BEST PRACTICES ADOPTED BY DR MPS MEMORIAL COLLEGE OF BUSINESS STUDIES
(2016-2017 session)

Title of the Practice:

1. 'Presentation skill development practices through mandatory pre-presentation session for specific event, be it National Seminar, Biotechnology Poster presentation, IT business Plan, academic paper writing through 'Workshop on Writing Academic and Research Papers'.

2. Initiated use of ICT in teaching – learning process (in initial implementation stage)

Goal: Understanding and applying basics of writing academic paper(s) to help teachers and students with the process of academic writing be it student thesis, project report, technical paper, articles.

Enhance students and teachers communication and presentation skills while presenting/reading their papers in seminar/workshop/symposium or to masses.

Engage students in cognitive and experiential learning through use of ICT in class rooms.

The Context:

Practice 1:

The genesis for designing and adopting this practice of helping teachers and student write and present their papers when participating in seminar/workshop etc. was conceived by college IQAC after observing participants(both teachers and students) fallacy in effectively deliberating/presenting their papers during the college organized National Seminar 2016 on the theme 'Changing Paradigms Amidst Current Techno-Economic Transformation' . The peer review board constituted for review/screening and selecting of research papers, to be presented during 2016 seminar put forth their dissatisfaction and observations on submitted research paper quality and depth in terms of conceptual coverage, analysis, argument and structure and language. College IQAC on suggestions given by peer review committee initiated conceptualization of this workshop on Academic Writing Process. The major challenge for effectively adopting this practice came from student and teachers communication skill and lack of clarity about motive for learning writing skills as students perceived it to be simply a requirement of course and teachers showed psychological resistance as they have already written papers in past.

Practice 2:

Practice of teachers and students downloading videos and on-line contents for their deliberations in classroom and/ or completion of class assignment, ignited our thoughts on having our own developed/designed on-line contents and engage students through on-line tests/quizzes, gradually developing virtual classes approach.

The Practices and its implementation:

Practice 1:

College IQAC in consultation with management decided that this practice adaptation be initiated in form and structure of workshop mandatory for all teachers and students (both from within college and also those from other colleges) who wish to submit their paper and present their paper during college National Seminar 2017 on the theme 'Leadership in Digital Age'scheduled for 17th & 18th February 2017.

College IQAC consulted senior academicians having large number of published research papers credited to their name and published in NAAS ranked /SCOPUS and other Quality National and International Journals. Based on their suggestions and advice, IQAC designed workshop with objective for helping teachers and students 'basics of writing' for communicating, learning and assessment of their written paper using experiential learning approach. After adaptation and acceptance of this practice in form of workshop the second practice for improving presentation skill of teachers and students will be adopted by making it mandatory as pre-presentation sessions before seminar presentation.

The scope of coverage of contents for workshop included: understanding purpose of writing and presentation, types of academic writing/research papers, qualities of good writing, data vs. knowledge, organizing your work, four 'Q's in academic writing, writing process – use of Felder-Silverman learning model and Bloom's cognitive domain approach, answering the questions – explicit and implicit demand of question/problem; A-List of analysis – Judgmental/Exploratory/Reflective, Citing and Bibliography, Finishing – Grammar, Punctuation, spelling, layout.

Pre-presentation sessions: contents included understanding audience, basics of non-verbal communication, and application of non-verbal communication tools during presentation, importance of paralanguage, kinesics and proximics during deliberations, PPTs designing and content writing.

Limitation/Constraint in designing the course structure: Students being unaware of process of writing and most of the teachers lacking structured understanding of writing techniques demanded for content coverage to be at basic level and conducted through a mix of theory-experiential pedagogy.

Practice 2:

IQAC through faculty from department of Information technology conducted series of sessions to help teachers from other department understand and use different ICT tools available freely through Google, Prenzi, Powtoon and other similar open sources.

Evidence of Success:

Initial response to IQAC initiative toward effective academic paper writing was overwhelming with 23 teachers and 28 undergraduate students registering themselves. However, two days after initiation of workshop, 05 teachers withdraw their candidature. Out of 28 students only 17 reported and out of these 17, 11students participated in all the sessions of the workshop.

The outcome of this initiated practice was observed in the terms of improved quality and depth of coverage in research papers submitted by faculty and students for National Seminar 2017. Out of 28 papers presented during the seminar, 10 papers were able to address the implications of assumptions upto 60% and reflected good analysis with logically structured contents, though syntax and bibliography needed improvement.
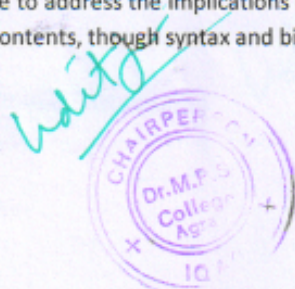
14 papers submitted by teacher and students for national seminar 2017 did attempted to address the task, with some analytical treatment though lacked clear analytical purpose but reflected adequate knowledge with intermittent reflection of proposed hypothesis significance.

04 papers showed intermittent relevance to seminar theme/subtheme and raised issues vaguely being more descriptive with little evidence of analytical assertion.

ICT in Classroom at Dr. MPS Memorial College of Business Studies is still in its infancy. Faculty from other department are still in learning phase and have initiated designing their own visuals aids, uploading the same and/or pre-recorded lectures on college server / YouTube, and learning to use Google forms for designing and developing on-line internal test.

Problems encountered and Resources Required:

Problem 1:

All the submitted papers were written with minor lapses in spelling/syntax, but were deficient in expression and bibliography.

Largely derivative papers; no personal view formed with use of cursory paraphrase reflecting plagiarized content.

Resource Required: IQAC plans conducting the workshop in format of continued education module, for which IQAC is on search out for competent interdisciplinary resource persons.

Problem 2:

Written and Spoken language (specifically English) is one of the major factor hindering enhancements of participants competency.

Resource Required: Overcoming geographical and regional constraints is a primary issue for which IQAC need resource person competent in language with regional accent and educational background understanding of participants.

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