



Gujarat Technological **University**

Audit Highlight Report # 2

Faculty Best Practices

Contributor Personality Development Program got introduced in the system only about 5 months ago. With a subject which did not have any comparative frame of reference, it was unclear as to how this program would pan out.

As we concluded our audit field visits, we discovered that at many places faculty members have taken lot of efforts with or without any support, gone beyond their expected call of duty to make sure that this new subject not only gets delivered in the right manner but students are also able to see the desired value in it.

These faculty members continue to strive, to solve problems of various forms like – *large class sizes, lack of attendance, lack of time for project work, boredom in class, difficulty in sharing information with students etc...*

It was our privilege to have met some of these teachers who chose to Solve rather than Escalate in order to add significant value to their students. We are sure that there are many more out there who we for lack of time could not meet.

This edition is dedicated to all such teachers.

MORE POWER TO YOU!

This is the second edition of the “Audit Highlights Report”. In this edition, we bring out some initiatives that different faculty members have taken up to help their students see more value in the course.

Some initiatives taken by faculty members to add more value to their students

As number of classes taking this course were many, it was being proposed that the workload be shared among many teachers. The HOD of the Communication Skills department after reading through the course material realized that in order to add maximum value to the students, it was imperative that the course be conducted only by trained faculty members. She stood her ground and ensured that the classes be assigned only to the trained CS teachers

- A.V.P. Technical Institute, Rajkot

There are 2 classes to be taken however the regular faculty is able to manage only 1 class. To cater to the other class, a visiting faculty has been appointed. The regular faculty has attended the training while the visiting faculty has not. So that knowledge transfer is proper, visiting faculty sits in every class of the regular faculty member - takes notes, clarifies doubts – and then conducts the same unit in her class. Thus sharing of knowledge is not restricted to just handing over material but is now practical & real in nature. Students do not lose out because their teacher is not trained

- Government Polytechnic, Jamnagar

So as to effectively manage the projects & presentations of 18 classes, the faculty member has prepared a systematic record in which a student has to sign every time s/he makes a presentation. This systematic recording of data solved a bigger challenge of erratic attendance because students began choosing to make presentations everytime they came to class. This method enabled the faculty member to give internal marks which otherwise would have become a challenge

- R.C. Technical Institute, Sola Ahmedabad

Head of the institute is extremely keen to conduct the course but unfortunately has not been able to attend any of the training sessions however he has made sure that 2 faculty members from his institute have attended the training. He has taken all the necessary knowledge transfer from his junior colleagues and conducts his class with their help. While he leads the class, his colleagues assist him. A better teacher to student ratio has made it possible for the students to see the value of this course not just in their careers but in the personal life too.

- Sigma Institute of Pharmacy, Vadodara

Faculty has asked students to maintain a separate file in which all their presentations & projects are kept. Each file has a Table of Contents with the presentation topic and the marks given.

- Shri Chimanbhai Patel Institute of Computer Applications, Ahmedabad

Some generic faculty Best Practices observed on the ground

The institute is new and generally short staffed. There is no Communication Skills teacher currently. To ensure that the CPD course is delivered effectively, 6 technical faculty members have divided the course amongst themselves. In one branch atleast, the HOD has volunteered to take this course because he feels that if this course is taken by senior technical staff, then it will be easier to convince the students of the value of this course.

- Government Polytechnic, Godhra

There is only 1 class to be taught but 2 teachers have been trained to take this course. Rather than divide the course between the them, the faculty members choose to conduct the classes together. It is a new course and they feel that conducting the class together will allow them better learning. Also 2 teachers per class means students get more attention and are able to engage better in the class.


- N.R.Vekaria Institute of Pharmacy, Rajkot

To ensure that the fellow teachers conducting technical courses are kept updated on this new course, the faculty member puts up a copy of every i-become communication on the noticeboard and also forwards the same to all HODs

- A.D.Patel institute of Technology, V.V.Nagar, Vadodara

Faculty member encourages students to take up projects which can add value to the society at large. Students have been formed into groups. Each group which chooses to do such a project is expected to come and present to the class the scope of its work, audience asks questions & gives suggestions. Faculty helps students scope out their work so that they are able to complete the project in time.

- Marwadi Group of Institutions, Rajkot

i-become  is a very powerful medium of learning and this faculty has mastered it completely. So much is his comfort with the medium that he volunteered to do a demo of the system to fellow faculty members at one of the FDPs. This faculty members went on to the Exam Revision section on ActivGuide™ and copied all the questions and prepared an Examination Revision pack for all his students. Thus all students irrespective of internet access had questions which they could look into at home and also discuss in the class

- B.S.Poytechnic, Mehsana

Contrary to the trend of applying for masters program as observed in other degree pharmacy colleges, students in this college were mainly interested in jobs. The principal who has chosen to conduct this course finished the topic on “Contributor Resume” and encouraged her students to send the same resume to employers. Many of her students have infact done exactly that

- Atmiya Pharmacy College, Ankodia, Vadodara

Some generic faculty Best Practices observed on the ground

Two faculty members conduct classes together, one is a lead faculty while other assists and documents each and every example, experience, question, clarification that comes up in the class. Both constantly discuss these points and evolve their own understanding and answers to student questions.

- Shree Leuva Patel Trust pharmacy Mahila College, Rajkot

For exam preparation, faculty does “mock paper setting” i.e. divides the class into 3 groups, each group is asked to set a paper while other 2 groups solve it. The faculty finds this exercise valuable as students get into the habit of “Contributive thinking” as they are trying to find out which answer is closest to contributorship. Students who were earlier not asking questions have started asking questions

- Om Institute of Engineering & Technology, Rajkot

There is an effort to showcase students’ project work and also share it across the college so that others can also learn. The student projects are placed on the college notice board so that whole college could learn from it. Soft copies are also made available and shared with all.

- Shree Swaminarayan Sanskar Pharmacy College, Zundal, Ahmedabad

To increase student engagement in the class, the faculty member finds newspaper articles and puts them on the notice board, asks students to read and come prepared to the class. Students are also asked to find reading material relevant to the unit being taught in class so that there is lot of discussion with ample number of examples

- Dr. J.M.Mehta Government Polytechnic, Amreli, Rajkot

To increase class engagement while ensuring that the course finishes on time, the faculty member designed a class plan which aimed to achieve both. Students were divided into groups. This plan was detailed and exactly mentioned which unit will be covered on which date and which group. Every 1 hour was divided into four 15 minutes slots. The first slot was for the teacher where he introduced or summarized the concept while the remaining 3 slots were for 3 groups to make their presentations. Each group before making the presentation was supposed to sit with the faculty member and share what they were going to present. The faculty member would give inputs to improve their presentation so that they could add genuine value to other students.

- C.U.Shah college of Pharmacy, Surendranagar

Many diploma students did not even have an e-mail id at the start of the course. Rather than state this as a reason for non-usage of ActivGuide™, these teachers took this as an opportunity and helped their students make their e-mail ids for the first time. Many students across the GTU geography are now internet enabled thanks to their CPD teachers.

- Initiative experienced at multiple locations

Some photographs from the field



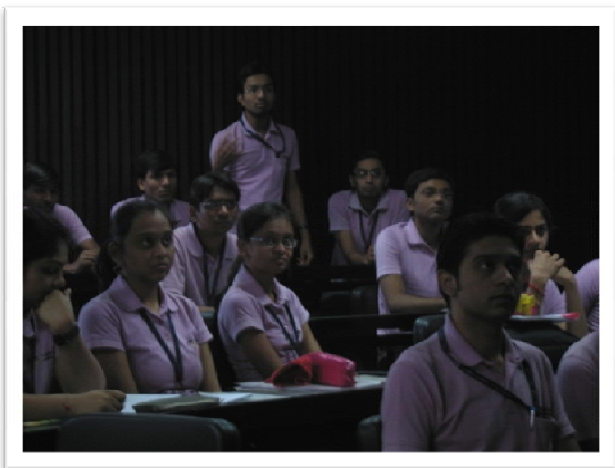
Students interacting with the auditors at Marwadi College, Rajkot



Session in progress at Government Polytechnic, Himmatnagar



Student presenting via role play at N.R.Vekaria Institute of Pharmacy, Rajkot



Students interacting with the auditors at Marwadi College, Rajkot



Student interaction with auditors at Noble College of Pharmacy, Rajkot