

MAHATMA GANDHI VIDYAMANDI AND ADIVASI SEVA SAMITEE



ACADEMIC & EXAMINATION DEPARTMENT

6th Floor, K. B. H. Dental College & Hospital Building,

Mumbai-Agra Road, Panchavati, Nashik-3



POLICY FOR TEACHING AWARDS

AIM OF THE AWARD

- To support an institution for achieving excellence in teaching learning in education.
- To generate a cadre of academics who are able to provide inspiration and leadership in teaching and learning in their disciplines and across the institution.
- To generate debate and public awareness about what constitutes teaching excellence for the world rather than in the world;
- To recognize the excellence of teaching and learning;
- To stimulate the growth of teachers
- To inculcate and stimulate professionalism among teachers.
- To generate appreciation of the value of lessons learnt as opposed to only valuing successes.

NOMINATION CRITERIA

- A call for teaching award nominations typically lists some or all of the following desired qualities of the award recipient.
- Motivates students to learn and facilitates in-depth learning.
- Develops meaningful and innovative curricula.
- Uses novel or innovative teaching pedagogies.
- Uses apt methods for evaluating student learning.
- Demonstrates depth of knowledge in and commitment to his/her field.
- Displays outstanding commitment to MGV Trust/ Faculty / School and to the university, inside and outside the classroom.
- Demonstrates the realization that teachers and students coexist in the learning environment.
- Demonstrates receptivity to students' questions.
- Displays commitment to students over and above the norm, is available outside of class time for consultations with students.
- Displays a genuine interest in students' personal development and well-being.
- Displays approachability to the students for mentoring.
- Is capable of conveying information clearly and in an organized fashion.
- Strives towards holistically developing students.
- Searches for involving multidisciplinary and inter disciplinary approach in the teaching learning process.
- Uses ICT facilities for effectively imparting the knowledge.
- Displays multi linguistic approach in teaching.

ELIGIBILITY:

Any individual teacher can apply for the award, which will be forwarded through the head of the HEI's/Schools with appropriate remarks.

The following are some of the criteria those can be considered while applying:

- The candidate must teach minimum one full course / subject
- The candidate must be an employee of the MGV Trust or ASS group of Institutions.
- The candidate must be a full-time employee.
- The candidate must have taught any class in any of the school / HEI for five years previously.
- The staff must be approved as per rule and Permanent in the Trust.
- The classroom teaching should be with a view to improve student's engagement and learning outcomes.
- The candidate should demonstrate a willingness to experiment in the teaching, with new means at disposal and integrates innovative practices into the teaching.
- The candidate should display a clearly articulated teaching philosophy, informed by educational theory, and appropriate to teaching context. Teaching can be interpreted broadly to include curriculum design and delivery, the latter in class, online or through study material development.
- The awards are offered in two categories, namely **Developing Teacher and Distinguished Teacher**. In both the Developing Teacher and Distinguished Teacher categories, teaching excellence is judged primarily by a teaching portfolio.
- Applicants in both the Developing Teacher and Distinguished Teacher categories are invited to an interview/presentation with the institutional selection panel at MGV Trust in the month of August. **Applicants will do a short presentation of 10 minutes for the institutional selection panel.**
- The criteria for evaluating teaching excellence are aligned with the criteria for the National Excellence in Teaching and Learning Awards.
- **The Developing Teacher award is open to teachers who are "scholarly teachers" serving for not more than 10 years.**
- **The Distinguished Teacher award** is open to teachers who are having minimum 10 years' experience. The teachers who has showcased "teaching scholars" or "leader teaching scholars" in the schools, or one who has at least 10 research papers published in the reputed journals (Scopus, UGC care listed, peer reviewed etc.) and funded research projects/patents/copyrights/any other academic achievements at the HEI.
- **The teacher will be eligible to apply for the award only if he has not received the MGV/ ASS award in previous three years.**

SELECTION PROCESS

Nominations are typically reviewed and the nominated teacher is chosen by one of the following:
Existing Awards Committee of department/school/HEI

Panel of judges struck with specific purpose of choosing award recipient. The panel may be composed entirely of students or faculty members, or by a combination of the two or external faculty or any member as appointed by the Management who may seem to be fit at the time of final selection. Short listed of selected candidate's proposal is circulated to all Trustees and Directors of various departments for their recommendations and final selection from Management. Nominees are excluded from the selection committee. To aid their reflection, applicants could ask themselves questions in the view point of the following:

A) SELF-ANALYSIS:

- ❖ International contextual issues that affect your teaching and learning context.
- ❖ What are the macro and micro issues that you take into account in your teaching?
- ❖ How do your curriculum decisions and teaching approaches reflect the geographical, historical and social context in your classroom?
- ❖ In what ways does your context enable or constrain how you teach and assess?
- ❖ How do you integrate pertinent local and topical issues into your curriculum?
- ❖ What is the institutional, student body, professional, national and international Contextual issues that affects your teaching and learning context?
- ❖ How do your teaching pedagogies address concern affecting the planet? What changes have you suggested to the curriculum to ensure that it addresses your context?
- ❖ How does your teaching promote a consciousness/awareness of the global context?

B) STUDENTS:

- ❖ Who are your students? How do you ensure through your teaching that all students feel included and are engaged actively in the learning process?
- ❖ How do you create interest of students in the classroom?
- ❖ How do you teach in ways that encourage students to participate in knowledge production processes?
- ❖ How do you address the challenge of student under preparedness in your curriculum?
- ❖ How do your teaching pedagogies provide sufficient support for students in understanding curriculum?
- ❖ How do you develop your students' capacities and prepare them to think critically and be the global citizens of the future?
- ❖ How do your curriculum and teaching strategies enrich students with exceptional abilities?
- ❖ How do you adapt your teaching in response to your students' feedback?
- ❖ How do you interpret your student success data in the context of your curriculum and teaching strategies?

C) KNOWLEDGE:

- ❖ What is your discipline and how do you address it through your teaching approach?
What aspects of the course or subject do your students struggle with and how have you tackled it?
- ❖ How do you make yourself accessible to all through your teaching and assessment approaches?
- ❖ What ways does your teaching allow students to have understanding of the subject?
- ❖ How do you make sure that your students contribute to knowledge production and not
Just to knowledge consumption?
- ❖ How do you ensure that you maintain subject depth?
- ❖ How does being an active scholar affect your teaching?
- ❖ How do your contributions to your discipline improve your teaching?

D) GROWTH:

- ❖ What innovative approaches enhance your teaching?
- ❖ How have you used technology to improve your students' experience and enable them to better understand core concepts?
- ❖ How do you use different teaching and learning techniques to improve student engagement?
- ❖ How do you critically evaluate your own teaching?
- ❖ How do you actively solicit peer evaluation and critique to enhance your teaching?
- ❖ How do you think you have developed into an excellent teacher over time?
- ❖ Student success data (with analysis from Principal / Headmaster / Director)
- ❖ Artifacts such as module frameworks, brief extracts from study guides, examples of innovative assessments, online materials (websites, blogs, etc.), multimedia (videos, digital stories, etc.), and photographs.

E) SUCCESSES ACHIEVED:

Information about the applicant's involvement with the scholarship of teaching and learning that contributes to teaching and learning beyond the classroom, and includes – but is not restricted to – the following:

- ❖ Papers presented on teaching and learning by the applicant at conferences, if available (applicants select the abstract of the paper/presentation they regard as their best and explain the selection)
- ❖ Articles or other publications on teaching and learning authored by the applicant, if available (applicants select the abstract of the article/publication they regard as their best and explain the selection).
- ❖ Membership of professional associations (teaching and learning or disciplinary associations)
- ❖ Participation in Internal/external exams and dissertations/theses work, if applicable.

- ❖ Contributions by the applicant to school / university and national/international committees (applicants provide the names of the committees and evidence of their contributions)
- ❖ A list of formal and informal continuing professional learning opportunities in teaching and learning that the applicant has utilized, and an indication of the impact of these opportunities on the applicant's teaching.
- ❖ A list of students or staff whom the applicant has mentored or supervised (or is mentoring or supervising) in teaching and learning, if applicable.
- ❖ A list of awards the applicant has received for teaching and learning, if applicable.
- ❖ How the applicant has applied/extended their knowledge and experience of teaching and learning in higher education to their department, faculty, the university, and in the broader learning environment.

Note:

- 1. Management Decision will be the final for awarding the awards under all categories and in exception cases number of awards can be increased.**
- 2. Best Principal/Best Head Master/Mistress/Best Vice Principals will be selected by the Top Management on the basis of overall development and progress of the that HEI/school and achievements made under their leadership.**
- 3. Trustee/Director/CEO/or any other staff associated or working at MGV and ASSN Head Office or at any management post will not be eligible to apply for any award under any category.**

AWARD FOR DEVELOPING TEACHER

For the Developing Teacher category, evidence of excellent teaching should include the applicant's teaching practice, professional growth, engagement with the scholarship of teaching and learning, and leadership in their faculty, at the institution and beyond, as detailed below:

a) Information about the applicant and their teaching context:

- ✓ The applicant's position in the institution;
- ✓ discipline and module(s);
- ✓ size of classes
- ✓ The applicant's teaching context;
- ✓ areas of key challenge;
- ✓ enabling factors;
- ✓ Outside/social factors that affect teaching and students.
- ✓ How the applicant has met the needs of the diverse student body with regard to both face-to-face and online teaching and learning (applicants choose the five most significant ways and explain why they were selected).
- ✓ The adjustment of curricula and teaching materials as per requirements.
- ✓ How the applicant sets high but realistic expectations for students and fosters critical thinking?
- ✓ How the applicant encourages students to take responsibility for their own learning?
- ✓ Peer feedback from colleagues, including an account of an observation of at least one contact session (if possible).
- ✓ Student feedback (formal or informal)
- ✓ Student success data.
- ✓ Artifacts such as module frameworks, brief extracts from study guides, multimedia (videos, digital stories, etc.), online materials (websites, blogs, etc.), innovative student assessment and photographs.
- ✓ Successes achieved as well as – especially – lessons learnt.

b) Information about the applicant's involvement with the scholarship of teaching and learning that has a broader impact within their faculty, the university and beyond, and includes – but is not restricted to – the following:

- Papers presented on teaching, learning and evaluation, education policies by the applicant at conferences (applicants select the abstracts of the three papers/presentations they regard as their best and explain the selection)
- Articles or other publications on teaching and learning authored by the applicant (applicants select the abstracts of the three articles/publications they regard as their best and explain the selection)
- Membership of professional associations (teaching and learning or disciplinary associations) to which the applicant is a significant contributor, based on evidence of

conference attendance, papers presented, review activities, and membership of special interest groups.

- Internal/external moderation by the applicant of exams and dissertations/theses.
- Contributions by the applicant to university and national/international committees (applicants provide the names of the committees and evidence of their contribution and impact)
- A list of formal and informal continuing professional learning opportunities in teaching and learning that the applicant has utilized and an indication of the impact of these opportunities on the applicant's teaching.
- A list of students or staff whom the applicant has mentored or supervised (or is mentoring or supervising) in teaching and learning.
- A list of awards the applicant has received for teaching and learning, if applicable.
- A list of journals the applicant has reviewed articles for, if applicable.
- How the applicant has applied/extended his knowledge and experience of teaching and learning in Schools / HEI to his department, faculty, the university, and in the broader learning environment.

AWARD FOR DISTINGUISHED TEACHER

For the Distinguished Teacher category, evidence of excellent teaching should include the applicant's teaching practice, professional growth, engagement with the scholarship of teaching and learning, and leadership in their faculty, at the institution and beyond, as detailed below:

a) Information about the applicant and their teaching context:

- The applicant's position in the institution;
- discipline and module(s);
- size of classes
- The applicant's teaching context;
- areas of key challenge;
- enabling factors;
- outside/social factors that affect teaching and students (including Covid-19)
- How the applicant has met the needs of the diverse student body with regard to both face-to-face and online teaching and learning (applicants choose the five most significant ways and explain why they were selected)
- The adjustment of curricula and teaching materials as per the requirements.
- How the applicant sets high but realistic expectations for students and fosters critical thinking.
- How the applicant encourages students to take responsibility for their own learning.
- Peer feedback from colleagues, including an account of an observation of at least one contact session.
- Student feedback (formal or informal)
- Student success data.

- Artifacts such as module frameworks, brief extracts from study guides, multimedia (videos, digital stories, etc.), online materials (websites, blogs, etc.), innovative student assessment and photographs.
- Successes achieved as well as – especially – lessons learnt.

b) Information about the applicant's involvement with the scholarship of teaching and learning that has a broader impact within their faculty, the university and beyond, and includes – but is not restricted to – the following:

- Papers presented on teaching and learning, education policies, research by the applicant at conferences (applicants select the abstracts of the three papers/presentations they regard as their best and explain the selection)
- Articles or other publications on teaching and learning authored by the applicant (applicants select the abstracts of the three articles/publications they regard as their best and explain the selection)
- Membership of professional associations (teaching and learning or disciplinary associations) to which the applicant is a significant contributor, based on evidence of conference attendance, papers presented, review activities, and membership of special interest groups or of the executive
- Internal/external moderation by the applicant of exams and dissertations/theses.
- Contributions by the applicant to university and national/international committees (applicants provide the names of the statutory bodies or committees and evidence of their contribution and impact)
- A list of formal and informal continuing professional learning opportunities in teaching and learning that the applicant has utilized and an indication of the impact of these opportunities on the applicant's teaching.
- A list of students or staff whom the applicant has mentored or supervised (or is mentoring or supervising) in teaching and learning.
- A list of awards the applicant has received for teaching and learning, if applicable.
- A list of journals the applicant has reviewed articles for, if applicable.
- How the applicant has applied/extended their knowledge and experience of teaching and learning in Schools / HEI to their department, faculty, the university, and in the broader learning environment.
- How the applicant has provided and is providing leadership in teaching: in their faculty, institutionally, and beyond.

NOMINATION PROCESS

The process of nomination for a teaching award may vary across MGV Trust, which will be set up every year by the Trust Head Office. The Developing and Distinguished teacher will be for all Schools, Junior College, Professional Education and Higher Education.

For every Unit following number of Nomination can be send

- Where the No. of Staff members is less than 50 – **Maximum 3 Nominations can be sent.**

- Where the No. of Staff members is Between 50 to100– **Maximum 5 Nominations can be sent.**
- Where the No. of Staff members is more than100 – **Maximum 10 Nominations can be sent.**

NUMBER OF AWARDS

Awards are presented for two different categories for the teachers and under the category of outstanding performance for selected teachers.

- Under the category of **Developing Teacher**, final number of selections will be made as follows: -

Sr. No.	Institution in MGV	Maximum No of Awards can be Given		Total No of Awards
		MGV	ASSN	
1.	Primary School	2	2	4
2.	Secondary Education Schools	7	2	9
3.	English Medium School	1	0	1
4.	Urdu Education	1	0	1
5.	Junior College	4	1	5
6.	Higher Education Institutes	3	1	4
7.	Agriculture Education	1	1	2
8.	Professional Education	4	0	4
9.	Medical Education	3	0	3
10.	Vocational Education	1	0	1
	Total	27	7	34

****Note: For Vocational Education the permanent Employee criteria can be removed**

Under the category of **Distinguished Teacher**, final number of selections will be made as follows: -

Sr. No.	Institution in MGV	Maximum No of Awards can be Given		Total No of Awards
		MGV	ASSN	
1.	Primary School	1	1	2
2.	Secondary Education Schools	4	3	7
3.	English Medium School	1	0	1
4.	Urdu Education	1	0	1
5.	Junior College	3	1	4
6.	Higher Education Institutions	3	1	4
7.	Agriculture Education	1	1	2
8.	Professional Education	4	1	5
9.	Medical Education	--	--	--

	Total	18	8	26
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****Note:**

- **For Vocational Education the permanent Employee criteria can be removed.**
- **Candidate, who receives award under any of the categories, will be not be eligible to apply for next 3 years.**
- Under the category of **Outstanding Performance** final number of selection will be made as follows: -

Sr. No.	Particulars (for all schools/HEI's)	Maximum No of Awards can be Given		Total No of Awards
		MGV	ASSN	
1.	Best Principal	1		1
2.	Best Head Master/Head Mistress	1		1
3.	Best Vice Principal (HE/TEU)	1		1
4.	Best Vice Principal (Junior Colleges)	1		1
5.	Best Student Welfare Officer (SWO)	1	1	2
6.	Best National Service Scheme officer (NSS)	1	1	2
7.	Best Academic Research Coordinator (ARC)	1	1	2
8.	Best Internal Quality Assurance Cell Coordinator (IQAC)	1	1	2
9.	Best Exam CEO	1	1	2
10.	Best Physical Director/Sports Teacher	1	1	2
11.	Best Librarian	1	1	2
12.	Best Drawing/Arts Teacher	1	1	2
	Total			20

****Note:-**

- **BEST PRINCIPAL, BEST HEAD MASTER OR MISTRESS AND BEST VICE-PRINCIPALS will directly be selected from Top Management on the basis of overall progress and development of the college/school. No proposal is required to be sent under this category. Management decision will be final.**

- **Separate proposal should be sent for other categories as given above with complete details and documents.**
- **Publication of the Award can be made after the conclusion of the ceremony by the schools and colleges by print or digitally with prior permission from the Public Relation Department (PR), Head Office.**
