

Best Practice 1

1. Title of the Practice: Key Result Area (KRA) and Academic Performance Evaluation (APE)

Tri KRA Testing, Semester-wise APE

This practice focuses on implementing a structured evaluation framework combining key result areas (KRAs) and academic performance evaluation (APE). It involves periodic and comprehensive assessments aimed at enhancing accountability and professional growth.

2. Objectives of the Practice

- **720-Degree Evaluation:** An all-encompassing evaluation system involving self-assessment, peer review, and department feedback.
- **Performance-Linked Incentives:** Salary increments (ranging from 0-5%) and awards are linked to performance scores.
- **Recognition and Motivation:** Exceptional performers receive awards and sponsorships for attending international conferences, fostering a culture of excellence.
- **Inclusive Academic Evaluation:** A systematic process ensures every individual's contributions are acknowledged and rewarded.

3. The Context

- **Panel-Driven Evaluation:** A dedicated panel of seven jury members invests over 60 hours assessing claims based on predetermined criteria.
- **Holistic Development:** The evaluation process emphasizes personal and professional growth, aiming to enhance the holistic capabilities of the individuals involved.
- **Structured and Transparent:** By allotting specific scores to each criterion, the process ensures fairness and meticulousness.

4. The Practice

- **Tri-KRA Template:** Faculty and staff fill out a Key Result Area template three times annually within stipulated deadlines.
- **Self-Appraisal:** Precise self-assessments provide an opportunity for reflection on achievements and areas for improvement.
- **Biannual APE:** Academic Performance Evaluation is conducted twice a year (mid-semester), incorporating feedback from students, peers, and departments.
- **Rigorous Commitment:** Despite constraints like limited time and high commitment demands, meticulous score allotment ensures an unbiased assessment.

5. Evidence of Success

- **Sustained Implementation:** The KRA-APE framework has been successfully implemented for two consecutive years.

- **Incentives and Recognition:** Faculty and staff have received salary increments ranging from 0% to 5%, along with awards and international conference sponsorships.
- **Enhanced Engagement:** This practice has significantly boosted motivation, commitment, and work engagement among the institution's faculty and staff.

6. Problems Encountered and Resources Required

1. **Challenges in Timely Delivery:** Ensuring that the evaluations are completed within strict deadlines posed challenges.
2. **Commitment to Deadlines:** Adherence to the rigorous schedule required consistent follow-ups.

7. Notes (Optional)

- **Transferable Framework:** Other institutions can adopt and benefit from the KRA-APE system.
 - **Training for Adoption:** The KRA jury and APE team conducted 180 hours of training sessions for four other institutions, facilitating the adoption of this practice.

Best Practice 2

1. Title of the Practice: ACTIVE LEARNING INITIATIVES

2. Objectives of the Practice:

1. Enhance Critical Thinking and Problem-Solving Skills
2. Promote Deep Understanding and Retention of Knowledge
3. Encourage Creativity, Collaborative Learning and Communication Skills
4. Foster Independent and Lifelong Learning
5. Encourage participation in activities highlighting social responsibility.

3 Context :

Active learning encourages students to engage with complex concepts through discussions, case studies, field-based projects and problem-solving exercises. This helps them to develop critical thinking skills, enabling them to analyze and solve real-world problems in their field of study. By actively engaging in learning activities such as group projects, debates, and simulations, postgraduate students can gain a deeper understanding of the subject matter. This active participation fosters better retention and application of knowledge beyond rote memorization. This promotes a mindset of lifelong learning, which is crucial for continuous professional growth in dynamic and evolving fields through peer learning and experiential learning methods.

Each faculty has to think individually as well as brainstorming sessions are to be conducted to understand what strategies can be used to facilitate active learning of students.

3. The Practice:

Each faculty carefully decides the strategies and methods to be used to promote active learning related to their course. This is incorporated in to the teaching-learning process. The details of the methods to be used are clearly defined in the **Module Handbooks** designed by the faculties for their respective courses.

To encourage students to take active learning seriously, active learning activities are included in the internal credit assessment of each student.

The faculty carefully assesses the participation and performance of each student impartially and objectively. The internal credits are shown to the student to maintain complete transparency in the internal credit assessment. This also helps in mitigating grievance of students regarding internal credits.

4.

Evidence of Success

The faculties have observed some very positive outcomes of active learning strategies. It has made the teaching-learning process very systematic. The students know in advance what content will be covered in class in that week. The student also knows what activities the faculty will conduct as part of that course. The participation and enthusiasm of students in different activities has significantly increased. A spirit of healthy competition can be seen among students. Faculties enjoy the academic freedom to use their creativity and

innovation to design different activities to promote active learning.

5. Problems Encountered and Resources Required

Some students find it difficult to participate in the activities initially. The responsibility to make them participate lies on the shoulders of the faculty. Different activities need different resources like space, stationery items, software, internet connectivity, competent resource persons etc.

6. Notes

Other institute can benefit from ACTIVE LEARNING INITIATIVES

This practice is no doubt one of the best practices that are extremely beneficial to students. But it takes a lot of time and efforts of the faculties to plan these activities and motivate students to participate in them.