Terna Engineering College, Nerul (East)- Navi Mumbai

Knowledge to Empower

Policy on Documentation of Teaching-Learning Process & Integration of ARCS Model

Issued by: IQAC – Terna Engineering College, Navi Mumbai

1. Background & Rationale

- As per **National Education Policy (NEP) 2020**, higher education institutions must shift towards **learner-centric, outcome-based, flexible teaching-learning processes**.
- The **University of Mumbai (UoM)** mandates proper documentation of the **teaching-learning process**, evidence of **active pedagogy**, and alignment with **Outcome-Based Education (OBE)**.
- To ensure quality enhancement, Terna Engineering College will adopt the **ARCS Model (Attention, Relevance, Confidence, Satisfaction)** as a structured approach to strengthen student engagement and effective learning.

2. Objectives

1. Standardize documentation of the teaching-learning process across all TEC departments.
2. Mandate the use of the **ARCS motivational model** in classroom teaching.
3. Create a monitoring mechanism at **Dean Academics, HoDs, and Faculty** levels.
4. Ensure evidence of **NEP 2020-compliant learner-centric practices** is reflected in Course Files, HoD reports, and IQAC audits.

3. Documentation of Teaching-Learning Process

1. **Course Files** maintained by every faculty shall include:
   - Teaching Plan & Learning Outcomes (as per UoM syllabus).
   - ARCS Model Implementation Plan (format to be issued by Dean Academic).
   - Pedagogical tools used (ICT, projects, case studies, flipped classroom, etc.).
   - Evidence of student engagement (attendance, quiz, peer discussion, mini-projects).
   - Reflection/Improvement section after each unit/module.
2. **Daily Reports of HoD** must include:
   - Summary of teaching progress across faculty.
   - **Best ARCS Model implementation of the day** (one example highlighted).
   - Inferences and recommendations for improvement.

3. **Dean Academic** shall consolidate monthly departmental reports and present to **IQAC** for review and institutional best practices repository.

4. Importance of ARCS Model

- **Attention:** Captures learner interest using problem-solving, real-life examples, technology-based teaching.
- **Relevance:** Links learning outcomes with industry needs, career goals, and NEP 2020 competencies.
- **Confidence:** Builds learner self-efficacy via formative assessments, feedback, and gradual complexity.
- **Satisfaction:** Ensures learners feel rewarded through recognition, real-world application, and successful completion.

5. Guidelines for Implementation of ARCS Model

1. **Mechanism by Dean Academic:**
   - A **standard ARCS Model Course File Format** will be issued to all faculty.
   - Each course file must explicitly document at least **one ARCS strategy per unit.**
   - Sample rubrics/checklists will be designed for uniform implementation.
2. **Integration in Daily HoD Report:**
   - HoD will collect and document **best faculty ARCS practices daily.**
   - Example: "Prof. X applied gamification for Attention in DBMS lecture; Student participation increased by 20%."
   - HoD inference must mention **impact on student learning and motivation.**

3. **IQAC Monitoring:**
   - IQAC will verify ARCS integration during audits.
   - Best practices will be showcased in IQAC meetings, NAAC documentation, and institutional reports.

6. Expected Outcomes

- Enhanced **student engagement and motivation.**
- Documentation of innovative teaching practices in line with **NEP 2020 & UoM guidelines.**
- Creation of a **repository of ARCS-based best practices** across departments.
- Continuous improvement in **learning outcomes and student satisfaction.**

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Sample Lecture Plan & Format
with Arcs key Crays to adopt.
Orientation To Staff & Students.