Babu Banarasi Das University, Lucknow
Internal Quality Assurance Cell (IQAC)

GUIDELINES FOR EFFECTIVE TEACHING-LEARNING TECHNIQUES

Purpose: This document is prepared by the Internal Quality Assurance Cell (IQAC) of Babu Banarasi Das University to serve as a guideline for Departments and Schools to enhance and diversify teaching-learning processes. Schools may share these guidelines with their faculty members for implementation and innovation in classroom practices.

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1. Experiential Learning

Definition: Learning through direct experience, reflection, and application.
Example: Industrial visits, lab work, internships, fieldwork.
Effective In: Engineering, Management, Law, Architecture, Hotel Management.

2. Participative Learning

Definition: Students are actively involved in the learning process through discussions, debates, and collaborative tasks.
Example: Group discussions on current affairs, team-based assignments.
Effective In: Humanities, Social Sciences, Business Administration, Law.

3. Problem Solving Methodologies

Definition: Techniques that focus on identifying, analyzing, and solving real-world problems.
Example: Case study analysis, project-based tasks.
Effective In: Engineering, Management, Computer Science, Health Sciences.

4. Lecture-Based Teaching-Learning

Definition: Traditional mode of content delivery by the teacher.
Example: Classroom lectures with notes and presentations.
Effective In: All disciplines, especially in theoretical subjects like History, Law, and Mathematics.

5. Group Teaching and Learning

Definition: Collaborative learning in small or large groups.
Example: Group presentations, collaborative research.
Effective In: Languages, Management, Education, Architecture.

6. Individual Learning / Self-Study

Definition: Learning at one's own pace and style using available resources.
Example: Assignments, research papers, MOOCs.
Effective In: All programs where independent research is encouraged, such as Computer Science, Humanities.

7. Inquiry-Based Learning

Definition: Students learn by asking questions, investigating, and constructing knowledge.
Example: Research-based assignments, hypothesis formation.
Effective In: Science, Social Science, Education, Environmental Studies.

8. Kinesthetic Learning

Definition: Learning by doing and engaging in physical activities.
Example: Science experiments, role-playing, models.
Effective In: Engineering, Medical Sciences, Architecture, Education.

9. Game-Based Learning

Definition: Incorporating games into the learning process to make it engaging and interactive.
Example: Quiz games, coding challenges, simulation games.
Effective In: Computer Applications, Management, Language Learning, Mathematics.

10. Expeditionary Learning

Definition: Learning through exploration and real-world expeditions.
Example: Educational tours, nature walks, community projects.
Effective In: Environmental Science, Geography, Tourism, Education.

11. Technology-Based Learning

Definition: Use of digital tools and platforms to support learning.
Example: Learning Management Systems (LMS), virtual labs, video lectures.
Effective In: All disciplines; particularly beneficial for distance and blended learning.

12. Peer Teaching

Definition: Students teaching fellow students under faculty supervision.
Example: Study groups, peer mentoring.
Effective In: Medical, Engineering, Law, Commerce.

13. Learning Through Problem-Solving

Definition: Students are given problems and must work through to find a solution.
Example: Design challenges, case analysis.
Effective In: Engineering, Business Administration, Legal Studies.

14. Use of ICT Enabled Tools

Definition: Leveraging Information and Communication Technology in classrooms.
Example: Smart boards, online assessments, interactive content.
Effective In: All departments, especially where blended or flipped classrooms are practiced.

15. Use of Online Resources

Definition: Using digital content from verified platforms.
Example: NPTEL, SWAYAM, Coursera, YouTube Educational Channels.
Effective In: Self-paced learning for any discipline.

Other Effective Techniques:

- **Flipped Classroom:** Pre-recorded lectures are watched at home, and class time is used for discussion and problem-solving.
  Effective In: Engineering, Computer Science, Management.

- **Multisensory Instruction:** Engaging multiple senses in learning (audio, visual, tactile).
  Effective In: Special Education, Language Learning, Early Education.

- **Case-Based Learning:** Using real-life cases to foster critical thinking.
  Effective In: Law, Management, Medicine.

- **Concept Mapping:** Visual representation of concepts and relationships.
  Effective In: Science, Humanities, Psychology.

- **Role Play and Simulation:** Mimicking real-world scenarios.
  Effective In: Law, Business, Education.

Recommendation: Faculty members are encouraged to use a blended approach by integrating multiple techniques suitable to the course outcomes and student needs. Departments should conduct regular workshops and faculty development programs to train teachers in these methods.

IQAC, BBD University
Director
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Record Keeping Requirement:

Every School and Department must maintain records of the use of teaching-learning techniques for accreditation and ranking applications. The following formats should be used to document and report the usage of various teaching-learning methods:

Format 1: Teaching-Learning Technique Utilization Log

Date	Program/ Course	Subject	Technique Used	Description of Activity	Faculty Name	No. of Students	Outcome/ Feedback

Format 2: Annual Summary Report

Department	Total Techniques Used	Most Frequent Techniques	Number of Courses Covered	Faculty Involved	Summary of Outcomes	Suggestions for Improvement

Format 3: Student Feedback on Learning Techniques

Date	Technique Experienced	Course/ Subject	Clarity of Content (1-5)	Engagement Level (1-5)	Learning Outcome (1-5)	Additional Comments

Format 4: Peer and Faculty Review

Date	Faculty Name	Technique Observed	Strengths	Areas of Improvement	Reviewer Comments

Format 5: Feedback Form Template

Teaching-Learning Technique Feedback Form

- **Name of Student:** ______
- **Program and Semester:** ___
- **Course Title:** _____
- **Faculty Name:** ____
- **Date of Activity:** _______

Please rate the following on a scale of 1 (Poor) to 5 (Excellent):

Criteria	Rating (1-5)
Clarity of Concept Delivery	
Engagement in Activity	
Relevance to Real-world	
Enhancement in Understanding	
Overall Learning Experience	

Open-ended Feedback: - What did you like most about the activity?

• Suggestions for improvement:

Issued by:
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