

# THE NEW COLLEGE

(AN AUTONOMOUS INSTITUTION AFFILIATED TO THE UNIVERSITY OF MADRAS  
& ACCREDITED BY NAAC WITH 'A' GRADE IN THE 3<sup>rd</sup> CYCLE)

Sponsored by : THE MUSLIM EDUCATIONAL ASSOCIATION OF SOUTHERN INDIA (MEASI)



“ASSOCIATION GARDENS” New No. 147 / Old No.87, Peters Road, Royapettah, Chennai - 600 014. TAMILNADU, INDIA  
Phone :+91 44 2835 1269 / 2835 0297

## Teaching and Learning Policy

### 1. Introduction

The New College believes in the continuous enhancement of its teaching learning activities to ensure that the college is abreast with the changing times, and the pedagogical advancements across the globe. This policy document primarily aims at defining the directions of the teaching and learning activities of the college. Another fundamental aim of the policy is to promote best practices and bring in continuity and consistency in teaching and learning across the college. As teaching and learning are the fundamental activities in the college, the college considers its Teaching and Learning policy as an essential document that underpins all other policy documents of the college.

The college considers the academic autonomy provided by the Autonomous status as advantageous to experiment with the teaching methodology. However, the college is driven by the basic principles of teaching and learning laid out by the University Grants Commission (UGC), University of Madras, and the Tamil Nadu State Council for Higher Education (TANSICHE). The teaching and learning policy of the college also incorporates the guidelines in the National Assessment and Accreditation Council (NAAC) manual for Autonomous Colleges.

### 2. The Purpose of the Teaching & Learning Policy

The Teaching and Learning Policy of The New College aims to:

1. Define the key principles of teaching and learning employed by the college.
2. Implement best practices in Teaching and Learning across departments.
3. Provide quality learning experience to all the students admitted to the college, irrespective of their attainment levels in the qualifying examination.
4. Implement Student-Centric pedagogy in general and methods like experiential learning, participative learning and problem-solving, in particular.
5. Offer Bridge course for newly admitted students
6. Regulate Lesson Planning and implementation
7. Define the methodology to categorise students as advanced and slow learners and to chart out plans to cater to their special needs.



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8. Apply the principles of Outcome-Based Education (OBE).
9. Define the graduate attributes.
10. Rationalise and regulate periodic revision of curriculum.
11. Achieve consistency in classroom practices.
12. Encourage the use of ICT in teaching and promote Hybrid Learning.
13. Promote career-oriented and skill-based Value-Added Courses.
14. Implement Choice-Based Credit system effectively.

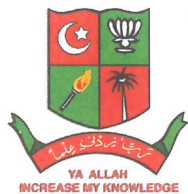
### 3. Regulatory Bodies of Teaching and Learning

All additions and improvements in the teaching and learning activities of the college are ratified primarily in the departmental **Board of Studies** and subsequently in the **Academic Council** and **Governing Body** of the college. These statutory bodies function as per the guidelines of UGC.

### 4. Key principles of Teaching and Learning followed by the Institution

The following are the key principles governing teaching and learning activities of the college:

- i. Student-Centredness with emphasis on experiential, activity oriented and participative learning.
- ii. Special Attention to Slow / Advanced Learners.
- iii. Use of the latest ICT tools available to enrich the learning experience.
- iv. Outcome Based Learning.
- v. Hybrid Learning by providing multiple learning materials while teaching each topic.
- vi. Creating an environment safe and conducive for learning both inside and outside the classroom.
- vii. Promoting research-based learning.
- viii. A holistic approach to cater to the needs and strengths of all the students.
- ix. Ethical orientation with focus on fairness, truthfulness, dignity and responsiveness in all teaching and learning activities.
- x. Adherence to the medium of instruction followed by the college or specified for the subject.
- xi. Adopting innovations in teaching and learning.



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## 5. Best Practices in Teaching and Learning Across Schools / Departments

The best practices of the college are the initiatives taken by the departments to enhance and enrich the learning experience of students. This policy envisions developing distinctive Best Practices relating to teaching in each school / department. Apart from following the general objectives of teaching and learning, each department is expected to sustain best practices in Teaching and Learning, depending on the nature of their discipline / subject. The following are some areas in which Best Practices are encouraged:

- i. Special initiatives to acknowledge the diversity of students and the difference in learning levels.
- ii. Implementation of Hybrid Learning.
- iii. Assessing the learning outcome, in addition to regular examinations.
- iv. Preparing and providing learning materials.
- v. Use of ICT.
- vi. Innovation in implementing experiential learning including projects, internships and field work.
- vii. Adoption of research-oriented learning.

## 6. Maintaining and Assessing Quality of Teaching and Learning

The college envisions to periodically assess the quality of teaching and learning through the following activities:

- i. Periodic revision of syllabus. Thorough revision of the syllabus is carried out once in every three years for UG, and once in two years for PG.
- ii. Annual Board of Studies Meetings in Departments to review the quality of syllabus, problems in implementation and to recommend remedial measures.
- iii. Feedback collection on curriculum from students, parents, employers, and alumni at the end of every academic year and assessment of the feedback.
- iv. Annual internal and external Academic Audits.
- v. Appraisals for teachers for career advancement.
- vi. Result Analysis and Assessment of learning outcome.
- vii. Annual Students Satisfaction Survey, and remedial measures.
- viii. Grievance redressal mechanism in existence in the college.



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## 7. Student-Centric Methods

Student-centric methods in Teaching and Learning adopted by the college to promote experiential learning inside and outside the classroom include, but not limited to, the following:

- i. Practical classes in science discipline.
- ii. Group discussion.
- iii. Pair work / Group work for classroom tasks.
- iv. Peer-Tutoring.
- v. Experiments.
- vi. Field research/field study/Industrial visits.
- vii. Inquiry-based learning through
  - a) Structured inquiry (one inquiry for the whole class),
  - b) Controlled inquiry (using the resources recommended by the teacher),
  - c) Guided Inquiry (on a specific topic or question),
  - d) Free inquiry (without following any prescribed format or outline).
- viii. Internships.
- viii. Gamification.
  - ix. Ethnographic methods (field work).
  - x. Learning/teaching through service in the local community.
  - xi. Collaborative learning.
  - xii. Guided Projects
  - xiii. Learning through Massive Open Online Courses.

## 8. Bridge Course for Newly Admitted Students

In order to help the newly admitted students to cope with the difference in the college level education as compared to their school education, every department (including Language Departments) will devote the first seven working days' class as a **Bridge Course** on their major subject/language. This is in addition to the general **Induction Programme** conducted by the college for all the newly admitted students as per the **UGC Deeksharambh – SIP** programme guidelines.



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Departments conduct an Aptitude Test on the fundamentals of the subject taught by the Department at the beginning of the Bridge programme to assess the learning level of the students. The results of the test may be made use of for identifying slow and advanced learners. A test may also be conducted at the end of the Bridge course to assess the effectiveness of the course. Departments should maintain records of the Attendance of students, syllabus for Bridge course approved by the Department meeting, and mark statements of the assessment tests.

## 9. Lesson Planning

The college insists on all teachers to plan their lessons well in advance and conduct classes as per the plan. Planning of the lessons enables the teachers to follow specific patterns and use predefined materials based on the objectives of the lesson. Although the IQAC of the college sends formats of lesson plans to the departments, each teacher is free to follow their own plan, provided they include the following:

- i. Details of the class for which lesson is prepared.
- ii. Title / Topic of the lesson.
- iii. Name and designation of the teacher.
- iv. Link to Objectives / Course outcomes.
- v. Classroom activities.
- vi. Materials to be used.
- vii. In-class assessments.
- viii. Signature of teacher and the Head of the Department.

## 10. Dealing with Slow and Advanced Learners

### a) Slow Learners

“Slow Learners are the Learners whose learning pace is slower than their peers”. In order to ensure meaningful education to all the students, the college takes special care in bringing the slow learners to the mainstream. The college assesses the learning levels of students in each semester by using the following methods in each semester:



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## Semester I:

Based on the marks in qualifying examination and the results of the Aptitude Test conducted by the department after admission. Students who have scored below the class average will be considered slow learners.

## Semester II - VI:

Based on the performance in the Internal and External assessments, class tests and teachers' observations during the previous semester. Students who fail in any courses, and those who score less than the class average in assessments, will be treated as slow learners.

### ***Initiatives for Slow Learners:***

Programme coordinator and Faculty Mentors are responsible for implementing the following schemes aiming at bringing slow learners to the mainstream:

- i) Bridge Course (Refer point no. 8 for more details)
- ii) Remedial Coaching. (Refer point no. 18 for more details)
- iii) Special lectures/ workshops.
- iv) Peer-Tutoring / Cross-Age Peer Tutoring.
- v) Personalised Assistance by mentors.
- vi) Additional learning materials.
- vii) Any other method specified by the Departments.

Departments are free to plan and implement suitable methodology, learning materials, assessment methods, and schedule of the engagements for slow learners.

### **b) Advanced Learners**

“Advanced Learners are the learners whose learning levels are higher than that of their peers”. Advanced learners are identified based on their performance in the qualifying examinations, and the aptitude test conducted by the department. Those who secure at least 20% more than the class average in the semester examinations (both internal and external), and those who perform extraordinarily in comprehension, communication and display of disciplinary knowledge and skills are considered advanced learners.



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Programme coordinators and Faculty Mentors are responsible for implementing activities among the following in order to bring the best out of them, and to make them employable in top-notch firms or fields / ready for higher education:

- i. Paper presentations in Seminars within and outside the college.
- ii. Field Projects / Students Projects.
- iii. Internships.
- iv. MOOC Courses from NPTEL / EdX / Coursera etc. facilitated by the college.
- v. Personalised Assistance by mentors for excelling in their chosen fields.
- vi. Training for competitive examinations.
- vii. Challenging Assignments.
- viii. Seed-Grant Research Projects.
- ix. Providing Advanced learning materials.
- x. Peer Mentoring assignments.
- xi. Any other method specified by the Departments.

## 11. Outcome-Based Education (OBE)

The college has implemented Outcome Based Education or the OBE System from 2020-21 academic year. OBE is a student-centric teaching and learning methodology based on a set of outcomes (goals). The system envisions achievement of the goals or outcome by all the students in each semester. The outcome of each course under all the programmes are listed in the syllabus. Expected Outcome of each programme include general goals like Programme Outcome (POs) and Programme-Specific outcome (PSOs) and specific outcome for each course (Course Outcome or COs). The following measures are taken to implement Outcome Based Education in the college:

- i. Programme Outcome (POs), Programme-Specific Outcome (PSOs) and Course Outcome (Cos) are listed in the syllabus and also displayed in the college website.
- ii. Teachers specify the outcome of each unit in their lesson plans.
- iii. Tests and examinations are modified to ensure assessment of outcome.
- iv. Programme Outcome for all programmes are measured after publishing the final results.



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- v. Special programmes like language skills tests, mock placement interviews, sample aptitude tests, group discussions, Campus Placement Drives are conducted for final year students to assess programme outcome.
- vi. Periodic special awareness and training programmes to train the teachers on the OBE system.
- vii. Bloom's Taxonomy is followed in syllabus analysis and Question Paper setting.

## 12. Curriculum Revision Policy

The college takes the following measures to update the curriculum:

- i. Curriculum Development Council is responsible for taking key decisions regarding curriculum development, and designing the structure of UG and PG programmes.
- ii. Thorough revision of UG syllabus once every three years.
- iii. Thorough revision of PG and M.Phil. syllabus once every two years.
- iv. Revision of Part IV courses – Soft Skills, Value Education, Environmental Studies and Computer skills - are entrusted with i) English, ii) Arabic, iii) Zoology and Botany, and iv) Computer Science departments, respectively.
- v. Syllabus for Course-work prescribed for Ph.D. scholars is to be approved in the respective Research Advisory Committees.
- vi. Board of Studies Meeting is conducted every year to approve syllabus or to review the implementation of syllabus and to address the difficulties faced.
- vii. Annual External Academic Audit to check the effectiveness of curricular aspects in each department.
- viii. Annual collection and analysis of curriculum data from each department by IQAC for AQAR to be submitted to NAAC every year.
- ix. Ratification of all changes in curricular aspects in the Academic Council and Governing Body Meetings.

## 13. Graduate Attributes

Graduate attributes are defined as the knowledge, skills, qualities, and capabilities that students are expected to develop throughout their studies at the college. They also encapsulate the defining characteristics of the students of the college, including their





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transferable skills. The college updates its curriculum periodically to match its graduate attributes. The following are the current graduate attributes:

- Attribute 1: Disciplinary knowledge and intellectual rigour.
- Attribute 2: Critical thinking skills and creativity.
- Attribute 3: Communication, leadership and interpersonal skills
- Attribute 4: Ethical orientation and multicultural tolerance.
- Attribute 5: Cultural competence and empathy.
- Attribute 6: Digital and information literacy.
- Attribute 7: Emotional Intelligence, self-respect and self-reliance.

*All these attributes will enable the students to become well-rounded individuals and successful model citizens of our country, which is the ultimate vision of the college.*

#### 14. Classroom Practice

Alongside the implementation of Experiential Learning and Outcome-Based Education, the college is keen on bringing consistency in classroom teaching. The following are the activities envisioned to be conducted in the classrooms by the teachers as part of their teaching assignments.

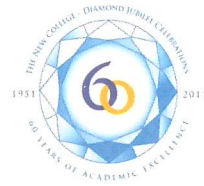
- i. Interactive Lecture method.
- ii. Demonstration by using instruments or ICT tools.
- iii. Performance / role play by students or teachers.
- iv. Demonstration of concepts through experiments.
- v. Dissections (*real, virtual*, and using 3D models).
- vi. Individual, pair, and group classroom tasks for students.
- vii. Unit tests.
- viii. Group discussion.
- ix. Dialogue between teacher and students (the Socratic Method).
- x. Presentations by students.
- xi. Flipped class.
- xii. Reading practice.
- xiii. Drills and tasks involving/promoting creativity and critical thinking.
- xiv. Case study exercises.
- xv. Problem solving exercises.



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## 15. ICT Use in Teaching

Teachers are encouraged to use the internet connectivity and the ICT devices like LCD projector, PC, and speakers provided in the classrooms/department to enhance learning.

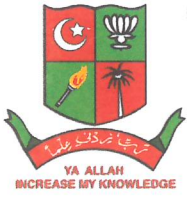
## 16. Blended Learning

The college recognises the intervention of e-Learning in teaching and learning as a paradigm shift in Higher Education, and so it is keen on complementing classroom teaching with additional e-learning facilities. The following initiatives are taken in this direction:

- i. Coordinators are appointed to plan e-Learning and Hybrid learning activities of the college.
- ii. The college uses LMS for teaching.
- iii. The college provides parallel online learning facilities for all the courses taught in the college.
- iv. e-Content developed by the teachers are shared through LMS and college websites.
- v. Curriculum Development Council is entrusted with the responsibility of arranging training for teachers on instructional design for e-learning.
- vi. The ICT facilities available in the classroom promoted the blending of online and offline learning and teaching.
- vii. Virtual classes are conducted whenever physical classes are disrupted.

## 17. Value Added / Add-on Courses

In order to enhance the employability and entrepreneurial skills of students, the college offers various Add-On Courses and Value-Added Courses (VACs) to students through the departments. These courses are conducted every semester, at a nominal fee. Certain courses are also offered free of cost. Certificates for Add-On Courses are issued by the University of Madras, whereas certificates for Value-Added Courses are issued by the Controller of Examinations of the college. The following are the general instructions for departments on Value Added Courses:



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- i. All academic departments are expected to offer at least one value added course in an academic year.
- ii. Departments can fix a nominal amount as fees for the courses.
- iii. Syllabus for value added courses are to be ratified in the BOS and Academic Council.
- iv. For VACs Departments are required to submit Course Brochure, syllabus, list of students enrolled and details of the examination schedule for each batch to the controller of examinations at the beginning of the course. Mark statements are to be submitted after completing all final assessments both internal and external.


## 18. Guidelines for Remedial Coaching

Remedial coaching is offered by the departments to help Slow Learners to achieve consistency with their peers in learning and attainments. Remedial coaching classes are conducted in the zero hour or after the college hours by the respective departments. All students who fail in their semester examination (both internal and external) will be provided some form of remedial training by their departments free of cost. Attendance of students utilising remedial training will be maintained by the Departments.

## 19. Evaluation Policy

All the details relating to the evaluation system followed in the college are mentioned in the Examination Manual of the college issued by the Controller of Examinations (CoE). Evaluation methods followed for each programme is listed in the Syllabus. However, the rubrics for internal assessments are to be prepared and circulated to the students by the teachers/Departments concerned while the rubrics for external assessments are to be prepared by the external question paper setters.



  
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