



VASANTA COLLEGE FOR WOMEN वसंत महिला महाविद्यालय

Admitted to the Privileges of Banaras Hindu University
Krishnamurti Foundation India, Rajghat Fort, Varanasi - 221 001

Estd: 1913

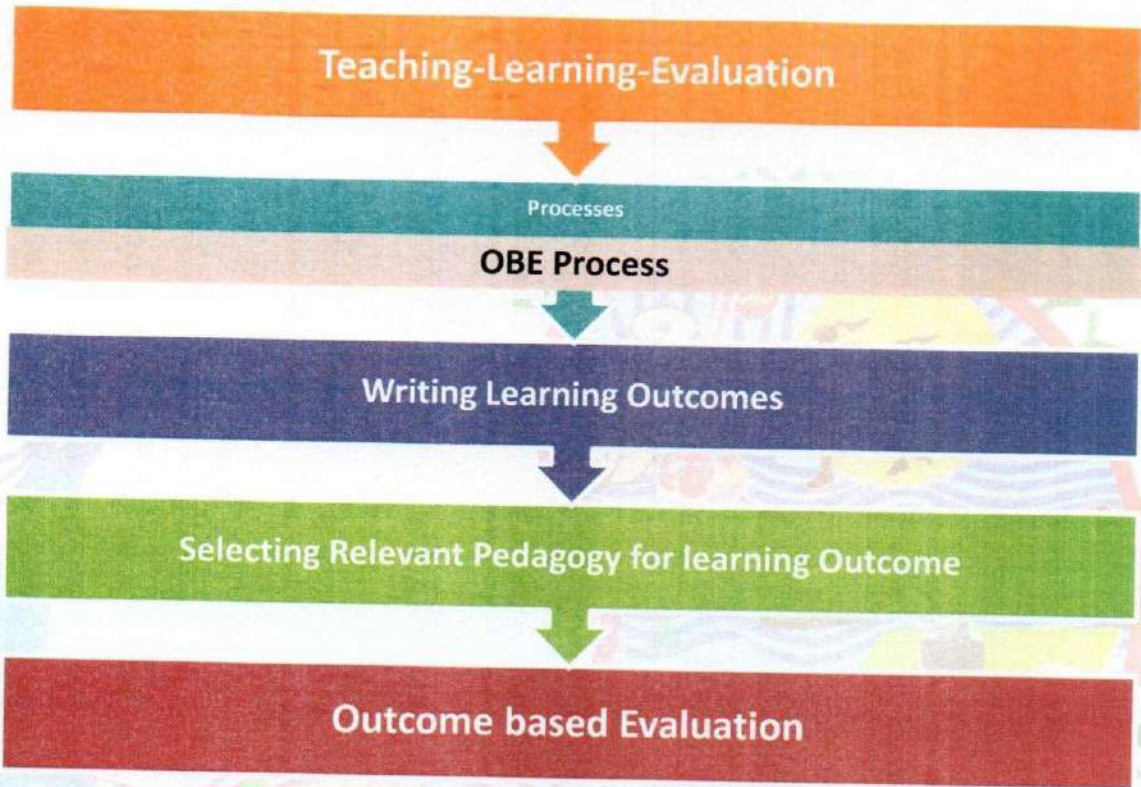
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TEACHING LEARNING & EVALUATION

1.	Title of the Policy	TEACHING-LEARNING & EVALUATION
2.	Administrative Policy Number	VCW/TECH-L/2016/06/07
3.	Brief Description of the Policy	All teachers will adopt the Outcome Based Education approach to transact the curriculum as stipulated by the affiliating University and employ appropriate and relevant pedagogical and assessment tools and techniques to help students attain Bloom's learning outcome in terms of knowledge, skills, attitudes, values and capabilities required for their successful personal and professional lives and fulfillment of mission goals.
4.	Drafting	IQAC Cell
5.	Policy Applies to	Staff Members and Students
6.	Effective from	2016
7.	Approved by	Principal
8.	Responsible Authority	Department In-charges and IQAC
9.	Superseding Authority	Principal
10.	Reason/ Objective of the policy	The Policy Purpose: <ul style="list-style-type: none">• To ensure that the curriculum is delivered following the Outcome Based approach (OBA)• To adopt outcome based evaluation and assessment.• To develop consistent, quality standards in the teaching – learning – evaluation process so that students acquire required knowledge, skills, and attitudes.• To help Vasanta College for Women, Rajghat comply with SPPU model of outcome based pedagogy.• To brand Organization as a centre of excellence.
11.	References for the Policy	Banaras Hindu University /HRDC / UGC

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VASANTA COLLEGE FOR WOMEN

Teaching –Learning-Evaluation Policy



Process of OBE



M. Chugh



Writing Learning Outcomes



Designing Outcome based Assignments (Formative Evaluation)



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Responsibilities and Procedures:

Individual Teachers:

Each teacher is expected to follow all the above process of teaching –learning –Evaluation Policy.

- Teacher has to develop minimum five and maximum seven outcomes per course following the Bloom's Taxonomy of Objectives (Revised one). [ANNEXURE-I]
- The Course outcomes have to be approved by learning outcome committee.
- Before the starting of the semester, semester plan for each course should be prepared as per the prescribed format (given by IQAC) [ANNEXURE-II] keeping the course outcome in mind.
- To attain the course outcomes proper teaching methods should be decided and different learning experiences (Activities) should be planned.
- To test the outcomes proper evaluation methods should be designed.
- In a semester at least two tests and two assignments has to be planned with proper time gap.
- Assignments and Tests can be uploaded in the concerned LMS.
- The tests and assignments have to be evaluated as per marking scheme and scoring key to have transparency and objectivity.
- Results have to be declared within a week and should be put up on the notice board.
- Any grievances regarding internal evaluation has to be handled without any personal bias. It has to be discussed with the Dept. Examination Committee/ College Exam committee. (Whichever is easier)
- Reason for poor attainment and best attainment has to be found out.
- Best achievers should be given encouragement and poor achievers should be given remedial.
- The Course Outcome attainment has to be measured for the class.
- Benchmark to be set and attainment should be tallied.

Responsibilities of the Dept. In charges are to:

- Assign work loads
- Prepare departmental academic calendar with consultation with all staff members of the department.
- Collect learning outcomes and semester plans
- Prepare test and Assignment schedule and put it on the Notice board/ LMS.
- Collect Outcome attainment and report to the Principal.
- Feedback from students



Responsibilities of the Principal are to:

- Organise training programmes for OBE
- Organise training programmes for writing learning outcomes
- Organise training programmes for preparation of test items and assignments
- Review the attainments of course outcomes
- Suggest Improvement

Operational Definitions:

Bloom's Taxonomy:

It refers to a hierarchical ordering of cognitive, affective and psychomotor skills which helps teachers to decide the behavioural outcomes of the students after learning a particular concept.

OBE (Outcome Based Evaluation):

OBE emphasizes setting clear, observable, measurable and time bound behavioural outcomes.

Semester Plan:

This is a detailed description of teacher's activity with the student in that particular semester.

Records:







- Academic Calendar
- Workload Sheet
- Semester plan for each course
- Course outcome for each course
- Test/Assignment Schedule
- Scoring key and Marking Scheme
- Results
- Feedback forms

Checklist for Audit:

- Academic Calendar
- Workload Sheet
- Semester plan for each course
- Course outcome for each course
- Test/Assignment Schedule
- Scoring key and Marking Scheme
- Evaluation sheet
- LMS for uploading assignments
- List of Slow and advanced learners
- Documentary evidence of using various student centric methods to achieve the course outcomes.
- Feedback forms of students


PRINCIPAL
VASANTA COLLEGE FOR WOMEN
RAJGHAT FORT, VARANASI

Annexure – I

BLOOM'S TAXONOMY DIGITAL PLANNING VERBS					
REMEMBERING 	UNDERSTANDING 	APPLYING 	ANALYZING 	EVALUATING 	CREATING 
Copying Defining Finding Locating Quoting Listening Googling Repeating Retrieving Outlining Highlighting Memorizing Networking Searching Identifying Selecting Tabulating Duplicating Matching Bookmarking Bullet-pointing	Annotating Tweeting Associating Tagging Summarizing Relating Categorizing Paraphrasing Predicting Comparing Contrasting Commenting Journaling Interpreting Grouping Inferring Estimating Extending Gathering Exemplifying Expressing	Acting out Articulate Reenact Loading Choosing Determining Displaying Judging Executing Examining Implementing Sketching Experimenting Hacking Interviewing Painting Preparing Playing Integrating Presenting Charting	Calculating Categorizing Breaking Down Correlating Deconstructing Linking Mashing Mind Mapping Organizing Appraising Advertising Dividing Deducing Distinguishing Illustrating Questioning Sourcing Integrating Assessing Estimating Explaining	Arguing Validating Testing Scoring Assessing Criticizing Commenting Debating Defending Detecting Experimenting Grading Hypothesizing Measuring Moderating Posting Predicting Rating Reflecting Reviewing Editorializing	Blogging Building Animating Adapting Collaborating Composing Directing Devising Podcasting Wiki Building Writing Filming Programming Simulating Role Playing Solving Mixing Facilitating Managing Negotiating Leading

Murugesh



Annexure – II

Semester Plan

Semester No. –

Class -

Paper Name –

Paper Code-

Month	Topic	No. of Periods	Teaching Method	TLM	Enrichment	Assessment Method

