



# GIET ENGINEERING COLLEGE

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## 7.2 Best Practices

### Best Practice-I

**1. Title of the Practice:** Outcome Based Education Mechanism(OBEM)

**2. Objectives of the Practice**

Outcome Based Education (OBE) is a student-centered education system for assessing student performance (i.e. Outcomes). Knowledge, Skills, and Attributes are examples of outcomes Attitudes. To ensure that a college curriculum satisfies the quality criteria of the profession for which graduates are trained. Despite the fact that the evaluation process contains various terminology such as Program Educational Objectives (PEOs), Program Outcomes (POs), and Course Outcomes (COs), diverse responsibilities are taken into account while implementing and executing the Outcome Based Education process. Academic Coordinators, for example, play an important role in the implementation of activities under various modules of the programme. The Academic Coordinator is responsible for monitoring class work in the respective departments as part of Teaching-Learning and interacting with Course Coordinators and faculty for the activities of Attendance registers entry and Course file maintenance, Syllabus coverage, and COs and POs Attainments. Mid-term test evaluation is also reviewed, with Weak, Average, and Bright pupils identified for further follow-up by the appropriate class teachers.

The goals of outcome-based education are to establish high academic standards.

- Better course teaching execution.
- To maintain transparency in student evaluations.
- To provide students with essential autonomy and core support.

**3. The Context**

In the framework of OBE, the Department Heads are the Program Coordinators (PCs) and major role players in carrying out all OBE activities. Through Course Coordinators, the PCs will monitor and review the activity of the programmes for all years (CCs). PCs with CCs evaluate courses based on the Program's requirements. CCs are in charge of delivering individual course instruction as well as the associated activities. PCs meet with Academic Coordinators (ACs) and Curriculum Coordinators (CCs) to plan and execute the Program. The ACs, CCs, and Class Teachers are in charge of planning, delivering, and assessing the outcomes of the department's courses during the semester/year. ACs, CCs, and Class Teachers are to collaborate on day-to-day activities and with the PC on overall course management. Academic excellence in knowledge, pedagogy, and alignment of learning activities with course outcomes and assessment is required of CCs.



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## 4. The Practice

The Program Coordinator (PC) nominates Course Coordinators (CCs) based on the following criteria with the goal of attaining excellence in RCE for Academic programmes and enabling student achievement at the institution.

- Courses offered (multiple times)
- Seniority and departmental involvement
- Possession of Domain Knowledge Team spirit and a pleasant demeanour
- Knowledge expansion in developing fields

The following activities must be investigated by the Course Coordinator: to create a uniform course material outlining the syllabus and the subject to be covered provided in each session The teaching method(s) used must also be specified in the course content.To construct a lesson plan that provides the particular time allocation for each of the unit's subtopics in order to arrange the syllabus covered in a consistent manner according to the Academic calendar. To produce PPTs on advanced themes from the syllabus. Textbooks, reference books, other online resources, video lectures, and so forth are all suggested. Identify inequalities in course delivery as per the lesson plan and provide relevant action plans to solve such run time issues.Weekly course sessions will be used to track the course's progress. Discuss and approve the subject themes for the forthcoming week.After discussion at the course meeting, present viable remedies to difficulties highlighted regarding the delivery of the syllabus and the manner to be altered.To discuss the internal assessment question bank, set internal examination question papers, and design an internal examination evaluation scheme.

## 5. Evidence of Success:

Regular meetings with PCs, ACs, CCs, and course teachers are held as part of OBE implementation to improve the OBE and ensure its success. At this conference, COs and POs' attainments are computed jointly. Both Educators and Learners gain from the application of Outcome Based Education, and further information is accessible from the department's various Course instructors.

## 6. Problems encountered and Resources required:

- Difficulty in defining clear and measurable outcomes for all subjects and disciplines.
- Difficulty in aligning OBE with traditional teaching methods and curriculum.
- Difficulty in assessing and evaluating student performance accurately and fairly.
- Difficulty in providing adequate resources and support for students to meet the outcomes.
- Professional development for teachers to better understand and implement OBE.
- Technology and equipment to support assessment and evaluation of student performance.
- Additional support and resources for students who may struggle to meet the outcomes.



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## Best Practice II

**1. Title of the Practice:** An Innovative Approach to Enhancing Employability Skills.

### 2. Objectives of the Practice

The goal of this practise is to give training to all students from second year onwards between semester breaks up to final year in order to improve Knowledge and Employability abilities via the use of training programmes conducted by internal trainers and external organisations.

### 3. The Context

To offer students with technical knowledge and working abilities as part of their professional career. Communication, initiative to lead the group, innovation, and team building skills are essential for success in their job. Training programmes are planned and assessed.

### 4. The Practice

Training sessions involving external groups are run continuously for 300 hours. The training is divided into two sections: communication, aptitude, and logical ability, and understanding of cutting-edge technology. These are made up of eleven and fourteen modules, respectively. The 150-hour course was taught to final-year students from all branches. The students are separated into five groups. Each batch attends six two-hour sessions each week. Throughout the academic year, 150 sessions are planned for all batches.

These sessions include the following:

- Verbal skills
- Speaking/Writing/Reading skills
- Aptitude and Quantitative Logic Building
- Technical Training
- Cutting edge Technologies
- Basic reading comprehension skills
- Effective active listening skills
- Body language

### 5. Evidence of Success

The following findings were reached after assessing students for programmes on employability skills.

The training has increased the students' ability to write individual reports. Personality development was accomplished through presenting through communication through group discussion. Mock interviews are undertaken as part of training, which results in improved placement success. With the best packages, a good number of placements are obtained.



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## 6. Problems encountered and Resources required:

- There aren't enough training slots available during regular college hours.
- Identifying spare time periods for big groups of students has become a difficult undertaking.
- Time slots are made available by the alteration of Laboratory timetables for the trainings to be conducted, a separate faculty