

DIRECTORATE OF DISTANCE EDUCATION

BEST PRACTICES

MAHARSHI DAYANAND UNIVERSITY, ROHTAK

(A State University established under Haryana Act No. XXV of 1975)

NAAC 'A+' Grade Accredited University

BEST PRACTICE – 1: STUDENT CENTRIC APPROACH IN TEACHING LEARNING PROCESS

1. Title of the practice

Student centric approach in teaching learning process

2. Objectives of the practice

- To motivate the students to learn the perspective and to achieve their learning objectives individually.
- To enhance problem solving skills of the students to bring them with innovative and competent in their respective field.

3. The context

The educational system as a whole is one which has experienced significant changes in the last two decades. Traditional educational models have been very teacher-centered, with teachers providing direct instruction with little to no room for student engagement opportunities or empowerment in their own learning. Over the last ten years, the traditional classroom model has changed dramatically with a shift in the model of content delivery. One of the most prominent themes in education currently is student-centered instruction, and teachers today utilize a myriad of student-centered learning strategies to equip, prepare, and produce students capable of success after completion of their degree.

4. The Practice

A student-centered approach varies greatly from the traditional teacher-centered instructional model. In a student-centered approach to learning, classrooms move from direct instruction to a more community-driven environment, one which supports student empowerment, conversations, critical thinking skills, independence, and problem-solving techniques. In student-centered classrooms, the change begins with the teacher. Student-centered learning strategies do require and involve students in the overall planning process, implementation, and assessments. The several strategies for adopted for implementing a student-centered classroom are:

- **Admonishing the students to think** i.e. Small group discussion and peer instruction. Students think about the answer to a question posed by the teacher, and then discuss the question among each other. The faculty member then selects students to explain the consensus to the class.
- **Interactive lecture demonstrations:** Students are allowed to make predictions about the outcome of a classroom demonstration. They then observe the experiment or demonstration, describe the results, and discuss and reflect on the observed outcome.
- **Concept mapping:** Students are allowed to create a visual representation (similar to a flow chart) that identifies and shows the interconnections among various ideas related to a specific topic or problem.
- **Problem-based learning:** Students work in groups to solve complex, multifaceted, and realistic problems, researching and learning necessary background material as needed.

- **Problem sets in groups:** Students work on problem sets in teams, and submit one set of solutions per team.
- **Random calling:** The teacher poses the question to the class, and remains silent for ten seconds to allow everyone to think through an answer. After a sufficient pause (or perhaps after peer instruction), the teacher selects a student at random to share thoughts about the answer. Then, the teacher calls on another student at random to comment on the first student's response.

5. Evidence of Success

The courses who practiced the innovative teaching process determined its effectiveness through student results, entry level assessment of the following academic year.

6. Problems Encountered and Resources Required:

The issues/problems encountered during the programme

- Rural background of students

BEST PRACTICE-2: DIGITAL SELF LEARNING MATERIALS

1. Title of the practice

Digital Self Learning materials (SLMs)

2. Goal

- To provide quality self learning materials in the digital form to enhance effective teaching and learning.
- To enhance anytime and anywhere access to the study materials by the learners

3. The context

The success and effectiveness of the ODL system largely depends on self-learning materials. Self-learning materials perform the functions of an effective teacher who guides, motivates, explains, discusses, asks questions, assesses progress, suggests appropriate remedial measures, and provides advice to learners. Self-learning materials emphasize pedagogical dialogues with the learner. While reading the course units, the learners interact with an invisible teacher (in a simulation situation since the teacher is simulated in the materials) and feel as if they are being taught by him/ her. The materials also provide questions for self-check and thus increase curiosity of the learners.

4. The practice

Self-learning materials follow learner-centered approaches and are designed and developed as per the needs of the learners. The following are some of the characteristics of self-learning materials:

- **Self-explanatory:** The content is presented in a style so that a learner can learn from the material without much external support. The concepts are explained to the extent such that majority of the learners are able to comprehend them. To make concepts self-explanatory the

content is analyzed and presented logically considering the mental and lingual background of the learners.

- **Appropriate language:** SLMS are made in simple and clear language and avoid the usage of difficult and ambiguous words/sentences which enhances the learners to understand the concepts clearly.
- **Nonverbal aids:** Illustrations, diagrams, charts, tables, etc. play a vital role in making self-learning materials effective. Such non-verbal aids are effective, when it comes to registering information which is complementary or supplementary aids to the interpretation of verbal representations. The SLMS uses non-verbal aids wherever necessary to help learners to understand the concepts.
- **Self-evaluating:** As the learners remain separated from the distance learning institution as well as the teachers, the study materials should make provisions for feedback as well. To ensure optimum learning, the learners should know whether they are on the right track. The SLMs are developed with a built-in evaluation system by giving an appropriate number of self-check exercises, activities and questions in the course units.

5. Evidence of Success

The digital SLMs promotes ICT enabled learning process determined its effectiveness through student results and less reliance over printed materials and reducing the usage of paper and thus contribute towards sustainable future and environmental protection.

6. Problems Encountered and Resources Required:

The issues/problems encountered are

- Finding suitable content writer for making quality self learning materials