education, improving CO writing skills, and leveraging Bloom's Taxonomy, faculty members are better equipped to create meaningful learning experiences that promote critical thinking and student success.



*Dr. V. Radhika Devi presenting in session-I*

## **Module II: CO-PO Mapping and Justification**

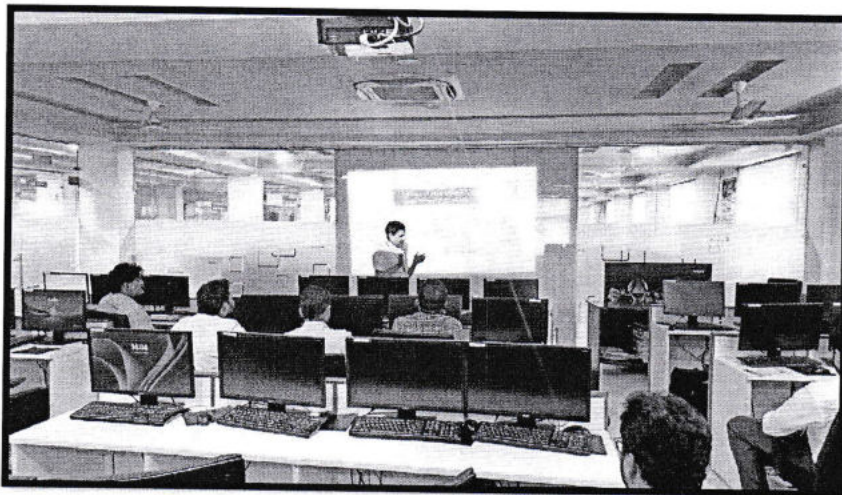
The second session of Faculty Orientation Program, delivered by Dr. Pramod Kumar, Member IQAC, was a resounding success. Participants left with a profound understanding of Program Outcomes, Course Outcomes, and the importance of mapping them with proper correlation value. The ability to map COs with POs and construct meaningful justification statements is expected to have a positive impact on curriculum development and student learning outcomes.



*Dr. P. Pramod Kumar presenting in session-II*

### Module III: Modern Tool Usage and Real Time Applications

In his talk on ‘Modern Tools Usage and Real-Time Applications’, Dr. Rajan Singh highlighted the importance and significance of usage of technological tools and real-time applications of underlying topic for effective teaching to engineering students. As technical education has been transformed by rapid advancement and wide adoption of technological tools, modern tools usage in engineering education looks inevitable, and participants were encouraged to explore the possibilities to integrate research and teaching with the help of suitable TCAD tools in their respective streams. Furthermore, this demonstration on modern tools usage in engineering education aims to achieve various competencies and associated performance indicators related to program outcome 5 (PO 5). Furthermore, description of end applications of the topic discussed in the class in terms of real-time applications are seen as highly beneficial for better understanding of the topic.



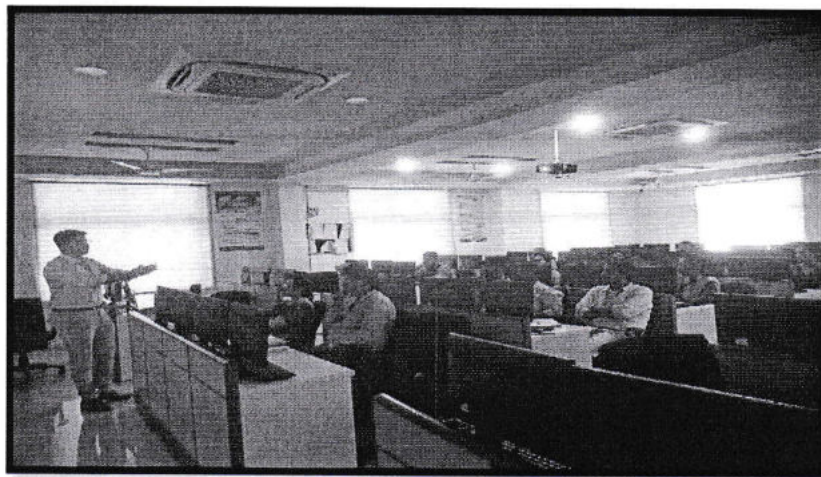
*Dr. Rajan Singh presenting in session-III*

### Module IV: Active Learning Strategies

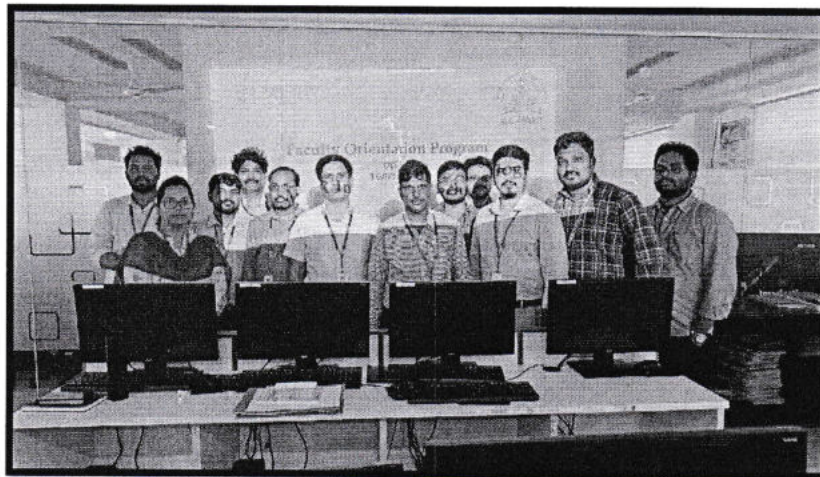
The next one, module IV Active Learning Strategies (ALS) was discoursed by Dr. K. Aravind, Member, IQAC.

The resource person initiated the module by a collaboration activity where the participants are grouped into twos or threes and discussed with each other on the methods they implement in their classroom to make the environment engaging and implementing. It was served as a stimulating and learning activity as the faculty talked and shared their views with each other.

Then relating it to the objective of the module, the resource person explained what ‘Active Learning Strategy’ is and its importance. The participants are discourses that ALS is highly beneficial for enhanced engagement and higher retention in students. Then a glimpse of list of several ALS is shown, of which, for five ALS – Flipped Classroom, Think-Aloud-Pair Problem Share (TAPPS), Think-Pair-Share (TPS), Jigsaw & Peer Assessment, the procedure of implementation is explained.



*Dr. K. Aravind presenting in session-III*



*Participants and the resource persons in between*

## Conclusion

In summary, this orientation program has been a greatly productive one for our newly joined faculty to learn and enhance their teaching methodologies, align curricula with learning objectives, and foster a culture of continuous improvement. It also proved to be a fruitful opportunity for the institutional leaders to educate the new recruits about the policies and regulations of the institution in regard to both college and in general as well. The commitment and enthusiasm displayed by our educators are promising signs for the future of our institution.

## Feedback

Feedback has been collected from the participants using google form. The feedback included the eight question – with two question each on every module on how effective were they in fulfilling their objectives. An open-ended column is provided along if the participants wish to share any other comments or suggestions.

## Faculty Orientation Program

Date: 16/09/2023 Venue: MG003

### ATTENDANCE SHEET

S. No	Name	Dept.	Email Id	Session I (Mod I)	Session II (Mod II)	Session III (Mod III-V)
1	Ms. B. Srilatha	CSE	ssrilatha216@gmail.com	B. Srilatha	B. Srilatha	B. Srilatha
2	Mr. Nagarjuna Tandra	CSE	nagarjuna.tandra@mlrit.ac.in	Nagarjuna	Nagarjuna	Nagarjuna
3	Ms. K. Sasivijaya	CSE	sasivijaya.k@gmail.com	Sasivijaya	Sasivijaya	Sasivijaya
4	Mr. V. Sai Krishna	CSE	vskrishna@mlrit.ac.in	V. Sai Krishna	V. Sai Krishna	V. Sai Krishna
5	Ms. K. Samatha	CSE	Samatha.k@mlrit.ac.in	Samatha	Samatha	Samatha
6	Ms. T. Nagini	AIML				
7	Mr. M. Ashok Babu	AIML				
8	Ms. B. Rajeshwari	CS				
9	Mr. Irfan Bagawan	CS				
10	Mr. G. Nagarjuna Rao	CSE	nagarjunag@mlrit.ac.in	Nagarjuna	Nagarjuna	Nagarjuna
11	Mr. K. Pratap Joshi	CS				
12	Ms. Y. Anjali Satyavati	CS				
13	Ms. M. Pallavi	DS				
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15	Ms. Damalla Jyothi	DS				
16	Mr. J. Nagaraju	DS				
17	Mr. Mohammed Vaziuddin	DS				
18	Ms. B. Ravali Reddy	DS				
19	Mr. B. Balaji	DS				
20	Ms. Shubhangi	DS	shubhangij@mlrit.ac.in	Shubhangi	Shubhangi	Shubhangi
21	Ms. A. Swathi	DS	swathia@gmail.com	Swathi	Swathi	Swathi
22	Ms. N. Jayasri	DS	jaya.nemalgsree@gmail.com	Jayasri	Jayasri	Jayasri
23	Mr. N. Yuganand	HES	yuganand.n@gmail.com	N. Yuganand	N. Yuganand	N. Yuganand
24	Mr. G. Praveen Kumar	CSE				
25	Ms. P. Surya Bharati	CSIT	suryabharatip@mlrit.ac.in	P. Surya Bharati	P. Surya Bharati	P. Surya Bharati
26	Ms. Madhavi Banala	CSIT	madhaviananala@mlrit.ac.in	Madhavi Banala	Madhavi Banala	Madhavi Banala

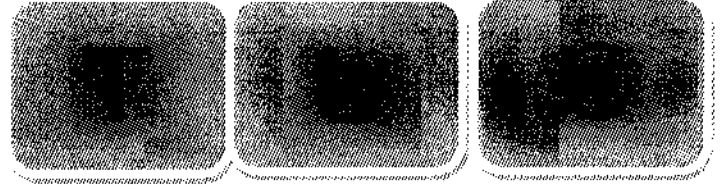


S. No	Name	Dept.	Email Id	Session I (Mod I)	Session II (Mod II)	Session III (Mod III-V)
27	Mrs. D. Rajeshwari	CSIT	rajeshwari.dabhisika@mlrit.ac.in			
28	Mr. V. Vijaya Kumar	ECE	vijji.4v@gmail.com			
29	Mr. S. Naveen Kumar	ECE	sarva.navin@gmail.com			
30	Mr. Ganesh Miriyala	ECB	gani.india@gmail.com			
31	Ms. P. Navya	ECE				
32	Ms. P. Swetha	ECE				
33	Mr. V. Arun Kumar	ECE				
34	Dr. Kiran Chand. Ravi	ECE	B4uchanduz2011@gmail.com			
35	Dr. Sumana Das	EEE	dasumanal2@gmail.com			
36	Dr. B.V. Rajanna	EEE	bv.rajanna@mlrit.ac.in			
37	Dr. V. Haripriya	S&H	vharipriya@mlrit.ac.in			
38	Mr. S. Eranna	H&S	s.eranna@mlrit.ac.in			
39	Mr. Inzamul Sarkar	H&S	inzamulsarkar@mlrit.ac.in			
40	Mr. Ekramul Haque	H&S	ekramulhaque@mlrit.ac.in			
41	Ms. L. Ratna Priya	H&S	ratna.priya@mlrit.ac.in			
42	Dr. Y. Anantha Lakshmi	H&S	yananthalakshmi@mlrit.ac.in			
43	Mr. V. Gopikrishna	IT				
44	Ms. P. Chandini	IT	chandini@mlrit.ac.in			
45	Mr. Ch. Upendar Rao	IT	upendar@mlrit.ac.in			
46	Ms. P. Sirisha	IT				
47	Dr. J. Mahalakshmi	IT	mahalakshmi@mlrit.ac.in			
48	Ms. P. Zohanna	IT	Sohama.p.lipati007@gmail.com			

22. N. Jayasree

DS

jayasree@mlrit.ac.in



# MLR Institute of Technology

Hyderabad, Telangana

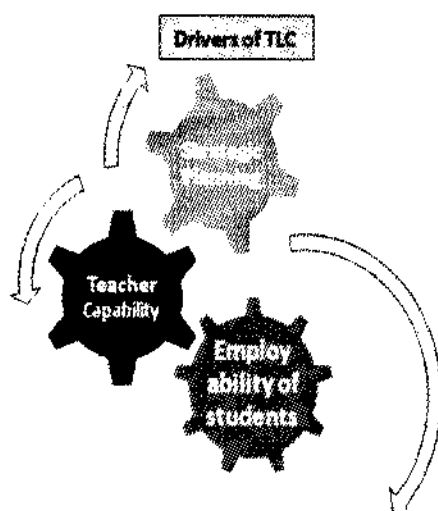


विद्या ददाति विनयं  
विनयाद्याति पात्रताम्  
पात्रत्वाद्धनमाप्नोति धनाद्धर्मं  
ततः सुखम्

*Education leads to sensibility, sensibility attains character/qualification, from that comes wealth and from wealth (one does) good deeds, from that (comes) joy.*

-Hitopdesha, Text 6

## About TLC @MLR Institute of Technology



A core requirement for effective classroom interaction is that the teachers develop the art of preparing a systematic lesson plan and a lively classroom delivery. This is an area of basic teaching competence. Further, appropriate pedagogical techniques, modes of practice by the students as well as effective modes of evaluation of the desired learning outcomes are required to be mastered by the teachers to be successful.

With an aim to to get faculty members thinking about improving their classes TLC was established at MLRIT in the year 2015.

TLC organizes workshops for orienting new faculty as well as need based-workshops for tenured faculty.

### **Mission of TLC:**

To support the institute by providing leadership, support and resources for the continuous advancement of evidence-based teaching and learning practices.

### **Mandate of the center:**

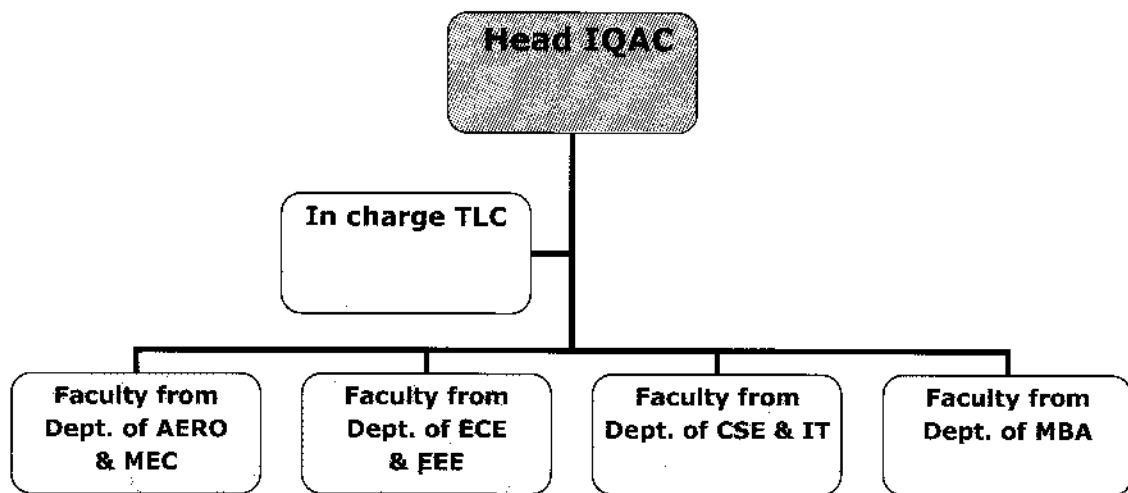
Every faculty must be certified from TLC within six months from the date of joining the institute.

Accordingly, the teacher training policy is designed to address the entry-level faculty and in-service faculty to keep abreast with latest technologies.

Trainings are conducted in two categories.

1. Faculty Induction Program (FIP) to be provided just after the recruitment of fresh teacher candidates.
2. In-service training program catering to the specific requirement at various levels of the teaching career.

### **Organizational Structure of TLC**



## **Programmes Conducted under TLC**

### **Faculty Induction Programme(FIP)**

Faculty induction is an effective and efficient means of outlining the institute policies and procedures to new faculty, for providing specific information new faculty need to know to do their job, and for setting expectations within the larger context of institute goals, objectives and the business operation as a whole.

The TLC of MLR Institute of Technology organizes the Faculty Induction Programme (FIP) for all the newly recruited teaching staff every academic year semester wise. It is a one week tailored induction program for new staff. After undergoing the faculty would feel more comfortable in their new surroundings and have a better understanding of the business and the expectations of their role..

#### **Module 1**

**An Introduction to the Institute's Vision, Mission, Goals, And Values. Service Rules and Regulations**

#### **Module 2**

**"Why" in Education, Bloom's Taxonomy  
CO-PO Mapping and Attainments**

#### **Module 3**

**Engaging the Learners - Active Learning Strategies, Techniques, and Examples**

#### **Module 4**

**Modern Tool for Effective Teaching**

#### **Module 5**

**Collaborative Learning**

#### **Module 6**

**Assessment Methods and Measures**

## **Faculty development Programme**

The TLC of MLRIT periodically conducts faculty development programs for internal faculty on various pedagogical technologies, active learning strategies, education research and Accreditations and on the latest technologies related to the respective branches.

## **TED Talks – (Teaching Evaluation and Development)**

The TLC of MLRIT conducts TED Talks in various departments subject wise and specialization wise during semester breaks with an intention to deepen and enrich the teaching practice of faculty by focusing on an aspect of their teaching.

## **ENGINEERING EDUCATOR CERTIFICATION COURSE (EECC)**

Why this course?

Teacher competence and professionalism play an important role in the success of student learning. Today many faculty don't possess the necessary competence to become professional educators. In fact, many faculty are still inexperienced in the basic skills, such as mastering teaching materials. In the interest of continuous development of teacher competence this course is designed in line with IUCEE IIEECP program.

The course is designed to equip teachers with deep and extensive knowledge of the material they teach, appropriate teaching skills, and positive attitudes towards diverse learning needs of the students. By participating training programme, faculty are encouraged to improve their capacities in mastering the skills of pedagogy. digital educational solutions.

Dear Participant,

Congratulations and a warm welcome to MLRIT. Each of you has different strengths, focuses and experiences. Faculty training is important for both experienced and those who are novice to the teaching profession.

Many Faculty struggle to teach without necessary teaching and class management techniques. Faculty have the power to transform lives, therefore it is of incredible importance that faculty are not just told what to teach but how to teach. A well-organized instructor and class have always facilitated better learning. Paying close attention to the alignment of student learning outcomes to class activities and assessments stands to increase student motivation as their efforts are better justified. The Course is organized in six modules covering various aspects.

Evaluation and Grading Policies:

- The certificate will be awarded to participants who successfully complete all 6modules.
- Successful Completion requires a minimum of 70% in each module.
- Participants scoring 90% and above in the program will be awarded distinction.
- Although the program is designed as Pass-Fail, there will be a clear evaluation format for each module.
- Each module will have set reading materials; two or three assignments; ongoing discussion



### **Assignment Submission**

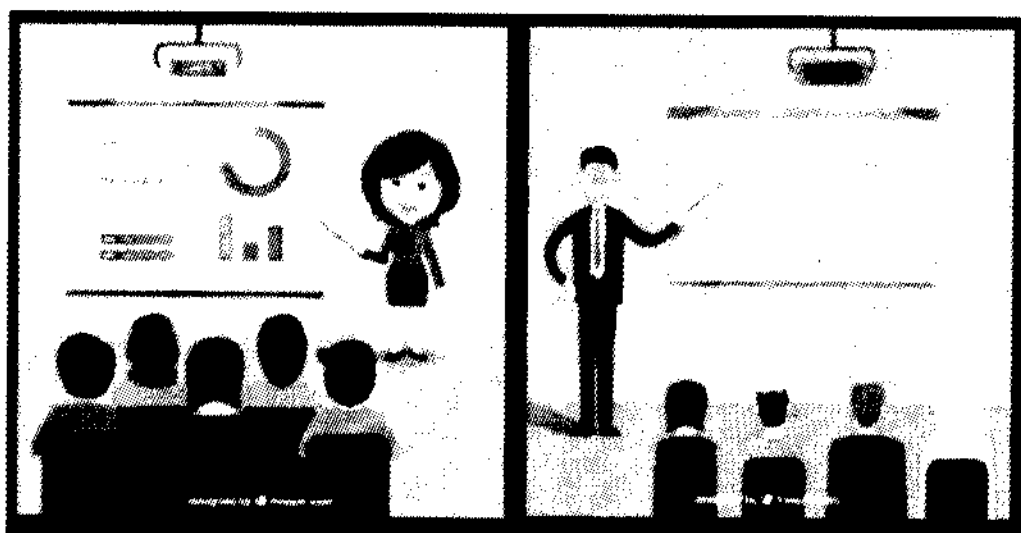
- All assignments **MUST** be submitted within the specified deadline. Another version of the assignment may be submitted within the given deadline. The latest submission will be considered for grading. You will not be able to access the assignment folder after the deadline. Any un-submitted assignment will be considered as Missed Assignment and please note that you can miss only one assignment in the entire course.

### **Plagiarism Academic Integrity:**

- If two or more participants submit assignments which are identical (or with heavy overlap), all members will be awarded a zero.

## **GUIDELINES FOR CAPSTONE PRESENTATION**

While each faculty should use his or her discrete research and findings to prepare this presentation, the following guidelines will help to ensure uniformity, understandability, and timeliness in all presentations. Faculty can use a maximum of 12 slides for their capstone presentation. This should result in a presentation of approximately 8 minutes, followed by a question and answer exchange with attendees.



### **Targeted Skills**

- Competence to objectively analyze your personal performance and growth through learning in different modules of EEC.
- Ability to present personal success and failure in a clear & honest way.
- Ability to critically evaluate your own performance in planning and implementing different strategies help to identify areas of weakness and solutions for overcoming them.

### **PRESENTATION**

- In each session, 5 participants will be evaluated
- Each participant will make a 12- minute presentation; respond to two questions and also serve as peer-evaluator for other participants.
- Each presentation will be evaluated by three faculty & all peer evaluators.
- Each participant will peer-evaluate all presenters
- Each peer-evaluator will ask one question

# Evaluation of Capstone Presentations

**The Capstone Presentation = 60 points**

- **Content = 20 points (6x3=18+2 portfolio)**

(key learning's of six modules, evaluation of performance with evidence. Incase of not teaching in current semester, future plan of implementation. Your Teaching portfolio)

- **Delivery = 30 points**

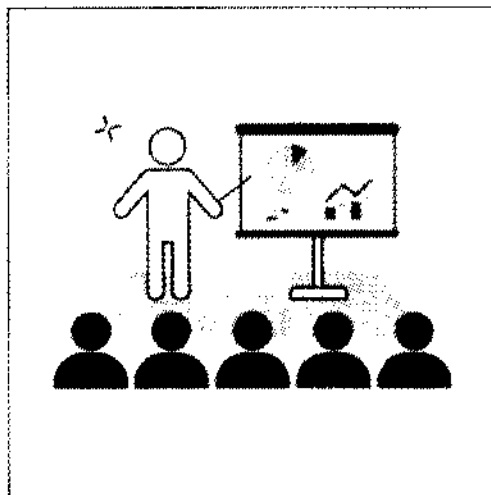
(voice, pace, clarity, confidence, time management ...)

- **Peer-evaluation = 04 points**

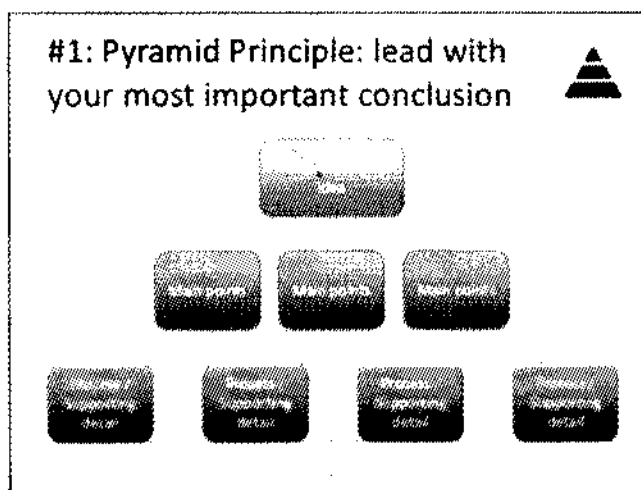
- **Quality of Questions 1 & 2 = 02 points**

- **Quality of Response = 04 points**

## Preparing Your Presentation



## Your Presentation



**Start with the most important information and then add conclusions / visual / statistical evidence.**

### **Managing Time**

- Do not spend too much time on introduction – your title slide should have the information.
- Practice your presentation several times to get it to under 0.5 -1 minute of the allocated time.
- Anticipate questions and prepare concise and sharp responses

### **Detailed Planning**

- Personal Introduction – 20 secs (sufficient to give your name and discipline)
- Opening Statement – 30 secs
- One/two slide on each module – Approx. 1 min
- The EEC experience & transformation – 1.5 to 2 minutes

### **Guidelines for preparing Slides**

- Create separate slides for each module Use the same font/combination of fonts for the entire presentation
- Minimum recommended font size 28 -30 points
- No more than 7-9 lines; 7-9 words per line
- Use color meaningfully - to emphasize; separate items

### **Effective Conclusion**

- Plan time for this part of the presentation – closing statement & question time
- Close by talking about the transformation - about your personal and professional growth
- Your future plans

## **GUIDELINES TO EFFECTIVE TEACHING**

The role of the college and teachers has always been vital in the all round personality development of the students. In fact, a teacher is a role model influencing every facet of the student's growth and developing their innate potentials, in addition to being a motivator, guide and friend.

Besides, the teacher of today is also responsible to enable and empower the learner to emerge as a competent youth, ready to take on the challenges of the rapidly changing world. Hence, it is imperative that the teacher continuously upgrades his/her knowledge and methodology in order to enhance the quality of teaching. If the quality of teaching is good and the commitment of teachers is high, the standard of the Institution is bound to rise.

Therefore it is strongly felt that to make the Education Process meaningful, teachers should give attention to the following guidelines about teaching:

***Teaching is an art. And like any other art, there is no unique way of performing it. Thus no one can really dictate very precisely how a teacher should teach. Yet, it is possible for anyone who cares about teaching to become an effective teacher by consciously adhering to some simple guidelines.***

The principles enlisted here are naturally borne out of experience of teaching- successes as well as failures. Remember the following three basic things:

### **Attitude:**

This is an attribute, which is hard to define but which reflects in everything we do related to teaching a course, including designing the syllabus, choosing a text book, setting up and grading examinations, answering questions, being available to students outside the classroom, and so on. Teacher's attitude is one thing that our students are very quick to grasp, and this, in turn, shapes the attitude of students towards the teacher and the course. Usually, if one cares to think a bit, it is obvious what the right attitude should be. A simple trick to get it right every time is to do what you expected from your teachers when you were a student; in particular, this means you should prepare well, be fair, be receptive to the students, be organised, and so on.

### **Preparation:**

The core of effective teaching is preparation, and its importance can not be overemphasized. Just how much preparation is essential can vary from person to person and would also depend on the material that one is going to present. It may be remarked that just as no preparation can be fatal, over-preparation could also be harmful. An element of spontaneity, the ability to handle questions and to make subtle modifications in the pace by judging student's response are also important for a successful lecture. Quite arguably, these traits are acquired through experience and not by preparation alone. Nevertheless, it is important to master the material that one is going to present and think through about the sequencing of the topics to be presented, before proceeding to lecture. For a typical one-hour calculus lecture, about one hour of preparation should usually suffice. However, if one is teaching for the first time, more preparation may be necessary. In any case, the message is: prepare, you must.

### **Clarity:**

There are various aspects of clarity that are crucial for an effective lecture. First and foremost, is clarity in thinking, especially in a subject like Mathematics. This should actually be a corollary if one prepares well. Here the emphasis is not only of being very clear in one's mind about the material to be covered in the lecture but also of being reasonably clear about the objectives of the entire course and the parts of the subject that one wishes to emphasize in the course. Other aspects of clarity are: clarity in voice (the aim is to reach every student; so in particular, one shouldn't mumble), clarity in writing on the board (it is not necessary to have a very good handwriting; one should just try to write in a way which is clear and legible; it is also a good idea to have only complete and meaningful statements appear on the board), blackboard technique (a useful rule of thumb is to begin with a clean blackboard, start writing from left to right and top to bottom and not erase until you reach the rightmost bottom; also, position yourself so that students can see what you are writing and move aside from time to time; it is also a good idea to pause in between to let the note-takers catch up with you), and, finally, organisation of the lecture.

***Transforming an entire education institution is an exciting and critically important opportunity. But it's also fraught with stumbling blocks.***

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***Thank you...***