

Dr. Babasaheb Ambedkar Marathwada University, Aurangabad
Internal Quality Assurance Cell (IQAC)

Best Practice : Teaching-Learning Practices

Title of the Best Practice : Teaching-Learning Process

Objectives of the Practice :

- To create a learners-centric reciprocity of education by implementing structured appropriate methodologies in the teaching-learning practices of the institution such as participative, experiential and collaborative learning modes
- To augment initiatives in teaching-learning modality, strengthening facilities for effective teaching-learning process
- To make teaching-learning process more creative, innovative, dynamic and individualized by introducing various digital/e-resources, familiarity with the learning management systems (LMSs)
- To carry out the reformation of various pilot initiatives for catering to the students diversity;

The Context : Dr. Babasaheb Ambedkar Marathwada University, Aurangabad is established with the status of Rural University. Our analysis of the student backgrounds shows 75% of the prevailing students including boys and girls are hailing from the rural side. To provide a platform for rural, women, socially disadvantaged and specially-abled groups to achieve Academic Excellence with in-built Employability is one of the mission of the University, and University is rigorously looking forward

The Practice

for complying its Vision and Mission. Therefore, University has created a learners-centric, student-friendly teaching-learning process.

- : Dr. Babasaheb Ambedkar Marathwada University, Aurangabad is effectuating time-to-time updations in its Teaching-Learning Process. University has adopted a highly transparent, learners-oriented and competitive mechanism for learning environment. Every updation in the teaching-learning processes conducted on a pilot basis in few of the departments and later the same is being operationalized in rest of the departments of the University.

Every Department of the University adopts a balanced blend of classic and modern methods of teaching-learning. 95% of the faculty members prefer ICT based teaching while using chalk talk based tools for further explanation as illustration aid. In order to enable visualization based understanding of certain topics, open source videos are embedded in power point presentations for example NPTEL courses, MOOC lecture modules, MIT freeware lecture modules etc. Some departments adopt lecture demonstration by using dedicated ICT tools for lab based lectures. Various methods of experiential and participatory / collaborative learning are adopted to ensure active participation of students in the teaching-learning process.

1.The participatory learning activities adopted by the faculty to develop an application based outlook of student are: Group discussions; Case Studies; Role plays; Projects Designs; Presentations; Seminar; Home Assignments; Minor / Major Project, Dissertations; Industry internships; Field works; Exhibits, Practical Demonstrations etc.

2. The University has introduced compulsory research components in every semester for PG programme across the departments, wherein first semester offers research methodology and from second semester onwards, students are needed to work in research laboratories/ or on industrial problems in close conjunction with research community of the University/ industry personnel. During this period, students encounter problems of varied complexity that they have to solve through evidence-based thinking and judicious decision-making.

3. University-Industry Interaction is being organized annually. Students' participate in this summit to understand the requirements of the industry

4. Students are encouraged to participate in inter-university competitions, technical competitions, sports competitions, corporate competitions Skill Enhancement Courses. To support students' overall development, University also offers discipline-specific Skill enhancement courses.

Evidence of Success

: Teaching-learning process of the University has triggered the enhancement in the quality improvement of the institution. University in its Third Cycle of assessment and accreditation by NAAC, Bangalore has achieved the incremental CGPA from 3.07 to 3.22 with retaining the 'A' Grade. Following are some of the key features and significant achievements recorded based on the teaching-learning process of the University –

- **Student Learning Environment, Student Learning Outcome:** University Teachers has been undergoing from cognitive and metacognitive

learning processes in order to achieve learning outcome in the form of changed believes about their practice or, even better, change in behavior. These processes has evolved cognitive thinking activities that are used in processing the learning content. University has introduced Outcome Based Education system for most of academic programmes.

- **Extensive Use of Technology:** The Use of Technology in teaching-learning has changed the face of learning and has created more educational opportunities for students. Teachers have learned how to integrate technology in their classrooms and students are getting more interested in learning with technology. The process has augmented various state-of-the-art ICT resources in the infrastructure.

Problems Encountered and Resources Required : One of the major problem/challenge University has encountered is to shape out the student's interests for the ICT-based learning approach. Since most of the applicants to the University programmes are applying from rural background, students requires training/demonstration for the use of technical resources during the process. Therefore, University is being organizing special familiarization sessions for students regarding the use of ICT resources during the teaching-learning.

Since communication skills is found to be a critical concern amongst the students from rural background, University has established a Languages Lab which is well-utilized.

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