

**SRBS**

Bombay Suburban Art &amp; Craft Education Society's

**SHEILA RAHEJA SCHOOL OF BUSINESS MANAGEMENT AND RESEARCH**Raheja Education Complex, Kher Nagar, Opp. Chhatrapati Shivaji Ground,  
Bandra (E), Mumbai – 400 051**Best Practice: 1****Title of the Practice- Faculty e-Course Book for Students****Objective of the practice:**

The Faculty e-Course Book efficiently serves the objective of connecting the subject notes, student performance, the academic schedule and other records digitally maintained by faculty members. This enables the digital compilation of information and archival of the same as future reference for the institution while calculating the various matrices and submitting those to concerned authorities as and when required. It enables the institution to practice green engineering and to follow a paperless model. The Faculty e-Course Book constitutes of in-house tailor-made digital notes that help in delivering the study material in a comprehensible and interesting manner. It encompasses the full involvement of students by employing contents of subject notes, latest industry practices with examples, case studies, academic schedule, etc.

**The Context:**

The Faculty e-Course Book is important because it enhances the student learning process. For example, a worksheet may provide a student with important opportunities to practice a new skill gained in class. This aids in the learning process by allowing the students to explore knowledge independently. It also enables a student to proceed towards concrete learning. It increases knowledge of the learners, arouses interest and enriches the imagination and thinking power of students; as a result, students learn faster, remember longer and gain more accurate information. The Faculty e-Course Book is made of modules relating to outcome based education, subject notes, student performance and the academic schedule. These Modules let faculty keep track of the program outcomes (PO) and course outcomes (CO) while mapping them with the with Program Educational Objectives (PEO). Faculty members record their basic details and other information along with Planning of the Academic schedule for the semester. Records pertaining to continuous evaluation of course delivery, corrective measure taken to improve attainment of CO's based on student's feedback and student's performance are also maintained in the Faculty e-Course Book. These records help faculty members arrive at the CO attainment level.

**The Practice:**

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At the end of the Academic year every faculty is asked to prepare a Faculty e-Course Book for the new academic year. This includes the Subject notes, Evaluation sheet and the Academic Schedule for the subjects allocated to them. The Faculty e-Course Book is judged on the following parameters:-

#### Contents:

- Topics covered
- Language of notes
- Citing industry case studies and examples
- Factors for student's evaluation
- Academic Schedule
- Application Orientation

Each faculty is given a constructive feedback and asked to prepare the Faculty e-course book keeping in mind the above parameters as well as expectations and interests of the students.

As a follow-up sub practice, during every faculty meeting two faculty members are asked to present the latest developments in their domain. This practice also helps them incorporate student feedbacks for keeping themselves updated with the latest practices and trends in the industry.

#### **Evidence of Success:**

- Faculty members have developed a habit of going well prepared for each lecture.
- The Knowledge quotient as well as employability of the students has improved as is evident from the exam results and placement records.
- The parents and other stakeholders have given a positive feedback to the Institute.

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

- Faculty need time to prepare the Faculty e-course book.
- Initially, Some faculty members did not agree for giving the Faculty e-course book for reasons of being subjected to evaluation and scrutiny. They had to be counselled.
- The fellow faculty colleagues were not willing to give suggestions to each other.
- It was perceived as a time consuming exercise.



**For Sheila Raheja School of Business  
Management & Research**

  
**Director**