

# Marian Teaching and Learning Policy



MARIAN COLLEGE  
KUTTIKKANAM

(AUTONOMOUS)

MAKING COMPLETE

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**Establishment:** 8 May 2012

**Last Amended:** 17 Nov 2015

**Date Last Reviewed:** 22 May 2019

**Responsible Officer:** Principal in collaboration with HODs/ Director or Dean of School

## 1. Introduction

This policy provides a framework for creating **excellent teaching-learning and evaluation** at Marian College Kuttikkanam (MCK) in every aspect of curriculum design, support and delivery. It reflects the vision, mission, core values and strategic objectives of the College.

## 2. Policy Statement

Marian College Kuttikkanam (MCK) values learning and the attainment specific skills. The college recognizes that learning occurs in many settings, both formal and informal. The College facilitates learning for academic, vocational, social and personal purposes in disciplines at all levels. MCK provides **quality programs** for students from diverse social and cultural backgrounds in a wide variety of learning contexts. In all its activities, the College aspires to be a **Outcome Oriented** learning organization in which all members, students and staff, are **committed** to their own learning and to that of others. Accordingly, the College is committed to the **continuous improvement** of its programs of study and services in order to serve its students and its stakeholders effectively. We will ensure that

students studying at Marian gain the **POs, PSOs and COs**, which lead to successful completion of their studies, meaningful and sustainable employment, progression onto Higher Education, a commitment to lifelong learning, and find meaning and purpose in life.

### 3. General Principles

Marian College Kuttikkanam is committed to:

**3.1 A focus on learning:** The purpose of teaching is to enable active and positively reinforced learning. A central focus of the College is therefore the provision of environments that promote high quality, differentiated learning and inclusiveness.

#### 3.2 Focus on Attainments of Outcomes

The teaching-learning activities of the college will be primary focussing on attainment of outcomes. The focus will be on Course Outcomes (COs), Programme Specific Outcomes(PSOs) and Programme Outcomes (POs)

**3.3 Developing the skills needed for life and work:** The College will enhance the ability of its students to read, write and speak in English. It will also develop the skills of learners to think critically, be reflective in their actions, to apply their skills and knowledge to progression, to behave ethically and to make informed decisions.

**3.4 Promoting active and experiential learning:** The College will provide teaching and learning activities that actively engage students in learning and promote student ownership and responsibility for the learning process. These activities will involve both autonomous learning and collaborative learning. Learning will be underpinned by positive reinforcement and effective assessment for learning strategies which will ensure the provision of quality feedback to learners and teach learners to receive feedback positively and use it to effectively improve their work.

**3.5 A learner-centered approach:** The College will enable access to education by a wide range of students. The teaching and learning activities offered will accommodate the diverse

backgrounds, learning styles and needs of its students. This is done by using a range of stimulating learning styles and reflect real progression opportunities for students in sustainable environments.

**3.6 Recognizing Learning Levels:** The College acknowledges that all students come with an individual level of knowledge, skills, attitudes and beliefs to the learning environment. The College will formally recognize this individual learning ability where this is educationally appropriate. College will make conceit effort to nurture individuality in learning and to improve the learning levels of students.

**3.7 Enhancing both employability and lifelong learning:** The College has the dual responsibility of enhancing the employability of its students and developing their effectiveness as lifelong learners. This is achieved through the implementation of industry relevant curricula.

**3.8 Attaining Vision and Mission of the college:** All the stakeholders are convinced of the fact that the learning is for life. Leading a worthy life, useful for oneself and the fellow human beings is the very aim of human life. Marian through its following Programme Outcomes aims to achieve the same. The students thrive to nurture these programme outcomes and the college attains its vision and mission when the students work in the society.

The following are the Program Outcomes of Marian College, Kuttikkanam

- a) **Domain Knowledge**
- b) **Communicative Competence**
- c) **Applying Modern Technologies**
- d) **Reflective Response to Ethical and Social issues**
- e) **Sustainability Values**
- f) **Critical Thinking and Problem Solving**

**g) Entrepreneurship**

**h) Teamwork and Leadership**

**i) Self-Directed and Lifelong Learning**

**3.9 Inclusiveness:** We believe that learning is an inclusive and igniting process. All the stakeholders - the management, faculty and students involved in the process undergo continuous learning. The contributions of the students are highly valued. The college also makes sure no student is denied education due to financial problems alone. Wherever possible ample scholarship and other support is given to student community.

**3.10 Continuous improvement of teaching and learning through the use of Technology:** The College will ensure that teaching and learning are continuously improved through the appropriate use of educational technology. This includes regular review of all courses involving consideration of feedback from all key stakeholders. Moodle Learning Management System (LMS), Campus ERP (mcka) and other technology enabled student engagement systems will be used to enhance learning.

**4. Operational Principles of Teaching Learning and Evaluation**

**4.1 Quality of courses**

During curriculum revision it is ensured that all course outcomes are measurable and has observable attainment levels. The course outcomes are set at the higher levels of Blooms Taxonomy. During assessment also care has to be taken to ensure the assessment of higher levels of learning in Blooms taxonomy.

## 4.2 Assessment of Learning Outcomes

Course outcome attainments are directly measured through multiple assessments (seven or more). Rubrics are shared to the students prior to assessment. Assessment of a course is done through Continuous Assessment (CA) and Semester End Assessment (SEA). Innovations in CA are many:

- Strengthened the CA ratio to 40 % from 20%.
- CA necessary included two novel components (i) Continuous Assessment for Research Skills (CARS) (ii) Continuous Assessment for Deepening Knowledge (CADL).
- CARS insists on a research and report submission. Often a group activity which contributes to work in teams, increased use of the library, theory practice association etc. E.g.
- CADL deepens learning through activities like creating videos, presentations, seminars etc. Higher the involvement deeper the learning. E.g.
- Assessment schedule are communicated during the first week of the semester - finalising in the Department Council.
- Provisions made in the software (MCKA) to capture the grades obtained in each activity.
- Regular entries in MCKA for verification of students and parents.
- The SEA capture the attainment of all course outcomes.
- Question papers generated by the software from the question banks, which are vetted internally/ externally to guarantee full syllabus coverage.
- Each question will assess one or multiple Cos.
- Question paper gives the outcome mapping to give fair idea on expected answer.
- Against the rubrics the answers are evaluated.
- Grades are entered to software by the evaluating faculty preventing possibilities of the clerical errors.
- Provide regular opportunities for teachers and learners to reflect on past performance and review learners' progress
- Develop learners' self-assessment skills, so that they can recognize what aspects of their own work they need to improve
- Assess the students fairly and objectively and no discrimination will be shown in awarding marks or ranks in any of the areas of learning process.

#### 4.3 Teachers are supported in their practice

The College will enhance the effectiveness of its teachers by:

- Providing and maintaining resources and facilities to support teaching and learning
- Developing the use of educational technologies to support teaching and learning
- Recognizing and rewarding excellent teaching and teaching support
- Ensuring access to ongoing professional development for teachers
- Sharing good practice across the College
- Encouraging the scholarship of teaching and learning



Principal

