



Laxmi Singh Charitable Trust's (Regd.)

**THAKUR SCHOOL OF
ARCHITECTURE & PLANNING**

(Approved by COA, AICTE, DTE, Govt. of Maharashtra & Affiliated to University of Mumbai)

• Recognized under Section 2f of UGC Act, 1956 • ISO 9001 : 2015 Certified

Website : www.tsapmumbai.in
www.thakureducation.org

Best Practice-1 Title: Lecture Delivery Evaluation

at the time of Recruitment of Teaching Staff.

Objectives of the Practice:

Quality of Teaching Learning Process is Centered on the ability of the Teacher to deliver the content in the Class room. The inherent skills for a particular domain may exist and certain sets can be developed by preparation.

Context:

Recruitment of fresh faculty members from the Industry/ Academia to Teaching is a transition that must be efficient, and the candidate must be able to meet the minimum benchmarks of the process. The Lecture Delivery Evaluation process is designed to test the abilities of the applicant and ability to prepare self in the role expectations while aligning with the teaching learning process. Although, Institutionally at TSAP, we believe in engagement of the faculty as a visiting faculty for a term of minimum one semester for assimilating the nuances of the teaching learning process, all faculty applications have to pass through the LDE process to gain insight on the benchmarking of the role requirements.

Practice

The Applicants are offered to prepare and present a cropped session of lecture not more than five minutes on topics from two courses. The topic and course is identified by the Institute and Shared with the applicant with a preparatory time of minimum one week from the date of evaluation scheduled. (One topic is from the choice of applicant and the other from the Institutional Choice).

The candidate is allowed to make use of desired teaching aids as deemed suitable for doing the same and demonstrate competence. The session is held with Course/ Subject Experts based on various parameters prescribed by the university.

Success

The evaluation report generated by the experts gives insight into the ability of the applicant to perform as a teacher. The findings are shared with the applicant on enrollment and the teacher allowed to improve the personal skills in the domain.

It allows the institute to map the progressive training to be imparted and the transformation is mapped.

Problems Encountered

To communicate with the applicants about the essence of the procedure.

To coordinate with the applicants for fixation of mutually convenient date and time for the conduct.

To Identify suitable external experts for the evaluation to be conducted.

Notes:

The documentation of the entire process has helped in evolving the training needs and improving the overall effectiveness in the Teaching learning process.

Best Practice-2 Title: Monthly Sessional Recovery Week

Objectives of the Practice:

The Curriculum of Architecture requires consistent evaluation of the exercises that become part of the internal evaluation and results. In certain courses, passing in all heads of internal courses apart from keeping the terms of attendance decides the eligibility. The students may end up missing one or two sessional work for a particular course due to health or any other relevant reasons and require to be accommodated. The Monthly Sessional Recovery Week is a strategy to allow improvement potential for such candidates.

Context:

The Teaching plans are prepared with provision of the recovery week and the rubrics for such evaluation are displayed in the class room at the beginning of each academic term. The students and parents are made aware about the process and thus become partners of the exercise. The students works in the late or recovery week are eligible for only passing marks (maintaining fairness for those that have managed to complete in time, unless prior permission is given on the merit of the case).

Practice

The students are updated about the sessional works expected through out the semester along with the weightage of marks and the course outcome related quantum of work required. The mapping of the same is maintained through out the semester. Before the end of each month the students are aware about the progressive performance and aware about the course specific sessional work to be completed and thus are able to produce the same to avert being listed amongst the monthly defaulters list.

Success

The practice has resulted in improved performance, complete transparency in the teaching learning and evaluation system of the Institution.

The overall feedback from the parents, students and teachers has been positive as the overall quality of the work is improved and the regularity of work avoids mounting of huge backlogs later.

Problems Encountered

The evaluation for minimum passing marks is not appreciated, however maintaining strict disciplinary regulation on the same has resulted in improved regularity in performance.

Certain cases that keep failing to keep up with the regularity and pace of work are required to be accommodated under the category of slow learners and given additional time or guidance sessions or both.