**BEST PRACTICE 1 - MODULE TEST**

1. **Title of the Practice**

   Module Test

2. **Duration** (year of inception-year of discontinuation)

   Commenced in the academic year 2022 – 2023

3. **Objectives of the Practice**

   1. **Focused Learning:** By dividing the curriculum into modules, students can concentrate on specific topics or themes during each test. This helps in focused learning, enabling a deeper understanding of individual subjects.
   2. **Reduced Exam Stress:** Breaking down the evaluation process into smaller, manageable portions can alleviate stress for students. They can focus on mastering one module at a time, reducing the pressure associated with comprehensive exams.
   3. **Targeted Revision:** Module-wise testing aids in targeted revision. Students can review specific modules based on their performance, ensuring efficient use of study time and resources.
   4. **Preparation for Comprehensive Exams:** Regular module-wise assessments prepare students for comprehensive exams by ensuring a steady and consistent understanding of the entire curriculum. It aids in the development of a comprehensive knowledge base.
   5. **Enhanced Retention:** Testing at the module level enhances long-term retention. When students regularly revisit and apply knowledge in smaller segments, it contributes to better understanding and memory retention.
   6. **Timely Assessment:** Module-wise testing allows for timely assessment of a student's grasp on particular concepts. This helps identify learning gaps early, enabling prompt intervention and support.
   7. **Continuous Evaluation and OBE Target Achievement:** Continuous evaluation through Module Test provides a mechanism for regularly monitoring students' progress toward achieving OBE targets. Frequent assessments allow for ongoing feedback on individual and overall performance.

4. **The Context**

   In the context of education, particularly in technical or engineering courses, the curriculum is often divided into modules or units, each covering a distinct topic or theme. The course normally has three exams including two series exams and a final university exam. The college introduced Module Test to bring about more focused learning among students and to reduce their stress during exams.

A Module Test refers to an examination or assessment that is designed to evaluate a student's understanding and proficiency in a specific module or unit of a course. Module Test involves creating assessments that focus on the content, skills, and learning objectives associated with a particular module. These tests are conducted periodically throughout the academic semester or year, providing a systematic and segmented approach to evaluating a student's progress.

## 5. The Practice

An academic session has three module tests and two series exams as follows.

- ➢ Module test I – Module 1
- ➢ Series Test 1 – Modules 1 & 2
- ➢ Module Test II - Module – 3
- ➢ Series 2 – Modules 3 & 4
- ➢ Module Test III – Module 5

- • Module Test covers the entire portion of respective module
- • Duration: 1 Hour
- • Max. Marks: 25
- • Need not have options

Questions are specific to one or two CO's and have Part A & Part B. Part A with short answer questions and Part B with Long answer questions. Part B can have subdivisions. Part B has no choices.

Maximum Mark for Part A is 10 and Part B is 15

Part B questions are mapped to Blooms taxonomy K2 and K3.

Time line and activities to be completed as part of an academic session are listed as follows.

| Sl. No. | Activity | Time Line | Subject Coverage |
|---------|----------|-----------|------------------|
| 1 | Class Begins | | |
| 2 | Tutorial/Class Assignment I | 6-8 hrs. | |
| **3** | **Module Test I** | **8-12 hrs.** | **1st Module** |
| 5 | Tutorial/Class Assignment II | 14-16 hrs. | |
| 6 | Assignment 1 | 12-14 hrs. | 2nd & 3rd Modules |
| 7 | Series test I | 20-22 hrs. | 1st & 2nd Modules |
| 8 | Tutorial/Class Assignment III | 26-28 hrs. | |
| **9** | **Module Test II** | **28-30 hrs.** | **3rd Module** |
| 10 | Assignment II | 34-36 hrs. | 2nd & 3rd Modules |

| 11 | Tutorial/Class Assignment IV | 36-38 hrs. | |
|---|---|---|---|
| 12 | Series Test II | 38-40 hrs. | 3rd & 4th Modules |
| 13 | Tutorial/Class Assignment V | 42-44 hrs. | |
| **14** | **Module Test III** | **44-46 hrs.** | **5th Module** |

**Evaluation guidelines**

The entire three module test are combined and considered as an additional test for evaluation process. Tutorials/Class assignments are considered as assignments. For CO index Evaluation direct & indirect tools are used. The weightage is Direct (80%) and indirect (20%).

The assessment tree for theory courses are as follows.
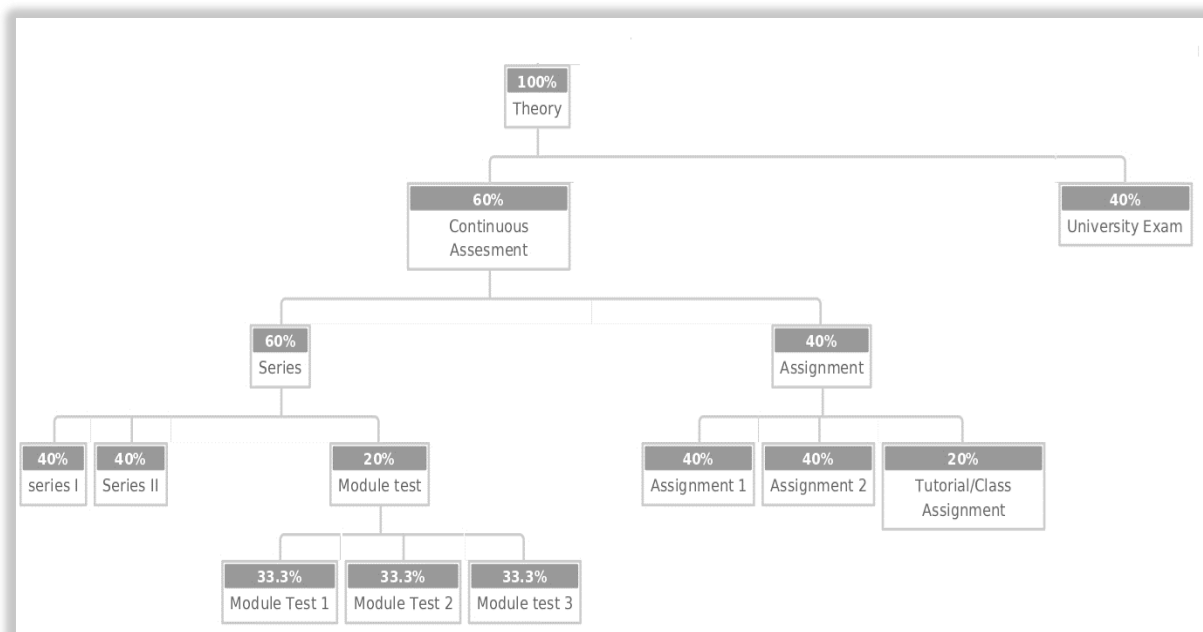


6. **Evidence of Success**
   The percentage of marks in the core engineering subjects of 2022 batch students before implementing Module Test and that of 2023 batch students after implementing Module Test shows remarkable improvement.

7. **Problems Encountered and Resources Required**

   **Problems Encountered:**
   1. Scheduling the Module Test by optimising the overall academic calendar, other significant events, students' workload and available resources was crucial.
   2. Availability and allocation of testing resources, including venues, invigilators, and technical support, were difficult processes.

3. Normalisation of different modules with varying lengths and complexities created much difficulty in scheduling the tests that accommodate the varied learning paces associated with each module.

**Resources Required:**
1. Faculty members to design, create, invigilate and grade Module Test.
2. Resources for printing question papers, answer sheets and other necessary stationery.
3. Classrooms equipped with the necessary facilities for conducting tests.

**BEST PRACTICE II – CENTRAL MENTORING-CUM-COUNSELING COMMITTEE (CMCC)**

### 1. Title of the Practice

**'SUPPORTUM' - The Support Spectrum – An Initiative to Foster Academic, Personal and Professional Growth of Students.**

SUPPORTUM is a specialist group of Mentors/Counsellors typically consists of 7 members with specific expertise or training in areas like career counselling, mental health support, or academic advising. It complements the general mentoring provided by faculty mentors by offering targeted guidance in specialized areas. The role of the SUPPORTUM is to provide a deeper level of assistance, addressing specific challenges students may face. This could include helping with career choices, offering coping strategies for stress or mental health concerns, and guiding students through complex academic decisions. The collaboration between faculty mentors and SUPPORTUM that consists of specialist mentors/counsellors, aims to create a comprehensive support system for students throughout their college journey by providing them with more tailored support based on their unique needs.

### 2. Duration (year of inception-year of discontinuation)

2022-2023

### 3. Objectives of the Practice

The objectives of SUPPORTUM include:

- Foster the overall growth of students, encompassing academic, personal, and professional aspects.
- To take up any issue that could not be resolved by the mentor faculty.
- Provide tailored guidance to address the unique needs and challenges of each student.
- Assist students in exploring career paths, setting goals, and making informed decisions about their future.
- Support students in managing stress, developing resilience, and maintaining positive mental health.
- Enhance academic performance through targeted mentoring, study strategies, and skill development.
- Foster a sense of belonging and community among students through mentorship and counselling interactions.

### 4. The Context

In today's dynamic and competitive academic landscape, colleges and universities are increasingly recognizing the need for a multifaceted support system that goes beyond traditional mentoring. The introduction of SUPPORTUM—a specialized group of Mentors/Counsellors—within our college aims to address the diverse and evolving needs of our student body.

**Changing Academic Demands:**

The modern college experience is marked by a myriad of challenges, ranging from academic pressures to career uncertainties. Students often find themselves navigating a complex maze of coursework, extracurricular activities, and personal responsibilities. This complexity can lead to stress, anxiety, and a sense of being overwhelmed.

**Diverse Student Population:**

Our college prides itself on its diverse student population, with individuals coming from various cultural, socioeconomic, and educational backgrounds. This diversity enriches our community but also necessitates a nuanced approach to student support. What works for one student may not necessarily be effective for another.

**Recognizing Individual Needs:**

Understanding that each student is unique, with distinct aspirations, challenges, and learning styles, we recognize the importance of tailored support. While faculty mentors play a crucial role in guiding students academically, there is a growing need for specialized expertise in areas such as career counselling, mental health support, and academic advising.

**Comprehensive Student Development:**

The introduction of SUPPORTUM aligns with our college's vision of holistic student development. We believe that academic success is intricately linked with personal and professional growth. By offering targeted guidance in specialized areas, we aim to foster well-rounded individuals who are equipped to navigate both their academic journeys and future career paths.

**Enhanced Academic Performance:**

SUPPORTUM seeks to enhance academic performance by providing students with the tools and strategies needed to excel. This includes personalized study plans, skill development workshops, and mentorship aimed at improving learning outcomes.

**Creating a Supportive Community:**

Central to the ethos of SUPPORTUM is the creation of a supportive and inclusive community within our college. We envision a space where students feel heard, understood, and empowered to overcome obstacles. Through mentorship and counselling interactions, we aim to cultivate a sense of belonging that is essential for student well-being.

**Addressing Unresolved Issues:**

While faculty mentors play a pivotal role in guiding students, there are times when issues require specialized attention. SUPPORTUM serves as a dedicated resource for addressing these unresolved challenges, ensuring that no student is left without the necessary support.

In conclusion, the implementation of SUPPORTUM within our college is a proactive step towards creating a nurturing and empowering environment for our students. By offering

targeted guidance, fostering personal growth, and building a sense of community, we are committed to supporting each student on their unique journey towards success.

## 5. The Practice

The practice of SUPPORTUM within our college is structured to provide comprehensive and specialized support to our students. Here's how it is practiced:

1. Formation of the SUPPORTUM Team:

SUPPORTUM consists of a dedicated group of 7 members, each bringing specific expertise or training in areas such as career counselling, mental health support, and academic advising. These specialists are carefully selected to ensure a diverse range of skills that can address the varied needs of our student body.

2. Integration with Faculty Mentors:

While faculty mentors provide general guidance, SUPPORTUM complements their efforts by offering targeted assistance in specialized areas. This collaboration ensures a seamless support system that addresses both academic and non-academic challenges.

3. Student Referral and Outreach:

Students are made aware of the availability of SUPPORTUM through orientation programs, college websites, and informational sessions. They are encouraged to reach out for support whenever they encounter challenges that may require specialized assistance.

4. Individualized Support Plans:

When a student seeks support from SUPPORTUM, an initial consultation is scheduled to assess their needs. Based on this assessment, an individualized support plan is developed, outlining specific goals and strategies to address the student's concerns.

5. Career Counselling and Goal Setting:

SUPPORTUM mentors/counsellors assist students in exploring various career paths, understanding their interests and strengths, and setting realistic goals. This includes workshops on resume building, interview skills, and networking opportunities.

6. Mental Health and Stress Management:

Recognizing the importance of mental well-being, SUPPORTUM provides coping strategies for stress, anxiety, and other mental health concerns. This includes one-on-one counselling sessions, mindfulness workshops, and referrals to mental health professionals when needed.

7. Academic Guidance and Skill Development:

SUPPORTUM mentors work closely with students to enhance their academic performance. This may involve developing personalized study plans, providing resources for improving study skills, and offering workshops on time management and effective learning strategies.

8. Community Building Activities:

To foster a sense of belonging and community, SUPPORTUM organizes regular events, peer support groups, and mentoring circles. These activities create opportunities for students to connect, share experiences, and build supportive relationships.

9. Regular Follow-ups and Monitoring:

Throughout the student's engagement with SUPPORTUM, regular follow-up sessions are conducted to track progress, address any new challenges, and make adjustments to the support plan as needed. This ensures that students receive ongoing assistance tailored to their evolving needs.

10. Evaluation and Feedback:

SUPPORTUM conducts periodic evaluations to assess the effectiveness of its programs and services. Feedback from students is actively sought and used to make improvements, ensuring that the support provided remains relevant and impactful.

## 6. Evidence of Success

- Took up issues that could not be resolved by the mentor faculty.
- Provided assistance to students in exploring career paths, setting goals, and making informed decisions about their future.
- Provided help and support to students in managing stress, developing resilience, and maintaining positive mental health.
- SUPPORTUM could enhance the academic performance of students through targeted mentoring, study strategies, and skill development.

## 7. Problems Encountered and Resources Required

**Problems Encountered**

- Coordination with faculty mentors and academic advisors to ensure seamless collaboration and avoid duplication of efforts.
- Alignment of SUPPORTUM goals with the college's mission and strategic priorities.
- Low awareness of SUPPORTUM services among students, requiring extensive marketing and outreach efforts.
- Overcoming stigma or reluctance among students to seek support for mental health or career guidance.

**Resources Required**

- Individuals with expertise in career counselling, mental health support, and academic advising.
- Training for SUPPORTUM team members in effective mentoring techniques, counselling skills, career guidance, and mental health first aid.
- Continuous professional development to stay updated on best practices and emerging trends.

- Dedicated office space or meeting rooms for SUPPORTUM consultations and workshops.
- Access to technology for virtual counselling sessions, online resources, and communication.