

Dr. N.S.A.M. FIRST GRADE COLLEGE

**STANDARD OPERATING
PROCEDURES**

**TEACHING LEARNING
&
EVALUATION PROCESSES
AY 2020-21**

Dr. N.S.A.M. FIRST GRADE COLLEGE
Krishnarajapura Village, Shivakote Post, Bengaluru – 560 089

**STANDARD OPERATING PROCEDURE FOR TEACHING,
LEARNING AND EVALUATION**

Overview and purpose of SOP:

Learning and teaching are core activities at Dr. N.S.A.M. First Grade College. The college vision is committed to providing academic excellence and building a generation of graduates with employability skills who can take on the responsibility of building the nation. This document aims at outlining the procedures and processes of achieving this goal. It provides general guidelines to faculty who are involved in designing, planning, executing and evaluating academic activities.

Objectives:

1. Academic excellence:

A. FOR STUDENTS:

- To provide a high quality educational experience to the students in an environment of excellence.
- To make quality education accessible to students from rural, semi urban and economically deprived backgrounds.
- To reach out to, encourage and support first generation learners from communities around the institution.
- To encourage and guide students to pursue higher education in reputed institutions.

B. FOR FACULTY:

- To empower the faculty by providing opportunities to hone their teaching and research competencies.
- To encourage and support faculty to continue their education.
- To encourage faculty to engage in research projects and paper publication in reputed journals.

C. FOR THE INSTITUTION:

- To ensure that Dr. N.S.A.M. First Grade College becomes the preferred choice for students of Bangalore.

2. Employability:

A. FOR STUDENTS:

- To provide opportunities to students in order to develop skills necessary for success in placement activities.
- To provide practical experience that would help students become job ready.
- To equip students with the skills necessary to sustain individual career success and contribute to the economic progress of the nation.

B. FOR THE INSTITUTION:

- To ensure that Dr. N.S.A.M. First Grade College becomes the preferred choice for employers/organizations for campus recruitment activities

3. Responsible citizen/ social concerns:

A. FOR STUDENTS:

- To develop a sense of responsibility towards fellow citizens and society in students.
- To encourage students to actively participate in community development activities.

B. FOR THE INSTITUTION:

- To ensure that the institution collaborate with local bodies and participate in extension activities for the upliftment of local communities.

General Guidelines:

The college will abide by and follow all the procedures and processes outlined by the University it is affiliated to.

- The institution is committed to providing the best learning experience to the students.
- All faculty are encouraged to shift from a teaching paradigm to a learning paradigm of student engagement.
- Faculty are expected to utilize active learning techniques which will provide a deeper level of learning and will also encourage the learner to be more independent.

- The learning component should not be limited to simply classroom engagement of students. The institution supports having a practical or extended opportunity to learn beyond the classroom. In this context, it is suggested that the co-curricular and extra-curricular activities will be aligned to the larger vision of the institution.
- The various clubs and associations are expected to organize activities that will provide a real-life experiential component that could add to the theoretical learning attained in the classroom.

Curriculum planning and delivery:

The college places immense importance on planning a curriculum. It is considered crucial for a planned, purposeful, progressive, and systematic strategy to achieve the goals set by the institution. Every time there are changes or developments happening around the world, the curriculum planning style will be modified to incorporate the same.

Under the directive of the IQAC and guidance of the Principal, the departments initiate the development of the curriculum plan in the beginning of the academic year. The syllabus becomes the backbone for the curriculum plan. It is mandated that the curriculum plan incorporates the blending of the following as key issues:

1. National Goals
2. Responsible Citizenship
3. Gender Sensitivity
4. Environment and Sustainability
5. Human values of integrity, social conscience, respect etc.
6. Employability Skills and Professional Ethics

Faculty are expected to build awareness and promote the practice of the above in their everyday classroom engagement. The curriculum plan provides guidelines for the same.

As a part of the curriculum plan development, faculty are required to:

- a. Provide a clear outline of Programme outcomes, Programme Specific Outcomes and Course outcomes.
- b. Specify the teaching methods with special emphasis on active learning methods.
- c. Outline the outcome attainment verification methods (assessment of learning).
- d. The curriculum plan will be submitted to the Head of Department (HOD) for review and approval.

- e. This will then be scrutinized and signed by the Principal.
- f. It is suggested that any innovative learning activity facilitated in the classroom should be documented or if possible, video recorded. Such activities are required to be maintained as reports with learning outcome attainment. These could be shared as 'best practices' and be considered as a departmental/institutional asset.
- g. The connected documents are expected to be maintained meticulously.

Initiating Activities for The Academic Year:

➤ *Preparing the Strategic perspective Plans*

- All the activities for the academic year are initiated through the circular sent by the Principal to IQAC, Departments, Clubs, Committees and Cells.
- The Principal directs the Departments, Clubs, Committees and Cells to plan their activities before the commencement of the academic year.
- Under the direction of the Principal and guidance of IQAC, all clubs, committees, Cells and departments will submit Strategic Perspective Plans(SPP) to IQAC. The template is circulated for the same.
- The Strategic Perspective Plans consists of the suggested activities/events that would be organized through the department/club/committee/cell along with the budget and select details of the events. This is approved by the IQAC and IQAC would consolidate all the SPPs and prepare an Institutional SPP which would act as a guideline to all the institutional activities.
- The Institutional SPP is presented at the Governing Council meeting for approval.

➤ *Preparing the Academic Year/ Semester Calendar:*

- The college schedules the Academic year/semester plan based on the academic calendar received from the University.
- All the planned activities which are practical and financially feasible are incorporated into the academic year/ semester calendar.
- The activities are scheduled without compromising the University Calendar of Events.
- The approved and finalized calendar is announced to the students in the beginning of the academic year/ semester.

➤ Writing of Lesson Plans:

Lesson planning is considered a significant element of the teaching-learning system. A lesson plan is a step-by-step guide that provides a structure for essential learning. In this context,

- Every faculty are expected to write lesson plans for the course they are assigned to teach.
- Lesson plans need to have the timelines mapped into it.
- The lesson plans can be written based on the accepted format/ template
- The lesson plans are scrutinized by the HOD and approved by the Principal.
- Faculty are expected to consider the curriculum plan as a base for their lesson plans.

Maintenance of a Work Diary:

- It is mandated that the faculty write a work diary and report the work completed each day.
- The HOD will scrutinize and approve of the same by signing on it on a weekly basis.
- The Principal is to monitor the progress of academic work by inspecting the work diary.
- The Principal is expected to scrutinize the work diary at least 2 to 3 times a semester.

Bridge courses and Bridge sessions:

Dr. N.S.A.M. First Grade College recognizes the need to support learning capacities of students in the two ends of the spectrum – advanced and slow with an intermediate average learners. This is drafted in the SOP – Differentiated Learning. The three sets of learners- advanced, average and slow are differentiated at the entry level based on their academic performances in the PUC/CBSE Board examinations. Later their performances in the successive formative internal assessment tests are considered.

The cut off points considered are:

- Students securing 75% and above are considered to be advanced learners.
- Students securing 60% to 74% are considered to be average learners.
- Students securing 59% and below are considered to be slow learners.

Bridge Courses:

At the beginning of every new academic year, the new students who fall into the slow learners' category or those who come from different streams from 12th standard are encouraged to participate in

the Bridge courses. Accountancy and English are the two major subjects that are considered to be a little difficult by the new students. Faculty facilitate these sessions before the commencement of the formal classes of the academic year.

Bridge courses in Accountancy focus on reteaching some of the concepts of PUC level so that students familiarize themselves with the previous knowledge. This also is specifically useful for students who are from non-commerce background. Faculty teach the concepts in a way that it is easy for the students to grasp and understand.

Bridge courses in English aim to help students communicate in English language more fluently and thereby enhance their confidence as they enter the college. It also helps students coming from non-English medium background.

Bridge Sessions:

Bridge sessions are facilitated by the faculty members in the first few classes before teachers start the regular classes in second semester onwards. This is open to all students irrespective of their performance. These sessions are facilitated to introduce the new course/subjects/topics to students rather than getting into the topics immediately at the beginning of the semester. This exercise was beneficial to build the confidence of the students and also gently guide them from the known to the unknown.

EXAMINATION AND EVALUATION PROCESSES

The institution emphasizes on the need to provide a student centric process in assessment: assessment *for* learning and assessment *of* learning. In other words, a formative and summative assessment is to be facilitated that is transparent and will also follow the rules and regulations mandated by the University. The institution will bring in reforms in formative assessment practices that will be student friendly.

Examination Committee:

- To ensure the above mentioned goals, an Examination committee is set up every academic year.
- The committee is responsible for all the assessment and evaluation processes
- The committee will consist of at least three senior faculty - of which one will be the convener of the committee.
- The committee is expected to meet regularly, take decisions and ensure that all the assessment and evaluation process are operating smoothly

Continuous Internal Evaluation:

The institution envisions the importance of continuous evaluation for better learning and growth. The benefits are not just for the student community but also for the entire institution itself. CIE is undertaken in multi-pronged ways and caters to diversity in the learning competencies of students. The college utilizes both formative and summative assessment strategies for the benefit of students.

Formative Assessment Process:

A Formative assessment which is active and provides an intentional learning process is to be practiced. A partnership of the teacher and the students wherein the continuously and systematically gather evidence of learning with the goal of improving student achievement is to be practiced.

At the classroom Level:

The teacher is expected to constantly monitor the student learning at every class. Q and A is used an important tool to gauge the same. Questions on concept clarity need requirly

asked to check attainment of learning. Other tools for formative assessment that could be used are:

- debriefing questions at the end of the activity if conducted in the classroom
- asking students to summarize the class
- individual/team presentations after activity
- oral presentations
- written feedback about learning after activities
- surprise tests
- quiz
- tests at the end of chapter
- worksheets
- practice on the blackboard

This is just an indicative list. Formative assessment is the prerogative of the teacher and the taught. It is to be decided and designed by the teacher based on the student's requirements and the context of the subject.

In case the student has not learnt the concepts clearly, it is mandatory that the teacher clarifies it or reteaches the same.

Formative assessment of Industry readiness:

One of the unique system that has been introduced is the assessment of the cognitive skills, critical thinking ability and select intrapersonal and interpersonal skills of the students that go beyond academic performances. The assessment also helps in understanding the ability of analysis and interpretation of students. This is undertaken through the experts from the company.

Assignments and Feedback:

- The faculty needs to plan the assignments based on the learning outcomes – both program and course specific. This needs to be part of the curriculum plan.
- This can be changed/altered based on the context of the classroom dynamics.
- Assignments will be given based on the context of the subject being taught as well as specific abilities of students.
- The faculty is expected to communicate and negotiate the same with the students.
- It can be written or oral individual, or oral group presentations.

- In the case of all assignments given by faculty, the criteria of assessment and the purpose of assessment has to be discussed with the students in advance. The criteria has to be set in consultation with the students.
- Sufficient time must be provided to students to prepare for it.
- Students must be encouraged to prepare and use PowerPoint in oral individual or group presentations.
- In the case of written assignments, the number of words and the context of assessment have to be specified to students in advance.
- Students should be advised on plagiarism and the importance of providing references for content borrowed from other sources. This is mandated by the research ethics committee and the policy adopted by the institution.
- The teacher has to provide feedback – timely and adequately. In the case of oral presentations, it can be immediate and oral.
- For greater objectivity in oral feedback:
 1. Faculty can announce the date of student presentations in advance and invite colleagues as external evaluators
 2. The external evaluators need to be briefed in advance about the criteria of assessment.
- In the context of written assignments, faculty is expected to write their comments on the assignment sheet itself. They are advised not to use red ink pen.
- In case the student wants to resubmit the assignments, he or she must be allowed within a stipulated number of days.
- If any student is absent due to genuine reasons, he or she may be given a new date to present the oral assignment. However, this is decided by the faculty keeping in mind the specific context.
- All feedback provided should be empathetic, humane and focused on the improvement of learning.
- The marks, if allotted, have to be tabulated and retained by the faculty.
- The marks, if mandated by the University, can feed into the IA marks of the student.

Internal Mid Semester Tests and Preparatory Test:

- Two internal mid semester assessment will be conducted every semester (odd and even) for all students.

- The duration of each is an hour to two.
- The internal assessment tests will be for 25-50 fifty marks each test.
- Each of the two tests will carry the weightage of one third of syllabus for each.
- The question paper format is to be decided by the respective departments.
- In addition to the internal tests, one preparatory exam will also be conducted for all the students. Preparatory examinations provide a practice opportunity to test their level of preparedness before their final University examinations
 - This will be conducted at least 10 days prior to university examinations and after the completion of all the syllabus by the faculty.
 - This test will include the entire syllabus of the specific course.
 - It will follow the pattern of the semester end University examination.
 - Question papers will be set along the lines of the University examination question paper.
- The weightage to award the internal assessment marks (IA) is 5 each test and for preparatory it is 10.

Rules of Re-examination:

- In case the student does not attend any of the internal tests, the college does not conduct any reexamination.
- However, this rule does not apply to any student who is representing the college in any Inter-collegiate/ Inter-university/ District/ State/ National level activities. In such a case, all support will be provided to the students, including conducting of special tests.

Responsibilities of the Examination Committee in the conducting of internal tests:

- The examination committee will be responsible for the smooth conduct of these tests.
- This committee will consist of senior faculty members.
- All the test/exam related work like the preparation of time-tables, invigilation duty chart, room allotment, absentees' statement etc. will be facilitated and monitored by them.
- The schedule of tests will be included in the year plan for that academic year.

- The exact dates will be announced by the committee 2-3 weeks in advance.
- The committee is responsible for announcing and sending circulars with the signature of the Principal.
- The time-table with the other details will be put up on the notice board.
- OPTRA messages will convey it to the parents too.

Responsibilities of Faculty:

- Faculty will have to announce the portions allotted for the test, the criteria of assessment and the schedule at least 2 weeks prior to the actual schedule. They can refer to the academic calendar provided in the beginning of the academic year.
- Faculty is expected to motivate the students to appear for the tests and give their best performance.
- Faculty is responsible for completing the syllabus and also having a session allotted for revision of concepts.
- Faculty members are expected to submit one set of the question paper for every course that they teach.
- Along with the question papers, faculty is expected to submit schemes of evaluation for the internal test and the preparatory exams.
- Faculty is expected to follow a fair and transparent system of giving marks, adhering to the scheme of marks provided in the scheme of evaluation.

Feedback by Faculty:

- Feedback – quick, unbiased and objective, is considered crucial by the institution to enhance the students learning experience.
- Faculty is expected to correct the answer scripts and provide feedback to the students by writing appropriate comments in the answer scripts.
- The entire question paper and the appropriate expected answers have to be discussed by the respective faculty teaching the course.
- All the queries by students have to be clarified in this session.
- Any concerns or complaints by the students about the marks have to be addressed and settled as far as possible in the classroom after a positive negotiation with the student.
- Any unsettled concern needs to be addressed by the HOD in the presence of the students and concerned faculty.

Other General Rules:

- The portions included for tests, criteria of assessment and the test dates will be announced at least 2 weeks prior to the commencement of tests.
- The examination rules are to be displayed on the notice board.
- To familiarize the students with the University examination protocols, hall tickets will be issued to the students for the second internal test and preparatory exams
- The college has a strict policy on examination related malpractices.
- In case of any malpractice by the student,
 - He/she will be made to write an apology
 - Parents will be called in to meet with the examination committee members and the Principal.
 - The parents will also be required to sign an undertaking that their ward will not repeat the offence.
 - Any other disciplinary action based on the policy of the college can be evoked.

Communication with Parents:

- Parent Teacher Meetings (PTM) will be held after the first internal assessment tests where parents of under performers will be made to give assurance of bringing about improvement in their ward's performance.

Result Analysis:

- An analysis of the results of the internal tests will be done and based on that - remedial classes will be held for underperformers. The details of the same are outlined in the SOP for differentiated learning

Computation of Internal Assessment Marks:

- The computation of IA marks is based on the University rules and regulations.
- In case of non NEP batch the marks allotted for IA is 30.
 - Of this, 20 marks shall be based on performance of the students in two of the internal tests. The average of two tests shall be taken as the internal assessment marks.
 - The remaining 10 marks shall be based on Attendance (5 marks) and Skill Development Record (5 marks).

Class Attendance:

- The College follows the Bengaluru Central University Regulations for attendance eligibility to appear for examinations.
- At the college level, attendants are expected to attend every class. Attendance is compulsory.
- If any student is involved/participating in any extended activities organized by the college, he/she should inform the Class Teacher. In such case, the student will be given the required attendance.
- Student attendance is entered in OPTRA on a daily basis and messages are sent to parents of absentees.
- There is zero tolerance for proxy attendance.
- If any student is absent for more than a week, he/she has to meet the class teachers along with parents.
- Any violation of attendance rules, (without suitable reasons) will not be entertained.
- In case of medical leave, appropriate medical certificate from doctors will have to be submitted.
- For non NEP batch the marks based on attendance shall be awarded as given below:
 - 75% to 80% = 02 marks.
 - 81% to 85% = 03 marks.
 - 86% to 90% = 04 marks.
 - 91% to 100% = 05 marks.

IA Documenting, Compiling of Marks, Grievance redressal:

- The marks obtained by each student in all courses, across all tests will be maintained by the respective faculty.
- The marks once converted to IA will be submitted to the HOD for review.
- The IA marks obtained by each student will be announced on the notice board before they are sent to the University.
- This announcement is done at least one week before the University deadline.
- Faculty and HOD announces that if the students have any grievance about the IA marks they have to bring it to the respective faculty.
- If students have grievances and complaints about the IA marks announced, they are expected to bring it to the notice of the respective faculty/ HOD to address the same.

- Faculty/ HOD/ office are expected to prioritize the student's grievance and the issue has to be addressed and settled immediately or within 24 hours.
- Once all the student grievances are addressed/ errors rectified, students are expected to sign the hard copy of the final IA marks. This will count as evidence for their acceptance of the final IA marks obtained by them.
- Every student is expected to sign and provide their approval.
- The Internal Assessment marks are then countersigned by the respective subject teachers, HOD and Principal.
- The marks are then uploaded on the University portal.

Summative Assessment Process:

- Summative Assessment tests are conducted at the end of each semester as per the University schedule.
- The tests are for 70 marks.
- The college will strictly adhere to the norms and protocols of the University to which it is affiliated as far as conducting of these tests are concerned.
- All documents mandated by the University as evidence for the conducting of University examinations will be maintained by the office.



PRINCIPAL

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