**Teaching-Learning Policy**

The five steps of learning cycle are as follows.

1. Step 1: Prior Knowledge.
2. Step 2: Presenting new material.
3. Step 3: Challenge.
4. Step 4: Feedback.
5. Step 5 Repetition.

The Program Outcomes and the Course Outcomes are clearly defined at the onset of teaching-learning process through the curriculum prescribed by the University of Mumbai to all the affiliated colleges. In accordance with the five steps of leaning cycle, the prior knowledge of the learners is ascertained through pre-assessment test. To bridge the gaps found between the expected knowledge and the actual knowledge, the learners are provided with the bridge course(s) in the concerned topic(s). Similarly, through the Mentoring Program, Slow Learners and Advanced Learners are identified and offered special guidance to cater to their differing needs. For the regular classes, elaborate lesson plans are prepared in advance in accordance with the Bloom's Taxonomy. Various types of teaching aids such as pictures, videos, charts, flashcards, and objects, like three-dimensional models or educational toys are used to deliver the content. Technology intervention is deep rooted in the teaching-learning system. All the teachers regularly undergo training in use of technology and enhancement of teaching by experts. The details of each class engaged are maintained in the Teachers' Diary. At the third step, learners appear for formative assessment in forms of journal entries, essays, worksheets, research papers, projects, ungraded quizzes, lab results, or works of art, design, and performance to name a few which aim at skills' enhancement and inculcation of values. The formative and summative assessments together provide the comprehensive feedback regarding learning process. In remedial courses(s), repetition of earlier taught material is done to help longer and better retention.
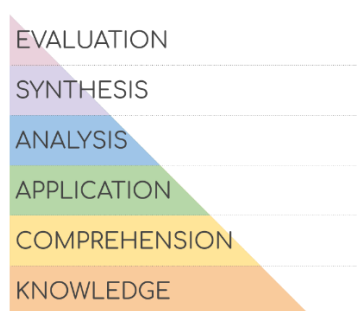
Cognitive Domain   **Affective Domain**   **Psychomotor Domain**