

Search PSGIM BOOK of BEST PRACTICES

Empower

Empower individuals to achieve their managerial and entrepreneurial potential.

Research

MISSION

Focus on academic and industry - based research relevant to the region.

Nurture

NOISSIM

Innovate

Develop innovative

methodologies.

teaching and learning

Enhance the institute's visibility, growth and value by espousing ethics and social responsibility and by collaborating with institutional and professional stakeholder groups.

Documents / Evidence

Academics (Teaching/Learning)



Theatre Play -IMC Award 2018



32nd AIMS Annual Management Education Convention

REDISCOVERING MANAGEMENT EDUCATION FOR THE BANDENC WORLD: THE ROAD MAP AHEAD? 26 to 28 August 2021

Certificate of Merit

This is to certify that Dr R Deepa of PSG institute of Management has been awarded Gold Medal for AIMS-WeSchool Innovation Award - Faculty Level titled "Reflective Journaling to Ensure Knowledge Creation and Application in the Affective Domain*.

AIMS WeSchool Innovation Award – Reflective Journaling





Theatre Play Initiative Showcased at NHRD

SECI and "Ba" sessions at PSGIM



Connect with NAAC/NBA/SDG/NEP/Internal Strategic Plan

Academics (Teaching/Learning)





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The Brand Story

Every Element A Thought. Every Line A Legacy

The PSGIM logo is more than a visual; it is the soul of a story. A story rooted in nurturing aspiring minds into responsible, future-ready leaders. The petals in the logo symbolize this transformative journey: from Inward Insight; where learning begins, to Outward Impact; where knowledge meets action, and finally to Upward Aspiration; where potential rises to leadership.

Subtly embedded within the petals is the 'IM', standing proudly for Institute of Management and symbolically for the individual's journey of 'becoming'.



This identity captures PSGIM's enduring commitment to education that is deeply personal, socially conscious, and globally relevant...
Inspiring Individuals. Transforming Societies.

PSG Institute of Management PSG College of Technology

Inspiring Individuals. Transforming Societies

We nurture mindful managers, entrepreneurial thinkers, and responsible leaders who don't just adapt to the future—they shape it. Our colour palette tells this story:

Deep Blue for trust and thought,
Growth Green for innovation and life,
Nurture Yellow for optimism and impact.



Core Values

PSG INSTITUTE OF MANAGEMENT IS BUILT ON SOME GUIDING PRINCIPLES



Ethics Foremost

All our activities with our stakeholders whether academic, research or transactions will reflect honesty and sincerity and will meet regulatory requirements in letter and spirit.



Trust

We value collaboration and team – work and will promote a culture of trust, fellowship and empathy whilst emphasizing on personal integrity.



Inclusivity

We will proactively encourage diversity in all forms: Socio – economic, Gender and Beliefs. We will ensure this in all our policies and practices.



Transparency & Accountability

Our actions will be open to any scrutiny and we will promote a culture of openness. What we report and communicate will be factual, authentic and unambiguous.



Academic Freedom

We are committed to the advancement of intellectual and creative enquiry and to the protection of the academic freedom of our faculty and students.



Sustainable Practices

We will adopt a triple – bottom approach and ensure that we foster environment stewardship and promote sustainability.

Category Header: Academics (Teaching/Learning)



Strategic Goal for the Category

What institutional goal does this practice help achieve?

Use innovative teaching methodologies to empower students with domain knowledge and skills

Connect with NAAC/NBA/SDG/NEP or Internal Strategic Plan

This initiative will help enhance the graduation outcomes and attainment of program outcomes

Title of Best Practice: Theatre Play for Cross-Cultural Communication - An Experiential Learning Initiative

Context & Rationale

- This initiative was implemented in the course "Managerial/Business Communication" where faculty taught intercultural communication.
- Today's learners are Gen Y tech-savvy, smart-work oriented, feedback-driven, and visual-kinesthetic. They learn best by doing.
- The traditional chalk-and-talk approach was replaced with an experiential learning pedagogy.
- Theatre Play Activities like BaFa BaFa, and Culture Show which were used previously limited the learning for students to only one or two cultures.
- Keeping in mind that students required exposure to multi-cultural environments, the instructors, designed a new activity to provide broader exposure to various cultures and customs in business.

Planning & Design

- The objectives and outcomes of the Theatre play were finalized
- The initiative had four phases (Design, Implementation, AOL, Sustenance) and extended over 6 months
- · A checklist for the play was created.
- Each batch (comprising 5 batches of 45 students) was divided into 2 groups, and each group was assigned a country, resulting in 10 countries.
- Each group had a coordinator who assigned roles, responsibilities and decided timelines.
- Once the storyline and script were approved by the instructor, rehearsals were done and the final play was staged
- When one group staged the play, the other 9 groups were the audience. Each group was exposed to 10 cultures.

Outcomes Achieved

- Awards: Bronze Indian Management Conclave 2018; Gold – AIMS WeSchool 2015.
- · Showcased: NHRD Conclave.
- Publication: Deepa & Sri Gayathridevi (2018), IJRME&C.
- Impact: 90% students felt ready for global business; gained skills in planning, teamwork, adaptability, communication, and creativity; improved confidence, trust, and motivation; social media shares enhanced institutional visibility.

Review & Iteration

Faculty monitored progress at each stage.

- a. Approved storyline
- b. Reviewed and approved script after iterations
- c. Observed rehearsals
- d. Evaluated final play using pre-defined metrics
- e. Collected student feedback post activity
- f. Positive responses led to sustaining the activity every year.

Link to Vision: Benchmarking ourselves with the best-in-class standards of business education

business education

Link to Mission: Empower · Innovate

Category Header: Academics (Teaching/Learning)



Strategic Goal for the Category

What institutional goal does this practice help achieve?

Use innovative teaching methodologies to empower students with domain knowledge and skills.

Connect with NAAC/NBA/SDG/NEP or Internal Strategic Plan

This initiative will help enhance the graduation outcomes and attainment of program outcomes. It will also help faculty design activity-based and engaging lesson plans which in turn will enhance student learning.

Title of Best Practice: Empowering Educators through Micro Teaching: Building Confidence and Classroom Competence

Context & Rationale

- New faculty required a structured platform to practice and enhance their teaching skills before engaging with real students.
- Teachers had strong subject knowledge; however, today's learners are from Gen Z, requiring activitybased and innovative teaching methods. The sessions provided an opportunity to practice and refine these skills.
- Peer-based teaching offered an opportunity to receive immediate, constructive feedback in a low-risk environment
- Many new faculty members possessed strong subject expertise but had not yet fully navigated the challenges of contemporary classroom environments
- Opportunity to create a safe, collaborative space for skill-building before facing actual student cohorts.

Planning & Design

- Designed a micro-teaching framework involving a 2-hour peer-led teaching session.
- Arranged for video recording and a structured feedback form for systematic evaluation.
- Faculty members conducted sessions for peers acting as students.
- Sessions were recorded and followed by a facilitated feedback discussion.

Outcomes Achieved

- Enhanced lesson planning, delivery, and interactive teaching techniques.
- Increased self-awareness of strengths and improvement areas through video review.
- Boosted confidence in managing class engagement and participation.

Review & Iteration

- The Stream Heads were part of all the teaching sessions, and they shared constructive feedback with faculty belonging to their stream.
- A peer feedback form was circulated to garner feedback from all the faculty members about all the sessions
- Faculty incorporated feedback into teaching style for subsequent sessions or classes.

Link to Vision: Benchmarking ourselves with the best-in-class standards of

business education

Link to Mission: Empower · Innovate

Category Header: Academics (Teaching/Learning)



Strategic Goal for the Category

What institutional goal does this practice help achieve?

To promote active, experiential, and collaborative learning environments for enhanced concept understanding and skill development in line with PSGIM's learner-centered approach.

Connect with NAAC/NBA/SDG/NEP or Internal Strategic Plan

Aligned with NAAC Criteria 1 (Curricular Aspects) and Criteria 2 (Teaching-Learning and Evaluation); NEP 2020 focus on experiential learning; supports SDG 4 - Quality Education.

Title of Best Practice: Spiraling Knowledge Creation Using SECI and "Ba" Model in the International Business Course

Context & Rationale

- Traditional lecture-based delivery led to passive learning.
- Need to facilitate knowledge creation and workplace skill development.
- Lack of application-oriented pedagogy in theoretical courses like International Business.
- Demand for integration of tacit and explicit knowledge to improve relevance and learner engagement.
- Students had diverse backgrounds (family business/work experience) but were passive in classes.
- Low attention span and disengagement in long lectures.
- Challenges in applying theoretical concepts to real-world global business contexts.
- Opportunity to use SECI and "Ba" models to transform the classroom into a dynamic learning space.

Planning & Design

- Identified SECI and "Ba" models as pedagogical framework.
- Designed a 3-month intervention using collaborative, experiential activities.
- Mapped course outcomes to knowledge creation activities.
- Prepared technological tools and structured timelines for each activity.
- Formed student teams with diverse backgrounds.
- Conducted five SECI-based activities (Globalisation Poster, Be Global Documentary, PELC Role Play, Trade Theory Role Play, and Doing Business Beyond Boundaries).
- Used Moodle, WhatsApp, AI tools, Google Drive, Canva, and video platforms.
- Integrated continuous faculty feedback and peer reviews.

Outcomes Achieved

- SECI skill mapping with McKinsey 21st century skills – high average scores (up to 4.13).
- 70 students involved, 5 collaborative activities conducted.
- Shift in mindset from passive learning to engaged participation.
- Enhanced teamwork, communication, and leadership skills.
- Increased relevance and retention of International Business concepts.
- Positive reflections on confidence, creativity, and adaptability

Review & Iteration

- Continuous monitoring during class sessions and group activities.
- Weekly review of group outputs and peer engagement.
- Open class discussion after each activity.
- Reflective feedback from students and facilitators.
- Adjustments made to the next activity based on participation and outcomes.

Link to Vision: To develop globally competent and socially responsible management professionals through experiential and innovative learning.

Link to Mission: Provide transformative learning experiences · Foster creativity and innovation · Develop responsible leaders · Engage in impactful teaching

Category Header: Academics (Teaching/Learning)



Strategic Goal for the Category

What institutional goal does this practice help achieve?

To bridge the gap between academic knowledge and real-world applications by providing hands-on, experiential learning opportunities to students through direct engagement with SMEs, thereby fostering problem-solving and critical thinking skills.

Connect with NAAC/NBA/SDG/NEP or Internal Strategic Plan

Aligns with NEP 2020 and NBA Criterion 2 & 3, promoting experiential and outcome-based learning. Supports SDG 4 (Quality Education) by enhancing student learning outcomes and employability through field-based industry immersion.

Title of Best Practice: Business Immersion

Context & Rationale

- Traditional classroom teaching lacked exposure to real-world business challenges.
- A need to inculcate critical thinking, problem-solving, and adaptability in students.
- Limited student exposure to SME operations and real-time decisionmaking.
- Desire to build industry-ready graduates equipped with practical skills.

Planning & Design

- Program designed in four structured phases (problem identification, strategy development, recommendation, and presentation).
- Rubrics and outcomes aligned to each phase.
- Faculty assigned to mentor each team.

Execution/Action

- · Teams allocated to different SMEs.
- Field visits, stakeholder interviews, and data analysis conducted.
- Strategies presented, refined, and submitted as final reports.

Outcomes Achieved

- 39 companies engaged in 2025.
- 100% participation from students.
- Over 50 practical business problems analyzed and resolved.
- Improved problem-solving, communication, and analytical skills
- Increased student confidence in dealing with real-world business scenarios.
- Strengthened industry-academia interface.

Review & Iteration

Monitoring

- Weekly reviews and mid-phase assessments.
- Presentations and interim reports submitted at each phase.

Feedback Loop

- Faculty feedback incorporated after each phase.
- Final feedback collected from industry guides and faculty evaluators.

Link to Vision: To foster holistic, industry-relevant education and build leaders with practical and ethical decision-making abilities.

Link to Mission: Industry Interface · Academic Excellence · Thought Leadership · Holistic Development



Title of Best Practice:

PSG Institute of Management
PSG College of Technology
Inspiring Individuals. Transforming Societies

Simulation Game for Strategic Management Course – "The Boardroom"

Context & Rationale

 Traditional teaching methods lacked practical, hands-on exposure to strategic decisionmaking in a competitive business environment.

Category Header: Academics (Teaching/Learning)

- Opportunity to engage students in a dynamic, interactive learning experience simulating real-world corporate challenges.
- Challenge: Foster cross-functional coordination among teams managing diverse business functions under competitive pressure.
- Aim: Enhance understanding of strategy formulation, operational integration, and decision impact in a controlled environment.

Planning & Design

- "The Boardroom" simulation has been designed to reflect corporate competition.
- The game has realistic market segments (Low Earners, High Earners, Geeks, Elite, Others) with differentiated product preferences and pricing sensitivities.
- It has decision screens corresponding to key management roles, with financial and market research data inputs to support decision-making.
- The game has incorporated product parameters (Bulk, Features, Performance, Convenience, Price) to simulate product differentiation and competitive positioning.
- The game also has established game rules for 10 decision rounds (years), encouraging interdepartmental coordination and strategic thinking.

Execution/Action:

- Students divided into teams acting as company management, collaboratively making decisions in each department.
- Facilitated decision cycles with iterative feedback using pro-forma financial statements and market reports.
- Encouraged team discussion, strategy alignment, and rotation of departmental roles to deepen experiential learning.
- Instructors monitored progress and moderated to ensure active participation and timely decision revisions.

Outcomes Achieved

- Student engagement throughout simulation rounds.
- Improvement in strategic decisionmaking post-simulation.
- · Enhanced team collaboration
- Increased student confidence in applying strategic frameworks to complex business problems.
- Better understanding of crossfunctional dependencies and trade-offs.
- Positive student feedback on experiential learning and realworld applicability.

Review & Iteration

Monitoring Frequency:

- Simulation monitored each week during the Strategic Management course.
- Regular checkpoints after each decision round for assessment and feedback.

Feedback Loop:

- Collected student feedback via debriefing sessions post-simulation.
- Facilitators reviewed game dynamics, decision complexity, and role clarity to refine the simulation.
- Continuous updates made to improve realism, engagement, and learning outcomes based on participant input.

Link to Vision: Aligns with PSGIM's vision to develop industry-ready leaders equipped with practical skills and strategic acumen.

Link to Mission: Supports PSGIM's mission to deliver innovative, experiential learning experiences that integrate theory with business realities, fostering holistic management education.

Category Header: Academics (Evaluation)



Strategic Goal for the Category

What institutional goal does this practice help achieve?

The Summer Internship for students at PSGIM helps strengthening industry-academia collaboration, and promoting students learning through outcome-based education. By integrating continuous evaluation, structured mentorship, and external assessments, the internship ensures that students gain practical skills and real-world exposure. The regular feedback from industry mentors and faculty visits contributes to curriculum refinement, aligning academic content with evolving industry needs.

Connect with NAAC/NBA/SDG/NEP or Internal Strategic Plan

NBA + Internal Strategic Plan

Title of Best Practice: Integrated Internship: Guided Learning & Feedback

Context & Rationale

- Facilitate specialized domain learning for management students.
- Apply classroom concepts in real-world business settings.
- Develop managerial and interpersonal skills
- Strengthen industry-academia engagement for curriculum, placement, and consulting.
- Bridge the gap between academic learning and industry expectations.
- Move beyond internship completion to ensure structured learning, real-time feedback, and measurable outcomes.
- Promote accountability, learning ownership, and long-term industry partnerships

Planning & Design

- Mapped program and internship outcomes to MBA objectives.
- Assigned domain-based faculty mentors with defined roles and timelines.
- Set poster guidelines (four themes) with clear conduct rules.
- Established three-part evaluation with rubrics for faculty and industry.
- Orientation covered ethics, timelines, documentation.
- Weekly Moodle reports with mentor feedback.
- Regular industry mentor interactions for guided progress.
- Faculty visits ensured feedback and alignment.
- Poster and report evaluations were rubricbased, plagiarism-checked, and feedbackdriven.

Outcomes Achieved

- 220 Internships, 30 company visits, 25 Subject Matter Experts visiting PSGIM for Poster presentation Evaluation
- Dual mentorship structure that balances academic and professional perspectives.
- Moodle-enabled continuous assessment and traceability of learning.
- Poster Presentation with Industry experts doing the final evaluation Faculty connect with Industry, Curriculum enrichment based on realtime expert input, Institutional collaboration opportunities emerging from internship partnerships.
- Focus on ethical conduct, grooming, and corporate behaviour as part of professional preparation.

Review & Iteration

- Students Monitored Weekly to ensure feedback is provided and Continuous marks are assigned
- Internship system Reviewed every year for improvements
- Feedback received from Industry stakeholders captured by faculty visits to companies in Chennai, Bangalore and Coimbatore for academic and industry collaboration and curriculum revisits
- Industry feedback critical for curriculum

Link to Vision: Empowered pedagogy and active learning outcome

Link to Mission: Empower · Nurture

lacro Synergies

Category Header: Academics (Evaluation)



Strategic Goal for the Category

What institutional goal does this practice help achieve?

Enhances the effectiveness of evaluation to ensure assurance of learning

Connect with NAAC/NBA/SDG/NEP or Internal Strategic Plan

Assurance of learning, outcome-based education

Title of Best Practice: Reflective Journaling to Ensure Knowledge Creation and Application in the Affective Domain

Context & Rationale

- Challenge: Assessing learning in the affective domain was difficult.
- True affective learning should lead to behavioral or attitudinal change.
- Traditional assessments (quizzes, tests, exams) cannot capture such changes.
- Opportunity: Use reflective journaling to assess higher-order learning outcomes in the Emotional Intelligence for Managers course.

Planning & Design

- The initiative was implemented in the course "Emotional Intelligence for Managers", which had 115 students in 2 batches.
- Journaling was introduced on Day 1 with a template and guidelines
- Two journal sharing sessions on real-life application of concepts were scheduled during the course.
- Out of 50 marks (internal), 15 marks were allotted for Journaling.
- The journaling activity was mapped to course outcomes.

Outcomes Achieved

- High level of attainment of the outcomes CO3, CO4, and CO5 of the course, which belonged to the higher order of the affective domain
- AIMS WeSchool Gold Medal for Innovation at the AIMS Convention 2021
- The Initiative was presented at an International Conference
- A scopus-indexed publicationEffective learning and sustenance of learning
- Learnings transferred to family and friends and hence the impact extended beyond the students.

Review & Iteration

- The course covered managing fear, anger, stress, and the application of Emotional Intelligence in interpersonal relationships.
- Students were motivated to start journaling from day 1 with two sharing sessions (after units 1-3, and 4-5)
- The habit was sustained via sharing sessions and internal marks. Sensitive entries were accepted by Email
- Based on the quality of journaling and the extent of application of learning, marks were awarded.

Link to Vision: Benchmarking ourselves with the best-in-class standards of business education

Link to Mission: Empower · Innovate

Category Header: Research



Strategic Goal for the Category

What institutional goal does this practice help achieve?

At PSGIM, the research best practices drive regionally relevant academic and industry research through structured monitoring, collaboration, and global partnerships.

Connect with NAAC/NBA/SDG/NEP or Internal Strategic Plan

The best practices at PSG Institute of Management (PSGIM) are closely aligned with NAAC, NBA, SDGs, NEP 2020, and the institute's internal strategic goals. They support NAAC's focus on research (Criterion III), experiential learning (Criterion III), and effective governance (Criterion VI). NBA graduate attributes are addressed through research skill development, tool usage, and lifelong learning initiatives. PSGIM contributes to SDG 4 (quality education), SDG 9 (innovation), and SDG 17 (partnerships) by integrating industry-relevant themes and global collaborations. NEP 2020 objectives are met through interdisciplinary research, digital tools, and student-faculty co-authorship, promoting a dynamic, future-ready academic and research environment.

Title of Best Practice: Weekly Research Forum at PSGIM - Strengthening Scholarly Engagement Through Institutional Research Forums: A Structured Approach

Context & Rationale

- The PSGIM Research Forum was initiated in 2012 to create a structured and intellectually vibrant space for faculty to present, critique, and refine their research work. The forum fosters a collaborative academic environment where faculty members receive constructive feedback on their unpublished research papers and develop them for high-quality publications
- The forum was designed to fill the gap in peer-driven mechanism for sharing in-progress research and refining it before submission to top journals.

Planning & Design

- A Research Committee was formed to schedule and coordinate the sessions
- Guidelines were prepared defining submission norms, roles of presenters and discussants, and session structure

Execution/Action:

- Sessions are conducted every Thursday afternoon during the semester
- Each session includes one or two presenters improvised to include an assigned discussant for critical feedback.
- Confidentiality agreements are ensured for unpublished work

Outcomes Achieved

- Over 30 faculty presentations conducted every year
- At least 40% of presented papers submitted to journals within 3 months of forum
- Enhanced research quality through early peer review
- Improved interdisciplinary collaboration and mentoring culture
- Increased awareness of current research within the institution

Review & Iteration

- Weekly sessions as per the academic calendar
- Feedback is gathered from participants post-session
- Insights are used to improve formats, timing, and focus areas for future forums
- Discussants sign a confidentiality disclaimer to protect intellectual contributions

Link to Vision: Vision Alignment: Research: Nurture

Link to Mission: Mission Alignment: Focus on academic and industry-based research relevant to the region; collaborate with institutional and professional stakeholder groups

Category Header: Research



Title of Best Practice: Quarterly Research Review System with ALC and PLC Forms

Research Focus: The practice emphasizes structured monitoring of faculty research to enhance article development, publication quality, and alignment with PSGIM's vision of producing academically rigorous and industry-relevant research.

Context & Rationale

- To institutionalize a structured monitoring and mentoring process for faculty research progress at PSGIM since 2023-2024
- Challenge: Despite active research engagement, there was a lack of periodic assessment and visibility on article and publication progress

Planning & Design

- Design and pilot of Article Life Cycle (ALC) and Publication Life Cycle (PLC) formats
- Mandatory submission of ALC and PLC forms by all research-active faculty every quarter; monitored by Dean Research and Research Coordinator

Outcomes Achieved

- 100% quarterly submissions by 30+ faculty; increased article submissions
- Improved research accountability, structure, and clarity

Review & Iteration

- Quarterly reviews (Aug, Dec, Apr) in Research Committee meetings
- Feedback Loop: Faculty feedback incorporated into the design of the revised ALC/PLC templates for 2025

Link to Vision: Research: Benchmarking with best-in-class standards

Link to Mission: Focus on academic and industry-based research relevant to the region

Category Header: Research



Title of Best Practice: Structured Faculty Thrust Area Mapping

Research Focus: This practice directs faculty expertise toward clearly defined thrust areas. It fosters collaboration within and across disciplines based on mapped expertise.

Context & Rationale

- To ensure focused and impactful research by aligning faculty expertise to institutional thrust areas
- Challenge: Lack of consolidated thrust area mapping caused overlap and dilution of focus

Planning & Design

- Mapped faculty interests across 20+ thematic areas using research profile data
- Faculty profiles updated and published annually to reflect research focus

Outcomes Achieved

- 95% of faculty mapped to core thrusts; 40% cross-functional collaborations initiated
- Qualitative Outcomes: Strategic clarity in resource allocation and mentorship

Review & Iteration

- Profile updates monitored by Research Cell every year
- Annual review during performance appraisal for goal alignment

Link to Vision: Research: Nurture

Link to Mission: Support academic and regional relevance in research

Category Header: Research



Title of Best Practice: International Collaborations in Research at PSGIM

Research Focus: This practice strengthens PSGIM's global research footprint by fostering collaborative, cross-cultural studies that enhance innovation, visibility, and knowledge co-creation.

Context & Rationale

- This best practice was initiated to position PSGIM faculty in global research ecosystems and to encourage faculty to co-create knowledge through multi-country studies
- Recognizing the need for global engagement and the ever-evolving business landscape, PSGIM has actively fostered foreign collaborations to enhance research excellence, cross-cultural academic exposure, and innovation

Planning & Design

- Faculty members engaged in structured collaborations through joint conferences, paper presentations, faculty visits, and co-authored journal publications
- Specific collaborations include partnerships with Multimedia University, Malaysia; Cape Breton University, Canada; Canadian University Dubai; and University of Toledo, USA. These involved joint research, Scopus-indexed publications, and mentoring exchanges

Outcomes Achieved

- Conducting International Conference
- Two joint conference presentations with international authors from five countries.
- A Scopus-indexed publication with Dr. Margaret Hopkins from University of Toledo.
- Two joint paper submissions in progress with Dr. Paul Hong and team from University of Toledo
- Exploratory research meetings with Dr. Bob Yonker and Dr. Youhan Mauger for HR stream collaborations.
- Expanded global visibility and faculty research capacity
- Publications

Review & Iteration

- The progress of these collaborations is reviewed bi annually by the Research Committee at PSGIM
- Feedback is obtained through post-collaboration reports and discussions with international partners. A repository of all international research initiatives is maintained for tracking and knowledge sharing

Link to Vision: This best practice supports PSGIM's vision of being globally respected for innovative and socially relevant education

Link to Mission: It directly aligns with the mission to build leaders through Research, Innovation, and Internationalization

Category Header: Co-Curricular Activities



Strategic Goal for the Category

What institutional goal does this practice help achieve?

This course was introduced to foster the sense of social responsibility among the students. By identifying real world issues and designing innovative solutions to solve these issues, students gain awareness and empathy. This is in line with the mission of PSGIM of espousing ethics and social responsibility.

Connect with NAAC/NBA/SDG/NEP or Internal Strategic Plan

The activities undertaken align with several SDG goals. The course also links to the NBA and NAAC criteria on providing holistic education.

Title of Best Practice: Social Immersion

Context & Rationale

- To promote experiential learning through community engagement.
- To instill social responsibility and empathy among management students.
- To develop awareness of environmental and sustainability issues, which are increasingly central to responsible and future-ready business leadership.
- Limited exposure of MBA students to grassroots realities and societal challenges.
- Opportunity to embed values and ethics in managerial thinking.
- Need to understand the importance of sustainability to business
- Institutional aim to strengthen community partnerships and demonstrate social impact.

Planning & Design

- Started with CSR and Indian Ethos courses to build ethical and social awareness.
- Evolved into Caring, Sharing, Giving & Leading module fostering empathy and leadership.
- Formalized as Social Sensitization and later rebranded as Social Immersion to reflect deeper impact.
- Partnered with NGOs, schools, civic bodies for varied projects.
- Pre-immersion workshops on conduct, ethics, and reporting.
- Teams addressed real issues (waste, education, sanitation) with faculty mentorship.
- Included field visits, campaigns, reflections, and presentations.
- Evaluation on engagement, teamwork and community contribution.

Outcomes Achieved

- 180+ students participate annually in social immersion since 2010.
- Partnered with 30+ NGOs/community organizations.
- Completed 200+ projects in waste, education, health, and sustainability.
- Improved curriculum, student engagement, sensitivity, and community ties.
- Strengthened a values-based, socially conscious management culture.
- Showcased and won Innovation Award and National Management Week.

Review & Iteration

- Annual review after course execution using student, faculty, and community feedback to refine activities and extend reach.
- Triennial curriculum review to assess relevance, structure, and alignment with educational goals, stakeholder needs, and societal challenges.
- Inputs from students, faculty, and community partners (NGOs, corporates).
- Recognition through awards, accolades, and related feedback.

Link to Vision: Supports PSGIM's vision of "developing socially responsible leaders" by engaging students with real-world community issues and ethical challenges.

Link to Mission: Nurture

Category Header: Co-Curricular Activities



Strategic Goal for the Category

What institutional goal does this practice help achieve?

To create a live, student-managed business platform that fosters entrepreneurial mindset, operational competence, and leadership skills through experiential learning, directly connecting academic concepts with real-world business practice.

Connect with NAAC/NBA/SDG/NEP or Internal Strategic Plan

Aligns with NAAC's experiential learning and skill development, NBA's focus on competence and teamwork, NEP's emphasis on entrepreneurship, SDG 4 & 8 on quality education and economic growth, and PSGIM's strategic pillars on experiential education, innovation, and social responsibility.

Title of Best Practice: B-School Bistro - A Student-Run Entrepreneurial Cafeteria

Context & Rationale

- To promote experiential learning in business operations
- To foster entrepreneurship and managerial skills among students
- To provide a live lab for applying classroom concepts
- To encourage teamwork and leadership in real-world settings
- Lack of platforms for real-time application of business concepts
- Need for students to gain hands-on experience in retail and food service management
- Opportunity to cultivate responsibility and financial discipline
- Need to enhance student engagement beyond academics

Planning & Design

- Conceptualized by faculty and student council as a live business lab
- Initial feasibility study on demand, pricing, and menu selection
- Infrastructure identified within campus for cafeteria setup
- Soft launch with a limited menu and controlled operations
- Daily operations managed entirely by students under faculty mentorship
- Rotational leadership among student teams each year
- Regular budgeting, procurement, and profit & loss tracking
- Promotions via campus-wide communication channels

Outcomes Achieved

- Enhanced practical understanding of marketing, budgeting, and logistics
- Improved leadership, communication, and decisionmaking skills
- Increased peer collaboration and ownership mindset
- Stronger connect between theoretical learning and business

Review & Iteration

- Weekly performance review meetings with faculty coordinators
- Daily sales tracking and operational audits
- Feedback collected from student and staff
- Suggestions incorporated for menu updates and process improvement
- Year-end evaluation and knowledge sharing among successive batches

Link to Vision: Fulfills PSGIM's vision of "developing socially responsible and entrepreneurial leaders through practice-oriented education."

Link to Mission: Learning • Innovation • Experiential Education • Social Responsibility

Category Header: Co-Curricular Activities



Strategic Goal for the Category

What institutional goal does this practice help achieve?

The strategic goal Active Learning Program Services (ALPS) is to deploy innovative teaching and learning methodologies and develop industry-ready management professionals by enhancing their behavioral, interpersonal, and leadership skills through experiential learning. This approach aligns with PSGIM's mission to deliver holistic education, positioning students to excel in dynamic business environments and contribute meaningfully to their organizations.

Connect with NAAC/NBA/SDG/NEP or Internal Strategic Plan

It supports NAAC (Criteria 2 - Innovation and Creativity in Teaching Learning Process) and NBA (Criterion 4: Curriculum and Learning Process) by enhancing student-centric learning and outcome-based education through experiential methods. It contributes to SDG 4 (Quality Education) by providing inclusive, engaging, and lifelong learning opportunities.

Title of Best Practice: Experiential Learning at ALPS

Context & Rationale

- To provide an opportunity to experience the theory and understand the implications, students are exposed to experiential learning to ALPS.
- The ALP focuses on modifying the behaviour of the participants with hands on experiential activities, practicing which in the formal class room arrangement is difficult and may also be less efficient.
- PSGIM recognized the need to nurture essential managerial and interpersonal skills—such as leadership, teamwork, problem-solving, and selfawareness—through more engaging and experiential methods.

Planning & Design

- Established in 2020, the PSG Centre for ALPS as a dedicated, informal, and interactive training space.
- Need for trained professionals to conduct sessions with experiential learning techniques was identified and accordingly faculty members are supported to transform as Experiential Trainers.
- Assigned a faculty member as in-charge for ALPS to plan, implement, monitor and evaluate the outcomes of experiential learning.
- Integration with Curriculum: Aligned ALPS activities with course objectives and in academic curriculum and schedules.

Outcomes Achieved

- 100% Student Participation: All students should undergo ALPS as part of the academic program.
- Notably, received consistent high scores in student satisfaction for this courses integrated with ALPS.
- Students show more openness, initiative, and collaboration in ALPS settings.
- Increased interdisciplinary faculty participation in designing and facilitating sessions.

Review & Iteration

- Feedback from students and facilitators collected after each ALPS session to assess engagement and outcomes.
- ALPS Faculty Trainers conduct semesterend evaluations to measure impact, identify improvements, and plan ahead.
- Participant experiences captured through informal discussions.
- Feedback also gathered in Class Committee Meetings held twice a semester with faculty, programme coordinator, and chairperson.

Link to Vision: Leadership in Management Education: By adopting innovative, experiential learning methods that set PSGIM apart from conventional approaches.

Link to Mission: Empower · Innovate

Category Header: Co-Curricular Activities, Sports and Clubs



Strategic Goal for the Category

What institutional goal does this practice help achieve?

The Entrepreneurship Cell (E-Cell) at PSGIM supports key institutional goals by fostering innovation, leadership, and industry engagement among students. Through events like the Student Expo and Entrepreneurship Summit, E-Cell encourages creative thinking and provides hands-on entrepreneurial experience. The talk series with industry professionals enhances practical knowledge in areas such as funding and start-up evaluation.

Connect with NAAC/NBA/SDG/NEP or Internal Strategic Plan

It supports NAAC (Criteria 2: Teaching and Learning Experience and Criteria 7: Institutional Values and Best Practices) and NBA (Criterion 5: Students' Quality and Performance - 5.4. Placement, Higher studies and Entrepreneurship). E-Cell activities also contribute to UN Sustainable Development Goals (SDG 4: Quality Education & SDG 8: Decent Work and Economic Growth) by nurturing entrepreneurial skills and fostering self-employment opportunities.

Title of Best Practice: E - Cell - Shaping Young Entrepreneur

Context & Rationale

- Need to bridge the gap between academic learning and real-world entrepreneurial skills.
- Limited exposure for students to start-up culture and innovation ecosystems.
- Lack of practical exposure to entrepreneurship despite of having in the academic curriculum.
- Growing interest among students in startups and innovation-driven careers.

Planning & Design

- Identified faculty mentors to guide activities and solicited the passionate students to enrol to e-cell.
- Identified and connected with industry experts, entrepreneurs, and alumni for collaboration.
- Rolled out the planned activity calendar with the events like the Student Expo, Entrepreneurship Summit, and Talk Series.
- Invited industry professionals, start-up founders, and alumni as guest speakers and mentors.

Outcomes Achieved

- Number of events conducted annually
- Industry experts and guest speakers engaged during the year.
- Increase in student interest in entrepreneurship
- Increased student ownership and initiative, with more proactive participation.
- Greater interdisciplinary collaboration among students from different backgrounds.

Review & Iteration

- Monthly review meetings with faculty advisor and e-cell members to plan and discuss the outcomes.
- Annual performance evaluation of E-Cell activities against predefined goals.
- Faculty advisor reviews to provide guidance and assess e-cell activities.

Link to Vision: Proactively engaging with the stakeholders for Skill development.

Link to Mission: Empower · Nurture

Category Header: Co-Curricular Activities – Global Immersion



Strategic Goal for the Category

What institutional goal does this practice help achieve?

To develop globally competent managers by exposing students to international cultures, economic frameworks, and business environments.

Connect with NAAC/NBA/SDG/NEP or Internal Strategic Plan

Aligns with NAAC Criterion 2 on Learning, NBA Criterion 6 on International Connect, SDG 4 for Quality Education, and NEP 2020's emphasis on international exposure and multidisciplinary learning.

Title of Best Practice: Global Immersion Program

Context & Rationale

- Initially was offered as part of extracurricular offerings, Global Immersion program is now a credited course which provide students with direct international exposure beyond the classroom
- Provides students with international immersive exposure in diverse business practices and economy.
- Fosters cross-cultural understanding and leadership skills.
- Builds partnerships with reputed global universities for joint projects, knowledge exchange, and networking.

Planning & Design

- New international universities identified and partnerships established for the Global Immersion Program.
- Program structured with academic sessions, company visits, and cultural modules in collaboration with host universities.
- Faculty mentors assigned to each student batch.
- Students participate in overseas visits, gaining immersive insights into international economy, business practices, and culture.
- Students present learnings and submit final reports.

Outcomes Achieved

- Over 200 students participated annually since 2021.
- Programs conducted in 4 different countries.
- 30+ global faculty and industry experts delivered academic and industry sessions.
- Enhanced global business acumen, cross-cultural communication, and leadership skills.
- Strengthened international university partnerships and collaborative projects.

Review & Iteration

- Annual review of program structure, university partnerships, and assessment methods for continuous improvement.
- Pre-departure presentations assessed to ensure students' readiness and topic understanding.
- Continuous feedback during academic sessions, company visits, and cultural activities at host universities.
- Post-program evaluation through reports, videos and presentations to measure learning outcomes.

Link to Vision: The Global Immersion Program benchmarks PSGIM students to international standards, enhancing academic engagement, global skills, and positioning PSGIM as a pioneering institution in business education.

Link to Mission: Global insights • Innovation & research • Cross-cultural competence • International collaborations

Aacro Synergie

Category Header: Co-Curricular Activities Conferences/Workshops/FDPs



Strategic Goal for the Category

What institutional goal does this practice help achieve?

Promotes industry-academia collaboration and experiential learning through exposure to contemporary marketing practices and thought leadership.

Connect with NAAC/NBA/SDG/NEP or Internal Strategic Plan

Aligns with PSGIM's Strategic Plan and NEP 2020 goals of fostering holistic and multidisciplinary education, industry interface, and outcome-based learning.

Title of Best Practice: Functional Conclave

Context & Rationale

- Increasing need for students to understand dynamic, real-world marketing scenarios
- To bridge the gap between marketing theory and evolving industry practices
- To create an experiential learning platform for students
- To offer a knowledge-sharing forum for industry experts, alumni, and academia
- To build PSGIM's brand as a Center for Marketing Excellence
- Opportunity to engage with a network of professionals

Planning & Design

- Theme selected: eg. "Disrupt or Be Disrupted" to reflect current challenges for marketing domain
- Designed as a full-day conclave with six speaker sessions and panel discussions
- Invited eminent speakers from diverse domains: eg. branding, offline marketing, retail experience, sustainability, traditional branding, and ancient Indian thought leadership
- Partnered with industry sponsors and media partners
- Faculty-led organizing committee oversaw speaker curation, logistics, registration, and hospitality

Outcomes Achieved

- 73 external participants (37 industry + 36 academic institutions) and full PSGIM student cohort
- Participation from 14 companies and 6 academic institutions
- Enhanced understanding of contemporary marketing disruptions
- Created visibility for PSGIM in the academic and professional ecosystem
- Strengthened industry connect and alumni involvement
- Boosted student engagement and reflective learning

Review & Iteration

- Faculty reflection meeting held to review logistics, content relevance, and session delivery
- Participant feedback collected via Google Form
- Session-wise documentation, photography, and social media monitoring in place

Link to Vision: Supports PSGIM's vision of being a globally recognized institution fostering innovation and leadership in management education.

Link to Mission: Empower · Nurture

Category Header: Co-curricular Activities - Experiential learning



Strategic Goal for the Category

What institutional goal does this practice help achieve?

The Retail Exhibitions, popularly called Market Expos, align with the institutional goal of imparting experiential learning by bridging the gap between classroom concepts and real-world application. They nurture entrepreneurial thinking, leadership, industry-academia collaboration, and community engagement among MBA students. The practice also enhances employability skills by fostering competencies in planning, execution, negotiation, customer engagement, and market analytics.

Connect with NAAC/NBA/SDG/NEP or Internal Strategic Plan

• NAAC/NBA: Demonstrates innovative teaching-learning practices, strengthens alumni engagement, and builds holistic student development. • SDG 4 (Quality Education): Promotes skill-based, practical education. • SDG 8 (Decent Work & Economic Growth): Provides a platform for entrepreneurial ventures and supports small businesses. • SDG 17 (Partnerships for the Goals): Builds collaboration between students, alumni, and the community.

Title of Best Practice: : "Market Expo: Experiential Retail Expositions for Learning and Community Engagement"

Context & Rationale

- To empower management students with both theory and practical skills to succeed in today's competitive business world.
- Retail Exhibitions, co-organised by MBA students and the PSG Management Alumni Association, addresses this gap.
- Key Benefits for Students include: Testing of business models in real time, Practice designing and executing sales strategies, Gain insights into customer behaviour.
- Wider Impact of Strengthened alumni engagement, enhanced community participation, Boost to institutional visibility and brand presence.

Planning & Design

- Conceptualisation: MBA students propose exhibition themes and objectives.
- Collaboration: Alumni mentors guide stall management, pricing, and promotions.
- · Execution:
 - Stalls for student entrepreneurs, alumni start-ups, and local businesses.
 - Marketing via social media, posters, and word-of-mouth.
 - · Logistics for venue, crowd, and safety.
- Curriculum Integration: Learnings applied in Retail Management, Consumer Behaviour, Sales & Distribution, and Entrepreneurship courses.

Outcomes Achieved

Macro Synergies

- Student Development: Improved leadership, teamwork, negotiation, customer handling, and financial planning.
- Entrepreneurship: Students tested ideas; some scaled into start-ups.
- Alumni Engagement: Strengthened bonds through mentorship and guidance.
- Community Impact: Local entrepreneurs gained visibility and revenue.
- Institutional Visibility: Showcased PSGIM as a hub for experiential learning.

Review & Iteration

- Post-event reviews with faculty, alumni, students, and public.
- Feedback from stall participants and visitors.
- Project reports submitted for assessment.
- · Iterative improvements:
 - · Enhanced stall design
 - Tech adoption (QR, digital marketing)
 - Structured student reflections in coursework

Link to Vision: Market Expo aligns with PSGIM's vision of *"Shaping globally responsible leaders through value-based management education and impactful engagement with business and society."

Link to Mission: Nurture · Empower

Category Header: Co-curricular Activities -**Experiential learning**



Micro Synergies

Strategic Goal for the Category

What institutional goal does this practice help achieve?

To empower students with resilience, adaptability, and social sensitivity through experiential learning, fostering responsible, innovative, and holistic management professionals. The practice also aims to strengthen life skills, enhance problem-solving and decision-making abilities, and build an entrepreneurial mindset. By connecting academic learning with real-world challenges, it nurtures in the student, ethical leadership, self-awareness, and a commitment to community well-being.

Connect with NAAC/NBA/SDG/NEP or Internal Strategic Plan

NAAC: Criterion 1 - Experiential pedagogy; Criterion 5 - Student support & progression. | NBA: Supports POs on selfawareness, ethics, problem-solving, and societal impact. | NEP 2020: Promotes experiential, holistic learning with life skills, resilience, and responsibility. | SDG: Aligns with SDG 4 (Quality Education), SDG 8 (Decent Work), SDG 10 (Reduced Inequalities).

Title of Best Practice: : Beyond the Books

Context & Rationale

- Beyond the Books is an experiential learning activity aimed at pushing students beyond their comfort zones.
- Students are challenged to live a full day with only ₹100, without revealing their identity (UG/MBA/Family, Friends etc.), managing food, travel, and basic needs and generate income through any legal and honest means.
- The rationale is to build empathy, adaptability, financial awareness, resilience, and problem-solving among the students as and when they perform or search for Jobs during the activity to generate more revenue.
- It encourages reflection on privilege and inequality while connecting classroom learning to real-life scenarios.

Planning & Design

- Strict guidelines: no identity disclosure, no digital payments, no external help, no own vehicles and limited to a 5 km radius from campus.
- Students required to:
 - · Engage actively with people.
 - · Sustain themselves ethically for the day.
 - · Get a job for the day and earn income
 - · Report progress to faculty mentors.
- Faculty mentors and 18 student volunteers monitored execution; real-time location sharing ensured safety.
- Operational framework balanced autonomy and accountability.

Outcomes Achieved

- Empathy & Emotional Intelligence: Students better understood life at the margins.
- Adaptability: Learned to manage uncertainty and constraints.
- Financial Literacy: Resource prioritization
- Self-Awareness: Many reported discovering hidden strengths and valuing humility and community support.
- Strengthened resilience and encouraged social sensitivity beyond textbooks.
- Most of the student s were able to generate more revenue by doing a variety of jobs such as working in juice shops, Photostat centers, Mess, Hotels etc and some showed entrepreneurial sprit by selling juices, buying and selling key chains and other products

Review & Iteration

- Faculty and student support teams ensured safe and smooth implementation.
- Debrief sessions required students to reflect on:
 - ·How they managed with ₹100.
 - $\cdot \text{Challenges faced}.$
 - · Key lessons about self and society.
- Reflections revealed the activity as a transformative experience, prompting revisions for future iterations.
- The initiative reinforced continuous improvement in induction design, aligning with PSG Institute's emphasis on experiential learning.

Link to Vision: The activity supports PSGIM's vision by proactively engaging stakeholders through impactful academic and professional interactions, benchmarked with best-in-class business school practices.

Link to Mission: Empower

Category Header: Co-Curricular Activity -**Campus Events**



Strategic Goal for the Category

What institutional goal does this practice help achieve?

The Week of Wonders (WoW) at PSG Institute of Management directly supports institutional goals of fostering leadership, experiential learning, and holistic student development. By engaging students in organizing, competing, and problemsolving, the event nurtures managerial competencies, teamwork, and decision-making aligned with real-world business challenges.

Connect with NAAC/NBA/SDG/NEP or Internal Strategic Plan

WOW resonates with NAAC's emphasis on student-centric learning and participative practices, NBA's graduate attributes of leadership and team effectiveness, and NEP 2020's call for holistic and multidisciplinary education. Furthermore, WoW aligns with SDG 4 (Quality Education) by enhancing employability skills and institutional strategic plans on strengthening industry-readiness and student engagement initiatives.

Title of Best Practice: : "WoW - Week of Wonders: A Flagship Experiential Learning Initiative"

Context & Rationale

- Need to foster leadership, problem-solving, and team-building among first-year MBA
- Bridge between classroom learning and real-world managerial challenges.
- Provide a platform for students to showcase domain expertise in Finance, HR, Marketing, and Operations
- Students need structured opportunities to practice leadership, teamwork, and decision-making in a simulated business environment.
- Nurtures leadership among students and develops event management, mentoring, and evaluative skills. Thus, Week of Wonders (WoW) emerged as an opportunity to bridge classroom learning with practical managerial competencies.

Planning & Design

- Event curated by II-year MBA students with faculty guidance.
- Clear roles assigned: organizing committee (and PoCs - Point of Contacts), faculty mentors, evaluators, and participants.
- Designed multiple rounds for domain expertise in general management and other functional areas.
- Rubrics developed for assessment of Best Manager and Best Functional Teams.
- Continuous monitoring and evaluation by faculty team.
- Final selection of Best Manager by past Best Managers and Senior Alumni.

Outcomes Achieved

- Increased first-year student engagement in all institutional activities.
- Identification of 1 Best Manager and 4 Functional Best Teams and Individual Managers.
- Improved confidence, communication, and leadership among first-year students.
- Strengthened peer learning and mentoring culture between senior and junior batches.
- · Enhanced quality of student-led event design and execution.

Review & Iteration

- A detailed report to be submitted including the rounds, rubrics and winner list.
- Monitored by faculty coordinators and student organizers.
- Student participants and organizers provide structured feedback.
- Insights used to redesign event structure and evaluation rubrics in the next year.

Link to Vision: WoW nurtures future leaders with global perspectives, problem-solving skills, and values-driven leadership, directly supporting the vision of creating competent and responsible management professionals.

Link to Mission: Empower

Category Header: Administration Reforms



Strategic Goal for the Category

What institutional goal does this practice help achieve?

To align faculty efforts with institutional, national, and industry priorities through an annual forum that fosters shared ownership, sets measurable targets, and drives continuous improvement.

Connect with NAAC/NBA/SDG/NEP or Internal Strategic Plan

The Faculty Forum aligns with NAAC's emphasis on participative governance and continuous improvement, NBA's focus on life-long learning and stakeholder engagement, NEP's call for faculty empowerment and collaborative planning, and SDG 4 & 17 by fostering quality education and partnerships. It is integrated into PSGIM's Internal Strategic Plan through annual goal-setting, benchmarking, and outcome review to ensure alignment with institutional, national, and industry priorities.

Title of Best Practice: Faculty Forum – Driving Collaborative Goal Setting & Strategy

Context & Rationale

- To avoid fragmentation in academic priorities and ensure collective institutional alignment, PSGIM initiated an annual Faculty Forum. It enables bottom-up and top-down planning across streams and individuals for curriculum innovation, industry immersion, research goals, and alumni engagement
- Challenges span organizational behaviour, mindset shifts, and execution consistency

Planning & Design

- Anchored by the Director and coordinated by senior faculty Agenda built around 3 pillars: Knowledge Delivery, Vision Alignment, Stakeholder Engagement. 2day forum conducted annually with full faculty and management participation
- Theme that resonates with market dynamics and the five-year strategic plan is chosen by a senior team. Sub-themes are identified, and teams of faculty deliberate to arrive at tangible outcomes
- Streams asked to plan 1-year and 5-year goals. Streams present their outcomes and targets using a 7-step model Goals across research, consulting, and classroom delivery defined. Inclusion of keynotes, debates, alumni voices, and milestone mapping

Outcomes Achieved

- 100% faculty alignment to strategic themes, 7-step model adopted as personal growth map by faculty Defined stream-wise MDPs, research themes, and engagement projects
- Renewed ownership. Faculty performance integrated with institutional visioning
- benchmarking exercises to identify the best practices that could be customized to be adopted at PSGIM
- ensures the institution's vision and mission are consistently met, reinforcing a culture where faculty create value for all stakeholders

Review & Iteration

- Feedback from various stakeholders; recruiters, alumni, and graduating students is discussed to identify opportunities for improvement
- Forum outcomes tracked through the academic year via stream reports
- Yearly forum used to reflect, recalibrate and inspire collective growth

Link to Vision: Reinforces PSGIM's identity where faculty create value for peers, students, and stakeholders.

Link to Mission: Nurture

Category Header: Alumni Connect



Strategic Goal for the Category

What institutional goal does this practice help achieve?

The alumni engagement practices collectively aim to strengthen lifelong institutional relationships, enhance student development through alumni networks, boost institutional branding, and promote a culture of knowledge sharing and mentorship.

Connect with NAAC/NBA/SDG/NEP or Internal Strategic Plan

These practices align with NAAC Criterion V (Alumni Engagement), NBA graduate outcomes (industry relevance), SDG 4 (Quality Education) and SDG 17 (Partnerships), and NEP 2020 goals of stakeholder collaboration and lifelong learning.

Title of Best Practice: : Alumni Engagement program

Context & Rationale

- To create a structured platform where PSGIM faculty share current, relevant, and emerging knowledge with the alumni community, thereby maintaining academic engagement post-graduation.
- To create a knowledge bridge between alumni and current students.
- To blend industry experience with academic learning.
- To foster networking and mentorship through low-cost, high-impact formats.
- Need for scalable, flexible alumni engagement models.
- Digital platforms offered an opportunity to tap into global alumni.

Planning & Design

- Faculty members identified key emerging themes
- Sessions were curated to blend academic depth with practitioner relevance
- Coordination with PSG Management Alumni Association (PSGMAA) for promotion and registration
- Sessions delivered in hybrid mode: live-streamed via Zoom and in-person at PSGIM
- Included presentations, Q&A, case discussions, and networking
- Recorded and archived for future alumni reference
- Feedback form circulated at the end of each session

Outcomes Achieved

- 250+ alumni participants across sessions
- Average attendance of 20 per session
- 90%+ satisfaction in in-session
- Enhanced PSGIM's positioning as a lifelong learning partner
- Faculty-alumni relationship deepened; led to collaborative opportunities
- Alumni expressed greater emotional connect and professional value
- Promoted cross-generational knowledge exchange and alumni involvement in curriculum design and mentoring

Review & Iteration

- · Conducted monthly sessions
- Reviewed annually during PSGMAA meetings and faculty meetings
- Real-time feedback via polls and post-session forms
- Alumni suggestions used to determine future session topics
- Engagement tracked via registration, attendance, and followup interest

Link to Vision: The Hybrid Knowledge Sharing Sessions advance PSGIM's vision by fostering academic and skill development through stakeholder-driven dialogues, aligned with leading practices in business education.

Link to Mission: Empower

Category Header: Industry Connect



Strategic Goal for the Category

What institutional goal does this practice help achieve?

To strengthen PSGIM's global industry-academia linkages by exposing students and faculty to international expertise, fostering cross-cultural learning, and integrating global perspectives into curriculum delivery.

Connect with NAAC/NBA/SDG/NEP or Internal Strategic Plan

Aligns with NAAC's focus on enhancing learning through collaborations (Criterion 5), NBA's emphasis on global competence, NEP 2020's call for internationalization of higher education, and SDG 4 & 17 by promoting quality education and global $partnerships. \, Supports \, PSGIM's \, strategic \, pillar \, on \, Industry \, \& \, International \, Connect.$

Title of Best Practice: International Lecture Series - Global Perspectives for Management Learning

Context & Rationale

- Need to integrate global business perspectives into the MBA curriculum.
- Opportunity to learn from international faculty and practitioners.
- Builds cultural intelligence and adaptability in students.
- Enhances institutional reputation and international collaborations.
- Chance to create a recurring platform for global knowledge sharing.

Planning & Design

- Scheduled international faculty aligned with MBA timelines.
- Curated themes on global business challenges with partner institutions.
- Lectures by faculty from USA, UK, Germany, and Malaysia (2024-25).
- Integrated with courses and offered thematic sessions on Leadership, Digital Transformation, Analytics, Change Management, and Value-Driven Marketing.
- Open to students, faculty, and select industry invitees.

Outcomes Achieved

- 12+ international experts engaged annually.
- Over 500 participants across sessions.
- Enhanced student understanding of global business practices.
- Strengthened academic and industry partnerships abroad.
- Improved cross-cultural communication and strategic thinking skills among participants.

Review & Iteration

- Collected feedback from students and faculty after each lecture.
- Annual review to refine topics, formats, and speaker mix.
- Incorporated suggestions into next cycle planning.

Link to Vision: Supports PSGIM's vision of being a globally respected management institution fostering responsible leaders.

Link to Mission: Empower · Nurture

acro Synergies

Category Header: Industry Connect



Strategic Goal for the Category

What institutional goal does this practice help achieve?

Position PSGIM as a regional leader in industry engagement through customized learning and consulting solutions

Connect with NAAC/NBA/SDG/NEP or Internal Strategic Plan

Align with NAAC criteria for Extension and Collaboration, and NEP's emphasis on lifelong learning and skill development

Title of Best Practice: EDGE to Engage - From Open to In-House MDPs

Context & Rationale

- To deepen engagement, PSGIM sought to curate in-house programmes tailored to specific industry requirements using the EDGE MDP brochure as a Launchpad
- Open-house MDPs had limited repeat institutional traction

Planning & Design

- EDGE MDP brochure developed with stream-wise offerings Faculty competency mapping done to assign roles Industry outreach strategy planned with pre-selling approach
- Execution: Clients select preferred topics and commit to annual MDP cycles. ALPS integration: Experiential learning included via outbound training modules

Outcomes Achieved

- Annual MDP schedules now pre sold. HIA subscribed to 9 MDPs from the menu. SPIC committed to 3 ALPS-based MDPs annually
- Improved industry visibility and registrations. Faculty upskilling through industry delivery

Review & Iteration

- Performance reviewed quarterly based on registratoins, feedback, and follow-ups
- Industry preferences and new trends reviewed yearly to update the EDGE menu. Faculty reflections captured and used to refine delivery

Link to Vision: To be a responsible management institution enabling business excellence and societal impact through industry engagement

Link to Mission: Nurture

Documents / Evidence



Alumni Talk Dec 20, 2024 & Jan 24, 2025









B-School Bistro – A Student-Run Entrepreneurial Cafeteria

Co-curricular Activities



Documents / Evidence

Co-curricular activities -Conferences/ Workshops/FDPs











EDGE to Engage – From Open to In-House MDPs







Industry Connect

International Lecture Series – Global Perspectives for Management Learning



Dr. Young Kim, NKU, USA



Dr. William D. Boyce, NKU, USA



Dr. Diana J. Wong, Sensei Change Associates, USA

Global Immersion Programme



Project activity by Students in International Perspectives





