

Best Practices During The A.Y:2020-21

Best Practice -I

Title of the Practice: Adopting Outcome Based Education for the effective teaching-learning process

Objectives of the Practice: The objectives of the OBE are as follows:

- To define outcomes of learning accurately and precisely.
- To organize the curriculum, instruction, and assessment right from the beginning to make sure that the learning outcomes are achieved.
- To develop a culture of continuous improvement.

Outcome based education (OBE) is a student-centric instructional model that focuses on measuring student performance through outcomes. At the college, Bloom's Taxonomy is used for implementing the OBE. Its focus is on evaluation of outcomes of the programme by stating the knowledge, skill and behaviour a graduate is expected to attain upon completion of a programme. In the OBE model, the required knowledge and skill sets for a particular programme is predetermined and the students are evaluated for all the required outcomes during the course of the programme. We adopted this approach way back in 2015 and now it has matured.

In the institution, the teaching-learning and assessment methods are learner-centric and all the outcomes are defined and are made tangible. Instruction is given and learning outcomes are measured.

The Context

Traditionally, higher education in India has been examination-oriented. The students were expected to pass examinations and get a degree. Students would mug up information delivered in a course without acquiring skills to apply it in a real-life setting. Grades were more important than learning. Students thus focussed on grades, not learning.

Input-based model of education focussed on delivery of information, infrastructure, and resources. Accordingly, higher education institutions depended on institutional activities and

faculty behaviour. Outcome based education (OBE) questions the traditional model of education and puts the student at the heart of all educational activities. It emphasis on what students do in the classroom and what they would be able to do after undergoing a programme. The teacher is a facilitator who supports each student to achieve his learning outcomes. Consequently, all educational activities – curriculum, delivery, assessment, and co-curricular activities – have undergone a 180- degree change. In the OBE, the focus of education is on dealing with real-life problems and student support.

The development of programme learning outcomes is the first step in outcome-based education. It decides curricular, co-curricular, and extra-curricular activities. It also decides the choice of the courses and the syllabus of each course. In the same vein, assessment activities are related to course learning outcomes, hence to programme learning outcomes. Another important feature of the OBE is continuous improvement through Assurance of Learning.

The Practice: As a part of the OBE implementation, Every course in a programme has course learning outcomes. Each course helps achieve one or two programme learning outcomes. Rubrics for different assessment components are prepared in advance. They are shared with students to apprise them about the nature of assessment for a course.

We use both direct and indirect methods of learning. The direct methods are: Internal exams, End-Semester Examination, Lab Exam, Projects. Besides, indirect assessment methods are also deployed. These are: Graduate Exit Survey, Alumni and Employer Survey. Assessment Rubric is formed for each course wherein the course outcome attainment level, in terms of percentage and grading, is predefined. At the end of the semester, the same is confirmed by closing the loop. At the end of the completion of the programme, programme attainment level is also determined.

Evidence of Success: As a part of the implementation of the OBE, programme design, delivery, and assessment have been changed. Any teaching-learning method is as effective as the faculty member using it. In other words, a teacher should not only focus on what to teach but also on how to teach it. All teachers are familiarised with the OBE approach.

Problems Encountered and Resources Required: The problems faced by the College in the OBE implementation are as under:

- Student engagement for outcome-oriented learning in the classroom is a challenging task.
- Collecting the data for indirect assessment methods, like Student Exit Survey, Student Satisfaction Survey, and Employer Survey is time consuming.

Best Practice-II

Title : Academic and administrative procedures for quality teaching

Goal :

Good teaching practice has a key influence on student learning - a desired outcome and a primary goal of higher education institutions. Teachers strive to meet the principles of good practice in an effort to provide the best learning experience for their students. Accordingly, our institute has taken the task of Teaching – Learning right from the inception and specific practices are implemented in our institute.

Objectives :

NECG focused on the following Academic and Administrative procedures to ensure quality teaching.

- Guide the faculty towards better teaching, planning and research.
- Enhance effective knowledge transfer in the classrooms.
- Enhance administrative efficiency and transparency.
- Addresses the problems of students and make teaching more students centric.

Context :

NECG has focused on academic audit every month as a standard procedure in which verification is done on preparation of course handouts, teaching material, PPTs, classroom exercises, practicals, computation of attainment levels of Cos, Pos and PSOs, evaluation of students in mid-semester and semester - end examinations.

Practice :

- Every month academic audit is performed for each department
- After the audit the corrective actions taken by the department are also recorded.

- This academic audit resulted in the following advantages.
 - ✓ The facility has also helped in giving a quick update to the students.
 - ✓ Remedial and bridge classes are conducted for academically weak

students.

- ✓ Guidance for competitive examinations is scheduled for advanced learners.
- ✓ Faculty development programs are conducted to incorporate latest technology and innovative methods in teaching techniques and learning process.
- ✓ Faculty is also motivated to use ICT tools extensively.
- ✓ Implementation of MOODLE.
- ✓ To promote the research culture among the students, Centre for Innovation, Incubation, and Entrepreneurship(CIIE) is established.
- ✓ Personality develop programs and soft skill development classes are
- ✓ organised from time to time to improve soft skills of the students.
- ✓ With all these practices the OBE implementation has been strengthened very effectively.

Evidence of success :

- Faculty are better prepared for the classes and more focused on the delivery. More intellectual activities are being planned and faculty time and energy are saved because of better organization and planning.
- The number of workshops, certification programs and FDPs are conducted.

Problems Encountered And Resources Required :

Acceptance for procedural changes is more than 95% by the faculty. However, adopting to the changes is observed to be slow. Changes have been welcomed by most of the faculty members. Resources required to overcome this problem are internet and computer facility members and availability of smart class rooms.



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