



## TWO INSTITUTIONAL BEST PRACTICES

### Practice 1

#### 1. Title of the Practice: Learning Outcome Based Training Delivery and Assessment

**2. Objectives of the Practice-** Achievement of 100% employability for our students & prepare them for all professional challenges.

Objective & training activity in PIBM is aimed at achieving sound domain and conceptual understanding in every student, ensuring assessment of domain and functional skills at regular intervals, Facilitates development of transferable life and functional skills in students

#### 3. The Context-

The institution recognized that, 'Learning Outcome based Delivery and Assessment' can significantly improve the way students learn management skills and develop professional competencies.

Over the years, both faculty and students submitted feedback about the learning process to the management insights a need for defining clear learning outcomes. Students often address why subjects were being taught & alignment with final employability goal, faculty raised concerns about diminished student interest in training and assessments & their specialisation or area of interest.

In such context, it was determined that emphasizing on Learning Outcome based Delivery and Assessment would resolve the challenges being faced by students and faculty in the learning process & streamlining skills and competencies of each course & aligning with final program outcome.

#### 4. The Practice

The practice started taking shape with the conscious identification of learning outcomes in terms of

Program Objectives and Course specific outcomes, aligning them with various academic activities.



Core learning outcomes identified for both MBA and PGDM program were –

Students should be able to understand domain specific concepts which are relevant to performance in various job profiles

Students should be able to apply business concepts in different business scenarios and situations

Students should develop basic managerial skills such as information flow, networking, team management, data analysis etc.

Students should be able to source, categorize and analyze business data relevant to various business situations

Students should be able to solve business problems and take information-based business decisions

To achieve these core learning outcomes, in-class on on-field activities were streamlined to continually develop skills and competencies in students.

Following training delivery sub-practices are incorporated and strengthened under this practice –

45 day Business Orientation foundation Program – a precursor to the first semester and facilitates in expectation setting and delivery of fundamental management concepts, along with initial industry exposure

‘Sector Company Product and Service’ (SCPS) specific training delivery and assessment – All subjects are trained with the SCPS training pedagogy, explaining each concept with the use of examples from various sectors and companies. With SCPS method designed, students develop a strong ability to compare concept application across different sectors by participating in class activities, assignments and projects.

Project based learning – Students were engaged in more application-oriented projects such as field studies, industry visit reports, winter and summer internship programs as well as dissertation thus strengthening their managerial competencies.

Domain specific corporate interface – Student interaction with industry experts also aligned to provide domain specific exposure and developing employability enhancing skills in students.



## 5. Evidence of Success

Learning Outcome based training and assessment has proved to be a best practice which has added significant value to the academic and placement process of the institute. Clear evidence of success of this practice was observed in –

Skill centric training delivery, developing more confident and competent students

~100% placement & improvement in average package of students since 2015. students receiving more challenging and rewarding profiles.

Pre Placement Offers offered to several students after internships.

Increased participation of students in organizing management events & co-curricular activities.

Increased participation of students in research and other knowledge dissemination activities  
(training manuals, sector analysis reports)

Successful set up and management of Innovation Incubation centers by the students for driving development of entrepreneurial acumen in students

## 6. Problems Encountered and Resources Required

A complete re-orientation of faculty approach towards course design, delivery and assessment was required to move towards Learning Outcome based training approach.

Key resources or support required for establishing this best practice were –

Faculty training and development for defining specific course learning outcomes

Incubation period for designing courses as per desired learning outcomes – with specific training content and assessment tools

Increased student engagement hours to develop concept application and achieve learning outcomes

Extension activities to be realigned (such as field research, co-curricular programs,

Recurring process reviews and alignment was required to ensure achievement of Program objectives and Learning outcomes by all stakeholders involved

## 7. Notes

This best practice is further being improved by documentation and standardization of all finer aspects.



## Practice 2

### 1. Title of the Practice: Application Oriented Research & Development

### 2. Objectives of the Practice

The objective of establishing an application-oriented research culture for both students and faculty at PIBM was to ensure that research is not done just for the sake of research. The institution wanted to deploy its human capital and supporting resources towards research activity that would have an impact on the community and the industry.

### 3. The Context

Over the years, as we developed our training pedagogy and focused on making students employable; research remained an under-developed area. Consequently, the institution started facing roadblocks in developing faculty talent and research acumen. While faculty and students were engaging in academic research, very little of the research output was finding any application in the industry or in the community.

To break away from this norm, prevalent in education sector, it was realized that promoting application-oriented research is the only way ahead for faculty & achieve a core learning outcome of problem solving in students

### 4. The Practice

With increasing focus on Application Oriented Research and Development, the institution started laying emphasis on quality research being conducted by the faculty and students.

### Measures

Publishing research in Scopus indexed journals with high impact factor: Continual training and development of faculty by organizing workshops seminars, to conduct international standard and high impact research on industrial research and application research approach.

Over the years, the institute also started incentivizing quality research publications to encourage contributing faculty members and promoting research culture in the institution.



Center for Management of Urban Areas (CMUA): This center was established with the intent of conducting meaningful research for contribution to the community.

Industry sponsored research: The institute had developed over the years a large industry network for training and development of students. This same network was then approached for identifying industry sponsored research opportunities on areas like Performance management, talent management, marketing strategy, distribution strategy, project finance, etc.

New Product & Market Development research projects: The institution also launched a new product and new market development research initiative for faculty contribution sector specific research aligned with industry experts.

Industry Incubation Centers established at the college premises to conduct dedicated research and consulting for the collaborating companies. Market study-based projects have helped the incubation center partners in improving their business processes and market understanding, while giving immense exposure to participating students and faculty.

Departing from the typical format of an international research conference, International conference with corporate exposure organised with session chairs from both academia and industry. Additionally, an open house discussion was hosted with 4 CEOs as panel members to discuss the need for industry research and application oriented academic research, for the benefit of participating research scholars.

## 5. Evidence of Success

As the overall research climate of the institute shifted towards industry and societal application, the quality of research output has significantly improved over the years.

More and more faculty have started representing the institution on national and international platforms, through paper presentation and publication in Scopus indexed journals

30+ sponsored research projects have been completed by PIBM faculty for various industry partners

Knowledge dissemination improved organically as faculty also started utilizing relevant research in student training

Students participation in market information gathering and application-oriented research also increased, resulting in improved data analysis and problem solving skills



## 6. Problems Encountered and Resources Required

This particular best practice required a complete reorientation on behalf of management, faculty and students. As the focus of the institute primarily remained on student employability, integrating application oriented research into the institutional culture and was a tremendous task. Major challenges in establishing this best practice were –

Resistance towards change from faculty and students due to poor understanding of benefits.

Lack of research competencies and skills of the research scientific process & deriving industry implications from research study by faculty

Initial poor acceptance of research output by the industry and thus a time lag in completion

The institute invested time, money and human capital in resolving these challenges-

Dedicated research workshops were organized to train the faculty on research process and various statistical tools required for conducting impactful research.

Budget was defined for incentivizing quality research effort by faculty. Additionally, steps were taken to cultivate relationship with industry partners for providing research and consulting support.

Weekly and monthly research project development reviews also gave an impetus to the organized research activity at the institutional level.

## 7. Notes

Annual revisions in research policy have been made to make this best practice standardized and structured.