



B.L.D.E. Association's

LAW COLLEGE, JAMKHANDI-587 301

(Permanently Affiliated to Karnataka State Law University, Hubballi & Approved by Bar Council of India, New Delhi)

Dist: Bagalkot

State: Karnataka

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Ref. No. _____

Date : _____

BLDE ASSOCIATION'S LAW COLLEGE, JAMKHANDI, 587301

FACULTY EVALUATION AND STUDENTS PERFORMANCE CRITERIA AND DESCRIPTIONS

BLDE ASSOCIATION'S LAW INSTITUTION JAMKHANDI has systematic instructions to all the Faculties for their overall performance to fulfil the requirements of students of law. Originally all the work theory and Practicals were well distributed with the faculty members and well assigned committees for faculty as well as students and institutional development. The following standards and descriptors are designed to let teachers and administrators know what the performance expectations are for teachers in the system. They were formulated after the committee reviewed considerable research on teachers' performance that identified specific practices that characterize the most effective instructors.

A teacher's performance will be judged in the following standards. The descriptors are included as guidelines for what is meant by a particular criterion. Their function is to illustrate and provide examples for a given criterion. They are not, nor were they intended to be, all-inclusive. They are intended to help teachers and administrators develop a common understanding about the expectations and provide a common language for discussing performance as it pertains to the following standards:

1. Plans Instruction

- Follows prescribed curriculum and programs (LL.B.& B.A.LL.B)
- Uses available materials and resources
- Chooses activities relevant to the prescribed curriculum
- Chooses activities appropriate to student abilities
- Chooses activities, materials, and resources appropriate for students with special needs
- Considers time available in planning
- Demonstrates flexibility in planning
- Plans student grouping according to instructional needs
- Develops long-range plans and daily lessons

2. Implements The Lesson

- Focuses student attention towards the class
 - Informs students of objective of the lesson
 - Relates the lesson to previous and future lesson
 - Presents new material clearly and logically
 - Models, demonstrates and provides examples
 - Monitors student learning continuously
 - Provides feedback and re-teaches when necessary


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- Provides opportunities for students to practice under direct supervision of the teacher
- Provides opportunities for students to practice independently
- Conducts smooth transition from one activity to the next



3. Motivates Students

- Shows concern for students
- Establishes feeling/tone
- Establishes a level of difficulty which encourages success
- Uses student interest and background
- Uses extrinsic/intrinsic rewards

4. Communicates Lesson

- Uses variability in presentation
- Demonstrates enthusiasm, involvement, and interest in lesson Presentation.
- Speaks clearly
- Puts ideas across logically
- Praises, elicits, and responds to student questions

5. Demonstrates Knowledge of the Curriculum

- Teaches accurate and up-to-date information
- Coordinates learning content with instructional objectives
- Uses effective examples and illustrations
- Presents learning content in a logical sequential order

6. Sets High Expectations for Student Achievement In Accordance With Needs and Abilities

- Communicates expectations of performance to students
- Uses objective student Feedback to set expectations
- Uses evaluative feedback to determine level of skill acquisition
- Encourages participation from all students
- Uses higher order questioning techniques to promote critical thinking skills

7. Maximizes Time on Task

- Schedules learning time according to policy for the subject area
- Begins class work promptly
- Minimizes management time
- Minimizes conversion time
- Makes effective use of academic learning time
- Gives clear and concise directions

8. Integrates Materials and Methodology

- Demonstrates ability to conduct lessons using a variety of methods
- Organizes materials, supplies and equipment prior to the lesson
- Integrates materials and resources smoothly into a lesson
- Identifies available supplemental resources

9. Plans and Uses Evaluative Activities

- Makes methods of evaluation clear and purposeful to students
- Monitors student progress through a variety of appropriate evaluation techniques

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- Prepares assignments which reflect the material which has been taught

10. Provides Specific Evaluative Feedback

- Provides feedback on assignments as quickly as possible
- Gives written and oral comments, as well as points or scores
- Makes opportunities for one-to-one conferences to discuss student progress
- Interprets test results to students and parents

11. Manages the Classroom

- Manages discipline problems in accordance with administrative regulations, school board policies, and legal requirements
- Establishes and clearly communicates parameters for student classroom behaviour
- Promotes self-discipline
- Manages disruptive behaviour constructively
- Demonstrates fairness and consistency
- Arranges the classroom for effective instruction

12. Interacts With Students

- Gives criticism and praise which are constructive
- Makes an effort to know each student as an individual
- Provides opportunities for each student to meet success regularly
- Promotes positive self-image in students
- Communicates with students accurately and with understanding
- Creates a climate in which students display initiative and assume a personal responsibility for learning

13. Interacts With Parents and Community

- Encourages community involvement with the school
- Provides a climate which opens up communication between the teacher and parent
- Communicates with parents in the best interest of the students
- Supports parents/teacher activities
- Provides information related to support resources

14. Interacts With Administration and Other Educational Personnel

- Cooperates with other teachers, the administration, and other educational personnel
- Makes use of support services as needed
- Shares ideas and methods with other teachers
- Informs administration and/or appropriate personnel of school related items

15. Is involved In Professional Growth Activities

- Is involved in professional associations
- Participates on district/state committees, etc.
- Participates in professional workshops
- Attends professional meetings
- Keeps current in subject area
- Engages in continuing education


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16. Supports and Implements BLDE Association's Law College Regulations, Policies, Procedures and Accepted Practices



- Adheres to authorized policies
- Selects appropriate channels for resolving concerns/problems
- Participates in the development and review of school policies and regulations
- Strives to stay informed regarding policies and regulations applicable to his/her position
- Exercises responsibility for student management throughout the entire building
- Uses discretion in handling confidential information

TEACHER PERFORMANCE EVALUATION PROCEDURES

A. OVERVIEW

The BLDE ASSOCIATIONS LAW INSTITUTIO JAMKHANDI's viewpoint of performance evaluation states that, the evaluation process exists to enable the improvement of Legal education. The evaluation procedures and associated tools provide the outline for assessing Faculty performance as it relates to the adopted performance standards. Through the objective and impartial application of this process, performance strengths and areas for improvement will be identified. These facts will be communicated to the faculty/teacher in a constructive way and, through interaction, a professional growth plan will be developed to support and enhance professional development.

B. EVALUATION PROCESS AND PROCEDURES

Evaluation is the process of collecting Feedback, which provides evidence of a teacher's performance. This Feedback is synthesized and analysed in light of county adopted performance criteria to determine the effectiveness of a teacher's performance for that cycle. The Feedback is also used as a basis for refining performance during the evaluation cycle and as a guide for the development of a professional growth plan at the end of the cycle.

Two types of Feedback may be gathered during the formative Feedback gathering process – formal and informal. Formal Feedback constitutes Feedback that has been collected, documented and shared with the evaluative. Only this formal Feedback may be used for summative evaluation purposes. Informal drop-in observations (without documentation), self-evaluation, input from peers and others cannot be used. Teachers are encouraged to use these and similar kinds of Feedback as a basis for analysing and improving their instruction, but this Feedback must be documented and shared with the evaluator if it is to be used in the summative evaluation process.

1. The Formative Evaluation Process

a. Orientation

The evaluation orientation is to be conducted at the building or commencement of the New Academic year of the KSLU Hubballi and Calendar year of the Institution level by the **Principal of law INSTITUTIO Jamkhandi** for all Faculties who are scheduled to be evaluated.


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b. Observation

Formal and informal observations may be used to gather Feedback and provide feedback to the teacher. Only formal (documented) observation Feedback may be used for the summative evaluation. Documented Feedback must be shared with the teacher within five working days after the observation.



2. The Summative Evaluation Process

Summative evaluation is the process of using performance Feedback of the faculties to judge the quality of teaching in accordance with the established standards.

- a. As part of the final formal post-observation conference during Year 5 or year 3, the evaluator will review with the evaluate all formal evaluative Feedback gathered to date, as well as any work samples or other formative Feedback submitted by the faculty.
- b. After the final post-observation conference, the evaluator will analyse all Feedback and complete the appropriate summative evaluation report. A copy of the report will be provided to the teacher prior to a summative evaluation/professional growth planning conference.
- c. A summative evaluation/professional growth planning conference will be held with the teacher to review the summative evaluation report and to establish professional growth goals and plans. The professional growth plan will be cooperatively developed between the teacher and administrator based upon a careful analysis and discussion of Feedback generated during the cycle, including any informal Feedback or work samples the teacher wishes to share.
- d. Teachers are encouraged in particular to use the summative evaluation report as a basis for self-evaluation prior to the summative evaluation conference. This introspective review of the teacher's performance will assist in the establishment of meaningful and productive professional growth goals.

3. The Professional Growth Plan

The purpose of evaluation is to improve instruction. This goal is achieved through a systematic process of professional development reflected in a professional growth plan.

- a. Based upon Feedback gathered during the evaluation cycle, a professional growth plan will be mutually discussed and developed by the evaluator and teacher. The evaluator will approve all professional growth plans.
- b. The professional growth plan will then be monitored by the evaluator and new plans established as goals are accomplished.
- c. The professional growth plan must be formally monitored and discussed at least once as part of a post-observation conference.
- d. Teachers will be given appropriate assistance in implementing professional growth plans.


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C. SPECIAL EVALUATION

The evaluation process described in the previous section is designed for teachers who are functioning in accordance with the established performance criteria. When formal feedback indicates that a teacher is not meeting county performance expectations described by the criteria, the teacher may be placed under special evaluation.

1. When formal (documented) Feedback indicates that a teacher's performance is not meeting established performance expectations, the principal shall submit a written recommendation to the Human Resources Department that the teacher be placed on special evaluation.
2. The Human Resources Department shall approve in writing the placement of a teacher on special evaluation.
3. The Mentor mentee Committee will inform the teacher in writing/Oral that he/she is being placed on special evaluation.
5. **The Principal of the institution** will monitor the level of performance of the teacher and will modify the original plan of action accordingly.
6. A summative evaluation form will be completed at the end of the evaluation period.


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POLICY OF "BLDE ASSOCIATION'S LAW COLLEGE, JAMKHANDI" FOR SLOW LEARNERS AND ADVANCED LEARNERS IDENTIFICATION AND ACTIVITIES: 2020 – 2021




ROLES AND RESPONSIBILITIES OF SUBJECT TEACHER/MENTOR AND MENTEE:

Subject Teacher is responsible for carrying out different aspects of slow learner and advanced learner identification and activities to be conducted. Subject Teachers will be responsible for conducting class tests on their respective topics on the core papers of 10 marks with duration of one hour. Advanced and slow learners are identified based on their average performance in the class tests which have been conducted through classroom. Their evaluation sheets have prepared to get the list of advanced and slow learners. Separate online sessions have been conducted for advanced and slow learners. Slow learners were given extra care to clarify their doubts and related materials have been provided through classroom and WhatsApp. Extra materials have been provided to the advanced learners for their needs and some extra academic activities have been given to them like preparation of presentation. After the publication of results of the every (Odd and Even) semester it is noticed that the performance of both advanced and slow learners have been improved.

Following record has been maintained:

1. Slow and Advanced learners Activity Report,
2. Unit test, /result of class test
3. List of slow learners,
4. List of Advanced Learners,
5. Schedule of activity for slow learners,
6. Records attendance for session conducted for both slow learners and advanced learners,
7. Report of performance improvement for slow learners,
8. List / Record of tasks given to advanced learners,
9. Expected and actual Outcome in university result.

The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners:


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Answer: Yes, BLDE ASSOCIATION'S LAW COLLEGE JAMKHANDI has Assessment system of the students and special Programmes for advanced learners and slow learners.

A. After admission is over, the Academic/Examination Committee BLDE ASSOCIATION'S LAW COLLEGE JAMKHANDI fixes the date of orientation programme in consultation with the Coordinator of IQAC. The entire Faculty convene a meeting to chalk out a plan for teaching and learning.

B. Initially faculty members conduct orientation programmes and interact with the students to ascertain their background, subject stream, medium of education, aptitude match for the current programme, subject combination, examination system and areas of their interest. Presentation is followed during orientation programme.

C. Faculty members contacted regularly through online modes like Google Meet, Youtube, Google classroom and WhatsApp. Moreover, each faculty during the class hours identifies the slow or advanced learners by interaction and classroom performance with them.

D. During the course of time, a systematic evaluation process is used to assess the learning levels of the students. This evaluation process consists of written examination through open book test, group discussion and presentation, project report, practical examination with viva, written assignment, and test and class performance.


SPECIAL PROGRAMS FOR SLOW LEARNERS

- a. For Slow learners special classes and class tests will be conducted.
- b. Slow learners take the advantage of tutorial classes and extra classes with the permission of the Principal; will be conducted by the faculty for one to one interaction.
- c. Faculty members conduct extra classes for slow learners.
- d. Faculty members supply them study materials through Google classroom such as Google Meet, WebEx and Whatsapp etc.

- A. Google links
- B. Whatsaap Links
- C. Seminar links
- E. YouTube
- F. Additional information's

1. Photos
2. Screenshots

- e. Faculty members check their homework.
- f. Faculty mentors provide their mentees one-on-one counselling on improvement areas through whatsapp and in Private classroom.
- g. Remedial coaching classes are arranged for them (Mentioned in routine)
- h. Link for the proof of tutorial class schedule and Remedial class schedule (Routine has been attached in this file below)
- i. Online special classes are taken. Special programs for advanced learners like presentations etc. are organised.
- j. Tutorial examinations are conducted.
- k. Learning needs of the advanced students are further fulfilled by activities such as Seminar's participation international webinar participation, and advanced level videos for their needs.


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l. Academic Committees of our Institute conduct special lectures, student seminars to improve the skills of the students.

m. Advanced students can access INFLIBNET, SHODHAGANGA and MANUPATRA through faculty members' assistance. Link has been provided to all. The students are informed at the time of orientation as well as from time to time during classroom teaching.

Mentoring and connecting with faculty members is the most important part of induction. Hopefully, it would set up a healthy relationship between the students and the faculty. Small groups of 30-40 students with a faculty mentor has been formed for discussions and open thinking towards the self.

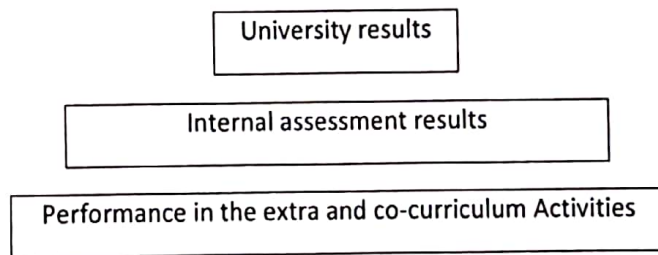
The two days activity during mentoring are.

- Day 1: Student aspirations, family expectations
- Day 2: Gratitude towards people helping me

Extra-Curricular activities:

Students select the activity based on their interest and participated. The activities include both cultural and sports domain.

IDENTIFICATION METHODS OF SLOW LEARNERS AND ADVANCED LEARNERS:



The Assessment is measured based on internal assessment, university results and performance in extra and co-curricular activities.

Activities for slow learners:

- Special Coaching class for slow learners.
- Providing handwritten notes for easy understanding.
- Giving counseling for slow learners.
- Group study methodology.
- Giving additional learning materials like question bank, university question papers etc.

Activities for advanced learners:

1. They are motivated to participate in various technical events online courses like, Industrial visit, value added course etc., which are held both within and outside the institution
2. The value added courses are conducted through Centre of Excellence.

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3. Providing effective training in English communication skills.
4. Involving them to do online certification programmes.
5. Taking up competitive exam training programmes.
6. Providing placement activities.

For subsequent semester/year of studies To start identification of slow and advanced learner process following inputs is needed

- Preceding examination overall result
- Class test result
- Class observation by subject teacher

Assessment of the learning levels of the students:

- Slow learner and advanced learners would be identified for each subject separately by respective subject teacher for all the semesters.
- Process to identify of slow learners and advanced learners would be conducted immediately after declaration of preceding semester university exam result or after one month of teaching in case of First year
- Every subject teacher should conduct class test of their subject on syllabus covered till date or on first unit of 10 marks and duration of one hour to identify slow learners and advanced learners
- Slow and advanced learners are identified based on following parameters and their weightage

Marks obtained by student in class test / unit test conducted for respective subject 50%

Academic performance of students in preceding university examination 25%
3 Subject teacher observation 25%

- For parameter no. 3 every subject teacher should assess each student on scale of 1 to 10.


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