IQAC CLUSTER INDIA

NATIONAL LEVEL WEBINAR ON 'ASSESMENT AND ACCREDITATION : REVISED FRAMEWORK

Criterion II

Teaching Learning and Evaluatio

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Presentation Outline:

- **Overview of Criterion II: Preliminaries**

- **Assessment focus of Criterion II**

- **Distribution of weightages across Key Indicators**

- **Discussion on questions**

- **Queries (Question and answers)**

Criterion II:
Teaching Learning and Evaluation

Total weightage	**350**
Key Indicators	**07**
Total matrix	**16**
Qn	**09**
Ql	**07**

Criterion II:
Assessment focus

- **Who are your students? (diversity)**

- **How you admit them (Your mechanism)?**

- **What is representation of all social and gender groups.**

- **What do u teach? (PO, PSO, CO)**

- **How do you address students of different learning abilities?**

- **How do u teach?** (student engagement through centric teaching-learning methodologies)

- **Do you use technology in teaching? (ICT)**

Criterion II: Assessment focus

- **How do create learning resources and use technology (LMS)?**

- **How do examine and evaluate them? (Methods and frequency of assessment)**

- **How do you calculate their learning Outcomes? (**Mapping PO, PSO, CO**)**

- **How much students are satisfied with your efforts?**

Distribution of marks as per key indicator

2.1 Student Enrolment and Profile	**40**
2.2 Catering to Student Diversity	**50**
2.3 Teaching-Learning Process	**50**
2.4 Teacher Profile and Quality	**60**
2.5 Evaluation Process and Reforms	**30**
2.6 Student Performance and Learning Outcomes	**60**
2.7 Student satisfaction Survey	**60**

350

Key Indicator- 2.1 Student Enrolment and Profile (40)

2.1.1. Average Enrolment percentage (Average of last five years) (Q_n M) 20

- Programme wise approved student strength by University (Letters)
- Yearwise approved admission list of every programme

Average ?
Sanctioned admission strength in each program vs No. of Application received for each program

Enrollment

2.1.2 Average percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per <u>applicable reservation policy</u>) (Q$_n$M) 20

- Programmewise Final admission list

- Categorywise admission extract

- Reservation policy letter issued by Govt.

Only those seats filled against the quota should be counted here.

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2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners (Q$_I$M) 30
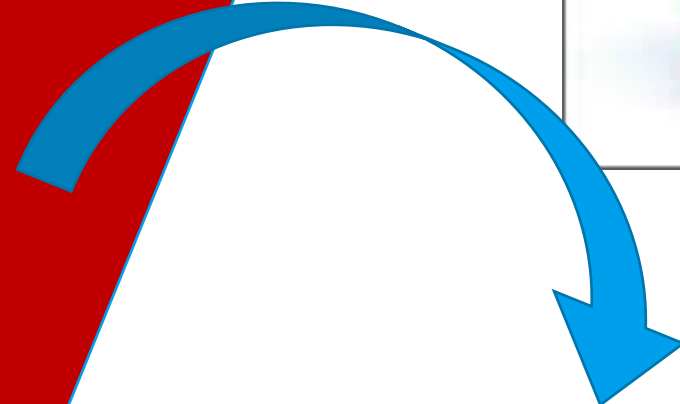
✔ **Assessing learning levels**

✔ **Organising special programmes for different level learners**

Formative assessment

Assessing learning levels

................multiple strategies

- **Entry level marks**
- **Designing Problem sets**
- **Measuring Knowledge**
- **Measuring Comprehension**
- **Measuring Application**
- **Measuring Evaluation**

Slow

Moderate /Average

Advanced

Slow Learners

- **Short attention and less concentration span**
- **Slow reaction time.**
- **Limited self-direction.**
- **Limited ability to work with abstractions and to generalize**
- **Slowness for association between words and phrases.**
- **Habits of learning very slowly and forgetting very quickly.**
- **Inability to set up and realize standard or workmanship.**
- **Lack of originality and creativeness.**
- **Inability to analyze, to do problem solving or think critically.**
- **Lack of power to use the higher mental processes.**
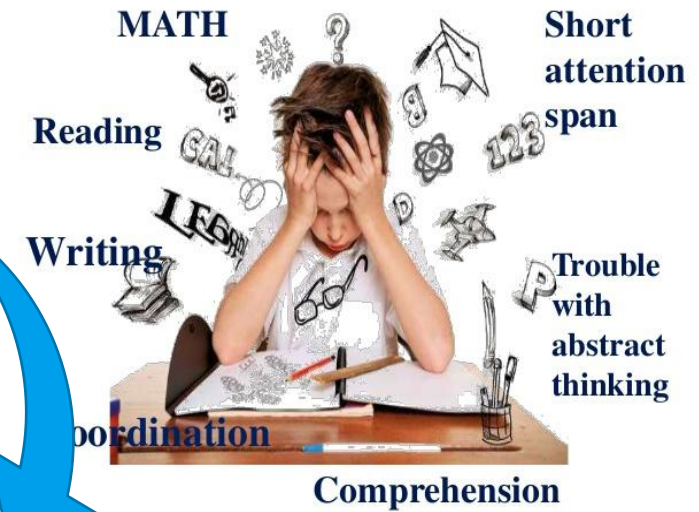
Compensatory teaching:

- Using methods like pictures, films, videos, live experiences for learning

Remedial Teaching:

- use of activities, techniques and practices to eliminate weaknesses or deficiencies , a different teacher.

Role of a teacher while dealing with advanced learners

- Allowing Choice
- Integration of Technology
- Working Together
- Accommodating Pace
- Determining Prior Knowledge
- Teaching Creatively
- Independent Learning Projects
- Encouraging Self-assessment

2.2.2 Student – Full time teacher ratio(latest completed academic year) (Q_nM) 20

Ideal ratio by UGC 30:1
Reality: higher ratio.

Information of only full time teachers:

A teacher employed for at least 90 per cent of the normal or statutory number of hours of work for a full-time teacher over a complete academic year is classified as a full-time teacher.
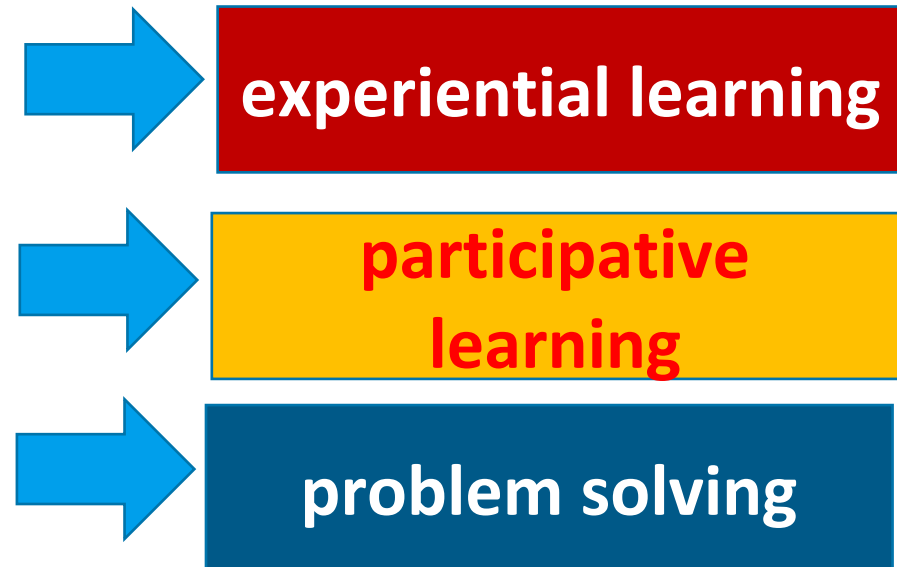
part-time / Ad-hoc / visiting faculty

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Key Indicator- 2.3. Teaching- Learning Process (50)

2.3.1 (Q_IM) Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences   **20**

• **Different teaching methods**

→ **experiential learning**

→ **participative learning**

→ **problem solving**

Experiential learning:

Learning through experience
Learning through **reflection on doing**
It is individual learning process

- Field work
- On job training
- Role play
- Industrial visits
- Mock parliament
- Socio economic surveys
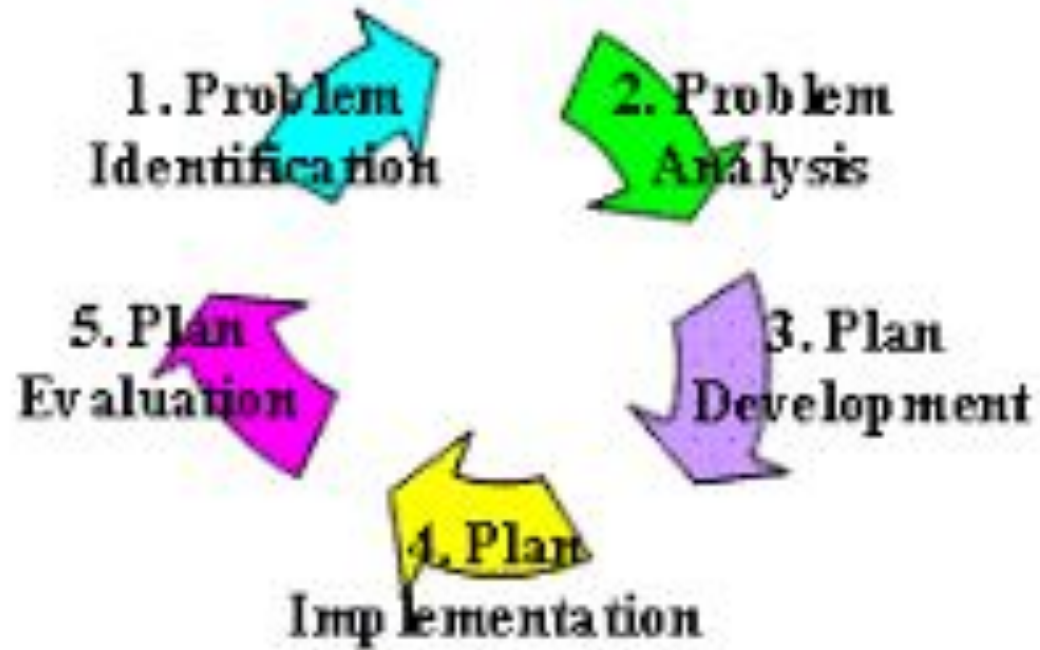- Research

Participative learning

peer teaching, active learning, group work, co-operative and collaborative learning
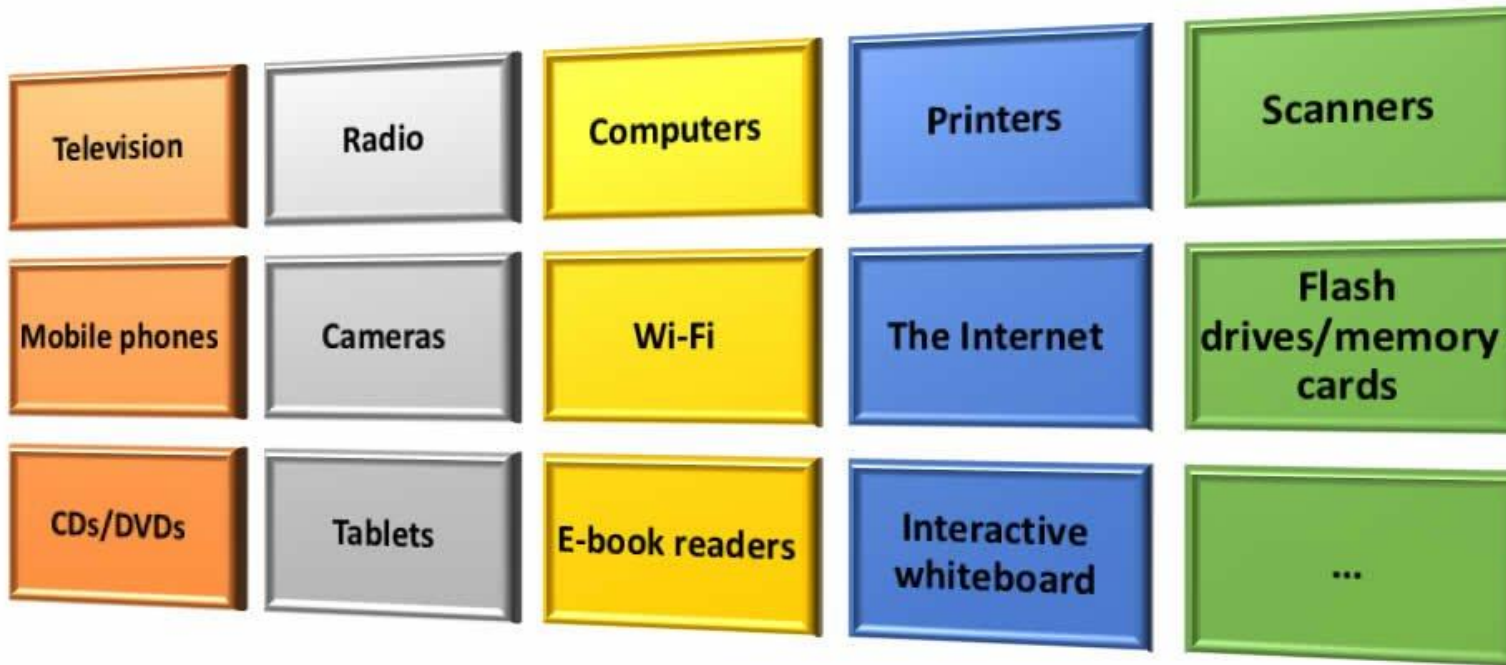
Problem solving method

Steps of Problem-Solving

1. Problem Identification

2. Problem Analysis

3. Plan Development

4. Plan Implementation

5. Plan Evaluation

2.3.2 (Q$_I$M) Teachers use ICT enabled tools for effective teaching-learning process. 15

Television	Radio	Computers	Printers	Scanners
Mobile phones	Cameras	Wi-Fi	The Internet	Flash drives/memory cards
CDs/DVDs	Tablets	E-book readers	Interactive whiteboard	...

LMS
Google classroom
Internet supported learning
OERS
Blogs, etc.

2.3.3 (Q_n M) Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year) 15

- Circular pertaining the details of mentor and their allotted mentees
- Approved Mentor list as announced by the HEI
- Allotment order of mentor to mentee
- Record of issues raised and resolved in the mentor

Mentoring is a positive, supportive relationship, encouraging young people to develop to their fullest potential

2.4.1 ($Q_n M$) Average percentage of full time teachers against sanctioned posts during the last five years(Completed year data)   **20**

- **Sanctioned post of full time teacher** (including Management sanctioned posts)
- **Full time teachers on roll**
- **Appointment letters and PAN card**

2.4.2 (Q_nM) Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)   **20**

- **Number of full-time teachers with PhD year-wise irrespective year of award of PhD**

- **Copies of Ph.D. certificate**

2.4.3 (Q$_n$M) Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

20

Experience certificate/ appointment order of faculty

Key Indicator- 2.5. Evaluation Process and Reforms (30)

2.5.1 (Q$_I$M) Mechanism of internal assessment is transparent and robust in terms of frequency and mode

15

Two aspects: transparent and robust (strong and healthy)

✔ **Planning of examination in Academic calendar**

✔ **Modes of internal assessments: Summative and formative**

✔ **Actual internal assessment implementation and its record explaining transparency and robustness**

Key Indicator- 2.5. Evaluation Process and Reforms (30)

2.5.2 (Q$_I$M) **Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient** **15**

1. Institutional examination grievance Redressal policy
2. Communication of policy to stakeholders
3. Setting and practicing procedural matters ---- documentation
1. Corrective and preventative measures

2.6.1 (Q$_I$M) Programme and course outcomes for all Programmes offered by the institution are stated and displayed on <u>website and communicated</u> to teachers and students.   **15**

- statements that describe what students should be able to do at the end of a course

- what knowledge, skills and attitudes a graduate should have at the time of graduation. POs are not specific to a discipline.

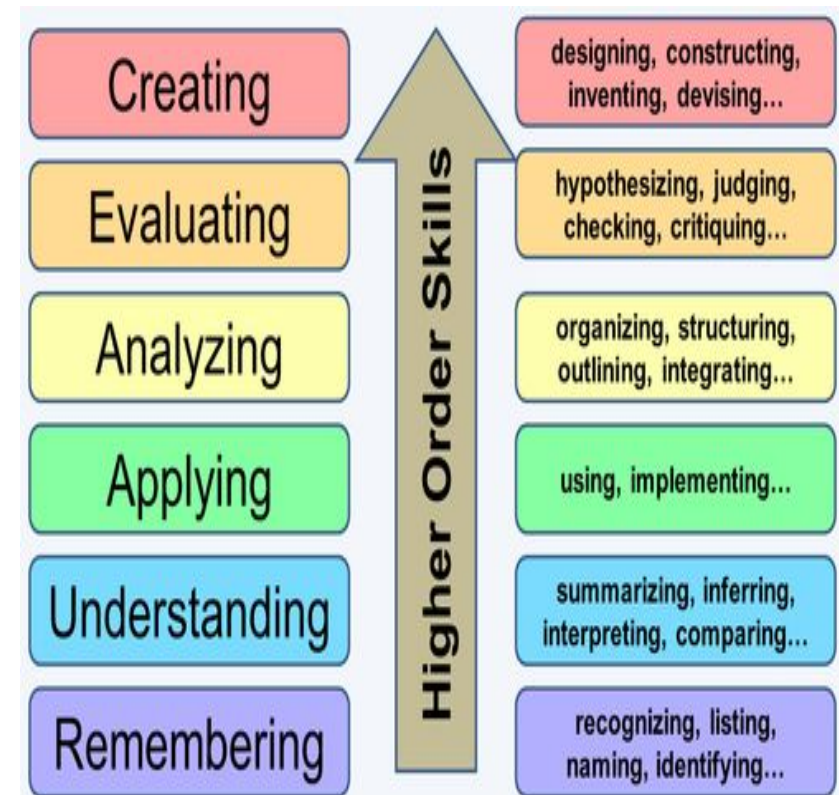- **PSOs**
- Objectives specific to discipline

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2.6.2 (Q_IM) Attainment of programme outcomes and course outcomes are evaluated by the institution.   15

- **Preparing CO, PO and PSO mapping policy statement and manual**
- **Mapping correlations and gaps**

Lets watch small video

Creating — designing, constructing, inventing, devising...

Evaluating — hypothesizing, judging, checking, critiquing...

Analyzing — organizing, structuring, outlining, integrating...

Applying — using, implementing...

Understanding — summarizing, inferring, interpreting, comparing...

Remembering — recognizing, listing, naming, identifying...

Higher Order Skills

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2.6.3 ($Q_n M$) Average pass percentage of Students during last five years   (Year recently completed)

30

Certified report from the Head of the Institution indicating pass percentage of students program-wise

2.6.3 (Q$_I$M) Online student satisfaction survey regarding to teaching learning process.   **30**

Name/Class/Gender

- Student Id Number/Adhar Id number
- Mobile number
- Email Id
- Degree Programme

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