Best Practice 1

1. **Title of the Practice:**

   ICT enabled Teaching Learning Practice

2. **Objectives of the Practice:**

   a. To develop ICT literacy and ICT capability among students and faculty members.
   b. To allow e-learning or online learning for students and faculty members.
   c. To make teaching and learning interactive and collaborative.
   d. 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. All the faculty member's take the sessions using same. Whole campus is wifi connected. At the time of induction program, training to use Library, Lab and classroom e-resources is provided to the students. During pandemic most of the subject teachers extensive used Microsoft Teams and Zoom 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 Akemi Business School comprises of 3 channels
   a. Online education
   b. Use of apps i.e. Zoom, Google Meet etc.
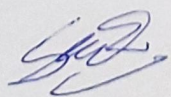   c. Platforms for online education i.e. Swayam, Udemy etc.

4. **Impact of the Practice:**
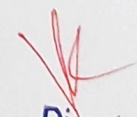
   On the students:
   a. Students started learning from online resources also.
   b. Student meet teachers as well as fellow classmate's / batch mates online and got required subject knowledge.
   c. Learning is not restricted to time and place. Students could learn anytime and from any place.
   On the faculty members:
   a. Faculty members started doing various certification programs run by famous universities to learn various kills or update subject knowledge.
   b. Faculty members participated in various in-service training programs and workshops which are essential for his professional development.
   c. 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.

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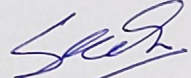
5. Evidence of Success:

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.

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:

   a. Network with broadband connectivity and grid architecture.
   b. Contents in eformats.
   c. Tools and techniques offering facilities to learners and faculty members.

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Best Practice 2

1. Title of the Practice:

   Strengthening Research Culture at Akemi Business School

2. Objectives of the Practice:

   a. To encourage students to carry out their own piece of research.
   b. To improve quality of research by faculty members and encouraging them to contribute in the body of knowledge.
   c. To make students look at strengths and weaknesses of different approaches, rather than blindly acquiring knowledge.
   d. To publish more and better in the field of research.

3. 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.

4. The Practice:

   Akemi Business School 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. Akemi Business School encourages its faculty members to publish their papers in CARE reference list journals. Akemi Business School tries to maintain highest standards of integrity in academic research.

5. Resources required:

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

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