



# ASM

Education • Research • Consultancy

## INSTITUTE OF PROFESSIONAL STUDIES

# Best Practices

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# Best Practice-1

## **Title of the Practice:**

Learning How to tackle Business related issues Through Case Studies method.

## **Objectives:**

1. To use the contemporary case study method in teaching learning process to increase student capability for resolving business solutions.
2. To supplement classroom-based teaching methodology with application-based learning.
3. Enhancing the problem-solving capability and analytical skills of the students.
4. Cultivating a multi-perspective approach among students towards analyzing business problems
5. Fostering the ability among students to generate realistic solutions for complex business problems, working in a team.
6. Industry solutions for case study, including Live case studies to help students align with industry needs.

## **The Context:**

ASMs IPS decided to use the well-established & recognised case study methods practiced by world class academic institutions like Harvard Business School. Traditionally the Indian school of teaching is textbook based, which does not emphasis on problem solving, innovative ideas and analytical skills. This method is used by the institutes for not only the benefit of the students but also extended to the benefits of the teachers and industry professionals. Though the students enrolled in MBA course have little to no experience of case study methods of teaching - learning, to groom them initially to adopt the methodology is a challenge. These challenges are overcome by using threefold approach, student centric, faculty centric & industry centric.

## **The Practice:**

The case study method is an important tool for learning and development in the field of business management. It involves analyzing and solving business problems using real-world scenarios, and helps students develop skills such as critical thinking, problem-solving, decision-making, and communication. To inculcate these learning, Case study methodology is a normal practice followed in the teaching learning process.

To meet this objective of implementing successfully case study-based teaching learning process, ASM's IPS takes a lot of effort in grooming the students and faculty. Various seminars and workshops are conducted by eminent scholars and experts in the field of case studies to mentor the faculty and students to develop case study development and resolution skills. Special emphasis is given to enabling the teachers to improve the skill of developing contemporary case studies.

For this the students are divided into various groups and are given case studies relevant to the topic of learning to resolve, in the form of presentations.

To ensure the faculty members are at par, they are encouraged to write case studies relevant to the subject of their expertise and interest. The emphasis is given for them to develop Indian business case studies.

To make the entire process complete, industry participants are also invited to resolve case studies developed by the faculty members, this provides an insight into the industry approach to resolving case studies, making it more relevant to our students and faculty.

The following three events are conducted yearly to further enhance the implementation of case study methodology.

- a. MINDSCAPE wherein Indian case studies developed by faculty members of ASM are solved by team of Industry executives. Every year more than 40 teams from 25+ major industries including TATA, Mahindra & Mahindra, Bajaj Auto, Whirlpool, Fiat etc. participate in MINDSCAPE. The competition is held at ASM's IPS campus, and the cases presented by teams of industry executives are evaluated by a panel of juries from different industries and academia. Each team gets twenty-five minutes for presentation and five minutes for Question-and-Answer session. Participant teams are judged on various criteria such as relevance, quality of analysis, confidence, clarity, and teamwork.
- b. EVOLVE for the faculty members of ASM group of Institutes. The first objective of this competition is to develop the capabilities of faculty members in usage of case methodology in their regular teaching learning process. The second objective of this competition is that students get an idea about how to look at the business-related issues from the perspectives of an academician.
- c. PERCEPT a case study presentation competition for students. This competition focuses on developing analytical skills, presentation skills, interpersonal skills, team spirit, collaborative working skills etc. Students from all semesters participate in this event. PERCEPT have an enduring impact on the students of ASM's IPS, as this competition has developed the skill of analysing the situation, skill of analysing the problems and skill of resolving business related issues.

#### **Evidence of Success:**

The students of ASMs IPS are well received by the industry due to the exposure of cases study-based teaching learning which has been instrumental in enhancing their analytical, problem solving & innovative skills.

The involvement of the students, faculty and industry is evident from events such as Mindscape, Evolve, Percept every year, in which large number of teams participate enthusiastically.

ASMs IPS has received letter of appreciation from industry people for organising minds cape and the industry like TATA Motors, Siemens, Bajaj Auto and many more are enthusiastically participating in these events every year. ASMs IPS has developed numerous Indian case studies a selected few were added in the Case Study bank for the use of faculty members from other institutes. Nearly 200 selected Case Studies developed by faculty members of ASM group of institutes are added in the case study bank and are made available to everyone not only from students and faculty members of ASM's group of institutes but also for the students and faculty members from other institutions. Some of the case studies developed by faculty members of ASM's IPS were published in the OXFORD University Press in the form of books entitled 'INDIAN BUSINESS CASE STUDIES'.

#### **Problems Encountered and Resources Required:**

Since inception, faculty members at ASM's IPS were using Case Study method for content delivery and to explain the different concepts in different functional areas of business management. However, they had to rely on the case studies developed by foreign authors. These case studies were related to the problems faced by multinational companies in the western countries. The extraneous factors affecting the decisions and solutions to the business problems were not relevant in Indian context. To address this issue, we at ASM's IPS has decided to develop our own case studies addressing to the business problems of domestic business houses or multinational companies facing business issues due to the Indian extraneous factors.

Initially it was challenging to get industry participation in Mindscape, however over a period of time, this has changed as a result of the value they found being a part of this event and they eagerly await to participate in this event.

# Best Practice-2

## **Title of the Practice:**

Profiling of students to identify and resolve Skill Gaps for Professional Growth

## **Objectives :**

1. To identify the current skill levels in the students through profiling
2. To identify the skill gaps and solutions to bridge the gap.
3. To enhance confidence and overcome weaknesses through seminars, workshops which are designed on the basis of feedback of employer, alumni, and parents.
4. Identify and suggest certification and value-added courses to enhance the strengths thus increasing the students' employability.

## **The Context:**

ASMs IPS conducts a profiling exercise every year during the induction program for students admitted to the MBA program to identify their strengths and weaknesses. This exercise is based on the understanding that each student is unique, and not all students have equal capabilities. This is particularly relevant as students come to the institute from diverse academic, social, and financial backgrounds, and each has their own reasons and aspirations for their career goals and paths. Moreover, many students lack relevant IT skills to understand courses delivered in an online mode, which is a significant gap given the impact of IT in the business world, and the high expectations set for non-IT professionals. Therefore, it is crucial to identify and address these weaknesses early on to help students achieve their full potential.

## **The Practice:**

Since the academic year 2015-16, ASM's Institute of Professional Studies has implemented a student profiling practice aimed at identifying students' weaknesses and converting them into strengths to enhance their employability. The joint efforts of our staff members, students, and subject matter experts from the industry have led to an increase in students' employability skills.

The following three step approach is used for implementing the profiling strategy and follow up action:

1. First step to implementing this practice is to identify the skillsets required by industry. For this purpose, feedback of the MBA curriculum is obtained from industry experts and required skills are identified.
2. Second step in implementation of this practice is to identify existing skills acquired by the students and skill to be acquired by the students during the MBA course based on the identified skills required by the industry. Skill mapping based on the analysis of cognitive ability test results, student's self-analysis, analysis done by the expert and skill gaps are identified is carried out. Based on the identified skill gap, post analysis it was observed that majority of the students need the following courses to bridge the skill gap, such as:
  1. Basics of MS Excel.
  2. Advance MS Excel.
  3. Business communication skills.
  4. Tally Ace
  5. Tally Pro
  6. Digital Marketing
  7. Mathematics for management.
  8. A Certificate Program on Employability Skills by Coursera online

9. A Certificate Program on Marketing Analytics- Coursera Online
10. Introduction to Data Analysis using Microsoft Excel- Coursera Online
11. Employ101x: Unlocking Your Employability- edX online.
12. Certificate course on Cloud Computing- AWS online

3. Third Step in implementation involves designing add-on certification courses based on feedback from industry experts. The syllabus for these courses was developed by in-house faculty members in consultation with delivery partners. A MoU was signed with EDISOL Consulting Services, Chinchwad, Pune for the delivery of these courses using the L-T-P pedagogy.

The theoretical lectures are delivered by the delivery partners, while the practical sessions are conducted by in-house faculty members who have been trained by the delivery partner under the "Train The Trainer (TTT)" program. One unique add-on certificate program, "Math for Management," was designed entirely by an in-house faculty member, Dr. Lalit J. Kanore, and is delivered by ASM's IPS faculty members.

The certification programs are evaluated jointly by ASM's IPS and EDISOL, and the certificate of completion is issued jointly by the partnering institute, with the evaluation and issuance of certificates conducted by ASM's IPS. In addition to the certification programs designed jointly with EDUSOL, the institute recommends various MOOCS, certification programs, etc. to students. Although it is not mandatory for students to enroll in the suggested courses, ASM's IPS strongly encourages them to do so.

#### **Evidence of Success:**

In 2017, the first group of students from ASMs IPS completed the profiling and special skills training program.”

Since 2017, ASMs IPS has experienced significant changes in both its placement percentage and the number of students admitted to the institute. Additionally, it has been observed that those who completed the add-on certificate program were placed in the industry with relatively higher salaries. The primary objective of this program was to identify students' weaknesses and transform them into strengths, making them more employable. The efforts put forth by the staff members, students, and resource persons deputed by the delivering partner have contributed to achieving this objective. These outcomes have been confirmed by industry and corporate houses that have recruited ASM's IPS students.

Furthermore, students who have graduated from the institute have expressed appreciation for this practice and have shared how the add-on certification program helped them progress in their careers. This positive feedback has motivated the institute to continue improving every year.

#### **Problems Encountered and Resources Required:**

The decision to implement the add-on certification program met with lot of resistance initially, as many students were hesitant to enroll for the add-on courses offered by the institute, since it was not a mandatory part of the university curriculum. It took considerable time and effort to mentor and motivate the students to help them understand the value and importance of these add-on courses.

Since the Curriculum offered is of SPPU, the time available to deliver add courses was very less. The faculty and students had to invest additional time and offer these courses in a hybrid mode to adapt to the time constraint.

There is a scarcity of quality resource people to deliver the add on courses, which has been overcome by training our faculty members as well as collaborating by signing MOUs with industry delivery partners. Despite all these efforts the quality of students enrolled is a big challenge as the admissions are controlled by the DTE and profiling finds a big gap between the students expectations, industry expectations and students skill levels. Lot of efforts need to be invested in grooming the students to make them employable.