

## INSTITUTIONAL BEST PRACTICES FOR THE YEAR 2018-19

### I. STUDENT CENTRIC APPROACH IN LEARNING AND EVALUATION (SCALE)

#### 1. Title of the Practice:

Student Centric Approach in Learning and Evaluation (SCALE)

#### 2. Goal for the Practice:

The objective of this practice is to make the evaluation system of End Semester Examinations more student friendly. The specific objectives are;

- a. To attain excellence in the quality of evaluation.
- b. To ensure transparency in the evaluation process.
- c. To build confidence among the students regarding the examination system.

#### 3. The Context:

The college is functioning as an autonomous institution. Autonomy provides opportunity to the college for designing its own system of evaluation. It is quite natural that a single level of evaluation is questionable due to the possibility of clerical errors and bias. Moreover it was felt necessary in a society which is subject to high level of social audit, to impart extra confidence in the mind of the stakeholders that the evaluation system is student friendly.

#### 4. The Practice:

Four- tier evaluation system is followed in the End Semester Assessment. It includes;

##### **Tier – 1 :Domestic Valuation:**

- a. Domestic valuation shall be done by the teachers of the college, preferably by the concerned course teacher.
- b. There shall be separate registers for domestic valuation and external valuation.
- c. Domestic valuation shall be conducted in centralised valuation camp / Bundling camp.
- d. The valuation should be completed within five days of the last examination.

**Tier –2 : External Valuation:**

- a. All the answer scripts which were valued by the domestic examiners will be valued in a second time by an external expert who has relevant experience in the teaching and evaluation of the course.
- b. The marks obtained in the first valuation will be camouflaged in this stage.
- c. The external valuation shall be done by selected teachers from other colleges. For this purpose a database of external examiners shall be maintained with a minimum of five teachers for each course. Teachers with a minimum three year experience shall be included in the database.
- d. For external valuation, “Home Valuation” method / CV Camp method shall be adopted.

**Tier –3 :Third Valuation:**

- a. If there is significant variation (more than 20%) between the marks obtained in domestic valuation and external valuation, all such answer scripts will be subject to revaluation by an external expert having more than five years of service.
- b. The marks obtained in the first valuation and the second valuation will be camouflaged in this stage.

**Tier –4 :Expert Valuation:**

- a. Expert valuation implies revaluation by carrying out one more valuation of the answer script.
- b. Revaluation is done by an expert having more than 10 years of experience in the course concerned.
- c. After publication of the results the students can apply for revaluation by remitting the specified fees within five working days.
- d. The marks obtained on revaluation or the earlier mark awarded whichever is higher shall be the final mark.
- e. If the marks obtained on revaluation are more than 10% of the maximum marks, the revaluation fee collected shall be returned to the candidate.

**5. Evidence of Success:**

Zero level grievance is registered regarding the valuation of answer scripts.

**6. Problems encountered :**

The following problems are encountered in the implementation of SCALE.

- a. Completion of valuation in four stages and declaration of results within the prescribed time is a challenge.
- b. The services of external experts are availed in the last three stages. Hence, implementation is costly.

**7. Resources Required:**

The total cost associated with the implementation of SCALE is not collected from the students. About 50% of the fund required for this project is given by the management.

**8. Note:**

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## **II. MENTORING FOR HOLISTIC GROWTH**

### **1. Title of the Practice:**

Mentoring for Holistic Growth

### **2. Goal for the Practice:**

With an unwavering belief that education is a comprehensive experience, CMS College ensures that the students are equipped both academically and socially. The programme was introduced and undertaken with the noble motive of creating positive citizens of tomorrow. The practice aims to:

- a. Furnish students with positive thinking-psychological changes.
- b. Develop selfhood by understanding the world around them-personality changes.
- c. Raise a sense of awareness by exploring and discussing contemporary issues-cognitive level changes.
- d. Learn to look at the society from different vantage points-attitudinal changes
- e. Bring about new modes of action- action level changes.

### **3. The Context:**

Students and teenagers are subjected to immense pressure owing to the ever-changing value systems in familial and societal factions surrounding them which has resulted in numerous psycho-social issues. In addition, a wide-ranging disparity among students in terms of financial and social status obstructs their holistic development. The conventional classroom setting dissuades the students from opening up their minds. The significance of mutuality and interdependence with fellow beings is not imbibed by the students as part of the present curriculum.

Thus, there is discord in the congenial academic domain as students who face such challenges are often found to exhibit disinterest to listening and completing their academic responsibilities. Students were unable to mingle with fellow students from varying socio-economic backgrounds brought about poor group dynamics in classroom settings which has ultimately affected the extra-curricular prospects. Increasing absenteeism and expression of a rebellious and hostile character towards disciplining were also the related challenges. It was in this context that 'mentoring for holistic growth' was introduced.

#### **4. The Practice:**

A group of students from a department, ranging from ten to fifteen in number are put together under the guidance of a teacher who acts as the mentor. The group is composed of students from UG first year to PG final year in the department. The mentor gets to know each student personally and extend them support based on their needs. The increased rapport with the students encourages them to share their issues with the mentor. The needs and problems of the student, be it curricular, extra-curricular, personal, psychological or social are identified and dealt with. The students who require specific psycho-social support are referred to the consultant professional counsellor in the college.

Each department is given the freedom to implement the practice under the broad guidelines specified by the College and the results are very encouraging. Based on suggestions from the student feedback, modifications in the practice are incorporated from time to time. Two programmes were organised by IQAC to equip the teachers: ‘UNDERSTANDING YOUNG MINDS AND MOULDING VISIONARIES’, Resource person: Rev. Abraham Scaria on 22<sup>nd</sup> February 2019 and ‘NAVIGATING EMOTIONS: UNDERSTANDING IMPRESSIONABLE MINDS Resource person’: Dr. Priti Dhawan on 18<sup>th</sup> March 2019.

#### **5. Evidence of Success:**

The practice of mentoring has proven to be of great success. The students have started opening up their needs to the teachers, thereby fostering an improved teacher-student relationship. As a result, teachers are able to understand the problems faced by the students and help them to resolve the same. The mentor on identification of the specific psycho-social needs of the student leads them to the professional counselling and many students are benefitted from the presence of the professional counsellor on campus.

#### **6. Problems encountered :**

In spite of the success of the practice of mentoring, there are certain problems that the system encounters.

- The external duties of the teachers such as examination, valuation, training etc., reduce the effectiveness of group wise meeting. In such cases, the group are combined making it unhandy with less scope of individual attention.

## **7. Resources Required:**

The major resource required for the implementation of the programme is availability of manpower. Since the teachers act as the mentors, payment is made only for the service of the professional counsellors.

## **8. Note:**

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