



Criteria: 7.2: Best Practices.

7.2.1 Description of two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Practice-I

1. Title of the Practice: Integrated Teaching

An integrated approach in teaching allows the student to explore, gather, process, refine and present information about topics they want to learn without the constraints imposed by traditional subject barriers. The institution is much concerned with the integration in the field of professional education and professional training of the student. The institution is in the coordination of different teaching activities to make sure the harmonious functioning of the educational process for a more effective teaching and learning process.

2. Objectives of the Practice

An integrated approach in teaching 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. This practice helps students to explore multiple perspectives of concepts that they study in their curriculum. It helps the students to develop a bridge between the subjects they study. Helps to understand multi-disciplinary subjects and concepts and to carry out inter-disciplinary projects. It helps the student to find a methodological approach for the problem and to find different possibilities of the solution to the problem.



3. The Context

The model of integrated teaching is the inquiry approach. 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. Through this practice, our expectations were met by the constant engagement of faculty members and students in online discussions through webinars, seminars, technical talks, and guest lectures. In this practice, clear and measurable objectives were set and activities are carried out to match the objectives. Inline interactive sessions were conducted to emphasize active learning. Students were given assignments and evaluated in front of students to clarify on how assessments were applied and specific measures available in the evaluation process. Frequent specific feedbacks were taken from students for improvisation.

4. The Practices

The following practices are adopted at our institution to implement integrated teaching:

1. Seminars
2. Technical Videos
3. Tutorials
4. Hands-on Workshops related to Curriculum
5. Industrial Visit
6. Projects
7. Conferences
8. Project Exhibition and Poster presentation

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

Institute facilitates and inspires student learning and creativity by developing Centre of Excellence in the department level in the area of thrust. Also, facilitate digital-age learning experiences by creating smart classrooms, seminar halls, and audiovisual lecturing, and through virtual laboratories. Specific models were exposed to students to support student learning. Online teaching mode is promoted with students to engage students during pandemic situations. Constant placement training is engaged with students to support their professional growth and leadership skills.

5. Evidence of Success

Students stated that integrated teaching prepared them to learn at ease and helped them to understand the subject in an improved way. Moreover, the methodology helped them to establish relationships among the subjects they had undergone. Through this practice, the average score obtained by the students in the end-semester examinations was increased. Although the difference in the scores was small, it was statistically significant.

The number of the students responded well during their placement interviews to the questionnaires raised by the on-campus placement drives. Analysis of the feedback collected through the questionnaire showed that, for all items, the majority of the students had given positive answers. Although the analysis of data of passed out students to present students showed that an increase in deep learning, it also showed an increase in knowledge of the student in the area of preference.



6. Problems Encountered and Resources Required

The implementation of integrated teaching had challenges. There were initial problems in creating an 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 the mode of teaching was supported. Basic resources required for teaching like teaching aids, software tools, audio, video systems are incorporated. The implementation of integrated teaching had challenges. The planning of integrated teaching across departments was time-consuming and involved negotiation with the faculty members. Moreover, a lot of time was invested in the development of the integrated model, as it required inputs from all the departments participating in the process.

Practice II.

1. Title of the practice: Mentoring System

A well-functioning mentoring system is under practice in the institution to build a one-to-one relationship with students for the personal, academic, and overall growth of students. Mentoring in connection with mentees helps to increase knowledge and build skills in students for future goals and milestones. Throughout their course, students must develop an identity that involves a deep understanding of professional principles and the skills to apply their ideas. This practice is so much important that it cannot be left to students to find some informal methods to practice and should be imparted to students by a structured system that is most of the higher educational institutions focused on mentoring system. The overall goal of our student-mentoring program is to advance the professional development of our students during the four years of their degree program through regular group meetings with skilled, trained faculty mentors.



2. Objectives of the practice

The Mentoring system assigns a faculty member to a group of students. The mentor meeting is scheduled every week/fortnight for the mentoring of 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. Mentoring system is practiced to build meaningful mentoring relationships among mentee and mentor, to showcase personal reflection, and to encourage exploration of talents related to sports, academic, and extra-curricular to help the professional development of the student. This system has evolved from a model of 20 students- 1 faculty pairings that resulted in spending more time with students during mentoring. Through the practice students who share interests in the theme (e.g., human rights, health policy, arts, health sciences, environment protection, energy saving, waste management) are given provision to participate in student-led discussions on topics related to their interest by conducting Green day, NSS activities, outreach program. Structured exercises enable students to get to know about their social responsibilities and constitutional obligations.

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 themselves 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 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

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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 his 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 students to 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 others 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

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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.

In the subsequent mentoring process, students led discussions on topics of interest in the group's discussion. It is carried out in front of other groups of students to motivate them to join the group to ensure continuity of the mentoring process. Mentors also guide students to participate in workshops, conferences, and webinars to learn about the interested topic and enhance their facilitation skills. Through mentoring, professional behaviors are imparted to students by constant meetings. Mentors are also facilitated by providing feedback and guidance to the students' ideas and passions and the challenges they encounter. The faculty mentors also keep descriptive proctor files for each student. The class teacher and mentoring coordinator will be assessing student understanding and it will be followed up at regular intervals.

5. 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 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 setup 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.

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Through these mentoring programs increases the graduation rates of students. Mentoring is significantly correlated with a wide variety of positive student outcomes, such as student behaviors, attitudes, and placement rates.

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 students with mentors in the department. There were also instances where faculty failed to understand the level of student understanding in the classes room where the mode of teaching may be difficult for students to understand. Resources required which support mentoring like mutual contact, group discussions, meeting with parents, software tools, audio, video lecture systems are incorporated.

However, due to lack of an operational mentoring definition, a lack of theoretical guidance and poor research designs very difficult to draw positive correlations equate to casual effects. University has to carry out faculty development programmes to address these limitations by knowing through mentoring programs increase student success rates. In mentoring programs (1) psychosocial support; (2) career guidance, and (3) academic and program guidance is the need for more rigorous research designs in the studies of undergraduate mentoring programs. Lastly, the best practices identified need to be carefully worked through by implementing best practices will help clarify expectations for mentor and mentee and ultimately improve the overall experience of mentoring.

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