

## **7.2 Best Practices**

### **7.2.1 Describe at least two institutional best practices**

#### **Response:**

#### **PRACTICE-I**

##### **Title of the Practice**

Course Coordinator-Ship: An Effective Mechanism in Outcome Based Education

##### **Objectives of the Practice**

Outcome based education (OBE) is a student centred instruction that focuses on measuring student performance i.e. outcomes. Outcomes include knowledge, skills and attitudes. The outcomes of the program to be evaluated though input and output parameters are also important. To provide assurance that a college program meets the quality standards of the profession for which that program prepares its graduates. Though, the evaluation process includes many terminologies such as, Program Educational Objectives (PEO), Program Outcomes (PO) and Course Outcomes (CO), different roles were considered to implement and execute the outcome based education process. Out of which Course Coordinators are an effective role for execution of activities under various modules of the program. Therefore, Swarnandhra College of Engineering and Technology (SCET) has been practicing course coordinator ship effectively to shift the focus of education from educator to learner with the following objectives:

- To set high academic content standards
- To design curriculum and course works more efficiently
- To maintain high transparency in student assessments
- To provide core support and essential autonomies for students

##### **The Context**

In the context of OBE, head of the department is the program coordinator (PC) and key role player in order to execute all the activities of OBE. The PC will monitor and review the activities of the program for all the four years through Module Coordinators.

Many modules were considered as per the requirement for the program. Module coordinators (MC) were ratified by Internal Quality Assurance Cell (IQAC). The module coordinators are responsible for the delivery of the teaching in individual modules and the accompanying administration. Module coordinators conduct meetings with course coordinators (CC) for execution of activities under their module.

Course coordinator is designated wherever the same course is offered by different course lecturers in different sections/classes. The CC is responsible for planning, delivering and assessing the outcomes of the courses offered by him/her during the semester/year. Course coordinators are accountable to the program coordinator for all academic and administrative activities associated with the course instructor. He/she has to work in coordination with the course lecturer and the module coordinator for the day to day activities and with the program coordinator for the overall course administration. The course coordinator is expected to maintain academic quality in knowledge, pedagogy and alignment of the learning activities with course outcomes and assessment.

## **The Practice**

With the intend of assuring the quality of SCET academic programs and facilitating students' success at the college the department management appoints course coordinators considering the following criteria's.

- Taught the course in multiple times
- Senior most and active members
- Possess domain knowledge
- Amicable and possess team skills
- Constantly update knowledge in emerging areas.

Generally, the role (CC) encompasses, course planning, course design and development, course delivery, selection of educational resources, assessment, students' learning outcomes and course evaluation.

Particularly, the course coordinator tasks may include:

- Make a common course handout indicating in detail the syllabus, and the content to be delivered in each session. Even the method/s to be adopted is indicated in the course handout.
- Prepare a lesson plan that indicates the specific time allocation for each of the sub topics of the units. This helps the course instructor to plan their sessions and keep track of the lags and leads in the course delivery.
- Prepare PPTs related to the syllabus.
- Find text books, reference books, other online resources or video lectures etc.
- Identify disparities in the delivery of course, as per the session plan and suggest necessary action plans to overcome such run time hassles.
- Monitor the progress of the course through weekly course meetings.
- Deliberate and approve the sub topics to be delivered in the upcoming week are also discussed.
- Provide possible solutions to problems expressed regarding the delivery of the syllabus and or the method to be adapted after discussion in the course meeting.
- Discuss the model paper for internal assessment.
- Setting of question papers for internal examinations.
- Preparing the scheme of evaluation for internal examination
- Preparing rubric for indirect assessment

## **Evidence of Success**

For the triumph implementation of OBE rigorous meetings that have convened in coordination with PC, MC, CC/ course lecturer to strengthening the curriculum.

- The PC has called MC and CC for meeting twice during the academic year and address the action plan of the semester and provides guidelines to the MC and CC.
- The MC has conducted meeting with CC twice in a semester. Wherein guideline for the delivery of the teaching in individual modules were provided.
- The CC has conducted meeting with course lecturers in the event of preparation of course outcome, course material, lesson plan, delivery methods and list of text and reference books at the beginning of the semester.

- The CC has conducted meeting with course lecturers in the middle of the first cycle (MID-I), second cycle (MID-II) and third cycle (MID-III) instruction to monitor the progress of course coverage.
- The CC has conducted meeting with course lecturers before and after MID examination to set internal question paper and to prepare schemes of evaluation respectively. In this meeting coverage of contents as per outcome and learning perspective, distribution of marks has been ensured.
- The CC has conducted meeting with course lecturers and the questioner, for indirect assessment was decided.

It is perceived that the mechanism has ensured the smooth and uniform delivery of a single course in the multi-section scenario. Moreover, attainment of CO and PO has computed collectively and transparently. Thus, CC seems an effective component in the OBE. With the Outcome Based Education, both educators and learners are benefitted.

### **Problems Encountered and Resources Required**

The common challenges involve while implementing the practice are as follows:

- Identifying faculty who have the prerequisites to be course coordinators
- Allocating time: It may difficult to find a common time to conduct meeting as the CC also a course lecturer. They may require time during the semester to meet with and monitor student groups and at the end of the semester to ascertain the contributions of individual team members.
- Conflict resolution skills- CC must have the ability to convince the team members those who reluctance to adapt the new methodology which is common to all human systems.
- Some of the program has single section, in such a case the MC acts as CC if course lecturer is different.
- Commitment and motivation were the most important factor of a faculty that was related to the student's success. Therefore, exclusive faculty development program is required for better understanding and implementation of OBE.