

Best Practices

Best Practice -1

1. Title of the Practice

“Student Personal Development Planning” (SPDP)

2. Objectives of the Practice

The objective of the Student Personal Development Planning is to involve the student's in

- reflecting on learning experiences and achievement
- gathering information for these records, and creating action plans
- reviewing progress towards the achievement of goals that have been set and thereby make them to be:

- an independent and lifelong learner
- a skilled communicator
- an analytical thinker and problem solver
- able to work in a team
- knowledgeable in their subject
- an efficient planner and organizer
- IT and information literate
- self-reflective and able to evaluate performance
- a socially responsible and participating citizen

3. The Context

For students Employability is about more than just getting a job. It's about having, and being aware of, the attributes and skills that will enable them to pursue their chosen career. Employers expect them to be able to define and understand the skills and attributes that they have and to communicate and give evidence of them in job applications and at interviews. Hence, they should equip themselves to reflect on their skills and attributes, to develop their ability to communicate and to provide evidence of them to their prospective employers.

4. The Practice

While adopting this practice, the students are directed to undergo the following process

- Let the students undertake a skills audit by themselves, by way of recording their achievements in terms of educational qualifications and personal accomplishments as students during their programme of study.
- The students are directed to think about the general transferable skills they acquired in the process of that achievement – a list of transferable skills may help them to translate their particular achievements into the transferable skills they acquired in the process. They will then be in a position to identify the areas in which they have existing strengths and those areas in which they need to improve.
- Having identified the skills and experience they have already, it's time to think about where they want to get to and plan how they are going to get there by setting themselves a series of objectives.
- They may wish to identify available sources of support that will help them to get where they want to be in terms of improving their skills or to gain experience in a new area.
- Even though some of the opportunities that are open to them, across the Institution, for improving their academic skills.
- Over the next few weeks, they should go back to find what they have created and record any progress they have made. They should use their plan to track the development of their transferable skills, to identify areas for discussion with their personal tutor and to inform decisions about their future actions.
- At the end of the semester or year, let them review and reflect on their progress, take stock of the skills learnt from personal knowledge and experience and update their plan.

5. Evidence of Success

Effective engagement with PDP enables the students to recognize, evaluate, develop and give evidence of their learning, skills and abilities. It helps them increase their awareness of teaching and learning strategies and how these relate to their own learning style. It helps them to understand the value added through learning, and become independent and autonomous learners, with the ability to relate what they learn to their personal and professional life. Engaging in PDP helps them to plan their personal, academic and career progression and development.

6. Problems Encountered and Resources Required

Since this practice has been introduced very recently, we have not encountered with any problems so far. However, the Institution has published a handbook on “Student Personal Development Planning” for the benefit of the students.

Best Practice -2

1. Title of the Practice

“Course Delivery Mapping”

2. Objectives of the Practice

Course Delivery Mapping should be carried continuously throughout the semester. The purpose of Course Delivery Mapping is as follows:

- To provide Departments with qualitative and quantitative information as a tool for the good management of the units for which they are responsible
- To identify any indicators of good practice in the delivery of the course contents
- To identify individual courses in which the proportions of students who pass or fail are seen as atypical either in the context of related courses or in the subject area to which it belongs; to initiate enquiry as to the reasons for a typical performance and to take prompt action as deemed necessary
- To identify courses in which there is a trend over a period of time showing a marked difference in the performance of course delivery and to identify the reasons for such differences, and to take remedial action as necessary
- To address course specific issues, if any, with regard to prompt and effective delivery of courses
- To identify actions to undertake before the next delivery of similar courses in view of the experience of delivering the courses over a period of time and specifically the last delivery

3. The Context

Course delivery plan is very essential for a teacher and it is responsible for increasing the success rate of the students. Without proper course delivery plan a teacher cannot convincingly deliver the course to the students up to their satisfaction. Some of the inexperienced teachers use to consume more contact hours for delivering first few units of the course content in a lethargic manner, whereas they used to rush up the delivery of course contents pertaining to last few units of the syllabus. In such cases the slow learners of the class may not be able to properly understand the concepts that are involved in those last few units where in which the teacher has simply rushed up the delivery of the course content. In such cases, the teacher may not find time to revise the syllabi which may be very much essential for slow learners to complete the course successfully. That is why, nowadays, the teachers are expected to have a course delivery plan before handling any course in a semester. The Deans and HODs used to monitor the phase of course delivery for various courses Institution. Hence, the institution feels that it is very essential to develop an effective course delivery monitoring systems.

4. The Practice

The Institution Software Development Cell has developed software to map the course delivery process. At the beginning of every semester, each teacher is bound to submit his/her course delivery plans for each course planned to be handled by him/her in the semester. The content of the course delivery plan will be fed in to the software to get the “planned course delivery graph”. Subsequently, the Head of the Department is used to collect information from the student with regard to actual covering of syllabi in that course. The details of actual covering of syllabi will be fed into the software by the Head of the Department to get the “actual course delivery graph”. These details may be as well viewed by the Dean/Vice Chancellor so as to get complete information with regard to the pace of course delivery in that course.

5. Evidence of Success

Because of this system, the institution observes that covering of syllabi in almost all courses are going on as per the course delivery plan submitted by the teachers at the beginning of the semester. Moreover, nowadays, the institution is not getting any negative feedback with regard to course delivery by the teachers

6. Problems Encountered and Resources Required

The institution has not so far encountered with any problem while adopting this best practice. As necessary software used in this system was developed by the Institution software development cell, no external resource is required for adopting this best practice.