

CRITERION VII

Institutional Values and Best Practices

7.2 Best Practices

Best Practice 2: Activities done under
“Constructivist Pedagogy”

Activities done in academic year 2021-22



Metric No: 7.2

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

Activities done under “Constructivist Pedagogy”

Activities done in academic year 2021-22

Activities done in academic year 2021-22

K J Somaiya College of Engineering

1. Title of the Practice: “Experiential learning”

1. Objectives of the Practice

- Robotics, semester VII, undergraduate course, KJSCE: To promote hands-on learning, problem-solving, and programming proficiency. This practice aims to cultivate a deeper comprehension of robotics principles, preparing students for real-world applications and fostering innovation in engineering..
- Project management, semester VII, undergraduate course, KJSCE: To develop comprehensive project management skills, focusing on planning, implementation, and teamwork. This integrated approach trains students to effectively lead and participate in engineering projects, ensuring their professional success.

2. The Context

- Implement modest automation/robotic projects as internal assessment showcases to encourage hands-on learning and problem-solving. Students work on practical applications, utilizing robotics technology in real-world circumstances. This method improves their comprehension, programming skills, and creativity, preparing students to face the problems of engineering automation and robots as it evolves.
- Experiential learning involving role play to illustrate project management activities.

3. The Practice

- Demo conducted for working of prototype by students on robotics.
- Role play executed in a classroom for a subject of project management.

4. Evidence of Success

- Hands on Arudino programming and understanding of functioning of sensors/motors resulted into better understanding of the subject of robotics.
- Better understanding of the theoretical concepts for project management.

5. Problems Encountered and Resources Required

- Providing robotic kits and machines for making prototypes during Covid - 19 pandemic was challenging.
- Conduction of activities in online mode was the biggest challenge.

B.

1. Title of the Practice: “Project based learning”

2. Objectives of the Practice

- Advanced microcontroller lab, semester V, undergraduate programme and Mini Project, semester II, postgraduate programme at KJSCE: The project-based learning attempts to develop critical thinking, problem-solving, and collaborative abilities. It enables the actual application of academic information, creating a deeper grasp of topics. Students acquire creativity, communication, and time management skills, which prepare them for real-world difficulties and improve their ability to apply knowledge in a variety of circumstances.

3. The Context

- Students are supposed to do mini projects in a team and some small projects were completed On MSP 430/LPC 2148 microcontroller.
- Create a color-sorting robotic arm mini-project, where students apply robotics and automation principles to design a system capable of accurately identifying and sorting objects based on their colors.

4. The Practice

- Rubrics and guidelines, timelines were shared with the students, and lab faculties were guiding students in the lab for effective conduction of mini projects.
- Taught Arduino programming using tinker cad, followed creation of prototype using

5. Evidence of Success

- Students have learnt concepts beyond syllabus, helped for understanding better technical resources, literatures, problem solving skills development
- Applications of the theoretical concepts for project based learning through creation of prototypes.

6. Problems Encountered and Resources Required

- Due to Covid - 19 pandemic, it was challenging to provide robotic kit components required for the prototype, so students purchased their own kits.
- The most difficult aspect was coordinating team activities online during Covid - 19 pandemic.

K J Somaiya Institute of Management

ANKUR ELI (Experiential Learning Initiative)



1. **Objective:** Ankur Experiential Learning Initiative is to provide students an opportunity to '*Learn by Doing*'. ELI 'Ankur' is aligned with the Institute's vision and mission and its emphasis is on social and ethical responsibility.
2. **Context:** Ankur ELI session continued on the on-line platforms Zoom/WhatsApp. The initiative strived to improve the English language communication of Vinay Mandir Students from Grade 5th to Grade 8th. The four cohort were organised with the mentors from KJSIM. They also included Maths along with English in their session.
3. **Practices:** The mentors used very creative ways to teach Math's and English. They used Pictionary and story videos to make the sessions engage in online format.

The 'Mauj' committee from KJSIM joined the mentors and took a music session with songs and musical instruments performance on -line for the VM and NLC students (Mentees). The committee from 'Grooves' joined hands with mentors and conducted the Christmas Party at KJSIM for the VM students.

Uniqueness of the initiative

- Social Responsibility is built among the Mentors
- Faculty involvement is purely voluntary.

- Students choose ELI based on their interest to contribute to social cause and make meaningful contribution.

4. Problems/Resources: NA

S K Somaiya College

1. Title of the Practice: Constructivist Pedagogy

2. Objectives of the Practice:

- To bridge the gap between theory and practice, enabling students to apply their knowledge in real-world settings.
- To develop essential skills, gain industry insights, and build professional networks, better preparing them for future careers.
- To align the curriculum with current trends and requirements, enhancing students' employability and career prospects.

3. The Context

SKSC adopts constructivist pedagogy, focusing on student-centered and experiential learning approaches. By incorporating internship programs, project-based learning, and side-based learning opportunities, we seek to empower students with practical skills and real-world experience. By immersing students in hands-on experiences and encouraging self-directed learning, the college creates a dynamic and supportive learning environment that nurtures lifelong learners and industry-ready professionals.

Learners were able to develop a heightened sense of empathy and social responsibility, gaining a deeper understanding of the challenges faced by orphaned children.

4. The Practice

. **Experiential Learning Activities:** Learners are provided with valuable hands-on experience through visits to diverse organizations, such as Stock Exchanges and Media Houses and Industries and Institutions of Scientific importance.

A. Internships:

Learners are required to pursue an internship and submit its report for which they are assigned credits.

C. Project Based Learning:

Learners are engaged in project-based learning, where they actively participate in real-world projects and hands-on activities.

5. Evidence of Success

Learners have demonstrated a profound understanding of the subjects beyond textbooks. These activities have helped learners transformed into confident and capable individuals.

6. Problems Encountered and Resources Required

Co-ordinating and establishing communication with various organisations to provide relevant internship opportunities to the learners was a challenge.

K J Somaiya College of Education

Workplace based Internship Model

This model provides a unique opportunity for aspiring teachers to gain real-world experience in the classroom while receiving guidance and support from experienced mentors. The importance of this model cannot be overstated. By providing hands-on experience, student teachers are better equipped to handle the challenges of teaching, such as managing a classroom, developing lesson plans, and adapting to diverse student needs. Additionally, this model allows for collaboration between schools and universities, creating a more seamless transition from student to teacher.

Outcomes

After this WPL based internship the pre service teachers will be able to:

1. develop understanding about highly structured and protocol based school environment
2. expand and refine his organisational, pedagogical and technical skills for classroom practices (taking negotiative decisions, creating timely several support structures with in and out of classroom etc)
3. develop awareness about the vast repertoire of tasks and responsibilities of a school teacher in and out of the classroom
4. develop positive work habits

5. develop appropriate work ethics
6. develop the competency for problem solving in the work related areas
7. develop awareness about rules, policies related to education system in general and his job context in particular
8. develop understanding about workplace related expectations
9. work collaboratively in team
10. establish professional contacts for future employment
11. develop socio-cultural competencies for working in variety of school contexts
12. develop competences for inclusive practice

The Context:

The Online Workplace-based Internship Model was continued in the second year of Pandemic too (2021-2022). Though the pilot year didn't see amazing conversion rate yet the model gained significant popularity in recent years, offering both advantages and challenges for both interns and employers. This model involves interns working remotely or partially remotely, leveraging digital tools and communication platforms to complete their tasks and contribute to the organization.

Here are some key points regarding its success and challenges:

Successes:

Global Talent Pool: Employers can access a diverse talent pool from around the world, allowing them to tap into a broader range of skills and perspectives.

Flexibility: Interns can work from the comfort of their own homes or chosen locations, leading to increased flexibility and potentially improved work-life balance.

Reduced Overhead Costs: Employers can save on infrastructure and office-related costs since interns are not physically present in the .**Flexibility:** Interns can work from the comfort of their own homes or chosen locations, leading to increased flexibility and potentially improved work-life balance.

Skill Development: Interns gain experience in remote work, time management, and independent problem-solving—valuable skills in today's digital work environment.

Technology Utilization: Both interns and employers get to explore and master a variety of digital collaboration tools, enhancing their technological proficiency.

Inclusivity: The online model can provide opportunities to individuals who may face barriers to in-person internships, such as those with disabilities or those located in remote areas.

Challenges:

Communication: Remote work can sometimes lead to miscommunication due to the lack of face-to-face interactions, potentially resulting in misunderstandings or incomplete tasks.

Isolation and Engagement: Interns might experience feelings of isolation and reduced engagement compared to being physically present in a workplace, which could impact their overall experience.

Mentorship and Supervision: Effective mentorship and supervision can be more challenging in a virtual environment, potentially affecting interns' professional growth.

Distractions and Work-Life Balance: Interns might struggle with managing distractions at home, which could impact their productivity and ability to maintain a healthy work-life balance.

Skill Development Limitations: Some skills, particularly those that require hands-on experience or direct interaction with physical equipment, may be challenging to develop in a virtual setting.

Problem encountered and resources required:

This year we tried to work out the Workplace based internship model with our sister institute. Like the earlier year this time too all the instructions, policies and procedures were well oriented to the students. At the same time the requirement of Internship was clearly informed to the interning institute. In his year the first semester was online and from the second semester onwards students joined I person mode as Covid 19 pandemic came in control. We again started in full swing and collaborated for WBL with SK Somaiya Vinay Mandir.

However this time too the same story continued out of 9 students assigned only 1 student (Madhuwanti Baneerji) was placed with the conversion rate of 9.01%.

Following is the method-wise details of the students interning in the Jr. College where WBL Model was implemented:

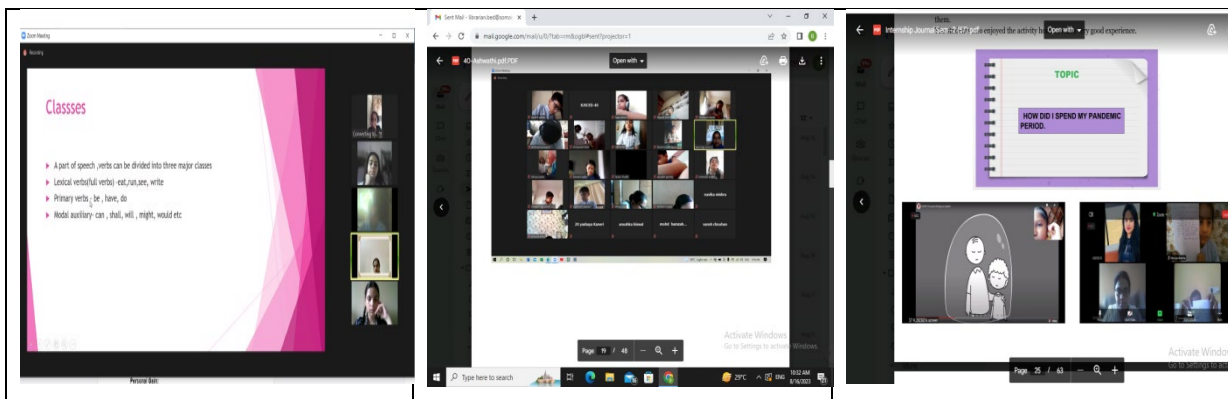
S K Somaiya Vinay Mandir Junior College

02	Madhuwanti Baneerji	History	English
28	Nishita Maru	Commerce	Eco
32	Geetika Negi	Commerce	
70	Aritra Deb Sarkar	Eco	Commerce
52	Ayushi sharma	Commerce	Eco
50	Saima Shaikh	Commerce	Eco
57	Puja Singh	Commerce	Eco
69	Nessie Edward Ravikumar	English	History
29	Yesha Mehta	English	

Internship programs that are located in the workplace may run into problems including poor communication, ambiguous expectations, and difficulties with remote skill development. To overcome these obstacles and guarantee a fruitful and rewarding internship experience, resources like clear internship plans, strong digital communication tools, virtual mentorship programs, task management software, online skill development platforms, regular performance evaluations, virtual team-building activities, technology support, and data security protocols are crucial.

Conclusion:

The Online Workplace-based Internship Model has many advantages, including flexibility and access to talent from around the world. It does, however, also present issues with mentoring, communication, and work-life balance. Successful implementation of this model requires careful consideration of these factors and the adoption of strategies to address the associated challenges.



Glimpses of Workplace based Internship Model 2021-2022

K J Somaiya Institute of Dharma Studies

Department Name: K J Somaiya Institute of Dharma Studies	Academic Year: 2021-2022
Title of the Event	Site-based learning – Certificate Course in Rock-cut Architecture
Type of the Event (Webinar/ Seminar / Conference /FDP / Workshop /Training / Guest Lecture)	Constructivist Pedagogy
Level of Organization	National
Venue	On-site
Objective of the Event	This course has been designed specifically to engage members of the student as well as the larger community in a closer relationship with heritage structures. Along with classroom sessions, there is extensive on-site learning, where students learn new ways of seeing – ways that reveal interesting facets of the site’s history, its structural features reflecting increasing prowess over time, its role in the tradition, its connections with society not just as a centre of pious learning and ritual but as an active player in its socio-economic networks. This course focuses on a heritage site, the cave complex at Kanheri, to study it from different perspectives and understand what the site reveals: about its location in geography, in history, and on commerce networks. Study tours are also arranged to study the sites of Ajanta and Ellora, Hampi and Pandava-leni near Nashik.

<p>Report</p>	<p>Site-based learning – Certificate Course in Rock-cut Architecture This course has been designed specifically to engage members of the student as well as the larger community in a closer relationship with heritage structures. Along with classroom sessions, there is extensive on-site learning, where students learn new ways of seeing – ways that reveal interesting facets of the site’s history, its structural features reflecting increasing prowess over time, its role in the tradition, its connections with society not just as a centre of pious learning and ritual but as an active player in its socio-economic networks. This course focuses on a heritage site, the cave complex at Kanheri, to study it from different perspectives and understand what the site reveals: about its location in geography, in history, and on commerce networks. Study tours are also arranged to study the sites of Ajanta and Ellora, Hampi and Pandava-teni near Nashik.</p> <p>Experiential Learning – KJSIDS offers a wide range of Yoga programmes from Certificate to Ph.D. Yoga practices are inevitable part of all the Yoga programmes. Under the guidance of expert teachers, students learn variety of practices including asanas, pranayama, meditation and especially shuddhi-kriyas which are complex yogic practices for the cleansing inner parts of the body. For the students of Ancient Indian History, Culture and Archaeology, a dummy trench is created in the campus to teach them the excavation methods. Students get hands-on experience of excavation.</p> <p>Internship - Students of MA Yogashastra have to complete an internship of one month in the fourth semester. They have to conduct Yoga classes during that period.</p>
<p>Expected Outcome</p>	<p>Students learn new ways of learning, which reveal interesting facets of the site’s history, its structural features, its role in the tradition and its connections with society</p>

**Documents
 Attached**



K. J. Somaiya Institute of Dharma Studies
 Constituent Academic Unit Code: 32

Academic Year :2021-2022, Gazette Report
 Class : Certificate Course in Rock cut Architecture , Semester : No Semester, Exam : Terminal
 19/9/2022 2:28:10 PM ⁹ Indicates Grace Marks

		SUBJECT_CODE	132N22C101										TOTAL
		SUBJECT_NAME	Rock cut Architecture										
Result Gazette, 2021-22		PASSING_HEAD	CA	ESE TH	Total %	Credits Scored	Letter Grade	Grade Point	Credit Points	Credits Scored	Credit Points	SGPI	FINAL RESULT
		MAX_MARKS	70	30	100	4				4			
		MIN_MARKS	28	12	40								
SR. NO.	EXAM_SEAT_NO	STUDENT_NAME											
1	32102221001	Pawar Darpan Devendra											
		15	XX	15	0	FF	0	0	0	0	0	FF	Unsuccessful

Niket Dalvi
 Entered By
 Mr. Niket Dalvi

P. Jalande
 Checked By
 Dr. Pallavi Jambhale

B. Jagh
 Assistant Controller of Examinations
 Mr. Balasabab Wagh

Supriya Rai
 Director
 Dr. Supriya Rai
 K. J. Somaiya Institute of Dharma Studies