

LITTLE FLOWER DEGREE COLLEGE

(Affiliated to Osmania University)

Uppal, Hyderabad

Managed by Brothers of St. Gabriel Educational Society



TEACHING & LEARNING POLICY

Preface

LFDC is committed to the continuous enhancement of its teaching and learning program to ensure that the college stays with changing times and pedagogical advancement. The teaching learning policy outlines the directions of the college's teaching and learning efforts. Additionally, it aims to promote best practices and ensure continuity and consistency across the college. LFDC regards this policy as a fundamental document that supports all other policy documents within the institution.

Although affiliated with Osmania University and guided by Osmania University's teaching and learning principles, the college also incorporated the basic principles laid out by the UGC.

1. Objectives

The Teaching and Learning Policy of LFDC aims to;

- To continuously enhance teaching and learning to remain aligned with evolving educational practices across the globe.
- To promote best practices in teaching and learning across departments.
- To ensure consistency and continuity in the delivery of education.
- To support faculty in adapting innovative and effective pedagogical strategies.
- Provide a bridge course for newly admitted students
- Implement student-centric pedagogy emphasizing methods such as experiential learning, participative learning and problem solving.
- Ensure consistency in classroom practices.
- Encourage Hybrid learning and the use of ICT in teaching.
- Promote career-oriented and skill-based value-added courses.
- Effective implementation of choice-based credit system.

2. Regulatory Bodies

Improvement in the teaching and learning activities of LFDC are ratified by the Board of Studies, Osmania University and subsequently by the Academic Council and Governing Body of the college.

3. Principles of Teaching and Learning

- A student-centered focus with an emphasis on experiential activities within the college.
- Special attention to Slow/ advanced learners.
- Encourage the use of the latest ICT tools to enrich the learning experience.
- Hybrid learning through the provision of diverse learning materials for each topic.
- Establishing a safe and supportive environment for learning, whether it be within the confines of the classroom or extending beyond its walls.
- Encourage research-oriented learning
- Compliance with the language of instruction prescribed or specified for the subject by LFDC.

4. Best Practices and Learning Across Departments

The departments to enhance and enrich learning experiences of students, should initiate best practices depending on the nature of their discipline/subject. Each department should develop distinctive best practices related to teaching learning and are expected to sustain these practices. Areas in which best practices are encouraged,

- Special initiatives to recognize the diversity among students and accommodate their varying levels of learning.
- Preparing and providing learning materials.
- Use of ICT tools.
- Innovative approach to incorporating experiential learning through projects, internships and fieldwork.

5. Maintaining and Assessing Quality of Teaching and Learning

LFDC periodically assesses the quality of teaching and learning through the following activities:

- Regular departmental meetings to discuss the problems faced in implementation and recommend remedial measures.
- Gathering feedback on the curriculum from students, parents and Alumni at each semester, followed by evaluation of the feedback.
- Annual internal and external academic audit.

- Performance assessment for staff to support career advancement.
- Analyzing results
- The college has a mechanism for addressing grievances.

6. Student-Centric Methods

LFDC utilizes student-centered teaching and learning approaches to promote experiential learning both on and off campus.

- Group discussions
- Peer-teaching
- Teamwork for classroom tasks
- Field trips/industrial visits
- Internships
- Collaborative learning
- Service in the local community
- Guided projects
- Online courses

6.1 Newly admitted student

To cope with differences in college level education as compared to junior college level education, a general orientation program shall be conducted by the college as per the UGC '**Deeksharambh**'.

The departments will devote the first fifteen days of classes for '**Bridge Course**' to give sufficient time to the students to facilitate a smooth transition.

6.2 Slow Learners

"Slow learners are the learners whose learning pace is slower than their peers". The college prioritizes providing quality education by diligently integrating slow learners into the mainstream and evaluating their learning progress each semester by using the following methods.

- During admission, English and basic respective course related tests are conducted. Based on the marks students who have scored below the average will be considered slow learners. (Semester 1)

- Based on the performance in the internal and external assessments, slip tests and teacher's observations, Students who fail in any course or score less than the class average will be treated as slow learners (Semester 2-6)

Remedies for slow learners

The faculty and coordinators of departments are responsible for implementing the following plan of action to bring slow learners into the mainstream.

- Bridge course
- Remedial classes
- Special Lectures
- Peer-teaching
- Personalized assistance by mentors
- Additional learning materials

Guidelines for Remedial Classes:

Remedial classes are conducted after the college hours by the departments. Attendance of students in remedial classes will be maintained by the department separately.

6.3 Advanced Learners

“Advanced learners are the learners whose learning levels are higher than that of their peers”. They are identified based on their performance in English and course related tests. Students who secure 20% more than class average in semester exams and perform well in communication, course knowledge and skills are considered advanced learners.

The faculty and coordinators of departments are responsible for implementing activities to bring out the best out of them and ready them for higher education.

- Paper presentations within and outside the college
- Projects
- Internships
- Training for competitive exams
- Provide advanced learning materials

7. Graduate Attributes

Graduate attributes refer to skills, knowledge and abilities beyond disciplinary content knowledge. The following are the attributes of graduates:

1. Disciplinary Knowledge and intellect.
2. Effective communication, Leadership and interpersonal skills
3. Critical thinking, Creativity and problem-solving capabilities
4. Ethically sound and socially responsible and active citizens
5. Digital and information Literacy
6. Cultural competence and empathy
7. Emotional Intelligence, Self-respect and self-reliance.

LFDC is committed to ensuring consistency in classroom teaching and the following activities are envisioned by the teachers in their classroom.

- Interactive Lectures
- Use of ICT tools
- Group discussions
- Slip tests
- Individual, Pair and group classroom tasks
- Presentations by students
- Flipped classroom
- Reading practice
- Case studies
- Question and answer method
- Blended learning

9. Value added/Add-on/Certificate courses

To improve employability and entrepreneurship skills of students LFDC offers value added, add on and certificate courses. These courses are conducted every semester at a nominal fee or free of cost. The general instructions are:

- Each department is expected to organize at least one.
- The course duration is 30 hrs.
- Syllabus and the course outcomes should be ratified by the academic council
- For all courses departments are required to submit, flyer/circular, syllabus, list of students, at the beginning of the course. Question papers and marks statements along with attendance are to be submitted after completion of the course.

10. Evaluation

Details relating to teaching learning evaluation are mentioned in the examination policy. As the examination committee is responsible for smooth conduct of exams.

Jayanthi P
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