Innovative Teaching–Learning Practices Adopted for Continuous Evaluation (CE)

(NBA SSR – Criterion 3: Teaching–Learning Processes)

Innovative Teaching–Learning Methods Adopted

Course Name: Business Research Method (MK103)

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Programme: PGDM

Semester: II

Assessment Component: Continuous Evaluation (CE)

Innovative Pedagogy Adopted in Continuous Evaluation (CE) for BRM Course

1. Context and Rationale

Business Research Methods (BRM) is a foundational course aimed at developing analytical thinking, research aptitude, and evidence-based decision-making skills among MBA students. Traditionally, BRM is taught using theory-centric lectures and examinations. However, to align with Outcome-Based Education (OBE), and to emphasize on research-oriented learning, an innovative, project-based continuous evaluation pedagogy was adopted.

The core innovation lies in integrating real-world, domain-specific research projects as the primary mode of Continuous Evaluation (CE), replacing written assignments with applied research experiences.

2. Description of the Innovative Pedagogy

Pedagogical Design

Students were motivated to work in pairs and undertake unique, industry-linked research projects across domains such as: Marketing, Finance, HR, Supply Chain, Behavioural Economics, Sustainability, Communication, Banking, Capital Markets, and Macroeconomics. Each project required students to:

a) Identify a research problem (Problem discovery from real business, economic, and social contexts)
b) Review relevant literature
c) Hypothesis formulation and variable identification
d) Design questionnaires / identify secondary data
e) Apply appropriate statistical tools (regression, factor analysis, ANOVA, panel data, etc.)
f) Interpretation of results for managerial implications
g) Academic report writing and formal research presentation before an academic audience

This pedagogy transformed students from passive learners into active researchers and converted the BRM course from a theory-centric subject into an experiential, research-driven learning platform.

3. Innovative Features of the Pedagogy

3.1 Research-Integrated Continuous Evaluation

- CE was conducted in multiple structured phases, such as:

    1. Topic finalization and research gap identification
    2. Proposal and hypothesis formulation
    3. Questionnaire design / data sourcing
    4. Data analysis using statistical tools
    5. Final report submission and presentation

This ensured process-oriented evaluation, not just outcome-based grading.

Innovative Elements

- Integration of full-scale research projects as Continuous Evaluation
- Pair-based collaborative research
- Specialization-specific, contemporary project topics
- Phased evaluation aligned with research lifecycle
- Students acted as researchers, not just learners
- Use of real datasets, surveys, and statistical tools
- Research presentation mimicking academic conferences
- Ethical research practices embedded in assessment

3.1.1. Innovation in Course Delivery

The innovative pedagogy was embedded seamlessly into the course structure and session plan. Workshops, lab sessions, role plays, and case-based discussions were aligned with each stage of the student project, enabling *just-in-time learning*

Course Outline BRM Sem II TRP

. For example:

- Hypothesis formulation was taught using marketing, finance, and HR cases.
- Data analysis sessions were conducted in lab mode using Excel/SPSS.
- Ethical considerations were linked directly to students' own data collection.

3.1.2. Innovation in Evaluation Methods

Rubric-based assessment was used to evaluate research rigor, analytical depth, originality, communication skills, and ethical conduct, aligning assessment directly with Course Outcomes (COs). The CE component (50 marks) was process-oriented and phased, ensuring continuous engagement rather than end-term memorization. Evaluation covered:

- Proposal submission – 5 points

- Questionnaire design and Data collection completion – 10 points
- Literature Review, Methodology, Data analysis and draft report – 10 points
- Final report submission – 10 points
- Research presentation before an evaluation committee – 15 points

3.2 Domain-Specific and Contemporary Project Topics

The project topics were current, interdisciplinary, and industry-relevant, such as:

a. Determinants of FDI in G7 countries
b. Behavioural finance in consumption decisions
c. Sustainability practices in global supply chains
d. Impact of digital platforms on customer retention

Such topics went beyond textbook examples, encouraging students to engage with real economic and business issues.

3.3 Collaborative Learning through Pair-Based Projects

Pair-based projects promoted:

a. Peer learning
b. Academic discussion
c. Division of research responsibilities
d. Ethical research conduct

This aligns with SBS's emphasis on teamwork and collaborative problem solving.

3.4 Integration of Technology and Analytical Tools

Students actively used:

- Google Scholar, World Bank, UNCTAD, NSE/BSE databases
- Excel, SPSS, and basic econometric tools
- Presentation tools for data visualization

This enhanced digital literacy and analytical competency.

3.5 Research Presentation as a Learning Tool

Each group presented their research before peers and faculty. This created a research seminar–like environment, improving:

- Communication skills
- Defence of arguments
- Ability to respond to critical questions

5. Impact of the Pedagogy on Student Learning

5.1 Cognitive and Analytical Development

Students demonstrated Improved hypothesis formulation. Better understanding of variables and research design. Ability to interpret statistical outputs meaningfully

5.2 Skill Development

The pedagogy enhanced:

- Research writing skills
- Data analysis and interpretation
- Professional presentation and communication
- Critical thinking and problem-solving

5.3 Attitudinal and Behavioural Impact

- Increased confidence in handling research problems
- Positive attitude toward data-driven decision-making
- Greater interest in pursuing dissertations, analytics roles, and doctoral research

6. CO–PO–PSO Mapping (Indicative)

Course Outcomes (COs) Achieved

- **CO1:** Ability to identify business research problems
- **CO2:** Ability to design research methodology
- **CO3:** Application of statistical tools for analysis
- **CO4:** Interpretation of results for managerial decision-making
- **CO5:** Effective communication of research findings

Programme Outcomes (POs) Addressed	
PO	**Contribution**
PO1	Business knowledge application & Communication skills
PO2	Research aptitude, Analytical and critical thinking
PO3	Modern tool usage
PO4	Teamwork and collaboration
PO5	Ethical and professional responsibility

Programme Specific Outcomes (PSOs)

- PSO1: Domain-specific analytical competence (Marketing/Finance/HR)
- PSO2: Data-driven managerial decision-making

Course Outcomes (COs)	Description	Mapped POs	Mapped PSOs
CO1	Identify and define business research problems	PO1, PO2, PO4	PSO1
CO2	Design appropriate research design for research methodology, & data collection,	PO2, PO4, PO5	PSO1, PSO2
CO3	Apply statistical tools for data analysis	PO2, PO3, PO5	PSO2
CO4	Interpret research findings for managerial decisions	PO1, PO2, PO5	PSO2
CO5	Present research findings effectively and ethically	PO3, PO4, PO5	PSO1