Best Practice 1

1. Title of the Practice : Technology-Enabled Teaching- Learning (TETL)

2.Objectives / Intended Outcomes:

With the advances in technology, the college realized the need to integrate technology into the teaching-learning process and over the years the pedagogic practices have evolved and become more and more supported by technology.

To integrate technology-enabled teaching-learning with traditional practices for more effective teaching-learning outcomes / to make the teaching-learning process interesting, interactive, and relevant to the digital generation / to provide training in the latest technical skills.

3.Contextual Features / Challenges:

Contextual Features:

The programme aims to enable the use of technology in

- online monitoring the classroom activities.

- providing 24 x 7 access to course contents prepared / curated by faculty to the students.

- provide a richset of technical certificate courses for the students to upgrade themselves

- to provide access to digital resources offered by NPTEL, NMEICT and other MOOCs.

Challenges:

- Scheduling of classes within college hours is challenging as students find it difficult to stay back long hours after the classes.

- Non-availability of standard devices to provide uniform resource access.

4. The Practice:

- The first major step taken by the Management towards TETL was to establish the Language Lab in 2007 with 30+1 systems and wifi connectivity (now enhanced to 100 Mbps). Software such as RENET, SNET, Author Plus and Clarity English Success, and Sky Eng Pronunciation installed by Young India make interactive learning possible.

- The Language Lab is open to all UG, PG, and Research Students. The Language Lab hours are incorporated into the Foundation English Timetable and

all students compulsorily use the lab. Course content is reinforced by videos shared on the interactive platform and through SNET broadcast from online sites. Students can also practice grammar and pronunciation.

- Since January 2015, we have been offering NMEICT Spoken Tutorials to interested students in collaboration with IIT, Bombay. A total of 2183 students have benefitted to date.

- Since 2017, our faculty and students have been encouraged to register for MOOC courses through the NPTEL platform and all support is provided by mentors. In 2018, theNPTEL Local Chapter was established and it has been very active ever since.

- In February 2018, acquired the G-Suite domain license through which Google Apps for Education are being accessed by faculty and students for academics and e-governance.

- In 2019, CTTE Media Centre was established with the required infrastructure and teachers have started recording e-content and uploading it on YouTube under CTTE Media Channel for the benefit of the student community.

- In 2020, In house certificate courses on latest technical skills like Tally, Python etc. were introduced.

5. Evidence of Success:

- With all the above technology-based teaching and learning initiatives, our faculty and students were already well versed in using LMS as supplementary to classroom teaching.

- This readiness enabled it to smoothly shift to 100% online teaching-learning and e-governance, when the lockdown was announced due to the COVID pandemic.

- The college organized online events almost every week to keep the students engaged during the pandemic.

- Support was extended to other institutions and CTTE Trust for the conduct of meetings and events.

- Offline Certificate Courses conducted received huge response from students after COVID pandemic.

6. Problems Encountered:

- Lack of uniform technology resources among the students and faculty, made it challenging to implement 100% online class effectively.

- Financial problems due to lockdown made technology inaccessible to a few students.

- Health issues of technical staff also made the situation more difficult.

Best Practice 2

1. Title of the Practice : Partnership in Language and Learning (PILL)

PILL program is collaborative learning through peer learning by pairing advanced and slow learners. Soon after the model exam, PILL is encouraged among students to enhance the academic, communication and leadership skills among advanced learners and who in turn help the slow learners to understand the subjects and complete the program successfully. Advanced learners help the slow learners in groups.

2.Objectives / Intended Outcomes:

- To elevate the first generation learners
- To help the students with learning disabilities
- To create interest in each course
- To imbibe teaching abilities among PILL leaders
- To boost leadership skills of PILL Leaders
- To enhance self paced learning
- To increase the pass percentage

3.Contextual Features / Challenges:

PILL transforms cohort based learning to self paced learning.

In cohort based learning students master the materials together at the same time as a group and submit a course successfully on time.

In Self paced learning, the learning is done by a student through self-motivation in choosing wise techniques to enhance the speed and ease methods of understanding concepts and their application in order to face the requirements of the course through various skills.

Benefits of self-paced learning:

- To learn at their own pace
- Develops ownership of learning
- Better insights into learning
- Freedom to choose methods of learning
- Willingness to try new things and learn new skills

Skills enhanced through PILL program

- Learning skills(critical thinking, creativity, collaboration and communication)
- Literacy Skills(Information, Media and Technology)
- Life skills(Flexibility, Leadership, initiative, productivity and social skills)

Challenges:

- Measuring of outcome was difficult as the exams were conducted online due to the pandemic.
- Monitoring online PILL classes was a major challenge.
- Lack of coordination & miscommunication were the other challenges faced by the faculty members.

4. The Practice:

Process of PILL Works:

The teacher supports the students to understand the concept of academics and practical based learning through hands on practice among students. The transformation of cohort based learning to self-paced learning is done by PILL program. The students take up the role of teacher and teach their fellow classmates and clarify the doubts through discussion, brainstorming, seminar presentation, role plays and through various activities.

PILL Leaders:

A group is headed by an advanced learner as PILL leader who will ensure that the topic discussed in PILL hour received by slow learners and other fellow classmates in a friendly atmosphere.

Benefits of PILL leaders

PILL leaders benefits in acquiring the following skills

- Teaching ability
- Leadership quality
- Self Confidence
- Mastery in concepts
- Good Interpersonal skill

Roles and Responsibilities of PILL leaders

- Acts as a catalyst to create a friendly learning atmosphere in a class
- Helps to clarify the doubts and promotes collaborative learning through peers
- As a bridge between the teachers and fellow classmates
- Documents the activities conducted in PILL hour
- Maintains the attendance and topic discussed during the PILL period
- Enhances the group cohesiveness to reach the academic goal together as a group

Role of a teacher in a PILL program:

The teacher facilitates students in learning the concepts as a supporting mechanism in the PILL classroom. A topic was assigned by a teacher through the PILL leader and monitors the each class.

Methodology used in the PILL program:

- A PILL topic is added to each G-Suite Classroom

- The discussion of topics and online attendance of offline mode is maintained by PILL leaders in an spreadsheet. The same has been monitored by the class tutor and course instructor

- Documentation of unique and innovative activities is recorded through reports by the departments.

5. Evidence of Success:

- As PILL promotes peer-to-peer learning, it was an instant hit with the students.

- Throughout the pandemic, PILL provided a platform for peer learning, not only ofcurriculum based topics but also other advanced topics.

- PILL also served as a first level peer counseling platform for academic needs of students.

- The enhancement of student performance from the entry level of the course to the exit level of the university exam

- Individualized feedback from a student

6. Problems Encountered:

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