

## **Best Practice – I**

**1. Title of the Practice** : 'Peer Group Meeting'

**2. Goal** :

The goal is to promote teaching learning process and to provide additional resources and interact with peers within the class room.

**3. The context** : 1. Assimilation and understanding of the course  
2. Issues in teaching and learning methods  
3. To monitor the curriculum and beyond  
4. Peer group head will report to class faculty advisor

**4. The Practice** :

- During beginning of each semester, Peer group will be constituted with five to six students with different levels based on Academic Performance of the previous semester. This composition is circulated to all the students in the class room by the class advisor/tutor with the approval of HoD/Dean Academics. Subsequently peer group meeting report is submitted to Dean on every Thursday.
- One period is earmarked in the class time table for peer group meeting which is likely to be an hour in every Tuesday.
- During this time Class Advisor will convene a meeting among students.
- Peer group report consists of action taken based on the major points discussed in the meeting such as Portions coverage, Attendance, issues faced by students in teaching learning process along with Issuing Study materials & Question banks.
- Apart from the Academic facilities, Feedback will be collected regarding the Infrastructure, Class rooms, Laboratories, Internet facilities, Library, Housekeeping, Transport, Hostel and other facilities.
- Minutes will be noted by the Class Advisor and they in turn consolidate a report.
- Grievances, suggestions are analyzed and corrective actions will be made if needed.

**5. Outcomes:**

- Teaching learning process is monitored and sorted out based on the issues given by the students.
- From the feedback regarding the courses and teaching learning process, Head of the Department/Dean will address the concern faculty if needed.
- Hence any deviation in teaching learning process such as coverage of portions for every internals and the teaching methodology of the faculty member is monitored.

## **6. Problems Encountered and Resources Required:**

- Weekly peer group meeting will be conducted. If a week contains more than 4 holidays, Peer group meeting will be conducted in the next week since there will not be much difference.
- Each and every academic semester, Peer group will be reconstituted.

## **Best Practice – II**

1. **Title:** ‘Course Information Sheet’

2. **Goal:**

- To strengthen teaching learning process of every course, Course Information Sheet (CIS) is prepared in accordance with Blooms taxonomy.
- Course Plan is prepared in advance before commencement of classes using CIS.
- CIS summarizes the information of a particular course and it gives the overall view of how the CO’s and PO’s are mapped in each unit. It also gives the level from lower order thinking to higher order thinking.

3. **The context:** To enhance the Teaching Learning process and Mapping of CO’s/PO’s/PSO’s in the process of outcome based learning.

4. **The Practice:**

- During the beginning of each semester course coordinator is responsible for preparing Course Information sheet by consulting with all subject handling faculty members.
- CIS is validated by Head of the Department and Dean Academics and approved by Principal.
- It will have all the information like Syllabus, Course Objectives, Course outcomes, Course plan with weightage, Mapping syllabus with Bloom’s Taxonomy “LOT and HOT”, CO-PO mapping, CO-PSO mapping, Course Assessment methods and End semester question paper mark split-up.
- In order to maintain the uniformity of teaching learning process, CIS is prepared.

5. **Outcome:**

- Uniformity in teaching methodologies is maintained among all the sections.
- To keep track of portion coverage as mentioned in the CIS.
- Mapping of CO-PO and CO-PSO is effectively done and hence attainment can be improved.
- Based on the weightage given for each unit in CIS, External Question paper setter can able to effectively set End semester question papers.

- Curriculum Gap in the syllabus can be identified and it can be brought to the knowledge of Board of Studies Chairman to rectify the same.

**6. Problems Encountered and Resources Required**

- If course coordinators do not follow the mapping of CO-PO and CO-PSO as per the norms, course outcome attainments will be affected.
- If Unit weightage is not properly distributed, External question paper setters will give appropriate weightage as per the Course Information Sheet and not Unit wise.