



Best Practice1:

1. **Title of the practice: “The Pedagogical initiatives for the students in achieving their academic excellence by teaching-learning”**

2. **Goals:**

- Truly listen to one another and see the world from different perspectives.
- Recognize how race, ethnicity, class, gender, family, and context shape human values and experience.
- Create class room environments that respect all students and meet the needs of all learners.
- Acquire an understanding of subject matter across the curriculum and apply it in pedagogically appropriate ways.
- Critically analyze and thoughtfully engage in conversations around current educational policies that impact teaching and learning in classrooms.
- Demonstrated extirity in their use of curriculum theory, pedagogy, and assessment practices.
- Critically analyze and thoughtfully engage in conversations around current educational policies that impact teaching and learning in classrooms.

3. **Context**

Equity in education can be defined as building on the conceptual framework and ensures that all students reach at least a basic minimum level of skills. It allows individuals to take full advantage of education and training irrespective of their background. There is evidence that students background has an impact on their academic achievement. The purpose of education is to develop girl and boy with sound knowledge and awareness. Skills and values to live we a whole some life. Dr. K.V. Subba Reddy Institute of Technology (Dr. KVSrit) reflects this purpose in its Vision and Mission that is to provide quality education for Empowerment and Enlightenment in an Endeavour to provide value-based education to the future teachers. Another step in this direction could be the identification of strengthsand weaknesses in the teaching and learning processes as carried out by the institution. Diversity of learners in respect of their background, abilities and other personal attributes will influence the extent of their learning. It took months of research and practice to understand.



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The definition of “WIT & WIL” method explained as an active methodology of teaching and learning activity with “Why am I Teaching & What I am Teaching” from Teacher’s perspective. And from student’s perspective “Why is I Learning & What I am learning”. Dr. K.V. Subba Reddy Institute of Engineering & Technology. Education is the backbone of a society’s growth and development. It was with this background that the Society was formed with the objective of promoting excellence in education in the state of Andhra Pradesh. Today, Dr. KVSrit has created an edifice with unshakable foundations which can only grow higher and higher.

Dr. K.V. Subba Reddy Institute of Technology was established in the year of 2007. The Institute attempts to integrate class room learning with related industrial experience into a single educational process. One of the important goals of the Institute is to provide integrated knowledge of theory and practice to the student by creating opportunities to work on projects as well as summer internship in Industries.

During the first year, special stress is laid on development of manual skills, work culture, communication skills and courses on general education and introduction to Engineering. The Institute designed a Mentoring-Training-Placement (MTP) system implemented and monitored from the day of admission till the day the student leaves the Institute to make him/her a complete knowledgeable and useful citizen. The implementation process is structured in a framework. The format is prepared in the form of lecture plan and gave it to the concern faculty to fix their contents of the syllabus into the format. This document is purely transparent to the students. The feedbacks are collected at the end of each class in the form of slip note, quiz, student presentation, etc.

4. The Practice

Pedagogical initiatives in poor achieving of student academic excellence in teaching-learning students conducts research, understand educational policies, and develop the skills required to meet the needs of all. Students who have poor academic performance may need a little extra assistance in getting through exams. For that, teachers create opportunities where students receive continuous and specific feedback which helps to improve. Students believe that the goal of the teacher is to develop their minds as powerful thinkers and problem – solvers. The view of education as a profession in which practice and theory interact dynamically to guide curriculum, pedagogy and educational. Every individual’s learning



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dependsonhis/hercontext.Reflectingonexperiencesleadtomoreresponsibleaction.Evaluationof learning leads to further refinement of the teaching learning process.

Academic excellence provides:

- Knowledge of Subject Matter: Demonstrate an understanding of the discipline, its central concepts, principles, and processes of inquiry.
- Skill of Effective Classroom Management: Encourage respectful behavior from students.
- Collaboration: Engage jointly with other professionals in reflective practice.
- Respect for Others: Develop positive climates that reflect openness, mutual respect, support, and encourage inquiry.
- To form men and women of competence, conscience, and compassionate commitment.
- To urge students to inculcate the culture of self-discipline, and integrity.
- To develop commitment to excellence through continuous reflection.
- To enable students explore reality with open hearts and minds.
- Skill of Assessment: Assess the relationship between instruction and student learning and adopt assessment practices that result in meaningful feedback and student accountability for learning.
- Skill of Planning: Plan instruction using various strategies that reflect an understanding of the cognitive, affective, and physical characteristics of each learner.
- Accept and incorporate student side as and questions in to the lesson.
- Encourage responsibility and leadership.

Interaction with students:

- Develop lesson plans, including attention to planning for diverse learners
- Consider alternatives in the event that the planned as adjusting.
- Effective use of a variety of teaching methods.
- Implement and modify instructional strategies that promote cognitive, social, and personal development of all students.
- Accept and incorporate student side as and questions in to the lesson.
- Demonstrate breadth, depth, and accuracy of knowledge in the content area.



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- Demonstrate knowledge of recognition of a variety of characteristics of children (e.g., culture, language, family).
- Through questioning, imagining, investigating and analyzing students construct and organized at a into a whole. Experiences provided may be either direct or vicarious. During this learning is made challenging and experiential

5. Evidence of Success

The benefits of opting for pedagogical teaching learning:

1. Students can improve the quality of teaching by having a well-thought-out pedagogy.
2. They may gain a deeper grasp of fundamental material.
3. Mind ful way of teaching can help a better understand for students to achieve deeper learning.
4. It creates opportunities where students receive continuous and specific feedback which helps to improve.
5. Pedagogy enables the students to get a thorough understanding of the subject and helps them in applying those learning in their daily lives outside of the classroom.
6. Lectures styled using the model.
7. Successful implementation of the model by the students and the staff in the practice

6. Problems encountered and resources required

1. Low enthusiasm for learning-Encourage students to take advantage of internship opportunities to improve learning.
2. Lack of motivation for learning-Encourage students to become engaged in the community and in extra-curricular activities.
3. Lack of interest for learning-Encourage students to get involved in leadership roles on campus and in the community.
4. Weak willingness to learn-Encourage students to explore solutions to social problems.
5. Poor learning mentality- Encourage students to engage in research and scholarly activities.

Resources required

1. Structure and Non-structured teaching material

2. Expertise
3. Reference material (Print, Internet)



Debate by the students

The Students of I B.Tech ECE are participated in the debate on the topic of **“Should there be regulations on autonomous vehicles”**.



The Students of all branches are participated in the debate on the topic of **“Impact of Technology on humans and unemployment rates”**.



Oral Presentation by the student

The Student of I B.Tech CSE Navaneeth had presented the Oral Presentation on the topic of **“Dielectric Materials”**.



Oral Presentation by the student

The Student of I B.Tech ECE had presented the Oral Presentation on the topic of **“Social Media : Ban or Boon?”**.



Role Play by the students

The Students of I B.Tech DS are participated in the Role Play on the topic of **“Restaurant”**.



Group Discussion by the students

The Students of I B.Tech AI&ML are participated in the Group Discussion on the topic of **“Android Vs iOS”**.



BestPractice2:

1. Title of the Practice: Societal empowerment with student projects

POGIL:

A POGIL activity is designed to be used with self-managed teams that employ the instructor as a facilitator of learning rather than as a source of information.

POGIL activity is designed to be used with self-managed teams that employ the instructor as a facilitator of learning rather than as a source of information. A POGIL activity guides students through an exploration to construct, deepen, refine, and/or integrate understanding of relevant disciplinary content.

Classroom implementation:

Students in a POGIL classroom may work in small groups of three or four to tackle a specifically designed activity. Each student is assigned a role, such as a task manager, recorder, spokesperson or reflector. The instructor acts as a facilitator who listens to the discussions between students, intervening at appropriate times to help facilitate student learning. Built into the experience is the support of a variety of important process skills, including communication, teamwork, and critical thinking, which translates to a more complete understanding of the entire concept, and a lasting understanding of the material.

The POGIL Project:

The POGIL Project has earned numerous grants from the National Science Foundation and other sources. The POGIL Project is based on an understanding of the important components of an effective faculty development structure.

There are two crucial aspects to the design of a POGIL activity. First, sufficient appropriate information must be provided for the initial "Exploration" so that students are able to develop the desired concepts. Second, the guiding questions must be sequenced in a carefully constructed manner so that students not only reach the appropriate conclusion, but also develop various process and learning skills. Thus, POGIL activities follow the structure of the learning cycle of exploration, concept invention, and application.



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2. Goals:

1. Develops Life Skills of Self-Awareness and Empathy.
2. Becomes a caring and compassionate individual.
3. Visualizes and participates in a world going beyond the classroom and often/sometimes beyond the boundaries of the college.
4. Participates in various activities in age-appropriate ways across disciplines
5. Conduct research with students, educators and communities to generate new knowledge and strategies that contribute to the field.
6. Develop professional disposition that help them to recognize and utilize the “funds of knowledge” of culturally and linguistically diverse families and communities.
7. Formulates strategies to deliver meaning ful programs and projects
8. Critiques premises as a reflective enquirer.
9. Selects and applies skills, facts and compositional ideas.
10. Competes with one self to improve self-performance and evaluate strategies for further enhancement.
11. To develop focused and in depth thinking.

3. The Context

The study of the social context within the classroom is a complex examination of relationships that are continually changing, influencing and being influenced by such factors as behaviors, emotions, attitudes, beliefs and perceptions. The teacher provides learning experiences based on the analysis on context. It means “testing knowledge internally”. Here, concepts, relationships and generalizations are dealt with through the use of imagination and feelings.

4. The Practice:

In order to achieve our primary purpose of preparing educators who possess intellectual autonomy and professional responsibility, our work centers on three goals and their respective objectives. The main objective is to direct students mind in constructive activities with positive outcomes through the facilitation of creative and critical thinking. This would help them to develop self-confidence and self-



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esteem. These variables influence each other and, in turn, are influenced by this context and by forms of knowledge or discourses. These variables can create systems, but these systems are always incomplete in the sense that they have gaps, and these gaps open spaces for resistance, of many forms.

By micromanaging their students, often due to their fear of losing classroom control, teachers can burn themselves out due to the effort they have to extend in preparing detailed lessons, and the stress they put on themselves to always watch their students. If instead of micromanaging their students, teachers can learn how to empower them, teachers will make their own lives easier, avoid burnout, and help students take responsibility for guiding their own learning. They will thus benefit their students, themselves, and our society overall. It seems counter-intuitive, but by giving students power, teachers gain power and better classroom control.

5. Evidence of Success

Teachers can avoid micromanaging their students by gradually building students capabilities and giving them greater. Teachers can avoid micromanaging their students by gradually building students capabilities and giving them greater control and choice over their own learning. They can build students' confidence by encouraging them during the process.

Early in the year, teachers can guide students through learning processes such as inquiry projects. As the year proceeds, teachers can begin to provide less detailed criteria and more choices to students. They can provide students with general directions and goals and allow the students to direct their own learning.

By allowing variety, teachers can foster students' abilities to think outside the box and demonstrate their valuation of varied abilities, or multiple intelligences.

For those students who are not motivated teachers can consider that these students have probably been forced to conform to industrial, educational processes that are not in their style, and they have become apathetic or they have lost their confidence or interest in learning. They can build their students' self-esteem and help to reframe positive self-identities that help students feel they can influence their environments positively. They can introduce their students to the work of inventors, such as Edison, who understood failure to be a natural and healthy part of learning. Teachers can empower their students through student-focused lessons that engage them in inquiry and reflection and that are nurtured in and through relationships.



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Teachers provide a variety of learning experiences, including individual and collaborative learning, interactive and participatory approaches. Discuss how they can improve/impact the community/ environment/ health and fitness of the students and choose the focus area for the project. Brainstorm and create mind-maps on the chosen area. Identify the causes they want to support and choose one/or more ways of carrying it forward. Outline the objectives of the projects they have chosen and present plans for the implementation as well as ways of measuring the success of the project. Assign roles to each member of the class community by consensus. Ensure each and every student is included. Seek guidance from the teacher when they need it. Learn how to plan, implement, review and take responsibility for their decisions.

Trusting their students is important. Teachers can believe in the ability of students to guide their own learning and their ability to do the work that has to be done. By trusting their students, teachers create trusting environments, build capabilities, and empower students to manage themselves.

Teachers can reach these students by recognizing what factors are affecting varied students. For those who are bored, teachers can provide extension or challenge activities that link into the students' interests. For those who are apathetic, teachers can work to design activities that tie into and then build from their interests.

For those who have lost motivation, teachers can provide positive feedback and care. For all students, teachers should work to build relationships with them in a classroom that is a community based on care and respect of individuality.

Teachers can also change how their students think about failures. They can introduce their students to the work of inventors, such as Edison, who understood failure to be a natural and healthy part of learning.

6. Problems Encountered and Resources Required:

The following are the problems we encountered throughout the Societal Empowerment:

- Identify the causes they want to support and choose one/or more ways of carrying it forward.
- Outline the objectives of the projects they have chosen and present plans for the implementation as well as ways of measuring the success of the project.
- Assign roles to each member of the class community by consensus. Ensure each and every child is included.
- Learn how to plan, implement review and take responsibility for their decisions.

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Project work by the students

The Students of IV B.Tech MECH had done the project on the topic of **“Fabrication of dual side powered shaping machine with Scotch- Yoke mechanism”**.



The Students of IV B.Tech MECH had done the project on the topic of **“ Magley Wind Mill”**.

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A National Level Technical Symposium

All the students had participated in KITES-2K24 to present their exhibits and projects.



Project work by the students

The Students of I B.Tech had done the project on the topic of "HYPER LOOP"

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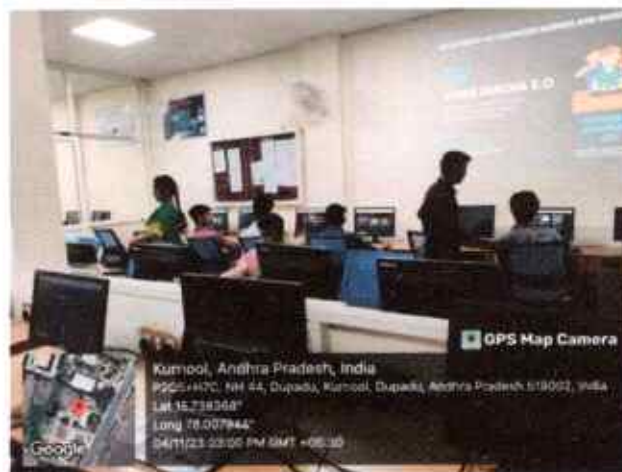


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Project Expo "Technophilia" conducted by CSE students

The Students of II& III B.Tech CSE students had conducted the project expo on the topic of "Technophilia".



Code Macha 3.0

The Students of II B.Tech CSE students had conducted "Code Macha 3.0" under student Programming club.

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The Students of IV B.Tech CIVIL students had done the project work on “**Manufacturing of cement bricks by make use of Rubber waste and Plastic waste**”.

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The Students of II B.Tech EEE students had done the project work on **“Kinetic Energy to Electrical Energy using Traction”**.



The Students of II B.Tech EEE students had done the project work on **“Automatic Street Lights”**.



The Students of II B.Tech AI&ML students had done the project work on **“The internet of things”**