Government Autonomous College Rajamahendravaram

(Affiliated to Adikavi Nannaya University)

Teaching and Learning Policy

1. **Introduction**
   Teaching and Learning should be planned, delivered and followed-up in accordance with the values and principles enshrined in the policy.

2. **Aim of the Policy**
   The aim of this policy is to outline College approach to the expectations for teaching and learning, the means by which it strives to achieve outstanding teaching & learning objectives.

3. **General principles underlying the policy**
   i. Academic staff share, follow and uphold the values and principles set out in the policy
   ii. Academic staff receive training, guidance and support, enabling them to contribute to the provisions of outstanding teaching and learning at the College
   iii. Students are encouraged to behave in a manner that facilitates their learning, all-round development and progression.

4. **Purpose**

   College is a part of Study Group and as such our policies align to Study Groups' mission:
   i. To prepare students to live in a competitive world and success in global arena
   ii. Enabling them to realize their potentials through a transformational learning experience.

   Within this broad aim, the purpose of the College is to enable students from all backgrounds and abilities to reach their maximum potential, academically and as individuals, achieving the best possible academic results, progressing to the best possible universities and, as a result, building a successful and rewarding career in their field of choice.

   Through innovation, creative, diversity and breadth of programs, outstanding teaching and learning, and global reach, the College strives to transform the educational experience of every individual.

5. **The College context**
   i. College students are aged between 17 years and upwards, the majority of whom choose to come to continue their academic pursuits and progress to leading universities, or in other academic excellence hubs. Our academic policies recognize the diversity of our student community and provide an effective operating framework to support and stretch our students.
   ii. College represents the first experience of Indian education for our students and, as such, our teachers act as role models in shaping a positive attitude to learning and subsequent success in their endeavors in education.

iii.   Programs offered include academic programs such as Computer Skills, Foundation course at I year Undergraduate and Pre-Masters preparation as well as communicative and professional skills for subsequent academic programs.

iv.   College academic policies, such as this policy, should be read in conjunction with other policies of the college.

6. Teaching & learning principles

The approach of the College towards teaching & learning is underpinned by the following key principles:

i.   Teaching & learning should be a professional, positive, engaging and rewarding partnership between teacher and the taught.

ii.   Teachers should ensure that their students fully understand the learning objectives of their studies at every stage. In turn, students should reflect on their own progress towards achieving their goals and share responsibilities for their learning outcome.

iii.   Teachers should develop the skills, confidence and motivation in students to transform into successful independent learners in their academic pursuits.

iv.   The teachers should support the acquisition of English language skills and thereby open cultural, social boundaries of the students.

v.   Teachers should approach teaching & learning with a cosmopolitan outlook, actively seek new ways to motivate and engage students and utilize the technology and other resources available to enhance the teaching & learning experience.

vi.   Each and every student should be provided with the equal opportunities, resources and support they need to fulfil their academic pursuits.

vii.   Teachers should be provided with the opportunities, resources, training and support they need to fulfil their teaching abilities

viii.   Teachers are encouraged to be reflective, assessing their own performance and developmental needs, and to work together to share best practices and support each other's prospects.

7. The approach to teaching & learning

The College defines its approach to teaching & learning based on its vision, context and guiding principles, as follows:

7.1 Admissions

i.   Admission criteria has been advanced to ensure that students have suitable academic foundations and communicative and professional skills to progress in their chosen academic programme

ii.   Student admissions are monitored by the Academic Cell of the college through various committees, who provide information, advice and guidance in order to help students to choose the right program and prepare for their studies.

7.2 Planning and Tailoring

i.   Programs that enable progression into higher education have been specially cater to the needs of the students.

ii.   Curriculum policies are in place for every programme and are reviewed and updated from time to time to reflect the needs and goals of the students, akin to the global academic standards.

iii. Content and delivery is planned from a programme at every stage through innovative pedagogical strategies to meet defined learning objectives.

iv. Programme-level planning takes the form of a set of periodically reviewed and updated curriculum and expertise of teaching faculty and the outcome of self-evaluation process.

v. Subject/module-specific planning takes the form of detailed schemes of work, which are adopted and updated by teachers individually throughout the delivery of each programme.

vi. Individual lesson plans, based on evolving schemes of work, are formulated according to academic requirements of the college.

vii. Schemes of work and individual lesson plans are tailored to meet the needs of each student group

viii. Teachers are informed regarding the educational background and culture, language ability, age-range and gender-mix of the students in the classes they teach, through student and class profile reports

ix. Teachers evaluate the academic ability of their students at the beginning of their programme of study, using baseline academic data and the outcomes of cognitive ability tests

x. Teachers put their experience and understanding of different learning abilities of the students to plan lessons that engage and actively involve their students

xi. Students with Special Educational Needs or Disabilities (SEND), including those who are gifted, are identified and managed through a linked-up, expert-led process.

7.3 Monitoring attendance and progress

i. Using individual student profile reports and the results of cognitive abilities and/or English language tests as a means to determine academic targets, proctor meet with students regularly to monitor their progress during academic sessions.

ii. Teachers record attendance, homework, test and assessment marks in a systematic form for each student on an on-going basis, enabling proctors to access all relevant information for student monitoring purposes.

iii. Proctors identify and address areas of concern, promote areas of interest and ability, and motivate students to reach their academic pursuits.

7.4 Delivery

i. Teachers introduce and employ a variety of teaching and learning methods and resources, both inside and outside the classroom, to enthuse, motivate, challenge and involve students, including:
   a. Experiential learning
   b. Intelligent Questioning Techniques
   c. Practical activities
   d. Interactive seminar- and tutorial-style sessions
   e. Use of other interactive methods/resources
   f. Teacher-led lessons
   g. Use of a Virtual Learning Environment and other media
   h. Field trips and visits
   i. Invited speakers/experts
   j. Case study-based group work

k. Research-based assignments

ii. Students are made aware of the learning objectives for each lesson to enable them to evaluate their own understanding and progress and identify when they need help or clarification. Learning objectives clearly distinguish the acquisition of subject knowledge from the development of learning and other skills

iii. Success criteria are clearly defined for the students, so that they know what they have to do in order to meet learning objectives and to achieve the assessment outcome.

iv. Lesson content is reinforced through assignments, key tests and provision of learning resources available to students outside of lesson time

v. Teachers embed principles that support students' spiritual, moral, social and cultural (SMSC) development within their approach to teaching and learning

vi. In addition to teaching, every lesson and assignments shares a focus to reinforce and strengthen English language, numeracy, independent learning, communication and reasoning skills.

7.5 Providing feedback

i. Students receive regular and timely feedback on progress through dedicated tutorial sessions, and on assessments in accordance with College assessment policies and procedures

ii. Feedback addresses progress regarding the acquisition of subject knowledge as well as the development of key skills relevant to the learning process

iii. Students are given academic reports for each semester, which, in addition to showing assessment marks, include feedback from their teacher with regard to their perceived strengths and weaknesses and how they can improve and maximize their chances of progression

iv. Parents/guardians also receive the academic reports, facilitating their involvement in their children's learning.

7.6 Advice and support

i. Proctors and teachers share and discuss student feedback and collaborate to ensure the effective, relevant and timely learning support for the needy students

ii. Students are given appropriate advice regarding their progression plans in response to the progress they are making on their current programme and their final outcomes, in accordance with *Student Progression Policy and Procedures*

iii. Teachers support each student's spiritual, moral, social, cultural, intellectual and physical development, in conjunction with their welfare.

8. Supporting and developing teaching and learning provision

8.1 Teacher support and development

i. The academic staff participates in a Continuing Professional Development (CPD) programs, in accordance with UGC/Government *Policy and Procedures*. Training and development provision is based on college-wide and individual/group needs. Individual needs are identified and recorded as part of lesson observation and peer support work and annual staff appraisal processes.

ii. College teachers should all hold or be working towards gaining a UGC recognized

teaching qualification. Teachers working towards qualifications alongside college work will be supported and afforded flexibility wherever possible.

iii. Academic staff participate in a peer support programme, consisting of a variety of activities conducted in pairs and subsequent discussion of feedback and suggested approaches to development.

iv. Staff also should have access to a virtual learning environment (VLE), called Study Smart, where teaching and learning documents and training materials are stored and shared.

v. Additional support is available individually to staff through regular meetings with their in-charges/ Head of the Institution and annual staff appraisal activities.

8.2 Learner support and development

College supports learner development through ensuring each lesson has a focus on skills as well as subject knowledge acquisition. Dedicated tutorial sessions individualize this further, allowing students with particular development need to be identified and the appropriate support put in place.

In addition, Study Smart VLE is there for student learning activities that are encouraged outside of lesson time.

Study Smart allows students to:

i. Access lesson content as and when they need to, giving them more independence and control over their learning

ii. Review learning outcomes and access extension activities, assignments and coursework tasks

iii. Access to a record of grades and feedback they have received to date, helping them to self-evaluate their performance and ascertain which areas they need to review or request help with

iv. Catch up with lesson material they might have missed or need to revisit

v. Access to a platform that allows extended learning collaboration opportunities with other students. This include features such as fora's and chat, and activities that can be harnessed to make courses more interactive and allow students to express their views and work collaboratively towards goals, even when they are outside of the classroom

vi. Experience a wide range of multimedia web-based content, making courses richer and useful, more engaging, multidimensional learning experiences

vii. Access and explore a wide range of digital technologies and methodologies. For example, Flipped Learning videos created by teachers, with accompanying activities embedded into VLE courses.

8.3 The role of self-evaluation

Self-evaluation plays a key role in making meaningful and beneficial changes to our teaching and learning provision.

Further information on self-evaluation can be summarized below are the main on-going internal self-evaluation activities that work in parallel with college-level evaluation to support and inform teaching and learning practices:

i. Staff appraisal – academic staff participate in an annual cycle of prospective and retrospective appraisal activities which enable staff to identify their own development goals and line managers to become aware of any needs for improvement in performance

ii. Lesson observation – lessons are observed internally and externally as and when possible. Teaching standards are evaluated and any necessary remedial steps taken

iii. Programme evaluation – key programme parameters are measured to assess programme performance and identify areas for development work

iv. Soliciting student feedback – student opinion and feedback is surveyed at the start, mid-point and end of their programme of study

v. Soliciting staff feedback – staff are encouraged to provide feedback on college policies and practices, and any other area of concern or where it is felt beneficial changes could be made.

9. Expectations of students and staff

In order that our vision and principles are upheld and teaching and learning practices are carried out in accordance with our defined approach, the College has the following expectations of students and staff:

9.1 Expectations of students

Students play a key role in their own learning and success and College expresses to students before and after arrival its expectations with regard to their responsibilities and behavior throughout their programs of study, as outlined below.

Students are expected to:
i. Actively participate in and reflect upon their own learning and share responsibility for their progress and outcomes
ii. Strive to become independent learners
iii. Behave in a way that allows them and others to learn - listen when requested; allow others to speak and support them in expressing their views and ideas
iv. Demonstrate diligence, enthusiasm and a genuine interest in their studies
v. Attend all classes and obtain authorization in advance for any planned absence
vi. Arrive on time for lessons and other events associated with their studies, and bring with them any requested materials and equipment
vii. Ensure that they have access to learning resources they are responsible for sourcing
viii. Complete assignments by themselves, on time and to the best of their ability
ix. Undertake class tests conscientiously
x. Prepare for examinations and assessments to the best of their ability
xi. Adhere to all internal and external regulations regarding conduct in examinations
xii. Be co-operative and willing to participate in different approaches to teaching and learning
xiii. Be prepared to study additional modules as required by university offers
xiv. Interact with fellow students and staff to promote collective learning
xv. Provide feedback on their learning experiences by completing student surveys
xvi. Treat learning resources, facilities and materials belonging to the college with respect
xvii. Respect the diversity of cultures and backgrounds of fellow students and staff
xviii. Show courtesy and consideration to fellow students and staff
xix. Dress appropriately when attending lessons.

9.2 Expectations of staff

Staff are informed that they are expected to:

i. Understand and uphold Study Group values and College key teaching and learning vision, principles and approach
ii. Be familiar with all college policies and procedures and apply them consistently and fairly
iii. Be helpful, approachable, and supportive in student activities. Play a pivotal role in investigate and understand the students' needs.
iv. Model the behavior that they expect from their students
v. Treat all students in a manner that reflects the independent and responsible learners they are supporting them to become
vi. Be informed about the students they teach, understand their goals and work with them to set challenging learning targets
vii. Ensure that their subject and curriculum knowledge is up to date and that they keep abreast of key developments in the Global education sector
viii. Plan their lessons to meet the varying needs and backgrounds of their students
ix. Actively promote and be involved in SMSC and enrichment activities
x. Prepare and arrive on time for all of their lessons
xi. Clearly communicate and define to the students the intended learning outcomes for each lesson
xii. Support students' development of English language, communication, learning and enquiry skills
xiii. Build students' confidence and ability to engage actively in their learning through varied teaching and learning practices, listening to their ideas and positively affirming their contributions
xiv. Differentiate classroom and assignment activities to develop different skills, open cultural boundaries and maintain interest
xv. Mark work and provide constructive feedback in accordance with relevant assessment policies and procedures
xvi. Promote independent learning, students' responsibilities within the learning process, and student self-reflection and progress monitoring
xvii. Participate in peer support activities and share best practice with colleagues
xviii. Be positive and supportive in their attitude to fellow members of staff.

10. Teaching and learning infrastructure

College should have the general structure with regard to academic staff roles within each of its departments/college.