

# Hindusthan College of Engineering and Technology

(An Autonomous Institution, Affiliated to Anna University)  
Coimbatore 641 032

## DEPARTMENT OF ELECTRONICS AND COMMUNICATION ENGINEERING

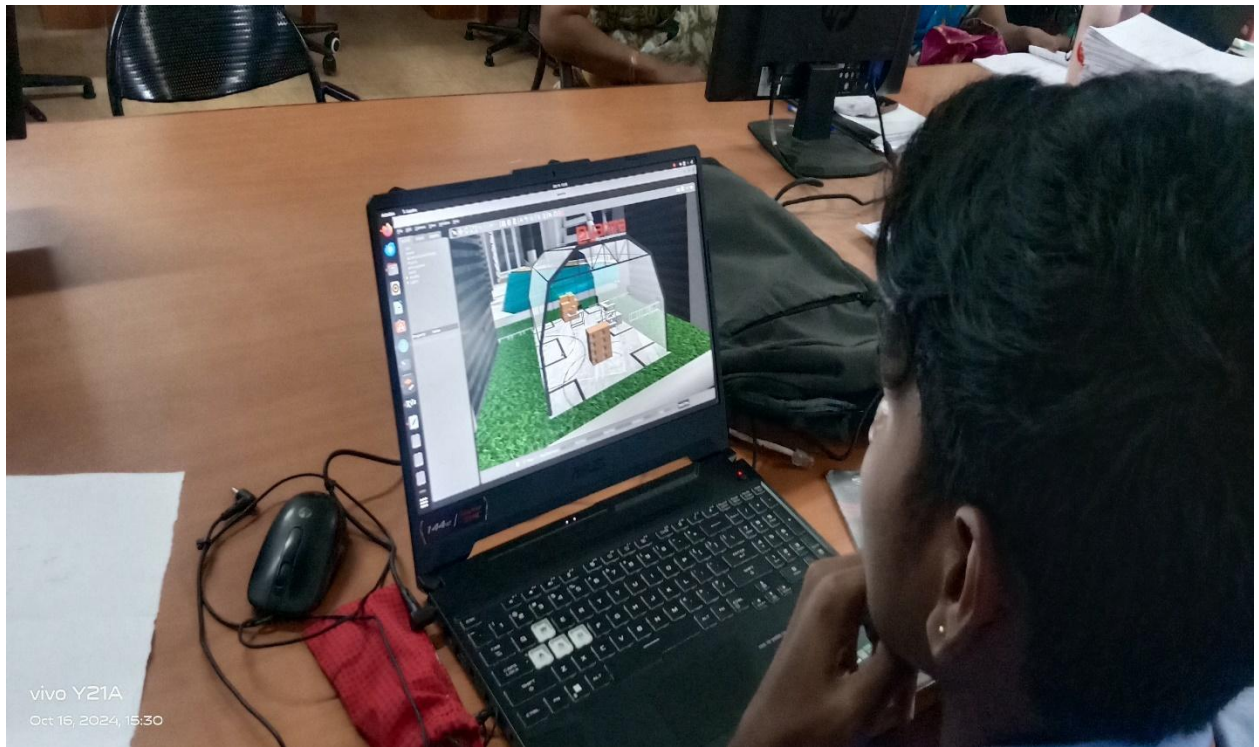
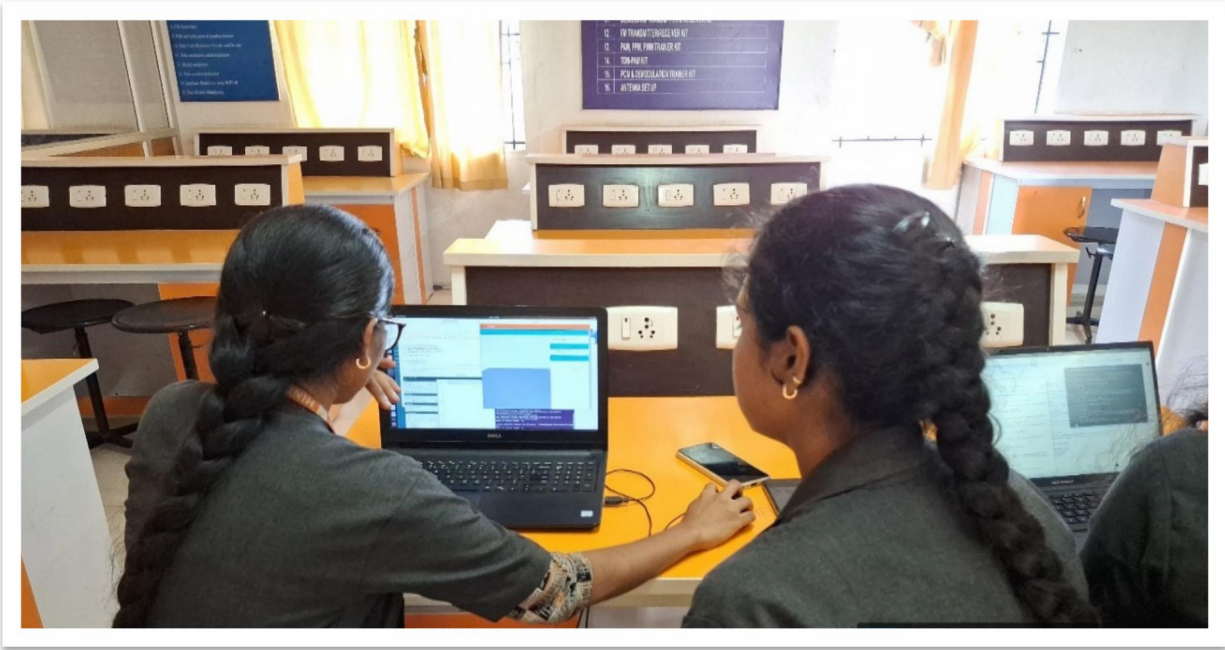
### FLIPPED CLASSROOM

A flipped classroom is an instructional strategy and a type of blended learning. It aims to increase student engagement and learning by having students to complete readings at home, and work on live problem-solving during class time. This pedagogical style moves activities, including those that may have traditionally been considered homework, into the classroom. With a flipped classroom, students watch online lectures, collaborate in online discussions, or carry out research at home, while actively engaging concepts in the classroom with a mentor's guidance.









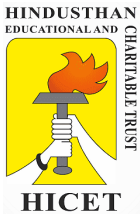
## Department of Electrical and Electronics Engineering

### Quality of Classroom Teaching

#### Flipped Classroom & Blended Classroom Teaching

Quality of teaching and learning is ensured through the listed parameters

- The department has well-furnished capacious classrooms with proper ventilation and lighting facilities to provide a conducive learning ambience to the students.
- All the classrooms are equipped with the latest ICT facilities, high speed LAN and Wi-Fi connectivity.
- Each class hour lasts for 50 minutes and the activities are distributed as follows:
  - First 10 minutes for the recap or review of the topics dealt in the previous class.
  - Next 30 minutes for effective lecture on the day's topic.
  - Last 10 minutes for student interaction, doubt clarification, Q&A sessions, quizzes and collaborative learning.
- Based on the nature of the lecture, the faculty has the freedom to choose from a variety of teaching methods including chalk and board, group discussions, power point presentation, audio-visual presentation etc. for the efficient handling of the classes.
- During Covid-19 pandemic, online classes were conducted on Cisco Webex and Google Meet platforms. Google Classrooms were created for all the courses to facilitate the sharing the study materials and submission of assignments, answer scripts, etc.
- ❖ **Student-Centric Learning** involves a variety of teaching methods and techniques that prioritize the needs and abilities of individual students. This includes hands-on, **experiential learning, participative learning, project-based learning experiences, individual and group activities, and the use of technology to support and enhance learning.**
- ❖ This helps students to develop critical thinking skills and a love of **learning, and creating a supportive and inclusive environment** that fosters student success. Additionally, the institution offers opportunities for students to work closely with faculty members, participate in research projects, and engage in real-world problem-solving, all of which support the development of a student-centric learning environment.
- ❖ Student-Centric Learning involves creating a customized learning experience that is tailored to meet the unique requirements of each student. In a student-centric environment, the teacher acts as a facilitator, guiding students through the learning process and helping them to develop critical thinking skills, rather than simply imparting knowledge.



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- ❖ The goal of student-centric learning is to foster independent, self-directed learners who are motivated, engaged, and able to take ownership of their own education. This approach prioritizes student choice and allows for a more flexible and personalized learning experience.
- ❖ The well-developed teaching and learning process has been designed by the department that enforces the quality improvement in delivering the course content to the students that enhances the knowledge of the student in the wide spectrum.
- ❖ Apart from the regular mode of teaching methods such as Chalk & Board, PowerPoint presentation, Group discussion, etc, the modern teaching methods such as ICT based learning, Moodle based LMS, Online Live video lectures, MOOC courses have also been implemented.

To strengthen the teaching-learning process, the following initiatives have been taken:

- **Student-Centric Learning**
- **Experiential Learning**
- **Participative Learning**
- **Problem Solving Methodology**

Important Key elements of a high quality teaching and learning process are:

- **Student-centric approach:** Focus on students' needs, capabilities and interests. Enable active learning, critical thinking.
- **Well-defined learning outcomes:** Clearly articulate what students should know, understand or be able to do upon completing the course.
- **Varied assessments:** Use diverse formative and summative assessments to evaluate student learning, guide teaching and foster deep learning.
- **Continuous feedback:** Provide regular, specific feedback to students on strengths and areas needing improvement to enable progress. Gather student feedback to enhance teaching.
- **Innovation in pedagogy:** Employ interactive teaching methods leveraging technology, collaborative assignments, hands-on activities, to boost engagement.
- **Application Emphasis:** Provide opportunities via projects, lab work, research for applying knowledge to develop practical skills and competencies.
- **Professional Development:** Emphasize teacher training, peer collaboration amongst faculty to exchange best practices in teaching techniques and evaluation.
- **Supportive Infrastructure:** Ensure availability of well-equipped labs, libraries, classrooms with adequate ICT capabilities for an enriching atmosphere.

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### Course Delivery Methods

#### Classroom teaching

Faculty deliver their lecture through a set of educational technology/tools such as:

- Chalk and talk - black board.
- Power Point Presentation (PPT).
- Animated videos
- Conceptualized Learning through animated Videos
- Crossword
- Demonstration
- Flash Cards
- Flipped Class Room
- Google Classroom
- Mind Map
- Peer to Peer learning
- Quiz by Google form
- Short Presentation
- Simulation based teaching and learning
- Socio constructive Approach

Faculty deliver their lectures using a variety of **educational technologies** and **tools** to enhance student engagement, understanding, and interactivity. Below is a list of common technologies and tools used in modern classrooms:

#### 1. Learning Management Systems (LMS)

- **Examples:** Moodle, Blackboard, Canvas, Google Classroom.
- **Usage:** Faculty use LMS platforms to share course materials, assignments, announcements, and manage student assessments. These platforms allow for easy communication between students and faculty and provide a central hub for course management.

#### 2. Presentation Tools

- **Examples:** Microsoft PowerPoint, Google Slides, Prezi.
- **Usage:** Faculty use these tools to create visual presentations that enhance lectures with images, videos, graphs, and animations. This helps in conveying complex concepts in a more accessible manner.

#### 3. Video Conferencing and Recording Tools

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- **Examples:** Zoom, Microsoft Teams, Google Meet, Cisco Webex.
- **Usage:** Used for live online lectures, virtual classrooms, and remote learning. These tools also offer the ability to record lectures, which students can review later for better understanding.

### 4. Interactive Whiteboards

- **Examples:** Smartboards, Promethean Boards.
- **Usage:** Faculty can use interactive whiteboards for real-time teaching, allowing them to draw diagrams, highlight key points, and engage students in problem-solving activities. The content can be saved and shared for future reference.

### 5. Polling and Quiz Tools

- **Examples:** Mentimeter, Kahoot!, Poll Everywhere, Quizizz.
- **Usage:** Used for interactive quizzes, live polls, and feedback during lectures. These tools help gauge student understanding and engagement in real-time, making lectures more dynamic and participatory.

### 6. Document Sharing and Collaboration Tools

- **Examples:** Google Docs, Microsoft OneDrive, Dropbox.
- **Usage:** Faculty use these tools to share documents, lecture notes, and collaborate with students in real-time. They enable group projects, document annotation, and peer review activities.

### 7. Simulation and Virtual Lab Tools

- **Examples:** MATLAB, Labster, Phet Simulations, Multisim.
- **Usage:** For technical and science-based courses, faculty use virtual labs and simulation tools to mimic real-life laboratory environments. This allows students to conduct experiments and simulations in a safe, controlled, and remote environment.

### 8. Learning Analytics Tools

- **Examples:** Google Analytics for Education, LMS-integrated analytics dashboards.
- **Usage:** Faculty use analytics tools to track student engagement, performance, and attendance. These tools provide data-driven insights to tailor teaching methods and provide targeted support to students who may be struggling.

### 9. Online Assessment Tools

- **Examples:** Google Forms, Quizlet, ProProfs, Respondus.
- **Usage:** Faculty use online assessment tools for quizzes, tests, and exams. These tools allow for automatic grading, real-time feedback, and can support a variety of question formats like multiple-choice, fill-in-the-blanks, and essay-type questions.

### 10. Content Creation Tools

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- **Examples:** Screencast-O-Matic, Camtasia, Adobe Captivate.
- **Usage:** Faculty use these tools to create video lectures, screen recordings, and instructional content for asynchronous learning. These tools are particularly useful for flipped classrooms or online courses.

### 11. E-Books and Digital Courseware

- **Examples:** VitalSource, Kindle, Coursera, edX.
- **Usage:** Faculty provide students with access to e-books, digital resources, and online courses to supplement their learning. These platforms often integrate multimedia elements and interactive exercises for a richer learning experience.

### 12. Gamification and Educational Games

- **Examples:** Kahoot!, Classcraft, Minecraft: Education Edition.
- **Usage:** Faculty use gamification techniques and educational games to make learning fun and engaging. These tools promote competition, teamwork, and help students retain information through interactive activities.

### 14. Podcasting and Audio Tools

- **Examples:** Audacity, Anchor, SoundCloud.
- **Usage:** Faculty use these tools to create and distribute audio lectures or podcasts, which students can listen to at their convenience. This is especially useful for distance learning or revision.

### 15. Online Discussion Forums

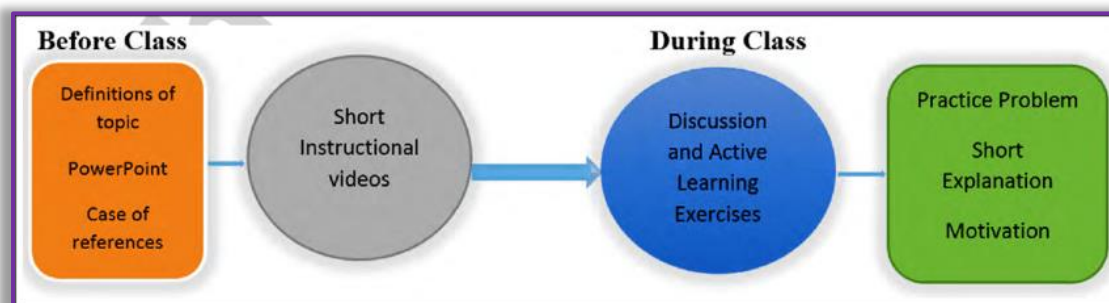
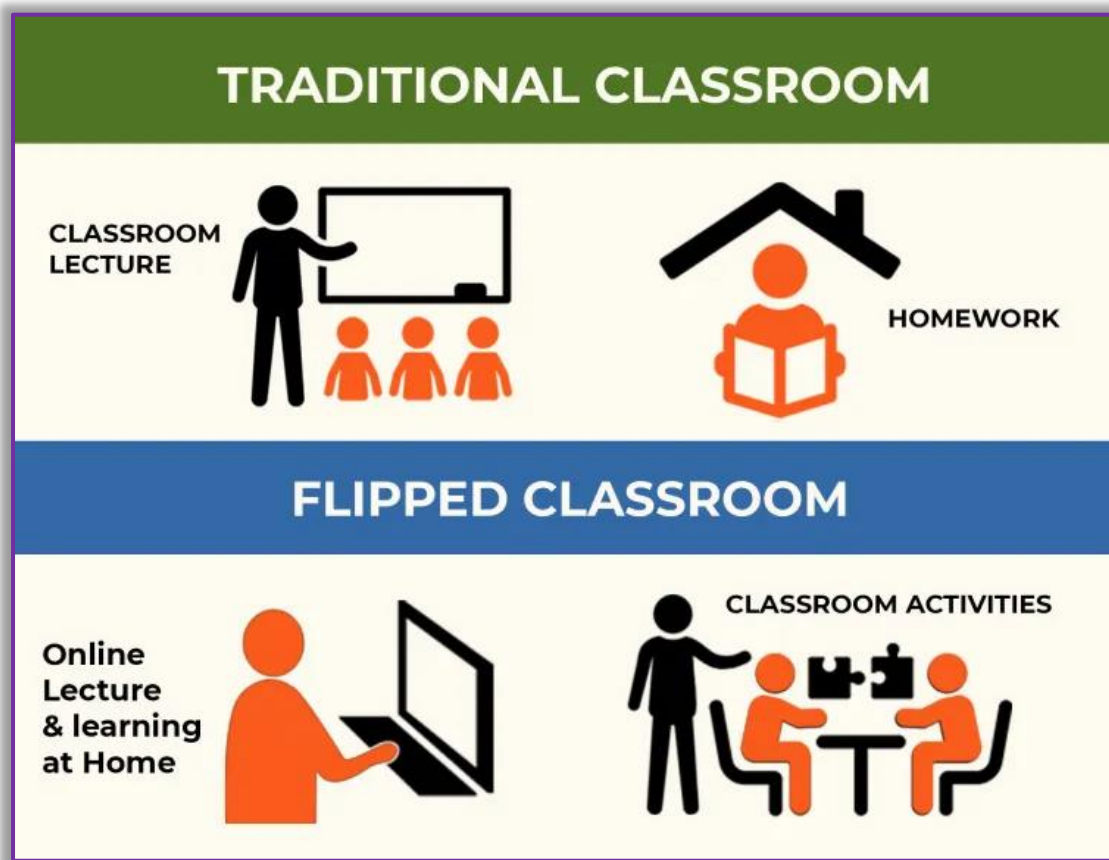
- **Examples:** Piazza, Google Groups, Slack, Microsoft Teams.
- **Usage:** These tools help faculty facilitate asynchronous discussions and debates among students. They allow for collaboration, clarification of concepts, and foster peer learning outside the classroom.

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### Flipped Classroom - Teaching

In a **Flipped Classroom** model, traditional lecture-based instruction is "flipped" so that students engage with instructional content (e.g., videos, readings, pre-recorded lectures) outside of the classroom before coming to class. In-class time is then used for more interactive, hands-on learning activities such as problem-solving, discussions, projects, and experiments. This method allows students to learn at their own pace and use class time for deeper engagement with the material.

### Flipped Classroom - Teaching



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### FLIPPED CLASSROOM MODEL

#### Outside-of-class

Components traditionally delivered in-class—such as lectures—are delivered outside-of-class via web-based materials like:

- Videos
- Demonstrations and tutorials
- Simulations and games

#### BENEFIT

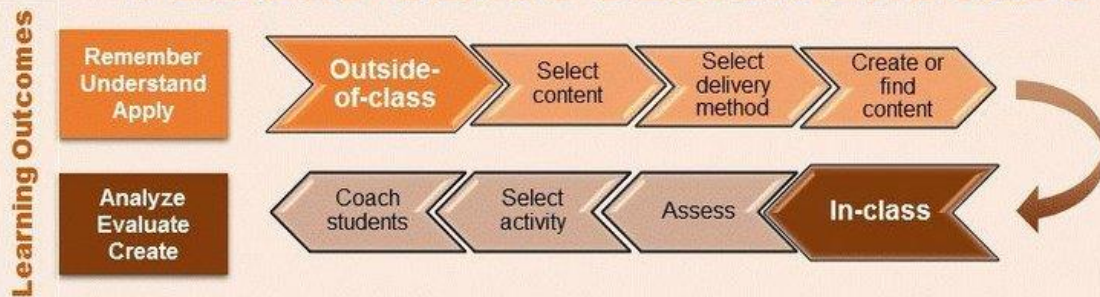
Provides faculty with more time in-class to work with individual students and allows students to master content at their own pace

#### In-class

In-class time is used for deeper engagement with content, while the instructor provides guidance, through:

- Collaborative projects
- Individual and group problem-solving
- Peer-based learning activities

### FLIPPED CLASS DESIGN PROCESS



#### Process of Flipped Classroom

#### Process of Flipped Classroom

##### 1. Pre-Class Preparation:

- Students watch instructional videos or read course materials at home.
- They complete preparatory assignments or quizzes to ensure they grasp the fundamental concepts.

##### 2. In-Class Activities:

- During class, students participate in group discussions, problem-solving sessions, or hands-on activities.
- The instructor provides personalized guidance and addresses any misconceptions or difficult topics.

##### 3. Post-Class Review:

- Students review their in-class work and apply it to more complex problems or real-world scenarios.

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### Flipped Classroom Activity in EEE:

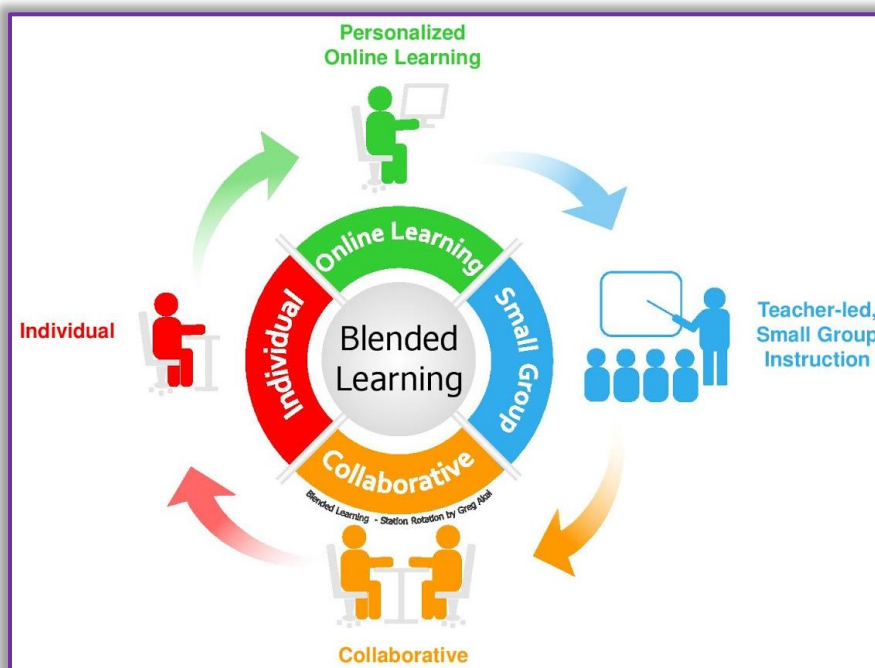
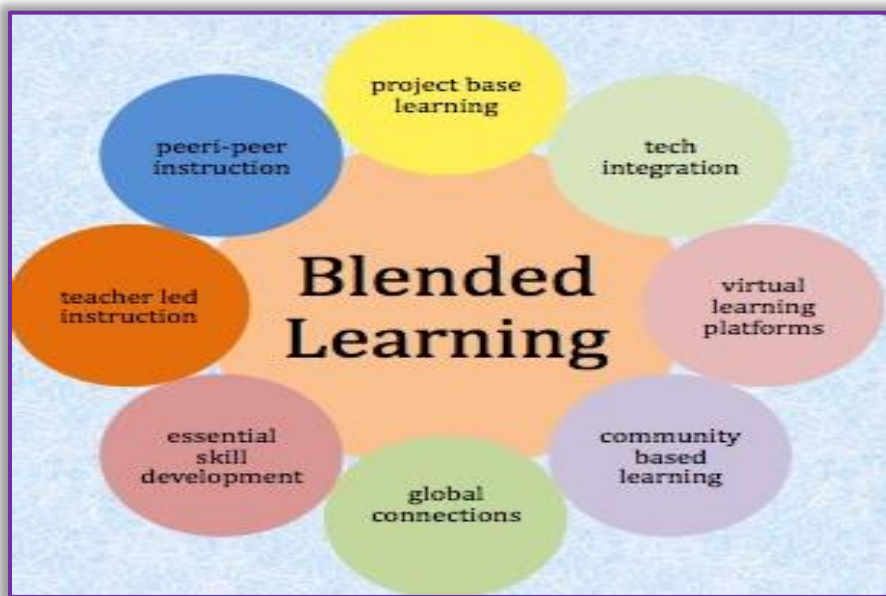
- **Topic: Kirchhoff's Laws (KCL and KVL)**
  - **Pre-Class:** Students watch a video explaining Kirchhoff's Current Law (KCL) and Kirchhoff's Voltage Law (KVL) and read through examples of circuit analysis using these laws.
  - **In-Class:** Students solve circuit problems in groups, applying KCL and KVL to analyze complex circuits. The instructor facilitates discussions and clears up any difficulties.
  - **Post-Class:** Students are assigned homework to analyze more advanced circuits using KCL and KVL and submit a short report on their findings.
  
- **Topic: Basics of Microcontrollers (e.g., 8051)**
  - **Pre-Class:** Students watch a tutorial on the architecture and working principles of the 8051 microcontroller.
  - **In-Class:** Students work on a lab activity where they write and execute a simple program for the 8051 microcontroller to control an LED or motor.
  - **Post-Class:** Students are assigned to modify the program to include additional features such as blinking the LED at variable speeds or controlling the motor's direction.
  
- **Topic: Power Electronics – DC-DC Converters**
  - **Pre-Class:** Students watch instructional videos on the operation of buck, boost, and buck-boost converters.
  - **In-Class:** Students analyze converter circuits, solve design problems, and build basic DC-DC converters in a lab setting.
  - **Post-Class:** Students reflect on the experiment, write a report, and complete simulations to reinforce the learning.

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### Blended Classroom Teaching

In a **Blended Classroom**, traditional face-to-face instruction is combined with online learning components, but unlike the Flipped Classroom, not all content is consumed outside the classroom. Instead, the blending happens throughout the course, where digital tools complement in-person learning. This method is particularly useful in enhancing lectures with online resources, offering flexibility to students, and integrating both digital and physical learning environments.

### Blended Classroom - Teaching



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### Process of Blended Classroom

#### 1. In-Class Instruction:

- Traditional lectures, demonstrations, and hands-on lab activities take place in the classroom.
- The instructor covers the core material and provides an opportunity for immediate interaction.

#### 2. Online Learning:

- Online quizzes, discussion forums, videos, and supplementary reading materials are provided on a Learning Management System (LMS) like Moodle or Blackboard.
- Students complete online assignments and quizzes, and participate in virtual discussions to reinforce learning.

#### 3. Blending of Activities:

- Classroom teaching is supplemented with real-time online tools such as virtual labs, simulations, or remote collaboration on projects.
- Students can access online resources anytime, making the learning process more flexible.

### Blended Classroom in EEE:

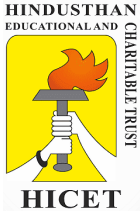
#### • Topic: Digital Logic Design

- **In-Class:** Introduction to logic gates, truth tables, and combinational logic design.
- **Online Component:** Students use online tools like **Logisim** or **Multisim** to simulate logic circuits and submit their designs through the LMS.
- **Blended Learning:** In-class demonstrations of logic circuits are supplemented by simulations and interactive quizzes online to reinforce theoretical concepts.

#### • Topic: Electrical Machines – Transformers

- **In-Class:** The instructor covers the core theory of transformer operation, including construction, working principles, and types of transformers.
- **Online Component:** Students access online videos that demonstrate transformer testing and efficiency calculations. They can use simulation tools to model transformer behavior.
- **Blended Learning:** Students perform physical transformer experiments in the lab, and then use online simulations to explore the effects of varying transformer parameters.

#### • Topic: Control Systems – PID Controllers



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- **In-Class:** Introduction to Proportional, Integral, and Derivative (PID) control strategies, with examples of system response to different controller parameters.
- **Online Component:** Students complete an online simulation of PID control in MATLAB or Simulink, adjusting parameters to see their effect on system stability.
- **Blended Learning:** In-class discussions on PID theory are reinforced with online simulations and a virtual lab where students model and optimize PID control systems.

### Benefits of Flipped and Blended Classrooms in EEE

- **Active Learning:** Both methods encourage students to engage with the material actively, promoting deeper understanding and retention of concepts.
- **Flexible Learning Environment:** Blended classrooms offer flexibility for students to access learning materials at their own pace, complementing in-class instruction.
- **Enhanced Problem-Solving Skills:** By focusing in-class time on practical activities, students develop problem-solving skills and apply theoretical knowledge to real-world engineering challenges.
- **Technology Integration:** These approaches help students become proficient in using digital tools and technologies that are essential in modern engineering fields.

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*Figure 2.2.1.5: Smart Classroom*



*Figure 2.2.1.9: Student's Presentation during Snap Talk Time*

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Figure 2.2.1.10: Interactive Learning

Name	Date	Game mode	No. of players
R U READY --- MPMC UNIT 01 - QUIZZ 03	Aug 26, 2020, 4:52 PM	Live	1
R U READY --- MPMC UNIT 01 - QUIZZ 03	Aug 26, 2020, 4:30 PM	Live	35
R U READY!!! --> FT - UNIT 1 - QUIZZ 03	Aug 25, 2020, 2:55 PM	Live	35
FT - UNIT 01 - QUIZZ -002	Aug 20, 2020, 12:33 PM	Live	32
MPMC - UNIT 1 0 INTRO QUIZZ 01	Aug 19, 2020, 12:33 PM	Live	37
FT - 01 UNIT - QUIZZ 02	Aug 18, 2020, 2:58 PM	Live	27
FUN WITH FT COURSE!!!	Aug 14, 2020, 12:33 PM	Live	40

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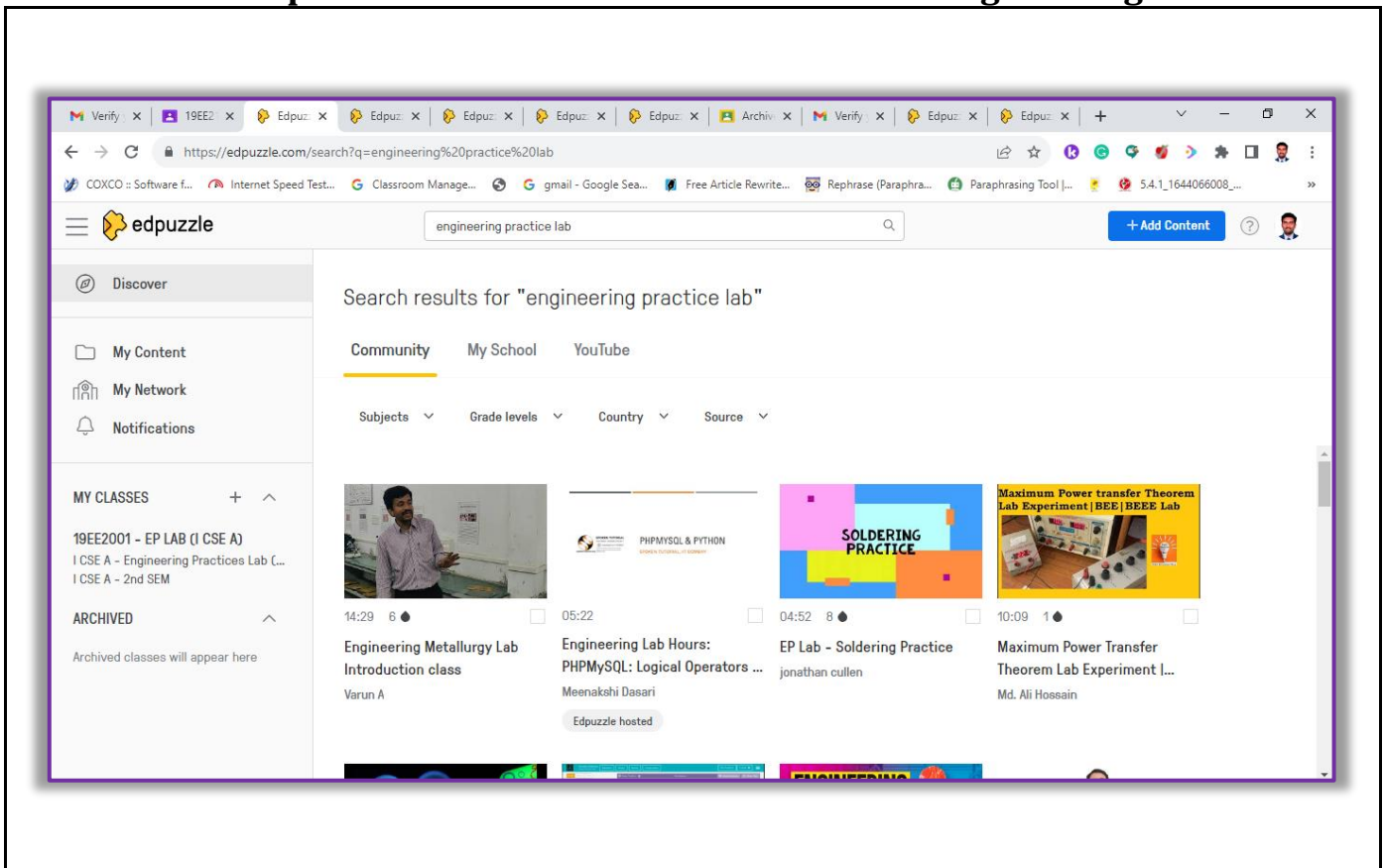
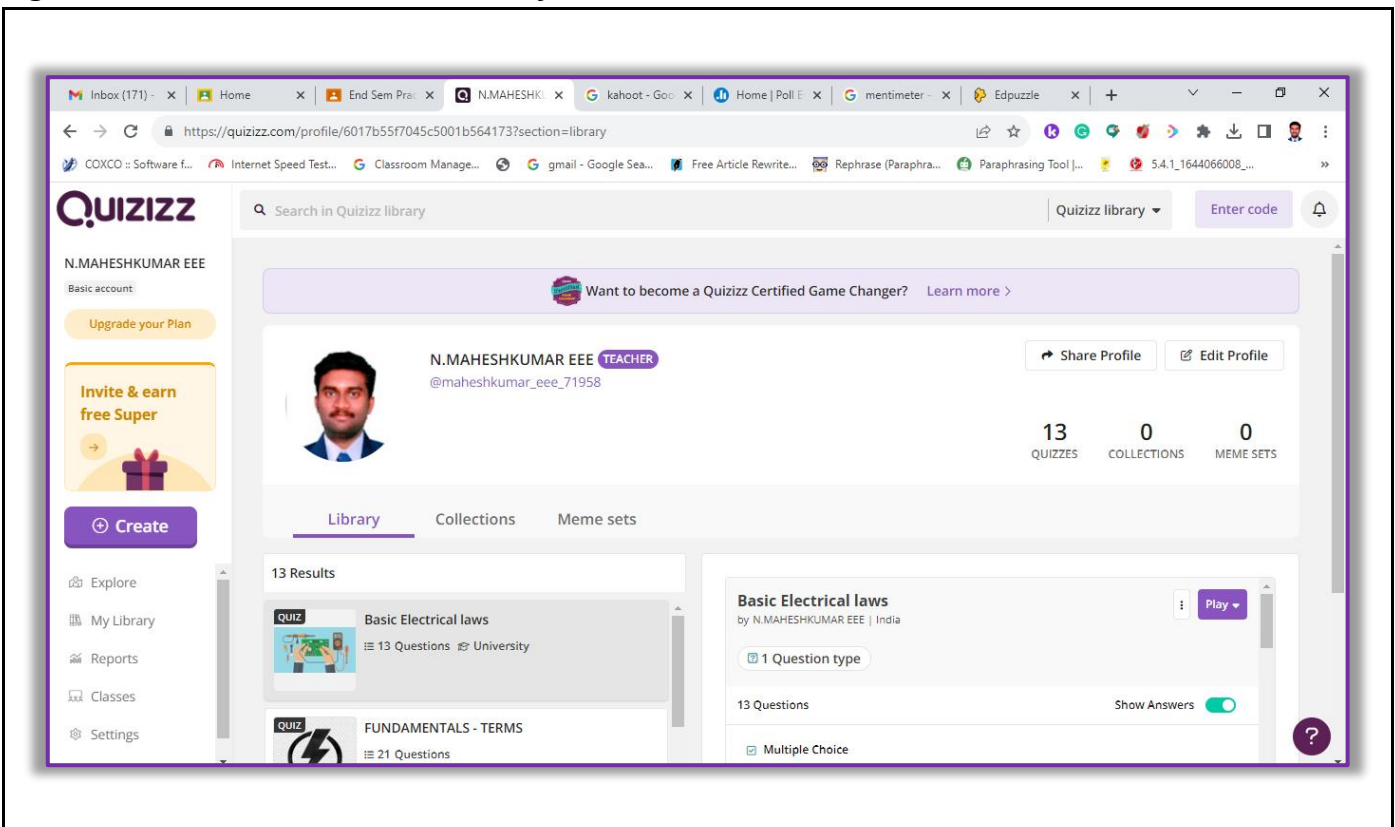


Figure 2.2.1.12: ICT Tools – Kahoot Platform



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Figure 2.2.1.13: ICT Tools - Quizizz Platform

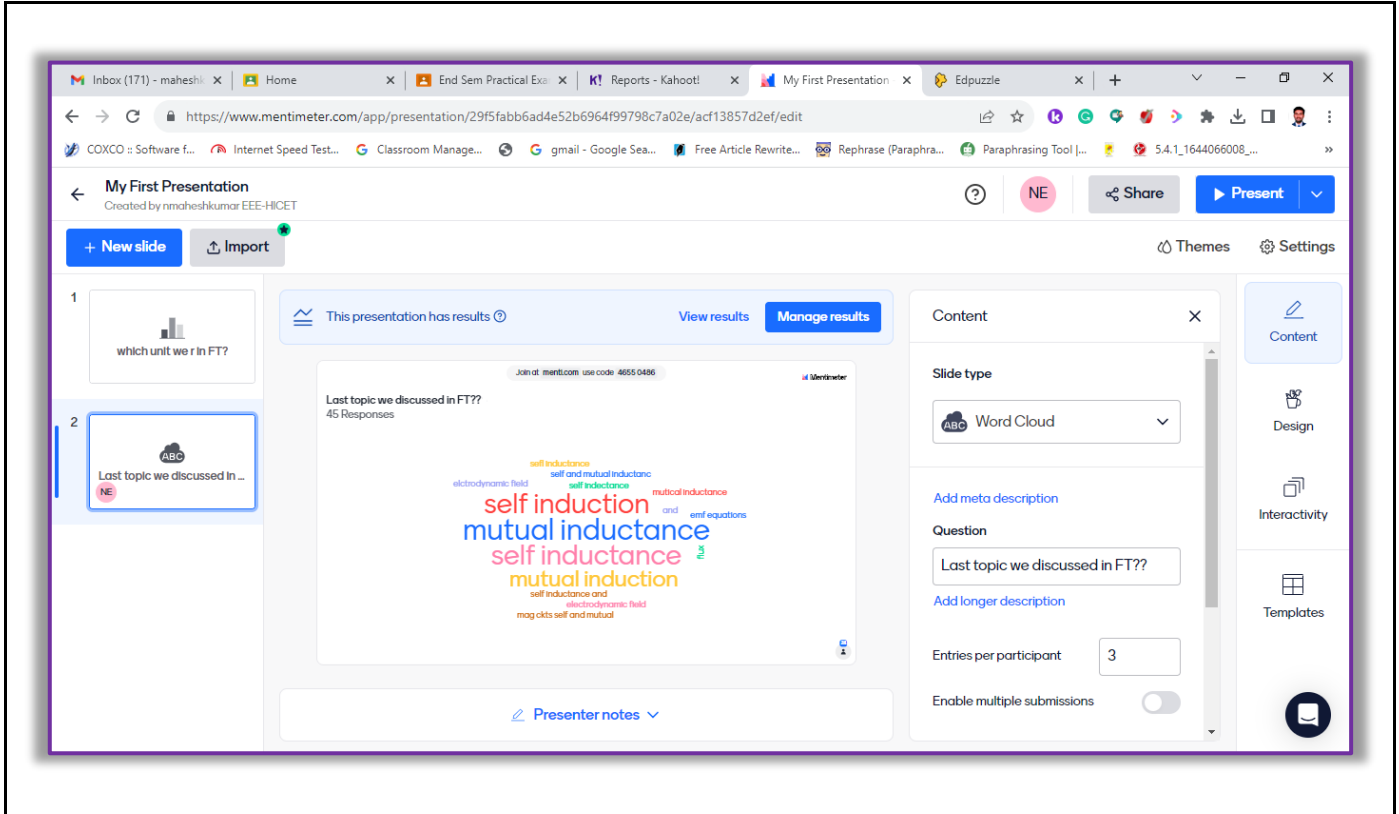


Figure 2.2.1.14: ICT Tools

Table 2.2.1.1: List of e-Content Prepared by Faculties

S No.	Name of the Faculty	Subject Name	Topic	Web link
1.	Dr Mathan K	Microprocessors and Microcontrollers	Introduction to Microprocessors	<a href="https://youtu.be/CpTGmufm6hQ?si=GBvyyiirrNZ1ZqPK2">https://youtu.be/CpTGmufm6hQ?si=GBvyyiirrNZ1ZqPK2</a>
2.	Mrs Nandhini B	Basics Of Electrical Circuits	Combination of Resistors	<a href="https://youtu.be/DJ9TL0WUyB4">https://youtu.be/DJ9TL0WUyB4</a>
3.	Mr Saravanakumar K	Basics of Electrical and Communication Engineering	Miniature Circuit Breaker (MCB)	<a href="https://youtu.be/tPWr7nE3LkU">https://youtu.be/tPWr7nE3LkU</a>
4.	Mr Maheshkumar N	Power Electronics	Choppers	<a href="https://youtu.be/XLaddX4Eaa0?si=KgQUb_jrJzXu7F8t">https://youtu.be/XLaddX4Eaa0?si=KgQUb_jrJzXu7F8t</a>
5.	Mr Radhakrishnan P	Control System	Basics of Control System	<a href="https://www.youtube.com/watch?v=_nborLqGF7A&amp;t=532s">https://www.youtube.com/watch?v=_nborLqGF7A&amp;t=532s</a>
6.	Dr Rajeshkanna R	Linear Integrated Circuits	Integrator using Op-Amp	<a href="https://youtu.be/iph5wBXGOhw">https://youtu.be/iph5wBXGOhw</a>

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7.	Mr Joshua Daniel S	DC Machines	Basic Rules Governing Operating Principle of DC Motor	<a href="https://youtu.be/rB6JWF7OI4M?si=xqeKHdfe8n0H9YsX">https://youtu.be/rB6JWF7OI4M?si=xqeKHdfe8n0H9YsX</a>
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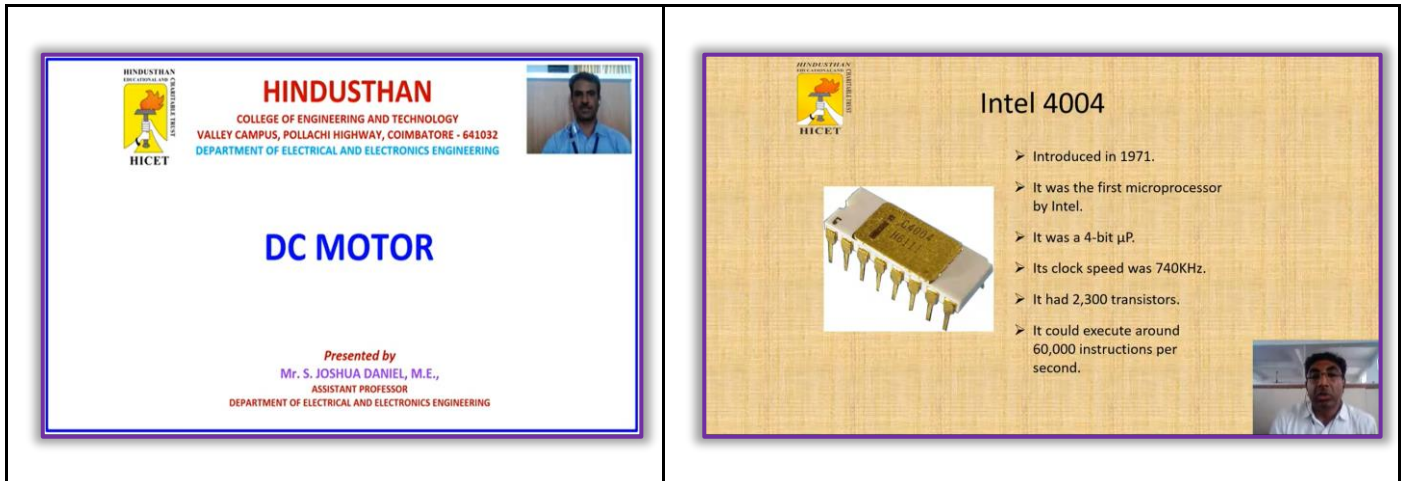


Figure 2.2.1.15: YouTube Channel Video Contents



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The screenshot shows the 'e-Campus' dashboard for student ABHINAND M R. The page includes a navigation menu on the left with options like 'MY PROFILE', 'TIME TABLE', 'ATTENDANCE', and 'CLASS NOTES'. The main content area is titled 'DASHBOARD' and features a 'Faculty Feedforward' table and an 'Attendance' table. The user's profile information is displayed on the right, including their name, roll number (20105001), and class (IV - Year B.E EEE).

#	Component Name	Academic Year	Semester	Start Date	End Date	Status
1	2023-24 ACEDAMIC YEAR PHASE I FEEDBACK	2023	Odd	21-08-2023	09-09-2023	Closed
2	2022-2023 EVEN Sem FeedBack Phase II	2022	Even	02-05-2023	31-05-2023	Closed
3	2022-2023 ODD Sem Phase II feedback	2022	Odd	28-03-2023	30-04-2023	Closed
4	2022-2023 ODD Sem FeedBack II	2022	Odd	08-11-2022	10-12-2022	Closed
5	2022-2023 ODD Sem FeedBack	2022	Odd	12-09-2022	31-10-2022	Closed
6	2021-2022 ODD Sem FeedBack	2021	Odd	15-12-2021	31-01-2022	Closed

#	Semester	(%)	No Of Hours			Total OD (Hrs)	Total ML (Hrs)
			Total Hours	Total Absent	Total Present		

The screenshot shows the 'e-Campus' class notes page for student SUGUMARAN T. The page is titled 'CLASS NOTES' and displays a table of class notes for the selected semester (I). The table lists subject names and their corresponding notes. The user's profile information is shown on the right, including their name, roll number (720722105057), and class (II - Year B.E EEE).

#	Subject Name	Notes
<b>CHEMISTRY FOR CIRCUIT ENGINEERING</b>		
I Year Syllabus		
1	CHEMISTRY FOR CIRCUIT ENGINEERING	Chemistry for Circuit Engineering
2	ENGINEERING DRAWING	Notes Unit-I
3	ENGLISH FOR ENGINEERS - I	CHEMISTRY IN EVERYDAY LIFE
4	ENTREPRENEURSHIP AND INNOVATION	Notes Unit-II
5	Indian Constitution	WATER TECHNOLOGY
6	MATRICES AND CALCULUS	Notes Unit-III
7	PROBLEM SOLVING USING C PROGRAMMING	ELECTROCHEMISTRY & CORROSION
8	UNIVERSAL HUMAN VALUES	Notes Unit-IV
9	LIBRARY	ENERGY SOURCES & STORAGE DEVICES
10	TUTOR WARD MEETING	Notes Unit-V
		SPECTROSCOPY

Figure 2.2.1.12: e-Campus Learning Management Tool

### k. Flipped Classrooms and Mini Projects

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*Figure 2.2.1.15: Flipped Classroom*



*Figure 2.2.1.16: Students Involved in Mini Project*



*Figure 2.2.1.19: Collaborative Learning*



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**DEPARTMENT OF INFORMATION TECHNOLOGY**

**FLIPPED CLASSROOM**



 **GPS Map Camera**



Google

**Malumichampatti, Tamil Nadu, India**

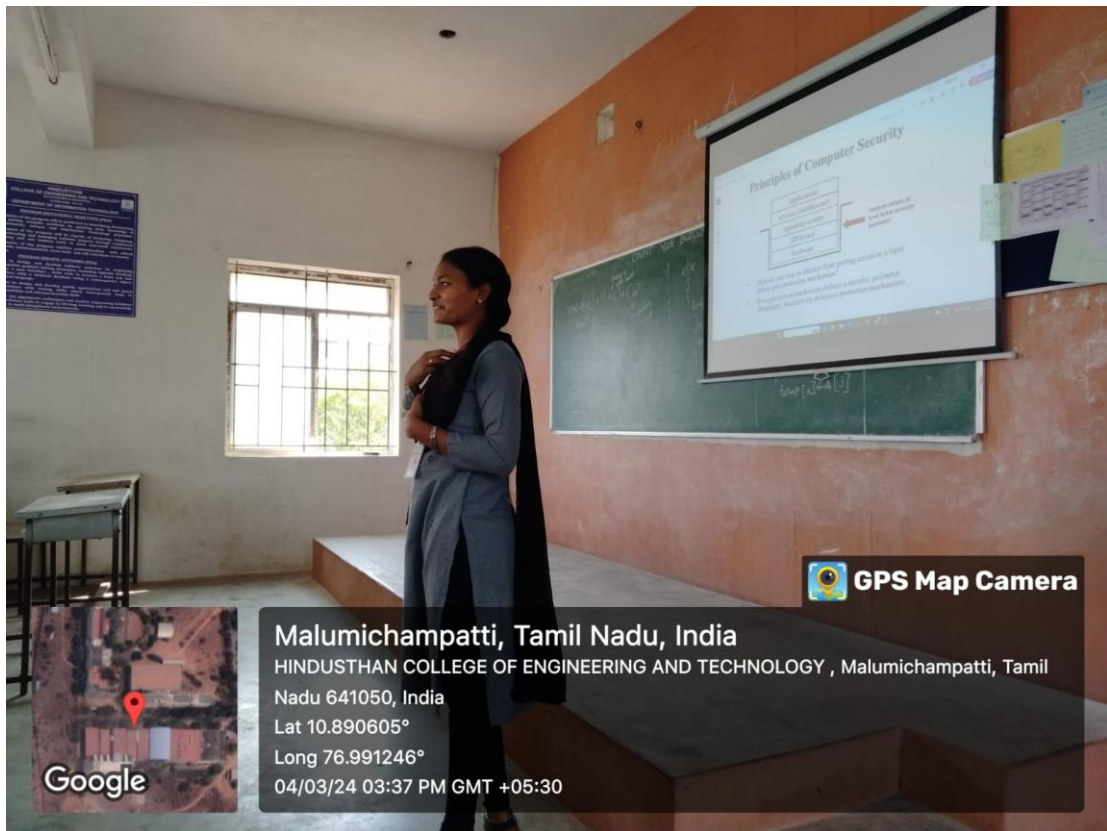
HINDUSTHAN COLLEGE OF ENGINEERING AND TECHNOLOGY , Malumichampatti, Tamil


Nadu 641050, India

Lat 10.890605°

Long 76.991246°

04/03/24 03:09 PM GMT +05:30



 **GPS Map Camera**



Google

**Malumichampatti, Tamil Nadu, India**

HINDUSTHAN COLLEGE OF ENGINEERING AND TECHNOLOGY , Malumichampatti, Tamil

Nadu 641050, India

Lat 10.890605°

Long 76.991246°

04/03/24 03:37 PM GMT +05:30

*M. Sabarajin*  
HoD



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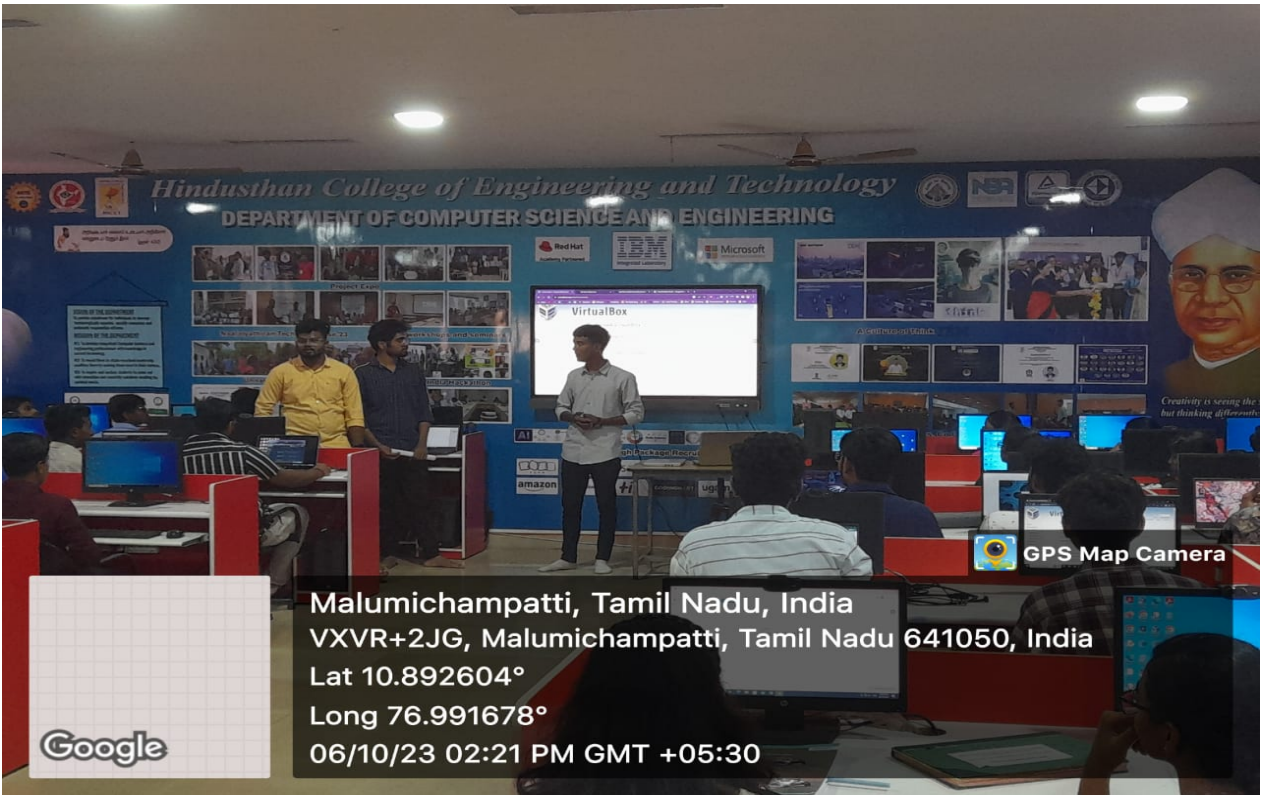
Autonomous Institution, Approved by AICTE, New Delhi, Affiliated to  
University



Valley Campus, Pollachi Highway, Coimbatore 641032.

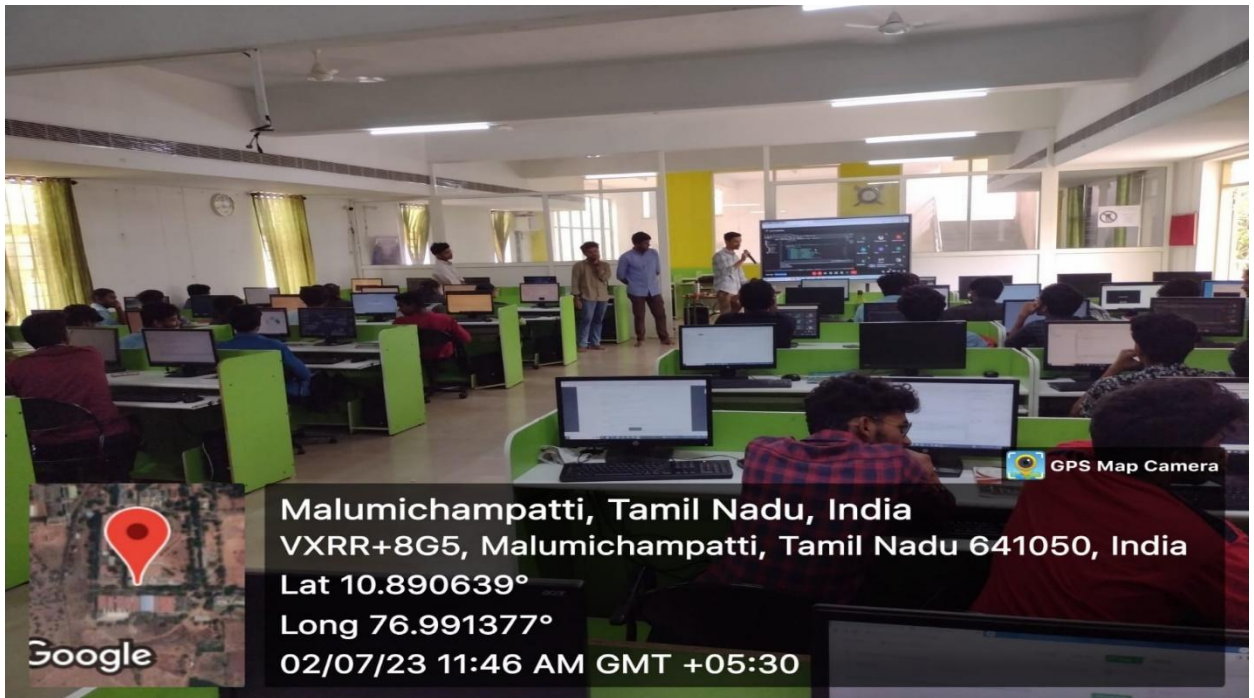
DEPARTMENT OF COMPUTER SCIENCE AND ENGINEERING

*“Technology is best when it brings people together”- Matt Mullenweg*



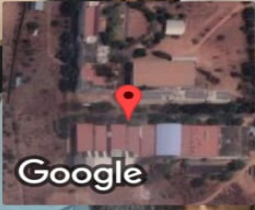
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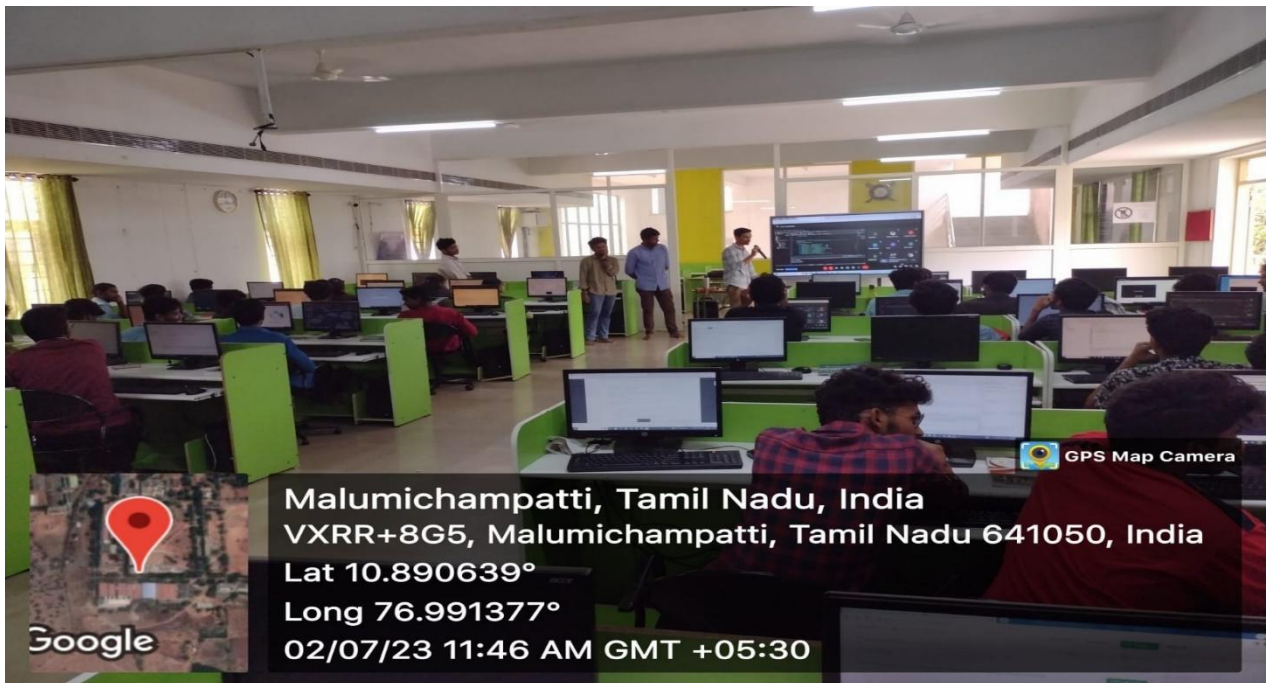


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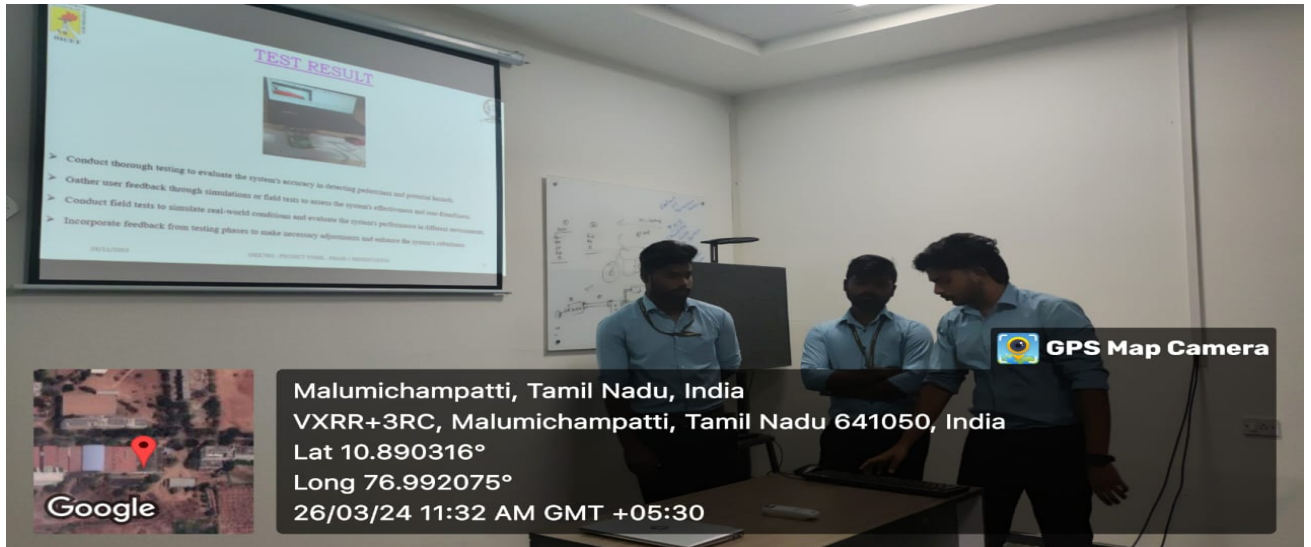
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VXRR+8G5, Malumichampatti, Tamil Nadu 641050, India  
Lat 10.890638°  
Long 76.991168°  
17/11/23 12:15 PM GMT +05:30



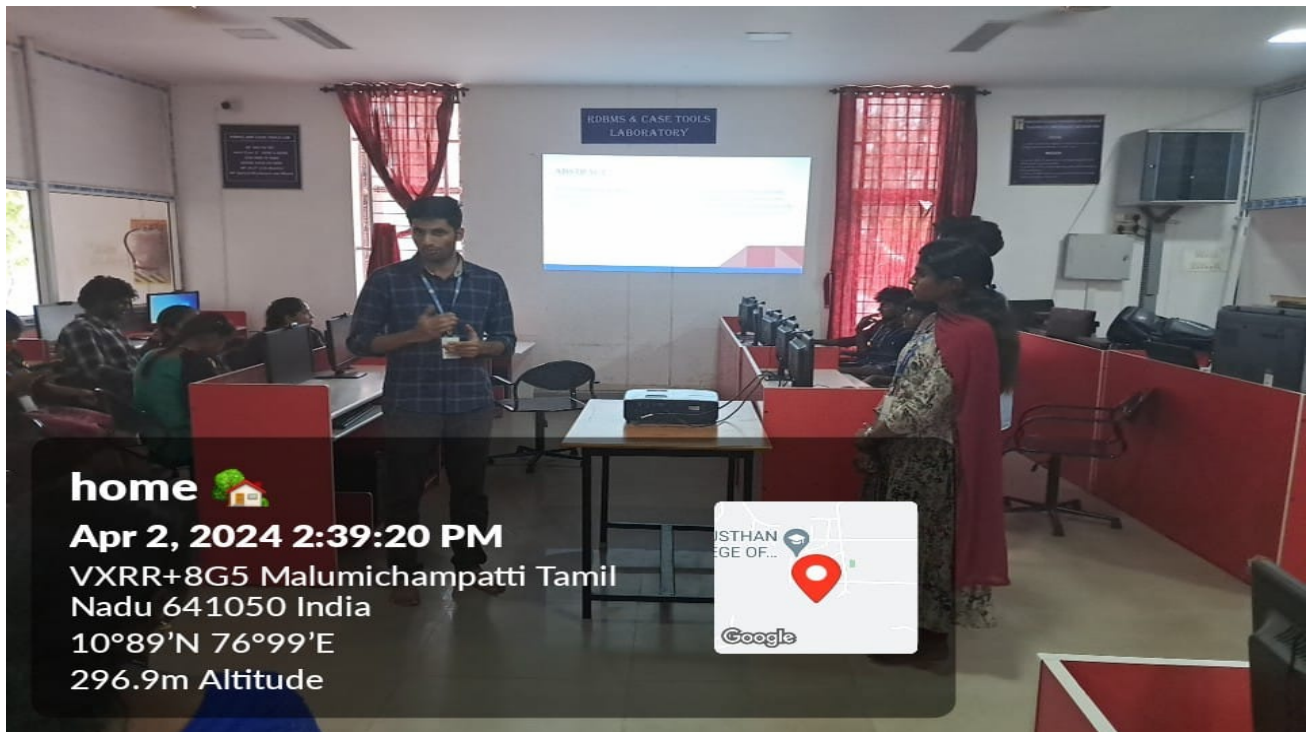
Malumichampatti, Tamil Nadu, India  
VXRR+8G5, Malumichampatti, Tamil Nadu 641050, India  
Lat 10.890639°  
Long 76.991377°  
02/07/23 11:46 AM GMT +05:30




 **GPS Map Camera**

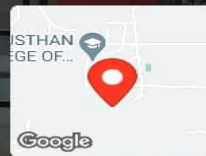


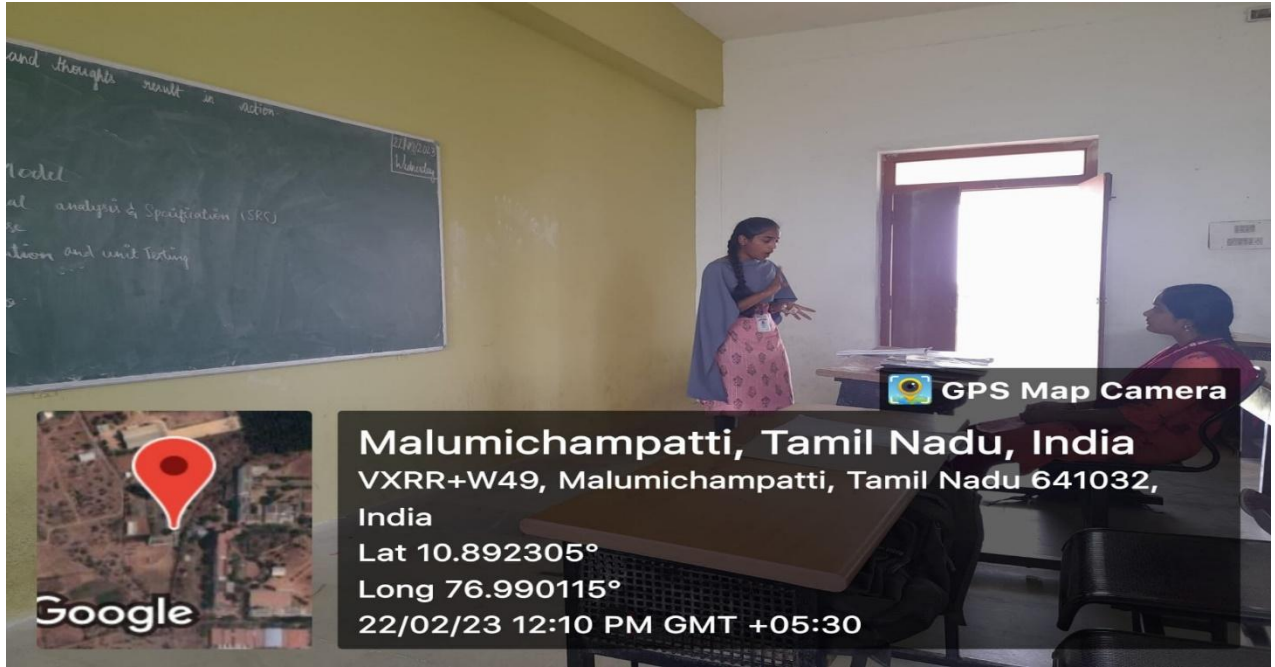
Malumichampatti, Tamil Nadu, India  
VXRR+3RC, Malumichampatti, Tamil Nadu 641050, India  
Lat 10.890316°  
Long 76.992075°  
26/03/24 11:32 AM GMT +05:30



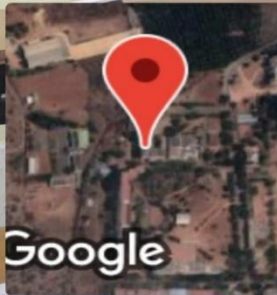
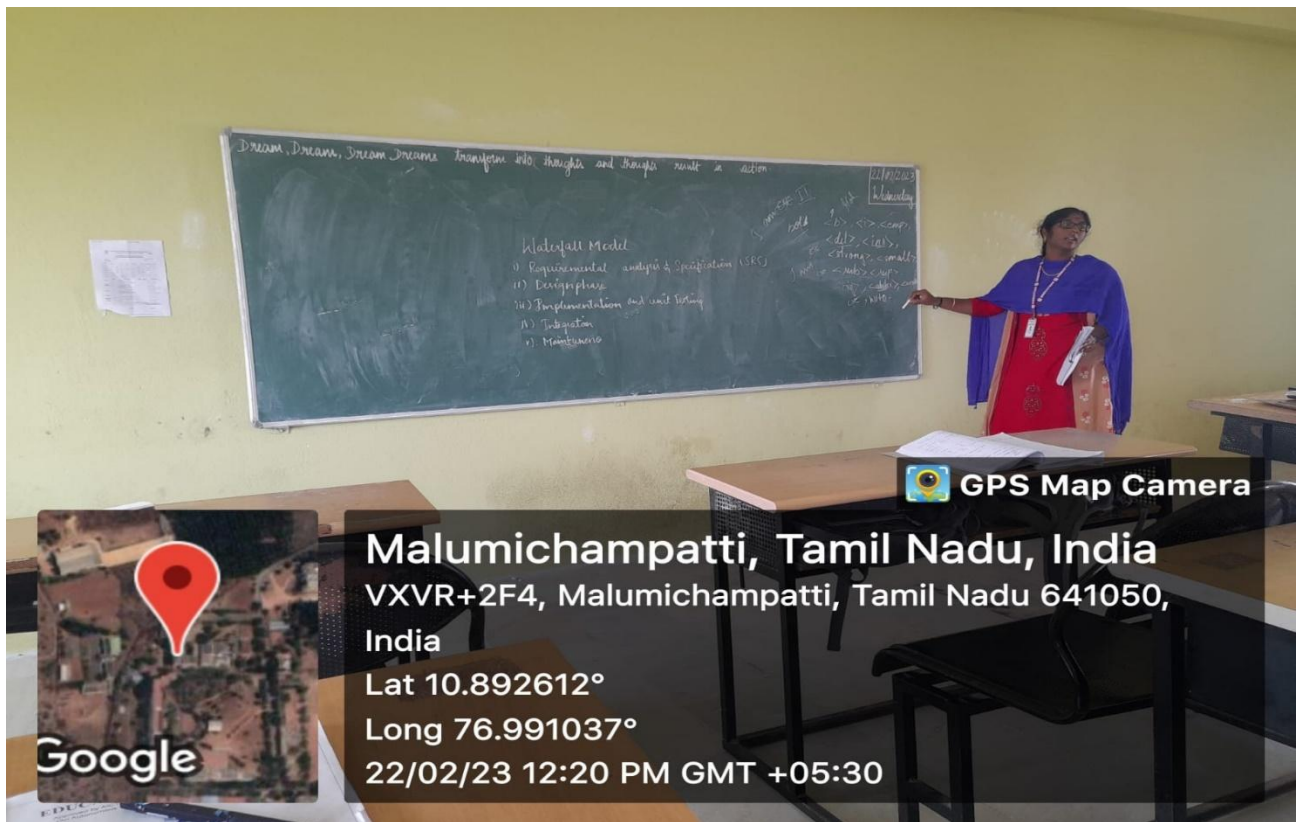
**home** 

**Apr 2, 2024 2:39:20 PM**  
VXRR+8G5 Malumichampatti Tamil  
Nadu 641050 India  
10°89'N 76°99'E  
296.9m Altitude

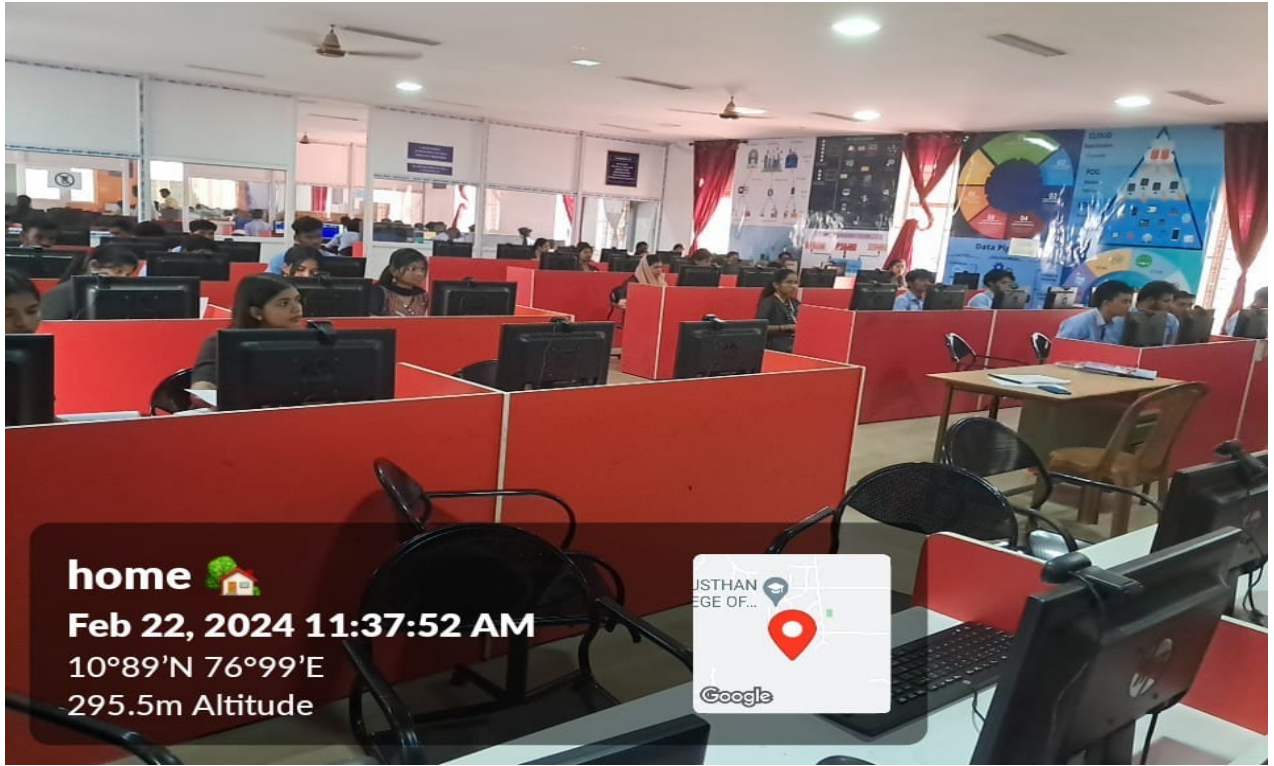




**Malumichampatti, Tamil Nadu, India**  
VXRR+W49, Malumichampatti, Tamil Nadu 641032,  
India  
Lat 10.892305°  
Long 76.990115°  
22/02/23 12:10 PM GMT +05:30



**Malumichampatti, Tamil Nadu, India**  
VXVR+2F4, Malumichampatti, Tamil Nadu 641050,  
India  
Lat 10.892612°  
Long 76.991037°  
22/02/23 12:20 PM GMT +05:30



home 🏠

Feb 22, 2024 11:37:52 AM

10°89'N 76°99'E

295.5m Altitude

