

## **Lyallpur Khalsa College Jalandhar**

### **Best Practices 2021-22**

a) Title: Student Centric Teaching Learning Process:

A student centric teaching learning approach is one that keeps student in centre and employs learning strategies that focus on students, and are student friendly. The institution employs a student centric teaching learning approach.

Objectives of the teaching learning process:

- 1.To transact the curriculum in a way so as to make the students understand the worth, necessity, usage and application of the things they are to study
2. To add to their existing knowledge in a simple yet wholesome manner so as to make things easier to understand for them
3. To develop related skills in them.

#### **The Context**

For a past few decades it has been globally realized and accepted that the teaching learning approach has to be student centric for its best outcomes. A student centric teaching learning approach is one that keeps student in centre employing learning strategies focusing on students. As the institution believes that the student is the direct object and first beneficiary of education process it believes in employing a student centric teaching learning approach. For this purpose it has made appropriate policies and viable plans. This includes identifying the types of learners and dealing with them accordingly, modifying the existing modes of teaching by making them more flexible, rich in variety, interactive, experiential , practical and inclusive of technology; making relevant changes in schemes and methods of evaluation and assessment wherever possible and encouraging and motivating them for better performance.

#### **The Practice**

In order to make teaching learning process student centric, different strategies are adopted which are enlisted below:

- I. Proper information about the course undertaken: Students are informed in the beginning of the session about their programme outcomes, programme specific outcomes and course outcomes in different ways such as college website, departmental notice boards and classroom interactions. They are also informed about the courses contents of their respective courses. They are given a curriculum planning and evaluation blueprint to enable them to ascertain their learning goals.
- II. Filling up the knowledge gap: Bridge programmes of one week duration are run for the entry level classes to relate or fill the gap of their previous information with the course undertaken.

III. Identification of Slow and Advanced learners: Students are identified as slow advanced and moderate learners and strategies are adopted accordingly. These learner types are identified through personal interaction and mentor mentee interactions and class tests. Tutorials and extra classes are held for the slow learners to bring them at par with other students, whereas advanced learners are assigned tasks such as project works, field work, assignments, presentations and seminars to promote them. Moderate types of learners are encouraged to improve their skills and fall in the category of advanced learners.

IV. Emphasis on learning by doing: Activity based learning is promoted in order to enable students to have a better understanding of things. Students are encouraged to participate in activities such as map making, chart making, powerpoint presentation making on the topics related to their course contents. Seminar based learning is a part of some of postgraduate courses. Students are assigned tasks such as project works and field work to have a practical not bookish knowledge of the things. Besides, guest lectures and visits to the places of significance as per the subject are also arranged for the students. Internship is an essential part of Physiotherapy, Masters in Travel and Tourism and B.Voc. courses. Linkages have been signed with different agencies for effective training of the students.

V. Incorporation of ICT in teaching learning: In order to make teaching learning more interesting and interactive, emphasis is given on involving ICT in teaching learning. A website hosted LMS has been made functional where students are provided e learning resources in the form of e-notes, e-assignments and presentations. Students are informed about various web resources they can consult for better learning. Other ICT based teaching aids are used to ensure an interactive learning for the students. PowerPoint presentations, LED projectors smart boards, video lectures and films and clips make learning an interesting and effective process.

**Outcome:** The outcome of this effective teaching learning programme is the high success rate of the students of various classes, and it is also reflective in a good number of university top positions and merits and distinctions claimed by the college students.

**Title of the Practice :** Environment Consciousness Activities

Environmental Consciousness has become the need of the hour and sensitization of diverse sections of the society towards it is needed today perhaps more than ever in history of civilization. It is a major challenge to life on this planet.

**Objectives:** a) . To sensitize students and the neighbourhood community towards environment protection and sustainability

b) To ensure clean and green campus acting as microcosm for the community

c). To spread awareness against and suggest solutions for environment pollution

**Context:** Environmental pollution including water pollution, air pollution and noise pollution has increased considerably in past fifty years or so and it has crossed the borders of metropolitans to reach rural areas even. It has also become an uphill task to deal with and safely dispose off the different types of wastes, like liquid waste, solid waste and e-waste. Understanding its responsibility towards the society and the world in general, it works to achieve these objectives.

**The Practice:** The institution tries to minimize environmental pollution by adopting different strategies. It maintains a pollution free campus as plastic and polythene use is widely discouraged. Effort is made on paperless working as much as possible. Safe disposal of Solid waste is achieved through the municipal corporation of the city. Segregation of waste is ensured before disposal of the same. For the purpose, separate bins have been placed key locations in the campus. Liquid waste from lavatories goes into the main sewer line whereas that from the laboratories is treated through phytoremediation unit formed in the campus , before being discharged safely into the main sewer line. Water conservation is ensured by setting up rain harvesting system. Composting pits have been dug beyond college playground safely dispose off leaves and other plant remains. Burning of leaves is prohibited in the campus. Efforts are made to generate minimum e-waste and the policy of reuse is adopted at all levels. Activities focusing on student sensitization about Environment Conservation are regularly held both in and outside the campus, with the involvement of neighbourhood community as well. These include poster making, slogan writing and debate and declamation contests on environmental protection, plantation drives, rallies and marches, nukkad natak and community interaction programmes. These activities remain on the priority lists of institutional bodies such as youth club and NSS, Social Sensitization Cell and teaching departments etc. one example of these activities is the

organization of Workshop on Paddy Straw Management jointly organized by the departments of Zoology and Botany this year.

**Outcome:** The College has a beautiful green pollution free campus having a variety of flowering and fruiting plants and trees. The college also has a flowering plants nursery of its own. The college has twice won the university flower show championship. The clean campus stands as an example for neighbouring institution and local community.