

NAAC CRITERIA 7.2 Best Practices

Practice-I

1. Title of the Practice: Integrated Teaching

“An integrated approach allows learners to explore, gather, process, refine and present Information about topics they want to investigate without the constraints imposed by traditional Subject barriers”.

2. Objectives of the Practice

An integrated approach allows students to engage in purposeful, relevant Learning. Integrated learning encourages students to see the interconnectedness and interrelationships between the curriculum areas. Rather than focusing on learning in isolated curriculum areas, an integrated program is based on skill development around a particular theme that is relevant to the student in the class.

3. The Context

Integral to the model of integrated learning is the inquiry approach. Students are active learners who research, interpret, communicate, and process learning to both others and themselves. Inquiry approaches allow for students to construct meaning using their prior knowledge on a Subject and new knowledge gained during the learning process.

Integrated learning incorporates multiple subjects, which are usually taught separately, in an Interdisciplinary method of teaching. The goal is to help students remain engaged and draw from multiple sets of skills, experiences and sources to aid and accelerate the learning process.

4. The Practices

- a. Seminars
- b. Technical Videos
- c. Tutorials
- d. Hands on Workshops Related to Curriculum
- e. Industrial Visit
- f. Projects
- g. Conferences
- h. Project Exhibition and Poster presentation

Innovative teaching facilities like Smart Class-Rooms, LCD projectors, Seminar hall, Internet facility and Wi-Fi facilities enable the teachers to teach in a unique and innovative manner and make the students to inculcate in the proper learning process. Interactive techniques like quiz, group discussion, projects, internships, industrial visits and applications of ICT resources enrich the teaching learning experience and engage students in higher order thinking and investigation.

5. Evidence of Success

Students stated that integrated teaching prepared them learning at ease and helped them to understand the subject in a improved way. Moreover, the methodology helped them to establish relationship among the subjects they had undergone.

6. Problems Encountered and Resources Required

There were initial problems in creating integrating teaching process. One challenge was identifying faculty compatibility. Another major problem revolved around creating a system for sharing advanced teaching skills among other faculty in the department. There were also instances where departments faced problems scheduling classes in the room where mode of teaching supports. Resources required for teaching like teaching aids, software tools, audio, video systems are incorporated.

Practice II.

1. Title of the practice: Mentoring System

2. Objectives of the Practice

The Mentoring system assigns a faculty member to every student. The faculty member is called the mentor for the student. The mentor plays the role of a personal mentor for the student in all matters. For the institute, the mentor is the first point of reference for all matters concerning any specific student. The mentor guides the student at every step of their stay at the institute to be successful at whatever the student takes up. The mentor personally ensures that the student is aware of all the resources available to the student during their course of study at the institute. The mentor is available to counsel the student in any matter of concern apart from the curriculum also.

3. The Context

The Mentoring system is relatively new in general to a student entering the institute. The students do take some time to familiarize and feel more comfortable with their mentors and most importantly develop confidence in them. The students meet their mentors to consult with them regarding the courses to take and to guide them through the registration process. The students then meet their mentors before every internal assessment to update them on their progress in every course. The students also see their mentors after the internal assessments to discuss about their performance and about the scope for improvement next time and the steps to be taken to achieve the same. The students might also choose to meet their mentors more regularly for advice regarding matters which may be extra- or co-curricular or otherwise. In addition, the mentor might also choose to see any student with more regularity when their academic performance concerns the mentor.

4. The Practice:

A mentor is a personal mentor and counselor for a student during the duration of stay at the Institute. A mentor represents a parent away from home for a student, and is the first point of reference for the activities of a student during the complete course of study at the institute.

As soon as a student enters the institute, a faculty member is assigned to take over the role of a mentor for the student. The mentor not only guides the student in academic matters but also any matter of concern for the student. The student seeks the advice of the mentor at every step of their course of study beginning from the registration for courses at the start of every semester. The students meet their mentors regularly. However, depending on the need, mentor conducts more meetings with their students and their parents. The mentor educates the student about the various course requirements, such as the mandated minimum and maximum course load every semester, and how to choose electives.

The mentor helps the student channel their interests and energies effectively during the complete course of study at the institute. The students meet their mentors for various reasons, some students would like extra help with the material in a course and are shy to approach a new instructor assigned to the course. Few might be facing problems adjusting to the new environment may be in the hostel or at other places around the institute; some others would like

to know about their options of availing various resources at the institute. Students would like to know about their options for going through internships during the break or even the benefits of the same, few might want to do some minor project work or participate in various competitions in addition to their courses, some other might want to know their options after graduation and how to figure out where they would fit in better. At times the students might just need someone who can give them personal time and attention by listening to their struggles in transitioning to a higher education environment and finally in becoming a constructive member of society.

4. Evidence of success:

The most important evidence of success for the mentoring system is from the testimonials of the End-users. The students and their parents have been very happy with the mentoring system. Generally, for the complete duration of the course of study of a student any one faculty Member has been effective in monitoring the role of a mentor. The behavior of the students on the campus in general has witnessed a tremendous improvement and the students are much happier and contented with their course of study at the institute after the implementation of the mentoring system. The pass percentage and the average academic performance of the students have also achieved greater heights with the mentoring system. Some students have presented themselves as quite a challenge for their mentors, but they figure out their priorities and start performing better after counseling sessions with their mentors. The students have been at most risk during their initial Stages in the course of study. The transition to higher education set-up proves to be sudden for some students. The mentoring system has addressed the needs of the students and effectively nurtured many students during the duration of its implementation.

6. Problems Encountered and Resources Required

There were initial problems in creating mentoring process. One challenge was identifying mentor mentee compatibility. Another major problem revolved around creating a system for interacting student with mentor in the department. There were also instances where faculty failed to understand the level of student understanding in the classes room where mode of teaching may difficult for student to understand. Resources required which supports for mentoring like mutual contact, group discussions, meeting with parents, software tools, audio, video lecture systems are incorporated.