7.2 Best Practices

Two of our Best Practices are:-

1. ICT enabled Teaching Learning Practice
2. Strengthening Research Culture at HNIMR

I. Best Practice:

1. **Title of the Practice:**

   ICT enabled Teaching Learning Practice

2. **Objectives of the Practice:**

   I. To develop ICT literacy and ICT capability among students and faculty members.

   II. To allow e-learning or online learning for students and faculty members.

   III. To make teaching and learning interactive and collaborative.

   IV. To provide uninterrupted education during the pandemic as well.

3. **The context**

   Education is a socially oriented activity. During the year 2019-20, whole world was badly affected by Covid-19. Due to this pandemic situation, all fields get affected. Education sector was one of it. Information and Communication Technology - ICT has become an integral part of teaching learning process. Effective use of technology makes the class more dynamic, motivates students and renews teacher's enthusiasm as they learn new skills and technologies. Adoption and use of ICT in education have a positive impact on teaching, learning and research. ICT appears as a 'bridge' to break the distance and 'survive' the learning. In case of distance, teachers can use ICT through video conference to enable them teach or monitor the students learning process.

4. **The Practice:**

In this digital era, ICT use in the classroom is important for giving students opportunities to learn and apply the required 21st century skills. All the classrooms in the institute have shot throw projectors and smart boards. All the faculty member's take the sessions using same. Whole campus is wifi connected. Even in the institute we got a digital library. At the time of induction program, popularly known as 'MBA Pilot Study program' at HNIMR training to use Library, Lab and classroom e-resources is provided to the students. During pandemic most of the subject teachers extensive used Google Classrooms for the subject. Sessions continued on online platform from remote places wherein all the participants where participating in the class from various locations. Even evaluations were conducted on online platform. The assessment happened with the use of digital devices to assist in the construction, delivery, storage or reporting of student assessment tasks, responses, grades or feedbacks.

ICT Teaching enabled teaching learning at HNIMR comprises of 4 channels

1. Online education
2. Use of apps i.e. Zoom, Google Meet etc.
3. Platforms for online education i.e. Swayam, Udemy etc.
4. Different e-contents.

Impact of the Practice:

On the students:

1. Students started learning from online resources also.
2. Student meet teachers as well as fellow classmate's / batch mates online and got required subject knowledge.
3. Learning is not restricted to time and place. Students could learn anytime and from any place.

On the faculty members:

1. Faculty members started doing various certification programs run by famous universities to learn various kills or update subject knowledge.

2. Faculty members participated in various in-service training programs and workshops which are essential for his professional development.

3. Faculty members started guiding students more rigorously about the learning materials available on internet, e-books, e-journals, e-magazines and social sites which are helpful to students to gain subject knowledge.

5. **Evidence of Success:**

During the interaction with mentor, students have always conveyed that they like the learning through ICT tools. In the university exam held in the month of Nov-Dec. 2019 the result of students was very promising. From 18th March 2020 the college were closed due to lockdown but due to ICT use the teaching learning didn't stop. With the help of ICT during this time the institute could complete the syllabus, evaluation and assessment of students. Various co-curricular activities were also organised on virtual platform. The institute even ensured grooming of the students with use of ICT. The institute has shifted most of its Teaching Learning functions to ICT. HNIMR trained its sister concern, a UG college – Siddhivinayak College of Arts and College on use of ICT in its operations.

6. **Problems encountered:**

All of the students and faculty members may not be comfortable using ICT in Teaching Learning process due to various reasons i.e. Technology illiteracy, unwillingness to move out of comfort zone etc. Here the institute provided time to time training to reduce the anxiety and increase the acceptance towards ICT in education.

In case of faculty members, initially few of them had a fear that if they use ICT in teaching Learning practice, they may lose control on the class.

The repetitive training helped to solve this problem. Eventually faculty members realised that the content is the key.

Good internet connection is a great challenge. Moreover, ensuring it at student's end is challenging further. Here the institute created blend of online and offline session. Learning from other resources was kept as per convenience of students.

Initially it was hard to change students perceived cycle of education. But eventually they got adopted to use to ICT in Teaching Learning process.

7. **Resources required:**
   - Network with broadband connectivity and grid architecture.
   - Contents in e-formats.
   - Tools and techniques offering facilities to learners and faculty members.

II. Best Practice:

1. **Title of the Practice:**

   Strengthening Research Culture at HNIMR

1. **Objectives of the Practice:**
   1. To encourage students to carry out their own piece of research.
   2. To improve quality of research by faculty members and encouraging them to contribute in the body of knowledge.
   3. To make students look at strengths and weaknesses of different approaches, rather than blindly acquiring knowledge.
   4. To publish more and better in the field of research.

2. **The context:**

   Research is careful search for new facts in any branch of knowledge. The question of quality of research underscores whether the facts gathered through research enriches the knowledge ecosystem in a significant manner. Thus the question of quality of research has become most

important. Research is of fundamental importance to business school. Over the period of time HNIMR has cultivated the research culture in the institute. Research cell at HNIMR strives to strengthen it.

3. **The Practice:**

HNIMR has a robust curricula and classroom pedagogy to arose students' intellectual curiosity. The institute uses open-ended and practical problem-solving driven teaching, learning and assessment process. In order to overcome the research-writing-skill deficiency among student's various activities are planned like article review, case study solving, theme-based writing etc. Students are also encouraged to write research papers along with faculty guide. Every year the institute organises inter-collegiate Summer Internship Project presentation competition titled – Horizon to cultivate research culture among the students.

Likewise, HNIMR also organises conferences at the institute wherein students and faculty from the institute and other institute write and publish their research papers.

The institute encourages its faculty members to publish their papers in CARE reference list journals.

The institute tries to maintain highest standards of integrity in academic research.

4. **Evidence of Success:**

In the year 2019-20, 23 research papers are being written by HNIMR faculty members in National / International Journals. Out of these few are published in Scopus indexed Journals, UGC care journal and peer reviewed journals.

Research papers are written along with students by the faculty members. Under majority of the subjects, one of the assignment i.e. case study, research paper/article review, drafting proposal, theme-based writing is inculcated with the intention of cultivating writing skills of the students.

The students of the institute work as the editor of the college newsletter – 'Vrittant'.

After joining the industry many of our students informed us that they could actually apply the theory in practice at the work place.

5. **Problems encountered:**

All the students may not be interested to work in the field of research. From first semester only the subject teachers through subject assignments figure out the students with good writing skills and research abilities.

Finding time for research from the routine work is difficult for the faculty members. Here the research cell plays a vital role is counselling them. With proper time management and prioritisation this problem gets settled. Getting student and faculty members research work published in CARE Listed Journals is challenge. During the year 2019-20 HNIMR encouraged its faculty members and students to write research papers in the National conference organised at the institute and the selected papers were published in UGC CARE Journal.

Biggest problem of the research done by the students is of plagiarism. At our college we encourage the students to write the research paper along with the faculty guide which helped us to overcome this problem and ensure inculcating quality research habit in the students.

6. **Resources required:**

Student and faculty member's willingness to do quality research, SPSS software, support from research cell.