Best Practices 2019-20

Best Practice-1

1. Title of the Practice: Fusion of "Learner-centric Pedagogy" to achieve Graduate Attributes.

2. Goals:

- Develop Learner–Centric Environment.
- Skill development through Course-Based Projects.
- Enhancement usage of ICT in the Teaching-Learning Process.
- Achieving Graduate Attributes by all students.

3. The Context:

- Technical education (TE) is getting globalized with the increasing demands and expectations from the industry. The outcomes of TE are not merely a set of skills or knowledge acquired in the classroom setup but has to purposefully serve the requirements of all stakeholders and should, in turn, drive the economic growth of the country and balance/create socio-economic equality.
- In this context, achieving the universally accepted Graduate Attributes (GAs) by the student community is the major mission.
- The challenge of achieving GAs can be realized by shifting from Teacher-Centric to Learner-Centric Approach (LCA).
- One particular pedagogy method may not be sufficient for the diversities existing in the institution. So, a fusion of several pedagogical -Learner-centric methods meets the needs of such diversity in various dimensions of TE in our institution.

4. The Practice

- The teaching-learning process at Anurag Group of Institution is a fusion of various LCAs. Inspired and imbibed with "The Seven Habits of Highly Successful People" at all a level, intrinsic motivation is encouraged among the students.
- Teaching and Learning are personalized in a sense where the needs of distinct learning levels, interests, and aspirations are taken care of by the fusion of various methods listed below.
- Students of today and tomorrow are mostly doers, not listeners -rather want to learn in their environment by doing Learning by Doing.
- Students of different learning levels face a problem in TE, which can be overcome by cooperative learning in the classroom like Think-Pair-Share and other collaborative mechanisms.
- Self–driven learning projects help students to actively participate in modelling and development which is taken care of by Course-Based Projects.
- Goals are set by Teachers and Learners through Career Vision Approach right from their first year to graduating year.
- Students have the flexibility to learn anytime and anywhere –meaning learning can happen outside the traditional classroom "Flipped classroom Blended learning", ICT enabled lecturing through Learning Management Systems like MOODLE, Blogs are in place.

5. Evidence of Success

- The interactive learning through these initiatives enhanced the team spirit, learning capabilities and soft skills of the student. It created an environment to think out of the box, innovate and find a solution for the problems around them, which also created a responsibility towards addressing the societal problems.
- Many of the students are part of research projects leading to Patent publications, Startups.
- Rather than reading the textbooks or listening to the lecture, the classroom teaching is made interactive improved the retention skills. The proactive involvement in course-based projects enhanced the team spirit and motivated towards participation in National and State level competitions.
- The student success rate improved and this is reflected in the quality and statistics of the placements. The employer's feedback is a clear testimony of this claim.
- The students opting for international studies can come up with good grades and indulge in research because of their self and interactive learning aptitude.

6. Problems Encountered and Resources Required

- The admissions are done as per the common entrance examination conducted statewide.
- Students from various backgrounds, levels are admitted into the technical courses.
- The learning styles and retention vary across the student fraternity creating a challenge to the classroom deliverables.
- Continuous training on the usage of ICT and teaching methodologies is difficult when the classwork is in progress.
- Initial inertia for a paradigm shift.

Best Practice-II

1. Title of the Practice: Introduction of Academia- industry collaboration program.

2. Goals:

- To make the students and staff familiar with the industrial environment as well as to give the students industry exposure the college has introduced the Academia industry collaboration program.

3. The context:

- Collaboration between colleges and industries is critical for skills development (education and training), the generation, acquisition, and adoption of knowledge (innovation and technology transfer), and the promotion of entrepreneurship (start-ups and spin-offs). The goal of the practice is to enable both industry and the college to sustain growth in their areas.
- The institution has undergone collaboration with Telangana Academy for Skill and Knowledge (TASK).

4. The Practice:

- The institutional authority has signed a Memorandum of Understandings with various industries to conduct the activities related to Academia- industry collaboration. Several activities like industry captain visit, interview preparation, interactive IT learning session, factory/field visit etc. are part of the program.

5. Evidence of success:

- The students have shown a positive response towards the program. In near future, there is a good scope for the students of working together with industrial researchers which can provide them with the possibility of knowledge sharing that can stimulate the development of new collaborative research projects.