

Best Practices: Teaching-Learning Practices

Introduction:

Teaching-Learning is the major part in the development of students overall personality. Teachers play an essential role in making students learning to a higher level. National Assessment and Accreditation Council (NAAC) while assessing the institutions under Criterion- II makes its best efforts to evaluate actual teaching-learning experiences. While evaluating the same, it also considers Interactive instructional techniques that engage students in higher-order '*thinking*' and investigation, through the use of interviews, focused group discussions, debates, projects, presentations, experiments, practicum, internship and application of ICT resources. It also probes into the adequacy, competence as well as the continuous professional development of faculty who handle the programmes of study. The institution also focuses on techniques used to evaluate the performance of teachers and students continuously.

Teaching-Learning Practices

Diversity of students in respect to their background, abilities and other personal attributes will influence the extent of their learning. The teaching-learning modalities rendered by the institution are expected to be relevant for the learner group. The learner-centred education through appropriate methodologies such as participative learning, experiential learning and collaborative learning modes, facilitate active learning of the students. Teachers provide a variety of learning experiences, including individual and collaborative learning. Interactive and participatory approaches, if employed, create a feeling of responsibility in learners and makes learning a process of construction of knowledge. Of late, digital resources for learning have become available, and this makes learning more individualized, creative and dynamic. Quality of learning experience provided in the institution largely depends on teacher readiness to draw upon such latest available technological supports. The initiatives to develop such learning resources to enrich teaching-learning, teacher's familiarity with Learning Management Systems (LMSs), other e-resources will connect pedagogy and process. Meaningful incorporation of an

efficient teaching-learning process will have a positive impact on the student's career.

As a part of a routine teaching-learning process, teachers organize workshops and training programs for students by inviting subject experts, practitioners, resource persons from organizations of national and international eminence. The guiding standard behind workshops is to ensure that students can link theory with practice, apply their knowledge and develop new skills. Workshops also encourage creativity, innovation and assimilation of ideas to yield multiple need-based solutions to meet the challenges at hand.

How to process:

NAAC would like to bring out a compendium of Best Practices in Teaching-Learning Practices. NAAC Accredited Higher Education Institutions are requested to submit their Best Practices precisely written in the enclosed format only. Best Practices submitted but not complied to the format will not be considered for publication.

Time Line:

The Institutions are requested to submit the Best Practices write up on or before 14 November, 2019 to NAAC through e-mail: naacfeedback@gmail.com.

Who can participate?

Higher Education Institutions duly accredited by NAAC only can submit their Best Practices

NAAC is looking forward for the submission of Best Practices by the Institutions on Teaching Learning Practices.

If you have any query you may kindly contact:

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Best Wishes

Annexure-

Format for Presentation of Best Practice

1. Title of the Practice

This title should capture the keywords that describe the Practice.

2. Goal

Describe the aim of the practice followed by the institution. Brief the underlying principles or concepts in about 100 words.

3. The Context

Describe any particular contextual feature or challenging issues that had to be addressed in designing and implementing the Practice in about 150 words.

4. The Practice

Describe the Practice and its implementation. Include anything about this practice that may be unique in the Indian Higher Education. Also identify constraints or limitations, if any in 400 words.

5. Evidence of Success

Provide evidence of success such as performance against targets and benchmarks and review results like What do these results indicate? Describe in about 200 words.

6. Problems Encountered and Resources Required

Please identify the problems encountered and resources required to implement the practice in about 150 words.

7. Notes (optional)

Any other information that may be relevant and important to the reader for adopting/ implementing the Best Practice in their institution about 150 words.

8. Contact Details

Name of the Principal:

Name of the Institution:

City:

Pin Code:

Accredited Status:

Validity Period:

Work Phone:

Website:

Mobile:

Fax:

E-mail: