



St. Francis Institute of Management and Research

Best Practices

Academic Year 2016-17

1. Project-based learning

Project-Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period to investigate and respond to an authentic, engaging and complex question, problem, or challenge. The core idea of project-based learning is that real-world problems capture students' interest and provoke serious thinking as the students acquire and apply new knowledge in a problem-solving context. The teacher plays the role of facilitator, working with students to frame worthwhile questions, structuring meaningful tasks, coaching both knowledge development and social skills, and carefully assessing what students have learned from the experience.

To reap the advantages of this teaching-learning method, SFIMAR initiated PBL (Project Based learning approach) in its pedagogy in the academic year 2016-2017. This approach was introduced in the Institute's IDEA Meeting (Meeting of Innovation & Development for Excellence in Academics) at the beginning of the academic year. All the faculty members gave their valuable inputs to build the PBL execution procedure and evaluation pattern. It was decided to implement PBL in all the specializations i.e. Finance, Marketing, HR, Operations and IT for MMS and PGDM courses. The evaluation criteria were well mentioned in the session plan at the beginning of the academic year. A continuous evaluation was carried out periodically to monitor the project execution.

2. Assessment of Students Participation in The Class by Programme Associate

Many times, it is observed that the level of observation by the faculty members on the students in the class participation is limited owing to the limitation in the time duration available with the faculty members or focused concentration towards completion of the topic of discussion/coverage of syllabus, etc., Ultimately, this lack of keen observation of the participating/Non-

participating students leads to wayward approach in giving internal assessment marks to the appropriate students. Hence an administrative person who is responsible for observing the participation of students as an exclusive approach is very much needed. Revised Guidelines of IQAC and submission of AQAR Page 45

Objective

To bring in a sense of increasing participation among those already participating or compelling the nonparticipants to participate, a third-party approach involving an associate whose task is only to observe and record the participation among the students is adopted.

This approach is in line with that of the best practices adopted by higher reputed B-Schools such as IIM, IIT/NIT. The Observation by the Programme Associate involved not only observing the participatory level among the students but also recording the level of participation on a scale of 4 for specific parameters. Based on a written report of observation submitted by the associates to the concerned faculty members, the faculty members prepare their expert report and submit the same to the mentors of those students who were identified by the faculty members.

Outcome expected

The outcome of this approach expected are as follows

1. Increase in the level of participation among the students
2. Owing to an increased level of participation, possible increase in the attendance percentage.
3. Overall increase in the quality of discussion and learning.

Conclusion

It is expected to reach a higher level of understanding in the learning process in the higher education system such as MBA/MMS/PGDM and innovative approaches/best practices such as the class assessment through associates will certainly increase the overall quality of the student participants and the area of discussion in the class.