

INSTITUTIONAL BEST PRACTICES

BEST PRACTICE 1:

1. Title of the Practice: Management Funded Research Projects (MRP)
2. Objectives of the Practice:
 - a. To undertake high level, multi-disciplinary / inter disciplinary / intra disciplinary Research Projects which are beneficial to the community.
 - b. To strengthen the research culture on campus and motivate the faculty to apply for funds and research fellowships offered by National and International Agencies. To ignite the research culture in the student community, they are encouraged to be a part of the Research Projects.
 - c. To promote the publishing of faculty and student research findings in recognized peer-reviewed Journals/ SCOPUS / Web of Science/ UGC CARE list.
3. The context that required the initiation of the practice:

The academic environment in an institution is dependent on teaching, learning and research activities. The Centre for Scientific Research and Advanced Learning established in 2005 with the objective of strengthening Research & Development at the Institutional Level took measures to encourage faculty to apply for UGC research projects. With the UGC funded projects becoming limited, the Management in 2014 took the initiative to introduce Management funded projects with the objective of encouraging faculty and students to pursue research and also publish articles and papers in high impact journals.

4. The Practice

Mount Carmel College extends financial support to its permanent teaching faculty, to undertake interdisciplinary and intra-disciplinary research projects. The nature of projects are:

- Minor Research Projects for a period of 12 months with maximum financial grant up to 2 lakhs
- Major Research Projects for a maximum duration of 24 months with financial grant up to 5 lakhs

The Governing Body sanctions the Management Research funding budget at the beginning of the academic year. The faculty is asked to submit project proposals as per the format given by the Research Centre with budget requirements clearly stated. The proposals are subject to internal and external committee review. The approved projects are sanctioned and funds are allotted for both recurring and non-recurring expenditure like books & journals, equipment, hiring service, chemicals & glassware, travel & fieldwork etc. The progress of the Research projects, are periodically reviewed by the Research Centre to ensure the timely completion of the projects. Every year the budget allocation is enhanced as per the number of project proposals received.

5. Evidence of Success

Since its inception in 2014, 121 research projects have been approved and executed. This has given an opportunity for both faculty and students to undertake minor and major research projects. This initiative by the management has motivated and strengthened the research culture on campus.

6. Obstacles faced if any and strategies adopted to overcome them

Obstacles:

- Continuation of these projects with the external funding agencies is challenged.
- The conversion rate of the research projects into patents and products was limited.

Strategies adopted to overcome the obstacles:

- The Research Centre focused on continuous monitoring of External funding agencies with regard to the submission of Multidisciplinary / Interdisciplinary Minor and Major proposals.
- The Management planned on the establishment of the Incubation, Innovation and Entrepreneurship Centre.

Best Practice 2:

1. Title of the Practice: Activity Based Learning - Thank God it's Friday (TGIF)

2. Objectives of the Practice:

- a. To promote learning as an exhilarating, motivating and transformative experience for student community
- b. To promote intradepartmental activities with the objective of developing communication skills and improved resilience among students
- c. To build on the overall skill sets which would enhance the placement opportunities of the students
- d. To foster overall well-being of students and educators

3. The context that required the initiation of the practice:

The Department of Business Studies in the year 2015 conceptualized “Thank God it’s Friday” as a pedagogical solution to discover the joy of learning and build the skill ecosystem at the Institution for their students. As an outcome of sensitization effort, the department under the guidance of faculty coordinator commence industry relevant pursuit. The activities undertaken by the forum attempts to bridge the gap between industry requirement and traditional teaching methodology. The activities are collaborative, induces cooperative learning, co-working in a symbiotic manner that leverages collective wisdom.

4. The Practice

TGIF is a forum which organises series of events throughout the year. The events conducted each year is based on a theme relevant to the current business condition/requirement. For example the theme for a session could be time management, team building, macroeconomic policies etc. The forum provides an opportunity to all the students in the department to participate in the events that is marked by fun, laughter and joyful environment while also enabling students to enhance their skills and abilities to comprehend and solve complexity of life. TGIF is incredibly powerful as it drives passion, fuels curiosity, fosters creativity and encourages fun and innovative ways of learning.

5. Evidence of Success

TGIF is “Learning by Fun” experiment that has helped students to pick new skills and knowledge through their interaction with industry experts and activities. The student’s involvement and the enriching experience has helped them to make a smooth transition at workplace. The additional knowledge, creative know - how and skill sets have proved to enhance their abilities to perform their jobs more effectively. The core team members of TGIF have been successfully placed in companies like JP Morgan, Accenture, McKinsey etc.

6. Obstacles faced if any and strategies adopted to overcome them.

The practice does have potential limitations. With the popularity soaring the TGIF fun events among the students, it slowly showed the signs of competitive pressure to get the class points. The class prefects filtered the performers for their events and chose the best performers of the class rather than give opportunity to someone who is naïve. These changes were underplaying at the informal channels of communication of the class. However, this required active intervention of the faculty who ensured opportunity for all the students and assured healthy competition.