ACY 2015-2016

Practice #1

Tittle of the Practice: Promoting Participative Management of Internal Stakeholders in Teaching – Learning Process through Academic Monitoring Committee

Objectives:
- To initiate and deploy an effective diagnostic approach by involving internal stakeholders (i.e. students) in taking the feed back for continous improvement in the Teaching – Learning process
- To ensure smooth and efficient management of academics by monitoring various academic activities
- To assess the performance of students in academics and other related activities
- To address the issues related to teaching-learning process
- To provide a platform for all stakeholders encouraging constructive feedback mechanism to improve the teaching-learning process

The Context:

      The Academic Monitoring Committee is an initiative to encourage participative management of all stakeholders, particularly the relevant students in the teaching-learning process. It acts as a robust feedback mechanism for supervising/improving the curriculum delivery and evaluation process at the grass root level. Academic Monitoring Committee cross references between curriculum and instructional elements. It provides guidance and support in improving the implementation of curriculum by instigating various supportive measures as and when required based on feedback received.

The Practice:

      Academic monitoring Committee for a class comprises of head of the department, faculty handling all theory & practical courses and students from diversified categories. The committee meets 2-3 times in a semester to discuss about the deployment of curriculum delivery aspects, assess the performance of students, issues related to teaching-learning process, general issues which are found to have an impact on the effectiveness of learning among students and encourages constructive feedback from students/teachers to improve the overall quality of the curriculum delivery process and ensures effective teaching-learning is in place.

Evidence of Success:
- Improvement in students pass percentage in continuous assessments and end semester examinations
- Increased ICT tools usage in classrooms by teachers
- Increased participation of students in extra and co-curricular activities indicating holistic development
- Improvement in teacher – student relationship with high degree of transparency

Problems Encountered and Resources Required:
- Stakeholders open mindset to discuss on the issues hampering the teaching-learning and evaluation process and strive to improve the same
- Bringing confiende among students in this process at initaial stage to share ground reality feedback on curriculum delivery aspects in the class

- Some teachers are reluctant/find it difficult to adopt to contemporary instructional delivery strategies in line with specific needs of students and prefer to stick on to conventional chalk and talk methodology
- Stakeholders view this platform for addressing their grievances rather than a platform for improving the curriculum delivery, assessment and evaluation process

Practice #2

Title of the Practice: Aligning Curriculum Design, Development, Delivery and Assessment in line with Outcome Based Education (OBE)

Objectives of the Practice:
- To align the curriculum design, development and delivery in line with outcome based education for effective classroom delivery and assessment
- To identify and deploy suitable delivery strategy and ways of providing learner centric experience to students
- To assess the learning outcomes in terms of attainment of desired educational objectives.
- To ensure effective conceptualization of the curriculum
- To equip graduates with 21st century skills

The Context:

GMR Institute of Technology is an autonomous institution deploying outcome based education (OBE) in a true spirit. However, keeping in view the significant developments taking place at global level concerning the concept of outcome based education i.e. its transformation from traditional OBE to transformational OBE via. transitional OBE, the institute felt the need of adopting these strategies to equip the graduates with 21st century skills. The primary focus is to have a robust mechanism in place to ensure that the curriculum design delivery and assessment catering the needs of graduates to attain 21st century skills. In this context, curriculum design and development in the institute has taken a lateral dimension to develop the curriculum in such a way that it addresses the issues discussed above.

The Practice:

The institute revises the academic regulations based on the needs of the stakeholders at appropriate times. The department Board of Studies (BoS) committee comprises of representatives from academia, industry, alumni, special invitees from professional bodies and faculty of the department. BoS committee meets twice an year to deliberate on the issues regarding stakeholders' expectations and ensures that the curriculum caters to these needs. Utmost care will be taken by the committee to ensure that the designed curriculum can be deployed successfully in the way it is intended keeping the attainment of outcomes with appropriate timelines to achieve the overall target performance level. The institute Academic Council comprising of eminent personalities from academia, industry, heads of the departments, heads of the institute and management approves the curriculum and can further be successfully deployed in the classroom.

Evidence of Success:
The following best practices are being introduced in the curriculum to a student centric learning experience to the students.
- One credit courses designed and delivered by industry experts
- Integrated courses aiding in understanding the concepts more lucidly with the help of parallel laboratory sessions,
- Summer internship for one month with credits
- Full semester internship
- Co-curricular and extra-curricular activities with credits etc.

- Pre-planning and adoption of various curriculum delivery strategies by teachers catering to the needs specific to the subject as well as students learning levels as compared to only chalk and talk method of delivery

Problems Encountered and Resources Required:
- Resistance to change is inevitable. It is challenging to mobilize the students to take active part in teaching-learning process as the younger generations especially in the rural background are accustomed to rote memory learning for years together
- Few teachers are reluctant/find it difficult to adopt contemporary instructional delivery strategies in line with specific needs of students and prefer to stick on to conventional chalk and talk methodology. Several sensitization sessions are planned and to make them understand the importance of these strategies
- To encourage the teachers and students adapt to new teaching-learning strategies, all the classrooms are made compatible to handle ICT tools which further enable ICT based curriculum delivery
- All the instructional material was made available in the local area network to inculcate the habit of self-learning and keep up to date with the classwork
- Further, to deploy the modern curriculum delivery methods and take advantage of their potential in improving the students learning experience, modern tools like mobile phones, laptops etc. are required by each and every student for usage in the classroom. However, permitting such tools into the classroom is a trade-off between existing government rules, financial status and above all mind-set of the students to use them judicially without prejudice to core values and ethics of education