Best Practice 1:

Title: Implementation of Outcome Based Education approach

Objectives of the Practice:

To assess students learning and effectiveness of all educational and operational activities

Context:

In the OBE model, outcome assessment plan is prepared and informed to all stakeholders. It has defined standards of Performance and academic expectations from students in the form of learning outcomes at course level and Programme level.

The Practice:

A set of graduate attributes are defined and aligned at all levels. The statements of learning outcomes are articulated from the graduate attributes. The learning outcomes are defined for all Programmes and courses using measurable action verbs (blooms' taxonomy) to assess students' learning at the end of the Programme and course respectively.

These outcomes are assessed by using at least one direct and one indirect assessment tool. Attainment of outcome indicates that the corresponding PEO is achieved. As these objectives flow from University level to domain, institution and Programme level, and achievement of PEO indicates the corresponding objective at all levels is met. Some of the assessment tools are developed online and the results are reported in the standardized format domain-wise. Based on the results of implementation of outcome assessment, gaps are identified. The whole process is taken care of by the programme assessment committees constituted at the department and institutional level for the purpose.

Evidence of Success:

It helped in identifying the areas of improvement in diverse aspects of teaching and learning Departments proposed action plan in their implementation report for improvements in teaching pedagogy, infrastructure, learning resources, facilities and support system etc., which also served as an input during the Programme review and strategic planning of the institute.

Problems encountered and resources required:

Training of faculty to develop framework for alignment of PEOs with university objective and mission.

Best Practice 2:

Title of the practice: Learner Centric Pedagogy on Self-Learning

Objectives of the practice:

- To improve the technical and communication skills of a student
- To apply the knowledge and skills for better communication and solve societal and industrial related problems.
- To get placed in multinational companies

The context:

The context of this practice is to facilitate the students an environment of Self-learning at different phases through their curriculum. The flexibility in pace of learning on their own to improve the skills is an opportunity given for the students. Language labs are provided as an audit course in the curriculum to improve the communication of the students.

The practice:

The designed Curriculum encourages the students towards self-learning. The pedagogical approach from teacher centric learning is changed to learner centric approach through the seminars and library hours for self-learning.

Usually as per the curriculum the students have to present the seminars as per the schedule given by the faculty at the starting of semester. The selection of topic for the seminar presentation is preferably from the reputed journal papers. After finalizing the topic, the student will go through the journal paper thoroughly for effective presentation during the seminar. This makes the student to enhance the knowledge by studying and understanding deep the current developments in the field which is published in the form of journal paper. As the papers are high standard and communicated the content in a more effective way, the students are in a position to identify the problems and make use of the grammar more effectively for the presentation. The students are encouraged to talk about any topic in the last five minutes of the last hour of morning and afternoon sessions. This practice familiarizes the students for the effective use of the stage without any fear during the seminar presentations.

Evidence of Success:

Following this approach continuously enhances the confidence of the students as their communication is improved a lot. The self-learning approach enables the students to identify the problem for their project work in the final year in a more easy manner and results in the publications or innovations quite a few. The evidence of success in observed in increase in the placements and the comments from the employers about the students and their communication during the interviews.

Problems Encountered and Resources required:

Students admitted at this institute are mostly from rural areas so self-learning right from first year onwards is a bit tough job for them. Constant motivation and continuous efforts are done by the faculty for betterment yet few students are not turned in for self-growth. The fear of speaking in front of the people is a big problem for the students.