

**Best Practices Successfully Implemented by the NSCT's Institute of Business Management and Research, Chakan (IBMR, Chakan)**

**1. Title of the Practice:**

**Case-Based Learning Approach (CBLA) for Business Decision-Making**

**Objectives of the Practice:**

The primary objective of the Case-Based Learning Approach (CBLA) is to immerse students in real world business challenges through analysis and discussion of actual case studies.

The specific objectives include:

- To enhance problem-solving and critical thinking abilities in students.
- To develop decision-making skills by simulating real-life business scenarios.
- To foster collaborative learning by encouraging students to work in teams and explore multiple perspectives.
- To bridge the gap between theoretical knowledge and practical application, making learning more engaging and relevant.

**The Context:**

Traditional lecture-based learning methods often focus on theoretical knowledge, which may not fully prepare MBA students for the complexities of real-world business problems. To address this, the NSCT's Institute of Business Management and Research, Chakan (IBMR, Chakan) adopted a Case-Based Learning Approach (CBLA) that integrates real business case studies into the curriculum. By engaging with actual business scenarios, students learn how to apply management theories to solve complex problems, make strategic decisions, and consider the consequences of their actions.

**The Practice:**

The Case-Based Learning Approach is implemented across several core and elective MBA courses. Each course is supplemented with business case studies sourced from well-known repositories like Harvard Business Review, Ivey Publishing, and local industry examples. Key components of the practice include:

**Case Study Discussions:** Students are provided with detailed business case studies, which they analyze and discuss in class under the guidance of faculty. These discussions involve identifying business problems, considering alternative solutions, and proposing strategic recommendations.

**Group Work and Collaboration:** To simulate real business environments, students work in teams to analyze case studies, fostering collaborative problem-solving and communication skills.

**Live Case Analysis:** In partnership with industries, the institute organizes "live" case studies where students are invited to analyze and provide solutions for ongoing business issues in companies.



  
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**Assessment through Case Presentations:** As part of their evaluation, students present their case study solutions to faculty and industry professionals, receiving feedback on their analytical and decision making abilities.

**Evidence of Success:** Improved problem-solving skills: Case-based assessments have led to a marked improvement in students' ability to analyze business problems and devise innovative solutions.

**Engagement and participation:** The interactive nature of case discussions has increased student participation and enthusiasm, fostering a more dynamic learning environment.

**Industry recognition:** Alumni and recruiters consistently highlight the case-based learning approach as a key differentiator, with students showing better readiness for tackling real-world business challenges.

**Problems Encountered and Resources Required:**

**Finding relevant case studies:** Sourcing high-quality, current case studies that align with the curriculum required significant investment. The institute addressed this by partnering with international and local case study repositories.

**Time constraints:** Detailed case analysis can be time-consuming, particularly when coupled with the regular academic workload. To manage this, faculty scheduled additional workshops and sessions for in depth case study analysis.



  
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## **2. Title of the Practice: Leadership Development Program (LDP) for Future Business Leaders**

### **Objectives of the Practice:**

The Leadership Development Program (LDP) is designed to cultivate essential leadership skills in MBA students, ensuring that they are well-prepared to take on leadership roles in a competitive global environment. The key objectives are:

- To enhance students' leadership potential through structured skill-building activities.
- To provide opportunities for students to engage in team-based leadership challenges and simulations.
- To develop competencies in areas such as strategic thinking, communication, emotional intelligence, and ethical decision-making.
- To foster a culture of continuous self-improvement and reflective learning among students.

### **The Context:**

MBA graduates are expected to take on leadership roles immediately upon entering the workforce. However, traditional academic programs often do not focus enough on cultivating leadership qualities. To address this gap, the Institute of Management Science launched the Leadership Development Program (LDP), a holistic initiative aimed at developing future business leaders by offering them a platform to practice and enhance their leadership skills.

### **The Practice:**

**The Leadership Development Program consists of several key components:**

**Leadership Workshops and Simulations:** Students participate in workshops that simulate real-world business leadership challenges. These simulations focus on crisis management, conflict resolution, team building, and decision-making under pressure.

**Leadership Speaker Series:** Senior executives, thought leaders, and successful entrepreneurs are invited to share their leadership journeys and insights. These interactions allow students to learn directly from seasoned professionals and gain exposure to diverse leadership styles.

**Peer Leadership Development Groups:** Students are placed into small peer groups where they are encouraged to collaborate on leadership challenges and reflect on their individual strengths and areas for growth. Group members act as both supporters and challengers in each other's development journeys.

**360-Degree Feedback and Coaching:** Students receive 360-degree feedback on their



  
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leadership competencies from peers, faculty, and industry professionals. Personalized coaching sessions are then provided to help students understand their strengths and areas for improvement, and to create action plans for leadership development.

**Evidence of Success:**

**Enhanced leadership readiness:** Students who completed the LDP reported feeling more confident in their leadership abilities and were able to demonstrate stronger leadership skills during campus placements and internships.

**High employer satisfaction:** Employers hiring from the institute provided positive feedback regarding the leadership competencies of graduates, particularly in areas such as strategic thinking and team management.

**Increased student engagement:** Participation in leadership activities has fostered a sense of ownership and initiative among students, with many taking up leadership roles in student organizations and projects.

**Problems Encountered and Resources Required:**

**Time management:** Balancing leadership development activities with academic workload was a challenge for some students. The institute addressed this by offering flexibility in scheduling and providing support through coaching and time management workshops.

**Resources for personalized coaching:** Offering one-on-one coaching sessions required dedicated resources, including trained leadership coaches. The institute has invested in training faculty and industry professionals to act as coaches for students.



A handwritten signature in blue ink, appearing to read "Shri. S. S. S.", written over the printed name "DIRECTOR".

**DIRECTOR**

Institute of Business Management Research  
Chakan, Ta-Khed, Dist-Pune