

7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Following is the description of two best practices of the institution.

a) Title: Student Centric Teaching Learning Process: A student centric teaching learning approach is one that keeps student in centre and employs learning strategies that focus on students, and are student friendly. The institution employs a student centric teaching learning approach.

Objectives of the teaching learning process:

1.To transact the curriculum in a way so as to make the students understand the worth, necessity, usage and application of the things they are to study 2. To add to their existing knowledge in a simple yet wholesome manner so as to make things easier to understand for them 3. To develop related skills in them.

The Context

For a past few decades it has been globally realized and accepted that the teaching learning approach has to be student centric for its best outcomes. A student centric teaching learning approach is one that keeps student in centre employing learning strategies focusing on students. As the institution believes that the student is the direct object and first beneficiary of education process it believes in employing a student centric teaching learning approach. For this purpose it has made appropriate policies and viable plans. This includes identifying the types of learners and dealing with them accordingly, modifying the existing modes of teaching by making them more flexible, rich in variety, interactive, experiential , practical and inclusive of technology; making relevant changes in schemes and methods of evaluation and assessment wherever possible and encouraging and motivating them for better performance.

The Practice

In order to make teaching learning process student centric, different strategies are adopted which are enlisted below:

I. Proper information about the course undertaken: Students are informed in the beginning of the session about their programme outcomes, programme specific outcomes and course outcomes in different ways such as college website, departmental notice boards and classroom interactions. They are also informed about the courses contents of their respective courses. They are given a curriculum planning and evaluation blueprint to enable them to ascertain their learning goals.

II. Filling up the knowledge gap: Bridge programmes of one week duration are run for the entry level classes to relate or fill the gap of their previous information with the course undertaken.

III. Identification of Slow and Advanced learners: Students are identified as slow advanced and moderate learners and strategies are adopted accordingly. These learner types are identified through personal interaction and mentor mentee interactions and class tests. Tutorials and extra classes are held for the slow learners to bring them at par with other students, whereas advanced learners are assigned tasks such as project works, field work, assignments, presentations and seminars to promote them. Moderate types of learners are encouraged to improve their skills and fall in the category of advanced learners.

IV. Emphasis on learning by doing: Activity based learning is promoted in order to enable students to have a better understanding of things. Students are encouraged to participate in activities such as map making, chart making, powerpoint presentation making on the topics related to their course contents. Seminar based learning is a part of some of postgraduate courses. Students are assigned tasks such as project works and field work to have a practical not bookish knowledge of the things. Besides, guest lectures and visits to the places of significance as per the subject are also arranged for the students. Internship is an essential part of Physiotherapy, Masters in Travel and Tourism and B.Voc. courses. Linkages have been signed with different agencies for effective training of the students.

V. Incorporation of ICT in teaching learning: In order to make teaching learning more interesting and interactive, emphasis is given on involving ICT in teaching learning. A website hosted LMS has been made functional where students are provided e learning resources in the form of e-notes, e-assignments and presentations. Students are informed about various web resources they can consult for better learning. Other ICT based teaching aids are used to ensure an interactive learning for the students. PowerPoint presentations, LED projectors smart boards, video lectures and films and clips make learning an interesting and effective process.

Outcome: The outcome of this effective teaching learning programme is the high success rate of the students of various classes, and it is also reflective in a good number of university top positions and merits and distinctions claimed by the college students.

2. Promotion to Research:

Objectives

1. To promote research activities among the faculty so as to enrich their knowledge about the specific areas of study and to employ the benefits of the research outcomes for the betterment of the society.
2. To inculcate and develop research aptitude in the students so they may contribute to the field of research in future.

The context

Research in India for past few decades has begun to gather more attention. The institution too has policy of promoting research activities and for the purpose, it has made changes in the existing systems and met the requirements. It has procured needed infrastructure which included ultra modern labs, computer systems with internet facility, a rich library with linkages with other libraries and access to online information resources such as INFLIBNET in addition to a constructive research ambience. The institution has successfully implemented these things.

The Process

In order to promote research, the institution ensures following things:

a) Research Infrastructure and Other Facilities:

1. Free internet access available to the faculty in their respective departments, labs, in the Cyber Centre and the Central library of the College.
2. Permission to faculty members to use well equipped ultra modern College labs for their research work
3. Around 50 labs for academic and research activities, in addition to an instrumentation lab particularly set up for research purposes, having advanced instruments in it for physical sciences , chemical sciences, biosciences etc.
4. DELNET linked and INFLIBNET subscribed central library having over 95000 books on different subjects, connected to more than 1000 national and international libraries ; availability of EJournals, E-Books and Bibliographic databases through N-LIST Programme to the faculty members under the project funded by the Ministry of Human Resources Management. The Resources include more than 6000 e-journals, 30,00,000 e-books and a bibliographic database called MathScinet containing more than two million reviews of research articles in Mathematics.
5. Subscription to national and international journals
6. Provision of support services -like reprography- in the central library
7. Rich departmental libraries

b) Financial Support: Encouragement is given to the teachers to participate, and present research paper/ posters etc. in national and international level conferences, seminars and workshops. For

this financial assistance in the form of registration fee, is allowed to the participating faculty members. Financial aid if needed, is also provided for the organization of research activities such as seminars, conferences and workshops and to conduct research projects, from the management accounts. Financial assistance is also provided for publication of research journals by different departments of the institution.

c) Research Journals: To promote research publication, the institution publishes subject specific research journals which belong to the streams of Computer Science, Biotechnology and Commerce.

d) Involvement in Research Activities: The institution freely allows its teachers to get involved in research activities. Teachers are encouraged to earn M.Phil / Ph. D. degrees and required permissions are granted without any delay. Adjustments if needed are also made in case of teachers attending pre Ph.D. Coursework. Study leave is also allowed to the faculty, if demanded.

e) Guidance on Research activities: Teachers are provided guidance on initiating research activities. The faculty is informed in different ways about various funding agencies, funding schemes, and mechanism of applying for financial assistance. Special training sessions are organized to equip teachers with computer skills for research activities.

f) Research Centres: Considering research to be a significant element in the process of education, the institution has established research centers which include Centre for the Shri Guru Granth Sahib Studies, Centre for Historical Studies Punjab Centre for Migration Studies, S. Balbir Singh Centre for Science and centre for Diaspora Studies, Centre four Punjabi Culture and Folklore Studies. Each of the centre is headed by in-charge faculty members. The Centre for the Shri Guru Granth Sahib Studies organizes research activities and holds seminars on Shri Guru Granth Sahib. Centre for Historical Studies organizes activities related to matters of historical significance like the Indian Freedom Struggle. Punjab Centre for Migration Studies organizes migration studies programmes and also issues related to Diaspora. Similarly other centres also organize activities related to their respective areas.

g) Monetary Encouragement to Research Activities: Faculty participation in research is encouraged by giving financial benefit to the teachers undergone research work (M. Phil. / Ph.D.) by granting them additional increment (s), as per government and management rules.

h) Ethical Support to Research: Faculty members contributing to research by earning research degrees, accomplishing research projects, attending international conferences abroad and getting their papers published in international journals of repute are honored in the annual prize distribution function of the institution in recognition of their research contribution and also to encourage the other faculty members.

i) Innovation and Entrepreneurship Cell: the institution has established an Innovation and Entrepreneurship Cell to promote research and innovation in students and faculty.

j) Involving Students in Research: The institution promotes participation of the student in research activities. Although research as such is a part of the academic curricula of some of the courses only, various departments do encourage students to learn the basics of research. Students of M.Com are assigned seminars which they have to prepare deliver on given dates. Similarly, the students of M.Sc. (IT), M.Sc. Chemistry, B.Sc. and M.Sc. Biotechnology, BCA, B.Sc. IT, BBA and B.Com Professional undertake project work. PGDCA student also take assigned project works. As many as 19 programmes have research based activities such as field works, term papers and trainings and internship as a part of their curricula. Students of all MA Classes have to deliver seminars on given topics. This helps the student to develop research aptitude and analytical skills. Post graduation students of English Literature are assigned topics by their teachers to write research papers on.

Outcome: As a result of the institutional practice of promotion to research, as many as 25 teachers of the institution earned Ph.D. degrees in past five years. In these years 527 research publications including books and chapters were made by the faculty members. Apart from over 320 presentations were made in different seminars and conferences besides over 30 faculty development activities including those on research training and IPR awareness have been organized by the institution in last five years.