TEACHING LEARNING POLICY

(TLP-2018)

Kalasalingam Academy of Research and Education

Policy Name: Teaching Learning Policy

Policy Number: TLP18.01

KALASALINGAM ACADEMY OF RESEARCH AND EDUCATION
(Deemed to be University)
(Under the section 3 of UGC act 1956)
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RECOMMENDATIONS OF THE EXPERT COMMITTEE FOR THE REVISION OF APPROVAL IN TEACHING LEARNING POLICY AT KARE FOR 2018

The following schemes have been added in the Teaching Learning policy, based on the recommendations of the committee.

- Innovative teaching methodologies have been updated in section 6.
- Methodology on Identification and Classification of Students has been changed by the recommendation received from IQAC in section 7.
- Special programs for the slow learners and Advanced learners has been updated in section 7 as per the recommendation of IQAC

History of Teaching Learning policy

S. No.	Newly added Sections	Teaching Learning Policy 2015	Teaching Learning Policy 2018
1	Updated Innovative teaching methodologies (Section 6)	Not Available	Newly added (Page No.14)
2	Methodology on Identification and Classification of Students (Section 7)	Not Available	Newly added (Page No.14)
3	Special programs for the slow learners and Advanced learners has been updated in section 7	Not Available	Newly added (Page No.16)

TEACHING LEARNING POLICY

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Teaching Learning Policy

1. PREAMBLE

Kalasalingam Academy of Research and Education (KARE) formerly Arulmigu Kalasalingam College of Engineering was established in 1984 by the Kalasalingam Anandam Ammal Charities. Located at the pristine foothills of scenic Western Ghats, the college obtained the Deemed to be University status in 2006. The Institution has been serving the society for thirty-seven long years and it caters to the needs of the students from all walks of the society. KARE offers UG programmes, PG programmes and Ph.D. Programmes. The Institution has been re-accredited by NAAC with 'A' grade with a CGPA of 3.11 in 2015. Six UG programmes have been accredited by NBA under Tier-1.

KARE visualizes the teaching learning process as the most important activity of the institution in guiding the students to accomplish knowledge, as well as to inculcate life-long learning skills. Institution is also committed to recruit renowned faculty members and to improve the faculty members who adhere to the integrity and quality of teaching and learning process. The teacher's primary role is to facilitate student learning using various teaching and assessment methods and strategies. The faculty's role is to organize and simplify the learning effort of the student by providing guidance and appropriate explanation to the concepts.

2. TEACHING LEARNING POLICY

This policy promotes best practice in the Teaching and Learning process across the institution. It aims to ensure that all students are provided with high quality learning experiences that lead to a rise in standards of students.

Faculty members are responsible for providing a kind, supportive and motivated learning environment in which all students are helped to attain their academic potential.

3. POLICY STATEMENT

The purpose of the policy is to provide high quality education, develop creative thinking in students, and to inculcate life-long learning. The teaching – learning methods and strategies have to be continuously reviewed by the faculty based on experiences in delivering courses, student's feedback, peer review, and feedback from appropriate national and international professional bodies.

4. ROLE DESCRIPTIONS

a) Head of the Department:

1. Responsible for all the academic affairs of the Department.
2. Looks after day to day activities relating to teaching and other workloads of the teaching and non-teaching staff.
3. Assisting faculty in providing high quality learning experience for students.
4. Providing the Dean with inputs regarding the needs of faculty within the department, participation of faculty in departmental activities, and suggestions for faculty development.
5. Planning, developing, implementing, and evaluating curriculum for students enrolled in the programs offered by the department.
6. Supportive in providing leadership to meet the instructional goals of the department.
7. Assists with student complaints and solves grievances in the department.
8. Prepares the academic plan for the department.
9. Executes, and monitors academic and support activities of the department
10. Maintains discipline and culture in the department
11. Picks and promotes strengths of students / faculty / staff
12. Maintains records of departmental activities and achievements.

b) Class Coordinator:

Instructors should be assigned as class coordinator to the class where he/she teaches the course and assigned with the various responsibilities. The class coordinator shall perform the following specific duties:

1. Discusses all potentially significant issues and establishes good communication with the students.
2. Makes sure that all the students are fully aware of the regulation and their responsibility to meet the performance standards
3. Assists HoD to nominate two class representatives (One Boy and Girl) who have good academic record and an ability to interact with all the students in their class amicably.
4. Ensures all the classes were conducted as per the class time table.

5. Informs the parents of the students whose attendance is < 80%.
6. Performs the result analysis after each examination and submits the same to HoD.
7. Coordinates with other faculty members in identifying the slow learners in all the courses and schedules the remedial class for the slow learners.
8. Coordinates with the student representatives regarding forming peer groups among the students and nominates one Advanced learner as the leader of each course.
9. Any other responsibilities may be assigned by their HoD from time to time.

c) Class Chairperson:

A senior faculty member who is not associated with teaching for the particular class, nominated by the Head of the Department concerned, to act as the chairperson of the Class Committee. The Class Chairperson will be the convener for the class committee meeting for the class. The class Chairperson shall perform the following specific duties:

1. The constitution of the Class Committee will be as follows:
   (i) Class Coordinator
   (ii) Course Coordinators of all the lecture-based courses
   (iii) Course Coordinators of all the Non-CGPA courses offered during the semester
   (iv) Laboratory -Incharge(s)
   (v) Five students (in the combination of two from the toppers and three from rest of the class) from the respective class to be chosen by the students of the class amongst themselves (and)
   (vi) Faculty Advisors of the students of the respective class.

The basic responsibilities of the Class Committees are

(i) To review periodically the progress of the classes
(ii) To discuss problems concerning curriculum, syllabi and conduct of the classes, for both CGPA and Non-CGPA courses.
(iii) To resolve issues related to slow learners in regular semesters.

The Class Committees shall meet at least four times in a semester; at the beginning of the semester, after the I Sessional Examination, after the II Sessional Examination, and finally (without the student members) at the end of the semester in

order to finalize the grades. The Class Committee, excluding the student members, is responsible for the finalization of the semester examinations results.

The method of assessment for CGPA and NON-CGPA courses will be discussed in class committee meeting and announced to the students at the beginning of the semester.

d) Faculty Advisor:

To help the students in planning their courses of study and for getting general advice on the academic programme, the department will assign a certain number of students to a faculty member who will be called as their Faculty Advisor.

The Faculty Advisor will help the students in all their endeavors during their period of study.

After the first End-Semester examination, if the Faculty Advisor finds that any of his/her wards is showing poor performance for whatever reason(s), he/she will bestow special care and attention on him/her as per the guidelines given by the University.

Responsibilities:

1. Be familiar with the personal history of assigned students including Educational and Family background.
2. Attempts should be made to find out the reason for the student's problem, counsel, and give guidance to the student to solve the problem and recommend a remedial program, if necessary.
3. Assists students in periodic assessment of his/her academic progress.
4. Ensures that all the students assigned are fully aware of the regulation
5. Serves as a "Mentor/Local Guardian" to the student and explains the importance of getting a meritorious Engineering Degree and how the degree helps in building a career for his/her future.
6. Counsels students whose progress is unsatisfactory and reports the same to the Program Coordinator.
7. Monitors the internal and End semester performance of students assigned and communicates with parents, whenever required.
8. Slow Learner.

9. Advanced Learner.

e) Course Coordinator

Course Coordinator is responsible for planning and coordinating the teaching and assessment arrangements for a course, and maintaining the academic quality and integrity, in consultation with the Module Coordinator and Program Coordinator who has the ultimate responsibility for the quality in the program offered. Specific responsibilities include the following:

1. Explains the purpose of the course including the role of the course within the Program, course uniqueness, essential knowledge or skills should they gain before taking the course, course importance, the prerequisite(s) for this course, Course Outcome, Mapping of the course outcome with Program Outcome and also with Program Educational Outcome
2. Prepares lectures, tutorials, workshops and seminars in the course
3. Ensures the availability of the textbooks, library reference material, and other learning material so that students can access all such material without any hassles.
4. Methods for assessing expected learning outcomes
5. Teaches the course, coordinates with other faculty involved in teaching the course, mentors and conducts meetings regularly, and also liaises with them by solving problems related to the course.
6. Submit the feedback on the course syllabus at the end of each semester to the Program Coordinator.
7. Conducts the course review meetings periodically.
8. Ensures the course attain the necessary quality outcomes as required.

f) Program Coordinator

1. Oversee all the courses offered by the department;
2. Appoints course coordinators and module coordinator for each course offered in consultation with HoD

3. Ensures that Course files and lab manuals are reviewed and accurate prior to publication and timely distribution to students (i.e. distributed on the first day of the commencement of the semester);
4. Ensure that examination question papers are reviewed prior to submission, and are submitted by the relevant due date to the Office of Controller of Examinations.
5. Program Coordinator also demonstrates awareness of program goals and objectives and also good knowledge of the terminology used in the program.
6. Has a good knowledge of the accreditation process and its requirements
7. Coordinate with module and course coordinators to improve the program outcome.
8. Reviews the performance of students undertaking courses offered by the department, paying particular attention to results.
9. Conduct meetings regularly with Module and course coordinators to review the attainment process.
10. Plans the activities for the Programme every academic Year to meet the program outcomes and hence the department Vision, Mission.
11. Monitors the execution of all the activities of the program.

g) Module Coordinator

1. Module coordinator is appointed by the Head of the Department.
2. The modules are categorized based on the corresponding programme curriculum streams and specializations.
3. The module coordinator monitors and reviews the activities of specific modules of the programme.
4. The module coordinator interacts with course coordinators towards attainment of POs through the attainment of COs.
5. The module coordinator reviews the assessment of course outcomes. The module coordinator coordinates the faculty's curriculum feedback and revision process for the concerned module.

5. PROCEDURE:

Department academic Calendar is prepared in line with University academic calendar

which includes academic schedule, Co-curricular & Extra Curricular events.

Course Teacher prepares the course plan for the whole semester hour wise in the format given in the template (TL 1) in the appendix to this policy. Course objectives, Course outcomes are prepared by the Course Coordinator reviewed by module Coordinator and program coordinator taking the program objectives into consideration.

Regarding the teaching and learning process, the following methodology (shown in Figure 1.1) has been employed for each batch of students as per our academic Calendar (both university and department level).

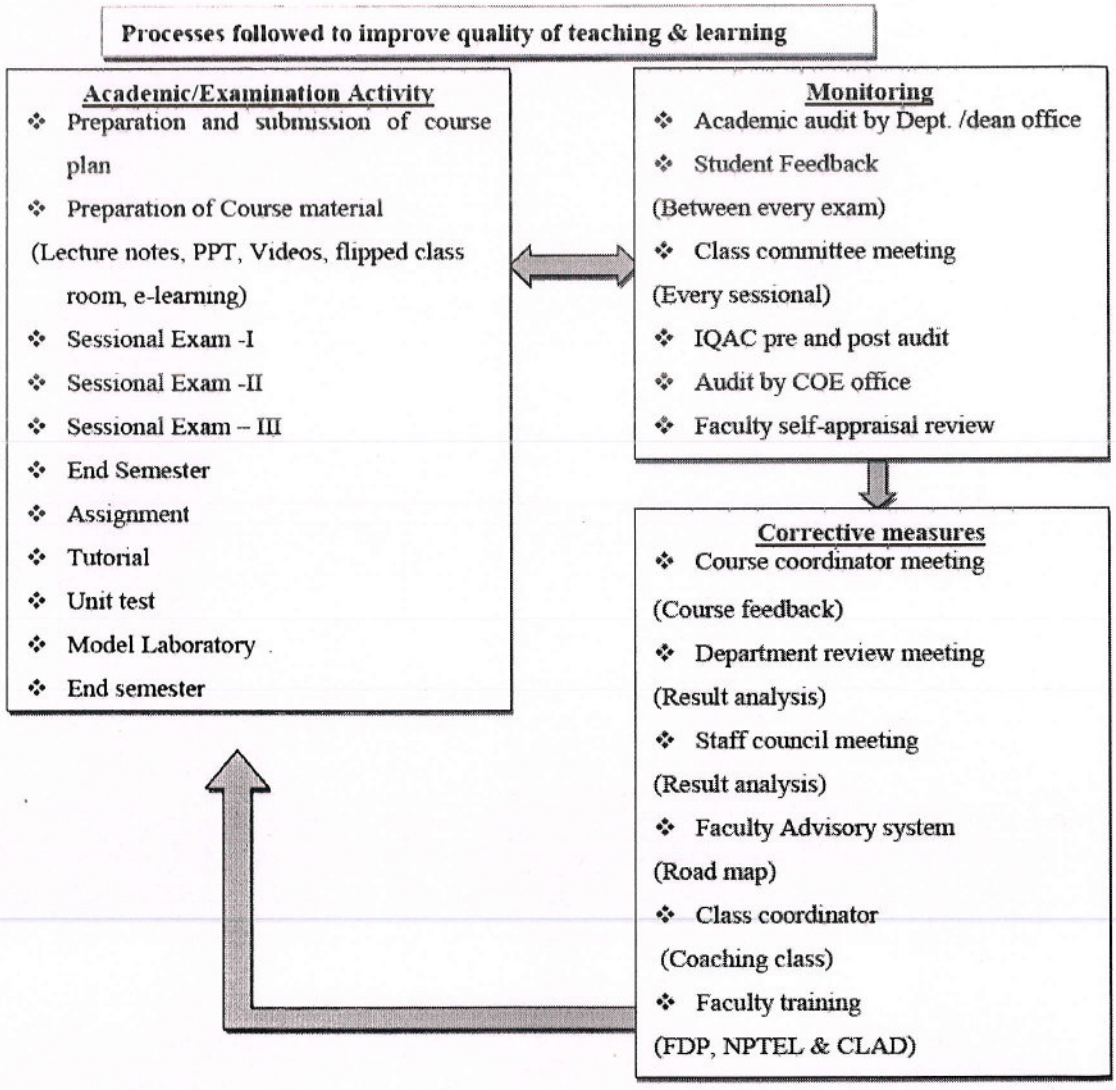

Figure 1.1 Processes followed to improve quality of Teaching and Learning Policy

Lesson plans with course objectives and course outcomes are prepared by the course handling faculty before the commencement of the semester and are respectively approved by the program coordinator, Head of the department and made available to the students. According to the lesson plan, the work done has been inculcated in the academic file to ensure coverage of syllabus daily monitored by program coordinator and Head of the department.

Quality enhancement in the teaching and learning process is done on a continuous basis through the departmental and centralized Academic/IQAC office by providing quality metrics. The department is keen on introducing new pedagogical initiatives in each semester based on the nature of course.

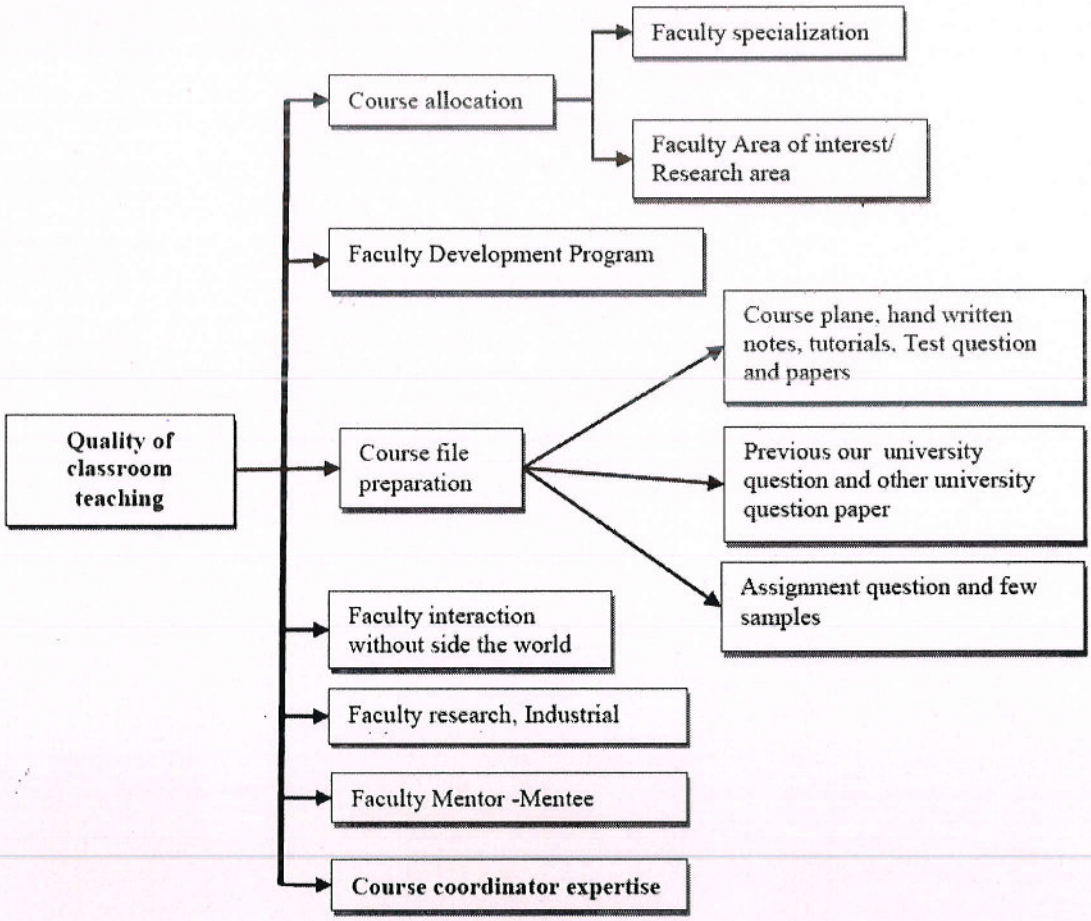

Figure 1.2 Enhancing the quality of classroom teaching

In order to enhance the quality of classroom teaching the following methodologies/tools have been proposed (shown in Figure 1.2) for betterment of the student community.

1. According to the faculty specialization and research area, courses were allocated to the faculty to handle for each semester.
2. Faculty development programs were organized by the department and CLT to enhance the faculty skill to conduct the classes. The experts are called upon from other reputed institutions.
3. The entire course file comprises course plan, hand written notes, tutorials, and various university question papers and so on.
4. Research based course contents also will be delivered in the classroom teaching by the expertise faculties.
5. Faculty mentor-mentee is also used to enhance the quality of teaching. Junior level faculties are advised to get the assistance from the senior faculties. It improves the sharing of knowledge in terms of handling the classes.
6. Faculties are involved to learn online courses such as those conducted by NPTEL, MOOC and so on. It is mandatory for all faculties to undergo ICT related training conducted inside or outside the institution. Also, it is mandatory to embed the ICT tools in their regular teaching learning process. The knowledge is being shared through ICT tools to the students to increase the level of understanding.
7. Apart from teaching by the academicians, some of the courses are taught by the Industrial experts to the student to bridge the gap between the industry and theory courses.
8. Faculties are involved themselves to use the smart board and ICT facilities to handle the classes for the betterment of students.

Course coordinator organizes the meeting with other course teachers once in every month to discuss the syllabus coverage as per the course plan, reviews the teaching methodology and assessment and submits the report to the program coordinator/HoD for further action. The Head of the Department presents the Department report in the next advisory meeting.

PREPARATION OF COURSE MATERIAL FILE:

The Course Coordinator prepares the Course material file.

The Course Material file is the record of all aspects regarding content delivery, Teaching methodology, and various assessments done during the semester by the Course Teacher.

CONTENT OF THE COURSE MATERIAL FILE:

1. Title Page
2. Institute Vision Mission
3. Department vision Mission
4. Pre Requisite Course
5. Course Discipline
6. Course Outcome (CO)
7. Program Outcome (PO)
8. Program Educational Objectives (PEO)
9. CO and PO Mapping
10. Syllabus Copy
11. Hour-wise lesson plan
12. Text Book
13. Reference Book
14. Web Resources
15. Magazines/Journal
16. Details of Assignment
17. Laboratory Exercises
18. Rubrics for Assessments
19. Assessment plan for the Course
20. Assessment Methodologies
21. Mark Allocation for Co Assessments
22. Portion for Assessment
23. Learning methods adopted in the course
24. Mark Allocation Sheet
25. Question Paper for all the Assessments
26. Scheme of valuation for each Assessment
27. Sample answer scripts for all Assessment
28. Student support material, Presentation, handouts etc.

IQAC Internal Auditing verifies the Course material file to ensure the quality of teaching, Learning, Assessment Procedures.

6. TEACHING METHODOLOGY:

To enhance the learning capability of students, different teaching methods are followed:

1. Interactive smart board class room
2. Flipped class room
3. Virtual laboratory
4. Model based teaching
5. Participative Learning
    a. Group Discussion
    b. Group Project(Mini/Major/Community Service Project/Lab Experiments)
    c. Field Trip (Group Report Writing)
    d. Participation in Project Competition
    e. Activity Based Learning
    f. Seminar
    g. Tutorials for small group of students
    h. Peer learning Group
6. Experiential Learning
    a. Field Trip (Industrial Visit)
    b. Lab Experiments related to theory
    c. Independent/Group -Mini Project, Major Project, Community Service Project
    d. Internship Opportunity
    e. Industrial Training/Implant Training
    f. Industry based projects – to solve real-time problems

7. IDENTIFICATION AND CLASSIFICATION OF STUDENTS

Methodologies to support slow learners and encourage Advanced learners:

The Faculty Advisory System is effectively implemented to improve the students' performance. For every 20-25 students, one faculty is nominated to continuously monitor their performance in terms of academic and non-academic activities. Prior to the conduction of sessional exams, the faculty advisor used to conduct meetings with their wards and motivates them to perform in exams.

Identification and classification of students

(In first Semester - based on marks scored by the candidates at +2 level exam taken as a benchmark and in higher semester based on CGPA, No. of arrears, Marks issued by the faculty)

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First Semester - +2 Marks Arranged in Descending order	
Slow Learners (SL)	**Advanced Learners (AD)**
Students below 60% considered as Slow Learners	Students above 60% considered as Advanced Learners
Higher Semesters – CGPA arranged in Descending Order	
Students with CGPA less than 6.5 with arrears	Students with CGPA equal to and higher than 6.5 without arrears

⇩

Organizes special Programs

Slow Learners (SL)	**Advanced Learners (AD)**
• Remedial Classes • Peer learning group • Counseling with Faculty advisor and professional Counselors • Animation Videos to understand concept • Provision of Summer Term Courses (STC) • Bridge Course • Question Bank	• One Credit Courses • Online Courses • Semester Abroad Program • Participants in Seminar/ Conference/ Workshop • Details of Students worked in Funded Projects • Details of Summer Fellowship/ Internship/Industry Supported projects • Details of Students done projects at Foreign Universities/R&D labs • Awards for Best Projects in CSP/Semester Toppers/ University Toppers • Scholarship Awards for Semester Toppers/ University Toppers • List of Students – Honors/First Class with Distinction • List of Students participated in IUCEE-Webinars

Outcome Measure

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• University Results and Placements	• University Ranks and Students participation in various activities • Placements in Reputed Organization with High salary package

The strategy which has been adopted for improving the performance of slow learners is given in Figure 1.3 and various strategies adopted/provision given for Advanced learners is given in the figure 1.4.

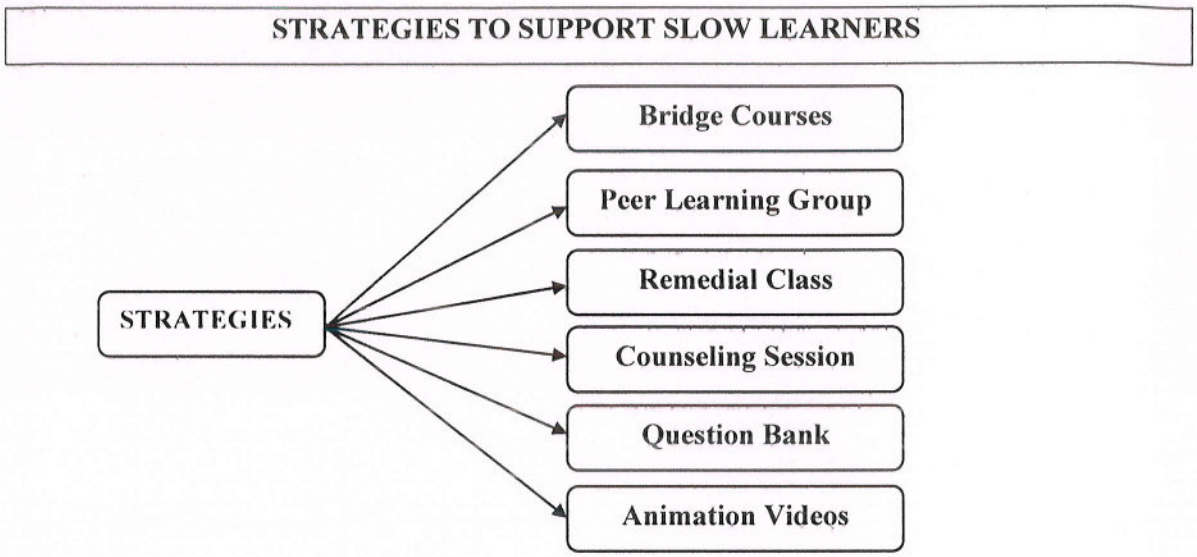

Figure 1.3 Strategy to support slow learners

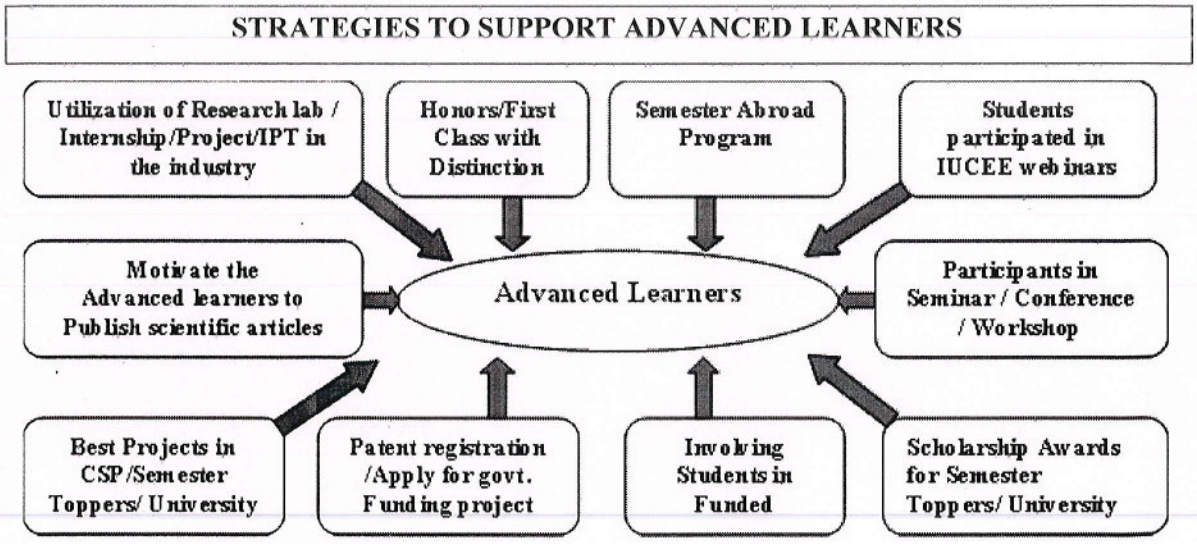

Figure 1.4 Strategy to support Advanced learners