

7.2.1

Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual

Response:

1. Title of the Practice: Outcome-Based Education

2. Objectives of the Practice

PIBM strives to achieve 100% employability for the students and to develop them as a better professional. The institute focuses on the overall development of the students holistically and professionally. The objective of this best practice is to ensure that any training activity that is conducted at PIBM is aimed at –

- Overall development of the students with conceptual clarity and competency development in every student
- Achieving assessment of learning
- Facilitates the development of transferable life and functional skills in students

3. The Context

The institution recognized that just as ‘Management by Objectives’ enables an organization to drive better performance and productivity, in a similar manner, ‘Outcome-based Education’ can significantly improve the way students learn management skills and develop professional competencies. Also, the institute focuses on the Assessment of Learning to ensure the teaching and learning in the students and defining the learning outcome of each course.

- Students are inducted with the application of the subject they will learn in the entire program by aligning the JD with the topics included to deliver the case.
- The faculties focus on continuous evaluations during the semester and provide feedback to the students for continuous improvement.

In such context, it was determined that emphasizing “Outcome-Based Education” would resolve the challenges being faced by students and faculty in the learning process.

4. The Practice

The practice started taking shape with the conscious identification of learning outcomes in terms of Program Educational Outcome (PEO), Program Outcome (PO), and Course Outcome (CO), aligning them with various academic activities for the overall development of the students.

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

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- Business Orientation Program
- ‘Sector Company Product and Service’ (SCPS) specific training delivery and assessment
- Project-based learning
- Domain-specific corporate interface

5. Evidence of Success

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

- Skill-centric training delivery, developing more confident and competent students
- ~100% placement of students
- Improvement in the average package of the batch from 6 lakhs per annum to 7.61 lakhs per annum with placement of students
- Pre-placement offers are offered to several students after the Winter Internship and Summer Internship programs.
- Increased participation of students in co-curricular activities (both intra and inter-college)
- Increased participation of students in research and other knowledge dissemination activities
- Successful setup and management of Innovation Incubation centres

6. Problems Encountered and Resources Required

A complete re-orientation of faculty approach towards course design, delivery, and assessment was required to move towards an “Outcome-based education” approach. Key resources or support required for establishing this best practice were –

- Continuous review of course curriculum, content, and evaluation aligned with the program outcomes.
- Continuous faculty development programs on effective teaching and training.
- Increased student engagement hours to develop concept applications and achieve learning outcomes
- Extension activities to be realigned (such as field research, co-curricular programs, industry visits, live projects, etc)
- Mentoring Program to ensure that the desired learning is achieved by the students.

7. Notes (Optional)

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 major objective is to establish an application-oriented research culture at PIBM to ensure innovative teaching and developing research environment to align with NEP policy at the institute. The institute provides financial and professional support to the faculties and students for conducting research.

3.The Context

The institute focuses on developing a research environment to develop the research competencies, critical thinking and problem-solving attitude among students to make them employable. Faculty members are encouraged to conduct research to create and disseminate the knowledge to improve the quality of teaching and publications. Furthermore, the faculties are encouraged to pursue higher education through research.

4.The Practice

Following measures were taken to achieve this organizational goal –

- Publishing research in Scopus-indexed journals with high impact factor
- The Faculty Development Programs are conducted by senior researchers and top journal editors on monthly basis.
- Students and faculty members are encouraged to participate in national and international conferences.

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

- Industry-sponsored research
- New Product & Market Development research projects
- Industry Incubation Centres
- International conference with corporate exposure
- Attractive incentive structure provided to faculty members to promote high-quality research publications.
- Centre for Advanced Technology for Business
- Evidence of Success

The institute has research friendly environment that promotes various research activities.

- There is a significant improvement in the quality of research publications of students and faculty members.
- The faculty members have started representing the institution on national and international platforms, through paper presentations and publication in Scopus-indexed journals
- There is a significant improvement in the completion of sponsored research projects.
- Knowledge dissemination improved organically as faculty also started utilizing relevant research in student training

- The quality of business research projects completed by the students during Internships and Dissertations has significantly improved.
- The research collaborations with various foreign authors have been significantly improved.

6. Problems Encountered and Resources Required

This particular best practice required continuous quality evaluations by management, faculty, and students. Major challenges in establishing this best practice were –

- Completing research projects during internships due to other practical activities allocated by companies
- Research publication is a dynamic process and everchanging and it was necessary to train faculty members continuously to keep the research interesting
- Weak research competencies and skills, with faculty not being aware of the scientific process of defining research objectives and deriving industry implications from research study

The institute invested various resources in resolving these challenges-

- External mentors of internships were contacted and requested them to allocate research projects to students.
- Budget was defined for incentivizing quality research efforts by faculty.
- Dedicated research workshops were organized
- Continuous research reviews.

7. Notes (Optional)

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