

7.2.1 Q.M	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.	Weightage 30
	<p>Best Practice 1</p> <p>Title of the Practice: Faculty Development</p> <p>Objectives of the Practice: When faculty are motivated, energized, and capable, they can enhance the learning of the student and support his personal development. They are responsible for shaping the careers of the students. The underlying principles of faculty development are to motivate, energize and update faculty. The University shares with faculty about the changes in educational philosophy, new patterns of student behaviour, use of technology in the teaching-learning process, recent developments in subject knowledge, and emerging research horizons.</p> <p>The objectives of faculty development are to:</p> <ul style="list-style-type: none"> • Bring out an awareness among the faculty about the global trends in higher education • Adapt to new technology in the teaching-learning process • Inculcate research skills and aptitude among faculty • Explicate student behaviour for improving the quality of teaching • Transform a teacher into a competent facilitator <p>The Context: A well-groomed teacher can perform successfully and exceed the expectations of students. The learner centric philosophy of education and requirements of unexperienced faculty member who is yet to explore own teaching abilities often mismatch. Teachers for primary schools and for non-professional institutes undergo rigorous training; however, the same is not available for the professional education teacher, as it is desired to be tailor-made. Faculty development is a must to acquaint the faculty to institutional practices, to orient them to student centricity, to enrich the content, and to explore the research avenues. The training by experts provides them with an insight into the nuances of various processes; hence, faculty development is essential.</p> <p>The Practice: The very purpose of faculty development is to prepare the teacher to meet the institutional requirements – academic and administrative, to enhance their stature on professional fronts, to adhere to the standardized practices in the learning-teaching activities, and to achieve the societal good. The various steps of the practice are as under:</p>	

Step 1: The training needs for faculty members were identified on the basis of the discussions and deliberations done through the Center for Quality Assurance and Academic Development (CQAAD) meetings at the university level with all Heads of the Institute and Internal Quality Assurance Cell (IQAC) at institute level. A survey is carried out to explore expectations from the faculty for classroom delivery. In addition, guidelines by regulatory authorities are also vetted.

Step 2: Faculty development programmes (FDPs) are developed based on the understanding of requirements of different professional fields in addition to the identified areas for improvement. The FDPs are designed to meet the faculty needs at different times of the career span. The programmes carried out by University are: Induction training, Orientation programme in the initial phase of the teaching career, discipline-specific training on regular interval to update the trends in the discipline, and research orientation programme. The faculty member is offered a blend of several modules, e.g., knowledge enrichment, student engagement, time management, communication, mentoring, leadership in classroom, team activities, articulation, presentation, research writing, etc.

Step 3: Programme schedule is designed based on the areas that require improvement.

Step 4: After finalizing the programme schedule, different experts from across the country are invited.

Step 5: During the training programme, the faculty are guided by experts in various areas. In induction training and orientation programmes, the faculty are mentored based on the classroom delivery and learning of general and discipline-specific skills. They are motivated and oriented to become a life-long learner. The faculty members introspect on the course content, course delivery methods, teaching-learning strategies, pattern of evaluation, and map each component to recognize the flaws, if any.

Step 6: All the programmes have a feedback mechanism to know whether they have met the expectations and delivered as per the defined programmed outcomes, wherein the participants describe course effectiveness; achievement of learning outcomes, and feedback for the improvement.

Step 7: Faculty are continuously evaluated. Further, at the end of the programme, they take the test of learning. Finally, they are assigned to a mentor wherein they have to complete the assigned work for which they are evaluated by the mentor.

Evidence of Success: Faculty vitality is the main ingredient to enhance the professional education and competence of students. Enriching the faculty vitality in key domains of teaching, assessing, research, professionalism, and administration is well-known to significantly improve the educational environment and to increase the academic performance of learners. FDPs have been considered as a significant intervention for fostering the knowledge and professional skills of faculty. New Education Policy 2020 also emphasizes the role of faculty development in improving the quality of education. Prime Minister Shri ND Modi has rightly said: “Acche shikshak acchchi shiksha.”

The well-planned FDPs at Nirma University have been conducted since the very beginning. However, we have conducted them systematically in the last five year.. Faculty feedback indicates their enhanced level of confidence. The training programmes have shown smooth floating of a novice teacher in his classroom handling, approach to guiding students, improved personal communication, and inclination to research. The same is reflected in students performance.

In a unique case of paradigm shift in the mode of teaching from offline to online during the Covid-19 pandemic, Faculty Development Programmes were conducted to equip the faculty with all the desired skills that are required for increasing the effectiveness of online teaching. The result of this intervention was visible in the performance of faculty as well as students.

Problems Encountered and Resources Required: Faculty development programmes are for the benefit of both the faculty and the institution. The content of training interventions varies on many aspects and the major constraint experienced is resource faculty availability. The faculty need to invest time in evolving various techniques for subject-specific delivery.

Though the practice has a lot of merits, there are certain challenges in developing faculty:

1. To bring the faculty members at the same level through the training modules.
2. To have experienced and qualified trainers.

3. To assess the learning and to evaluate training programme effectiveness.

Best Practice 2

Title of the Practice: Adopting Outcome Based Education for the effective teaching-learning process

Objectives of the Practice: The objectives of the OBE are as follows:

- a. To define outcomes of learning accurately and precisely.
- b. To organize the curriculum, instruction, and assessment right from the beginning to make sure that the learning outcomes are achieved.
- c. To develop a culture of continuous improvement.

Outcome based education (OBE) is a student-centric instructional model that focuses on measuring student performance through outcomes. At the University, we use Revised Bloom's Taxonomy for implementing the OBE. Its focus is on evaluation of outcomes of the programme by stating the knowledge, skill and behaviour a graduate is expected to attain upon completion of a programme. In the OBE model, the required knowledge and skill sets for a particular programme is predetermined and the students are evaluated for all the required outcomes during the course of the programme. We adopted this approach way back in 2013 and now it has matured.

At the Nirma University, the teaching-learning and assessment methods are learner-centric and all the outcomes are defined and are made tangible. Instruction is given and learning outcomes are measured. If there are any lacunas, corrective actions are taken; thus, ensuring Continuous Quality Improvement (CQI).

The Context

Traditionally, higher education in India has been examination-oriented. The students were expected to pass examinations and get a degree. There was a poor link between education and employability. As a

result, a large number of graduates had poor employability. Students would mug up information delivered in a course without acquiring skills to apply it in a real-life setting. Grades were more important than learning. Students thus focussed on grades, not learning.

Input-based model of education focussed on delivery of information, infrastructure, and resources. Accordingly, higher education institutions depended on institutional activities and faculty behaviour. Students were seen as empty vessels to be filled with information. It did not help students and they were dissatisfied with education. Student centricity was conspicuous by its absence.

Outcome based education (OBE) questions the traditional model of education and puts the student at the heart of all educational activities. It emphasis on what students do in the classroom and what they would be able to do after undergoing a programme. The teacher is a facilitator who supports each student to achieve his learning outcomes. Consequently, all educational activities – curriculum, delivery, assessment, and co-curricular activities – have undergone a 180-degree change. In the OBE, the focus of education is on dealing with real-life problems and student support.

The development of programme learning outcomes is the first step in outcome-based education. It decides curricular, co-curricular, and extra-curricular activities. It also decides the choice of the courses and the syllabus of each course. In the same vein, assessment activities are related to course learning outcomes, hence to programme learning outcomes. Another important feature of the OBE is continuous improvement through Assurance of Learning.

The Practice: As a part of the OBE implementation, graduate attributes programme objectives and programme outcomes are determined for a programme. Further, every course in a programme has course learning outcomes. Each course helps achieve one or two programme learning outcomes. Rubrics for different assessment components are prepared in advance. They are shared with students to apprise them about the nature of assessment for a course.

We use both direct and indirect methods of Assurance of Learning (AoL). The direct methods of the AoL are: End-Semester Examination, Multiple Choice Questions, Lab Exam, Class Presentations, Assignments, Projects / Group Activities, and Simulation / Animations / Model / Chart Making, Case Study, etc. Besides, indirect assessment

methods are also deployed. These are: Student Exit Survey, Student Satisfaction Survey, and Employer Survey. Assessment Rubric is formed for each course for the AOL wherein the course outcome attainment level, in terms of percentage and grading, is predefined. At the end of the semester, the same is confirmed by closing the loop. At the end of the completion of the programme, programme attainment level is also determined.

Evidence of Success: As a part of the implementation of the OBE, programme design, delivery, and assessment have been changed. Any teaching-learning method is as effective as the faculty member using it. In other words, a teacher should not only focus on what to teach but also on how to teach it. All teachers are familiarised with the OBE approach. Various constituent institutes conduct short and long faculty development programmes, focusing on the different facets of the OBE.

Nine programmes under Nirma University are accredited by the National Board of Accreditation (NBA) in the last 5 years that itself indicates success in the implementation of the OBE at the University.

Problems Encountered and Resources Required: The problems faced by the University in the OBE implementation are as under:

- a. It is difficult to evaluate the attainment of soft skills in students.
- b. Student engagement for outcome-oriented learning in the classroom is a challenging task.
- c. Collecting the data for indirect assessment methods, like Student Exit Survey, Student Satisfaction Survey, and Employer Survey is time consuming.