



JNTUH COLLEGE CODE: U2

EAMCET CODE: SDIP

SREE DATTHA INSTITUTE OF PHARMACY

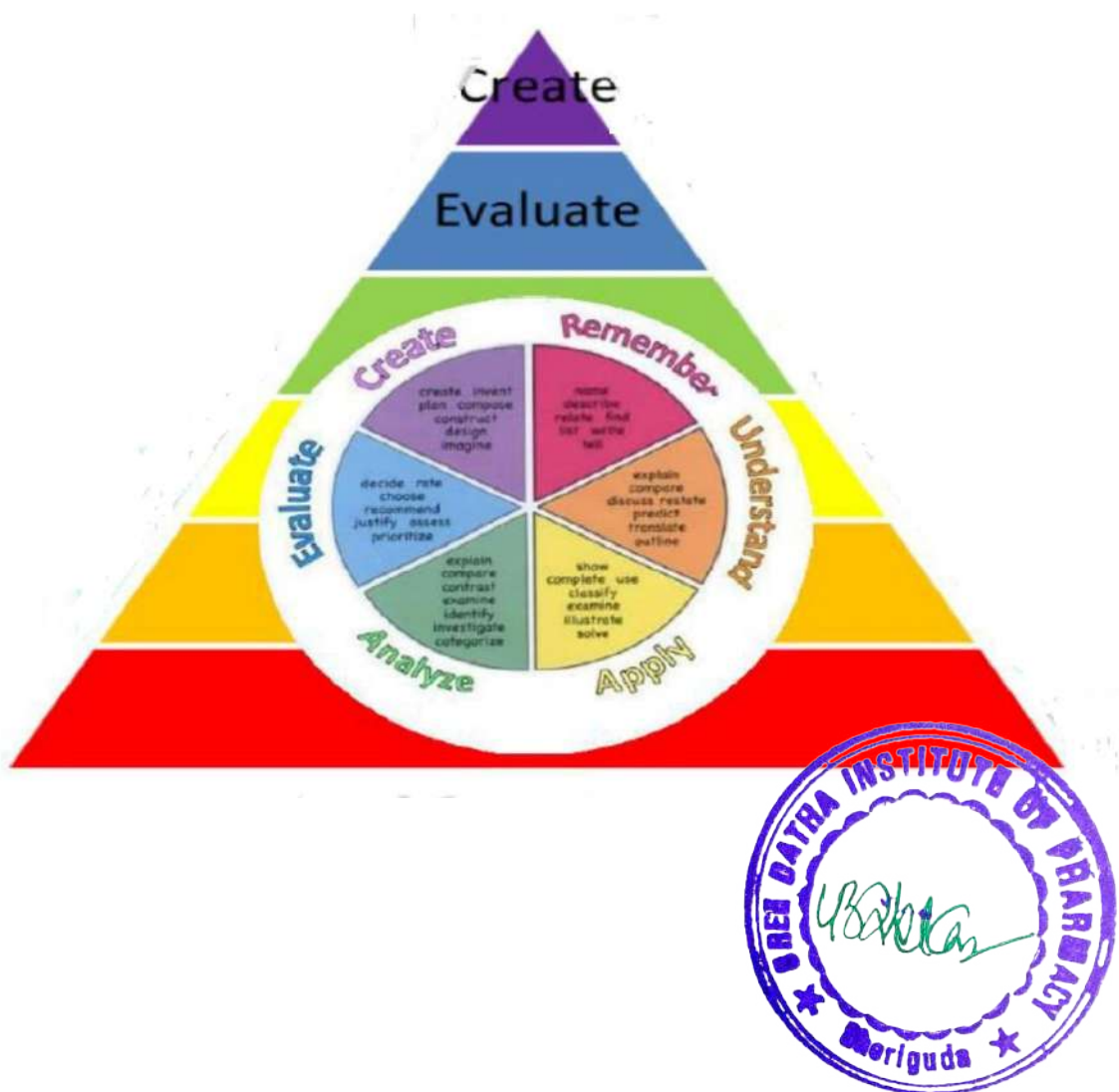
(Approved by AICTE & PCI, New Delhi, Affiliated to JNTUH, Hyderabad, T.S)

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ACADEMIC POLICY



Sponsored by: Vyjayanthi Educational Society

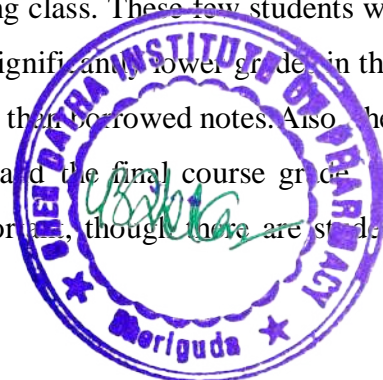
I. ATTENDANCE:

It has been observed from the university exam results that a student attending 75% of classes has passed with good grades in all their courses and labs. Students attending the classes regularly have shown better performance than those who were irregular to the classes and labs, therefore regular attendance of students in their classes and labs are directly related to their performance in the examination. Teachers need to understand that improvement in the attendance of students can be achieved only by conducting interesting lectures, activity-based outcome-based teaching-learning processes complemented with the conduction of problem-solving activities in the labs. Parents should be kept updated about the attendance of their son or daughter besides the information about grades achieved by them in tests and examinations. Students should be educated about attendance versus performance relations. The details of the attendance are as follows:

Class attendance facilitates learning in a variety of ways. Lectures supplement reading assignments. Classroom presentations present information differently than the text. Discussion and elaboration of topics provide current information that may not be found in the textbook. Hearing the comments and questions of others can answer your questions. Instructors can use class discussion to enhance critical thinking skills. They can pose questions that require students to make connections between concepts and relate what they are learning to real life. The more students analyze and examine material, the better their retention will be. As you can see, attending class regularly gives you much more than just credit for attendance.

Most people who fail in a course(s) were found to be irregular in their classes and labs. Regular class attendance requires discipline and time management skills. These skills are beneficial no matter what career path you choose. Attending class also increases a student's interaction with a variety of faculty members. This raises the likelihood of finding mentors and role models who can help guide their academic, career, and personal development.

Students seem to be aware that class attendance is important. Some of the students think that getting class notes from a missed class is as useful as attending class. These few students who thought borrowed notes were as good as going to class had significantly lower grades in their tests and exams than those who valued class attendance more than borrowed notes. Also, there is a strong relationship between the number of absences and the final course grade. The majority of students understand that attending class is important, though there are students



who think that they would miss more classes if they could get missed notes directly from their faculty.

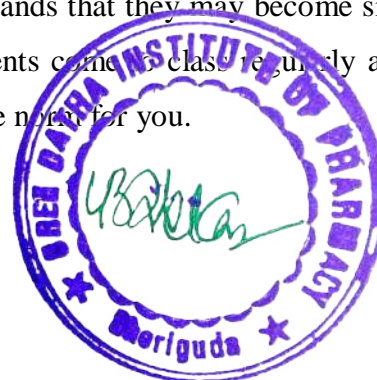
Students miss class for a variety of reasons. Some of the most frequent reasons are because they need to complete other course work related to higher studies or career, find the class boring, are ill, or have social obligations.

Some faculty are very textbook-oriented. You will run into some who read the text rather than provide extraneous information in their lecture. Students may think this is a waste of their time to attend class. It is not. While their instructor is reciting the text, they are hopefully absorbing the information and in turn, decreasing their study time later on. If students pay attention in class, they may be surprised by how much they can cut their study time later on. No textbook can explain something to a student as another person can.

Some faculty are not textbook-oriented at all. They lecture their material and the textbook is used for clarification of concepts. In a class like this, test questions will more than likely be based on lecture notes, not the text. Good notes are what will save students. Students won't have good notes if they don't attend class.

Regardless of what kind of faculty we have, students should keep in mind that lectures are a continuation. One follows the other – if they miss one and don't get the notes, they will be missing chunks of information. Since most information is cumulative, this can lead to them not grasping entire concepts.

Students who attend class regularly do better in class. Engaged students do not just fill a seat. They participate in class discussions and ask appropriate questions. Missing an occasional class is not the end of the world. Faculty understands that they may become sick or have other legitimate reasons to not be in class. If students come to class regularly and participate, the faculty will know that missing class is not the norm for you.



Some college faculty believe that students should be allowed to decide whether to attend class. Others believe that attendance should be mandatory. Regardless of your opinion, expectations regarding attendance should be clearly explained for each class. Attendance objectives should also be attainable. Students are often more willing to comply with policies when they understand why the policies exist. Communicating attendance expectations conveys a level of adult-to-adult respect between students and faculty. Remember, there may be consequences for missing class. These consequences should be conveyed along with attendance policies.

Skipping classes can be a fast track to poor performance, increased stress and anxiety, lower GPAs, dropping classes, and even dropping out of school. Realize that going to class is not a decision that needs to be made.

GOOD ATTENDANCE LEADS TO:

- a. Better assimilation or understanding of the course
- b. Continuous interaction between students and teacher towards improvement in the quality of a student academic life
- c. Better assimilation of the courses leads to greater confidence in a student, and better performance in laboratories also leads to creative & innovative thinking and good grades in the examination
- d. students scoring 75% of aggregate in all courses of all the semesters will qualify for recruitment opportunities in top Industries.
- e. Increasing their participation and involvement in extracurricular and co-curricular activities
- f. Better availability and reachability to the students

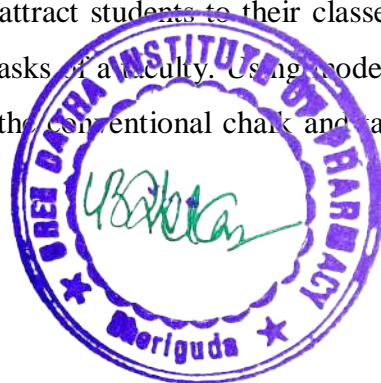
STEPS TO IMPROVE ATTENDANCE:

- i. It should be announced in the class of students that 75% of class attendance will be mandatory for all students.
- ii. De-Centralized attendance register system
 - a. Each faculty will maintain a digital or manual attendance register related to his or her course(s) in each semester
 - b. Fortnightly attendance should be calculated and displayed on the department notice boards, percentage of student's class attendance should be informed to students and obtain their acknowledgment, it should also be informed to parents/guardian through an SMS/ email and should maintain proof of it.



- iii. Information about students having less than 75% of class attendance should be sent to their parents through registered posts. Regularity and punctuality:
- iv. To discourage students from deliberately missing any of their classes in a day they should be marked absent throughout the day.
- v. Students who report after the commencement of the first period should not be permitted in the class, and they should be discouraged from reporting late to the college through regular counseling.
- vi. Students who bunk their classes regularly should be identified and counseled by the teachers/ mentors and they should be imposed with academic punishment, in case no reforms are seen in the student.
- vii. If a student is consecutively absent for multiple days then he/ she should be informed to meet the Head of the department along with his/ her parent with valid reasons to continue his / her studies in the college. Outstation students should produce valid reasons with proof or else they will be marked absent for double the period of their absence.
- viii. Motivational sessions should be conducted by faculty to encourage the students in attending their classes regularly, they should be made aware of how good class attendance is related to good assimilation of the courses, good grades in examinations, and importance of higher percentage and what are the consequences of lower-class attendance leading to detention and backlogs.
- ix. Students putting good attendance in their classes should be encouraged by bestowing awards and appreciation. They should be felicitated on occasions like Annual Day/ fresher's day or any other gatherings
- x. Attendance to be recorded at the beginning of the class
- xi. Attendance registers/ records should be checked every week by the head of the department.
- xii. A student with less than 75% should not be allowed to attend any of the examinations.

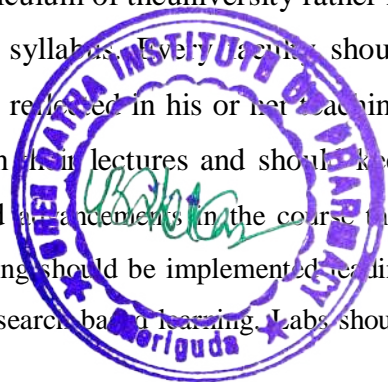
II. CLASS CONDUCTION: Faculty should be able to generate interest in students by invoking their curiosity and by engaging the students in active learning, experiential learning, and research-based learning, this will successfully attract students to their classes. Engaging the students with content is one of the important tasks of a faculty. Using modern pedagogy in the class has led to greater learning than using the conventional chalk and talk method.



Classes should be conducted as per the guidelines given in the academic policy and all the academic activities, extra-curricular and co-curricular activities should be scheduled as per the college and University almanac. The details of class conduction and guidelines are mentioned below.

A faculty should be a role model for their students. The primary responsibilities of a faculty are

1. Preparing themselves thoroughly in the subject allotted to them by referring to the prescribed textbooks, reference books, research papers, and any other curated material of high standards and quality followed by preparation of a meticulous lesson plan using the revised Bloom's taxonomy.
2. Faculty should prepare the formative assessments and summative assessment question papers aligning them with the learning objectives set using Bloom's taxonomy, the lesson plan and the question papers of assessment tests should be synchronized. At the end of the course, a faculty should be successful in meeting the Course objectives and Course Outcomes which in turn will complete the larger picture of achieving the Program Outcome.
1. Faculty should practice and preach compassion, sincerity, perseverance, honesty, consistency, empathy like values, and ethics. A simple example of inculcating ethics in a student is to advise him not to copy his assignments or thesis contents from his fellow mates or through a textbook or web. This will make a student not only a sound technocrat but also an ethical, morally sound, cultured, and civilized human being. For this, the teacher should live the values and principles along with the student, A teacher should lead by example
2. A faculty should not just deliver and adhere to the curriculum of the university rather he or she should make the students learn beyond their syllabus. Every faculty should develop a research mindset and that mindset should be reflected in his or her teaching. Faculty should include the study of research papers in their lectures and should keep the students abreast with the latest development and advancements in the course they learn. Project-based, experiential, and research-based learning should be implemented leading to the generation of IPRs and patents as a byproduct of research based learning. Labs should be utilized to the fullest for this learning to happen.

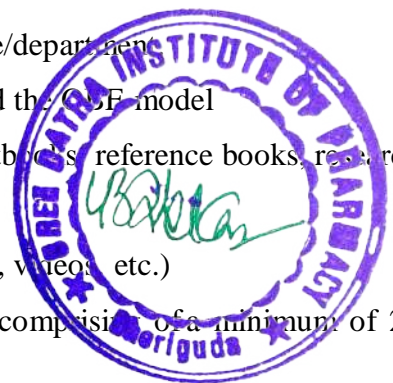


3. Tutorials should be prioritized to make the students' problem solver, and remedial classes should be taken up by the faculty for questions that a student failed to answer in the formative assessment tests. Remedial classes can be conducted in an offline or online mode based upon time constraints.
4. The fight between technology and a teacher is an unfair one. But, if used judiciously technology can not only facilitate effective delivery of lessons, it can also work as an efficient aid for a teacher to assess the individual learning curves of students.

All teachers should be made comfortable in handling ed-tech tools. Project-based learning should be promoted in classrooms in a big way since it is the best form of active learning. With increased learner engagement and the opportunity to witness real-world situations while executing a task, such activities enhance the learning outcomes for all age groups.

Every teacher in today's world requires help in tracking their student's growth, and ed-tech tools certainly will help in making teaching more effective. A Robotics or IoT lab can cultivate a culture of innovation, problem-solving, and teamwork among students.

5. Faculty should make use of blended learning i.e. make use of LMS and MOOCS based online platforms as it enables a student towards self-learning, self-assessment, and self-paced. Students should be motivated to learn more on their own at their own pace. Forums like Coursera, Edx, Udemy, etc. are fascinating ways through which students can enhance their skills and learning objectives.
6. Final year UG and PG students should be encouraged to publish research papers in peer-reviewed journals of high standards, faculty should involve in guiding them or can be co-authors of those research papers.
7. Faculty should maintain a course file related to their course that should consist of :
 - a. Almanac of university
 - b. Academic policy and academic schedule of the college/department
 - c. A Lesson Plan based on revised Blooms taxonomy and the COF model
 - d. Lecture notes should be prepared using prescribed textbooks, reference books, research papers, and curated information from the internet.
 - e. Set of Teaching aides (PPTs, FLIP classes, animations, videos, etc.)
 - f. Question bank based on revised blooms taxonomy (comprising of a minimum of 20 questions from each unit)



- g Set of assignments based on active learning, research-based learning, experiential learning, and STEM.
- h Previous university examination question papers for analysis

II. LAB CONDUCTION:

Undergraduate laboratories are losing their significance in private engineering education. The students feel it boring and not intellectually challenging. Laboratory teaching is a second-rated job for the teachers. But actually, the laboratory training provides technical competence in the usage of machines, experimental research skills, creativity and design skill, decision-making skill, teamwork, etc. The major problem with the laboratory is that they fail to attract students and staff. The laboratory courses need to be taught with personal interest by a faculty should encourage the students to make use of the laboratories by engaging them in problem-solving skills using innovative ideas technologies, this is required to meet the challenges of learning the rapidly changing business technologies and to bridge the gap between industry and academia, thus it is extremely essential to give more focus on the effective usage of laboratories.

III. MENTORS – ROLES AND RESPONSIBILITIES: The role of a teacher is not just limited to the completion of the syllabus, rather a teacher has greater responsibilities to develop the overall persona of a student, one such responsibility is effective mentoring and counseling. The counseling can be concerning the academic affairs as well as the personal issues of a student; A mentor should be a good listener, compassionate and empathetic to understand the issues brought forth by the students and using his/ her wisdom and experience attempt to resolve those issues. If a mentor feels that he is not competent or experienced enough in dealing with particular issues then he or she should take the support of senior faculty capable of handle those issues. The proceedings of mentoring and counseling should be documented clearly in the mentor diaries.

IV. EXAMINATION (EXTERNAL/ INTERNAL): we have observed students practicing exam techniques rather than carrying out learning activities. Hence exams certainly need to Examinations, assignments, slip tests, quizzes are assessment mechanisms to gauge the phase-wise end semester performance of a student. These assessment types fall into two categories 1. Formative and 2. Summative. faculty should use formative assessment to continuously monitor the progress of students' performance in the entire semester.



V. DISCIPLINE: The College can successfully run only if it maintains good discipline. A lot of importance is given to this area.

VI. ACADEMIC PUNISHMENT: A novel method of correcting acts of misconduct has been devised. Instead of monetary penalization, students will be given academic punishments for a range of undesirable acts, like, giving proxy attendance, not attending classes regularly, wandering on campus by bunking classes, not wearing an ID card, scribbling on college property, littering the classroom, and many more such acts.

VII. STUDENT CLUBS: clubs should be formed by each Department to involve the students in activities like placements, seminars, symposiums, sports, cultural events, newsletters, etc. to provide a substantial number of extracurricular activities along with quality academics.

VIII. VALUE ADDED PROGRAMS: Value-added programs serve as parallel streams of learning and bridge the gaps in the curriculum. It is extended learning which provides beyond the syllabus exposure to the students. Faculty should be the torchbearers for this kind of program and should motivate the students to participate in it. A mechanism for regular monitoring should be devised by the heads; Assessment at regular periods should be done to monitor the progress and benefits brought by such activities.

IX. CR / STUDENTS MEETINGS: involving students in drafting the academic and disciplinary policies of the college and having better communication with them will lead to a good understanding between the students and management. CR meets is one such mechanism to bring all the representatives of respective classrooms to one place and discuss their problems and also to share their ideas, opinions, and suggestions. CR meets should be conducted every fortnight and the heads should take an interest to motivate the students to attend such meetings regularly. Head of the Departments and class teachers should make sure that the issues discussed in the meet are announced in the classrooms to all the students and acknowledgment obtained.

X. The following administrative setup shall be put into place for the attainment of POs and PEOs.

- Program Coordinator
- Module Coordinator
- Program Assessment Committee
- Department Advisory Board



XI. PARENTS MEET: Effective communication with parents and their cooperation in the areas of student reforms plays a vital role in the management – parent relation-building process as well as towards the positive development of a student. Any new concept or change should be informed to the parents and their involvement should be sought for the successful implementation of that. The suggested period for the meeting can be after the declaration of university results or after the MID term exams.

XIII: INTRODUCTION OF I³ (INDUSTRY INSTITUTE INTERFACE)

Activities:

1. Tie – up with Industries for certification programs.
2. Establishment of the various center of excellence on the campus by IT as well as the core industries.
3. Mini and main projects to be done with the help of Industry
4. Faculty should motivate the students to involve and participate in the programs notified by our industry partners from time to time; the association with industries will not only provide training on cutting-edge technologies and internships but also placements to both UG and PG graduates.

