

## Faculty Diary – An essential tool for Teaching Learning Process in Higher Technical Education

Sangeeta Mishra<sup>1</sup>, Payel Saha<sup>2</sup>, Sonia Behra<sup>3</sup>, Aradhana Manekar<sup>4</sup>

<sup>1</sup>E&TC Dept, TCET, Mumbai, [sangeeta.mishra@thakureducation.org](mailto:sangeeta.mishra@thakureducation.org)

<sup>2</sup>E&TC Dept, TCET, Mumbai, [payel.saha@thakureducation.org](mailto:payel.saha@thakureducation.org)

<sup>3</sup>E&TC Dept, TCET, Mumbai, [sonia.behra@thakureducation.org](mailto:sonia.behra@thakureducation.org)

<sup>4</sup>E&TC Dept, TCET, Mumbai, [aradhana.manekar@thakureducation.org](mailto:aradhana.manekar@thakureducation.org)

### ABSTRACT

A faculty or teacher is a significant driver of change in the life of a student. The role of the teacher is also becoming more diverse, meaning apart from professional competency, a teacher is also supposed to be a facilitator, advisor, researcher, mentor etc. continuously seeking improvements for self and the institute. Also the demand of keeping abreast with latest technical developments is immense as new educational technology and the usage of the Internet is shaping the learners of 21st century in a very different way than it was 15-20 years back. To improve “quality” of higher education, most faculty have defined the course and learning objectives of their courses, and a definite mechanism was needed to review whether individual faculty are actually designing their courses to achieve those goals.

The Faculty Diary is based on action-research and combines both qualitative and quantitative data about teaching-learning process in TCET. The diary attempts to articulate the expert knowledge and skills of a teacher needed to plan and conduct his/her lessons and monitor the students’ performance. The Faculty diary, introduced in 2005, is the source of data vital for knowledge management of the academic process. It supports the creation of new knowledge which can be used for sustainable growth and the development of an organization. It is the retrospective analysis of faculty diaries that furnishes the outline and story of the teaching and learning process.

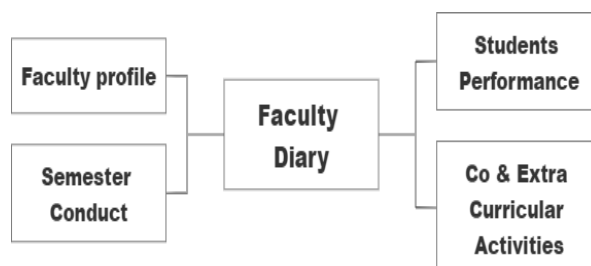
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### 1. INTRODUCTION

The faculty Diary is based on action-research and combines both qualitative and quantitative data about teaching-learning process in TCET. The diary attempts to articulate the expert knowledge and skills of a teacher needed to plan and conduct his/her lessons and monitor the students’ performance.

The Faculty diary, introduced at TCET in the year 2005, is the source of data vital for knowledge management of the academic process. It supports the creation of new knowledge which can be used for sustainable growth and the development of an organization. The diary combines all data which supports a teacher in maintaining daily log of all academic activities as well as helps to plan the semester conduct. It is an effective means to record students’ evaluation and assessment records thereby giving the teacher an idea about students learning progress as well as the final outcomes. The teachers can also evaluate the course objectives and outcomes with the help of those records. It is the retrospective analysis of faculty diaries that furnishes the outline and story of the teaching and learning.



**Fig 1: Components of Faculty Diary**

## 2. MOTIVATION

The faculty diary offers a structured way of modularizing the Teaching -Learning Process and recording the students 'assessment and evaluation data. It helps in tracking the performance of a teacher as well as each and every student of a class. Data about a course being taught in a class is available in consolidated form in the Faculty Diary. It is a useful teaching tool which finds use in daily record-keeping and semester report compilation. With the help of various sections of faculty diary, a teacher can reflect on his/her performance during the semester for academic, co-curricular activities and extra-curricular activities. It is a useful tool that helps in recording the course mapping and outcomes.

## 3. NEED

The teaching-learning process generates a lot of records right viz: semester plan, time table, lesson plan, daily work reports, students 'attendance and evaluation records, faculty leave and consequent load exchange details etc. all records were in disjoint form and hence scattered. The faculty diary provides an effective solution in the form of a complete guide to the academic semester conduct process in a highly structured way where all documented information is linked to each other. At the same time, faculty can record their semester performance for review at individual, and department level which is presented later at semester review presentation conducted at the end of every semester.

## 4. SCOPE

TCET has developed the Faculty-Diary Book for all academic departments with the aim to consolidate the data of students and faculty.

## 5. OBJECTIVE

- To create records in the teaching-learning process that shall be transparent with accountability
- To use data for knowledge management where the data honesty and integrity plays the key role.
- To help faculty evaluate their own work, assess their own learning, understanding, and outcomes.
- To help faculty to effectively plan the semester, develop an action plan, deploy the same and record the consequent data generated.
- To serve as a thought partner for faculty on their academic journey and help empower faculty to become owner of their Teaching-Learning process
- To identify the strength and weaknesses of faculty to set goals for personal and professional growth.

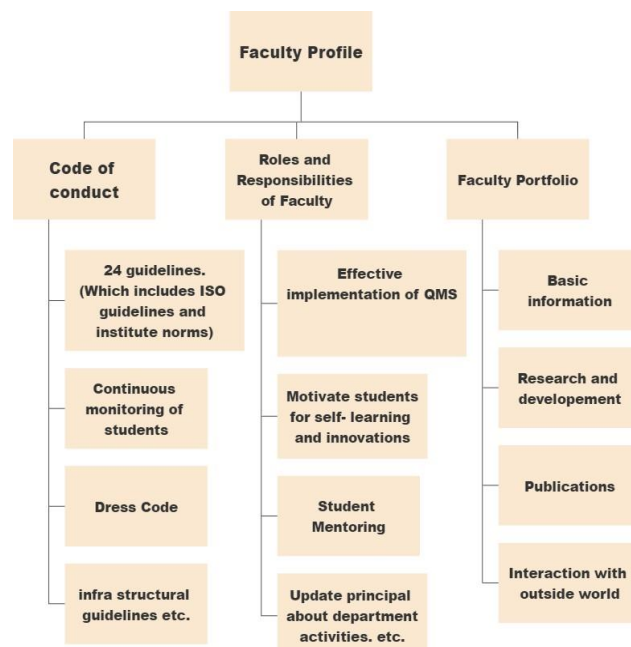


Fig 2: Faculty Profile components in Faculty Diary

## 6. DEVELOPMENT OF FACULTY DIARY

The Faculty Diary is an effective tool which supports the most important part of our activity in TCET, i.e. semester conduct.

The main purpose of Teaching Learning Process is to conduct the semester efficiently and effectively and meeting compliances and student expectation with holistic approach. Faculty plans the academic conduct by

syllabus detailing, developing resource book and course file, designing practice sessions, formative assessments and experiments, IA paper and the effective conduct of academics in alignment with RBT. Course details, Topic wise details, planning of semester for theory and practical are required to be updated in faculty diary at the beginning of the semester which is to be checked by HOD and cross checked by Internal Academic Board/HOI. Lecture delivery contents, practice and learning needs to be aligned with outcome-based education which will be based on RBT and 4H models where learning levels are defined with Learning Objectives and the Outcomes.

Details of Final Year Project guidance is also detailed in faculty diary and shall be linked with outcome-based education. BE project objective is to broaden learning scope by providing an opportunity to students to further develop the managerial skills, creative skills and communication skills, all necessary to be a successful engineer which shall enhance their employability.

If a faculty is absent or is on leave of any kind on the day of lecture / practical / tutorials, concerned faculty member is required to do alternative arrangement and such records are also maintained in Leave load arrangement section of Faculty Diary. If any Faculty has Outdoor Duty, that records are also maintained in the Diary.

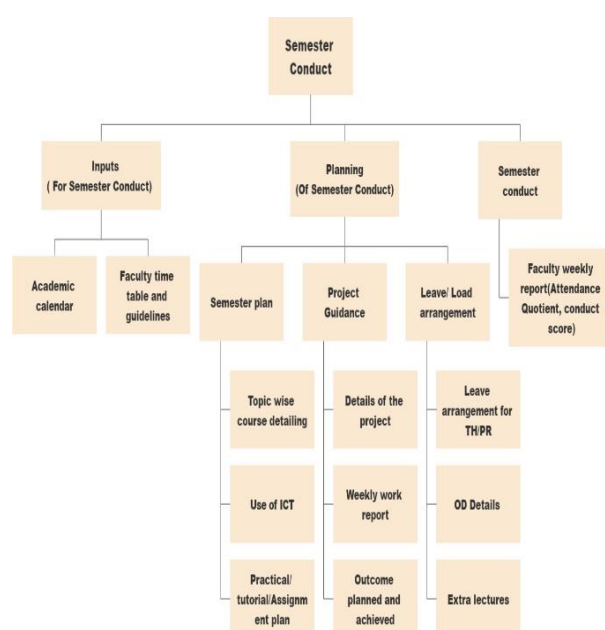
As an Outcome of the Teaching Learning process, the students are evaluated on continuous basis to validate students' learning. The records of the same, along with the course outcome results are all maintained in the faculty diary.

From the above discussion, it is very apparent that this Diary is an all-encompassing tool for a Teacher and hence, this has become a necessity for the Semester Conduct Process.

## 7. DEPLOYMENT PLANNING

A Faculty diary is to be made available to faculty members 15 days before the commencement of the semester so that semester planning with necessary preparation shall be done during the semester break. The faculty enters the information in the faculty diary based on requirements of Teaching Learning process. Through subsequent stages of development of the Faculty Diary with maturity of system, many changes have occurred, new forms got included in the faculty diary. To evaluate faculty work load and conduct, various numeric parameters have been included. To familiarize all with the changes and to boost everyone's understanding, trainings had been conducted for faculty members for uniformity in data filling.

The faculty diary is monitored at HOD level, Dean Academic Level and Principal level to validate the filled information. If any findings towards the non- compliance are observed, faculty need to do the root cause analysis to identify the gaps and actionable points using Action Plan. The learning developed from the review of faculty diary is shared in the Semester Review process.



**Fig 3: Components of Faculty Diary related to planning and deployment**

## 8. MONITORING OF FACULTY DIARY

The monitoring is done for planning stage at the beginning of the semester when the details are entered by faculty in the diary. Post deployment, the conduct records are checked by the Head of department on weekly basis and by Principal on fortnightly basis. There are various records which are monitored by Dean Academic on weekly basis. The entry of these records in the faculty diary within correct time frame ensures appropriate action taken by faculty for all academic processes.

## 9. OBSTACLES FACED/ PROBLEMS ENCOUNTERED

The faculty diary which originated in the year 2005 was simple recording of lesson plan, attendance records and daily work log. With advancement of time and subsequent growth of Institute, the simpler

version could not suffice the manifold requirements which emerged due to multifaceted activities within the Institute. So, amendments were brought in the faculty diary. With each revision, new forms and formats were added for which orientation and training were given to faculty.

The latest pinch was felt during Covid era, when all teachers were restricted to home and the faculty diary was not present physically. Nevertheless, the soft copy of various forms which are vital to conduct the teaching learning process were maintained by using various online tools and Technologies.

## 10. RESOURCES REQUIRED

The resources required for maintaining this best practice is faculty with sincerity and due diligence in filling up the records of faculty diary. Enough logistic support is also required for the latest version of the diary. At the same time, thought process is required to integrate the newer activities which have emerged out after the inclusion of Holistic and Multidisciplinary Education at TCET post Autonomy. So, there is a need to make some more changes in the faculty diary to make it future ready so that it can sustain the demands of the changed Teaching-Learning scenario at TCET.

## 11. RESULTS

The Faculty Diary was developed in the year 2005, and since then records related to teaching learning process are available in consolidated form in the Faculty Diary. All Course related information can be passed on to new faculty members in case the course is handed over to new faculty or a faculty teaching the course, leaves the institute. Again, as the faculty diary presents a source of structured information, therefore it helps to bring uniformity in the content and provide collated information at the institute level. Also, Information of students' performance in various academic activities can be found in one platform at any time. All these records can help build database for the institute.

## 12. IMPACT STUDY

Impacts of Faculty Diary were studied with the help of a survey conducted amongst faculty members of various academic departments. A sample size of 34 responses was collected and analyzed for finding out the perception level of the users regarding the different aspects of the faculty diary.

The figure below shows the survey results for the responses in STRONG category for the 7 questions related to the impact of faculty diary.

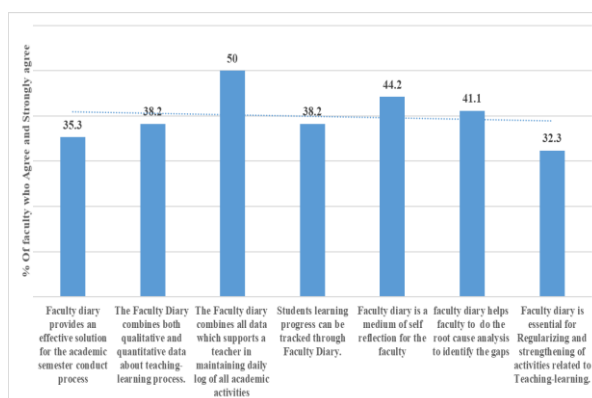


Fig 4: Survey results

### 13. CONCLUSION

Faculty Diary is best practices because it helps faculty to find and use the best ways of working to achieve defined objectives. It helps in regularizing and strengthening of activities related to Teaching- learning thereby leading to development of professional practices by all faculty members. It helps to improve competencies, share practices and promote learning motivations and strategies that result in deep conceptual understandings. The record keeping process leads to the creation of knowledge which helps in organizational sustenance and growth.

Through the study of the data from the records, useful learning can be developed through knowledge management and can be shared during semester review to improve the process. Faculty can enhance their skills in teaching through experience sharing and discuss various student- cases so as to identify problem areas at a nascent stage. The Faculty Diary is an innovation for which the institute has been awarded a patent.

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