



Best Practice: 1

Title of the Practice- Faculty e-Course Book for Students

Objective of the practice:

The Faculty e-Course Book efficiently serves the objective of connecting the subject notes, student performance, the academic schedule and other records digitally maintained by faculty members. This enables the digital compilation of information and archival of the same as future reference for the institution while calculating the various matrices and submitting those to concerned authorities as and when required. It enables the institution to practice green engineering and to follow a paperless model. The Faculty e-Course Book constitutes of in-house tailor-made digital notes that help in delivering the study material in a comprehensible and interesting manner. It encompasses the full involvement of students by employing contents of subject notes, latest industry practices with examples, case studies, academic schedule, etc.

The Context:

The Faculty e-Course Book is important because it enhances the student learning process. For example, a worksheet may provide a student with important opportunities to practice a new skill gained in class. This aids in the learning process by allowing the students to explore knowledge independently. It also enables a student to proceed towards concrete learning. It increases knowledge of the learners, arouses interest and enriches the imagination and thinking power of students; as a result, students learn faster, remember longer and gain more accurate information. The Faculty e-Course Book is made of modules relating to outcome based education, subject notes, student performance and the academic schedule. These Modules let faculty keep track of the program outcomes (PO) and course outcomes (CO) while mapping them with the with Program Educational Objectives (PEO). Faculty members record their basic details and other information along with Planning of the Academic schedule for the semester. Records pertaining to continuous evaluation of course delivery, corrective measure taken to improve attainment of CO's based on student's feedback and student's performance are also maintained in the Faculty e-Course Book. These records help faculty members arrive at the CO attainment level.

The Practice: At the end of the Academic year every faculty is asked to prepare a Faculty e-Course Book for the new academic year. This includes the Subject notes, Evaluation sheet and the Academic Schedule for the subjects allocated to them. The Faculty e-Course Book is judged on the following parameters:-



Contents:

- Topics covered
- Language of notes
- Citing industry case studies and examples
- Factors for student's evaluation
- Academic Schedule
- Application Orientation

Each faculty is given a constructive feedback and asked to prepare the Faculty e-course book keeping in mind the above parameters as well as expectations and interests of the students.

As a follow-up sub practice, during every faculty meeting two faculty members are asked to present the latest developments in their domain. This practice also helps them incorporate student feedbacks for keeping themselves updated with the latest practices and trends in the industry.

Evidence of Success:

- Faculty members have developed a habit of going well prepared for each lecture.
- The Knowledge quotient as well as employability of the students has improved as is evident from the exam results and placement records.
- The parents and other stakeholders have given a positive feedback to the Institute.

Problems Encountered and Resources Required:

- Faculty need time to prepare the Faculty e-course book.
- Initially, Some faculty members did not agree for giving the Faculty e-course book for reasons of being subjected to evaluation and scrutiny. They had to be counselled.
- The fellow faculty colleagues were not willing to give suggestions to each other.
- It was perceived as a time consuming exercise.



For Sheila Raheja School of Business
Management & Research


Director



Best Practice: 2

Title of the Practice: Workshop on Summer Internship Project (SIP).

Objective of the Practice: To educate students on the purpose and importance of SIP, qualities of good research, provide them with appropriate research tools, questionnaire construction techniques, report writing skills and also equip them with required soft skills and etiquettes before they embark on journey to Summer Internship Project (SIP).

The Context: As per the curriculum prescribed by University of Mumbai, students who complete MMS I should do a Summer Internship Project (SIP) between their II and III semesters. SIP is meant to supplement their class room learning with industry norms and practices. Viva Voice examination is administered post internship to evaluate students.

The Viva Voce evaluation conducted three years ago revealed that majority of the students had insufficient understanding of what was expected in the SIP. They had little knowledge of what constituted a good research, research tools and they lacked required office and project work etiquettes. It was, therefore, decided to work on these deficiencies, which indirectly affected placement opportunities because of unimpressive internship project reports. It is clear from the feedback received from Industry and analysis of students' placements vis-a-vis summer internship projects by them, those students who do good summer internships projects either receive pre-placement offers or get regular placement opportunities.

Since SIP is important from employment point of view, the practice of conducting an intensive workshop for students before they embark on their internship journey, with in-house faculty and industry experts as resource persons came into being in the year 2016.

The Practice: All five sessions in the Summer Internship Workshop are delivered by in-house faculty members with industry experience. The five sessions comprise of a) Purpose & Importance of SIP, b) Qualities of good research, research tools and how to construct a questionnaire c) Writing a good research report, d) Presenting project work and e) Soft Skills and Etiquettes during SIP. A specially created Reference Book covering all the above topics are also distributed to students. The faculty in-charge issues a circular to all students detailing the guidelines for internship, Workshop details, such as Project topic finalization, submission date for Synopsis, date for submission of first draft of the Report to academic mentor, date for final submission of the Report etc.

Evidence of Success: Sessions on Summer Internship are helping students to master research skills that are key for success at a job and to take well-informed decisions about their career.



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Problems Encountered and Resources Required: As such no special problems in organizing and conducting the Workshop or implementing the detailed Summer Internship Process including monitoring it in a systematic manner are faced by the Institute. However, the challenges faced in the conduct of a Workshop are;

- Absence of awareness and realization among the students about the vital importance of good Internship projects which may fetch them a pre-placement offer and or a regular good placement opportunity.
- The month of March has been considered appropriate for holding the Workshop, as it precedes the semester end internship exams in April and commencement of SIP in the month of May, however it is difficult to get Industry experts in the month of March due to financial year ending.



**For Sheila Raheja School of Business
Management & Research**

Director