

7.2 Best Practices (30)

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

Best Practices-I

1. Title of the Practice

Lecture Notes – The Blueprint for OBE

2. Goal/ Objectives of the Practice (100 Words)

- To provide a structured and comprehensive guide for students, ensuring alignment with the Outcome-Based Education (OBE) framework.
- To enable students to grasp both theoretical and practical aspects of the subject matter effectively, achieving the specified learning outcomes.
- To equip students with well-organized materials that aid self-study, revision, and exam preparation, enhancing overall learning.
- To ensure that every lecture is focused on specific learning outcomes and knowledge levels (K1, K2, K3), which students are expected to achieve by the end of the session.

3. The Context (150 Words)

- Engineering subjects often involve vast, complex content, requiring a methodical approach to ensure that all learning objectives are met within a given time frame.
- To address the learning gap observed in the conventional teaching methods, the institution adopted the practice of preparing detailed lecture notes for every session. These notes are designed to ensure that students can follow along with the class, reinforce learning, and be well-prepared for assessments.
- The syllabus for each subject is divided into multiple units, each requiring a specific number of sessions (typically 9/12/15) to be covered. The lecture notes are directly derived from the course's session plan, which serves as a roadmap for covering these units efficiently while maintaining the focus on the desired learning outcomes.
- The structured lecture notes facilitate the achievement of OBE goals by providing clear, measurable objectives and systematically organized content.

4. The Practice (400 Words)

- **Lecture Objectives:** These define the specific knowledge levels (K1, K2, K3) the students are expected to attain by the end of the session. The objectives help set clear expectations and guide the students' focus during the lecture. Careful attention is given to craft these objectives aligned with the course objectives and also considering the session time.
- **Content:** This is the heart of the lecture notes. The teacher meticulously crafts the content, referencing the syllabus and beyond, when necessary,

to provide a comprehensive understanding of the topic. Based on the nature of the lecture topic, the content shall either be theory or Analytical or a mix of both. Proper illustrations are presented amidst the context with the aim that the same shall be replicated

The content is designed to be engaging, ensuring that students stay connected and can easily follow along. The teacher shall present this lecture content in various formats such as a presentation, video or chalk & talk. The teacher also involves activity in between the content delivery wherever possible to engage the students within the content.

- **MCQ (Multiple-Choice Questions):** Three MCQs are formulated for quick assessment, allowing teachers to gauge whether the students have attained the lecture objectives. This encourages real-time student participation and gives instant feedback. Brainstorming and team discussion are encouraged among the students with the aim to identify the answer which passively enables aggregation of the content learnt.
- **Questions:** The lecture notes include short and detailed questions, often drawn from previous year-end semester question papers. This helps students prepare for potential exam questions and gives them an idea of what to expect in terms of question formats. A collection of questions of all the lecture notes together compiles to be a bank of questions which the students shall potentially use during exam preparation.
- **References:** These are the sources mentioned in the syllabus and any additional references used to craft the content. It ensures that students have access to recommended reading materials for further in-depth understanding.

5. Evidence of Success (200 Words)

- **Student Feedback:** Positive feedback from students has confirmed that the structured format of the lecture notes enhances their understanding of complex concepts and helps them focus on key learning outcomes.
- **Improved Performance:** There has been a noticeable improvement in students' performance in in-class assessments, quizzes, and end-of-semester exams, which indicates better comprehension and retention of the subject matter.
- **Higher Engagement:** Students report higher levels of engagement during lectures, with many expressing that they feel more prepared and confident when participating in discussions and solving problems.
- **Active Participation in Assessments:** The use of MCQs for real-time assessment has encouraged greater participation and self-assessment among students, fostering a deeper understanding of the material.
- **Examination Readiness:** By incorporating questions from past papers, students feel more confident and prepared for the final exams, with improved performance on standard exam formats.

6. Problems Encountered and Resources Required (150 Words)

- **Faculty Time Constraints and Time Allocation:** One of the major problems encountered in preparing high-quality lecture notes is the substantial time required from faculty members, especially when they have other teaching responsibilities. To address this, adequate time allocation is given for faculty during the semester gaps to effectively prepare the lecture notes.
- **Keeping Content Updated and Digital Platforms:** Ensuring that lecture notes are kept up to date with the latest research and advancements in the field is a significant challenge. To facilitate this, access to digital platforms involving libraries of research contexts are enabled for constant revision and updating when required.
- **Collaboration Across Departments:** While a few subjects are taught in more than one discipline while the teachers of each discipline prepare distinct lecture notes, it might lead to confusion among students. To overcome this, the teachers handling similar courses across disciplines collaborate in preparing a uniform lecture note document.