Smt. Nagarathnamma College of Nursing
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BEST PRACTICES

PROBLEM BASED LEARNING

THE CONTEXT Problem Based Learning (PBL) serves to teach content by presenting the students with a real –world challenge similar to one they might encounter, while they are practicing in their discipline. Teaching content through skills is one of the primary distinguishing features of PBL. More commonly ,instructors introduce students to teacher determined content via lecture and texts .After a specific amount of content is presented ,students are tested on their understanding in a variety of ways .PBL in contrast is a more inductive , students learn the content as they try to address a problem.

The concept is to encourage learners to participate actively in seeking the whole picture .The students should engage in reflective practices and evaluate among themselves and use exploratory ways to make sense of new ideas and experience within the learning process so extensive learning takes place .In PBL , teacher acts as facilitator and mentor ,rather than a source of solutions.

Problem based learning will provide opportunities to

- Examine and try out what learners know
- Discover what learners need to learn
- Develop people skills for achieving higher performance in teams
- Improve communication skills
- State and defend positions with evidence and sound argument .

THE OBJECTIVES
- To enhance the knowledge of learners.
- To improve the quality of teaching and learning.
- To develop a whole range of skills to enable the students to learn effectively , including information skills , team work ,communication and most importantly higher cognitive skills for professional development .

THE PRACTICE The PBL promotes teamwork and cognitive skills which are unique from the other

teaching practice .It is practiced through the following steps which are repeated and recycled.

I. Exploring the issues.

Teacher introduces an ill structures problem to learners, discuss the problem statement and its significant parts .Learners will be gathering related information ,new concepts ,principles or skills as they are engaging themselves in the problem solving process.

II. Exploring the existing knowledge.

In this step learners will be listing their strengths ,capabilities and existing knowledge related to the given problem.

III. Framing the problem statement.

Learners will be framing the problem statement following the group's analysis their existing knowledge and expectations to solve the problem.

IV. Enumerating the possible solutions.

Learners will list all possible solutions in an order from strongest to weakest followed by choosing the best or most suitable solution to succeed.

V. Action planning .

Learners will rationalize the chosen solution and identify whether the group agree upon the solution .Learners will identify the information and data that will support group's solution.

VI. Summarizing the problem statement with supportive documents.

Leaner's will present their findings and recommendations to a group or classmates which includes the problem statement ,questions, data gathered ,analysis of data ,support for solutions and recommendations .

VII. Reviewing the performance. This debriefing exercise applies both to individuals and the group .This will enable the learner to arrive at the right solution for the problem and they will take pride in what they have done.

EVIDENCE OF SUCCESS	The approach calls for trying it out as a discrete part of a course module .It is with the hope that students are able to apply theory to practice and will value the opportunity to share experiential learning and common goals ,and thus contribute to

improving the appreciation of multidisciplinary and collaborative working .Learners become more flexible in processing information and meeting obligations and they acquire required skills of the profession .

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED.	Problems encountered are : Lack of confidence in learners in solving problem. Consideration of everybody's input since it is a teamwork , no matter how important it is As the new information is emerges ,the problem statement is redesigned .
RESOURCES REQUIRED	Class rooms with ICT facilities ,supportive related literatures , qualified and well trained faculty
NOTES	It can be considered as one of the best practices in imparting knowledge and developing skills

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PROCTORIAL SYSTEM

THE CONTEXT

The Sanskrit word "Acharya" which means "a prominent religious teacher and a spiritual guide ", epitomizes the quintessential values of our institution ,where traditional respect for teachers is of paramount importance .The Proctorial System is the process of paying personal attention to ,and monitoring of , a students' academic progress in college hours and behavioral process outside the campus by a member of the faculty ,so entrusted with the responsibility. The proctor is an in-situ guardian for the student assigned to him and shall be frequently in touch with student , his father and or mother , by post /mails/mobile phone.

THE OBJECTIVES

- To closely monitor the student's progress in terms of his attendance, punctuality, performance and learning capabilities –as part of the curricular requirements.
- To help identify, outside the curricular requirements, the student's habitual deviations, attitudinal aberrations, utilization of facilities and associative growth of personal attributes.
- To provide an early warning system through the proctor's feedback on a periodic basis to the heads of departments, course co-coordinators,Principal and Mangaement on classified needs for their intervention and mid-course corrections .
- To provide the fresher a sense of security ,bonhomie ,elderly guidance ,mentoring and in the process remove the feeling of distance from home .
- To enable the student to look to his proctor as a patriarchal/ matriarchal figure ,guide and philosopher.

- To bring in a sense of accountability of the student in his passage through the portals of the college.

- To provide the parents of the students a single window source of information about their children ,and in the process enrich the interaction so essential for the academic ambience embellished with a human touch .

THE PRACTICE

- Proctors will be allotted to a group of students at random or specialization wise as is decided by the Head of the Institution .Random allocations will not cause mutual fear /pressure and can be done irrespective of their programme of study ,caste,creed ,gender or religion.

- Heads of departments and even Principals may tag 4 to 5 top of the ladder students as proctors and also to ensure mentoring for them to perform at a much higher level.

- Proctors so allocated during the first week after admissions close ,would carry their wards till such time as they pass out of the college .However they would still be the source of information through the Aluni association even after that dor at least two years ,as the alumni would better respond to the proctors being more in touch for a long duration .

- The optimum group size for each proctor shall be not more than 20 , but will be determined by the total strength of the college .vis –a-vis the students on roll and available faculty .However new proctor allocations will be done even if new faculty join only once a year and not in the middle of the academic years .

- The students attached must be able to meet the proctor in case of any emergency at a time .However this should not arise ,if the proctor formally meets his wards once every month and records individual feedback in the specified format.

- As such it is advised that each proctor maintain the mobile numbers of the students ,his/her father and mother on his own mobile for ready reference and instant calls in case of an emergency ,which at time can save the student's life.

- Every proctor shall fill in the proctor card and update it on his computer ,laptop and once every month update the same stored on the Hod's and chief proctor of the college.

- The student be asked to mail his own passport photograph which can be inserted in the proctor card. The proctor needs to frequently update the address, mobile /telephone numbers of father ,mother and the student .

- If the student is staying on his /her own in a private accommodation ,the

- proctor must visit the place and check for decent surroundings ,habitual abnormalities and so on while obtaining the correct address.

- The chief proctor makes a brief presentation of this feedback from proctors about the student's behavior ,performances and any abnormalities as also corrective actions taken by proctors /wardens/class teachers, HoDs to the Academic Council once every 4 weeks .

Allotment of proctors

- Students are allotted ti the mentors in the first year of the course.
- Allotment is based on a maximum ratio of 1;20
- Girls are allotted only to the female proctors

Communication process

- Proctors meets all his /her students once in a fortnight at a pre specified time.

- Parent /sponsor and student will be sent information pertaining to attendance, marks of the internal exams and results of the final examination

- As SMS or an email may also be sent to parents with the above information as required .

- Communication details will be recorded in the online portal.

- If any student id found to be irregular to the classes , an immediate action will be taken and the same will be reported to parents.

- In the case of poor or below average performance in academics ,mentor will counsel such students and assist them with proper guidance .

- Parents will be advised to meet the chief mentor or the head of the respective department to take corrective measures ,if it is necessary

OBSTACLES FACED IF ANY , STRATEGIES ADOPTED TO OVERCOME THEM	• Initially there was resistance from the students towards the system in terms of irregularity in meetings. But as the frequent meetings with their proctors helped them in academics, personality development and behavioral modification the proctorial system was effective. • The main objective of the mentorship is to constantly monitor the profress of students in terms of attendance, punctuality, academic performance learning capabilities and general behavior. • This system also helps to identify and understand students closely about their requirements beyond the curriculum such as habitual deviations ,attitudinal aberrations ,and utilization of facilities and associative growth of personal attributes .
IMPACT OF PRACTICE	Proctorial system helps to identify and understand students closely about their requirements beyond the curriculum such as habitual deviations , attitudinal aberrations ,utilization of facilities and associative growth of personal attributes .**Improvement in academic performance** . The Proctorial system achieves the goal of encouraging and empowering students to focus on academics. The students are encouraged to take their studies with a spirit of competitiveness This enables the students to strengthen their future career with spirit of commitment and professionalism. **Personality development** The proctorial system enabled the students in the overall personality development .The students learn to be self –disciplined , professional ,possess leadership skills .They develop responsibility , accountability , self confidence respect for fellow students and teachers . **On –going and and continuous assessment of students progress** The system enables the teachers to continuously evaluate the students. The low performing students are counseled and guided. They are motivated to study their marks ate sent to

their parents .Regular rest, assignments and sessional exams are conducted .Frequent student meetings with the proctors also help in assessment.

Identifying the hidden potentials of students The open communication between proctor and student enables to bring out the hidden potentials of the students. The students are given ample opportunities to show their talents.

Student –centered, easy approachability towards faculty –The student can approach the faculty for any academic clarification and also feel free to discuss about their personal problems like low grades, loss of concentration.