

BEST PRACTICES

Best Practice 1

1. Title of the Practice

“Students Follow-up System”

2. Objectives

- To monitor/counsel/follow-up each and every students’ academic progression, a unique system by name ‘Students Follow up System’ is followed.
- To keep the complete details of the student in a single document called as, ‘SFS Card’, which serves like a ready reckoned of every student during his/her entire period of study.
- To enhance faculty-student relation, by way of counselling, guiding and helping the students to progress further.
- To make the parents/guardians aware of the performance and progress of their wards

3. Context

- Difficulty in meeting the parents of students, hailing from remote places, other states, other countries etc.,
- Challenge in explaining the SFS system to the parents with less educational background.

4. Practice

- Every teacher is allotted with 20-30 students as SFS-In-Charge. The personal details of the students are recorded in the first page of SFS Card, during the time of admission.
- The academic performance of the students in the continuous internal assessment tests, pre semester examinations and end semester examinations are recorded for each semester.
- The performance of the students is informed to parents.
- At the end of every month, the % attendance of the student during the semester is entered and if any alarming situation rises, the concerned student is counselled /warned by the respective SFS-In-Charges and subsequently, the parents are also informed thereof.
- If any student has to avail leave, he/she gets permission from their SFS-In- Charges.
- The Head of the Department verifies the SFS card every month.

5. Evidence of Success

- Because of close monitoring and follow-up system, the students’ academic performance has improved.
- The attendance percentage of students is appreciable.

- Good improvement in the code of conduct of students.
- Cordial relationship exists between staff, students and parents.

6. Problems encountered and Resources required

- Inability expressed by some parents to meet the SFS-In-Charges when called for.
- Updating of personal data due to lack of communication from students/parents.
- Resources required are dedicated telephone line, permanent internet connection, adequate and dedicated teaching faculty and stationery.

Best Practice – 2

1. Title of the Practice

“Teaching Portfolio”

2. Objectives of the Practice

Teaching portfolio is an organized and systematic collection and compilation of documents used as evidence for teaching performance of a faculty. A teaching portfolio, thus, consists of a collection of documents and description of lecturers’ roles and responsibilities, contributions, as well as achievements which demonstrate the scope and quality of their teaching. It also acts as an evidence of the various activities

carried out in relation to the enhancement of teaching and learning, research and service. Hence, the teaching portfolio provides an opportunity to foster a culture of teaching excellence as it can be used as a source of information and evidence of teaching activities, contributions and achievements.

3. The Context

The teaching responsibility involves face-to-face interaction with students which is also generally termed as stand-up teaching. In carrying out the teaching responsibility, faculties are also engaged in a continuous process of developing and improving the curriculum through the process of implementing and integrating innovation and new teaching strategies to the existing curriculum. Faculties are encouraged to be creative and innovative in applying the various approaches, methods, techniques and strategies in their teaching. They are also encouraged to be creative and flexible in adopting the most appropriate learning taxonomy according to their respective area of specialization in order to achieve the intended learning outcomes. In addition to face-to-face teaching, a teacher is also involved in non face-to-face interactions through

online learning such as e-distance learning, blended learning, etc. Faculty need also to be involved in teaching related activities or non-teaching duties such as curriculum development, course design, instructional materials development, assessment of students' learning, supervision of students, and be part of academic and non-academic committees, etc. They are also encouraged to promote and share their expertise, new ideas and experiences in teaching and learning related activities such as by presenting papers in seminars and conferences, giving talks and conducting courses in their respective areas.

In addition, faculties are expected to perform community services within and outside the Institution by engaging in community activities using their expertise and experiences in their areas of specialization. In providing a lifelong experience to the society, they often represent the institution by participating and engaging in community outreach program through various community activities.

Over the years, faculty have amassed a collection of documents and record of their teaching and learning activities, accomplishments, services, contributions, awards, etc. in relation to the three main roles of teaching, research and community service. All the evidences should be compiled and organized in the form of a document which may be treated as a testimony of their continuous development, self enhancement and reflection of their teaching practices.

A teaching portfolio encapsulates the faculty's craft, their contributions and achievements in an organized and a systematic way.

4. The Practice

A teaching portfolio is an organized and systematic collection and compilation of documents used as evidence for teaching performance. A teaching portfolio, thus, consists of a collection of documents and description of faculty's roles and responsibilities, contributions, as well as achievements which demonstrate the scope and quality of their teaching. It also acts as an evidence of the various activities carried out in relation to the enhancement of teaching and learning, research and service. Hence, the teaching portfolio provides an opportunity to foster a culture of teaching excellence as it can be used as a source of information and evidence of teaching activities, contributions and achievements. The teaching portfolio documents a faculty's professional journey as evident in reflective activities and evaluation of a teacher's work throughout the process of teaching and learning. It may include the following information:

- Record of teaching duties and responsibilities in the form of course information, lesson plan, time table, etc.
- Record of teaching related duties and responsibilities such as supervision, academic advising, etc.
- Description of instructional materials developed and used
- Description of assessment methods employed
- Samples of students' work

Through the process of continuous reflection and self-evaluation, teachers can keep track of their performance over time.

A teaching portfolio, therefore, is both a product and a process. As a product, it consists of a collection of documents and evidences of teaching performance and accomplishments, and as a process it involves the lecturer describing and reflecting on the teaching and learning activities as well as innovations towards effective teaching. In addition, a teaching portfolio is a tool that can be used to gauge an individual teacher's performance based on evidence of activities and accomplishments.

- A teaching portfolio generally includes the following information:
- A brief personal profile
- A teaching philosophy which outlines a statement of belief about teaching and learning
- A record of teaching duties and teaching related responsibilities
- A list of activities related to professional development i.e. courses and training attended to develop and enhance teaching and learning performance and effectiveness
- A written description of teaching development process in the form of reflection on teaching and ways to improve teaching and learning.
- A collection of evidence of teaching innovations and creativity in teaching and learning.
- A collection of documents of personal information and accomplishments which

is useful as a reference for record of service, confirmation, promotion, extension of service, reappointment, award conferment, etc

5. Evidence of Success

The success of this practice "Teaching Portfolio" lies in demonstrating the faculty's teaching credentials and teaching excellence to others in the form of documents and evidences related to teaching and learning.

In addition, a teaching portfolio consists of a collection and description of a teacher's strengths and teaching achievements to suggest the scope and quality of teaching achievements and effectiveness.

The teaching portfolio, therefore, enables teachers to be:

- Creative in their teaching approaches, methods and strategies
- Critical about their teaching practices
- Creative in developing and utilizing instructional materials
- Flexible in their assessment practices
- Resourceful by sharing teaching innovations with others
- Current in their teaching and learning activities by sharing, discussing, and disseminating information with colleagues and others.

A teaching portfolio, therefore, serves the following purposes:

- A collection, compilation and a source of evidence about teaching activities and achievements.
- A ready and available comprehensive source of information and evidence of teaching performance and accomplishment.
- A document to demonstrate a variety of teaching and teaching related activities.
- An opportunity to reflect and evaluate own teaching as a means to continually improve teaching and learning and promoting self-improvement
- A source of information on teaching and learning accomplishments for purposes of exchanging ideas and knowledge sharing with colleague, supervisors and others.
- An opportunity to foster a culture of teaching excellence

6. Problems Encountered and Resources Required

While adopting this best practice we have not encountered with any of the problems which may affect the adoption of this practice. The adoption of this best practice does not require any other special resources expect the dedication and commitment on the part of the teachers.