

7.2 BEST PRACTICES

I BEST PRACTICE

1. Title of the Practice

“ Standardized procedures for periodic quality checks of Teaching – Learning “

2. Objectives of the Practice

The objectives/intended outcomes of this best practice are:

- To ensure standardized quality learning and teaching experiences across all courses and programs and across differed mores of delivery.
- To improve student's learning experiences and outcomes.
- To assist in curriculum planning
- To identify and address professional development needs.
- To provide staff with reliable, consistent and timely evidence of the quality of their teaching and student learning which may be used in deciding pay incentives/promotion processes and also best teacher awards
- To gather information and evidence for reporting purposes, specifically for demonstration to the University by the college of effective quality assurance processes in relation to the learning and teaching environment.

3. The Context

Quality teaching is defined in terms of effective pedagogical techniques to achieve desired learning outcomes of students. It involves several dimensions, including the effective design of curriculum and course content, a variety of learning contexts (including guided independent study, project-based learning, collaborative learning, experimentation, etc.), soliciting and using feedback, and effective assessment of learning outcomes. Institutions need to ensure that the education they offer meets the expectations of students and the requirements of employers, both today and for the future. One of the most challenging paradoxes in the world of academics is the fact that while innovativeness in teaching is largely agreed upon as the most desired aspect of teaching, it is also equally a fact that innovativeness as a tangible teaching component cannot be defined or promoted. To meet the challenge of promoting innovativeness of teachers, the best way was found to be insisting on documentation of individual teaching plans/lessons which in turn help to identify the most

effective methodologies/approaches that can be shared with others who are not very successful in their teaching. Under the system of standardized procedures the pedagogical tools adopted by most creative teachers get to be systematically documented and this can work as frame of reference for teachers who are not spontaneously creative. Senior faculty or sometimes even the youngest faculty coming from diverse backgrounds like industry etc., explore alternative pedagogies or adapt student-support to varied student profiles and pedagogical competencies. Their alternative teaching methodologies can serve as training models to other teachers. The individual performance of each faculty member is a crucial factor in quality teaching. The unit plan designed by the faculty becomes the frame of reference to make the teacher accountable for the status of syllabus completion. In the context of teachers moving towards greener pastures / IT Sectors, the need for adopting standardized procedures was deeply felt as transition becomes smooth when there is a switch of teachers as the former teacher's records becomes a ready reference for the new teacher.

Through constant checks of teacher's documents which include their unit planners, academic records, teaching dairies, monthly appraisal etc., the institution finds scope to identify areas of deficiencies and also take up appropriate FDP programmes for the betterment of their professional effectiveness and also for the quality enhancement of the academic programme.

4. The Practice

The procedures which constitute the implementation of the practice are as follows:

- The institution has a meticulously organized and clearly planned teaching, learning and evaluation schedule, well integrated into the total institutional scheme. The course outlines and the course schedules are drawn well ahead of the course commencement. Each faculty of the department has an individually drafted unit planner, which reflects how each unit is taught by indicating the time frame along with a mention of methodologies/ references used and modes of evaluation practiced. The course outlines are spelt out to the students by the course teacher in the orientation session.
- Self – appraisals and Monthly appraisals, submitted by the individual teachers gives a clear indication of the teachers' contributions in various categories - academic, administrative and extension activities. Teaching dairies which have lesson plans of the topics handled that week are meticulously maintained by the individual teachers.
- Principal of the college ensures the effectiveness of the process by weekly checks of the teaching dairies, academic records, monthly appraisals and syllabus completion

statements submitted by the faculty. The effectiveness is further ensured through cross verification by the head of the institution

- The teaching- learning process is continuously reviewed by the Principal, Vice Principal, by taking into account the feedback given by the students.
- Each department submits an annual report on the activities comprising academic activities, research and extension activities, innovations in teaching/learning, publications, staff and student achievements, extra and co- curricular activities to the IQAC.
- To ensure quality sustenance and enhancement, the college periodically conducts the performance audit of the departments which includes course review, Review of Teaching – learning methodologies, Result analysis, Research output, Faculty Development Programmes attended/conducted and Extension activities, Co-curricular and extra-curricular activities conducted during the year. The audit checks the progress and quality of departmental performance against the specifications spelt out in the Almanac and departmental vision.
- Result analysis is submitted by the individual faculty. The result analysis of each department is submitted to the Principal after each semester.
- Syllabus completion statements are also periodically submitted by the individual teachers in order to ensure timely completion of the syllabus.
- Feedback is taken from the students at the end of every semester for teacher evaluation.

5. Evidence of Success

Thus the regulatory mechanism of timely checks on teacher quality has the double advantage of improving not only teacher but also student performances. This practice has resulted lot of confidence levels in both students and teachers.

6.Problems Encountered and Resources Required

Commitment of the teachers and students regular attendance is required to implement this practice.

II. BEST PRACTICE

1. Title of the Practice

“ Guest Lecturer & Field Trips “

2. Objectives of the Practice

- To expose students to eminent personalities in various fields
- To provide hands on experience
- To give better knowledge on the subject

3. The Context

- Updation of knowledge and skills
- Sharing of latest trends
- Need to interaction with experts
- Need for practical knowledge and experiences

4.The Practice

Guest Lectures by eminent personalities in various fields are hosted to broaden students' subject knowledge. In addition to Science departments, the Arts and Commerce departments are conducting Field Trips and Educational Tours to provide hands on experience to students. Colleges have included seminars at class level, State and National level workshops in their academic schedules. Faculty of one stream deliver extension lectures to students of other streams to widen their scope of knowledge. Experts from Industry and alumni are also invited to deliver guest talks to motivate students. Personality development trainers conduct interactive sessions to improve self confidence and positive attitude among students.

5. Evidence of Success

- Guest lectures and field trips have increased
- Students updated knowledge and are presenting papers in seminars
- Edutainment provided through field trips
- Number of State level and National seminars increased

6.Problems Encountered and Resources Required

- DRCs (District Resource Centres) facilitate guest lectures
- UGC sanctioned funds

