

To,

The HOD/ Coordinator/Senior teacher,

The Internal Quality Assurance Cell and Mentoring Committee of the college have designed the Mentor-Mentee Programme. You are requested to brief your departmental staff about the programme for its successful implementation.

### **About Mentoring:**

The process of mentoring involves advising, training, counselling and guiding a mentee. A good mentor helps a mentee to achieve his or her goals in a better way.

In the past there were close-knit extended families and the children in the family used to acquire skills informally from the elders. However, due to the recent shift in the family structure, from an extended family to a nuclear one; the children in the family do not receive sufficient time, attention and guidance from the seniors of the family.

Moreover, the changing life style, the highly competitive world, the advancement in science and technology have given rise to immense stress. As a result, skills such as stress management, time management, decision making, goal directed behaviour etc. need to be inculcated in the students. Therefore a teacher needs to step into the shoes of a mentor.

Each student is unique in his/ her intellectual and emotional make up. His/ her capacity to withstand stress during adverse situations is also unique. The chief objective of mentoring is to help a student battle negative emotions and life situations effectively. A good mentor is able to gauge the hidden potential of a mentee. He successfully inspires a mentee to convert his or her dreams into reality. The mentoring sessions will yield results if a mentor focuses on the individual problems of the mentee and develops a friendly relation with him/ her rather than a formal one.



**Objectives:**

1. To enable mentors to establish a healthy rapport with the students and their parents.
2. To make students realize their potential.
3. To build students' self-confidence.
4. To understand students' personality traits, interests and habits.
5. To make students socially competent.
6. To facilitate the development of students' personality.

**Guidelines for Mentors****Guidelines for Mentors of the F. Y. Classes:**

- The teachers who are the mentors for the F.Y. classes are expected to conduct an induction programme for the F.Y. students and their parents through a PowerPoint Presentation.
- Total 07 sessions of mentoring are to be conducted for the F.Y. students.

**Semester I****Session I: Assessment of Learning Levels of the Students.**

In the first session, the mentor should explain the concept and importance of mentoring to the mentees. Thereafter, he should assess the learning levels of the allotted mentees by using the Study Habits Inventory designed for the purpose. He should also group the mentees in three categories- viz. advanced learners, average learners and slow learners.

**Note:** The mentors need to forward a photocopy of the list of slow, average and advanced learners to the Coordinators (in case of Self-financed Programmes), Faculties in charge i.e. Vice-Principals (in case of Aided Programmes) and the Chairperson of **Criterion -II** as this will enable them to plan a special programme for the advanced and slow learners.



**Dombivli Shikshan Prasarak Mandal's**  
**K.V. Pendharkar College of Arts, Science and Commerce, Dombivli (E)**  
**Academic Year (2019-20)**

Name: \_\_\_\_\_

Class and Division: \_\_\_\_\_ Roll No.: \_\_\_\_\_

Percentage of marks scored in the H.S.C examination: \_\_\_\_\_

Date: \_\_\_\_\_

**Study Habit Inventory (Mark [✓] in the appropriate box)**

		YES	NO
1	Do you plan and follow a study time table?		
2	Do you easily get distracted while studying?		
3	Do you take short notes during lectures?		
4	Do you read a lesson/chapter/unit before it is taught?		
5	Is your memory sharp enough to retain what is taught?		
6	Do you tend to forget the previous lesson when you receive new information?		
7	Do you need to read the same matter many times to grasp it?		
8	Do you ask questions/ doubts/queries to your teacher?		
9	Apart from the prescribed textbooks do you use other learning resources?		
10	Do you underline or highlight important points?		
11	Do you find new and diverse subjects interesting?		
12	Does the influence of your friends affect your studies?		
13	Are you able to answer in your own words during examination?		
14	Do you take important decisions independently on your own?		
15	Do you have self confidence?		
16	Do you apply the information acquired through textbooks in your day to day life?		
17	Do you enjoy your studies?		



18	Do you spend more time studying your favourite topic/subject?		
19	Do you postpone/avoid studying the topic/ subject that you do not like or find uninteresting?		
20	Despite studying, do you go blank in the examination hall?		
21	Will you be able to explain the topic/subject taught in the class to your friends if required?		
22	Do you take a break in your studies to drink water or to have snacks?		
23	Do you use various memory techniques while studying?		
24	Do you have hobbies and interests?		
25	Do you complete the task undertaken by you?		
<b>Total Score</b>			

Name and signature of the teacher with date: \_\_\_\_\_

Score obtained in the Study Habit Inventory: \_\_\_\_\_



### Marking scheme for the Study Habit Inventory

02 (two) marks to be given for every correct response

As per the characteristics of the advanced learner, the following responses are desired

Statement No.	Desired response
1	Yes
2	No
3	Yes
4	Yes
5	Yes
6	No
7	No
8	Yes
9	Yes
10	Yes
11	Yes
12	No
13	Yes
14	Yes
15	Yes
16	Yes
17	Yes
18	Yes
19	No
20	No
21	Yes
22	No
23	Yes
24	Yes
25	Yes

### The formula for assessing the learning levels of the mentees:

The mentor must administer the Study Habits Inventory to the mentees. Based on the mentees' performance in the Study Habits Inventory and percentage of marks secured in the H.S.C examination the mentor is expected to categorize the mentees into three categories-viz. advanced, average and slow learners.



**The Criteria for identifying slow/average/advance learners:**

1. The students scoring less than 45% are to be considered as **Slow learners**
2. The students scoring more than 45% but less than 75% are to be considered as **Average learners.**
3. The students scoring 75% or more than 75% are to be considered as **Advanced learners.**

**Example:**

Name of the Student	50% of the Aggregate Percentage Scored in the H.S.C examination	Score in the Study Habits Inventory (Out of 50 Marks)	Total Score (Out of 100)	Remark
ABC	22	20	42	Slow learner
XYZ	30	32	62	Average learner
MNP	40	37	77	Advanced learner



**Dombivli Shikshan Prasarak Mandal's**  
**K.V. Pendharkar College, Dombivli (E)**  
Slow/Average/Advanced learners  
(Academic Year: \_\_\_\_\_)

Name of the Mentor: \_\_\_\_\_

Class & Division : \_\_\_\_\_ Batch No. \_\_\_\_\_

Sr. No	Roll No.	Name of the mentee	50% of the Aggregate Percentage scored in H.S.C examination	Score in the Study Habit Inventory (out of 50 marks)	Total score (out of 100)	Remark (slow/advanced learner)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

Signature of the mentor with date: \_\_\_\_\_



The departments can take the following efforts for the academic benefit of the advanced and slow learners:

Advanced Learners	Slow Learners
Encouraging them to participate and present papers in conferences/seminars	Remedial coaching
Motivating them to take part in various intercollegiate co-curricular and extracurricular activities.	Making them solve previous years' question papers
Encouraging them to pursue online courses of NPTEL/MOOCs etc.	Asking them to approach the counselling cell of the college to understand effective study habits so as to adopt them.
Encouraging them to write research articles for the departmental magazine	
Encouraging them to undertake field projects.	

**Note:** The above list of efforts is merely suggestive and the departments can plan other activities for the benefit of the advanced learners and slow learners.

### Session II: Study Habits and Memory Techniques

- Orienting students about the right/desirable study habits and their benefits.
- Asking students to evaluate their present study habits
- Making students chalk out a plan to improve their study habits
- Informing students about various memory techniques e.g. visualize the information to be memorized etc.

### Session- III: Meeting the Parents of Defaulter Students

- The mentor is expected to update the parents about their wards' attendance in the class and explain them the importance of regular attendance.

### Session IV: Preparation for the First Semester Examination

The mentor can guide the students about:

- Techniques and importance of revision.
- Examination time-management
- Consequences of involvement in unfair means etc.



## **Semester II**

### **Session V: Parents' Meeting (Agenda: Their wards' performance in Semester -I exam.)**

- Distribution of results to the parents.
- Mentor must update the parents about the performance of their wards in the first semester examination and also suggest some measures for the improvement.

### **Session VI: Assertiveness (Learning to say 'No')**

- Helping students to be assertive as well as positive so that they are able to prioritize their own work responsibilities
- Teaching students to say 'No'
- Developing assertive communication style,

### **Session VII: Importance of Participation in Various Co-curricular/ Extra-curricular Activities:**

- Orienting the students about various co-curricular activities.
- Highlighting the importance of participation in competitions

### **Guidelines for the Mentors of the S.Y. Classes:**

The mentors of the S.Y. classes are expected to engage minimum 6 sessions in the academic year.

### **Mentoring Sessions at S.Y. Level**

- Total 06 sessions of mentoring are to be conducted for the S.Y. students.

## **Semester III**

### **Session-I: Time and Stress Management**

- Identifying the situations where students feel stressful.
- Raising students' awareness about the importance of effective time management
- Helping students use time management techniques in day-to-day life
- Enabling students to develop systematic and organized approach towards studies and other daily activities.
- Teaching students various stress relief techniques to manage their stress



#### **Session II: A meeting with the Parents of Defaulter Students.**

- The mentors must update the parents about their wards' attendance in the class and explain them the importance of regular attendance.

#### **Session III: Self-analysis**

- Helping the students understand their own strengths and weaknesses.
- Asking students to jot down their strengths and weaknesses
- Emphasizing how self- analysis is directly related to the success.

### **Semester IV**

#### **Session IV: Parents' Meeting (Agenda: Their wards' performance in the exam.)**

- Distributing the results to the parents.
- Updating the parents about the performance of their wards in the third semester examination and suggesting some measures for improvement.
- **Session V: Communication Skills**
- Making students realize the importance of effective communication skills.
- Asking the students to evaluate their own communication skills based on the given parameters. ( The parameters are given in the Profile Form)
- Guiding the students to develop their communication skills

#### **Session VI: Need Based Guidance**

- The mentors can ask the students about the topic/area for which they need discussion and special guidance.

#### **Mentoring Sessions at T.Y. Level**

- Total 06 sessions of mentoring are to be conducted for the T.Y. students.

### **Semester V**

#### **Session I: Career Planning**

- The mentors can orient the students about various career opportunities available to them after graduation.
- The mentors can emphasize on various skill- sets required for success in the competitive job market.



### **Session II: Meeting with the Parents of Defaulter Students.**

- Mentors must update the parents about their wards' attendance in the class and explain them the importance of regular attendance.

### **Session III: University Exam Preparation**

The mentor can guide the students about:

- Techniques and importance of revision.
- Examination time-management
- Consequences of involvement in unfair means etc.

## **Semester VI**

### **Session IV: Ideal Daily Schedule for the Students**

- The mentor can explain the students the constituents of an ideal daily schedule.
- The mentor can highlight the benefits of following a daily schedule.
- The mentor can ask the students to prepare their daily schedule.

### **Session V: Emotional Quotient (EQ) & Spiritual Quotient (SQ)**

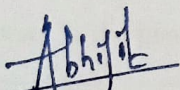
- Explain the students the concept of EQ and SQ and their importance
- Sharing the techniques/methods to enhance EQ and SQ level.



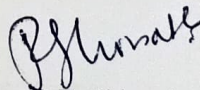
### Important Instructions for the Mentors:

- 1) To make the mentoring process effective and useful to the students, the mentors are expected to engage all the specified sessions after thorough preparation on the topic.
- 2) Apart from the above sessions every mentor must be ready to provide individual guidance/support to the needy students (i.e. students facing serious personal issues). Depending upon the seriousness of the issue, a mentor can suggest such students to meet **Mrs. Kavita Joshi** the counsellor of the college.
- 3) At the end of the academic year each mentor must hand over the profile forms of the mentees along with the annual report, attendance sheets etc. to the Coordinator/Head of the Department. All the departments must preserve all the records regarding the mentoring programme.
- 4) For the aided programmes (T.Y. B.A. and B.Sc. classes): Heads of the particular departments will be the mentors and for the F.Y and S.Y classes as the list of mentors will be displayed soon.
- 5) The Coordinators of the self- financing programmes can assign mentors for their different classes and submit the record/data to the mentoring committee at the end of each academic year.
- 6) For engaging mentoring sessions of F.Y.B.com and B.A. classes mentors can use free classrooms. (depending upon the availability). For any query you can contact Dr. Abhijit Sahasrabudhe, Dept. of Botany.

**Wish you all the very best in the mentoring endeavour of yours!!!**



Dr. Abhijit Sahasrabudhe  
Chairperson, Mentoring Committee



B.T. Shirsath  
IQAC Coordinator and Vice Principal



DOMBIVLI SHIKSHAN PRASARAK MANDAL'S  
K.V. PENDHARKAR COLLEGE OF ARTS, SCIENCE & COMMERCE,  
DOMBIVLI (EAST), DIST. THANE

## INSTITUTIONAL POLICY ON “VIRTUAL TEACHING-LEARNING & EVALUATION”

In Prevailing Pandemic

Academic Year 2020-21



Prepared By  
THE INTERNAL QUALITY ASSURANCE CELL (IQAC)



## **FOR THE FACULTY**

**Dear Teachers,**

At the backdrop of Covid-19, the education sector is in transition phase i.e. moving from F2F mode to virtual mode. This transition has poised several challenges before teachers' fraternity as well as students' community. The Biggest challenge is imparting instructions and to face this challenge effectively, virtual mode has become a necessity. For effective virtual teaching learning, teachers are expected to refer to the following guidelines.

These guidelines are prepared by the IQAC on the basis of:

- Findings of the Students' Survey on internet accessibility
- Suggestions received from the Faculties
- Views of Shri. V.V. Dalvie, the Advisor to Management

### **A. Preparations & Executions at teachers' level:**

#### **1. Getting well versed with the Technology:**

- Teachers must practice all the applications & tools which were suggested in the three day crash course to get well versed with it and enable themselves to use all required features of relevant tools effectively.
- Teachers are free to approach facilitators of the course to resolve their technical difficulties/doubts experienced while practicing/using suggested applications.

#### **Facilitators:**

1. Dr.Seema Agashe
2. Ms.Ashwini Patil
3. Dr.Kavita Kamat

#### **2. Preparing E-contents:**

- Teachers must convert their notes into soft copies (Microsoft word document / PDF) and keep it ready to circulate among the students as facilitator.
- Prepare PPTs of different topics
- Record your lecture, preferably Audio-visual



- Video Based Lesson with the help of TedEd Application.
- Make a list of ICT backed resources (Images, Videos, Links (YouTube/any other video link, any blog link, website link, Google drive link etc.) for the entire syllabus for circulating among the students.
- Teachers may visit open source educational resources such as epg- Pathshala, National digital library, CEC etc. to get quality e-contents of their subjects.
- About CEC: (The Consortium for Educational Communication (CEC) is one of the Inter University centers set up by the University Grants Commission of India and it has one of the largest repositories of digital educational content in the country.)

### 3. Sharing of E-contents:

- For sharing E-contents with the students, the teacher must create Google Classroom. Google Classroom is a free web service developed by Google for schools and colleges and it's a very effective tool in content sharing and students' evaluation.
- Teachers should create Google Classroom, class wise as well as subject wise.
- Teachers will create different Classes and will invite students to join a class through a private class code.
- Google Classroom will help teachers in creating, distributing and marking assignments all within the Google ecosystem.
- If there are two or more teachers teaching one subject to the same class, all concerned teachers will create one classroom of that subject for that particular class.

### 4. Live Lectures:

- Zoom/Google meet/Microsoft Teams/Cisco WebEx are some of the suggested applications for live lectures; teachers can finalize one particular platform in consultation with Head/Coordinator for engaging live lectures for the students.
- The platform finalized at the departmental level in the meeting should be used by all the departmental staff, as using multiple platforms by different staff for the same class can create inconvenience at students end.
- The schedule prepared for live lectures must be followed by all the concerned staff.
- The link for the live lecture of the concerned application to be shared in the Students' whatsapp groups one day prior to the online lecture.
- Each teacher will generate and share lecture link separately.



- There will be a gap of 10 minutes in between every lecture; Teachers are expected to join the lecture 05 minutes prior to the scheduled time.
- Teachers can record their live lectures (facility available at Zoom platform) and can share the same through Google Classroom/YouTube for the students who missed live lectures.
- Teacher should present himself/herself in decent & formal attire in a live lecture.
- **About Zoom:**
- ✓ Zoom is a web-based video conferencing tool that allows users to meet online, with or without video. Zoom users can choose to record sessions, collaborate on projects, and share or annotate on one another's screens, all with one easy-to-use platform.
- ✓ It provides a video chatting service that allows up to 100 devices at once for free, though with a 40-minute time restriction for free/basic subscription accounts.

## 5. Practicals:

Practical aspects of the syllabus, teachers can cover in following ways:

- Use of Virtual labs /Simulations
- Sharing YouTube links
- Teachers recorded video while performing practical.

## 6. Evaluation of the Students:

- To verify the students' understanding about the subject, their periodic evaluation can be done by the teachers after completing the module/unit of the subject. For evaluation purposes teachers can conduct a quiz through Google form (which is built in Google classroom) or Testmoz.
- **About Google form:**
- ✓ Google forms are a survey administration app that is included in the Google Drive along with Google Docs, Google Sheets and Google Slides. Google forms are helpful for teachers for survey based research and online assessment of students (online quiz). Google form responses are stored in a worksheet that can only be accessed through a Google account login.
- **About Testmoz:**
- ✓ Testmoz is a simple tool useful to conduct online assessment. It includes graded and ungraded (survey) question types. Testmoz works on desktop computers, tablets, and smartphones even with low bandwidth connections. Students are not required to register for an account to appear for the test. Testmoz has higher security as students with



passwords (created by the teacher) or specific identity (college Roll No) can only access the test. The teachers can easily review scores and summary statistics.

- Assignments (long answer question) can be given to the students by making use of Google Docs.

## **7. Connecting with the Students:**

To make virtual learning successful teachers can connect with the students in following way:

- For quick & effective communication, division wise students' whatsapp groups can be formed. College office will provide the class wise & division wise list of students with their whatsapp number to all the concerned teachers.
- Teachers on the receipt of the list of students will nominate two students as CR (Class representatives) and instruct them to create and act as admins of whatsapp group of their class.
- Teachers will share the class code of the Google Classroom to the students in whatsapp group through CR and invite them to join the class. Once all the concerned students have joined the Google Classroom teacher can restrict the entry to the class and can proceed with contents sharing and evaluation work.
- The time-table for live lectures as well as guidelines prepared for the students in connection with virtual teaching-learning will be displayed on the college website. In addition, it will be shared by every teacher in students' whatsapp groups.
- Every teacher will commence virtual teaching with an orientation lecture for the students to give them a complete idea about the way teaching-learning and evaluation will take place in the virtual mode.

## **8. Flipped Classroom:**

- As per Flipped Classroom concept, whatever learning exercise which cannot be completed in virtual mode, for such topics/learning exercise students can be called for contact lectures. However, Contact lectures will be conducted as and when instructed by the University.
- Most importantly for contact lectures teacher should not call the entire class together. Divide the class into two, three or four parts, depending upon the strength of the class and schedule the contact lectures in a way that students will have to come once or twice a week.



**For contact lectures teachers as well as students should adhere to the following rules:**

1. Carrying personal sanitizer.
2. Going through the Thermal check at the entry point.
3. Wearing a mask, goggles/shield and simple hand gloves at every visit to the institution.
4. Reporting about sanitizations of classroom and departments to the Head of the institution, if found unsatisfactory.

### **B. Preparations at Department Level:**

Before venturing into virtual teaching learning, every HOD/Coordinator/Senior teacher of the department must conduct a departmental meeting with the following Agenda:

- I. Distribution of teaching workload for the first term of academic year 2020-21
- II. Finalization of Departmental time-table in accordance with the Programme (B.A./B.Com./B.Sc) time-table prepared at the institutional level.
- III. Finalizing the modus operandi (Platform for live lectures) for virtual teaching learning on the basis of institutional policy.
- IV. Departmental Academic Calendar & Teaching Plans in accordance with Institutional Academic Calendar.
- V. Any other points relevant & important for effective virtual teaching- learning.

**Following documents must be ready with the department:**

- ❖ Class codes of all subject wise and division wise Google Classrooms created by departmental staff in excel sheet.
- ❖ Minutes of the meeting and compliance/Action Taken report.



### **C. Monitoring from the Administration:**

For effective implementation of virtual teaching-learning at all levels across all the programs, there will be two level monitoring:

#### **1. Monitoring by HOD's/Co-coordinators:**

- The Head/Coordinator of every department will join the each Google classroom created by departmental staff to check and ensure regularity & quality of contents shared by the departmental staff.
- Head/Coordinator will create an E-content depository at department level; where besides all other e-contents live lecture engaged by departmental staff will be stored after recording it on Zoom platform.

#### **2. Monitoring by Administration:**

- Principal, Vice-Principal will join any Google Classroom of any program once in a week to verify contents sharing and can check the number of Zoom lectures engaged by the staff.



## FOR THE STUDENTS

**Dear Students,**

In the outbreak of Covid-19, for your Safety College has decided to commence virtual teaching & learning for you from this academic year (2020-21) till further notice. For virtual mode of Learning you must have access to internet service at your end along with at least one of the IT devices such as Smartphone/Laptop/PC. Students are expected to follow the guidelines mentioned below to acquaint themselves with the new setup of learning.

### **Forms of Virtual Learning:**

#### **1) Receiving & referring E-contents:**

- For receiving E-contents of different subjects, students are expected to join the Google Classroom created by the teachers of respective subjects. Google Classroom is a free web service developed by Google for schools and colleges and it's a very effective tool in content sharing and evaluation.
- Teachers will create Google Classrooms, subject wise as well as division wise.
- Teachers will create a Google Classrooms and will invite students to join a class through a private class code.
- Students must download the free version of the Google Classroom in their Smartphone/Laptop/PC to download they must have Gmail Account.
- Google Classroom will help students in receiving e-contents and forwarding completed assignments & quiz all within the Google ecosystem.
- Students must note that, if there are two or more teachers teaching one subject to the same class, all concerned teachers will create only one Google classroom of that subject for that particular class.

Watch the video provided herein to understand how to use Google Classroom App on Android/iOS Mobile

<https://youtu.be/6FKY-0CPPxI>

Watch the video provided herein to understand how to use Google Classroom on laptop/PC

<https://youtu.be/qSxNLaWm74g>

## 2) Live Lectures:

- Teachers will engage live lectures for the students by using any one of the following applications: Zoom/Google meet/Microsoft Teams/Cisco WebEx.
- Application finalized & Schedule prepared for the live lectures will be communicated to all the concerned students well in advance.
- Students must download the free version of the application asked by the teachers in their Smartphone/Laptop/PC.
- The link for the live lecture of the concerned application will be shared in the Students' whatsapp groups one day prior to the online lecture.
- Each teacher will generate and share lecture link separately.
- There will be a gap of 10 minutes in between every lecture; Students are expected to join the lecture 05 minutes prior to the scheduled time.
- For attendance Students are expected to join the live lecture with their roll numbers & name enrolled in the College. For e.g. 20-7654 Rahul Patil.
- Students are expected to keep their videos off during the lecture; however teacher may ask any students to on the video at any time to check their presence in the lecture.
- Students are expected to keep their audio off; they can unmute the same when they want to speak. Before unmuting use hand raise option and wait till teacher allows you to unmute and speak.
- In case students missed the live lecture due to any reason, a recorded version of the same lecture will be shared through Google Classroom/YouTube. However, Students must note that 75% attendance for live lectures is expected.
- Students should present themselves in decent & formal attire in live lectures and must follow all the instructions given by the teacher for smooth conduct of live lectures.
- Any deliberate attempt of disturbance/ indiscipline from any student during the live lecture will result in serious consequences for that particular student.

### About Zoom:

- ✓ Zoom is a web-based video conferencing tool that allows users to meet online, with or without video. Zoom users can choose to record sessions, collaborate on projects, and share or annotate on one another's screens, all with one easy-to-use platform.
- ✓ It provides a video chatting service that allows up to 100 devices at once for free, though with a 40-minute time restriction for free/basic subscription accounts.



Watch the below video to understand how to use the zoom application on your smartphone.

[https://youtu.be/IO206\\_NezaY](https://youtu.be/IO206_NezaY)

Watch the below video to understand how to use the zoom application on your PC/Laptop.

<https://youtu.be/5iap0Ffl5Lg>

### **3) Practicals:**

Practical aspects of the syllabus will be covered by the teachers in following ways:

- • Use of Virtual labs /Simulations
- Sharing of YouTube video links of relevant practical.
- Teachers recorded video while performing practical.

### **4) Evaluation:**

- To verify the students' understanding about the subject, periodic evaluation can be done by the teachers after completing the module/unit of the subject. For evaluation purposes teachers will conduct a quiz through Google form (which is built in Google classroom) or Testmoz.
- **About Google form:**
  - ✓ Google form is a survey administration app that is included in the Google Drive along with Google Docs, Google Sheets and Google Slides. Google forms are helpful for survey based research and online assessment of students (online quiz).
- **About Testmoz:**
  - ✓ Testmoz is a simple tool useful to conduct online assessment. It includes graded and ungraded (survey) question types. Testmoz works on desktop computers, tablets, and smartphones even with low bandwidth connections. Students are not required to register for an account to appear for the test. Testmoz has higher security as students with passwords (created by the teacher) or specific identity (college Roll No) can only access the test.
- Assignments, if part of evaluation same (long answer question) will be given to the students by making use of Google Docs.

### 5) Connecting with the Teachers:

For all these forms of Virtual learning students can connect with their teachers in following way:

- For quick & effective communication division wise students' whatsapp groups will be formed and for this every student preferably mentioned his/her whatsapp number in the online admission form.
- Teachers on the receipt of the list of students with whatsapp number will nominate two students as CR (Class representatives) and instruct them to create and act as admins of whatsapp group of their class.
- Teachers will share the class code of the Google Classroom to the students in whatsapp group through CR and will appeal to all the students to join the class.
- Once all the concerned students have joined the Google Classroom teacher will restrict the entry to the class and proceed with contents sharing and evaluation work.
- The time-table for live lectures as well as guidelines prepared for the students in connection with virtual teaching-learning will be displayed on the college website. In addition, it will be shared by every teacher in students' whatsapp groups.
- The link for the live lecture of the concerned application will be shared in the Students' whatsapp groups one day prior to the online lecture.
- Each teacher will generate and share lecture link separately.
- An orientation lecture will be arranged for the students at the commencement of the academic year to give them a complete idea about the way teaching-learning and evaluation will take place in the virtual mode.

### 6) Code of Conduct for Virtual Learning:

#### **Do's**

Be on time for all live lectures. (Join the session five minutes before set time)

Enter in live lecture with your roll number & name.

Always be ready with your pen and notebook.

Use headphones to avoid disturbance from surrounding noise.

Establish and maintain positive and supportive online learning environment.

Be responsive and participate to the best of your ability.

Dress appropriate and attend virtual classes from appropriate location.



Complete all tasks/assignments/online assessment tests by your own.

### **Dont's**

Share login details/password for live lectures with outsiders.

Share Google classroom class code with outsiders.

Post/upload any file or image that is off-topic or inappropriate

Misrepresent your identity.

### **7) Flipped Classroom:**

- As per Flipped Classroom concept, whatever learning exercise which cannot be completed in virtual mode, for such topics/learning exercise students can be called for contact lectures. However, Contact lectures will be conducted as and when instructed by the University.
- Most importantly, for contact lectures the entire class will not be called together. Class will be divided into two, three or four parts, depending upon the strength of the class and schedule of the contact lectures will be prepared in a way that individual students will have to come once or twice a week.

• **For contact lectures, students should adhere to the following rules:**

1. Carrying personal sanitizer.
2. Going through the Thermal check at the entry point.
3. Wearing a mask & goggles/shield and simple hand gloves at every visit to the college.
4. Reporting about sanitizations of classroom and departments to the Head of the institution, if found unsatisfactory.



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