

BEST PRACTICES

Best Practices: 1

1. **Title of the Practice:** OUTCOMES BASED TEACHING LEARNING (OBTL)

2. **Objectives of the Practice:**

- To review and approve the ILOs (PO's & PSO's) and CLOs (CO's)
- To monitor the implementation of the course files
- To examine the student feedback analysis and recommend improvements

3. **The Context:**

Graduating students should be adept at critical skills needed to fulfill the current industry requirements. The learning required by students should be enhanced to include knowledge and skills expected in the domain by the prospective employers.

4. **The Practice:**

Outcomes-based Teaching and Learning (OBTL) is a framework for teaching and learning that helps identify the intended learning outcomes(ILO's). The next step is to align the teaching, learning, and assessment to maximise the likelihood of attainment of these outcomes by the students. Each faculty allotted to teach prepares a Course File as per CFI format. CFI contains allotment, timetable, ILOs'(PO's, PSO's and CO's.), lesson plan with knowledge and the skill gaps, course materials, result analysis, module wise assessment, personalised support and encouragement.

5. **Evidence of Success :**

Three parameters that provide reliable metrics to evidence success are:

- a) Significant increase in average salary package of the graduating students
- b) Distinct improvement in the quality of corporate employers coming in for campus placements.

6. **Problems Encountered and Resources Required:**

- a) Resistance by some faculty not comfortable with designing outcomes for the course who felt that the old system was good.
- b) Earlier course files printed on paper were cumbersome. Now CFI is online.
- c) For monitoring and solving problems a committee was required. CDRC was formed under AIQAC jurisdiction.

Best Practice 2:

1. Title of the Practice: AIMS Value Added Programs (VAP)

2. Objectives of the Practice for students

- To build resilience through domain specific critical professional and personal skills.
- To achieve holistic growth to meet VUCA challenges
- To develop a competitive spirit for an emerging economy like India.

3. Context

AIMS has adopted VAP to enhance the professional capability of its students. VAPs' are a series of short-term domain specific or general training

4. The Practice

AIMS Value Added Program offers critical skills which meet the needs of industry beyond the prescribed curriculum.

a) Finalization of VAP courses

VAPs cover Life Skills, Professional Technical Skills, Communication skills, Soft Skills, Sustainability, Entrepreneurship and Community Service.

b) The process

VAPs for each semester are submitted to CDRC for approval. Focus Centers identify the resource person who prepares a CFI for approval by CDRC.

c) Conducting of VAP

The resource person conducts the sessions according to the CFI and updates the engaged dates.

d) Conclusion of VAP course

Certificates are provided to the students as per assessment by the resource person. Feedback is taken from students. Effectiveness of the VAP is reviewed by CDRC. Improvements suggested are recorded for future use.

5. Evidence of Success

AIMS Value Added Programs has been successfully implemented for 2 years. The number of students recruited has shown a significant increase in the last 2 years since VAP has been introduced. Positive feedback was given by several business and hospitality organizations about the performances of new recruits from AIMS in their organizations.

6. Problems encountered and resources required

- a) Initial reluctance shown by students to enroll into VAP Programs required motivation and counseling
- b) Resources viz financial, infrastructural, ICT related and human capital has to be committed. Principal & CEO convinced the SPC to recommend full support for VAP and obtain a reasonable budget from the Finance committee ratified by the GC for it.