

## **Metric 7.2**

### **Response:**

First

1. Title of the Practice: Recruitment of young promising faculty candidates under the Research Track.

2. Objectives of the Practice: To improve BIMTECH's research outcomes in terms of number of research publications and the quality of journals they are published in.

3. The Context: Five years ago, the research footprint at BIMTECH was limited. This was proving to be a handicap because, a) the NIRF rankings, as well as b) the AACSB accreditation standards accorded a significant weightage to these outcomes.

4. The Practice: BIMTECH adopted a multipronged approach to boost its research outcomes, including heavy incentives to members who publish in very reputed journals. The most important was the policy to recruit young faculty who were research driven and already had a track record showing promise. They were inducted in the research track that promised them higher salary, substantial incentives, and a low teaching commitment. So far, we have recruited 9 faculty members under this scheme. One problem we are facing is that it is proving to be a challenge to retain such people. We have also lost three of these faculty to our competitors.

5. Evidence of Success: First, the intellectual contribution (IC) score, an index developed by BIMTECH for its internal measurement, has risen from 1.29 in 2015-20 to 1.76 in the period 2016-21. Second, BIMTECH's score in the RP component of NIRF rose from 9.69 in 2020 to 12.37 in 2021.

6. Problems Encountered and Resources Required: BIMTECH is in a transition from a good business school known for teaching quality, to one that is also recognized for its prowess for knowledge creation. This requires creation of a conducive environment where research is given its due importance and recognition. It's an evolving state and requires consistency in policy, practice, rewards and recognition.

Second

1. Title of the Practice: Assurance of learning system.

2. Objectives of the Practice: To focus on learning outcomes and measure the attainment of these and programme learning goals.

3. The Context: We see an increasing focus on outcome based education in India. In the past, the curricula were designed to achieve broad goals which were understood by educators, but not explicitly stated so as to focus the teaching-learning process to the attainment of specific goals. Today, schools as well as accrediting bodies are emphasizing outcome based learning so as to identify learning gaps and devise ways to deal with them.

4.The Practice: In our bid to prepare for AACSB accreditation, BIMTECH went through the process of systematically enunciating its missions and creating programme level goals and outcomes that would align with these missions. A level below, all courses were scrutinised to come up with course level outcomes that not only met the objectives of that course but were also linked to the programme level goals and outcomes. A system was put in place, called the assurance of learning, whereby the attainment of course outcomes is measured, and consequently, the attainment of programme level goals is also measured. This system gives us a clearer and more insightful picture of the mechanisms through which we attempt to achieve our missions.

5.Evidence of Success: Success, in this case, is indicated by the granularity with which we are able to see how each course is faring in terms of attainment of the learning outcomes.

6.Problems Encountered and Resources Required: The entire team of faculty at BIMTECH had to work with a focus to implement the AOL system. Any new system encounters initial problems related to learning and getting accustomed to. So, was the case with us also.