Best Practice - I

1. **Title of the Practice:**

   Effective Teaching Learning System

2. **Objectives of the Practice:**

The objectives of the practice are to:

- Prepare proper teaching plan for coverage of entire syllabus content and achievement of course outcomes

- Identifying bridge courses and soft skills necessary to satisfy market requirements

- Ensure effective delivery of the contents as per the teaching plan

- Ensure the effective outcomes in terms of results and students satisfaction.

- Enhance students' technical skills

- Establish assessment practices that promote student learning.

- Make use of technology for effective delivery of contents to meet student's expectations

- To inculcate innovative thinking among the students

3. **The Context**

- As the teaching and learning is the most important activity it is necessary to motivate the teachers to use modern teaching aids and practices.

- At the beginning of the semester the teacher has to prepare course file which includes course objectives, course outcomes, teaching plan, and teaching notes. In addition to the university curriculum, he has to identify bridge courses, additional experiments and site visits to satisfy market requirements. Also during the semester he has to maintain record of student attendance and continuous assessment. Therefore, the role of teacher is very crucial for effective implementation of teaching learning model.

- To make the students adoptable to the teaching learning model a conducive learning environment is necessary.

- For the attainment of the outcome of teaching learning process, the proper analysis of examination results and students feedback is important for remedial inputs in improving the teaching learning process.

4. **The Practice**

The teaching learning process has been implemented as below:

Stage I: Preparation of Teaching Aids (One month prior to semester commencement)

- Based on the University's academic calendar, the institute prepares its academic calendar.

- Simultaneously, each department allots course(s) to their teaching faculties based on their specialization and interests and prepares Class, Laboratory and Faculty time tables which are communicated to the students.

- Faculties prepare / update their *'Course File'*. Well-equipped Library facilities like NPTEL, Video Lectures, e-resources, Media Centre and Departmental Library enable teachers to deliver curricula effectively in the classroom.

- Faculties are motivated to adopt innovative teaching practices like project based learning, blogs / personal webpages.

- The teaching plan of each course is uploaded into the ERP profile of the concerned faculty. ERP tracks and ensure timely upload of the content taught and the attendance of students.

Stage II: Teaching Learning (During Semester)

- The effective implementation of the curriculum is monitored by Academic Monitoring Committee coordinated by Dean Academics.

- The monthly attendance record of the students is prepared and communicated to every student. In case of defaulters, their parents are informed.

- Expert talks, Industrial Visits are organized regularly to support curriculum delivery. For some courses workshops are organized in association with industry to bridge the need of those courses.

- Continuous assessment, Mid-term submission and tests are conducted as per rubrics developed at institute level.

- Results of on-line and mid semester examinations are analyzed for the conduction of remedial classes. Extra sessions are conducted for academically weak students classified as slow learners.

Stage III: Students Feedback (Mid-Term)

- A mid-term feedback of students enables the institute to identify the gray areas in the teaching learning process. Corrective measures, such as counseling / mentoring of individual faculties are initiated by the Department Head.

- A Teacher-Guardian addresses the students grievances related to teaching-learning as well as personal issues. The teacher guardian, counsels a selected / allocated group of students.

Stage IV: End Semester Activities

- After conclusion of teaching final assessment of the term-work is done and marks are submitted to the university. The end semester exams are conducted by the university.

- Every department analyses the results of different classes immediately after declaration of result by the university.

Stage V: Stake-holders Feedback (Term-End)

- The institute seeks feedback from various stakeholders regarding curriculum, employability and skill acquisition.
- An assessment of the level of attainment of POs, PSOs and COs is carried out.

5. Evidence of Success

Proper design and implementation of the teaching learning model has resulted in following achievements:

- Although the students admitted for the first year of their course are of average merit, the effective implementation of teaching learning process has improved the year wise performance of the students in terms of examination results.
- The introduction of bridge courses for enhancing technical as well as soft skills, industrial visits and internships has improved the employability of the students.
- Midterm submission and continuous assessment has ensured the completion of term on time. Because of this sufficient time is available to the students for preparation of university exams. This also improved the examination results.
- Mid-term feedback of faculties from students and its proper analysis has helped the faculties to improve their teaching.
- Conducive learning environment has improved the students' participation in extracurricular activities and competitions in and around the institute.
- The teacher guardian scheme has addressed the students grievances related to teaching-learning as well as personal issues. The counselling of the students at personal level has helped in improving their overall performance.

6. Problems Encountered and Resources Required

- Being an affiliated institute, the curriculum flexibility is limited to meet market requirements. Hence, the institute needs to introduce value added / bridge courses.
- Since the institute is located in tribal area, the recruitment and retention of highly qualified and experienced staff is difficult. The institute takes efforts to motivate faculty for upgrading their qualification and also provides free transport facility to all the staff members.

- The average merit of the students is low due to locational disadvantage. The institute has taken additional efforts like remedial classes, bridge courses, etc. to enhance the results of the students.
- The enhancement of the student's placement is quite challenging, however the institute has introduced soft skills and pre placement training program.

7. Notes:

This teaching learning model can be applied to any HEI with minor changes as per the requirement of the concerned institute.

Best Practice - II

1. **Title of the Practice:**

   Departmental Students Association

2. **Objectives of the Practice:**

The objectives of the practice are to:

- To provide a platform for holistic development of the students.

- To improve the leadership qualities through the organization of various cultural, sports and technical activities and competitions at state and national level.

- To encourage and train the students for establishment and functioning of various student chapters, bodies, cells and committees.

- To provide students with suitable opportunities for a healthy social life and students welfare through arts, sports, and entertainment.

3. The Context

- Since the students associations are managed by the student representatives under the supervision of staff coordinator, it is a necessary to ensure active participation of the students all along.

- The balance in between the student activities and academics is the most important issue that needs to be addressed continuously.

- It is the need to groom the students in handling interpersonal relations with their peers and staff.

- As each department have their own student associations and chapters, therefore appropriate interaction / communication in between these bodies is important while organizing any event at institute level.

4. The Practice

- Each department of college has its own students 'association such as, Mechanical Engineering Students Association (MESA), Civil Engineering Students Association (CESA), Association of Computer Engineering Students (ACES), Association of Students of Electronic and Telecommunication Engineering (ASSET), Electrical Engineering Students Association (EESA).

- These associations function on the principle, 'of the students, by the students and for the students'.

- In the association, students works as volunteer on post such as President, Vice President, Joint Secretary, Treasurer, Ladies Representatives and members. At the beginning of the

academic year, all the interested students file their nominations for selection to various posts. All the candidates are interviewed by an expert panel constituted by the respective departments. Subsequently, the executive body of the association is formulated for that academic year.

- The student associations then function under the guidance of the staff coordinator and head of department by planning various technical and non-technical activities to be conducted for the year.

- For all-round development of the students, technical and soft skills are equally important. The student associations help the students to develop their various soft skills through the organization of various activities and competitions. Thus it leads to holistic development of the students making them competent at global level.

- Over-involvement of some students is found on regular basis thereby affecting their academic goals. Such students are counselled to strike a balance between academics and student activities.

5. Evidence of Success

- The organisation of **'TECHNOFEST'**, a *'National Level Technical Symposium'* every year by the student associations is one of the major evidence of success of this practice. This mega technical event collectively hosted by all departments attracts more than 1000 participants. Each department organises three events. In the structural setup of this event, each technical activity is managed by student volunteers. These volunteers report to the staff coordinator who in turn reports to the concerned Head of Department. Beginning from planning, budgeting to execution, all activities are an outcome of combined efforts by the students and faculties.

- Every year students association jointly organises annual cultural fest popularly known as 'ASTITVA'. Under the banner of this event, various sports competitions, art gallery, funfair, days celebration are organised. On this occasion, students and their parents are present in an overwhelming strength of 8000 to 10000. The planning, coordination and execution of such a big event is done by the students under the supervision of the staff.

- As per the requirement of curriculum and overall development of the students, the departmental associations organises various expert talks, workshops, seminars and industrial visits.

The student associations has in general contributed in enhancing the graduate attributes among students thus improving their employability and admission to higher studies in foreign universities.

6. Problems Encountered and Resources Required

- Students are initially hesitant for participation due to lack of confidence, stage daring and academic loss. They are counselled by their mentors and senior colleagues about the benefits of these bodies.

- Facilities like seminar halls equipped with audio and video facilities, amphitheatre, playgrounds, gymnasium, etc. helps to organise the activities of the associations effectively.

- The institute provides necessary financial support for execution of these activities.

7. Notes (Optional):

This model is helpful to an HEI for improving involvement of students in extra-curricular activities.