

Department of Electronics & Communication Engineering

TEACHING AND FEEDBACK PROCESS

The teaching and learning processes in the Department are very well designed for the effective delivery of curriculum, keeping in mind the OBE. Emphasis is given to use student centric methods to enhance the learning experience of students. The delivery of the contents will be as per the teaching plan and the intended course outcomes. Faculty members use various instructional methods and pedagogical initiatives for the effective teaching-learning process.

The various instructional methods and pedagogical initiatives used in the Department

- ❖ **Chalk & Talk:** Traditional and most effective Chalk & Talk is the predominant instructional method in most of the courses. Courses where numerical problems are solved are being taught by this method and students are encouraged to interact during the lectures.
- ❖ **ICT Tools:** ICT enabled teaching methods such as presentations and animated videos are used especially in teaching theory-based courses.
- ❖ **NPTEL Courses:** Students are encouraged to register for NPTEL courses and follow NPTEL lectures to enable lifelong learning. Faculty members also register for these courses to enhance their knowledge in the subject.
- ❖ **Flipped Classroom:** Course instructors send emails to students via MS Teams one day prior to the lecture and also related video links are shared to provide details about course delivery. Classroom sessions emphasize interactive discussions, doubt clarification, and active learning engagement.
- ❖ **Case Studies:** In certain courses case studies are initiated to help students in understanding a problem or a situation and propose a realistic solution.
- ❖ **Brainstorming:** This technique was found to increase the critical thinking of the students and produce new ideas or solve problems through group discussions.
- ❖ **Industrial visits-** Field visits are organized regularly to provide practical exposure to certain concepts and support curriculum delivery.
- ❖ **Lecture Videos:** Recorded videos of lab experiments are shared with students for pre-learning, clearing of doubts and revising concepts post-learning.

Laboratory Continuous Evaluation

To ensure the practical learning, laboratory sessions are conducted as per the university prescribed syllabus. The continuous evaluation is carried out through the following process:

- Experiments are performed strictly as per the prescribed course content.
- Assessment rubrics include:

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- Conduction
- Record evaluation
- Timely performance and viva-voce after each experiment

The **Final Continuous Internal Evaluation (CIE)** is computed as:

$$\text{CIE} = \text{Laboratory Continuous Records (LCR)} + \text{Laboratory Internal Assessment (LAB IA)}$$

STUDENT FEEDBACK ON TEACHING PROCESS

Teaching effectiveness is assessed through both **formative** and **summative** feedback:

- **Formative Feedback:** Collected by the Head of the Department prior to the internal assessment through student interactions during class visits.
- The following parameters are considered for Formative Feedback: clarity in explaining course objectives and syllabus, explanation of Course Outcomes (COs), fulfilment of learning expectations, classroom environment, encouragement of interaction, clarity of instruction, teaching pace, and quality and accessibility of course materials.
- This feedback is analysed and discussed with faculty members to identify and address areas for improvement.
- **Summative Feedback:** Collected from students via the AIMS portal before the semester-end examination and included in faculty appraisals. This feedback assesses the overall effectiveness of the teaching process in terms of student understanding and supports initiatives to enhance academic quality.