

## 7.2.1 – Describe at least two institutional best practices

### 1. **Title:** Individual Development Programme (IDP)

**Objectives:** Its primary purpose is to help students assess their current strengths and weaknesses and identify opportunities to reach short and long-term career goals, as well as improve current academic performance and job related preparations. The objective stresses upon helping students examine their skills, interests, and career aspirations.

**Context:** The major focus of this initiative was to improve the placement quotient of the students as well as develop their long term career potential. Individual development programme benefits the students by aligning their training and development efforts with the desired graduate attributes required at the corporate work place.

It is a developmental tool where faculty mentors develop a better understanding of their mentees' professional goals, strengths, and development needs resulting in more realistic student career progression and development plans. Faculty mentors and corporate mentors take personal responsibility and accountability in this development process helping students acquiring or enhancing their skill, knowledge, attitude that are expected to stay current in contemporary corporate practices. Some of the benefits of an IDP are:

- Provide a mechanism for identifying and tracking development needs and plans of the students.
- Assist in planning for the institutional (Training & Placement) activities towards training and development requirements of the students for being corporate ready.
- Align students' training and development efforts with their corporate aspirations in identified sector and profile.

**The Practice:** When the students join the institute, their potentials need to be ascertained and channelized in right direction with the help of a well thought and systematic mentoring plan. There may be a lack of talent recognition and under-utilization of students' potential if not mapped.

To map it in a scientific manner IDP plan was designed to identify the dreams of each student of Jaipuria Institute of Management and assess their potential to

achieve their dream. The complete IDP Plan is based on the 'RYV' model i.e; Ruchi, Yogyata and Vishwas. These three elements were the root of the initiative. It's an elaborate assessment process which covers all the students at the campus across all programmes.

All faculty mentors and our rich pool of industry mentors (including alumni) guide the students on their journey of self-discovery. Depending on student needs, faculty members get together and conduct as many such processes as are required. This is also supported by cohort meetings, networking events, etc

Like any ambitious program of its scale, IDP presents us with new and unexpected challenges at every step. However, both students and faculty of Jaipuria Institute of Management work together as one to overcome the challenges and make this endeavor a success. It is the team that is driving this now. As per us the biggest change it made is to the lives of students.

**Evidence of Success:** It has shown the biggest change by placing students with big brands that leads to strengthening of bond and relationship between student and faculty during the program and even after the completion. Now, Students are more 'self aware' and 'focused' on career as well as their lives.

## **2. Title:** Annual Faculty Development Programmes

**Objectives:** The Annual FDP aims at enhancing the academic and intellectual environment at the campus by providing faculty members with enough opportunities to understand the changing requirements of the graduate attributes that the students need to be equipped with during their two-year PGDM programme at the campus.

Participation in such programmes is aimed at enabling faculty members meet eminent academicians, corporate captains, alumni and passed-out students at this platform to update their academic, research and pedagogical skills during course design process. This ultimately is aimed to facilitate students equip with necessary attributes as per the requirements of the industry that they aspire for career progression.

The programme enables the participants to develop competence in understanding recent advances in management education, research and extension, to learn to improve pedagogies and to better presentation skill to become an effective management faculty.

**Context:** The need was to bring about the major changes in the curriculum design and delivery process. It was also desired to infuse the spirit of holistic understanding on a broader context and international perspective into the programmes offered. A larger pool of stakeholders' feedback needed to be brought into course review process so as to align the graduate attributes required for the contemporary corporate practices into delivery system.

**The Practice:** The course curriculum development is a continual process which is aimed at aligning the course content and pedagogies to benchmark with the best of the B-schools of the country as well as makes the students industry-ready. Feedback of the current course content & pedagogies is taken from the principal stakeholders like corporate, alumni, eminent academicians and past students to identify the perceptual gap. Each Area then constitutes a team of faculty guided by anchor faculty with specialization of the subject who map it with the feedback received as well as latest development in the management education domain. After due deliberations, it is presented to the area colleagues in the presence of a panel of experts from corporate & Academe. After further discussions inputs are received, the course outline is crafted keeping in mind the course learning outcomes and integrating it with session learning outcomes. It is then shared among the faculty and then operationalised in the respective trimester.

**Evidence of Success:** Since the commencement of the FDP in its current format, it has witnessed continuous improvement of curriculum architecture and course review process to address emerging developmental needs of management educators. This initiative has contributed significantly to the improvement of the quality of management education at the campus. This has reflected in the increasing competence level of the students, faculty and improvement in the B-school ranking on year-to-year basis.

### 3. **Title:** Best Student Group Presentations

**Objectives:** The aim of this initiative is to inculcate the best practices in teaching-learning process and bring about a transparency of presentation skills among students across all sections.

The other objective of this exercise is to help not only the presenters and audience but also faculty members get an insight into the best practices of the delivery and evaluation of the academic process in practice.

**Context:** This initiative was taken to showcase the best presentations evaluated in different programmes for same course. This was to offer an insight into the development of presentation contents with desk and field researches. Also

students who have proved their skills of communication, presentations and analysis need to be honed and appreciated. A platform was thus required to bring it to all the stakeholders in this teaching learning process.

**The Practice:** As per our ongoing emphasis of inculcating best practices in the academic design and delivery, the Academic Programme Committee under the stewardship of Director of the campus took the initiative of conducting the “Best Group Presentations of Trimester-II” of the students who demonstrated the best in-class presentations of the topics they were offered.

This activity is show-cased in presence of all the students of first year in Auditorium. The faculty who teaches the courses in Trimester II forwards the name of the team members (Group presentation) that they adjudge as ‘the best presenters’ in the course. The event that rolls in for three days encompasses close to 8 hours, across six subject categories, with contestants from all the four section of first year, 18 jury members, audience of almost 200 every session and prizes amounting to Rs 15,000 in cash and gifts. There is a glittering Award Ceremony at the end where the cash and gifts are given to the winning

**Evidence of Success:** There has been remarkable improvement in the desk research, presentation skills and analytical capabilities of students as well it has fostered a spirit of healthy competition among students and faculty alike.