



Parvatibai Chowgule College of Arts and Science Autonomous

Accredited by NAAC with Grade A' (CGPA Score 3.41 on a 4 Point Scale 3rd cycle)
Best affiliated College-Goa University Silver Jubilee Year Award

BEST PRACTISE I

FOR THE ACADEMIC YEAR 2018-19

1. Title of the Practice: REFORMS IN THE EVALUATION PROCESS

2. Objectives of the Practice

- i. To provide the course teacher the choice to choose the best mode of assessment (from those approved) depending on the type of the course.
- ii. To provide the course teacher flexibility of scheduling the assessment, opting for deciding number of assessments and also in deciding weightage for the assessments.
- iii. To reform the assessment for the courses such as skill-based / spoken language courses where traditional evaluation method is not suitable.
- iv. To provide the students with an opportunity to have a retake examination who have missed on their exams due to specific reason.
- v. To cater/facilitate different types of learners.

3. The Context

Parvatibai Chowgule College is constantly pursuing excellence in Teaching Learning-Evaluation so that it caters to different types of learners and also bring about qualitative change across the Departments. It was observed that assessment in few courses like skill based or spoken language courses was challenging with the use of the existing modes of assessments such as SEE. Therefore, there was a need to reform their assessment modes that will be appropriate to test students skills

The college emphasis on use of multiple modes of evaluations to cater to the assessment of different types of learners. Hence to aquatint the faculties with various assessments modes, IQAC has prepared a standard manual for the same that was approved by the Academic Council and the Governing body. Freedom is given to the faculty to choose suitable modes of assessments as per the defined guidelines given by IQAC wherein the process and rubric of assessment is clearly defined.

4. The Practice

To enable faculty members to adopt different modes of evaluation, the IQAC of the college organized several workshops on 6th and 20th July, 2018 on Modes of Evaluation / Assessments. that explained about 15 different modes which are listed below:

- OPEN BOOK EXAM (OBE) - allow student to take notes, texts or resource material into an exam hall. It is focused on one's ability to find and apply information and knowledge and think critically (assessing higher cognitive abilities of a student)
- MULTIPLE CHOICE QUESTIONS (MCQ) - are usually used as formative assessments.
- STUDENT PRESENTATIONS - used to assess student learning in individual or group work/research projects. Presentation is an effective method to improve students at public speaking.
- SHORT – ANSWER QUESTIONS - are commonly used in examinations to assess the basic knowledge and understanding (low cognitive levels) of a topic before more in depth assessment questions are asked on the topic.
- ASSIGNMENTS - It is an instructional technique comprises the guided information, self-learning, writing skills and report preparation among the learner.
- PORTFOLIOS - is a developmental process; thus, it is not only the product that the student or teacher assess upon but also the learning process in which the student develops during the given period.
- CASE STUDY - is to help students demonstrate the theoretical concepts in real –life issues.
- GOBBET - can often be a passage of literature, an image, a cartoon, a photograph, a ma or an artefact which provides a context for analysis, translation or discussion in an assessment.
- POSTER /CHART / MODEL - is a process of showing content and the findings of a topic to an audience or a group of audiences at different times. It is often used to assess student learning in group research projects.
- CONCEPT / MIND MAPS - is a hierarchical form of structure diagram that illustrates conceptual knowledge and their relationships with a specific topic from general to specific concepts.
- ASSIGNMENT - involves methodical process of formulating an outline consisting of Abstract, Introduction, Discussion, Conclusion and Bibliography.
- PRACTICAL - provide students a comprehensive understanding of practical knowledge and also promotes research-based learning.
- PROBLEM BASED LEARNING - is a student-centred approach in which students learn about a subject by working in groups to solve an open-ended problem.
- PROJECT BASED LEARNING
- ENACT / SKIT /DEMO - help students to apply theoretical concepts to field activity, promotes.

5. Evidence of Success

- Various evaluation methods like Flipped classroom, Gobbet, experiential learning, assignments, problem based learning etc were adapted by various departments wherein through these activities, the students developed team-work skill, conceptual skills, Improves critical thinking and became self-learners, Through the use of Experiential learning, students of Sociology made literate the illiterates under the paper title ‘Sociology of education’. The students taught them basics like their names, signature, filling bank forms, etc. Student’s progression in various foreign Universities indicates that our students are well aquatinted with the foreign T-L-E techniques as it was similar to us.
- Faculties have published their research finding on the success of use of various modes of evaluation:
 - Sawant N N, Fernandes Dwayne, Patil V & Ferrao A (2018) Student’s Engagement In Learning: Student’s Perspective Towards Assignment Writing, Research Journal For Interdisciplinary Studies, 75-80.
- Faculties were invited as resource person to conduct workshops on assignment writing, hands-on workshop for the faculty members of Gogate Joglekar College, Ratnagiri Maharashtra on ‘Problem Based Learning-Pedagogical tool for T-L-E’ and workshop for faculty members of Carmel College, Nuvem Goa on ‘Integration of Blooms Taxonomy in T-L-E’.
- Academic Administrative Audit Report (AAA) report indicates that on an average 5 types of assessment modes are used and also faculty member adhere to the process of declaring in-advance the details of assessment dates, modes, rubrics on CLAAP/Google classroom.

6. Problems Encountered and Resources Required

- Various challenges that were faced during the initial stage such as identifying the modes of assessment, and how each mode of assessment can be effectively used by the course teacher as per the need of the course outcome.
- The problems encountered by the teachers are in terms of resources pertaining to the ITC tools, training to use the ITC tools.
- Multiple types of learners needed to be oriented properly thereby making the process time consuming.
- Motivating all the students to use the ITC is a challenge.
- Team work spirit and critical thinking skills in solving problems.
- Extensive practice work is required on part of the faculty members to design the various teaching learning and evaluation hand in hand.

BEST PRACTISE II
FOR THE ACADEMIC YEAR 2018-19

1. Title of the Practice: INTERNSHIP INDUSTRY EXPERIENCE

2. Objectives of the Practice

- i. To provide training and experiential learning opportunities to the students for the development of skills with respect to their specific subject/course.
- ii. To provide students with hands on experience that encourages and provides space to the development of professional identity and competency.
- iii. To provide an opportunity to understand the developed skills like team work, time management, professional ethics etc. for the students with one's self and develop a sense of responsibility and accountability.
- iv. To co-relate theoretical knowledge to practical/work environment situation.

3. The Context

There has been continual debate that graduate lacks skills to be employable. The present existing higher education is more theoretical and lacks instilling skills like team work, professional ethics, deep subject based knowledge and ability to learn new things. Therefore, an interface between institutions and industry is a way forwards Academia – Industry linkages through professional talks, individual visits, guest lectures are some of the possible options but internship is more valid and relevant in this context.

4. The Practice

Parvatibai Chowgule College of Arts and Science takes pride encouraging students to undergo an Internship Learning Experience. Internships are compulsory under the under Non Evaluative credits. Though internship experience is minimum 120 hours, it equals to 04 credits. Here the students gain an opportunity to showcase or demonstrate their interests and skills with organizations within Goa, outside Goa or even abroad.

Students undertake Internships with industries, Non-Government Organizations (NGO), Academic institutions or government organization.

The College has a dedicated Internship Office that assists students in availing and deciding on various internship opportunities. Students are expected to make choices through guidance from the

Internship Coordinator and the concern head of the department. The office has structured Internship policies.

The Internship Program Coordinators are responsible for the providing the placements and contacts of various industries to the students for their internship. There is a mandatory workshop held for the students at the beginning of the semester prior to their internship to learn about the internship program and the steps they must take before being allowed to participate in an internship.

Lack of exposure: Students are not exposed to various internship opportunities and lack ability to explore The Pre-internship are as follows:

- a. Resume- Here the students are asked to produce a structured resume.
- b. Covering letter
- c. Health certificate from a Local General Practitioner declaring the student physically fit to undergo internship.
- d. Attendance sheet of Free 10 Meditation sessions attended at College.

After this a Personal/Group counseling session is done where the student are given guidelines before joining the organization. The college then provides an Internship request Letter to the concerned organization.

During the Internship the Internship office / department internship coordinator discusses students' performance and wellbeing with concern stakeholders. Necessary guidance and support is provided if required.

After completing the Internship Students are expected to write an Internship Report and submit an Internship certificate / Letter of Commendation from the organisation confirming completion of minimum of 120 hour of Internship.

The Internship program is one of its kind and probably the first in the general stream of Arts and sciences in Goa where students are exposed to real work environment and can get hands on skills required for the future.

5. Evidence of Success

In the academic year 2018 – 2019, total student of 237 students have successfully completed their Internships in reputed organization in various sectors across the various parts of Goa and India.

During post internships reviews, students have cherished the learning and the exposure while Industry reviews are every welcoming and appreciative of the high quality, dedication and professional attitude of our students. Considering trends indicate that students have been able to understand the importance of Internships and hence many of them have completed more than the mandatory hours.

6. Problems Encountered and Resources Required

- a. Motivation level of students – A few are not inclined to undertake internship program, this could be due to various factors like fear of corporate world and other social or family issues. To resolve the same we have started pre- internship orientation program, where students are now being trained on interview skills, work ethics and the internship hours , social skills, work life balance
- b. Time management by the students as they need to balance between their regular academic schedule and the internship period whenever there is an overlap between them
- c. Lack of exposure: Students are not exposed to various internship opportunities and lack ability to explore new possibilities of internship.



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