

## **IQAC'S POLICY DOCUMENT ON TEACHING AND LEARNING 2021**

Strictly in tune with the National Education Policy (NEP) 2020, IQAC has devised certain measures titled as Quality Improvement Programmes (QIP) to make a paradigm shift in the Teaching Learning process from teacher-centric to Student centric .And the transformation of students from a passive learner to an active learner is expected to make a sea change as far as the academic performance of the institution is concerned.The following methodologies or approaches shall be adopted by all departments to enhance the quality in Teaching and Learning.

### **(1) PEER MENTORS**

A new initiative has been devised by IQAC for the qualitative improvement of the academic performance of slow learners. Under PEER MENTORS, the tutors of each class will select a few Peer Mentors from the advanced learners in that class. And 2-3 students among the slow learners will be assigned to each peer mentor. The task of the Peer Mentor is to help and guide these allotted students to improve their academic track record. They should spend quality time with these students for teaching, clearing the concepts etc.

These Peer Mentors are required to submit a Weekly Status Report (150-200 words) to their respective tutors specifying the quality hours they have devoted to the programme and the progress achieved.The tutors are expected to keep a track on the activities (like Test Papers,teaching,group discussions etc.) of Peer Mentors and

submit periodical reports to the IQAC. The progress of the slow learners at every stage should be documented.

The students who performed poorly in the internal examination and those students who failed in one or more papers in the End of the Semester Examination of the previous semesters are to be primarily targeted for this programme. The academic performance of the slow learners at the beginning, during the course as well as the end of the programme should be recorded and documented.

The hard work and the selfless efforts of the Peer Mentors should be rewarded. Certificates and a medal of honour shall be given annually to all successful Peer Mentors.

## (2) ENTRY-LEVEL TESTS (ELT)

All departments are required to conduct Entry Level Tests to every fresh batch so that the level of their existing knowledge pertaining to the discipline could be analyzed. More importantly, ELT will help in identifying the slow learners and the advanced learners at the entry level itself.

## (3) SNAP TESTS/INSTANT EVALUATION TESTS

Formative assessment system along with summative assessment system needs to be carried out so that the incremental progress of each student through out the semester could be easily tracked by the respective teachers. As a part of Formative Assessment System, frequent class

tests needs to be conducted for each subject towards the end of each module or when half of the module is completed.

Instead of teacher evaluating all the papers, the valuation should be done by the students themselves by exchanging papers among themselves, so that evaluation can be done instantly. Ideally objective types of questions are suitable for Snap Tests/Instant Evaluation Tests. The marks obtained by each student in all these snap tests are to be displayed in the notice board so that they could see for themselves their academic level.

#### (4) STUDENTS PERFORMANCE INDEX (SPI)

All departments are required to prepare a Student Performance Index at the end of each semester. All the students of a particular class has to be compartmentalized into various slabs based on their overall performance. Each slab has to be shown in different colours. The students in the best performing slab is shown in Green Colour .The students falls in the worst performing slab in red colour and the slab for moderately performing students will be shown in Yellow Colour.

##### Parameters of SPI

- (i) Academic performance (CE, Snap tests etc)
- (ii) Discipline
- (iii) Punctuality
- (iv) Attendance
- (v) Sports and Cultural achievements
- (vi) Attitude towards teachers and students

The students falling in each colour slabs of all departments have to be tracked by the IQAC so that the status of the overall academic performance of the students of the institution in every semester could be understood. For example , in a particular semester, among the total students of the college, how many fall into the Green Slab or how many remains in the Red Slab.

#### (5) FLIPPED CLASSES

The teaching pedagogy needs to be diversified by introducing Flipped Classes. It is a subset of Blended learning, where the teacher provides the lecture via online mode (uploading recorded lectures) and the students attend the lecture at home and the discussion on the lecture takes place in the classroom. This is in contrast to the traditional class room teaching where the actual lecture takes place in the classroom and students solve the home works based on the lectures at home.

Certain portions (minimum 10%) of the syllabi of all the UG and PG programmes of our institution have to be delivered through Flipped Classes. Heads of all departments are required to submit a report to IQAC in each semester with regard to the conduct of Flipped Classes in their respective subjects.

#### (6) PROMOTION OF HIGHER-ORDER THINKING (HOT)

The curriculum needs to be streamlined in such a way that it facilitates the growth of Higher Order Thinking among the students. Higher Order Thinking (HOT) is a level

of thinking that is higher than merely memorizing facts. In HOT, the students are required to do something with the facts (apply them or connect one with another fact) that they had already learned, rather than merely reproducing them. The transformation of students from a passive listener to an active learner is the need of the hour. The following methods can be employed to enhance the higher order thinking among the students. The key for enhancing HOT among students is to enable them to think more and think deep.

- Conduct separate Brainstorming sessions for each paper.
- HOT based class tests to be conducted which contains only application level questions.
- Debates on contemporary issues or topics chosen from the syllabus can be carried out.
- Group Discussions
- Flipped Classes
- Projects
- Essay Writing Competition
- Preparing Mind Mapping of various topics of the syllabi by the students

#### (7) TEAM TEACHERS

The concept of Team Teaching may be adopted especially in the Science departments. In Team teaching methodology, a single portion of the syllabus will be handled by 2-3 teachers at a time. For example, the theoretical aspects of a particular topic of the syllabus will be delivered by one

teacher, whereas the practical aspects of the same topic may be instructed by another teacher. The Team Teaching will enhance the quality of instruction and it can also be employed for conducting remedial coaching.

#### (8) COMPENSATORY TEACHING

Compensatory Teaching is aimed at improving the academic performance of slow learners. It emphasizes on the judicious use of pictures, films, videos or live experiences for learning.

#### (9) EXPERIENTIAL LEARNING

Experiential learning means 'learning by doing'. All departments are required to maintain a file on Experiential Learning, which contains details regarding the experiential method employed by the departments as a part of teaching learning process. The departments are advised to emphasize more on the following aspects of experiential learning.

- Field work
- Research
- On-Job Training
- Role Play
- Practical Learning
- Community Services