

SCMS SCHOOL OF TECHNOLOGY AND MANAGEMENT

The Annual Quality Assurance Report (AQAR) of the IOAC (For Affiliated/Constituent Colleges)

2014-15

7.2 Best Practice

Describe at least two institutional best practices Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

Best Practice 1:

- 1. Title of the Practice:** Parivarthana – Be the change you want to see
- 2. Goal:** ‘Parivarthana’ is a social responsibility initiative of SCMS which aims at creating a wave of awareness among school students in Ernakulam district about social issues that concern them directly through entertaining yet thought-provoking performance by MBA students as influencers.
- 3. The Context:** The biggest challenge is in coming up with a script for the program which has to be riveting and entertaining to the school-going community (that too cutting across all social, economic and regional backgrounds) and yet successful in delivering key content. Other challenges include training the teams, liaising with various school managements and managing the expenses.
- 4. The Practice:** A theme is chosen as part of Parivarthana each year. The entire batch of students from MBA are divided into various groups of 10 members each and then sent to schools in the district to propagate the chosen ‘social message’ in the prescribed format. The students present the 1 hour program and collect written feedback from the school community on the quality of the experience learnings.
- 5. Evidence of Success:** The program which was initiated in 2011 has already covered 45000 students across 120 plus schools. There has been an increase in the number of schools year on year from 83 in 2011 to 100 plus in 2013.
- 6. Problems Encountered and Resources Required:**

Financial: The students were transported to the various schools in tempos hired by the college. Teams which had back-to-back sessions in schools were also provided with lunch kits and refreshments, the costs of which had to be borne by the college.

Human: The Human resource being the backbone of the program, students and faculty needed to be spared on the earmarked dates. This involved lots of manpower planning and scheduling at the institutions end.

Material: Coming up with a script for the program which has to be riveting and entertaining to the school-going community (that too cutting across all social, economic and regional backgrounds) and yet successful in delivering key content was a challenge.

Best Practice 2:

1. Title of the Practice: New Method of Student Seminar Assessment

2. Goal: To improve the quality of the seminar pattern followed by the students.

3. The Context: The pattern followed by the students earlier is non competitive and just for the sake of completing their turn and for many of the students it was not at all an effective presentation. In this context the institute decided to innovate the standard of seminar presentations.

4. The Practice: Seminar presentations on topics assigned from the scientific literature or on subjects related to a current research project are an integral part of the course curriculum. The efforts made by the institute were quite clearly reciprocated by the students by greater willingness to actively participate in their own learning process.

I.A clearly written abstract of the seminar will be submitted by the student three days before the seminar to the seminar coordinator and the it will be displayed on the departmental notice board for the reference all students and faculty members

II.An innovation found particularly useful by the faculty was the feedback evaluation of the seminar presentation.

III.Besides the name of the speaker, topic, the faculty have included the following criteria for the evaluation purpose.

- a) Selection of topic
- b) Literature review
- c) Presentation skill
- d) Objectives of the talk
- e) Novelty of methodology
- f) Effectiveness of discussion

IV.For each of the above mentioned criterion, three grade points were given as – poor/average/fair.

V.The student who scores an overall three ‘poor’ grade will be asked to retake the seminar on another date after better preparation.

VI.If the student score less than 3 ‘poor’ and ‘fair’ and ‘average’ for most of the criterion, the student is considered as “pass”.

VII.It further gives a student an opportunity to communicate and respond to an audience.

5. Evidence of Success: Students begin to show better performance during the seminar sessions. All of them were able to get the “pass” score during seminars. Communication skill of the students increased. Moreover awareness on the need for presenting scientific data confidently is developed among students.

6. Problems Encountered and Resources Required

There are no problems encountered for achieving this objective. The seminar coordinator takes the charge of printing and distributing evaluation form during seminar sessions. The forms were collected after seminars and further assessment were made during faculty meeting for determining the score of the student.