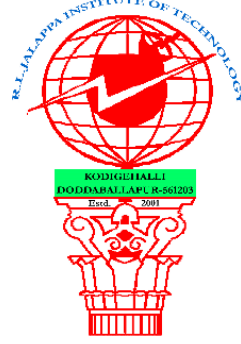# TEACHING LEARNING POLICY

(TLP- 2023)

(Revised Version of TLP -2018)

Ref. No. RLJIT /NAAC/2022-23/Policies/032

Approved by Institute Council Meeting on 30/01/2023

Sri Devaraj Urs Educational Trust (R.)

R. L. Jalappa Institute of Technology

(Approved by AICTE, New Delhi & Affiliated to VTU, Belagavi)

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Recommendations of the Institution Council for the revision of approval Teaching Learning Policy.

History of changes in Teaching Learning Policy

Sl. No.	Newly Added/Revised	TLP 2018	TLP 2023
1	Subject Coordinator roles specified	Not available	Available
2	Course file content	Available	Updated with more key points
3	Slow and advanced learner policy	Not available	Available

Teaching Learning Policy

TEACHING LEARNING POLICY

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1. Preamble

R. L. Jalappa Institute of Technology (RLJIT) established in the year 2001 at Doddballapur, Bangalore Rural District by Sri R. L. Jalappa, a visionary, social worker and educationist. RLJIT is a unit of Sri Devaraj Urs Educational Trust (SDUET) founded in the year 1986 at Kolar to serve the people of rural and backward classes. Teaching learning policy aims to ensure that all students are provided with high quality learning experiences that lead to a rise in the standard of students. This process is the most important activity of the college in guiding the students to achieve knowledge and skills, both technical and communication, as well as to inculcate life-long learning skills. Our Institution strongly committed to recruit eminent faculty and to enhance the capabilities faculty members who adhere to integrity and quality of teaching and learning in a respectful environment that encourages free inquiry and free expression.

2. Teaching Learning Policy

This policy promotes the best practice in the teaching and learning process across the institution. The teacher's primary role is to facilitate student learning using various teaching methods and strategies. It appreciates the role of the teacher as to simplify the learning effort of the student by providing guidance and appropriate explanations to concepts. Our institution understands the need for teaching learning policy and uniformity in the College across all programs.

3. Principles of Teaching Learning Policy

To support teaching and learning, the College has developed principles to befollowed in teaching and learning:

- All students should be supported to engage meaningfully in their learning so that they can capture their entire potential.
- Theory and practice are equally important aspects and whenever possible should be intertwined; in a professional program, students need to develop knowledge and understanding, as well as an application of their knowledge.
- Learning involves more than memorization; it involves understanding and also problem solving, analysis and application.
- Diversified teaching strategies are important to enhance differentiated learning; not all students learn in the same manner and hence a variety of methods need to be used.

4. POLICY STATEMENT

Our institution vision is to impart quality technical education, professional training and research and also our college maintains integrity and quality in the delivery of teaching, research supervision, assessment of student learning outcomes, and in the award of qualifications. The teaching – learning methods and strategies have to be continuously reviewed by the faculty based on experiences in delivering courses, feedback from students, peer review, and feedback from appropriate national and international accrediting bodies. Quality assurance in teaching – learning process is utmost important and every teacher must follow the guidelines developed from time to time.

5. ROLES DESCRIPTION

1. Head of the department:

1. responsible for all 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.

Head of the Department is responsible to monitor the preparation of course plan and for internal/external verification before the class room delivery begins. IQAC monitors the implementation of the Teaching – Learning policy and for compliance of the process and procedures.

4.assisting faculty in providing high quality learning experience for students.

4. Planning, developing, implementing and evaluating curriculum for students enrolled in the programs offered by the department.

5. Supportive in providing leadership to meet the instructional goals of the department.

6. Assists with student complaints and solves grievances in the department.

7. Maintains records of departmental activities and achievements.

2. Class Co ordinator:

Class coordinators are nominated by the head of the department and assist them to perform in the various responsibilities like

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 respresentives (one boy and one girl) who have good academic record and an ability to interact with all the students in their class amicably.

Ensures all the classes were conducted as per the class time table.

3. Subject Co ordinator:

Subject co ordinator is responsible for planning and co ordinating the teaching and assessment for a course and maintains the academic quality and integrity. He/she explains the purpose of the course including the role of the course within the program. they prepare lectures, tutorials, workshops and seminars in the course. They conduct the course review meetings periodically and ensure the course attain the necessary quality outcomes as required.

6. PROCEDURE

Department academic calendar is prepared in line with university calendar which includes academic schedule, Co-curricular & extra-curricular events.

Subject coordinator 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 co ordinator reviewed by IQAC.

Maintenance of Course files:

At the end of the Semester, the Course teachers prepares the course file and submits to the Head of the Department within a week after the final examination results are declared. Course file is a record all aspects regarding a course delivered during a semester by the teacher.

Contents of the Course File:

SL No	Contents in Course Material File
1	Subject Allotment order
2	Class Time Table and Individual Time Table of the faculty
3	Course Plan contains our Department Vision, Mission, CO,PO,PSO,PEOs

4	University Calendar of Events and Institute Calendar of Events.
5	University syllabus copy for the subject with Text books prescribed
6	Printed Course Material contents for Module 1 to Module 5 in Hard copy and with PPT/PDF/NPTEL Video Lectures topic wise links
7	CO PO mapping print out sheet CO-PO Justification for the correlation given 1,2,3 CO-PO Attainment sheet (Last Academic Year)
8	Topic beyond syllabus with relevance to CO / PO / PSO
9	Assignments with relevance to CO / PO / PSO
10	Syllabus Specific Curriculum gaps for the subject relevance to CO/PO/PSO
11	Tutorial sheets & Case studies
12	CIE I, II, III Question papers with CO –PO mapping and Revised Blooms Taxonomy with scheme of evaluation.
13	Details of CIE marks I, II and III
14	VTU Question paper for the Previous years (minimum 3 years)
15	Details of the Innovative Teaching Methods used with Impact Analysis sheet
16	Course end survey by the students.
17	List of weak students and attendance sheet of the remedial classes conducted.
18	Lab Course Plan with CO/PO/PSO Mapping for Lab CO PO mapping print out sheet for Lab CO-PO Justification for the correlation given 1,2,3 for Lab CO-PO Attainment sheet (Last sheet) for Lab
19	Lab Register with Rubrics
20	Additional Responsibilities if any ………

	R. L. JALAPPA INSTITUTE OF TECHNOLOGY **DODDABALLAPUR – 561 203** **Bengaluru (Rural), Karnataka, India** **Approved by AICTE, New Delhi | Affiliated to VTU, Belagavi** **website : https://rljit.in | email : principal@rljit.in | Fax:080-27625380**	**Office of the Principal,** **RLJIT** **Email : principal@rljit.in** **Ph:080-27625381 Extn :202**

Ref. No. RLJIT /NAAC/2022-23/Policies/006

Slow and Advanced Learners Policy

R. L. Jalappa Institute of Technology has established itself as a premiere institution by providing quality teaching-learning to students. The college offers learner centric teaching- learning, which comprises a good number of co-curricular and extra-curricular activities for learners from diverse background for their holistic development. The college recognizes that the learning interest and pace of every pupil is different. The college considers that some learners are not-so-gifted (Slow learners) and whereas some are gifted learners (advanced learners). In such a situation, it is crucial to recognize the learning levels of learners and plan accordingly to deliver learner centric teaching- learning.

Advanced and Slow Learners

Advanced learners are the students who understand a taught topic relatively faster than the other students in the class and attain high scores. They have more potential and talent than the others in the class. These students are with better academic understanding, as well. Whereas, the slow learners are mostly lag behind in their academic pursuit and find it difficult to understand the subject. The poor performance may not be a sign of the poor capacity or talent but may be due to inappropriate teaching methods, socio-economic background, lack of motivations and support, unorganized learning practices or even the inability to converse in devised medium of instructions.

Objectives:

- To involve modern pedagogical methods and ICT enabled teaching-learning to promote student centric teaching- learning.
- To develop significant strategies and scientific implementations to benefit both the advanced and slow learners.
- To encourage to the advanced learners to be excellent achievers.
- To boost up the confidence of slow learners and to minimize the barriers.
- To enhance the skills in respect of learning processes.

- To minimize the gap between slow learners and advance learners.
- To motivate for innovative and creative mindset.
- To organize the workshop/seminar/guidance program for slow learners.
- Help to understand paper pattern, question pattern, etc.

Methods of assessment:

The students can be assessed to identify their learning levels by different mechanisms. At the entry level, the students must be assessed on the basis of their performance in Learner's Aptitude Test, preceding examination, interest in chosen current subject, involvement in classroom teaching-learning, and learning pace of students. After the identification of the learners, the departments must prepare a schedule accordingly and allots the topics to the faculty members. The students and the teachers must be notified about the schedule and details of remedial classes through notices. Then, the remedial classes should be conducted regularly for the identified slow learners, as per the schedule. During these classes, teachers are expected to provide additional study materials and notes, etc. to the students to bridge the knowledge gap & enable them to cope with the academic course to which they are enrolled. In addition, the departments should organize different activity like group discussions, study tours, guest lectures along with interactions with the subject experts, etc.

Specific steps to be taken for advanced learners:

- Encouraging them to participate in group discussions, elocution, debate, quiz to develop analytical and problem-solving abilities.
- Offering special coaching for competitive examinations or better career planning and growth.
- Conduction of workshops to improve their communications skills, presentation skills and personality development.
- Organizing activities to promote their interactions with the subject experts and develop critical thinking abilities.

Specific steps to be taken for slow learners:

- Tutorials, discussions, interactions and remedial coaching.
- Concept clarification and problem-solving exercises.
- Bilingual explanations and discussions.
- Provision for simplified but standard lecture notes/course material.
- Revision of topics and practical.
- Enhancement of communication skills and art of reading-learning.

Expected Outcomes:

1. Consistent high academic performance of advanced learners in university examinations.
2. Enhanced interactions and subject knowledge of advanced learners.
3. Augmentation in presentations and communications skills of advanced learners.
4. Confidence development to face the placement drives by the advanced learners.
5. Enhancement in regularity and involvement in classroom teaching- learning of slow learners.
6. Improvements in university exam results of identified slow learners.
7. Development of better and accurate sense of self with improved confidence.
8. Development and nurturing the deep understating of personal motivation.
9. Enhanced interest in the chosen subjects of slow and advanced learners.

Policy Preparation and Verification Team

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