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# Best practices-1

## 1. Title of the Practice

Curriculum Planning and Delivery

## 2. Objectives of the Practice

1. To create a framework of activities for the effective teaching-learning process
2. To deliver the professional curriculum to the students by teaching fraternity
3. To facilitate outcome-based learning with an outcome-based learning process.

## 3. The Context

CPD helps to gain control over the teaching subject if thereby creating a platform for effective planning, hence the CPD (curriculum planning and delivery) establishes a scope of the subject, and here the subject outcome will be well defined in before the commencement of the semesters. The defined framework in CPD will include the provision for different pedagogical approaches to create a professional environment among the students. The CPD provides experiential and outcome-based learning techniques and sets the parameters for experiential learning will also consist of activities like industrial visits, mini-projects, learning practices using ICT methods of teaching, etc. the delivery is executed by the subject teacher, and this is assessed to quantify the quality by governing bodies of the institution.

## 4. The Practice

CPD (curriculum planning and delivery) focuses on students' centric teaching-learning process. The CPD comprehending guide for the teacher to plan and implement planned pedagogies as per the CPD. The CPD also helps focus on the effectiveness of learning. CPD measures the quantum of work accomplished by the teachers and students, it also extends self-assessing tools like rubrics made according to actual need that makes the evaluation system clear to the students. This type of framework guides the subject teacher to pick the type of activity/ pedagogy to deliver the concepts in the best possible way, this framework is effective from a beginner too and expert in the teaching field, and the uniformity and standardization is maintained in the institution because all the subjects and streams have to have the CPD which will be presented to the academic governing bodies of the institution before the arrival of the semesters. The CPD has three phases to its completion namely-

planning, execution, and assessment. Planning is done by the subject teacher and post-approval the CPD should be ensured that is executed by the subject teacher and as the outcome of it, the CPD will have several assessing tools namely rubrics, self-assessment, written test, quiz, etc.

The CPD has a significant role to play in students life and also it has become an integral part of the institution which directs and has become the driving force to give an education in demand to the students and it has paved a controlled path for the institution to march towards reaching its vision. Hence CPD can also be called **"a tool introduced for a visionary approach"**

## 5. Evidence of Success

Improved pedagogy, as well as effective teaching-learning practices, is done in terms of the completion status of the syllabus on time, increased the number of activities performed by the teacher, improved participation of students in the activities, the likeliness by the students themselves who stood for asking to know more about the strategies behind the current delivery. It has created an inclusive environment among the students,

## 6. Problems Encountered and Resources Required

No such concerning factors are being put into this context, but making the system and curriculum even better will be the agenda of this system and hence the system is also implemented in the institution.

The CPD framework needs only the planning-execution-assessment and this means the knowledge and visionary intentions will intern be the resources of this structure.

# Best practices-2

1. **Title of the Practice**
   CVESD-Council For Vocational Education And Skill Development

2. **Objectives of the Practice**
   It includes all programs and courses that contribute towards the development of the knowledge, technical skills, attitudes, and core skills essential to being competitive in the world of work.

3. **The Context**

Vocational Education and Skill Development are some of the important elements in T. John College's educational initiatives. CVESD is one of a kind which is frolicking its part effectively in the changing national context and for India to enjoy the fruits of the demographic dividend, there is an urgent need to redefine the critical elements of imparting vocational education and training to make them flexible, contemporary, relevant, inclusive and creative. The Government is well aware of the important role of Vocational education and has already taken several important initiatives in this area.

4. **The Practice**
   The primary functions of CVESD include – recognition and regulation of vocational Training Institutions and Centers, Development and implementation of standards regarding Affiliation/Certification/Accreditation of various Vocational Skill Trades/Courses. This practice reforms improvement in quality and market relevance of skill development programs lending credibility to vocational education and training encouraging greater small investment and employer participation in the skills space.
   CVESD is, simply, education to prepare people – students, job seekers, the employed, and the self-employed – for the world of work and business. Also, it includes all programmers and courses that contribute towards the development of the knowledge, technical skills, attitudes, and core skills essential to being competitive in the world of work.

5. **Evidence of Success**
   When it is made mandatory for every student in the institution to have a vocational course it is evident that all the students of T. John college have enrolled in one of the different types of courses which is going to support them in attaining the knowledge which acts as a support for their mainstream courses.

6. **Problems Encountered and Resources Required**
   The problem noticed was students knowing their mainstream courses only. to give them exposure to different streams with is of student's

interest and in coordination for their supporting knowledge of other streams to their mainstream the students have become smarter in choosing the right course for their professional skills.

The courses offered are as follows

| Sl.No | NAME OF THE COURSE | DURATION |
|---|---|---|
| 1. | DIPLOMA IN OFFICE AUTOMATION | 4 MONTHS |
| 2. | DIPLOMA IN WEB DESIGNING | 6 MONTHS |
| 3. | CERTIFICATE IN ORACLE | 1 YEAR |
| 4 | HONORS DIPLOMA IN MULTIMEDIA PROGRAMMING | 1 YEAR |
| 5 | DIPLOMA IN COMPUTER HARDWARE & NETWORKING | 6 MONTHS |
| 6 | TALLY ERP9 | 3 MONTHS |
| 7 | CVESD RADIO JOCKEY | 6 MONTHS |
| 8 | CVESD DIPLOMA IN ADVERTISEMENT AND PR | 6 MONTHS |
| 9 | MASTERS DIPLOMA JOURNALISM & MASS COMMUNICATION | 6 MONTHS |
| 10 | DIPLOMA IN FASHION TECHNOLOGY | 1 YEAR |
| 11 | DIPLOMA IN INSTITUTIONAL HOUSE KEEPING | 1 YEAR |
| 12 | DIPLOMA IN FOOD AND BEVERAGE SERVICE | 1 YEAR |
| 13 | DIPLOMA IN BAKERY AND CONFECTIONERY | 1 YEAR |

## Outcome

To make India more competitive through the development of its Vocational Skills. It is mandated to plan, coordinate and establish standards and qualifications.

With the completion of requirements, certificates will be issued.