



Rayat Shikshan Sanstha's

Mahatma Phule Mahavidyalaya,
Pimpri, Pune - 411017

Internal Quality Assurance Cell
5th CAP (Cycle Assessment Phase)

TEACHING-LEARNING PROCESS & *e*-CONTENT DEVELOPMENT POLICY

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MAHATMA PHULE MAHAVIDYALAYA • PIMPRI PUNE-18 •

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Teaching-Learning Process & *e*-Content Development Policy

Introduction

I. Teacher's role is important in the effective implementation of the curriculum. They channelize the three domains of cognitive, affective and the psychomotor domains of learners. Here, classroom is the dynamic environment, bringing together the students who hail from different backgrounds with various abilities and personalities. Being an effective teacher, therefore, requires the implementation of creative and innovative teaching strategies in order to meet students' individual needs. Thus, to teach is to help the learner have a change of attitude and acquire skills through a series of planned activities.

II. The *e*-Content and its quality are key components of a robust teaching-learning system. It is proposed to create high quality, curriculum-based, interactive content in different subjects across all disciplines in Arts, Science and Commerce. *e*-Content, so developed would be available to students on open access through the college website. In a nutshell, it is 'ease of learning' for students available online. On the same line, development of e-Content is a specialized job that requires skills of producing videos, texts, etc. under creation of instructional material. Following is the guideline for the fellow faculty members to create and generate e-Content material for students' benefit.

III. The teaching-learning processes (TLP) applied and *e*-content developed thus should fulfill the institutional development planning (IDP) devised and made available by IQAC as a guiding line for the fellow faculties at Attribute No 4.3 (Fold 2: 'Process') *Learning and Teaching* especially, with the options therein: 1. Interactive method/ collaborative/ contextual learning, 2. Field work and evaluation, 3. Experiential learning, 4. Critical, *ab initio* thinking and problem solving methods, 5. Inculcating research-oriented study, 6. Cultivating deeper interest in the subject to spur learning by self-efforts, and 7. Harnessing digital technologies to overcome the digital divides for all learners, beside the traditional 'chalk and talk' classroom teaching-learning process.

Objectives

- To conduct advanced student-centric teaching-learning sessions beside the regular sessions,
- To create suitable ambience for students' development in cognitive, affective and the psychomotor domains of learning,
- To develop e-teaching materials in a creative way,
- To enrich e-learning content through models, practical examples and

	checklists, • To develop e-content using contemporary ICT, • To comply with copyright laws, intellectual property rights, and ethical standards in the creation and distribution of e-content, and • To maintain uniformity and follow appropriate standards for inter-operability.
	Pre-requisites, Roles and Responsibilities of Content Writer • Content writers are expected to prepare *e*-Content in accordance with the prevailing curriculum under UG and PG courses prescribed by the affiliating university, • Define the level (basic/ advanced, etc.) of the content being prepared, • The *e*-Content should comply with pre-fixed objectives, learning outcomes, assessment and evaluation strategies measurable, etc. • The content writer would be responsible for preparing the course content and its delivery within the time limit, • The content writer is expected to conduct post production review to ensure the quality of the content, • The content writer should also ensure the content is free from plagiarism and copyright issues, • Wherever, permission is required to reproduce the externally sourced content, permissions are obtained prior to inclusion of such content, and • Wherever, necessary, annotations and citations are to be incorporated in the accepted format for externally sourced material.
	Content writer is expected to provide the content (Module/s) in quadrant model as follows: • **Quadrant-I (*e*-Text):** Content writer is expected to write detailed write-up on the topic of module as per content structure. The textual description should also be enriched with multimedia supplements, wherever applicable. Multimedia supplements may include images, animations, graphics, video or audio clips, line drawings, hand drawings whichever applicable/ possible. For each topic or sub-topic, content writer should use examples to explain the module, if required. The module should consist of the following elements: • Self-check exercises, • Examples and applications from day-to-day life, if applicable, • Illustrations (Images, Maps, Graphics (2D & 3D), • Appropriate URLs wherever required, • Latest developments and trends, • Summary (NB: a. Self-check exercises are problems with answers given to learners that allow them to assess how they are doing on an ongoing basis,

b. Self-check exercises are to be built in the body of the text,

c. For each topic or sub-topic, content writer should use examples to explain the module, if required,

d. Self-learning exercise may include multi-media, animation, documentary, simulation, etc. as may be appropriate, and,

e. The summary will help a learner to quickly review of the module.)

Quadrant-II - (Learn More/ Web Resources/ Supplementary Materials): Learn more quadrant is about the supplementary material of respective modules in different forms. These may be in the form of:

1. Books, articles, research papers, journals, case studies, etc.,
2. Links to websites giving additional readings, Wikipedia, blogs, open-source content, etc.,
3. Glossary.

Quadrant-III - (Self-Assessment): For self-assessment, the content writer should provide questions corresponding to the content details for each module in one or more of the following formats.

1. Multiple-choice-questions with answers, and
2. True and false statements

(NB:

1. Fellow faculties are appealed to go for Expression of Interest (Eol) for development of Massive Open Online Courses (MOOCs) on SWAYAM platform through the administration of the college,
2. Review drives from time to time at student-centric TLPs applied and *e* Contents developed by faculty members will be conducted by the administration of the college and Quality Review and Development Cell (QRDC).

References:

- *E-CONTENT DEVELOPMENT*. New Delhi: Consortium for Educational Communication. PDF.
- *GUIDELINES FOR E-CONTENT DEVELOPMENT* (2007-2012). New Delhi: University Grants Commission. PDF.
- *Guidelines For Development and Implementation of MOOCs*. Ministry of Human Resource Development Department of Higher Education, New Delhi. PDF.
- *INSTRUCTIONS FOR MOOC DEVELOPMENT AND DELIVERY*. (Instruction Manual). MOOCs - Development of Non-Technology PG Degree Courses University Grants Commission, New Delhi. PDF

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