

Best Practice – 1

Title of the Practice: Building a Research Culture through PhD Program

Objectives of the Practice:

What are the objectives/intended outcomes of this “best practice” and what are the underlying principles or concepts of this practice (in about 100 words)?

The PhD Program is structured to develop a research culture in the institution. Being a dynamic program, in terms of its rigor, quality and interdisciplinary nature, it is regularly updated, the academic delivery is benchmarked against the best standards, and it focuses on content, pedagogy and research.

The objectives are to:

- Prepare the doctoral students to do high quality research that can get published in highly reputed journals.
- Nurture and develop doctoral students as teachers by imparting knowledge and training in contemporary techniques and pedagogy.
- Enable them understand and appreciate all the nuances of academics, research and institution development activities.

The Context

What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice (in about 150 words)?

PhD Programs are offered in both full-time and part-time modes. Selected full time students are provided fellowships by the University. The challenge is to enable fulltime students to cope up with the pace and rigor of the program so that they continue to earn their fellowships. Given the professional commitments and priorities of the part time students, the challenge is to streamline and maintain compulsory quarterly schedules of coursework sessions so as to maintain the rigor of the program.

Other challenges are:

- Redesigning and updating the courses to meet market needs.
- Ensuring that students are taught relevant content.
- Maintaining quality and rigor across both programs.
- Identification of students’ concerns and timely redressal.
- Collaborations with foreign universities for research.

Most of the challenges were overcome due to timely interventions of the committee governing the PhD Programs, and through collegial support from the senior faculty members, departmental heads, and institutional leaders.

The Practice

Describe the practice and its uniqueness in the context of India higher education. What were the constraints / limitations, if any, faced (in about 400 words)?

The PhD program has four phases, namely, coursework, qualifying examination, preparation of the research proposal, and thesis work and submission of the thesis.

Course work: In the first year the student takes 8 courses. Two courses in Research Methods, one course in Advanced Strategic Management and 5 Doctoral Seminars. At the end of Semester II students are required to undertake a Research Project of about three months.

PhD Qualifying Examination: At the end of first year, students appear for the PhD qualifying examination consisting of written papers followed by viva voce. This is a unique practice modelled on American Universities.

Doctoral Advisory Committee and PhD Thesis Proposal: Upon successful completion of the PhD Qualifying exam, a Doctoral Advisory Committee (DAC) is constituted to help the student in developing the PhD proposal. The DAC comprises of one convener and two members. The DAC gets dissolved and the Supervisor is appointed on successful completion of the PhD Proposal Defense, and subsequent approval of the thesis proposal by the Screening Committee. The DAC convener becomes the supervisor subject to approval by the screening committee.

PhD Thesis Submission and Viva voce: Upon successful thesis proposal defense, full time PhD students are required to give at least one PhD Thesis Progress Seminar in every semester, publish at least one research paper in a refereed journal, and present two papers in conferences before submission of the thesis for adjudication.

Salient Features of the Program

- **Associateship:** Students will be associated with senior faculty members to get exposed to the nuances of teaching, research, and institutional development.
- **Workshops:** Students attend workshops on curriculum design and development, case pedagogy, case writing, management games, consultancy and industry interface, teaching aids, student evaluation and feedback, etc.
- **Visiting Scholar Program:** In the third year of the program, students are given an option to spend a semester abroad under the Visiting Scholar Program on self-supported basis. The University has MOUs with several reputed foreign Universities like Syracuse University, USA, Flinders University, Australia, Bangor University, UK, etc.
- **Progress Seminars:** Students give at least one progress seminar every semester till the submission of their thesis.

- **Performance Monitoring and Feedback:** DAC Conveners/PhD Supervisors monitor and submit a quarterly Progress Report on the performance of their students.

Evidence of Success

Provide evidence of success such as performance against targets and benchmarks, review results. What do these results indicate? Describe in about 200 words

The PhD Program of the University is one of the sought-after programs in the country. PhD Program in Management is one of the few PhD programs in India to get accredited by AACSB, USA. The program has produced 78 PhDs in management in the last 5 years. Alumni of this program are recruited by top institutions in India and abroad. An indicative list is presented below:

S. No.	Name of the Student	Current Institution
1	Dr. Subhadip Roy	IIM – Ahmedabad
2	Dr. Sudhakara Reddy S, Dr. Saptarishi Purkayastha	IIM – Calcutta
3	Dr. Ajay Kumar Mishra	IIT - Kharagpur
4	Dr. Subhash Jha	Purdue University, USA
5	Dr. Sanjit Kumar Roy	University of Western Australia
6	Dr. Atanu Adhikari,	IIM-Kozhikode
7	Dr. Makam S. Balaji	Nottingham Business School, China
8	Dr. Saurabh Bhattacharya	Newcastle University, UK
9	Dr. Yogesh Chauhan, Dr. Jagrook Dawra	IIM-Raipur
10	Dr. Aditya Shankar Mishra, Dr. Dipanjan Kumar Dey	IIM-Ranchi
11	Dr. Kavita Wadhwa	IIFT – Kolkata
12	Dr. Nupur Pawan Bang	Indian School of Business, Hyderabad
13	Dr. Eshan Ahluwalia	Vice President, Nomura Securities, Mumbai
14	Dr. Mahesh M.	CEO, Creativity, Pune

The above results indicate that the PhD program is unique in the country.

Problems Encountered and Resources Required

Please identify the problems encountered and resources required to implement the practice (in about 150 words)

Problems encountered:

- To sign MOUs with highly reputed universities for collaborative research and to foster student exchange and visiting scholar programs
- To have tie-ups with corporate houses for industry-academia connect as well as primary data for research and case development.
- To find sponsorships for students interested in Visiting Scholars Program particularly for visa purpose.
- To have access to top level journals across disciplines and publications.

Resources Required:

- Earmarking funds for the PhD Program to provide fellowships, conference grants and research incentives
- Access to online research databases, journals, statistical software and lab equipment.
- Conducive environment for doing research and developing a research culture.

Notes (Optional)

IFHE has a well-thought, systematic and rigorous PhD Program structure in place that is constantly being mentored and monitored by a committee of experienced academicians. We have been producing high quality researchers and efficient teachers, many of whom are serving in several reputed institutions in the country and abroad. We aim at developing an all-rounded academician by imparting knowledge and skills on teaching (pedagogy), research and institution development. There is no exaggeration in stating that this is one of the best PhD Programs available in the country and the Asia Pacific region today.

Best Practice – 2

Title of the Practice: Summer Internship Program

Objectives of the Practice:

What are the objectives/intended outcomes of this “best practice” and what are the underlying principles or concepts of this practice (in about 100 words)?

IFHE offers programs in Management, Engineering and Law. The University believes in creating a cadre of professionals who have the requisite orientation to succeed in corporate environments. One of the most important academic processes to achieve this is the Internship Program.

Broadly stated, the Internship is designed to achieve the following objectives for students.

- Provide appropriate opportunities for field experience in reputed organizations.
- Provide appropriate avenues to gain relevant knowledge and skills required to succeed at the workplace.
- Provide job oriented mentoring by the organization and faculty mentors.

The underlying principle for the internship is to help student apply theoretical learning to practical work settings and be ready for organizational job roles eventually.

The Context

What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice (in about 150 words)?

Internships are designed to extend the learning from structured classroom settings to an organizational environment. Industry places confidence on students who relate to the job expectations. As such the internship programs at IFHE are designed to help students acquire the desired knowledge and skills needed to succeed in dynamic environments. IFHE’s connect with industry has helped design a unique collaborative mentoring process where students derive the benefit of joint guidance – by the faculty at IFHE and the organization mentor to who they report during the internship.

Internships are often viewed differently by organizations. They expect students to be prepared for the dynamic job roles which may not be possible at all times especially when students do not possess prior industry experience. IFHE is proactive on this count. Briefing sessions on internships are organized by faculty well before the process begins. This helps clear many apprehensions and students are better prepared.

The Practice

Describe the practice and its uniqueness in the context of India higher education. What were the constraints / limitations, if any, faced (in about 400 words)?

Higher education in India is considered a critical last mile for many students before they take up formal organizational assignments/jobs. This stage of education is therefore an important step which prepares them for roles in industry. Practical learning and exposure to real life job environments are considered essential components of the academic delivery process.

For internships, students at IFHE are placed in organizations where they are assigned time bound, multidisciplinary and goal-oriented assignments / projects. For many students, the internship is their first real job experience. The internship manual at IFHE specifies mentoring by a faculty and organization assigned guides (mentors). The topics assigned usually represent a business challenge or an emerging opportunity. Some organizations provide live projects such as a market potential study for a new product launch. The uniqueness of the internship is a result of the periodic assessment of students at different stages. Internships have resulted in several positive outcomes for students. They developed the right temperament for taking up future job roles and helped them adjust with the demanding work in uncertain environments.

However, there were challenges involved. Some students found it difficult to adjust to the culture of an organization or the work itself. This was resolved through timely counseling by the faculty mentors. Availability of quality time that the organization guide could share with the interns were some of the other minor issues.

Duration

The duration of internship varies from six weeks to 30 weeks depending on the program pursued by students.

Discipline and Conduct

Students are expected to demonstrate the highest levels of discipline and integrity. Unprofessional behavior, misconduct, indiscipline, irregularity at work and unsatisfactory performance are viewed very seriously and disciplinary action taken by the concerned authority.

Evaluation

The internship report is evaluated at several stages. These are given below:

Proposal: includes information on the organization, the industry as well as the description of the project being pursued and the project completion timelines.

Interim Report: is submitted during the mid-course and contains information on project objectives, methodology, progress achieved, etc.

Final Project Report

It is a written presentation of the work done by the students. They are expected to submit the report after due consultation with the organization mentor. Well defined guidelines for

incorporating the relevant information in the report and the standard layout are shared at the beginning of the internship with the students (internship handbook).

Students make a detailed presentation to the faculty and organization mentors at the end of the internship. The presentation is judged on predefined parameters such as (1) Understanding of the company's business model, industry (2) Value added to the organization as a result of the internship (3) Presentation skills exhibited during the viva voce (4) Overall learning from the internship.

Evidence of Success

Provide evidence of success such as performance against targets and benchmarks, review results. What do these results indicate? Describe in about 200 words.

IFHE sets benchmarks for improving its processes. They are monitored and inputs if any integrated to improve an existing process. Internships are not restricted for academic credits. They are considered highly relevant for enhancing student learning. For example, at the business school, performance of students in the internships is considered as indirect feedback in the Assurance of Learning process. This feedback is used to strengthen the academic inputs in relevant courses. At the Faculty of Science and Technology, organizations announced pre placement job offers to interns while in the Law School Interns got opportunities to network with leading advocates and associate with Legal departments in organizations to pursue their professional practice.

These results indicate that Internships at IFHE play a vital role in developing students and reinforce their learning.

Problems Encountered and Resources Required

Please identify the problems encountered and resources required to implement the practice (in about 150 words)

Sometimes companies retract from the offer of internship citing various reasons, thus putting pressure on the institute to source new internships at a short notice. At times students seek changes in location / company just before commencement of internship due to personal and unavoidable reasons. For such student's internships have to be sourced at short notice.