



Gujarat Technological University

Audit Highlight Report # 1

Faculty Best Practices

During the audit visits to colleges across the GTU geography, we came across some amazingly committed teachers who have developed a firm belief in - *The ideal of Contributorship and its positive impact on the life & career of their students.*

This belief which at the beginning of the course wasn't necessarily there, was born and kept getting stronger through the relentless pursuit of making the students aware of their potential to contribute to themselves, their organizations & the society.

Little did they realize that this commitment made them exhibit many "Contributor Practices" themselves.

It was our privilege to have gone, met and observed some amazingly Contributor Teachers.

We will bring out a series of "Audit Highlights" in the form of a report over the next 2 weeks. The purpose of this report is to share some amazing things that we observed so that many more get inspired.

This is the first edition of the "Audit Highlights Report". In this edition, we bring out some facilitation best practices that were observed on the ground.

Some generic faculty Best Practices observed on the ground

Faculty **facilitated and provoked students to think deeper** - using questions in the study booklets and further insightful questions.

Comfortable and open interaction between faculty and students. Faculty made an **effort to reach out to students by walking around the class**, making oneself more accessible to students, interacting freely, **listening carefully, encouraging quieter students to participate** in discussions, etc.

Faculty has forced participation by having all group members come to front and express themselves, if they are unable to say anything, she asks questions to trigger thinking and elicit answers.

Thinking is facilitated in **student presentations**. As they present, faculty asks further questions or tells the group to give examples to **deepen their understanding**.

Faculty begins with a **strong introduction**, and **builds from previous understanding**. Students are shown inter-connections and linkages of the current topic with other Units. So that at all times there is **continuity and the bigger picture is clear**. Ends with a **closure** that synthesizes the learnings of that class with the Unit topic.

The **board is used effectively** to invite responses from students, **record** all their points and then **draw conclusions** from the various responses received.

Videos and animated pieces are shown from the **i-become** ^{Active Guide} and other sources. After which, questions are asked to **invoke discussions** to deepen understanding.

Faculty is **extremely well-prepared** before entering the class – being thorough in the concepts to be covered in the unit; the class is systematically planned; class is well-paced – so that student engagement levels are high.

Many examples from **movies** like 3 idiots, **well-known role models** like Dr. APJ Abdul Kalam, Indira Gandhi, their **work and life**, etc. are given. Students are also encouraged to share their own examples from movies, etc.

Some generic faculty Best Practices observed on the ground


Faculty conducts **discussions in smaller groups** thus encouraging more students to participate. Is alert through discussions so they don't go off track

Faculty is attentive to students, **giving them a chance to present their point of view** and examples, allowing them to interpret. But at the end of every discussion, faculty **gives a good closure so it connects back to the topic.**

The faculty was **responsive to the environment.** For instance, she asked the students and switched off the fans so that everybody was audible. Although all the students were sitting right at the back of the class, she went to the back of the class and taught them.

Faculty ensures students have understood before moving on to the next exploration or application discussion

Projects and class presentations are conducted systematically exactly as per the prescribed class plan guide

In the class, as soon as faculty comes in, opens up videos on  (or internet) which are relevant to that unit and keeps it for buffering. In the mean time faculty continues with class discussions and explorations. After exploration is over, faculty shows these videos to the class. So the videos play in an uninterrupted manner and save a lot of time.

Presentations are marked very systematically on 5 different parameters. Students who have displayed contributorship in their conduct are given extra marks in these presentations/projects. Students need to make submissions on their projects which are then systematically assessed.

Students are encouraged to **share their own past experiences** and other **real-life incidents** they have come across, in light of the specific contributorship message being discussed. This makes the concepts seem real and practical.

Some photographs from the field

MCA students participating in group discussions at LCIT, Bhandu (Mehsana)



Student presentation at Marwadi College, Rajkot



Student interaction with auditors at Noble College of Pharmacy, Rajkot



MCA students participating in group discussions at LCIT, Bhandu (Mehsana)



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

Some photographs from the field



Students engaged in Concept explorations at B.S.Polytechnic, Mehsana



Session in progress at Government Polytechnic, Himmatnagar



Groups being formed for class discussions at K.B.Raval College, Ahmedabad



Group discussion at N.M.Gopani Polytechnic, Ranpur