

Title of the Practice 1: Made it easy

(Experiment Explore and Enhance and Module coordination)

Objectives of the Practice:

1. To motivate faculty members to experiment with new teaching methods, tools, and technologies to enhance the learning experience for students.
2. Faculty are encouraged to explore innovative research areas, interdisciplinary collaborations, and cutting-edge technologies to stay at the forefront of their fields and contribute to advancements in engineering education and practices.
3. The objective of module coordination in an engineering institute is to ensure the effective delivery, consistency, and coherence of academic modules within a program.
4. It involves managing the content, teaching methods, assessments, and learning outcomes of each module to align with the overall curriculum goals.

The Context:

In engineering institutes, "Experiment Explore and Enhance " for faculty is about revitalizing their approach to education and research. Faculty is encouraged to experiment with innovative teaching methods and technologies, aiming to make learning more engaging and effective. Enhancing involves continually upgrading their skills and refining their research practices to stay updated with industry trends and academic advancements. Exploring refers to delving into new research areas and interdisciplinary collaborations to push the boundaries of knowledge and technology. Module coordination involves managing and aligning the delivery of individual modules (courses) within a program to ensure consistency, coherence, and quality in education. It encompasses the integration of course content, teaching methods, and assessments to align with the overall curriculum goals and industry standards.

The Practice:

1. As per the guidelines from IQAC, the institute conducts an activity before the start of semester named as Experiment Explore and Enhance (EEE). In this activity, faculty performs experiments in front of other faculty members and various suggestions are given for further improvements.
2. As per the guidelines from IQAC, subject wise a module coordinator is appointed, considering experience and expertise of faculty.
3. Then Module coordinator conducts a meeting of subject teacher of respective module.
4. The Module coordinator aligns the strategy of the subject to maintain the uniformity in subject.
5. The Module coordinator verifies the learning resources like notes, question paper solutions, question banks, PPTs and lab manuals of respective courses, before making them available to students on online (Moodle Platform) and offline facilities.

Evidence of Success:

1. Improved Student Performance - Improved performance in assessments, exams, and practicals that indicate students have better understanding while applying concepts.

2. Enhanced Skill Proficiency - Assessments showing that students are meeting or exceeding expected skill levels in areas such as problem-solving, design, and practical application.
3. Increased Engagement - Positive feedback indicating that students feel more engaged, motivated, and supported in their learning process due to coherent and well-structured modules.

Problems Encountered and Resources Required:

1. Though the faculty put their efforts in preparing learning resources, student may think that these are superfluous.
2. Furthermore, faculty training are required specially for newly joined employees.

Link to supporting document:

https://tssm.edu.in/storage/Menu/NAAC/37/162/7.2.1_BestPractice1.pdf