SITAM

SATYA INSTITUTE OF TECHNOLOGY AND MANAGEMENT

Gajularega, Vizianagaram, Andhra Pradesh, India-535002.

Accredited by "NAAC"

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Qualitative Metrics

Criteria2: Teaching-Learning and Evaluation

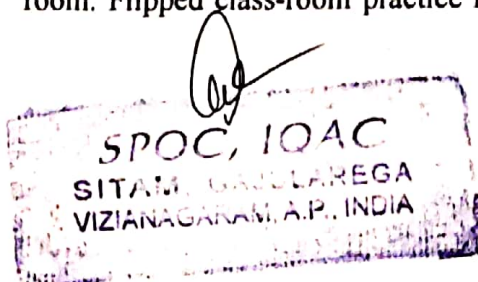### Key-Indicator 2.3: Teaching Learning Process

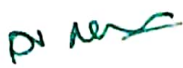| 2.3.1	Student centric methods, such as experiential learning, participate learning and problem solving methodologies are used for enhancing learning experiences.

SITAM employs a gamut of methods to suit to the needs of knowledge content-transfer depending on the type of topic, audience concerned and depth of coverage expected as indicated by the Course Outcome.

Teachers at SITAM are aware that, to capture student's interest, a teacher needs to carefully choose the teaching style and pace. As a general rule, the span of attention for an average Asian student is about 12 to 15 minutes long. The teachers are encouraged to pause, review or ask a question after every 12 to 15 minutes for students to take a respite.

Also, several methods such as Active Learning, Cooperative learning, Inductive Teaching Learning, Flipped Class Rooms, Self-Organized Learning Environments and Project Based Incremental Learning are a few commonly used Learner Centric Methods. SITAM recognizes that any one method may not be suitable in all situations. Given below are a few methods that teachers at SITAM put to use.

FLIPPED CLASS-ROOMS: - Typically, teaching is undertaken in class-room and students practice on problems and go through experiential learning phase when they are out of class-room. Flipped class-room practice involves assigning study material, typically in the form of a

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video or detailed reading material, a few days ahead of the class. Thus, the student comes to the class equipped with the necessary knowledge and gainfully engages in experiential learning by solving problems.

Several interventions may be offered by the teacher during this process such as:
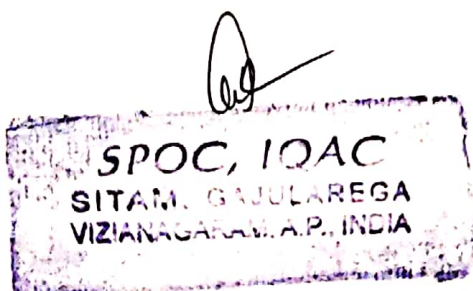
(i)   Helping the student recall fundamental knowledge

(ii)   Providing easiest line of thought for complex problems

(iii)   Show parallel examples to encourage inductive learning, and

(iv)   Provide tips and tricks that the teacher accrued over a period of time. Since this learning is occurring in presence of the teacher, it is guaranteed to be complete.

SELF-ORGANIZED LEARNING ENVIRONMENT: - It is known that, rather than spoon feeding knowledge to students and then expect them to learn/apply concepts, it is better to pose "probing questions and provocative problems" and let them work through then. This method works best when the learning is set in a Computer Lab environment for 2 or 3 hours of sessions.

ACTIVE LEARNING: - Lot of learning happens when students explain, debate, brainstorm, and discuss. When students are engaged in such activities and are encouraged to formulate "intelligent questions" on the topic at hand rather than solving problems, lot of "deep learning" occurs. In SITAM, students are encouraged to explain, summarize and illustrate to foster ACTIVE LEARNING.

COOPERATIVE LEARNING: - When students are made to work in small groups on tasks that involve "hands-on jobs", lot of divergent thinking and synergy come into play. Short bursts of intense learning can occur through Cooperative Learning.

SITAM class rooms employ a variety of teaching methods and ICT tools to maximize learning. Also laboratories reinforce the learning and make the learning more permanent one much the same way as bicycle riding, which, once learnt, is NOT forgotten even after years of not "using" the skill.

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Several other learning avenues such as Industry Visits, Case Studies, Project and Field Practicums, Guest Lectures, Seminar and Workshops are employed to make the learning experience joyful, wholesome and useful.

IMPLEMENTATION OF ONLINE TEACHING: - During Covid-19, the college has a clear vision about implementing the Online-teaching learning and thus encouraged our faculty to do needful to the students by presenting PPT'S, Video lectures, Online recording sessions etc.
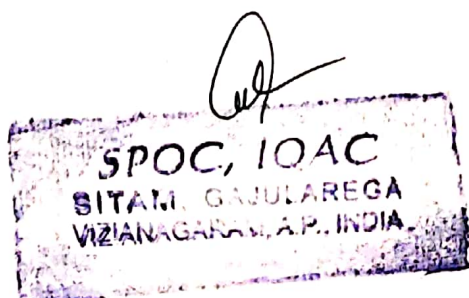
The faculty in SITAM has provided study materials for reference, digital study materials such as free access to e-books and e-journals, open educational resources through various platforms available to them.

PROJECT BASED LEARNING:- It is to encourage learning through real world questions or challenges. It helps the student to develop critical thinking and interdisciplinary skills with real-world experience.

In SITAM, students are encouraged to apply relevant skills or knowledge and the faculty allow students designing, developing and constructing hands on experience on solutions to a problem.

SERVICE LEARNING:- It combines community service with academic instruction as it focuses on critical, reflective thinking and civic responsibility. Service-learning programs involve students in organized community service that addresses local needs, while developing their academic skills, sense of civic responsibility and commitment to the community.

In SITAM, students are actively involved in Community Service Project that connects course curriculum with identified community issues and needs. The students are engaged in different project activities that serve the community and build their academic capacities. The students in SITAM are strengthened by interacting with people from diverse backgrounds and enhancing the sense of civic responsibility through civic action, experiencing team work and interpersonal communication.

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