Best Practices

Best Practices - I

Innovative Teaching – Learning Practices

Enriching Academic Excellence through Cooperative learning

Title: Enriching Academic Excellence through Cooperative learning

Cooperative learning uses both goal interdependence and resource interdependence to ensure interaction and communication among group members

Objectives of the Practice:

- ➢ To develop responsible and autonomous learners through collaborative learning
- ➢ To increase confidence of the learners.
- ➢ To enhance the social, technical, and group learning skills.
- ➢ To facilitate exchanging of the knowledge and experience with each other.
- ➢ To help students learn difficult concepts in less time.
- ➢ To inculcate communication and team building skills

The Context:

Cooperative Learning is a joyful collaborative learning practice in which students interact with other students to attain educational goals. In its broadest sense, Cooperative Learning is a mode of "learning for everyone, by everyone". It takes place in a formal or informal learning context. It is conducted in small groups which help students learn effectively.

In this cooperative learning, one of the peers is a senior student or has special expertise is called mentor. The learners are small group of junior students, called mentees. Cooperative Learning manifests aspects of self-organization that are mostly absent from pedagogical models of teaching and learning. Cooperative Learning involves discussion among the peers related to the sharing of subject knowledge, solving subject difficulties, how to write university paper, how to work on projects, books to be referred, preparation for placements, preparation for higher studies, benefits of participation in co-curricular and extra-curricular activities etc. It also helps mentors to enhance their leadership qualities, self-confidence, time management, communication and team work skills.

The practice:

- ➢ Each faculty member is appointed as course coordinator of Cooperative learning activity at department level
- ➢ The course coordinator of each department makes a group of 5 students.
- ➢ One student is assigned as a mentor for each group as per his/her academic performance/skills
- ➢ Mentor conducts meeting with the group for discussion on various topics as and when required.

Evidence of success (outcomes):

- ➢ Improvement in placements.
- ➢ Improvement in academic performance.
- ➢ Increased participation and achievements in individual and group activities.

Problems Encountered & Resources Required

➢ Annual budget allocation is required to build infrastructure.

➢ A substantial capital expenditure has been incurred to create a robust IT infrastructure for videoconferencing and online classes.

➢ Listen to every member. The extent to which you genuinely hear others will increase confidence, acceptance, and success. Problems are more easily solved when people keep an open mind and listen to others' perspectives. Listening carefully to others also helps us understand and appreciate how group members feel and think.

➢ Define responsibilities. Whenever one person dominates by doing all of the work others feel less valued and tend to shrink back. On first glance it may appear as though some group members are simply lazy. But in reality, students accused of slacking off will often tell you that somebody else is bossing them without allowing choices or welcoming their contributions. The idea here is to agree on who does what, and by when. Collaboration takes place around the "how" and "what" questions.

➢ Value each person's gifts. Trouble occurs if one student is after marks only and fails to trust others in the group to attain high marks. So rather than welcoming each person's ideas and contributions, the domineering person relies on only one or two to demonstrate their talents. But we know that people are motivated by demonstrating their own individual strengths, not by coasting on another member's abilities.

➢ Model excellence. Rather than preach to other group members how to achieve excellent work, group members can demonstrate their own willingness to create quality responses. If one student falls short of the group's expectations, others can help by supporting and encouraging change. However, members should avoid sharp criticism and negative reactions to each other's ideas and insights.
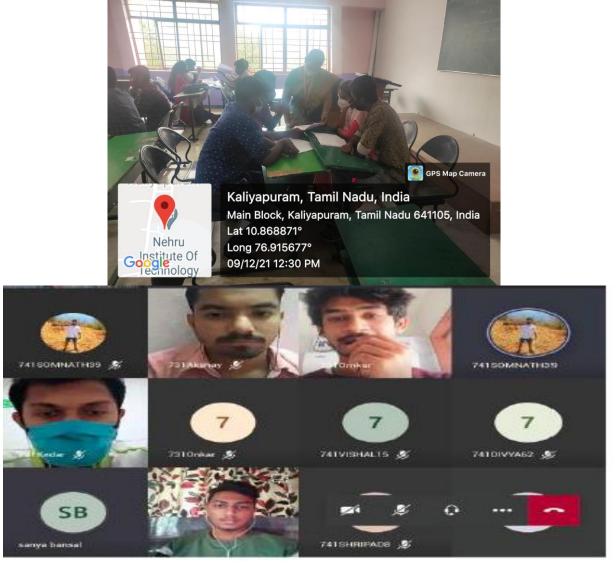
Photograph(s):

Discussion held on Logic Development for the subject, Programming Language

One on One Interaction, and Doubt Solving Time Management during Exam conducted

Best Practices - II

Title: Step in to Entrepreneurship & Business Ecosystem

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Objectives of the Practice:

➢ To identify and encourage our students in self-employment as well as job providers for others by providing training in entrepreneurship.

➢ To promote employment opportunities to our students.

➢ To enable students articulate the knowledge and skills that they acquired by the end of the program.

➢ To channelize the knowledge and energy of youth towards becoming active partners in the economic development process.

➢ To catalyze and promote development of knowledge-based and innovation-driven enterprises and promote employment opportunities amongst youth specially students.

➢ To inculcate a culture of innovation driven entrepreneurship.

➢ To act as an institutional mechanism for providing various services including information on all aspects of enterprise building to budding S&T entrepreneurs.

The Context:

➢ Planning and coordinating entrepreneurship education activities across various departments of the institution.

➢ Arranging and coordinating common inter-departmental classes on Entrepreneurship Development on a regular basis.

➢ Conducting faculty development programs in entrepreneurship

➢ Liaising and networking with outside professional agencies in the area of entrepreneurship development.

➢ Motivate, support and mentor students for identification, development and commercialization of their innovative ideas.

➢ Initiate targeted number of innovative student projects each year for new product development.

➢ Organize Business Plan Competitions/Innovation Camps/ Hackathons with active involvement of industry and alumni.

➢ Guide and assist prospective entrepreneurs on various aspects such as preparing project reports, obtaining project approvals, loans and facilities from agencies of support system, technologies information, etc.

➢ Arrange interaction with entrepreneurs, bankers, professionals, potential customers and create a mentorship scheme for student innovators

➢ Facilitate creation of entrepreneur's club / E-Cells in the college to foster culture of entrepreneurship amongst students.

Nehru Institute of Technology has initiated and keeps on supporting the various entrepreneurial activities for its students. The Knowledge Initiative from the institution

is intended to kindle the entrepreneurial spirit of the students. This enables the students to showcase their entrepreneurial skills every year in various industry-academia connected platforms..

Evidence of Success

➢ The startups objectives have been framed and functions have been identified.
➢ Training programs on startups have been conducted and students have completed them successfully to have clear idea about the startups.
➢ This initiative has boosted our students in developing successful startup models.

Founder(s):

Mr. Akshai Krishna.S
Mr.Abilash.R
Mr.Sourav.P.V
Mr.Sudarshan.G.A

Company Name: DRAAS GLOBAL PVT LTD.

Automated soup vending machine: Our start up idea is to design and manufacturing soup vending machine. The main aim of the project is to replace unhealthy soft drinks like Pepsi, coke, 7up etc. So, we planned to introduce healthy tasty soup via vending machine to crowd places like Offices, Malls, Theatres, Restaurant, School and College canteen etc. This project reduces manual work for making mass Production of soup.

Founder(s): Mr. Akhilraj. AR
Ms. Sankari MN,
Mr. Ragul P,
Mr. Pandiyaraj S

Company Name: Lans Flooring.

Manufacturing of tile using waste rubber (using shoes outer sole and scrap tyre):
Our start up idea is to design and manufacture a rubber tile. By this method of tile making we can minimize waste rubber. It reduces the usage of sand and ceramic products .Reduction in cost of tile manufacturing .It reduces the burning of waste rubber and there by which controls the emission of Carbon-di-oxide. It also reduces the dumping of waste rubber on to the ground which helps in the control of soil pollution and hence improves ground water table.

Problem Encountered and Resources Required

A conservative mindset of parents is a big challenge faced by our student entrepreneurs. Our society seemingly does not give equal status to a regularly salaried person and startup entrepreneur.Job seeking nature sets in the minds of students right from their school days. Lack of awareness on entrepreneurship prevails. Education on entrepreneurship can be given from the first year of study.

Entrepreneurship courses can be included in the curriculum to promote self-employment. Programs and activities of trainings are decided on the basis of availability of trainer during the academic schedule. This affects the process of entrepreneurship