

**INNOVATIONS/UNIQUE PRACTICES IN  
TEACHING/ASSESSMENT/CLASS-ROOM MANAGEMENT  
IN UNIVERSITY OF KERALA**



**Internal Quality Assurance Cell (IQAC)  
University of Kerala  
2016**

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Internal Quality Assurance Cell is charged with the responsibility to document microscopic activities related to quality. This compilation is a non-exhaustive collection of innovative practices in teaching/assessment/class-room management that are reported by teachers. This is being circulated so that good practices can be adopted by others. A set of suggestions by IQAC is also included in this compilation.

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University of Kerala**

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## **Improving Teaching & Learning – Suggestions approved by IQAC for Consideration of Dept Councils**

The following suggestions for improving Teaching and Learning were approved by the 12<sup>th</sup> Meeting of the IQAC for consideration of Department councils. (*Steps at University level indicated with \**)

### **Preparing a Learning Environment**

- “Learning to Learn” induction programme
- Use of student survey to understand student population and plan teaching accordingly.
- External mentoring for teachers in their early career.
- Recognizing each year a set of selected alternative learning environments. For example creative use of museums.

### **Curriculum Design & Evolution**

- Minor revision of syllabus every year.
- Major revision of syllabus every 3 years.
- Holding Curriculum design workshops\*
- Considering advances in research and inputs from employers in curriculum revision.
- Act on peer review of curriculum obtained through Academic Audit
- Crowd-sourcing curriculum through Wikipedia/ similar platforms.
- Articulating learning outcomes as corner-stone of curriculum design (Learning objectives are statements of the tasks that students should be able to do if they learn what is intended to be taught (define, explain, calculate, derive, model, critique, design, etc)).
- Issuing model question paper along with course brochure in beginning of semester
- Holding Curriculum fair to showcase innovation in curriculum.\*

### **Curriculum Delivery**

- Practice team teaching, each course may have 2 lecturers.
- Integrating teaching with research – discuss at least one recent research paper/course, arrange visit to a laboratory actively involved in research.
- Arranging 1-2 lectures/course by external experts.
- Mid-sem feedback to be used by lecturers to re-orient teaching suitably.
- Arrange alumni interactions with students.
- Active learning through flipped classrooms: If resources permit, practice flipped classroom. Flipped class room inverts the traditional pattern of passive lecture delivery in class and assignments/problem solving at home. That is, reading material or on-line videos of lectures are read/watched at home and class room is used to discuss, carry out activities etc. Such a classroom is said to be doing “active learning” (anything other than passive listening to lectures). Where team work is involved, it is an instance of co-operative learning also. Some active learning strategies are given below.
- Providing student teams with discussion topics and asking one of them to summarise.
- Peer student evaluation of student presentations.
- Asking students to prepare mind-maps individually and then combine them
- Give 15 minutes to each student/course to teach a small topic.

- Think – Pair –Share (Lyman, 1981): Have students work on a task individually and then get into pairs to compare and improve their responses. Call randomly on individuals to share their pairs solutions.
- Arrange visits to field/industry, at least for one course/semester.
- Encourage each student to ask one question after each lecture. Reward best question in each course.
- After easy lecture, get each student to write down: (1) What was the main point of today's class (2) What was the muddiest point (most confusing point) question?
- Post- class reflection: immediately after a class session, spend a few minutes, reflecting on the lecture.
- Peer review of teaching: Students are not qualified to evaluate certain aspects of course instruction, although student ratings provide essential information that can help you improve your teaching, they should be supplemented with other assessments. A faculty colleague can evaluate if the colleague is an excellent teacher; he or she can suggest improvements your teaching that the students would be unlikely to identify.
- Process – Oriented Guided Inquiry Learning (POGIL): Students work in small groups in a class or laboratory on instructional modules, followed by leading questions designed to guide them toward formulation of their own conclusions.

### **Technology in Teaching & Learning**

- Use of smart classrooms.
- Use video/animations/applets/apps where relevant.
- Use of social media for intellectual discussions.
- Recommending MOOCs for each course and integrating MOOC **with** the course.
- Arrange time-tabled and group viewing of MOOC lectures.
- Access to PCs with internet\*.
- use Skype to bring in foreign scholars to interact with students.
- Test understanding by polling: Use clickers (personal response systems) or online tool-www.polleverywhere.com, which enables students to submit responses using their smart phones.
- Use scientific team forming techniques: CATME Team-maker is an online team-forming program ([www.catme.org](http://www.catme.org)). It selects criteria from a list of common choices (including user- defined). Team-Maker queries students and collects and stores the required information.
- Access to digital learning resources\*.
- Wi-Fi in campus including hostels\*.
- Online tests\*.
- Support in IT skill acquisition.
- Use email groups/Whats App groups for academic discussions.
- Encourage students to consult and contribute to Wiki pages related to topics taught.
- Preparation of a domain wise list of ever growing free learning resources. This can be a student assignment for one year before publishing a co-created depository”.

### **Assessment and Evaluation**

- Give an anonymous pre-test to understand the entry knowledge of students
- Best time to formulate questions for tests/assignments is in the lecture room or immediately after the lecture. Stems of questions may be noted down after each lecture.

- Ensure that QPs have a mix of direct, indirect/application and challenging/creative questions. Try to use Bloom's taxonomy of educational objective in this regard.
- Self-assessment quizzes (self-marked and marks not revealed to lecturer) may be conducted.
- Respond to annual student feedback.
- Give engaging assignments.
- Create “unGooglable” assignments.
- Give comments in answer scripts which can help improve learning.
- Practice 2-level marking of assignments. First marking is for 75%. They can resubmit after modification, it can be marked for 25%.
- Use project management system with scientifically designed docketts
- Respond to inputs from T-LARC (Teaching, Learning & Assessment Review Committee).
- Reward good pieces of work submitted as assignment or answer scripts of test. Publish in notice board.
- Let students submit a self-evaluation along with assignments.
- Discuss assignments & test papers in class-both exceptional answers and also what went wrong in some.
- Evolve ways to evaluate assignments /projects done in teams.

### **Student Progress and Support**

- Documentation of all background information of students including academic history, performance in courses, demographic background etc. Document and analyse dropout rates
- Document and analyse student progress of students from disadvantaged groups.
- Trace programme and course progress on a monthly basis using docketts
- Give English language training where necessary
- Ensure that there is real choice in elective courses
- Help with early preparation for projects
- Provide digital access to learning resources
- Offer additional skill courses (USAP)
- Support for socio-cultural activities of students
- Invite students to suggest books for library
- Arrange one external mentor per batch.

## **A. Innovations/Unique Practices in Teaching**

## **Teaching**

A1. After every class every student is asked to write down one question and then it is collected and a few are randomly answered.

A2. Creating an Urge to Learn: Linking theoretical concepts to application in the environment-industry, policy formulation aspects. Talking about where it works and how, with variation in different situations.

A3. Making Learning Joyful: Drawing from media quotes and indices to prove relevance of what is being imparted. Live cases presentations and citing working examples.

A4. Supporting Internalization of Concepts: Learning through development of structural relationship between concepts- underlying principles- applications and validity. Here a module is structured into related components where concepts are reduced to a single word/words and its principles and applications aligned under the same. This helps in deeper internalization and easy retrieval for the future.

A5. Classical experiments, especially in the field of Social Psychology (like conformity experiments) are simulated so that students understand them better.

A6. Role plays are conducted where students mimic themselves as clients with a psychopathology and the one who is the clinician would elicit pertinent details about the former's problem. How to counsel, what to observe, how to handle silence and listen to the recurring theme being presented are learned by the students, through feedback from the peers on information they need to probe further, total participation and involvement of the class is ensured.

A7. I form buzz groups to discuss contemporary issues relevant to the field of Aquatic Biology and Fisheries and make flash presentations.

A8. Debate clubs and presentation of matters related to fisheries policies where teachers act as observers Promoting interviews with external experts and suggestion of new topics for syllabus revision.

A9. On-field teaching: Some topics like ecology, taxonomy, fisheries, fish processing and ecology are taught while the students are in field/industry visit.

A10. Learning by doing: Student attachment programme for MSc students, where students are attached with fish hatcheries and fish farms to learn from the field.

A11. I always try to initiate discussion in the classrooms during my lecture hours. Sometimes I split students into different groups and encourage them to discuss about the topic which I give to them within their respective group first. I have found that the ideas evolving through group discussions facilitate my teaching and their learning process to a great extent.

A12. I feel that field Trip is a tool that can be employed in enriching the learning activity. When I gave a lecture on 'Kerala administrative system and the Legislative Assembly proceedings', a

trip followed after that to the Kerala Legislative Assembly (organized by the Department itself) gave students a real first-hand experience about the Legislative Assembly proceedings.

A13. We have devoted some time for taking remedial classes for those students who are lagging behind in their studies. Often, Friday afternoon hours are reserved for this purpose in the Department, we have given form to 'P.G Forum' and 'Researchers Forum'. Sometimes these Forums organize discussions on the topic which they find relevant in their syllabuses. For example, as part of the course titled 'Human Rights in India', on behalf of these Forums, we have had organized discussions on various human rights issues and a Quiz Competition as well. That has enabled the understanding of the students about the topics in-depth. For Seminar presentations, most of the time, I ask students to choose a topic themselves related to the subject areas mentioned in the syllabus and if applicable, apply it within the current context. This help the students to get a sense of its contemporary relevance. Documentary Screening is another method that can be adopted. For example, when I deal with a topic 'environmental degradation and displacement', I have realized that a documentary related to it is more productive than simply explaining the topic to the students.

A14. "Provide visual demonstrations of difficult concepts, lest they become frustrated and lost in a sea of equations". Spectrum analyzer pro is a free software which does the Fourier transform of sound signals. I asked students to take two songs: Sunn Raha Hai by Ankit Tiwari and same song by Shreya Ghoshal. I asked them "Play songs and see the Fourier transform (FT) difference of the same song sung by two different artists. Even though it is the same song, FT shows how pitch, frequency differs for each singer".

A15. "Placing course content in the context of real scientific, societal or technological problems": I use field visit for this. I have a friend, Mr. Jithin working in Safari channel. He helps me to take my students to see how things work in sound engineering field using advance FT software.

A16. Team presentation and poster format: In this exercise, seminar topics were assigned to students who were teamed as a pair. The expected level of competency was that they prepare their presentation as a team of two and be able to make a combined presentation. The chosen format was a poster model of presentation. Presenting assignment in a poster format and teaming students for presentation were found to carry certain inherent advantages. Teaming students brought out the core competency of each student as they adapt to the need of team work during preparation and presentation. Team presentation also enables the students to communicate one-to-one and collaborate in understanding the topic. This was found to encourage interpersonal communication skills and enhance the learning process of the students. Poster is a single template display format where the author has limited luxury of space which makes them focus on the important details of the topic while eliminating superficial and redundant matter. This in itself is a learning process where they are enabled to judge a topic for its merit and identify essential from non-essential content.

A17. As a teacher, I always try to make learning a pleasant experience for the students. The attributes I thrust upon to my teaching are: present the subjects in a way that caught students'

interest, clarify difficult topics and led them through practical examples, and put knowledge into context so that its relevance is apparent. I always try to act as a facilitator of learning, rather than as an expert who simply delivers knowledge to students. When planning a curriculum or interacting with students, I am always conscious of their different learning styles and rates, what they have already learned and what they will need to learn from my class. I used to give topic of my next class on previous class and assign 3 three students a task of asking questions on the topic and this process will continue to see that all students get a chance to ask. I found that it clicked well. This is how i encourage the students to ask questions. Feedback from students has been vital for myself evaluation and improvement. Encouraging students to question me, arranging discussions outside the class room and taking them to the field are my styles of teaching.

A18. എം.എ.ക്ലാസ്സുകളിൽ സിലബസ് ആദ്യവസാനം പഠിപ്പിക്കുന്ന രീതി ശരിയാവില്ല. അതുകൊണ്ട് സിലബസിലെ പാഠ്യപദ്ധതിയിലും പാഠ്യഭാഗത്തും ഉള്ള കാര്യങ്ങളെ മുഴുവൻ സെമിനാർ-അസെൻമെന്റ് വിഷയങ്ങളായി കുട്ടികളെ കൊണ്ട് ചെയ്യിക്കുന്ന രീതിയാണ് ഞാൻ നടപ്പാക്കാറുള്ളത്. കാരണം, പാഠ്യഭാഗം പലപ്പോഴും പഠിപ്പിച്ചാലും പാഠ്യപദ്ധതിയിലുള്ള വിപുലമായ മേഖലകളെ ഒഴിവാക്കപ്പെടാറുണ്ട്. സാഹിത്യം പഠിക്കുന്ന വിദ്യാർത്ഥികളുടെ ഇതെല്ലാം ചേരുമ്പോൾ മാത്രമേ സമുദ്രംപോലെ കിടക്കുന്ന മലയാളസാഹിത്യത്തിലേക്ക് ഒരുചുവടെകിലും വെയ്ക്കാനാകൂ. അതോടൊപ്പം പഠനവുമായി ബന്ധപ്പെട്ട് കുട്ടികളെ വായിക്കുന്ന കാര്യങ്ങളെ കൂട്ടായി ചർച്ചചെയ്യുന്നതിന് പ്രേരിപ്പിക്കാറുണ്ട്. ഇതിലൂടെ, പരിമിതമായ സമയത്തിനുള്ളിൽ എല്ലാ സഹായകഗ്രന്ഥങ്ങളും എല്ലാ കുട്ടികളുടെയും വായിക്കാൻ കഴിഞ്ഞില്ലെങ്കിലും അവയുടെ ഉള്ളടക്കം എല്ലാർക്കും മനസ്സിലാക്കാൻ കഴിയും. ഇതേ രീതി തന്നെ നോട്ട് തയ്യാറാക്കുന്നതിലും തുടരുകയും പരസ്പരം പങ്കിടുകയും ചെയ്യുന്നത് നല്ലതാണ്.

A19. മലയാളസാഹിത്യത്തോടൊപ്പം സംസ്കാരം കൂടി പഠിക്കാനുണ്ടെങ്കിലും കേരളീയകലകളൊന്നും കുട്ടികളെ ശ്രദ്ധിക്കാറില്ലെന്നാണ് ഇതുവരെയുള്ള അനുഭവം. ഒഴിവുകിട്ടുമ്പോൾ കൂടിയാട്ടം, കഥകളി തുടങ്ങിയ ക്ലാസ്സിക്കൽ കലകളെക്കുറിച്ചും മുദ്രാഭാഷയുടെ സവിശേഷതകളെക്കുറിച്ചും പറഞ്ഞുകൊടുക്കും. എങ്ങനെ മുദ്രകളെക്കുറിച്ചിനാലെ പോകണമെന്നും പരിചയപ്പെടുത്താറുണ്ട്. തിരുവനന്തപുരത്ത് ഇത്തരം കലാരൂപങ്ങളെ കാണാനുള്ള അവസരം ഉണ്ടാക്കുകയും സോദാഹരണപ്രഭാഷണങ്ങളെ ഡിപ്പാർട്ടുമെന്റിൽ നടത്താനുള്ള സാഹചര്യം ഒരുക്കുകയും ചെയ്യാറുണ്ട്.

A20. നാടോടിവിജ്ഞാനീയം പഠിപ്പിക്കുന്നതിന്റെ ഭാഗമായി നാടോടിക്കലകളും നാടോടിസാഹിത്യവും കൂടുതൽ അടുത്തറിയാനുള്ള അവസരം ഉണ്ടാക്കാറുണ്ട്. പഴഞ്ചൊല്ലുകളും കടങ്കഥകളും ഓരോ കുട്ടിയും കണ്ടെത്തി വന്ന് അവതരിപ്പിക്കാറുണ്ട്. വെള്ളിയാഴ്ച ഉച്ചയ്ക്ക് ഒരുമണിക്കൂർ ഇത്തരം ചർച്ചയ്ക്കുവേണ്ടി കുട്ടികളുടെ ഒത്തുകൂടുകയും അവരെക്കൊണ്ട് സംസാരിപ്പിക്കുകയും ചെയ്യാറുണ്ട്. അത്തരം ചർച്ചകളെ തികച്ചും അനൗപചാരികമായിരിക്കണം. ഇത്തരം സന്ദർഭങ്ങളിൽ വിദ്യാർത്ഥികളെ അവർക്കുണ്ടാകുന്ന ബുദ്ധിമുട്ടുകളെ തുറന്നുപറയാറുണ്ട്. അവയ്ക്ക് പരിഹാരം നിർദ്ദേശിക്കുന്നതിലൂടെ അവരുടെ ആത്മവിശ്വാസം മെച്ചപ്പെടുത്താൻ കഴിയും.

A21. സ്വന്തം നാടിനെക്കുറിച്ചറിയാൻ ഓരോ കുട്ടിയും താമസിക്കുന്ന ദേശത്തെക്കുറിച്ച് എഴുതിക്കൊണ്ടുവരാൻ പറയാറുണ്ട്. ദേശചരിത്രം എഴുതാൻ ഇതൊരു നല്ല മാർഗ്ഗമായി തോന്നിയിട്ടുണ്ട്.

A22. പരിസരത്തുള്ള വിവിധതരം മരങ്ങളെ, പക്ഷികളെ, പൂക്കളെ എന്നിവയുടെയൊക്കെ പേരുകളെ എഴുതിക്കൊണ്ടുണ്ട്. ഇതിലൂടെ പ്രകൃതിയുമായി ബന്ധമുണ്ടാക്കാനുള്ള അവസരം കുട്ടികളുടെ ലഭിക്കും.

A23. മലയാളവ്യാകരണം പരമ്പരാഗതരീതിയിൽ പഠിപ്പിക്കുന്നത് മുഷിച്ചിൽ ഉണ്ടാക്കാറുണ്ട്. വ്യത്യസ്ത പ്രദേശങ്ങളിൽ നിന്ന് വരുന്ന കുട്ടികളുടെ ഭാഷാഭേദങ്ങളു്(dialects) അവരെക്കൊണ്ട് പറയിക്കുകയും അവയുടെ സവിശേഷതകളു് പറഞ്ഞുകൊടുക്കുകയും ചെയ്താണ് വ്യാകരണം എത്തിനാണെന്ന് പഠിപ്പിച്ചുതുടങ്ങുക. നിത്യേന അവർ തെറ്റില്ലാതെ ഉപയോഗിച്ചുകൊണ്ടിരിക്കുന്നതാണ് വ്യാകരണത്തിലെ ഓരോ സാങ്കേതിക ഘടകവും എന്ന് ബോധ്യപ്പെടുത്താൻ പാകത്തിൽ കുട്ടികളെക്കൊണ്ട് ഉദാഹരണം പറയിക്കുകയും അതുകഴിഞ്ഞ് അക്കാര്യം വിശദീകരിച്ചുകൊടുക്കുകയും ചെയ്യും. ഓരോ പ്രാദേശികഭാഷയിലും ഉപയോഗിക്കുന്ന ബന്ധസൂചക പദങ്ങളു്, വാമൊഴിയിലെ പ്രയോഗവിശേഷങ്ങളു് എന്നിവയൊക്കെ പറയിക്കുകയും എഴുതിക്കുകയും ചെയ്യാറുണ്ട്. ക്യാമ്പസ്സിൽ നിലവിലുള്ള ഭാഷയുടെ സവിശേഷതകളു് ക്യാമ്പസ് മലയളം എന്ന പേരിൽ സെമിനാർ ചെയ്യിച്ചിട്ടുണ്ട്.

A24. പഠനയാത്ര എന്ന പേരിൽ സാഹിത്യവിദ്യാർത്ഥികളു് പോകാറുള്ളതു് ഏതെങ്കിലും വിനോദസഞ്ചാരകേന്ദ്രങ്ങളിലേക്കാവും. അതിനുപകരം കേരളസംസ്കാരവുമായി ബന്ധപ്പെട്ട എടയ്ക്കൽ ഗുഹ, കേരളകലാമണ്ഡലം, തുഞ്ചൻപറമ്പ് എന്നിവ പോലുള്ള സ്ഥലങ്ങളിൽ പോകാൻ പ്രേരിപ്പിക്കുകയും കൊണ്ടുപോവുകയും ചെയ്യാറുണ്ട്. ഇത്തരം സ്ഥലങ്ങളിലേക്ക് വീട്ടിൽ നിന്നും പോകാൻ കുട്ടികളു്ക്ക് അവസരം പലപ്പോഴും കിട്ടാറില്ല.

A25. Research Methodology is taught through a toy experiment done by students in groups. A research paper is written based on the conduct of the experiment and then peer reviewed by the students themselves.

A26. During induction programme, to promote spirit of questioning, every student is asked to write 15 questions on pencils. Close to 1000 questions have been collected and are displayed prominently in the Dept.

A27. We have prescribed syllabus for each course. Each modules is given in bullet points which do not explain in detail. But I developed a well-developed module for one of my courses ( Population and Society) in international format. This module is very brief, but clear about what material and information will be covered, what are the reading material for each content, it also shows the time period for each session (two days or one week) and the type of activities that the students have to do within this course period. It also shows the topic of discussion and the seminar to be done by the students. Seminar and assignment topics included in the module. This section includes a thorough description of the learning activities—what the student will participate, submit, or accomplish every learning activity in a module.

## **B. Innovations/Unique Practices in Assessment**

## Assessment

B1. In teaching research methodology, sample Abstracts of selected research papers are issued to students. They are asked to grade it individually and then debate and arrive at one grade per group. Each group then justifies their grades.

B2. As a teacher who makes it a point to know the pulse of the students I have had some reservations about the 40% internal assessment marks of the CSS, since students have time and again expressed their anxieties of the ways in which it could also be used to tame and break them. In a measure to address these apprehensions in my classrooms I have devised a more democratic and egalitarian system where the students, along with the teacher take part in the process of evaluating a seminar presentation or term paper, keeping in mind the usefulness of the paper to the class, its scholarship, academic sweep and relevance. I have noticed that the students are able to handle the responsibility entrusted on them with grace and ethics, and have been satisfied to note that this system makes them more comfortable, confident and rational while respecting the participative nature and responsibilities involved.

B3. Evaluation of assignments based on the number of questions (including research questions) generated on the topic.

B4. Peer evaluation and feedback mechanism: Students were encouraged to evaluate their peer presentations and comment on the merits/demerits of the presentation. Such a feedback based evaluation pattern was found to enhance the learning process. The involvement of peer evaluation brings on board all students of the class in understanding and interpreting the topic to be presented for evaluation. Hence, this methodology was found to be both engaging as well as evaluating at the same time. The student's evaluation received a weighted share of 20% of the overall grade awarded for an assessment module. A sense of empowerment and greater responsibility was felt among students when given the responsibility to grade their peers.

B5. I use a long ruled book of 200pages as teacher's Course Diary in which I keep the details of students of particular course in a Semester, like: name of the student, title of the Assignment/ Term paper given, date of submission, date of Class Presentation, Marks obtained for both Presentation and Submitted hand written assignment and remarks. By doing so a teacher can easily get a picture of a student at any time and can become just and accurate in distributing their internal marks as any candidate deserve. This record will be a valid performance sheet of each student of each course in a semester.

B6. Peer evaluation of student's seminar: Each student was assigned a topic for seminar in the course, Fundamentals of Molecular Biology. The topics were allotted to each student by lot system, in order to ensure fairness in allocation. Along with the evaluation by the teacher, peer evaluation by the students was carried out. So that each student will be attentive as well as have an opportunity for Critical evaluation.

B7. Written Quiz-team activity: Students in the class were grouped into separate teams, each consisting of 2 members, which were selected by lot system. In order to ensure fairness in allocation. The quiz was given to each group and the group had to discuss and arrive at a single

answer. This will encourage team learning and the students in each team will be sharing the same marks scored by the team.

B8. Project Monitoring Docket: A project monitoring system with the help of dockets have been implemented to monitor the academic project which holds a major credit in the Credit based learning system. A project planning docket (Part A), project progress reporting docket (Part B), Weekly Planner & Guidelines (Part C), Student peer review form (Part D). Interim review report by supervisor (Part E), Self-evaluation report (Part F) & form for external evaluation (Part G) forms the various dockets of the project monitoring system implemented: Ms. P. Sunitha.

B9. All student presentations are randomly chosen so that all of them are ready for presentation. Relative grading by students on the presentations. One day workshop on “Meet the practitioner” in marketing specialization. Students are encouraged to come up with unique proposals and the same are evaluated for feasibility and onward transmission to agencies.

## **C. Innovations/Unique Practices in Class Room Management**

## Class Room Management

C1. I had a way of my own to put students in what would like to call *relaxed Mode*. This basically involved in permitting then students in the classroom to sit in whatever way they like to sit---in whatever postures they like---without any restrictions whatsoever. They were all free like their forefathers---the monkeys. I always believed that Jefferson Chair is a Himalyan Torture Device imposed on listeners of all kind (including poor, helpless students) by some great “talking” minds. To my mind, the contraption is nothing but a straight jacket device of torture---so remarkably uncomfortable to sit in for any period larger than seven seconds. Let the students attend the class the way they like to do it : sitting, standing, reclining, or even lying down holding their head in their palms. Let the teachers also enjoy similar freedom. A handful of swinging will make us all relax in an immediate, natural way.

C2. What I do when a fresh batch of students come, is to try a few ice breakers.. after they introduce themselves, I make them stand in two rows facing each other, and think of me having an imaginary ball, I'll call out the name of one student and throw the imaginary ball to her...she would call the name of another student in the opposite row, and pass the ball to her, and soon the group gets energised and jovial, and indirectly they learn the names of their peers as well.

C3. To refresh the students when I feel they are getting distracted after a dull topic, I try out energisers. I make them stand up, ask them to imagine writing their name with their right hand, with the left, with their right leg, left leg, elbows, stomach, chin, and nose...all the parts of their body gets energised, there is fun and greater participation in the class later on..

C4. To nail down important concepts, generally during the seminar/ class, quiz on the topic by the students are held...there is friendly competition between the teams, sharp questions are reinforced by claps, student well-being improves.... and, my purpose is served.

C5. ക്ലാസ്സിൽ അടുത്തിരിക്കുന്ന സഹപാഠിയെ എത്രത്തോളം മനസ്സിലാക്കിയിട്ടുണ്ടെന്നറിയാൻ ഓരോ കുട്ടിയും ഒരാളെക്കുറിച്ച് എഴുതാൻ ആവശ്യപ്പെടാറുണ്ട്.

C6. Students and researchers are encouraged to have free and open discussion on the way to Canteen over a cup of tea!

C7. Humble method is that encouraging students for group presentation of a single topic this will be helpful for certain weak students in a particular class knowledge will be shared among one group through discussion and deliberations.

C8. Student docket: A student docket has been designed to ensure meaningful monitoring and management of learning process of the students and to enable personal mentoring: Ms. P. Sunitha.

C9. In the first semester for each class seminar, five people will come to the stage – one student will introduce the presenter, (2-3 mts), another will introduce the topic of the seminar, (2-3 mts), the presenter will get 20 to 30 mts for the seminar. One student will make a summary of the presentation (3-5 mts) – this person will be randomly selected from among the students and at the end I (teacher) will make an analysis of the presentation, Including interactive session it will take about 60 mts for one seminar.

## **D. Innovations/Unique Practices in Use of Technology**

## **Use of Technology**

D1. The Skype meeting arranged by me, as part of a national seminar succeeded in capturing the interest of faculties students and scholars alike. Dr. Sabu Padmadas, Professor, Social Statistics and Global Health of Southampton University delivered a very illuminating talk on population explosion and its impacts on Sustainability at a global level through the Skype. In the coming semesters ,Some of the professors of Sociology from University of Wisconsin, USA has agreed to come over by the Skype and thereby I could ensure the international academic content and environment to our university students. Skype as a medium of conferencing if used more frequently to provide such academic sessions the quality of education in our department/ University will increase considerably. I plan to do one such meeting in each semester in my department. I hope this will be a wonderful learning experience for my students.

D2. Many popular lectures in our department are uploaded in our Physics club channel: illuminati Physics. We have 73 subscribers and more than 70,000 page views in last two years, from all around the globe.

D3. Students are encouraged to attend the online courses at coursera or Khan Academy and their successful completion is considered as assignment. This inculcate the need for lifelong learning too!

D4. Promoting the teaching and research activities through YouTube channel.

D5. Students are asked to observe an “Away from PC day” to break the habit of being worked on the net continuously.

D6. Students are equipped with the latest tools and software apart from what mentioned in the syllabus through special workshops/ coaching

## **E. Miscellaneous**

## Miscellaneous

E1. Whole class is led to the library by lecturers who hand pick books for each student, to promote library usage.

E2. I find this clinging to meritocracy a little problematic in a system where we know that students from the weakest rungs of society and most vulnerable sections of the population are competing with students who have been attuned to everything that money and power could buy. So in a class where nearly 50% of the students might be waging their personal battles against the oppressions of class and caste, and might as a result feel diffident and victimised, I find it futile to think that they are all competing on the same grounds. Therefore I make it a point to provide the extra love, that extra care and extra push that students from the weaker sections need so much to survive today. I try to foster their good will, raise their confidence levels and tell them that the beauty of the race is not in winning but in being able to run it with courage and determination. Over the years my tactics have yielded fruits and I feel, if not in anything else, I have at least made these students stronger to fight their larger battles. I have tried in my own humble way to prevent their pride from being broken, to ensure that they do not fall victims of a system that might guarantee them reservation rights but not the strength to survive or fall through the gaps in the system. I feel I have succeeded in my own small ways.

E3. As a teacher who is myself a parent, I have made sure that in the event of an emergency or an accident, even if it might be triggered by a fault of theirs, my students will have the courage and freedom to call me even in the middle of the night. This is the support I would want a teacher of my own child to give her, and I try to ensure this for my student too. This is my minimum guarantee to them.

E4. As a University faculty who enjoys the privilege of framing a syllabus and teaching it I try to ensure that a syllabus be not seen as a test of a teacher's scholarship or stature, but that it is devised according to the needs of the student community, I take care to frame syllabi that will generate an interest in the fields of knowledge and not put them off. As a teacher in the Humanities I also try to include texts that teach them to be human beings and not knowledge mongers.

E5. "Develop a connection between course content and the world they encounter outside the classroom". All students who come to take physics in department have much bigger dreams than becoming a teacher/scientist or researcher. My student, Nithin Gopi, wants to be a singer, a composer and I know he does it well. So I want convey to him that it could be done better if you learn Physics.

E6. Every small achievement of student/ staff is encouraged through monthly newsletters . The students even get a chance to work as the general editor of newsletter which bring an upliftment in their writing styles

E7. Maintaining a balance between academic and other co-curricular club activities in way to show the left and right balance thereby triggering the creativity of the individual. Every student get equal chance to lead a club activity and always try to make a "LEADER" after every event.

E8. The green charter adapted by the dept., always helped the students to inculcate the need to care our nature for a better tomorrow

E9. Scholarships are awarded to students for encouraging the academic excellence

## **F. Appendix**

# Appendix

## **M. Sc. PROJECT DOCKET PART-A: PROJECT PLANNING DOCKET (To be filled in prior to project selection)**

|   |  |
|---|--|
| Name of the Student   |  |
| 1. What broad area would you like to work? (put a tick mark)                                  | 1. Programming based <input type="checkbox"/><br>2. Including theory/ Mathematics <input type="checkbox"/><br>3. Bioinformatics including Wet lab <input type="checkbox"/><br>4. |
| 2. List five areas of your Interest add (a mind map for each the topic as appendix)           | 1.<br>2.<br>3.<br>4.<br>5.   |
| 4. What are the general objectives of a Project work?   |  |
| 5. List 5 skill sets you have in relation to your project work?<br>1.<br>2.<br>3.<br>4.<br>5. |  |

| 6. List three Institution and guides in consideration (If more than one person in an institution add additional sheets) |  |  |  |  |  |                     |  |  |  |  |  |  |
|---|--|--|--|--|--|---------------------|--|--|--|--|--|--|
| Full address  |  |  |  |  |  |                     | Name of Guide<br>His/Her current<br>area of work                                 |  |  |  |  |  |
|   |  |  |  |  |  |                     | Summary of their work<br>that interests you(attach<br>as<br>appendix if lengthy) |  |  |  |  |  |
| PIN   |  |  |  |  |  |                     |  |  |  |  |  |  |
| Email   |  |  |  |  |  | Skill sets required |  |  |  |  |  |  |
| Phone   |  |  |  |  |  |                     |  |  |  |  |  |  |
| Web   |  |  |  |  |  | Constraints*        |  |  |  |  |  |  |
|   |  |  |  |  |  |                     |  |  |  |  |  |  |
| Full address  |  |  |  |  |  |                     | Name of Guide  |  |  |  |  |  |
|   |  |  |  |  |  |                     | His/Her current area of<br>work  |  |  |  |  |  |
|   |  |  |  |  |  |                     | Summary of their<br>work that interests<br>you(attach as appendix if<br>lengthy) |  |  |  |  |  |
| PIN   |  |  |  |  |  |                     |  |  |  |  |  |  |
| Email   |  |  |  |  |  | Skill sets required |  |  |  |  |  |  |
| Phone   |  |  |  |  |  |                     |  |  |  |  |  |  |
| Web   |  |  |  |  |  | Constraints*        |  |  |  |  |  |  |
|   |  |  |  |  |  |                     |  |  |  |  |  |  |
| Full address  |  |  |  |  |  |                     | Name of Guide  |  |  |  |  |  |
|   |  |  |  |  |  |                     | His/Her current area of<br>work  |  |  |  |  |  |
|   |  |  |  |  |  |                     | Summary of their<br>work that interests<br>you(attach as appendix if<br>lengthy) |  |  |  |  |  |
| PIN   |  |  |  |  |  |                     |  |  |  |  |  |  |
| Email   |  |  |  |  |  | Skill sets required |  |  |  |  |  |  |
| Phone   |  |  |  |  |  |                     |  |  |  |  |  |  |
| Web   |  |  |  |  |  | Constraints*        |  |  |  |  |  |  |

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|  |                      |  |
|--|----------------------|--|
| Does the institution have date/ skill/ fee or other constraints? Briefly note  |                      |  |
| 7. In case of institutions other than DCB, please mention logistics  |                      |  |
| a. Arrangements for stay   |                      |  |
| b. Living Expenditure and/or Fees (affordable?)  |                      |  |
| c. Support from family   |                      |  |
| d. Mention 3 Key advantages of doing project in the concerned institution and three challenges that you envisage   |                      |  |
| 8. Do you plan for a publication? Mention your dream in this regard(title of the paper, one target journal)  |                      |  |
| 9. How many hours of work /day are you prepared to put in during the project? How will you raise so many hours? What changes will you make in your current routine |                      |  |
| 10. Have you read the guidelines for writing project proposals? What are the key observations that you made?   |                      |  |
| 11. Have you read any past M. Phil / MSc. thesis ? Give a brief summary of it and add 3 critical observations  |                      |  |
| 12. List key resource persons you would like to consult regarding your project   |                      |  |
| 13. Your choice of (i)Internal supervisor and (ii)Assistant supervisor (ii shall be Post doc/Project fellow/Research Scholar)                                      | Internal supervisor  |  |
|  | Assistant supervisor |  |
| FOR OFFICE USE: Remarks by Project advisory Committee  |                      |  |
| External Guide / Supervisor  |                      |  |
| Internal Guide / Supervisor  |                      |  |
| Proposed Assistant Guide / Supervisor  |                      |  |
| Dated signature of HOD   |                      |  |

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## PART-B: PROJECT PROGRESS REPORTING DOCKET

Regular documentation is required to ensure that meaningful monitoring and management of project work is carried out. This docket is to be submitted thrice during project period as indicated in **Weekly Planner in Part-C**. You are also encouraged to record key discussions and minute them as appendix.

### Docket Submission Details

|                                     |  |
|-------------------------------------|--|
| <i>Serial No of Submission</i>      |  |
| <i>Date of Submission</i>           |  |
| <i>Dated Signature of Candidate</i> |  |

**Mark the Start Date & Estimated Project Submission Dates below (Put tick mark on column)**

|             |  |  |  |  |  |  |  |  |  |  |  |
|-------------|--|--|--|--|--|--|--|--|--|--|--|
| <b>YEAR</b> |  |  |  |  |  |  |  |  |  |  |  |
|             |  |  |  |  |  |  |  |  |  |  |  |
|             |  |  |  |  |  |  |  |  |  |  |  |

|   |   |
|---|---|
| 1 | Name of Student:  |
| 2 | Name(s) of Guide(s) :   |
| 3 | No. of weeks elapsed after beginning of the project:  |
| 4 | List 2 keywords to describe the project:  |
| 5 | List couple of papers published in journals which directly relate to the area of proposed work.<br><br>1.<br><br>2. |

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|    |   |
|----|---|
| 6  | <p>List 2 areas of basic knowledge that are directly related to the project work.</p> <p>1.</p> <p>2.</p>   |
| 7  | <p>List 2 tools/ skills required to do the project.</p> <p>1.</p> <p>2.</p>   |
| 8  | <p>List 2 prominent researchers in the field who are currently active in the area.</p> <p>1.</p> <p>2.</p>  |
| 9  | <p>List 2 journals in which papers of this area are appearing</p> <p>1.</p> <p>2.</p> <p>List some books which deal with basics of your project area.</p> <p>1.</p> <p>2.</p> |
| 10 | <p>List some books which deal with basics of your project area.</p> <p>1.</p> <p>2.</p>   |
| 11 | <p>List 2 strengths you have to do this project.</p> <p>1.</p> <p>2.</p>  |
| 12 | <p>List 2 areas of weakness in doing this project (<i>also say how you propose to overcome them</i>).</p> <p>1.</p> <p>2.</p>   |

|    |  |
|----|--|
| 13 | List a possible title of paper that you could publish on your project.           |
| 14 | List 2 possible titles of your thesis.<br>1.<br>2.                               |
| 15 | List the possible titles of your thesis chapters.                                |
| 16 | List 2 challenges you are facing:<br>1.<br>2.                                    |
| 17 | List 2 deliverables of your project.<br>1.<br>2.                                 |
| 18 | Write in one sentence the up to date Synopsis of your project.                   |
| 19 | Write in one paragraph (4-5 sentences), the up to date Synopsis of your project. |

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|    |   |
|----|---|
| 20 | <p>Attach hand out / print out of the following PPTs (Appendix). Indicate version and date in the first page.</p> <ol style="list-style-type: none"> <li>1. 1 slide PPT describing your project (This should capture the essence of the work in compact graphics – a sample is available on request)</li> <li>2. 10 slide PPT describing your project.</li> </ol> |
| 21 | <p>What are your major achievements in the reporting period?</p>  |
| 22 | <p>What are your immediate milestones and estimated dates to reach them?</p>  |
| 23 | <p>Papers read in the last month with a 2-3 sentence comment in your own words and also mentioning the open questions identified.</p>   |
| 24 | <p>Lectures / Conferences / Training attended with 2-3 sentence summary/outcome.</p>  |
| 25 | <p>Write an appreciation of your work during last month.</p>  |
| 26 | <p>Write a criticism of your work during last month.</p>  |

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## Part C:

### General Guidelines

- 1) Students should maintain Lab Note Books; with one page brief report for each day. For example if you spend time in Library, you should mention journals / books read. On web, note down URLs, while doing experiments note settings and intermediate results. Lab note books shall form a component for evaluation and shall be presented to the external examiner, if demanded.
- 2) Students are expected to spend a minimum of clear (that is, excluding phone calls, facebook, tea/lunch break etc) 8 hours per day, ideally 10-12 hours. This is sure to reflect on the quality and quantity of work.
- 3) Students should photocopy/ print important reference material and file them for constant reference and make notes on them as they read. They are expected to read key references many times over (10 or even 20 times is not unexpected). The collection of reference materials should be produced during viva / discussion with supervisors, if required.
- 4) Students have to submit 3 Project docket reports along with Work Reports (about 5 pages) as indicated in the weekly planner. Along with it, draft chapters as indicated should also be submitted. 5) Thesis writing should be done in a distributed manner and not in haste after finishing work. To obtain quality feedback, submit draft chapters regularly as indicated in week plan.
- 6) Avoid copying text from net or from any other resources. Understand the concept and write it in your own words.
- 7) Font should be 'Cambria' / any font which is used in dissertation. For text, font size should be 12 and for main headings font size can be 14 (bold) and for sub headings 12 (bold).
- 8) Page margins top : 2 cms, bottom, 2 cms", left 3 cms, right 2cms
- 9) Line spacing can be double and paragraph spacing before: 6 pt, after: 6pt
- 10) All figures/ pictures/ graphs should be labeled in the following way. Figure label must start with 'Fig.' followed by 'Serial no.' (based on the chapter). For example for the second figure in chapter 4, the figure no. should be 'Fig. 4.2: Description of the figure'.
- 11) All table names should start with 'Table.' Table number (according to the chapter). That is Table No.: Description of the table'. Font size of all labels (table and figure) should be 11.
- 12) Font size inside the table should be 12.
- 13) Page number should appear in the bottom centre position of the every page. Page no. of the first page of chapter 1 should be 1. Font size is 9.
- 14) Project Report should conform to the Green Charter of the University of Kerala.

## WEEKLY PLANNER

| Week                             | Date | Documentation Activity of Student  | Activity of supervisor/<br>Assistant supervisor | Remarks |
|----------------------------------|------|--|---|---------|
| Week 1                           |      |  |   |         |
| Week 2                           |      |  |   |         |
| Week 3                           |      |  |   |         |
| Week 4                           |      | Submit Project docket 1 + Draft of chapter 1 and 2+ work report 1                            |   |         |
| Week 5                           |      |  | Issues a project review report                  |         |
| Week 6                           |      | Revise chapter 1 & 2   |   |         |
| Week 7                           |      |  |   |         |
| Week 8                           |      | Submit Project docket 2 + Partial Draft of chapter 3 and 4 + work report 2                   |   |         |
| Week 9                           |      |  | Return drafts with detailed review              |         |
| Week 10                          |      | Revise chapter 3 & 4   |   |         |
| Week 12                          |      | Submit project docket 3+ dream Synopsis, partial result + work report 3                      |   |         |
| Week 13                          |      |  |   |         |
| Week 14                          |      | Submit 90 % complete draft of thesis* and Synopsis final* Pre submission docket +peer review | Send out final project checklist                |         |
| Week15                           |      | Submission of Thesis   |   |         |
| Week 16                          |      | Preparation of OUP format paper & PPT & peer review  | Review of paper & PPT                           |         |
| <b>Report back to Department</b> |      |  |   |         |

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**PART-D: FORM FOR STUDENT PEER REVIEW OF PROJECT**

|   |        |
|---|--------|
| 1. Your Name:   |        |
| 2. Title of project you are reviewing:  |        |
| 3. Name of Project student:   |        |
| 4. Give five positive aspects of the project.<br>1.<br>2.<br>3.<br>4.<br>5.   |        |
| 5. Give 5 aspects that need improvement<br>1.<br>2.<br>3.<br>4.<br>5.   |        |
| 6. Do you find the quantum of work comparable to your own?  | YES/NO |
| 7. Do you find the quantum of work comparable to your own?  | YES/NO |
| 8. Do you find the quantum of references compared to your own?  | YES/NO |
| 9. What are your suggestions for enhancing the quality of work?   |        |
| 10. Are there books/web resources/journal papers/persons that you would like to suggest to the project student for drawing knowledge? |        |

**Date:**

**Signature:**

*Revision 5*

**PART-F: M.Sc. PROJECT SELF EVALUATION REPORT  
(DATA TO BE FILLED-IN BY STUDENT)**

|   |        |
|---|--------|
| 1. Name of student:   |        |
| 2. Register Number:   |        |
| 3. Title of the Thesis:   |        |
| 4. Supervisors:<br>a) Internal:<br>b) External:<br>c) Assistant:                                |        |
| 5. Total no. of pages in Dissertation   |        |
| 6. No of pages of the final chapter(Conclusions and future work):                               |        |
| 7. Total no of references:<br>No. of journal cited:   |        |
| 8. Have you taken peer reviews from other students?   | YES/NO |
| No. of journal cited:   | YES/NO |
| 9. Give three key achievements in your project work:<br>1.<br>2.<br>3.                          |        |
| 10. Give three weeks aspects of project work and dissertation.                                  |        |
| 11. If you were asked to say in one sentence, the abstract of your project, what would you say? |        |
| 12. What were the unanswered questions you identified at the end of the project?                |        |

*Revision 5*

|   |        |
|---|--------|
| 13. Have you attended any seminar/references? Give details.                     |        |
| 14. Have you ensured that every sentence in your dissertation is your own?      | YES/NO |
| 15. Have you cited any long paragraph as such with/without giving references?   | YES/NO |
| 16. Are all images, table, etc. your own or sources cited clearly?              | YES/NO |
| 17. Have you spell checked the whole dissertation.                              | YES/NO |
| 18. Have you verified the format of the dissertation based on instructions?     | YES/NO |
| 19. Have you separately checked the punctuation formatting, including reference | YES/NO |

Dated Signature

**Enclosures to be provided by students**

*1. One page synopsis including key references, 2. Lab Notebook. 3. Three project progress reports and corresponding assistant supervisors review report, 4 Peer review reports by fellow students*

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**PART-G (i): M.Sc. FINAL EVALUATION REPORT FOR COB 401**  
**(2-6 TO BE FILLED IN BY BOTH EXAMINERS AND AVERAGE AWARDED)**

|   |   |
|---|---|
| <b>Name</b>   |   |
| <b>Register Number</b>  |   |
| <b>EVALUATION COMPONENTS &amp; SUB COMPONENTS</b> (Weightage out of 100 in brackets)                | <b>GRADE</b><br>A-Outstanding,<br>B-Excellent, C-Good,<br>D-Average, E-Below, F-Fail. |
| <b>1. PROJECT MANAGEMENT (10)( To be given by internal Supervisor)</b>                              |   |
| Lab Note Book is regular & detailed (2.5)   | A/B/C/D/E/F   |
| Detailed & Precise Progress Reports (2.5)   | A/B/C/D/E/F   |
| Regular Peer Review/Supervisor review & Action (5)  | A/B/C/D/E/F   |
| <b>2. PROJECT REPORTING (10)</b>  |   |
| Scientific Reporting Standards, Formatting (5)  | A/B/C/D/E/F   |
| Citing Practice, Avoidance of Plagiarism (5)  | A/B/C/D/E/F   |
| <b>3. TECHNICAL WORK (35)</b>   |   |
| Quantum of work (10)  | A/B/C/D/E/F   |
| Meetings Objectives (10)  | A/B/C/D/E/F   |
| Demonstration of Results (15)   | A/B/C/D/E/F   |
| <b>4. SCHOLARSHIP (15)</b>  |   |
| Demonstration of Critical Analysis (5)  | A/B/C/D/E/F   |
| Contextualizing the work (5)  | A/B/C/D/E/F   |
| Knowledge as demonstrated in Viva (5)   | A/B/C/D/E/F   |
| <b>5. COMMUNICATION SKILLS (10)</b>   |   |
| Presentation Skills in Viva (5)   | A/B/C/D/E/F   |
| Use of language in Dissertation (5)   | A/B/C/D/E/F   |
| <b>6. Publishing (15)</b>   |   |
| Summary of Project in Research paper format (5)   | A/B/C/D/E/F   |
| Publication/Attempt for Publication in journals/conferences approved by the Department council (10) | A/B/C/D/E/F   |
| <b>7.Weightage for project done in external organization (5)</b>                                    |   |
| <b>Total Marks (out of 100*)</b>  |   |

Internal Examiner \_\_\_\_\_

External Examiner \_\_\_\_\_

**\*Converting Grades to Marks**

| MAX | A   | B  | C   | D | E   | F |
|-----|-----|----|-----|---|-----|---|
| 2.5 | 2.5 | 2  | 1.5 | 1 | 0.5 | 0 |
| 5   | 5   | 4  | 3   | 2 | 1   | 0 |
| 10  | 10  | 8  | 7   | 5 | 3   | 0 |
| 15  | 15  | 12 | 9   | 6 | 4   | 0 |

Revision 5

*"What gets measured gets done"- Peter Drucker*

## STUDENT DOCKET FOR M. Sc/ M. Phil STUDENTS

THIS DOCUMENT SHALL NOT BE PUBLISHED

Dear student, regular documentation is required to ensure that meaningful monitoring and management of learning process is carried out. Kindly fill this every two/three months and submit to your Programme Co-ordinator. You are entitled to have one interview with the faculty committee based on this report.

| DOCKET SUBMISSION DETAILS             |  |
|---------------------------------------|--|
| Serial No of Submission               |  |
| Date of Submission (Once in 2 months) |  |
| Dated Signature of Candidate          |  |

Mark your Programme Semester Plan Below

| Sem 1 |  |  |  | Sem 2 |  |  |  | Sem 3 |  |  |  | Sem 4 |  |  |  |
|-------|--|--|--|-------|--|--|--|-------|--|--|--|-------|--|--|--|
|       |  |  |  |       |  |  |  |       |  |  |  |       |  |  |  |
|       |  |  |  |       |  |  |  |       |  |  |  |       |  |  |  |

Please ask for clarification if there is doubt about any item.

| 1       | Name of Student   |                   |              |                   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---------|---|-------------------|--------------|-------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 2       | Name (s) of Guide (s), if project has started:  |                   |              |                   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3       | No of Months elapsed after joining DCB:<br>(Eg: 3 of 12)  |                   |              |                   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4       | Give your own rating of learning for each course :Put a % to indicate rating)   |                   |              |                   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|         | <table border="1"> <thead> <tr> <th>Sl. No.</th> <th>Course Title</th> <th>% of rating</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> </tbody> </table>       | Sl. No.           | Course Title | % of rating       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Sl. No. | Course Title  | % of rating       |              |                   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|         |   |                   |              |                   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|         |   |                   |              |                   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|         |   |                   |              |                   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|         |   |                   |              |                   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|         |   |                   |              |                   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5       | Rate your satisfaction in the teaching of each of the courses (not about the quality of the teacher, but about the quantum of guidance/ help received)  |                   |              |                   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|         | <table border="1"> <thead> <tr> <th>Sl. No.</th> <th>Course Title</th> <th>% of Satisfaction</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> </tbody> </table> | Sl. No.           | Course Title | % of Satisfaction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Sl. No. | Course Title  | % of Satisfaction |              |                   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|         |   |                   |              |                   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|         |   |                   |              |                   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|         |   |                   |              |                   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|         |   |                   |              |                   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|         |   |                   |              |                   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|   |  |
|---|--|
| 6 | <p>List 5 things that you are very happy about in the Dept.</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p>  |
| 7 | <p>List 5 things that you would wish is improved in the Dept.</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p>  |
| 8 | <p>How is your motivation level right now?</p> <p>Poor <input type="checkbox"/>      Average <input type="checkbox"/>      Good <input type="checkbox"/>      Very Good <input type="checkbox"/>      Excellent <input type="checkbox"/></p>   |
| 9 | <p>Do you plan to take any of the Examination below:</p> <p>KSCSTE <input type="checkbox"/>    BINC <input type="checkbox"/>    CSIR <input type="checkbox"/>    NET <input type="checkbox"/>    GATE <input type="checkbox"/></p> <p>University PhD Entrance <input type="checkbox"/> Others .....</p> <p>For any exam you plan to take, give:</p> <p>Name of the website:</p> <p>Month/ date of the exam:</p> <p>Centre of exam:</p> <p>Details of exam:</p> |

|    |  |
|----|--|
| 10 | <p>Do you have a website :</p> <p>Tick if you have on your website</p> <p>Photos of Campus life <input type="checkbox"/></p> <p>Your articles <input type="checkbox"/></p> <p>Your favourite books <input type="checkbox"/></p> <p>Your project plans <input type="checkbox"/></p> <p>Tools you made <input type="checkbox"/></p> <p>Recommended websites <input type="checkbox"/></p> |
| 11 | <p>If you plan to take up a job in industry, state 5 possible companies.</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>For at least one of the above state :</p> <p>website:</p> <p>A possible position they have for you:</p> <p>Description of the job role:</p> <p>What are your strengths, if you apply?</p> <p>What are the short comings, if you apply?</p>           |
| 12 | <p>Attach your Bio-data as appendix. Mention below the most interesting/attractive aspect of it?</p> <p>What do you plan to add to your bio-data in the next 6 months?</p>   |



|    |  |
|----|--|
|    | If No, please state your dreams  |
| 17 | Are you a member of any co-curricular club in the Dept.? State your activities.  |
| 18 | Write about yourself, what will be noteworthy in coming years.<br><br>After 2 Years<br><br>After 5 Years<br><br>After 10 Years<br><br>After 20 Years |
| 19 | Favourite Books<br><br>Favourite Websites<br><br>Favourite Quotes  |
| 20 | How many mails (approx.) you send<br><br>In your batch Email group:<br><br>Dept. Email group:  |

|    |  |
|----|--|
| 21 | Lectures/ Seminars you attended. Give brief report. Mention any question you asked. What did you gain?   |
| 22 | <p>How much time do you spend at an average on every day on the following:</p> <p>(i) Mobile Phone calls:</p> <p>(ii) Social Networking sites such as Facebook:</p> <p>(iii) Personal emails/ Non-academic search:</p> |
| 23 | <p>Do you keep your work place clean and tidy?</p> <p>Which PCs do you generally use? (Indicate the allotted PC number)</p> <p>Do you report any problem with PC/ Printers to lecturers?</p>                           |
| 24 | <p>Describe your</p> <p>(i) printer usage</p> <p>(ii) copier usage</p> <p>Do you switch off AC/ Lights if you are the last person to leave?</p>  |
| 25 | <p>Remark on service of the administrative office. Also mention areas of improvement to get better service.</p>  |
| 26 | <p>Does your batch have a Students Charter? Can you remember couple of items in it? (Please write from your memory only)</p>   |
| 27 | <p>Have you recommended the M.Sc/ M.Phil programme to your former College/ friends?</p>  |

|    |  |
|----|--|
| 28 | <p>How many books have you read from Dept. library in each semester so far?</p> <p>Sem 1 <input type="checkbox"/>    Sem 2 <input type="checkbox"/>    Sem 3 <input type="checkbox"/>    Sem 4 <input type="checkbox"/></p> <p>Please give your own assessment of your library usage</p><br><br><p>List of most influential books you read from the library.</p> |
| 29 | <p>Do you observe "away from PC day?"</p>  |
| 30 | <p>What knowledge or skills have you gained since your last report</p>   |
| 31 | <p>What original creative work have you completed?</p>   |
| 32 | <p>What work you plan to complete before next report?</p>  |
| 33 | <p>How satisfied are you with the progress and future potential of yourself.</p>   |