

## **Best Practice 1:**

### **Title of the Practice- Practice of “Quest to Know” Sessions by Faculty**

**Objective of the practice:** In order to deliver the course in comprehensible and interesting manner with full involvement of the students on one hand and with contents of latest industry practices and examples, involving the use of pedagogy like case studies, role-play, video, discussion etc. on the other, the Practice of “Quest to Know” Sessions by Faculty has been introduced.

**The Context:** Management education is going through a transformation. Given new ages technologies, disposition of the students and external avenues available for learning, the teaching-learning in the B-Schools has got to be made market relevant and interesting. A faculty is expected to updated knowledge and use innovative pedagogy to make it happen. Therefore, it is felt necessary that a faculty should share their knowledge and experiences related to latest concepts/trends/books/articles/insights in front of the Director, faculty and students of the Institute wherein they demonstrate how they are making their subject delivery interesting for the students and relevant to current market needs. In addition they would get constructive suggestions from fellow faculty members to deliver the course in best possible manner. This is an classic example of 360 degree evaluation and internationalization of the quality endeavours.

**The Practice:** At the end of the Academic Year every faculty is asked to prepare a competency matrix including the list of subjects of their expertise and the subjects they have taught for himself /herself which is then vetted by the Director. Based on competency matrix, 45 days before beginning of the semester, subjects are allotted to the faculty and they are asked to deliver the session on a particular topic from the subject in presence of faculty members and students of the Institute. The delivery of the faculty is judged on the following parameters: - • Contents • Citing industry case studies • Application Orientation • Pedagogy encouraging learner's participation • Communication and body language • Giving take home messages for further study. The faculty is then given constructive feedback on the above parameters and asked to prepare the course delivery keeping in mind the above parameters as well as expectations and interest of the students. As a follow-up sub practice in every faculty meeting 2 faculty members by rotation are asked to present the latest developments in their domain. This practice also helps them to keep updated with the latest practices and trends in the industry to be shared with the students in the class. This practice is unique and healthy in the scene that the faculty

members get sufficient time and input to prepare their delivery thus benefitting the students, faculty members as well as the institution.

**Evidence of Success:** After implementation of this practice, not only the students but also the faculty members are satisfied as evident from the feedback. Faculty members have developed a habit of going well prepared for the lecture. The Knowledge quotient as well as employability of the students has improved as evident from the placement scenario. The Institute has got positive feedback from the parents and other stakeholders.

**Problems Encountered and Resources Required:** Faculty had to be convinced to prepare the competency matrix. The faculty did not initially agree for giving Exposition Lecture for obvious reasons of feeling of being subjected to evaluation and scrutiny. Lots of discussions and counselling had to be done. The fellow faculty colleagues unwilling to give suggestions to faculty. There was a feeling that it is time consuming exercise and time has to be squeezed out of schedule. However later all the faculty members agreed that this is the right kind of exercise for creating learner centric environment.

## **Best Practice 2**

### **Title of the Practice: Sustainable Energy Management Practices**

**Objective of the Practice:** It aims at more efficient resource use and stewardship, with the goal of keeping the negative socio-ecological effects of resource use within reasonable bounds, **to achieve and maintain optimum energy procurement and utilisation**, throughout the organization and to sensitize the students towards environmental and emerging sustainability issues

**The Context:** Increasing electricity consumption and rising electricity bill was major area of concern for the Institute. As it form one of the important constituent of utility cost, the institute was in a process to find out a way to inculcate the spirit of energy conservation, energy saving and reduction in the energy use. The monthly average electricity bill was in the range of Rs. 60000 to 80000.To explore and to sort out this issue, the students and staffs were exposed to energy problems through expert talks and then they were asked for strategies to save and conserve energy.

**The Practice:** Considering the existing and future electricity needs, the college development authorities prepared the proposal to install Solar Power project of 50 KWP and completed the same within year's time. Under green and clean campus initiatives around thousands of trees of different varieties were planted inside and outside the campus. Awareness and Guidelines related to energy saving practices generated among staff, students and faculty. The systems and processes set up for the periodical regular cleaning, servicing of solar panels, electrical equipments. Existing tubes and bulbs were replaced by Led bulbs and Tubes to save energy. Wherever required, the circuit breakers or energy saving equipments installed.

**Evidence of Success:** 1). 70 to 80% saving in electricity consumption 2).The substantial reduction in heat intensity owing to the tree plantation especially during summer season 3). Considerable reduction in paper use at campus.

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

Initially it was a very difficult to break the habitual practices of using the electricity and papers. The overcoming the behaviour and psychological issue was a major challenge. The frequent supervision, monitoring and follow up, ultimately, the institute get success in developing energy saving practices.