

Policy on Teaching Methodologies

COVID-19 has created a situation which demands transformation in Higher education scenario and also in the roles of various stakeholders. Though core elements of education such as curriculum, syllabus, books, assessment, etc. will continue to be there, yet the transaction mechanisms in education may go through a drastic change. Therefore, even if the pandemic will get over, its traces will be there and Higher education needs to remodel itself by inducing flexibility and adaptability in it. Stakeholders working for Higher education have immense role to play to support flexibility and adaptability in the systems; this is why in addition to their existing roles they need to expand their roles as mentors, assessment experts, mediators between community and HEI.

Education during the COVID-19 period is dependent upon the diverse scenarios of the technological devices available to students. Given the social, cultural and geographical diversity in the country, following only one model of teaching and learning will not work. Therefore, a few models, varying in nature, need to be adopted, which may be further contextualized from teacher to teacher. Alternatively, based on the models, the teacher may have its own model as per the needs of its stakeholders. Learning Enhancement Programs and Models need to take into cognizance following challenges and concerns of Learning after the COVID-19 period, when the student is there to attend the on campus classes.

1. STUDENTS NOT IN CAMPUS FOR A LONGER DURATION

Since March, 2020, students have not been able to attend college; they have also not appeared in the final exams. In the new academic session, although college and teachers have been trying their best to provide some kind of learning opportunities to all their students, some students might still not be able to catch up. Therefore, when the colleges reopen, in all likelihood, there will exist a visible gap in the learning levels of students of the same class.

2. STUDENTS HAVING PARENTS AT RISK DUE TO THEIR WORK

Students come from different homes with parents in various professions. There may be some students who are likely to be at risk due to the nature of work of their parents. Their minds may be continuously under stress, and hence, such students may not be able to learn joyfully like their peers.

3. STUDENTS BEARING THE RESPONSIBILITY OF BREAD EARNERS FOR THEIR FAMILIES.

Looking at the diverse socio economic profiles of the students, some of them may come from the situations where they are bread earners due to variable factors, these adult students may have the double pressure to run families and performance pressure in the class.

In the period of the pandemic, with an uncertain future facing all, while planning any model for learning enhancement, the social-emotional aspects of learning needs to be kept in view.

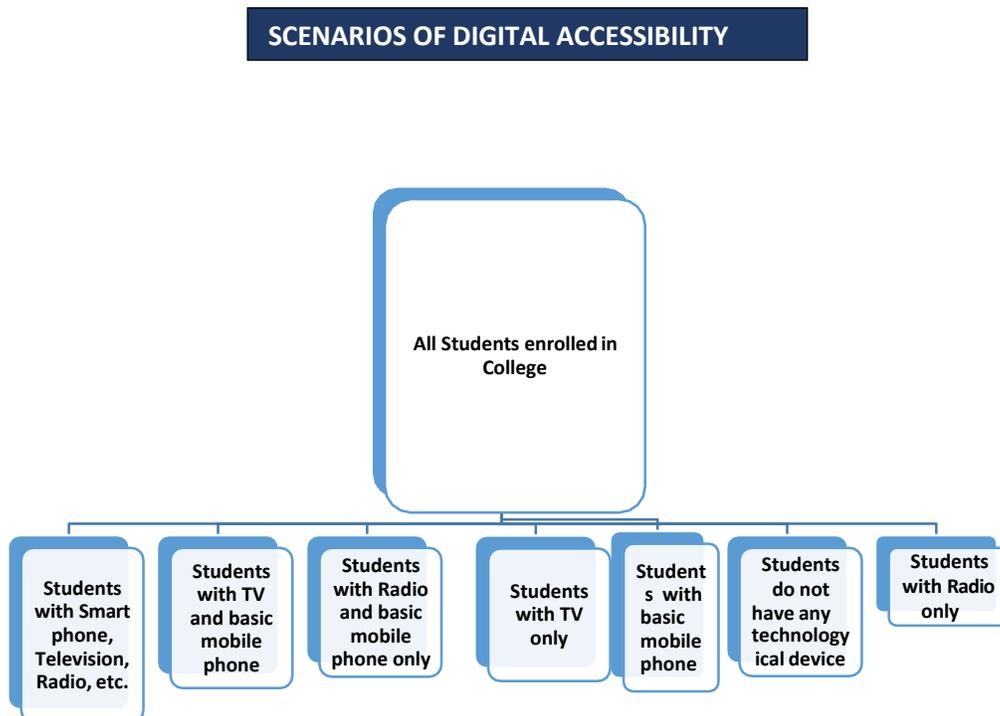
Learning Enchantment needs to be thought of differently in this very challenging situation. There is a need to shift the emphasis from academic content alone to social emotional& economic aspects of affective learning. The affective learning would enable the student to connect to real life situations and would provide the foundations for academic content. Let the voices of learners be heard. Ask learners: Did you learn? What did you learn during lockdown? Can this be called learning as you were not in the college? " such reflections would help place learning in a much wider context.

Learning is about the mind, heart and the body. We teachers as policy makers for our class have to constantly keep in mind that learning is not limited to simple transaction of course contents. The present situation is an opportunity to focus on the un emphasized aspects of learning, such as values, feelings, and personal social qualities. This will help in making the students into complete/holistic learners.

Conditions may be created to facilitate learners to evaluate their own actions, thoughts and learning, in an ethical, responsible and fair manner. Students need to be sensitized to the idea of self-assessment as a reflective learner. To facilitate learning and make learning path and journey joyful to the learner college may bring in simple concepts of earn while you learn, help your institute and help yourself etc.

ACCESSIBILITY TO DEVICES

Accessibility to digital devices needs to be kept in view while making any programme of learning enhancement.. The following table shows the various scenarios of digital accessibility:



THE NON-NEGOTIABLE

While framing models or action plans for reaching out to students with differential / nil accessibility to digital devices for Learning Enhancement in different situations, the following points may be considered:

- Teacher capacity building for continuing teaching through different modes
- Learning Outcomes
- Curriculum mapped to learning Outcomes
- Physical Health and Sanitation
- Mental Health and Well-being
- Social Distancing
- Teacher-Parent-Community Partnership
- Learner-centered teaching-learning
- Stress-free Learning Environment
- Self-study
- Experiential Learning
- Accessibility to various modes of digital Education – full, limited or none
- Adapted modes of assessment

CAPACITY BUILDING OF TEACHERS:

BLENDING TEACHING AN EFFECTIVE AND POWERFUL TEACHING PEDAGOGY

The necessity of teaching and learning with asynchronous (Canvas, Blackboard, D2L) and synchronous (Google meet, Zoom, Cisco WebEx) platforms will yield significant benefits when these methods are layered into face-to-face instruction. We will come back from COVID-19 with a much more widely shared understanding that digital tools are complements, not substitutes, for the intimacy and immediacy of face-to-face learning. Residential courses will be better for the practice that professors have received in moving content online, as precious classroom time will be more productively utilized for discussion, debate and guided practice.

EDUCATION BALANCING ACT: ASYNCHRONOUS, SYNCHRONOUS, AND BLENDED LEARNING



What do you think of when you hear the term e Learning? Maybe your mind jumps to webinars or interactive courses in a Learning Management System (LMS). There are many different types of eLearning, so it isn't surprising that they can be divided into categories. Let's explore them and take a look at their advantages and disadvantages.

1. ASYNCHRONOUS/ SELF-PACED



Asynchronous refers to eLearning offerings you take on your own. It's just you and the content, no instructor, no classmates. Courses in an LMS usually fall into this category.

Advantages

You decide when to take the course (although it may still have deadlines or timers)

Allows you to proceed at your own pace

Content is the same for everyone who takes it, every time

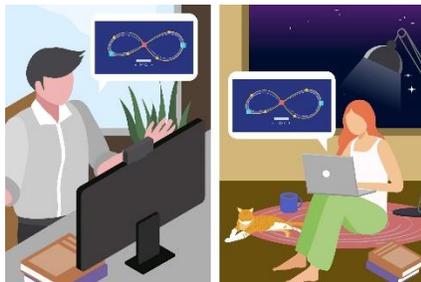
Disadvantages

No one readily available to answer questions

The scheduling flexibility can lead to procrastination

Lack of other participants can decrease motivation and sense of accountability

2. SYNCHRONOUS



Synchronous refers to eLearning offerings where you participate as part of a group and everyone in the group needs to be logged in at the same time. Live webinars and virtual classrooms are both great examples.

Advantages

Discussion with others (can ask questions, exchange examples, etc.)
Participation in a community (collaborate, compete, study together, etc.)
No travel required to meet with the group

Disadvantages

Need to set aside the scheduled date(s) and time(s)
Can require the use of multiple devices at once (for example, calling in using a phone while being on a computer)
Possible personality conflicts

3. BLENDED



Blended courses are a bit different because they're not purely eLearning. As the name suggests, they're a blend of eLearning and face-to-face training. If you sign up for an in-person workshop but need to watch an online video that explains the basics before you attend, that's an example of blended learning.

Advantages

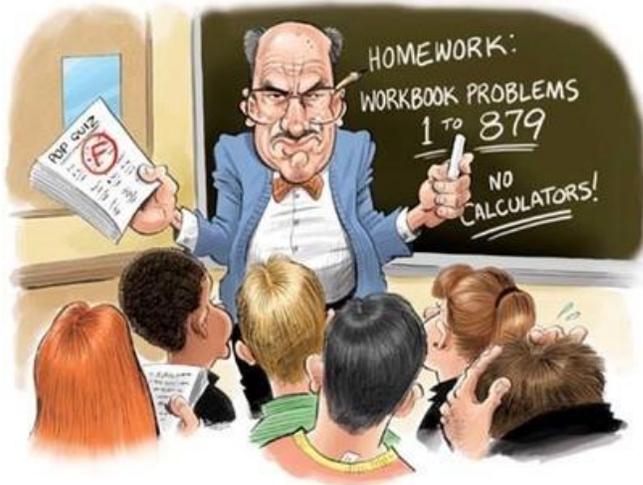
Maximizes the amount of in-person time that can be devoted to hands-on practice and other learning strategies that are difficult to deliver through eLearning
eLearning can be used before an in-person event to provide all participants with standardized background information and/or it can be used for follow up (some in-person events even use eLearning during the face-to-face sessions)
The use of different delivery methods and learning strategies helps maintain engagement

Disadvantages

Can require travel along with its related time and expenses
Need to set aside date(s) and time(s)
Can take more time to plan and execute effectively

Each category has its benefits and drawbacks. Knowing which ones are most important to you and your learners can help you decide which one(s) to consider.

CONVENTIONAL METHODS



Of course, even in the post COVID-19 era, offline or conventional education models will not become obsolete. They will survive. However, blended learning (a combination of classroom and online modes) will be the norm. Institutions and teachers will blend the two judiciously according to the context and the content.

ASSESSMENT

The teacher can use various tools for learning assessment of students:

- Assignments
- Oral Questions asked during online class interactions.
- Assignments received on Google Classroom, What Sapp and other online platforms.
- Question papers shared on various online platforms for the evaluation purpose.
- Worksheets
- Online Quizzes
- Google form
- Question papers shared on Whats App and evaluation of answer sheet received through email/Whats App.

INNOVATIVE IDEAS

Innovative Ideas like Creative and Critical Thinking (CCT) weekly Practice Program

may be incorporated to enhance higher-order cognitive competencies of learners and to generate curiosity by connecting learning with real-life situations. This will promote experiential learning among learners. Under this program a set of questions may be shared every week students on a fixed day and students are given enough time to solve these questions and again share their innovative subject answers.

Mobile and Pool library for students who do not either have digital devices or compatible ones.

One way of ensuring continuous learning is to ensure that students continue to read and enrich their learning process through reading textual material other than prescribed textbooks.

Mobile and Pool libraries are an answer.

This activity can also be taken up through CSR efforts.

Question Bank: Can be provided to students, students may be asked once the orders in place to come in a staggered manner and collect question bank in hard copies

Online Virtual Teaching in College:

Once the Campus is open for students, students must be allowed to sit in different classrooms and using College Infrastructure they may be delivered lectures in virtual mode promoting social distancing.



Dr. Kalpana Singh
Coordinator IQAC



Dr. Arpan Bhardwaj
Chairperson IQAC

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