

Dombivli Shikshan Prasarak Mandal's

K.V. Pendharkar College of Arts, Science and Commerce (Autonomous), Dombivli (E)

Draft of Teaching, Learning and Evaluation Policy

1. Preamble:

The Teaching, Learning and Evaluation Policy of Dombivli Shikshan Prasarak Mandal's K. V. Pendharkar College of Arts, Science and Commerce (Autonomous), Dombivli aims at fostering and sustaining quality in teaching, learning and evaluation methods. The policy takes into account the fact that the processes of teaching, learning and evaluation are inter-related and intertwined and cannot be separated. The prime objective of the policy is to promote excellence in teaching, effectiveness in learning and precision in evaluation. The policy document intends teachers to be student centric so that learning becomes an enjoyable and meaningful process rather than a drudgery. The policy will encourage teachers to reflect on what is taught and, how it is taught in order to maintain standards in teaching, learning and assessment.

2. Short Title and Application:

This document shall be called the "Dombivli Shikshan Prasarak Mandal's K. V. Pendharkar College of Arts, Science and Commerce (Autonomous), Dombivli - Policy on Teaching, Learning and Evaluation" 2022-23.

This document shall come into effect from the date of approval by the Academic Council and Governing Council of Dombivli Shikshan Prasarak Mandal's K. V. Pendharkar College of Arts, Science and Commerce (Autonomous), Dombivli and ratified by appropriate higher bodies.

3. Extent and Applicability:

This policy document shall apply to:

all the teachers of this college.

all students admitted to the college for UG/PG and PhD

The college means "Dombivli Shikshan Prasarak Mandal's K. V. Pendharkar College of Arts, Science and Commerce (Autonomous), Dombivli".

4. Information to Teacher:

A. Framework for Effective Teaching

1. The teacher is expected to follow the below given norms:

1. Teaching etiquette-

- a. A teacher is expected to be punctual and follow the assigned schedule rigorously.
- b. Introduction of the instructor is a formal requirement on the first day of the class. The students should also, be introduced to the syllabus and the modules that they are expected to learn throughout the academic year.
- c. Introduction of the subject paper and its relevance to the topic and its significance for the students, to the society and for the environment needs to be discussed during the first lecture on the first day.
- d. At the commencement of every lecture the teacher should introduce the topic.
- e. The language incorporated during the delivery of the lecture should be preferably English. However, the teacher can be bilingual and resort to regional language if required for better comprehension of the subject.
- f. Rather than sitting on the chair throughout the lecture, the teacher should stand and walk along in between so that the students are attentive.
- g. The examples, instances and anecdotes cited during the lecture should not affect the sentiments of students/ community/socio-political bodies etc.
- h. Confidential institutional information should not be shared.
- i. The teacher should clean the board before leaving the classroom.

2. Expertise in the Subject -:

- a. The teachers are expected to keep themselves updated and keep pace with the recent trends in the field as acquisition of knowledge is a continuous process.
- b. The breadth and depth of an instructor's discipline and/or field of knowledge as well as pedagogical knowledge ideally should be relevant to the subject matter.

3. Course Design –

- a. The teachers will follow the specified course objectives and resources.
- b. The teachers will ensure that learning resources and materials are relevant to course goals and are as cost-effective as possible.
- c. The teachers should be clear headed about the skills, and attitudes that students are expected to imbibe.
- d. The teachers will see to it that the assessment strategies are in line with course objectives.

4. Instructional Practices –

Instructional practices include teaching preparation, methods, and approaches to facilitate learning:

- a. A thorough teaching plan for the entire academic year should be prepared by the teacher at the commencement of the year.
- b. Before entering a classroom the teacher should prepare the lesson. After stepping into the class he should communicate his expectations to the students and after delivering the lecture seek feedback from the learners.
- c. The teaching should be student-centered. The role of the teacher should be that of a facilitator.
- d. Mentorship, and supervision practices shall be incorporated whenever necessary. In order to meet the diverse needs of the slow and advanced learners remedial coaching should be undertaken during the course at least twice/thrice per course per semester.
- e. Constructive interaction and participation of the students in the classroom should be encouraged.
- f. A teacher should aim at creating a respectful, equitable, diverse, and inclusive learning environment in-order to facilitate a productive and supportive classroom ambience.

5. Learning Environment - physical and virtual support systems:

- a. The teachers should take into account the fact that traditional chalk and talk method can be supplemented with innovative teaching-learning aids.
- b. The teacher is expected to use ICT tools at least once in a month according to the needs of the topic that is to be taught.
- c. Student friendly methods like group discussions, debates, mock interviews, puzzles etc. should be used in the class.
- d. As the institution is autonomous the syllabi of the various departments have undergone revision and differ from the University syllabi. Therefore, the teacher should compile notes for newly introduced topics that are incorporated in syllabi that vary from the University curriculum.

6. Reflection, Growth and Leadership:

- a. The teachers will reflect on their own habitual teaching practices in-order to improve their own teaching.
- b. They shall seek opportunities for self-development.

B. Students' Contributions and Expected Outcomes

1. To fully participate in and benefit from the teaching programmes at our college, students are expected to arrive with a set of attitudes and skills that prepare them for academic study.

These attributes/skills include:

- a. motivation to participate in an active learning community that stimulates intellectual, scholarly, personal growth;
- b. a willingness to take a major responsibility for one's own learning;
- c. curiosity about the discipline of specialization and the integration of specialized knowledge with other disciplines and in society;
- d. tolerance of diversity and multiple viewpoints

- e. oral and written competency in English, reasoning skills, competent use of appropriate information, and communication technologies
 - f. respect and adherence to the ethical standards of research including abhorrence of plagiarism false representation, and cheating.
2. The generic outcomes that are expected from a programme at the institution are given below

After completing a programme students are expected to:

- a. communicate effectively in a variety of situations.
- b. think critically logically and rationally.
- c. undertake independent scholarly research
- d. lead life based on moral, ethical and social values.
- e. attain leadership qualities
- f. gain multicultural competence.
- g. undertake self-directed, self-paced lifelong learning.
- h. work in a team in cooperation and collaboration with others.
- i. grapple with problems that emerge in day-to-day situations.
- j. reflect on issues of importance.
- k. be sensitive to social issues, environmental issues and challenges.
- l. understand potential biases and stereotypes about particular identities and groups of people;

3. Specialized outcomes that should be expected from a programme of study at the institution include:

- a. the ability to assimilate the core content in a disciplinary or professional field of study;
- b. knowledge of some of the essential questions in the field;
- c. the skills to effectively find, synthesize and apply information in the relevant literature;
- d. knowledge of and the ability to use the investigative and observational methods

- of the field;
- e. interest in a particular aspect of the specialized field of study; and,
- f. understanding of the relevance and application of the specialized field of study to everyday life.

C. Evaluation Policy

Rather than mere recall of information, evaluation ideally should focus on active participation of learners. Therefore, assessment of only memory should be discouraged. In this regard, the following points should be taken into account:

- a. In order to find out the learning attainment of the students, the teachers are expected to design a diagnostic evaluation tool before curriculum/course/module/topic.
- b. The evaluation should be both Formative (informal and formal tests administered during the learning process) and Summative (evaluation of students' learning at end of instructional unit). For all the departments the summative evaluation will be of 60 marks whereas the formative evaluation will be of 40 marks per course per semester.

Model for theory papers	
Class tests	20 marks
Attendance, class participation and overall student performance	05 marks
Assignments/ Projects	15 marks
Semester end exam	60 marks
Total	100 marks

Model for practical papers is subject specific and will differ according to the respective subject

- c. The internal evaluation can be carried out as per
 - i. expected course outcomes
 - ii. the discretion of the teacher,

- iii. demands of the subject,
- iv. needs of the students
- v. suggestions offered by the BOS members

d. The above evaluation can be undertaken on the basis of the table given below:

Modes and Methods

Written Mode

Method	Advantages and usage	Benchmarks
Examinations	Relatively economical Familiarity to students and staff Chance for in depth & planned preparation Designed to test all levels of cognitive domain	Twice a year
Class Tests	Feedback & discussion of model answers in the class Relatively economical Familiarity to students and staff Chance for in depth & planned preparation Designed to test all levels of cognitive domain	At least twice in a year
Open Notes Exams /Tests /Assignments	encourage good note taking application analysis and synthesis of that knowledge	
Self-Test (Online or Conventional)	Flexible timing Self/Automated checking No bias or subjectivity No fear of ridicule Mastery in learning occurs if proper feedback and follow up is embedded	

<p>Article/ Essay Writing</p>	<p>Scope for individual written expression & creativity</p> <p>Can show depth of learning;</p> <p>Examines students' ability to form coherent arguments;</p> <p>Enhances research activities and develops critical skills for students.</p>	
<p>Quizzes/ Objective Tests / Recall Type / Phrase Answers</p>	<p>Can be very quick & reliable</p> <p>Excellent validity as greater syllabus coverage</p> <p>Can show how fast students think</p> <p>Requires less effort in correction</p> <p>Can be used to test interpretation and decision skills</p>	
<p>Annotated Bibliographies/ Book Reviews / Article Reviews etc</p>	<p>Good test of students' abilities to scan and evaluate literature</p> <p>Can stimulate higher order thinking skills as students review</p> <p>stimulates group work and discussion</p> <p>Good preparatory skill for research</p>	
<p>Reports/ Dissertations</p>	<p>Develops a key transferable skill</p> <p>Scope for individual written expression</p> <p>Can be very effective in combination with a quick viva exam</p> <p>Demonstrates the understanding, creativity and research skills of students</p>	
<p>Self =Status Assessment Tools KWL (Know – Want to Know – Learned); Reflective Journals</p>	<p>Helps the learner and teacher assess the learning resulting from every lesson</p>	

	<p>Helps develop Meta- cognitive and Higher order Thinking skills among students</p> <p>Helps the teacher to discover the hidden and individualized aspects of the lessons</p>	
Case Studies	<p>Valuable technique for assessing Higher Order Thinking skills, Values & Attitudes;</p> <p>Promoting creative and innovative solutions</p> <p>Can develop team values if attempted in a group</p>	

Oral Mode

Viva/ Oral exam	<p>High degree of authenticity</p> <p>Good for isolating areas or skills</p> <p>Good practical experience towards later interview situations</p>	
Group Tasks Group Discussion/ Fishbowl Technique / Role Play / Authentic Problem Solving	<p>Communication of ideas</p> <p>Encourages teamwork</p> <p>Opportunity for authentic skill development</p> <p>Opportunity to develop & assess multiple personality domains, Social, psychomotor</p> <p>Assess Higher Order Thinking skill</p>	
Rapid Fire Questions	<p>Good practice and evaluation of students' level of understanding</p> <p>Assesses Response Quickness</p> <p>Raises the level of cognitive challenge</p>	
Other Lesson- embedded Techniques	<p>Excellent for formative assessment</p> <p>Cumulative output can be used for grading purposes as well</p>	

WSQ (Watch- Summarized-question)/ One Question Quiz / Think-Pair- Share/ Socratic	Make students alert and active in the class	
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Integrated Mode

Field Assignments	Authentic form of assessment Develops observation and recording skills Requires organization skill	
Seminar/Paper Presentations	Authentic presenter Can be used for individual or group work Questions and answer sessions as follow ups can help develop important skills Students learn from their own and everyone else's presentations Opportunities of peer feedback	
Poster Presentations	Add visual dimension to assessment tools Peer to peer/teacher interaction Students can learn from each other's posters Develop research, creativity and discussion skills	

Practical Mode

Lab work, Computer simulations/Virtual Labs, Craft work, Work Experience	Keeps students 'on the task' Formative in nature as there are opportunities for students and teachers for on the spot feedback Provide opportunities for "Process Assessment"	Twice per semester on major courses
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	Encourage application, translation and interpretation of concepts learnt	
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- e. The internal evaluation should ideally also take into account both Scholastic (assessment of curriculum related classroom teaching and learning) and Non-scholastic (assessment of students behavior, values attitude, emotional stability during co-curricular activities and other structured or unstructured situations inside or outside the classroom such as aspects of the student's personality involving social, emotional, attitudinal and moral/ethical assessment) domains.

Note: All the tables incorporated in the body of this draft are indicative and not prescriptive.

References:

Evaluation Reforms in Higher Educational Institution, UGC


29/03/23
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