

7.2.1  QIM	<i>Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.</i>
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**Best Practice-I**

**1. Title of the Practice:**

**"Innovate, Ignite, Inspire: Institute's Visionary Path for Innovation and Entrepreneurship.**

**2. Objectives of the Practice:**

Following are the objectives:

1. Foster Innovation Culture: Cultivate a mindset of innovation among students and faculty.
2. Encourage Entrepreneurship: Promote entrepreneurial thinking and skills among the academic community.
3. Problem-Solving Focus: Encourage students to address real-world problems.
4. Skill Development: Enhance diverse skills, including creativity, and critical thinking.
5. Networking and Collaboration: Facilitate collaboration between academia, industry, and government for mutual benefit.

  
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6. Incubation Support: Assist in the incubation of projects and startups emerging from educational institutions.
7. Promote Research and Development: Stimulate research and development activities with a focus on practical applications.

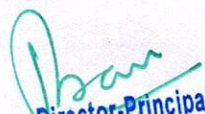
### **3. The Context:**

This practice engages a large number of students, faculty, and staff in various innovation and entrepreneurship-related activities like ideation, problem-solving, proof-of-concept development, design thinking, project handling and management at the pre-incubation stage. It plays an instrumental role in the whole process of innovation by identifying and scouting ideas and innovations from students and faculty. It is undertaken with an objective for building the repository, verifying received submissions on a regular basis, and taking the necessary actions to provide hand holding supports such as mentoring, grant application assistance, nominating for national innovation challenges, referral and linkage with incubation units, accelerators, connecting with angel and VC networks, facilitating technology transfer, etc. aimed at sustainable generation of innovative ideas. Events like B-STARTER are organized with a theme of Idea Initiation to Implementation for Community Upliftment.

### **4.The Practice:**

#### **1. Awareness Session:-**

Awareness sessions are conducted on a regular basis for students under the umbrella of Institution's Innovation Council (IIC) to generate awareness about innovation, IPR, and start-ups. The lecture sessions not only help in establishing strong connections with ecosystem enablers at the regional and national levels but also educate students about the innovation ecosystem in their surroundings and at the national level.

  
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## **2. Innovation Ambassador Program:-**

Faculties are trained under the Innovation Ambassador Program with the aim of training them in four highly sought-after themes: design thinking and technology transfer, pre-incubation and incubation management, and entrepreneurship development. Faculties that complete their training join the network of "IIC-Innovation Ambassador" and perform the role of mentors for organizing programs related to innovation, entrepreneurship, and start-ups and spreading the message of innovation and start-ups among the students and faculties.

## **3. Yukti National Innovation Repository**

Institution's Innovation Council (IICs) motivate students to share ideas, innovations, and startups under the YUKTI-National Innovation Repository (NIR) an initiative of the Ministry of Education (MoE) Government of India, which enables the educational institute to systematically foster the innovation and entrepreneurship culture by managing and nurturing these innovations and offering continuous support in terms of one-to-one mentorship, grant assistance, referral and linkage with incubation units, connecting with the Angel/Venture Capital (VC) investor network, knowledge agencies, etc.

## **5. Evidence of Success:**

Over the past five years, CBSA has implemented this practice effectively to promote innovation in the institution through multitudinous modes, leading to an innovation promotion ecosystem. The Institution's Innovation Council at CBSA got the highest rating of 4 stars as per the announcement made by MOE's Innovation Cell for performance ranking for the year 2021–2022 and 3.5 stars for year 2022-2023. CBSA positioned in band of 151-300 in the innovation category by NIRF 2023. The institute has involved in multiple innovation projects and organized periodic workshops, seminars, and interactions with entrepreneurs, investors, and professionals and created a mentor pool for student innovators. The efforts

  
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have resulted in increased numbers of innovative ideas submitted by students and faculty. Our proud achievement boasts an impressive record of more than 170 patents filed, with 82 already published, and the securing 2 granted innovation patents. CBSA's faculty and researchers have published more than 1000 research papers in national/international journals, book Chapters and conference publications. Institute has authored more 25 cases studies. A number of students have excelled in various competitions, hackathons, and academic conferences, demonstrating their high level of competency and skill development. MBA students participated in competitions conducted by IIMs and won prizes.

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


Some problems encountered while adopting the practice are:

### **1. Lack of interest amongst students regarding innovation and up skilling**

We face similar challenges because the senior secondary education policies are inadequate in motivating the young minds to push for change and development. This requires us to assist in concept building, metamorphisms and skill development yet correcting the lack of interest in creative thinking and brainstorming. Hence moulding students and sensitizing towards skills up-gradation takes time.

### **2. Lack of Knowledge among Students regarding new competitive market environment**

The current government policy is strongly advocating the push for entrepreneurship and this is reflecting directly in the commitment for supporting the upcoming start-ups. However due to lack of information and sharing at school level, the students who joined are mostly unaware of entrepreneurship possibilities. Hence it asks for rigorous effort to encourage them to participate in competitions like Ideathon, Startup, Hackathons, Conclaves, Funding events etc.

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

### Best Practice-II

#### 1. Title of the Practice:

“Career Guidance Program for a successful holistic growth with Training and Placement Program(TPP) ”

#### 2. Objective of Training and Placement Program:

The training and placement program (TPP) is aimed at improving employability skills by enhancing their personality.

**Employability-**To make the students employable.

**Holistic Development-**To develop students' overall personality by addressing their physical, emotional, social and well-being in various aspects of their lives.

**Beyond Curriculum Training-** To help the students polish their technical, verbal, and aptitude-based skills with books & practice papers.

**Bridge the Gap** - The goal is to close the gap between corporate expectations & educational institutions regarding student quality.

**Career Guidance-**To help students succeed in their academic endeavours, pass challenging exams, pursue higher education, become successful professionals etc.

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### 3. The Context:

The main goal of TPP is to help students develop holistically while improving their practical knowledge. In addition to providing theoretical instruction, the students are engaged in practice sessions related to speech, declamation, group discussions, technical interviews, personal interviews, and coding competitions. Students receive guidance on crafting impressive and polished resumes that meet industry standards. To gain real-world experience in an industrial setting and develop leadership skills, students are strongly encouraged to work as trainees, present their findings, conduct case studies, and complete industry projects. In order to improve students' communication skills and strengthen professional and ethical values, they are encouraged to analyze their personalities using the Strengths, Weaknesses, Opportunities, and Threats (S.W.O.T.) framework which helps them do self analysis and plan their future actions.

### 4. The Practice:

#### i). Training Process:

- a) **Student's Enrolment & Participation in Training and Placement Program:** Students can enroll in the Training and Placement Program by completing a form, attending placement drives, and receiving training sessions from trainers at the Corporate Resource Centre.
- b) **Regular assessment to monitor the progress of students:** Students are regularly evaluated through various methods, including AMCAT exams, mock group discussions, personal interviews, assignments, summaries/competitive exams, and case studies.
- c) **Shortlisting of students based on the company eligibility criteria:** Students are shortlisted by the CRC department on the basis of the AMCAT scores.
- d) **Written/Online Test (Technical, Aptitude & Communication Skills):** Written or online test are main rounds of the recruitment process.
- e) **Group Discussion:** GD involves candidates discussing a topic for 15-20 minutes, followed by evaluation by experience experts based on their discussion.
- f) **Personal Interview/HR Round:** The personal interview aims to evaluate the applicant's interpersonal skills, while students are provided with explanations and guidance for the round.

  
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**g) Final Selection:** The candidates who successfully qualify the rounds of the interview are finally selected by the company and given the offer letters.

**ii). Communication & Soft Skills**

The course assesses a candidate's proficiency in understanding written, spoken, and written documents, highlighting the importance of fluency in English language proficiency in interpersonal skills.

**iii). Logical Ability**

Logical Ability evaluates an individual's ability to objectively interpret, perceive trends, make generalizations, and analyse arguments, for a candidate's success in an industry.

**iv). Quantitative Ability**

Quantitative ability evaluates numerical proficiency and accuracy in mathematical calculations and quantitative analysis.

**v). Psychometric test**

Psychometric tests evaluate a candidate's cognitive abilities and personality, providing valuable insights into their potential and predicting their knowledge, skills, abilities, and other characteristics.

**vi). Training for Competitive Examinations & higher studies**

The Training and Placement Programme (TPP) with CRC prepares students for competitive exams like CAT, IELTS etc.

**vii). Group Discussion**

Group Discussion (GD) evaluates personality traits, leadership, social skills, teamwork, problem-solving, and presence of mind through regular sessions, detailed feedback, and extra practice sessions.

**viii). Case Studies**

Case studies are an inseparable part of the B-school curriculum. It is the accumulated real-life experiences formed into case studies which help students to understand the way actual business is conducted. Regular case studies are conducted to prepare students.

**ix). Interviews**

Personal interviews assess interpersonal skills, technical interviews evaluate technical expertise, and Skype interviews are popular due to convenience, flexibility, and cost savings. Regular mock sessions prepare students for placement drives.

  
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#### x). Resume Building

A resume is a brief document summarizing a job seeker's experience, qualifications, and skills. TPP students undergo professional training, with resumes checked three times before placement drives.

#### 5. Evidence of success:

For several reasons, the training is crucial for students as it has improved their efficiency and effectiveness in developing an individual's personality. As a result of training the students have secured placements in different domains. Due to this practice, more than 80% of students are placed in reputed companies and have gone for higher studies. More than 90 students have cleared the IELTS and PTE exam. Many of our students have cleared different entrance tests for higher education viz CAT, UGC NET etc. and cleared for many government exams, such as the IBPS, RRB(Railway), SSSB, J&K SSB etc.

#### 6. Problems Encountered and Resources Required:

The major problems encountered while implementing the practice are:

1. **High Diversity of Students:** Diversity exposes students to diverse perspectives, experiences, and ideas, preparing them for a globally interconnected world. However, challenges like cultural misunderstandings and communication barriers arise.
2. **Lack of availability of Trainers:** The availability of quality trainers can vary depending on the location. In some areas, there might be an abundance of well-qualified trainers, while in others, the options may be limited. Also trainers try finding different domains for career growth specifically in industries.
3. **Lack of weightage to TPP classes in Evaluation:** Effective evaluation is crucial for assessing students' progress. Placement trainings are crucial for students to gain practical experience and improve their skills, but without evaluation, they may miss out on valuable feedback for professional development.

**Director-Principal  
Chandigarh Business School of Administration  
Landran, Mohali-140307**