

Guidelines for a good day school

Given below are activities that needs to be incorporated into day schools and time allocation for each of those activities which were identified and approved by the Faculty Board based on a work shop held on 26.12.2014 organized by the Faculty QA Committee.

Activity	% time on each activity
Objectives of the day school	5%
Overview of the course unit	5%
Student staff Interaction (time for questions from students, discussions based on questions, generate further questions, short activities, problem solving and to teach study skills).	70%
Summarize the content (show connection with previous and future day schools and possibility with assignments).	10%
Learning outcomes of the day school	10%

Do's and Don'ts at Day Schools

Do's

- - - Teacher must know what is to be taught.
 - Teacher should have a full knowledge about the subject.
 - Describe your lecture objectives.
 - Student interest should be aroused and capture the listeners' attention.
 - Convey your enthusiasm, use real life applications & relate to real world situations.
 - Relate new information to previous lectures and prior knowledge.
 - Direct their attention to the most important information.
 - Be sensitive to verbal and non verbal responses of students.
 - The language used as a medium between the teacher and learner must be common to both.
 - Effectively use verbal and non verbal communication.
 - Pay attention to develop study habits of students Integrate active learning into lectures (concept map, mind maps, short notes, group work, presentations, role play). Give students an opportunity to process information verbally by summarizing their own words, discussing, or explaining something to others.
 - When the activities are developed for discussion include at least one activity for each level in Bloom's taxonomy (refer to box below)

- Give students short breaks throughout lecture to review their notes and ask questions. Short breaks will revitalize the audience's attention.
 - The facts to be learned are clearly stated, with strategies for learning them. Students are helped with attention to details..
 - Conclude with a good summary.

Dont's

- - - give all the details and overload students
 - One-way lecturing
 - Using monotonous tone when lecturing
 - Do not assume what students know, but determine it.
 - Jump straight into the topic
 - Turn your back on the audience.
 - If you speak too fast, you are making it harder for your listeners to follow you.