TEACHING LEARNING POLICIES

2023

J S MURARKA MULTIPLE CAMPUS LAHAN, SIRAHA

Estd 2044

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Teaching-Learning Policy

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Background

J S Murarka Multiple Campus Lahan, Siraha (JSMMC in short) is a community-based campus of Madhesh Province located in the picturesque and peaceful surroundings at the heart of Lahan Municipality, Siraha, Nepal. The campus established in 2044 BS with the collaborative efforts has been practically educating the youngsters around this area contributing for comprehensive reforms in higher education in the country particularly by enhancing quality and relevant academic activities. The campus started its services among the public with the faculty of humanities from proficiency certificate level in the affiliation with Tribhuwan University, and currently it has practically been providing different programs from Bachelor (Humanities, BA), (Education, BEd & BEd Science), (Management, BBS), & Science (BSc) to post graduate level in Education (English, Curriculum, Health), Humanities (Sociology), and Management (MBS). The campus is situated at Lahan Municipality - 10 near Gramin Chowk, 2.5 km far from the national highway. Lahan Municipality has provided a land plot of 15-16-01 *Bigha* as its main property. Thousands of the graduates have been graduated successfully from different streams and contributing nationally and internationally. Similarly, along with the QAA certification, it has added more flavor for producing the highly skilled manpowers by creating good environment of qualitative education in Madhesh province in particular and in the nation in general. Moreover, the administration has been very active and it has been more onwards after its accreditation. The campus has managed the physical infrastructures and other supporting equipments/aids for the purposes of facilitating the teaching learning activities. Some of the physical developments are: separated teaching blocks, administrative building, Well Equipped Seminar Hall, Well managed classrooms, library, science lab, Computer lab, Secretarial building, Silver jubilee monument park, Primary health center building, Generator building, Generator/solar power, Cycle stand, Bus stand, Joint desk-benches, Attendance machine, etc.

The institution has well defined teaching policy which includes all implementable teaching procedures for better learning and skill transfer to students. The teaching policy emphasizes on various approaches for better learning. Some adopted approaches are: class assignment, case presentation, educational field tour, report preparation, project work/research and so on. Educational tour is one of the best ways for students have an opportunity to familiarize

self-disciplined and selfreliant by stressing Teaching Pedagogy adopted in this Institution. Pedagogy may be commonly defined as the art and science of teaching. However, viewing pedagogy in this way fails to honor the historical experience and connect crucial areas of theory and practice. Teaching and learning are just like two sides of a coin. The most crucial factor of learning how student learning that occurs. Since teaching is a skill and it determines how skillfully instructor present idea to the learners. As there is a saying: "Tell me I forgot. Show me I remember. Involve me I understand." This is what the focus is sought for in this Institution especially by upgrading the learning environment here.

Purpose

The purpose of this policy is to provide academic direction to enhance the quality of learning and teaching at this Institution. The primary aspiration for teaching and learning is to develop globally focused graduates who are rigorous scholars, capable of leadership and functional in a global community. The specific objectives of the policy are:

1. To support pedagogical transformation through the integration of student-centered learning, teaching and assessment strategies across all courses the Institution has been running so far.

2. To promote updated Instructional Practices;

3. To support and promote teaching that focuses on student diversity, inclusivity, experience and employability;

4. To support the integration of the graduates' attributes in teaching;

5. To promote the professionalisation of academic staff in their teaching role, and the scholarship of their teaching practice;

6. To promote the effective use of appropriate physical and digital infrastructure and learning technologies;

7. To ensure that all the courses equip the students with the knowledge, skills and experiences needed to flourish and continue to learn in a complex world and enhance the ability of students to think critically, apply their skills and knowledge, behave ethically, and make informed decisions both as professionals and citizens;

8. To ensure learning and teaching practices are reviewed through a systematic approach; and

9. To ensure that learning and teaching are continuously improved via the

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quality assurance system.

10. To collaborate with the RMC for organizing different types of trainings, workshops etc. to develop the faculty quality in the teaching learning aspects.

Definitions

Assessments: Evidence of actual learning outcomes and capabilities achieved by the student. Assessment methods can be both formative and summative and are designed to ensure progress in all learning outcomes can be demonstrated and verified.

Attributes: The qualities, skills, dispositions and understandings that a student should gain as a result of the learning and experiences they engage with while at MNU.

Faculty: Institutes, centres, schools or other academic units within the University with a major responsibility for teaching students.

Learning-centred approach: A learning-centred approach to teaching is focused on learning as a partnership, where students are seen as co-creators of knowledge and learning environments. In a learning-centred approach, teaching activities facilitate knowledge-building and actively engage students in their own learning.

Learning outcomes: The learning outcomes are the areas of knowledge, understanding, skills, and attributes students are expected to achieve as a result of engagement with thecontent of a subject course/program leading to a qualification.

Student-centred learning: Student-centred learning is an *educational philosophy* or approach to learning that places students' needs and interests at the forefront of the operations and decision-making. The focus is to make students co-creators of their own education and to engage them in decisions about what, when, and how they learn.

Principles of quality teaching

Teaching and learning at JS Murarka Multiple Campus Lahan, Siraha will be framed around the following ten principles.

- Align teaching and learning to the Institutional strategic goals
- Focus on developing the graduate attributes
- Engages students in active learning
- Builds on students' existing knowledge

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- Links learning to professional, disciplinary, industry and/or personal contexts
- Challenges and supports student learning
- Communicates expectations and requirements
- Caters for student diversity
- Monitor student progress and provide quality feedback
- Refines teaching and learning through evidenced based teaching practices supported by reflection and feedback.

Policy directives

Engaging Students in Learning

Student engagement must be achieved through the implementation of active learning pedagogy. The observable indicators will be:

- Teaching will be designed using student-centered methods;
- Learning activities will be intellectually challenging, stimulate curiosity and developcritical awareness;
- Will meet the diverse needs of students from different life experiences and recognise individual learning needs and extend the student's range of approaches tolearning;
- Will respect, recognise and build on students' current knowledge and experience andprovide appropriate opportunities for the formal recognition of prior learning;
- Will provide a variety of meaningful strategies and contexts to enable students to construct and apply new knowledge and skills;
- Will encourage and enable students to learn and practice attributes, or vocational competencies which underpin graduate/or industry setting through apprenticeship opportunities for contextualised workplace learning in industry and other relevant settings;
- Will create opportunities for regular feedback about learning progress which acknowledges individual learning achievements;
- Will provide opportunities for self-assessment and peer-assessment in both the physical and virtual environment; and
- Will encourage and enable students to take responsibility for their own learning.

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Creating Supportive Learning Communities

A supportive learning community will be evidenced by the following observable indicators:

- To establish a functional Academic Support System which delivers sustained, effective academic guidance and support to both staff and students;
- To provide access to high quality and well provisioned pastoral support within Faculties and from specialist support services to ensure the physical and emotional welfare of students and staff;
- To employ assessment and feedback strategies that deliver constructive and supportive dialogue between students and staff that focus on students' learning progress;
- To provide peer support for learning;
- To provide functional physical and digital infrastructure and learning environmentsto support and enhance safe and high-quality learning and teaching and interaction between staff and students;
- To use learning analytics systems to help Personal Tutors/lecturers to provide effective academic support and enhance learning;
- To offer responsive, flexible courses that increase the level of student-centeredness,control and access through a range of delivery options including flexible and online learning, and the inclusion of workplace and work integrated learning; and
- To establish responsive mechanisms to ensure employer and industry engagement to support apprenticeship delivery whether on the job or off the job.

Enhancing and Recognizing Excellence in Teaching

Enhancing and recognizing Excellence in Teaching will be evidenced by the following observable indicators:

- To celebrate and reward the innovative teaching practices and showcasing success in teaching in University's internal and external communications;
- To recognise student education as a key element in staff recruitment, promotion andannual review processes;
- To develop robust sources of evidence on the quality of teaching;
- To build communities of practice which encourage innovation and diffuse good ideasacross the University;

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- To embed professional development in learning and teaching as a routine feature of academic work;
- To pursue the aspiration that every educator is a digital educator, and that all teaching staff are supported in the appropriate use of the full breadth of learning technologies;
- To ensure opportunity for reflection, development and innovation in teaching in workload modelling;
- To provide support for innovative and inclusive learning and teaching practices;
- To promote critical inquiry and research into aspects of teaching, education and training which links teaching practice with research; and
- To integrate discipline specific research, based on the Maldivian context in teaching and learning.

Reviewing and Evaluation of Learning and Teaching Practices

Review and evaluation of learning and teaching practices will be evidenced by the following observable indicators:

- To use peer enhancement models that are embedded throughout existing learning and teaching related roles, and referenced in relevant policy and procedures;
- To continuously review the link between professional development, research and scholarship and learner outcomes and other relevant survey data;
- To conduct cyclic course and subject reviews by the relevant stakeholders;
- To acknowledge and capitalise on the educative expertise and judgement of lecturers in their fields;
- To review the nature and duties of the academic role;
- To conduct summative peer review of teaching (including people, practices, and resources) framed around the principles highlighted in this policy; and
- To share a summary of reviews and evaluations conducted with the respective academic staff at the end of each term or as agreed.

Standard Training Packages and Perpetual Facility for Training

The Institution will develop standard training packages for the faculty members under the joint help with the RMC. The packages may include mandatory training packages and

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optional training packages. Mandatory trainings should be enforced through the RMC regulations while optional training packages should be encouraged through various motivations and incentives. RMC shall work as a dedicated division/unit for faculty competency development also with provision of training center linked to this unit. The unit should also facilitate for continuing education system with self-learning facilities/course modules including available online training modules.

Roles and Responsibilities

Role	Responsibility
Academic staff	• To deliver quality courses for academic success and retention. The responsibilities of academic staff shall be directed by the Academic Workload Policy and their relevant job descriptions.
Heads of Faculty/Administrative Body	• To offer leadership and facilitate deliberations on issues affecting decisions and processes related to learning and teaching in their faculty.
TL Unit	• To maintain quality assurance of study resources such as paper descriptions, paper guides and online learning environments, and any other materials. • To conduct periodic review and evaluation of teaching and learning practices. • To recommend the necessary training to ensure standardisation. • To ensure the policy principles, directives, and quality assurance standards are followed.
RMC	• Professional and teaching development support provided to staff in the preparation, delivery and ongoing revision and quality assurance of qualifications, courses and material. • To conduct training for all the relevant staff on possible ways in which the principle highlighted in this policy can be demonstrated in Face to Face, and online synchronous and asynchronous teaching. • To conduct training regularly to ensure that all teaching staff undergo the same training to ensure standardisation.

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Student Support Service	To ensure students have access to appropriate pastoral care, academic advice and student learning support regardless of mode or locus of study.
Students AdministrativeServices	• To ensure students have proper guidance and support related to all central administrative functions involved in the student lifecycle, including Registration/Enrolment, Graduation Ceremonies and Research Degree Administration; and provide a central point of contact forstudents. • To provide administrative support for the course, including collection and compilation of data required for monitoring student progression and recognition of learning. • To present a professional, helpful atmosphere and positive attitude for students, staff, visitors and callers.
IQAC/CMC	• To offer high-level strategic leadership on matters pertaining to teaching and learning resources, infrastructure, and human resource, taking into account the national context and developments within it as well as a broad understanding of the institutional context and particularly the challenges within it.

Teaching and learning methods

In the process of learning it is impossible to learn any concrete issue by using only one method. The teacher has to use different methods during the teaching process; also a combination of methods is frequently used. In the process of teaching methods often supplement one other. The most widely spread teaching and learning methods as well as their definitions are given below. A teacher should choose the proper method according to the concrete aim and problem.

- Lecture method
- Discussion/debates
- Cooperative teaching
- Collaborative work;
- Problem-based learning (PBL)
- Heuristic method

- Case study
- Brain storming
- Role-playing games and simulations
- Demonstration method
- Deductive method
- Analytical method
- Synthetic method
- Verbal or oral method
- Laboratory method
- Practical methods
- Field study, teaching practice, field work, etc.
- Explanatory method
- Activity-oriented teaching
- ICT Base Teaching & Learning Practice
- Learning Evaluation